

## Teacher Support as Determinant of Academic Achievement

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**Abstract-** Measuring achievement is a major part of the learning process and informs educators of student talent and progress toward educational goals. Today's modern society expects each one to be a high achiever. It has become an indicator of a child's future. Parents, teachers and higher authorities concerned with effective academic performance of the students. Present study aimed to investigate the effect of teacher support locale and sex on academic achievement. For this purpose initially larger number of student Studying in government schools of Rajnandgaon district of Chhattisgarh state were selected out of which 646 students were retained as final sample. To measure the academic achievement of the student, over all marks obtained by the student in different subjects (viz-Hindi, English, Mathematics, Science, & Social Science) in class 10<sup>th</sup> board examination was used. The dependent variable of the study was academic achievement and independent variables were teacher support locale and sex. To analyze the data descriptive statistics, and ANOVA technique is used. The ANOVA analysis reveals that teacher support and locale affect independently as well as jointly to academic achievement whereas role of sex was not found to be significant.

Key words- Academic achievement, Teacher support, Locale, Sex.

Introduction-

Teacher support measures the amount of help, concern and friendship the teacher directs toward the students. Teacher plays a vital role to create environment that supports effective teaching and learning in the classrooms. Thus the organization of learning space: learner involvement and discipline in the classroom are important factors influencing academic achievement. Teacher support refers to students' beliefs that their teachers care about them, value them and establish personal relationships with them (e.g., Fraser & Fisher, 1982; Goodenow, 1993; Trickett & Moos, 1973). Researchers have found positive associations between perceptions of teacher support and students' adaptive motivational beliefs and engagement behaviors. when students view their teacher as supportive they report higher levels of interest, valuing, effort, and enjoyment in their school work (Fraser & Fisher, 1982; Midgley *et al.*, 1989; Trickett & Moos, 1974), a more positive academic self-concept (Felner, Aber, Primavera, & Cauce, 1985), and greater expectancies for success (Goodenow, 1993). Perceiving the teacher as supportive is also related positively to asking for help with school work when needed (Newman & Schwager, 1993), use of self-regulated learning strategies (Ryan & Patrick, 2001), and a desire to comply with classroom rules (Wentzel, 1994). Perceived teacher support is related negatively to absenteeism (Moos & Moos, 1978) and disruptiveness in the classroom (Ryan & Patrick, 2001). Bartholomyh (1996) studied "student and teachers as partners in the classroom community: A study of classroom social environment and found significant difference in students' perceptions of the ideal and actual classroom social environment. Students indicated a preference for

significantly more involvement, affiliation teacher support, personal goal attainment, organization and clarity and student influence than they saw in their actual classroom environment. Students preferred ideal classroom environments in which they could be actively involved in the learning process. They indicated a preference for interactional activities with other students and with their instructors. Students expressed interest in opportunities for exploring personal interest in relation to the course, relating their courses to their own experiences and having opportunities to be partners with the teacher in planning for class activities to support the concepts of the course. Goh & Khine (2002) found that a good teacher-student relationship is superior to the formation and maintenance of a positive classroom environment. Ma, (2003) studied the “Sense of belonging to school: Can school make a difference?” and stated that Student perception of teacher support have been related with greater feelings of school belonging and greater school engagement and motivation as well as better academic performance. Hallinan (2008) studied the Teacher influences on students' attachment to school and found that when students' needs to be valued and respected are met, their attachment to school increases. Chiaki Konishi, (2010) examine “Do school bullying and Student-Teacher relationships matter for academic achievement” and found that positive teacher-student relationships were associated with better school performance.

#### Objectives-

The problem of the present study is to examine whether the student perceiving high teacher support would differ in their academic achievement from those student who perceived low teacher support it was hypothesized that if the student perceive high teacher support would exhibit higher academic achievement as compared to the students perceiving low teacher support.

