



The Impact Of Teacher And Student Relationships On Student Motivation And Academic Achievement

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Abstract

This study explores the intricate dynamics of relationships between teachers and students, illuminating the significant influence these exchanges have on learning outcomes. By investigating how psychological, social, and pedagogical elements interact, we can identify the processes that promote wholesome relationships that are marked by open communication, respect, and trust. Our findings show that whereas negative interactions result in disengagement, anxiety, and a decline in self-efficacy, positive teacher-student relationships boost motivation, engagement, and academic accomplishment. This study highlights methods to foster positive connections, such as effective communication, classroom management, and culturally relevant teaching approaches, and offers educators, administrators, and policy makers practical insights. We may establish more inclusive, encouraging, and effective learning environments that enable kids to realize their full potential by placing a higher priority on the connections between teachers and students.

Keywords

Relationships between Teachers and Students
Results of Learning.
Academic Performance. Motivation of Students.
Engagement of Students

INTRODUCTION

A crucial and complex component of the educational environment, the teacher-student connection has a significant impact on students' academic performance and motivation. The goal of this research article is to break down and examine the intricate interactions between these relationships and how they affect the learning results of students. This study explores the psychological, social, and pedagogical factors that influence these encounters because it acknowledges that education goes beyond the simple transmission of content.

Trust, respect, and open communication are the hallmarks of a healthy teacher-student relationship. Students feel appreciated and supported in this setting, which promotes a sense of safety and belonging. Intellectual curiosity and academic risk-taking are based on this sense of security. Students are more likely to participate actively in the learning process and exhibit greater desire and endurance when they believe their teachers are interested in their achievement. Higher grades, test scores, and total educational achievement are all indicators of better academic success brought about by this participation.

On the other hand, unfavorable teacher-student interactions characterized by disagreement, apathy, or a lack of connection can result in low motivation, disengagement, and slowed academic development. Feeling alienated or misunderstood can cause anxiety, dissatisfaction, and a decreased sense of self-efficacy in students, all of which have a detrimental effect on their learning. This study will look at the particular actions and methods that lead to both good and bad relationships, such as classroom management strategies, teacher communication styles, and the delivery of individualized support.

The ultimate goal of this research is to offer practical suggestions to legislators, administrators, and educators. We can provide more encouraging and productive learning environments for all students if we recognize the vital role that teacher-student connections play in promoting student motivation and academic success. The results of this study will help create teacher professional development programs that emphasize relationship-building techniques and culturally sensitive instruction. We can enable kids to realize their full potential and succeed academically by placing a high priority on the development of strong teacher-student interactions.

Review of Literature:

1) In many respects, how teachers interact with their students and build relationships with them in the classroom is quite important. According to self-determination theory, relatedness is one of the three fundamental human needs—the other two being autonomy and competence—that must be met in order to maintain motivation, growth, and well-being (Ryan & Deci, Citation 2017). When students feel like they belong and are in connections where they perceive others and themselves as being sensitive, responsive, and caring, this is referred to as relatedness in the context of education. pupils' motivation, engagement, achievement, and general well-being will all rise when teachers are able to build these kinds of relationships with their pupils and meet their basic needs.

2) Despite these drawbacks, the current findings demonstrated that school satisfaction is significantly influenced by the interactions that students have with their teachers. In order to foster a healthy social setting for their students' learning and wellbeing in the classroom, teachers' socio-emotional competence must be seen as crucial (cf., Hen et al., Citation 2016). Our study adds to the body of literature by suggesting that school liking and the quality of the student-teacher relationship appear to have a long-term link. Therefore, good, loving, warm, and supporting student-teacher connections as well as enhanced school like experiences can be seen as components of effective teaching. Goals and tactics aimed at improving the quality of student-teacher relationships and students' school satisfaction should be incorporated into school policy and practice.

3) The Fathi et al. (2020) study, which attempted to determine the influence of teacher self-efficacy and psychological health of Iranian EFL teachers, is the only study that has addressed this topic. The findings showed that psychological wellbeing was predicted by both variables. But a stronger predictor of psychological wellness was teacher self-efficacy. To the best of our knowledge, no study has ever examined these two factors concurrently in relation to teachers' psychological wellness, despite the fact that earlier research has been helpful in highlighting the importance of instructors' self-efficacy and emotion control in teaching EFL. Additionally, there has been little discussion of teacher emotion control in the context of EFL (e.g., Fathi et al., 2021). Furthermore, there hasn't been much focus on the psychological health of EFL teachers.

