



Teacher-Student Relationship and Its Role on The Responsibility and Academic Motivation of Female Students

Malihe Najar Mansouri*

Physics Teacher in Kerman Education, Kerman, Iran.

A B S T R A C T

The present study investigated the relationship between teacher and student with responsibility and academic motivation of female students of the first grade of secondary school in Kerman, Iran. The statistical population included all female students of the first grade of secondary school. According to the size of the sample population, according to Morgan's table, 357 people were estimated, which were evaluated using the stratified random sampling method. To collect information, the questionnaire of the popularity of teachers among students, the scale of Harter's academic motivation and the subscale of responsibility were used. The results showed that there is a positive and significant relationship between academic motivation and teacher-student relationship at the 99% confidence level, and there is a positive and significant relationship between teacher-student relationship and responsibility at the 99% confidence level. Based on the results, it can be said that the type of communication and interaction of students has a positive effect on the responsibility and academic motivation of female students and strengthens the students.

Keywords: Teacher-Student Relationship, Teachers' Popularity, Responsibility, Academic Motivation, Female Students.

INTRODUCTION

Any fundamental change in the society requires the transformation of the educational system of that society, and the main axis of progress of any educational system is the teacher (Gehlbach, Brinkworth, & Harris, 2012). As the most important element of education and training, the teacher is directly involved in the educational, religious, emotional, moral, political, social, etc. dimensions of students; It plays an important role in training the human resources needed by the society (Frymier & Houser, 2000; Koca, 2016; Wubbels & Brekelmans, 2005). The goal of the teacher is the comprehensive education of the students. The teacher deals with the soul and spirit of the student; His job is to develop the student's talents (Camas Garrido, Valero Moya, & Vendrell Moranco, 2021). If we are in search of knowing the effective factors in the formation of human personality, moderation of existence and knowledge of his body and mind, it is these

*. Corresponding Author: Najar Mansouri, M.

To cite this article: Najar Mansouri, M. (2024). Teacher-Student Relationship and Its Role on The Responsibility and Academic Motivation of Female Students. *Iranian Journal of Positive Psychology*, 10 (1), 1-4.

teachers who have been one of the influential factors and providers of moral, physical, social, emotional and intellectual development of a person. In the world of the past and today, teachers, by using art, science, experience, faith in work and love for students, have made the fingers and brains of children and teenagers valuable in the teaching-learning process and turned raw people into educated (Li, Bergin, & Olsen, 2022; Mosley, Broyles, & Kaufman, 2021; Pranjić, 2021). People have become researchers, experts, believers and artists. Based on this, our assumption is that the relationship between the teacher and the student is effective in the formation of their personality.

Responsibility is one of the dimensions of a healthy personality and a very important feature in the classroom, and the teacher plays an important role in helping students gain responsibility in school, family and society (Ikhwani, Farid, Rohmad, & Syam, 2020; Lauermann & Berger, 2021). In order to create a sense of responsibility, methods and solutions have been compiled that the teacher can implement in his class. New researches on the role of the teacher in the cognitive, motivational, academic and social functions of students is being conducted.

In recent decades, many theorists and researchers of educational psychology have given credit and a special place to motivational and psychological models of academic behavior (Anderman, 2020; Krou, Fong, & Hoff, 2021). One of these motivations, the motivation for education, which is psychological and inclusive, refers to the individual's desire to achieve academic goals by influencing different types of educational activities (Umarji, 2019). Academic motivation is related to special goals, specific attitudes and beliefs, methods of achieving them, and individual efforts. Research (Weiner, 1990) shows that motivational structures are evaluated in relation to a specific educational task, activity or subject, that is, they are dependent on a special subject, and the measurement of these structures is by considering the difference in people's perceptions in the situation. Different factors improve behavioral predictions.

The question that arises here is to what extent is the relationship between the teacher and the student with the responsibility and academic motivation of the students? . For this reason, the present study investigated the relationship between teacher and student with the responsibility and academic motivation of female students of the first grade of secondary school in district one of Kerman city in Iran.

METHODOLOGY

The statistical population included all female students of the first grade of secondary school in the first district of Kerman city, numbering 7218 people. Finally, 357 people were selected and evaluated through stratified random sampling. Based on this, female students were randomly subjected to field research based on urban areas, private and public schools, and educational levels. The required data collection tool was as follows.

Teacher-Student Relationship Questionnaire: The teacher-student relationship questionnaire of Murray and Zvoch (2011), was used to measure the relationship between teachers and students. This questionnaire has 3 components and consists of 17 items. The higher the score, the greater the relationship, and the lower the score, the less the relationship. Murray and Zvoch (2011), obtained the reliability coefficient of this questionnaire at 0.85 and reported 0.89, 0.84 and 0.72 respectively for each of the components. In the current research, the reliability of this questionnaire was estimated at 0.85.

Accountability subscale: The California Psychological Inventory (CPI) is a self-administered paper-pencil test that consists of 480 statements and studies extra personal personality characteristics in 18 scales and can be administered both individually and in groups. has it. In the present research, Cronbach's alpha was 0.84.