Next problem of the present study is to examine whether the student studying in urban School would differ in their academic performance from those students who studying in rural school. It was hypothesized that the student studying in urban school would exhibit higher academic performance as compared to the student who studying in rural school.

Another problem of the present study is to see the role of sex in academic achievement of the students. It was hypothesized that male students would show higher academic achievement than female students.

#### Design-

The main purpose of the present study was to examine the role of teacher support, locale and sex on academic achievement. To achieve this goal the subjects were taken from two different locale i.e. rural and urban and sex i.e. male and female, teacher support was taken on two levels (in which the subjects perceiving high teacher support considered as more teacher support on the other hand students perceiving low teacher support considered as less teacher support) In this way 2x2x2 factorial design were computed in which teacher support (more and less), locale(Rural and Urban), and sex (male and female).

**Sample-**

Initially a large number of male and female students studying in different schools of Rajnandgaon district of Chhattisgarh State selected out of which 638 students of 10<sup>th</sup> grade from 15 to 17 years of age would be retained as final sample. The students were so selected that they carry out the requirements of 2 (teacher support) X 2 (locale) X 2 (Sex) research design.

Measures - To assess teacher support classroom environment scale CES by Joshi and Vyas (1987) is used. CES scale consisting of nine dimensions teacher support is one dimension of classroom environment scale. It consists of 12 items.

**Results-**

The purpose of the present study was to examine whether the student with more Teacher support would differ in their academic achievement from those students who perceive less teacher support Therefore, it was hypothesized that the student who perceive more teacher support would exhibit high academic achievement as compared to the students perceiving less teacher support

The overall achievement of the subjects perceiving more teacher support and less teacher support is 259 and 218 respectively and the obtained F ratio for the same has been found to be significant (F = 53.365 ) p < .01 (Table1).The significant F- ratio indicates that the teacher support is an important determinant of academic achievement of the students.

**Tests of Between-Subjects Effects**

Dependent Variable: Academic Achievement

| Source                         | Type III Sum of Squares | df | Mean Square | F       | Sig. | Partial Squared | Eta |
|--------------------------------|-------------------------|----|-------------|---------|------|-----------------|-----|
| Corrected Model                | 373200.038 <sup>a</sup> | 7  | 53314.291   | 13.422  | .000 | .128            |     |
| Intercept                      | 3.488E7                 | 1  | 3.488E7     | 8.781E3 | .000 | .932            |     |
| Teacher Support                | 211973.717              | 1  | 211973.717  | 53.365  | .000 | .077            |     |
| Locale                         | 45814.856               | 1  | 45814.856   | 11.534  | .001 | .018            |     |
| Sex                            | 677.705                 | 1  | 677.705     | .171    | .680 | .000            |     |
| Teacher Support * Locale       | 28784.754               | 1  | 28784.754   | 7.247   | .007 | .011            |     |
| Teacher Support * Sex          | 1037.860                | 1  | 1037.860    | .261    | .609 | .000            |     |
| Locale * Sex                   | 28802.321               | 1  | 28802.321   | 7.251   | .007 | .011            |     |
| Teacher Support * Locale * Sex | 1083.398                | 1  | 1083.398    | .273    | .602 | .000            |     |