4) Last but not least, we discovered that while both variables significantly influenced the psychological wellbeing of EFL teachers, self-efficacy had a greater effect than emotion control. One could argue that teachers' strong levels of competence and efficacy in their capacity to instruct may reduce their levels of anxiety, frustration, and sadness. The findings of some earlier research that identified teacher self-efficacy as

a negative indicator of their disengagement and burnout are consistent with this explanation (Fathi et al., 2021).

5) One could claim that coping mechanisms used by teachers could strengthen the link between psychological health and emotion control. Because they can manage the stressors that arise in the classroom, teachers who use more effective emotion regulation techniques, for example, may feel less anxious about disorderly classroom environments and disobedience from pupils. As a result, teachers who feel capable may have greater psychological wellbeing, which enhances their potential job satisfaction and classroom practice. Conversely, develop methods that work for their psychological states and build a cozy, intimate bond with their students.

Research Methodology, Data Analysis and Interpretation:

Research Design

This study uses quantitative research approach to explore how teachers and student's relationship impact academic achievement of students. It uses a cross sectional approach to collect data at specific movement in time and examines link between dependent variable (student motivation) and the independent variable (Teacher student relationship).

Sampling

The Study Sample Comprises students from Bangalore india the category of students include Intermediate Under Graduation & Post Graduation the justification for selecting 60 Individuals is to strick a Compromise between statistical power and practical feasibility. With 60 Participants the sample size is sufficient to produce valid result while remaining manageable for data Collection and Analysis. Bangalore was choosen as The Research venue Because it is Big urban Center with a Diversified Population and a Strong Digital Presence Offering a rich Back drop for Examining the impact of Pupils motivation from teachers.

Data Collection Procedures:

Data Collecting entitles presenting a Structured questionnaire to people. The questionnaire includes questions about the influence of teachers on students in their academic performance. Participant's are informed about the studies goals and given assurance of confidentiality and anonymity.

Variables

Independent Variable: Teacher student relationship

Dependent Variable: Student motivation, academic Achievements

Objectives:

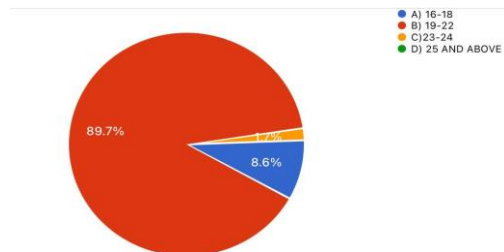
To analyse the nature and quality of teachers student's relationship in classroom

To assess the level of student motivation in related to their interaction with teacher

To identify whether a positive teacher student relationship enhance student learning outcomes

Findings:**Table 01: Age of Students**

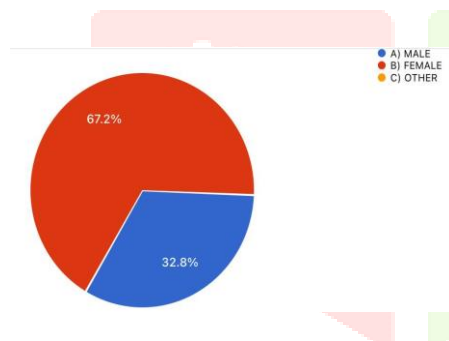
Sl.No	Particulars (Age)	Age (16-18)	Age (19-22)	Age (23-24)
1	Age	05	54	01



Students of different ages make up the sample. The bulk of students (54) are in their early adult years, as indicated by Table 1, which shows that they are mostly between the ages of 19 and 22. Only one student is in the 23–24 age bracket, whilst a smaller group of five students are in the 16–18 age range. This age distribution sheds light on the demographics of the student body under investigation in order to determine how teacher-student relationships affect academic performance and student motivation.

Table 02: Gender of Respondence:

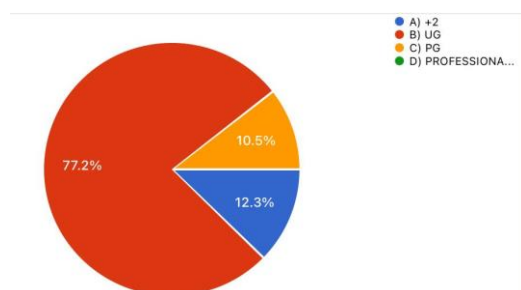
Sl.No	Gender	No. of Respondence
1	Female	40
2	Male	20



According to the respondents' gender breakdown, there are 20 male students and 40 female students. Accordingly, women make up 66.7% (40/60) of the sample, while men make up 33.3% (20/60). The sample's larger proportion of females might be a reflection of the demographics of the student body under investigation.

