

# Effect of Teacher-Student Relationship on Pro-Social Behavior and Academic Achievement of Secondary School Students

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**Abstract:** The study was conducted to explore the effect of teacher-student relationship on pro-social behavior and academic achievement of secondary school students. The population of the study consisted of all secondary school students of district Peshawar. This survey research was conducted by selecting a sample of 250 students through stratified random sampling technique. two questionnaires namely STRS-SF (Settanni, Longobardi, Sclavo, Fraire, &Prino, 2015), and feelings about school scale (FAS; Valeski & Stipek, 2001) were used. STRS-SF scale was used for the purpose of measuring the perceptions of teachers about closeness of teacher- student relationship. The information about the Feelings About School Scale (FAS) developed by Valeski & Stipek, (2001) was used to identify the prosocial behavior of the children. To rate according to scale of items, a 12 items likert scale was used. This study applied mean, standard Deviation, and regression model for the analysis of the collected data. Our results show that Teacher-students relationship positively predicts the pro-social behavior. Furthermore, Teacher- students relationship positively predicts the academic achievement of students.

**Keywords:** Academic Achievement, Pro-Social Behavior, Secondary Schools, Teacher- Student Relationship

### **Introduction**

Recently researchers have suggested that adjustment of children in the school context is widely affected by the quality of teacher and students relationship (Longobardi, Badenes-Ribera, Gastaldi, & Prino, 2019). Particularly the development of prosocial behavior in the form of better peer group and minimization of victimization risk is affected by the good quality of teacher- student relationship (Marengo et al., 2018) whereas prosocial behavior is defined as the behaviors which are aimed to favor the other people (Batson & Powell, 2003). Students having prosocial behaviors tend to bring more favorable outcomes and better adaptation in the social area (peer victimization or peer acceptance) and non social domain like academic success (Marengo et al., 2018). Therefore studies have found close link between teacher- student relationship and prosocial behavior of the child (Longobardi et al., 2018). Some authors have pointed out that the more closer the relationship between teacher and students, there are chances of more prosocial behaviors in the children (Caprara et al., 2000). An attachment theory point out that teacher has to adopt a significant role of adult from the affective point of view (Verschueren & Koomen, 2012). Furthermore the teachers have to adopt a caring and warm relation exemplified by relational model leading to the development of pro-social behaviors and commitment in academic affairs (Wentzel, 1993). So it can be concluded that the closer the relationship of teachers with the students, the more there are chances of development of positive behaviors among the children. There are some advantages of positive relationship of teachers with the students.

In an example, if the teachers are more close with the children and show affection towards them, it develop positive behavior towards school in the children, the more connected to classroom, and to a greater degree they engaged in the school (Huan, Quek, Yeo, Ang, & Chong, 2012; Khan, Ullah, Usman, Malik, Khan, 2020). According to theoretical perspectives of social motivation (Deci, Vallerand, Pelletier, & Ryan, 1991), when the needs of relatedness, autonomy, and competences of the children are satisfied, the adolescents and children show more positive behaviors towards schools (Valeski & Stipek, 2001). So it is very important that the teachers satisfy the needs of the children so that to promote more positive behavior among children towards school. In this way the teachers may become able to develop positive feelings, positive attitude, greater engagement in school (Valeski & Stipek, 2001).

It is also evident from many research studies that many educational institutions are focusing on the teachers' effectiveness and children's school performance (Burke, 2010). It is because quality education is one of the important indicators of the development of society (Clinton and Hattie, 2013). It is because the learning as well as the professional growth of the students greatly depends on quality teaching. One of the qualities of quality teaching is the worth of relationship between the learners and teachers How is the academic performance of students and how meaningful is the life of the students after school depends on the attitude, skills as well knowledge of the teachers (Aultman, Williams-Jonson and Schutz, 2009). Those students, who occupy positive relationship with their teachers, reach greater level of achievements. It is evident that the students would fail, and others may be expelled from the schools, if there is improper relation between teachers and students. Therefore, the teachers need to be engaged with the students, they should be enthusiastic apart from motivated (Dianat and Abedini, 2016).

### **Objectives of the study**

1. To find out the perceived level of teacher- students relationship, and prosocial behavior of students
2. To explore the effect of teacher- student relationship on prosocial behavior of students.
3. To explore the effect of teacher- student relationship on academic achievement of students.

### **Research methodology**

Survey research method was assumed in conducting the current research. A sample of 250 students was selected by using stratified random sampling technique.

### **Research instruments**

This study was conducted for finding out the Effect of teacher-student relationship on pro-social behavior and academic achievement of secondary school students. For the purpose of data collection, two questionnaires namely STRS-SF (Settanni, Longobardi, Sclavo, Fraire, &Prino, 2015), and feelings about school scale (FAS; Valeski & Stipek, 2001) were used. STRS-SF scale was used for the purpose of measuring the perceptions of teachers about closeness of teacher- student relationship. This scale uses 5-point Likert scale. The teachers rated the extent to which they agree with the statement ranging from “Definitely does not apply”=1 to “Definitely applies”=5. The sample items of this questionnaire are “this child values his/her relationship with me” and “it is easy to be in tone with what the child is feeling”. The Cronbach Alpha reliability coefficient was 0.890.

The information about the Feelings About School Scale (FAS) developed by Valeski & Stipek, (2001) was used to identify the prosocial behavior of the children. To rate according to scale of items, a 12 items likert scale was used. This scale had 5 options like “Don’t like going to school at all”=1 and “Like going to school a lot”=5. We took the average of subscales i.e. general attitude towards school, relationship with teachers, perceived competence in Maths, and perceived competence in literacy. The higher scores indicated good feelings about school.