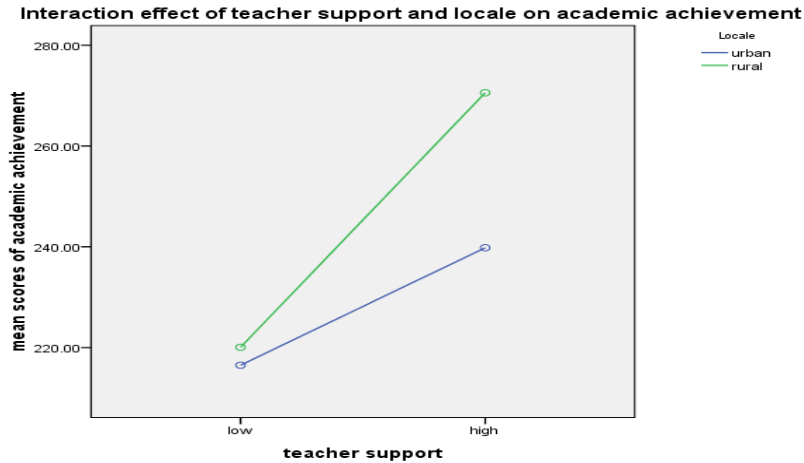
|                 |             |     |          |  |  |  |
|-----------------|-------------|-----|----------|--|--|--|
| Error           | 2534235.331 | 638 | 3972.156 |  |  |  |
| Total           | 3.974E7     | 646 |          |  |  |  |
| Corrected Total | 2907435.368 | 645 |          |  |  |  |

a. R Squared = .128 (Adjusted R Squared = .119)

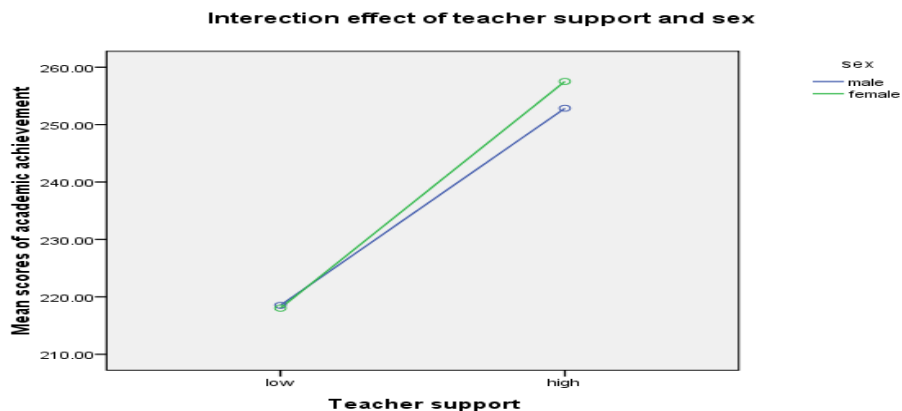
Another problem of the study was to see whether the student studying in Rural school would differ in their academic performance from those who studying in urban school. It was hypothesized that student studying in urban school would exhibit higher academic performance as compared to the student studying in rural school. The overall academic achievement scores of the student studying in urban and rural schools are 227.4 and 247.4 respectively, and the obtained F- ratio has been found to be significant  $F=11.53, P<.01$  (Table 1). The significant F- ratio indicates that the locale play significant role in academic achievement of the student. The difference between the two means has been statistically found to be significant. but, the obtained results do not confirm the hypothesis that the student studying in urban school would exhibit higher academic performance as compared to the student studying in rural school

Sex was considered as another independent variable of the study. It was assumed that the male students would show higher academic performance than the female students. The average academic performance scores of male and female students are 240.3 and 237.3 respectively, and the obtained F- ratio has not been found significant (Table 1). In this way obtained results have not supported the hypothesis that the male students would show higher academic performance than the female students.

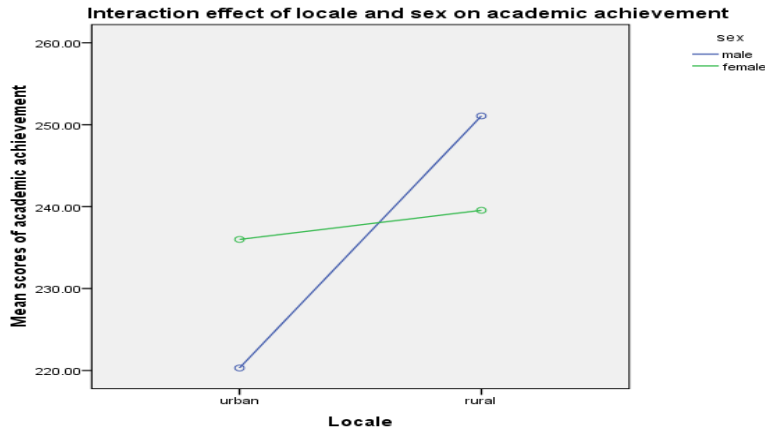
The greatest advantage we get from the analysis of variance technique is that it provides an opportunity to examine the interaction between two or more variables at a time. Here in the three-way analysis of variance, we get such three first-order interactions between any two factors, and one second-order interaction among all three factors. From the three first-order interaction, one is the interaction between teacher support and locale. The first interaction between teacher support and locale was found to be Significant with  $F=7.24, P >.01$  (table-01)