Table 03: Qualification of Respondence:

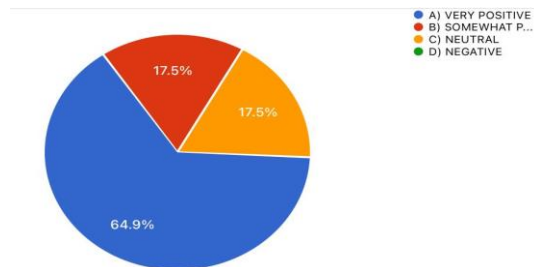
Sl.No	Education Qualification	Respondence
1	Inter	08
2	PG	06
3	UG	46



According to the respondents' educational backgrounds, the bulk of the sample, or 46 respondents, are undergraduates (UG). Eight responders have finished their intermediate (intermediate) coursework. Six postgraduates (PGs) are among the responders. This distribution shows that undergraduate students make up the majority of the sample, while postgraduate and intermediate-level students are less represented.

Table 04: Relationship with Teacher:

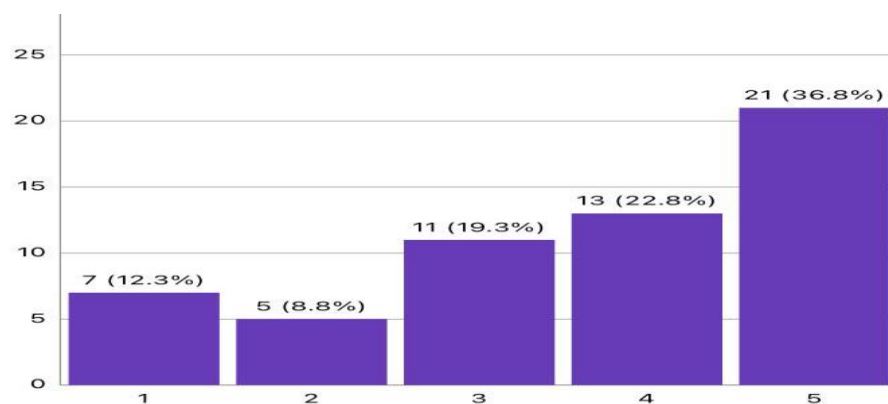
Sl. No	Nature	No. of Response
1	Very Positive	40
2	Neutral	10
3	Sometimes Positive	10



The following categories apply to the respondents' relationships with their teachers: A solid and encouraging relationship was shown by the 40 respondents (66.7%) who said they had a "Very Positive" relationship with their teachers. Ten respondents (16.7%) wrote "Neutral" for their relationship, indicating that there were no deep feelings or bonds. 10 respondents (16.7%) said they had a "Sometimes Positive" relationship, which suggests a mix of encounters that are both pleasant and maybe bad. Generally speaking, most respondents (66.7%) have a very positive relationship with their professors, which may have a big influence on their academic success and motivation.

Table 05: Teachers Personal Care

Sl No	Scale	No. of Response
1	1	07
2	2	08
3	3	11
4	4	13
5	5	21

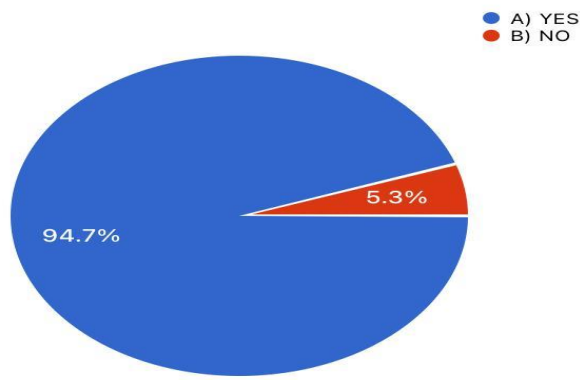


On a scale of 1 to 5, respondents' opinions about instructors' personal care are gauged. The responses were distributed as follows: A significant degree of care was indicated by the 21 respondents (35%) who gave teachers' personal care a rating of 5. A good level of care was indicated by the 13 respondents (21.7%) who gave it a rating of 4. A moderate level of care was indicated by the rating of 3, which was given by 11 respondents (18.3%). A low level of care was suggested by the 8 respondents (13.3%) who gave it a score of 2. A very low level of care was indicated by the 7 respondents (11.7%) who gave it a score of 1. According

to the evaluations, most respondents (56.7%) gave instructors' personal care a 4 or 5, suggesting that they have a favorable opinion of it. Nonetheless, a sizable portion of participants (25%) gave it a lower rating (1 or 2).