The prosocial behavior of the students found through collection of information from their teachers by filling SDQ scale developed Goodman (1997). This is a 25 item questionnaire with 5 sub scales. The Cronbach Alpha reliability coefficient of this scale was 0.87.

### **Data analysis**

This study applied mean, standard Deviation, and regression model for the analysis of the collected data. Mean along with standard deviation was used to explore the perception of teachers about their relationship of teachers with students, and prosocial behavior. Furthermore, to explore the effect of prosocial behavior and teacher- student relationship on academic achievement, regression model was used.

### **DATA ANALYSIS AND FINDINGS**

A non experimental cross-sectional research design was used in finding out this research study.

Questionnaires were used to conduct this study. The data analysis procedure is described as under.

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Table 1: Descriptive statistics about the variables of the study

	N	Mean	Std. Deviation
Teacher-Student Relation	250	3.0709	0.51999
Pro-social behavior	250	2.3945	0.42592

Table 1 highlights the descriptive statistics about teacher- student relationship, and level of prosocial behavior. This table indicates that the mean score for teacher- student relationship is 3.08 with the standard deviation of 0.52 while the mean score of pro- social behavior is 2.40 with a standard Deviation is 0.43. The calculated value of teacher- student relationship indicates a high mean score followed by mean score of pro-social behavior of students.

Table 2: Effect of teacher- student relationship on prosocial behavior of students

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.745	.160		17.113	.000
Teacher-Student Relation	.114	.052	.139	2.216	.028
R=0.139 <sup>a</sup>		R <sup>2</sup> =0.019	Adj.R <sup>2</sup> =0.015	F= 4.910	Sig.0.028

a. Dependent Variable: Pro-social behavior

Table 2 highlights that one unit increase in teacher- student relationship brings 1.5% increase in prosocial behavior of the students. The F value indicates that the model is fit (F= 4.910, 0.028).

Teacher- students relationship positively predicts the pro-social behavior ( $\beta$ = 0.114, 0.028).

Table 3: Effect of teacher- students relationship on academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.329	.189		7.026	.000
Teacher-Student Relation	.584	.061	.521	9.624	.000
R=0.521 <sup>a</sup>		R <sup>2</sup> =0.272	Adj.R <sup>2</sup> =0.269	F=92.62	Sig.=0.000

a. Dependent Variable: academic achievement

As indicated by table 3, one unit increase in teacher- student relationship leads to bringing of 2.69% variability in academic achievement of students. The F value indicates that the model is fit (F= 92.62, 0.000). Teacher- students relationship positively predicts the academic achievement of students ( $\beta$ = 0.584, 0.000).

Table 4: Effect of teacher- students relationship and prosocial behavior on academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.518	.279		5.434	.000
Pro-social behavior	-.069	.075	-.050	-.922	.358
Teacher-Student Relation	.577	.061	.514	9.399	.000
	R=0.524 <sup>a</sup>	R <sup>2</sup> =0.274	Adj. R <sup>2</sup> =0.270	F=46.71	Sig=0.000

a. Dependent Variable: CGPA

As indicated by table 3, one unit increase in teacher- student relationship and pro-social behavior leads to bringing of 2.70% variability in academic achievement of students. The F value indicates that the model is fit (F= 46.71, 0.000). Teacher- students relationship positively and significantly predicts the academic achievement of students ( $\beta = 0.577, 0.000$ ). Teacher- students relationship negatively and insignificantly predicts the academic achievement of students ( $\beta = -0.069, 0.358$ ).

**Discussion**

Our results indicate that there is strong positive relationship between teachers and students. This result indicate that when the teacher- students is described by closeness with students, friendliness, and support, can play important role child’s development, and his/her positive adaptation in school environment.

So our results also highlight that the relationship of teachers with the students is based on the qualities of closeness, affection as well as support. These results are in line with previous studies (Marengo et al., 2018).

Our results show that Teacher- students relationship positively predicts the pro-social behavior. The theoretical framework of attachment describe that the teachers can become role model for the teachers. Consequently the students become able to adopt and replicate the behaviors during their interaction with peers thus develop a pro-social behavior in them (Jungert et al., 2016). This positive and healthy relationship of teachers with students helps in the development of healthy self esteem of the students (Khan, Ullah, Usman, Malik, Khan, 2020;Myers & Pianta, 2008). If the relationship of teachers with the students is positive and close, students would show positive attitudes towards school which is an indicator of prosocial behavior. So the results are in accordance with the previous studies (Luengo et al ., 2017; Ullah 2020).

Teacher- students relationship positively predicts the academic achievement of students. Teacher- students relationship positively and significantly predicts the academic achievement of students. These results indicate that as teacher- students relationship is improved, the academic achievement is also enhanced as vice- versa. These results are in line with the results of Buyse et al., (2009) who says that if the students who come across the experience of conflict with the teachers, they demonstrate low academic achievement.

**Conclusions**

Teachers use positive relations with their students. This implies that there is a strong positive relationship between teachers and students. This also implies that the relationship is based on the principles of love, affection and trust where there is greater understanding among the teachers and students.

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Furthermore, teacher- student relation is a strong predictor of pro-social behavior of the students. This implies that if the relationship of teachers with the students is positive and close, students would show positive attitudes towards school which is an indicator of prosocial behavior.

Additionally, students- teachers relation is a profound predictor of academic achievement. It implies that as teacher- students relationship is improved, the academic achievement is also enhanced as vice- versa.

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