The second interaction between the teacher support and sex was not found significant. The insignificant interaction suggests that the academic achievement of the students of high and low teacher support do not depend on the sex. The insignificant F-ratio proves that both the factors i.e., teacher support and sex independent in exerting their influence on academic performance.



The interaction between locale and sex was significant ( $F = 7.25$ , Table 1). The difference between girls of rural and urban school is negligible (mean for girls of urban and rural schools are 236 and 239, respectively). On the other hand difference between the boys of urban and rural school showed significantly different trend. Boys of urban school showed the low level of achievement (mean = 220), but it is highest in the case of boys studying in rural school (mean = 251).



The second-order interaction gives the combined effects of teacher support locale and sex.

The obtained F-ratio was not found significant (Table 1).

Thus, the above discussion makes it obvious that all the three factors teacher support locale and sex affect the academic performance independently, teacher support & locale, locale & sex affect jointly to academic achievement.

#### Discussion-

Present study investigated the effect of teacher support, locale and sex on academic achievement of the students. The first problem of the study is to find out the effect of teacher support on academic achievement of the students. Research findings showed that teacher support significantly affect the academic achievement of the students. Teacher support Measures the amount of help, concern and friendship the teacher directs toward the students. Teacher plays a vital role to create environment that supports effective teaching and learning in the classrooms. Results are agree with the finding of Birch & Ladd, 1998; Osterman, 2000; Ma, 2003; Chiaki Konishi, 2010. Teacher support perceived by the students have been associated with greater feelings of school belonging (Osterman, 2000; Ma, 2003) and greater school engagement and motivation as well as better academic performance (Birch & Ladd, 1998) positive teacher-student relationship were associated with better school performance (Chiaki Konishi, 2010),

The second problem of the study was to see the effect of locale in academic achievement. A result showed that locale has the significant effect to academic achievement of the students. This finding does not supported the findings of earlier researches by Joshi, and Shrivastava, (2009); Nagaraju *et al* (2003); Usha, (2007) Alokhan, Funmilola Bosede and Arijesuyo, Amos Emiloju (2013). This may be due to the educational awareness of people from rural area performing better than urban area. One of the reasons may be the sample of the study which was taken only from state government schools. In urban areas every parent wants their ward should be educated from a reputed school. They have many options for their schooling, private schooling of children became as status

symbol for parents. In such conditions in urban areas only those parents belong to low socio economic status send their ward in government school. In contrast parents belong to rural area have no such options.

Another problem of the present study was to see the role of sex in academic achievement Results showed that role of sex was not found significant. Findings confirm by earlier researchers. (Arigbabu & Mji 2004; Bilesanmi-Awoderu, 2006; David & Stanley,2000; Din, Ming, & Esther, 2004; Fakeye (2010); Freedman, 2002; Gupta, Sharma and Gupta (2012); Tella et al. (2010) etc.). Which found no significant difference in academic achievement of students with respect to gender.

### **Conclusion-**

The result of the studies showed that teacher support and locale play important role in academic achievement of the student while role of sex is not significant to effect academic achievement of the student. In sum, these findings could provide useful information for those who wish to develop educational programs to improve students' academic achievement.

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