Table 06: Does Teacher make Learning Interesting:

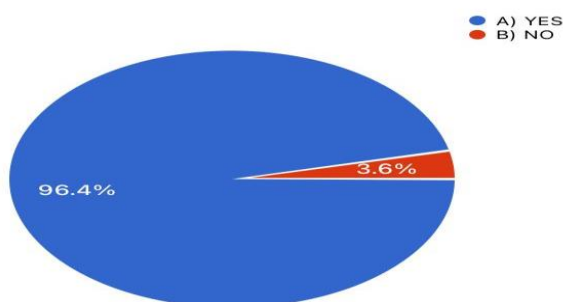
Sl. No	Response	Respondence
1	Yes	56
2	No	04



The vast majority of respondents have good opinions on whether teachers make learning engaging: The "Yes" response from 56 respondents (93.3%) suggests that they believe their teachers can make learning engaging. The fact that just 4 respondents (6.7%) selected "No" indicates that they do not find their teachers to be engaging. This implies that most students are motivated and involved in their education as a result of their teachers' attempts to make the material.

Table 07: Teacher treats all students with respects:

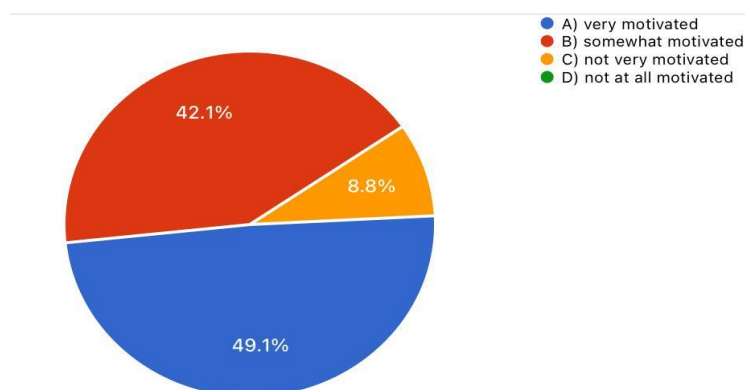
Sl. No	Response	Respondence
1	Yes	57
2	No	03



The vast majority of respondents have positive opinions on whether teachers treat every kid with respect: "Yes" was selected by 57 respondents (95%) who said they believed their teachers treated every kid with dignity. - The fact that only three respondents (5%) selected "No" suggests that they do not think their teachers value them. According to this, the great majority of students believe that their teachers value and respect them, which can boost their motivation and academic achievement.

Table 08: Motivated learning at classes:

Sl. No	Particulars	Response
1	Very Motivated	30
2	Some What Motivated	25
3	Not Very Motivated	05



The distribution of respondents' class motivation is as follows: The fact that 30 respondents (50%) said they were "Very Motivated" suggests that they were really engaged and enthusiastic. "Somewhat Motivated" was the response given by 25 respondents (41.7%), indicating a moderate level of motivation. The fact that five respondents (8.3%) said they were "Not Very Motivated" suggests that they were not as engaged. A pleasant learning environment is suggested by the fact that most students (91.7%) are either very motivated or somewhat motivated overall. Only 8.3% of students, meanwhile, might need more assistance to increase their motivation.

Findings:

The results of the study show that teachers and students have a generally positive relationship, with 66.7% of respondents saying that their relationship is extremely positive. Additionally, teachers were thought to treat pupils with respect (95%), and to make learning engaging (93.3%). Additionally, 56.7% of participants gave teachers' personal care good marks. Regarding motivation, 41.7% of students were only moderately motivated in class, whereas 50% of students were highly motivated. Overall, the findings point to the importance of fair treatment, interesting teaching strategies, and strong teacher-student interactions in fostering student engagement and academic success.

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