Teacher-Student Relationship and Its Role on The Responsibility and Academic Motivation

Harter's academic motivation scale: Harter, Whitesell, and Kowalski (1992), academic motivation scale was used to measure the academic motivation of students. It has 33 questions (17 questions for internal motivation and 16 questions for external motivation). The answer to each question is expressed in a 5-point Likert scale. In the present research, the reliability level was obtained based on the alpha coefficient of 0.82.

RESULTS

Table 1 shows the frequency and percentage of people in the sample group according to educational level.

Table 1. Frequency and frequency percentage of people in the sample group according to base

	N	Percent
First grade	100	28.01
Second grade	100	28.01
Third grade	157	43.98
Total	357	100

As can be seen in Table 1, 100 people are in the first grade sample group, 100 are in the second grade and 157 are in the third grade of the first period.

Table 2. Mean and standard deviation of research variables

Variables	Mean	Std. Deviation
Teacher-student relationship	30.83	8.71
Responsibility	22.94	4.26
Academic motivation	114.4	15.36

The results showed that the mean of teacher-student communication was (30.83), the mean of motivation variable was (114.4) and the mean of responsibility variable was equal to (22.94).

Table 3. Correlation matrix results between teacher and student relationship with responsibility and academic motivation

Variables	Responsibility	Academic motivation
Teacher-student relationship	0.63**	0.8**

** p<0.01

As can be seen in Table 3, there is a positive and significant relationship between teacher and student relationship with responsibility ($r=0.63$) at the 0.99 percent confidence level and between teacher and student relationship with academic motivation ($r=0.8$) There is a positive and significant relationship at the 0.99 percent confidence level.

CONCLUSION

The role of the teacher in the education of the student is not hidden from anyone, the close contact between the teacher and the student and the influence that the teacher has on the student plays an important role in their intellectual and psychological characteristics and it can be done in various ways such as imitation and sometimes Replication times occur. In addition to the educational role that he performs in schools, the teacher should use modeling as an educational tool. The teacher carefully monitors the thinking of the students, draws their attention to the whole being and the origin of creation at appropriate times, and also internalizes the values in the students with his behavior. Since high academic standards are one of the most valuable standards during adolescence, therefore, academic self-efficacy can be considered one of the most important areas of self-efficacy at this age. If students believe that they can learn with acceptable effort, these students will put in more effort. they persist in facing problems, focus their attention on the

problem and feel more relaxed and optimistic and use more effective strategies. In other words, self-efficacy mobilizes cognitive and motivational tools, which will play an important role in the use of methods of dealing with psychological pressure in people. In general, it is not important how much a person has, but it is important that a person to what extent does he have the ability to "believe in himself".

REFERENCES

- Anderman, E. M. (2020). Achievement motivation theory: Balancing precision and utility. *Contemporary Educational Psychology*, 61, 101864.
- Camas Garrido, L., Valero Moya, A., & Vendrell Morancho, M. (2021). The Teacher-Student Relationship in the Use of Social Network Sites for Educational Purposes: A Systematic Review. *Journal of New Approaches in Educational Research*, 10(1), 137-156.
- Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication education*, 49(3), 207-219.
- Gehlbach, H., Brinkworth, M. E., & Harris, A. D. (2012). Changes in teacher–student relationships. *British journal of educational psychology*, 82(4), 690-704.
- Harter, S., Whitesell, N. R., & Kowalski, P. (1992). Individual differences in the effects of educational transitions on young adolescent’s perceptions of competence and motivational orientation. *American educational research journal*, 29(4), 777-807.
- Ikhwan, A., Farid, M., Rohmad, A., & Syam, A. R. (2020). *Revitalization of Islamic Education Teachers in the Development of Student Personality*. Paper presented at the 1st Borobudur International Symposium on Humanities, Economics and Social Sciences (BIS-HESS 2019).
- Koca, F. (2016). Motivation to Learn and Teacher-Student Relationship. *Journal of international Education and Leadership*, 6(2), n2.
- Krou, M. R., Fong, C. J., & Hoff, M. A. (2021). Achievement motivation and academic dishonesty: A meta-analytic investigation. *Educational psychology review*, 33, 427-458.
- Lauermann, F., & Berger, J.-L. (2021). Linking teacher self-efficacy and responsibility with teachers’ self-reported and student-reported motivating styles and student engagement. *Learning and Instruction*, 76, 101441.
- Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction*, 80, 101581.
- Mosley, C., Broyles, T., & Kaufman, E. (2021). A Case Study of Teacher-Student Relationship Development. *Journal of Classroom Interaction*, 56(1), 18-32.
- Murray, C., & Zvoch, K. (2011). The inventory of teacher-student relationships: Factor structure, reliability, and validity among African American youth in low-income urban schools. *The Journal of early adolescence*, 31(4), 493-525.
- Pranjić, S. S. (2021). Development of a caring teacher-student relationship in higher education. *The Journal of Education, Culture, and Society*, 11(1), 151-163.
- Umarji, O. (2019). *Classification of Motivational Dispositions: A Psychological Systems Perspective of Academic Behavior*. UC Irvine,
- Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher–student relationships in class. *International journal of educational research*, 43(1-2), 6-24.