

## Influence Of Perceived Teacher Acceptance-Rejection On Study Habits And Achievement Of School Students

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### Abstract

This study was conducted to analyze the impact of teacher acceptance or rejection on the study habits and academic achievement of school students. The sample of two hundred students of tenth class was recruited from the Government schools of Hyderabad city. The age of the participants was 15-17 years. Data were collected after taking permission from school administration and parents. Study habits inventory (SHAI) and teacher acceptance-rejection scale (TARQ) were administered on the participants. It was assumed that perceived teacher acceptance-rejection would be correlated significantly with the study habits of the participants. Further assumed that low academic achievers would score higher on teacher aggression, neglect and rejection as compared to high academic achievers. Gender differences in the perceived teacher acceptance -rejection were also assumed. Results indicated significant negative relationship between teacher aggression, neglect, rejection and study habits of the students. Low academic achievers perceived teachers more neglected and aggressive as compared to high achievers. High academic achievers perceived more teacher warmth and less neglect than the low achievers. Gender differences also found in terms of teacher acceptance-rejection, female school students perceived more teacher's warmth, whereas boys perceived teachers as more controlling than the girls. These findings are helpful to understand the importance of the role of teacher during schooling specifically. Implication of the findings pointed out the importance of teacher trainings at school level specially to make them better able to build strong and positive relationship with students, because it in turn influences the study attitudes and achievement level of students.

**Keywords:** Teacher Acceptance-Rejection, Study Habits, Low Achievers, High Achievers.

### تلخیص

یہ مطالعہ اساتذہ کی قبولیت یا اس کے مسترد ہونے کے اثرات کا تجزیہ کرنے کے لیے کیا گیا تھا جو مطالعے کی عادات اور اسکول کے طلباء کی تعلیمی کامیابی پر ہے۔ دسویں جماعت کے دو سو طلباء کے نمونے حیدرآباد شہر کے سرکاری اسکول سے بھرتی کیے گئے تھے۔

شرکاء کی عمر ۱۵ سے ۱۷ سال تھی۔ اسکول انتظامیہ اور والدین سے اجازت لینے کے بعد ڈیٹا جمع کیا گیا۔ شرکاء پر مطالعہ عادات کی انویٹری (SHAI) اور اساتذہ کی قبولیت مسترد پیمانے (TARQ) کا انتظام کیا گیا۔ یہ فرض کیا گیا تھا کہ اساتذہ کی منظوری کو مسترد کرنے سے شرکاء کے مطالعے کی عادات کے ساتھ نمایاں طور پر ہم آہنگی ہوگی۔ مزید فرض کیا گیا ہے کہ اعلیٰ تعلیمی حصول کے مقابلے میں کم علمی حصول اساتذہ کی جارحیت، نظر انداز اور مسترد ہونے پر اعلیٰ نمبر حاصل کریں گے۔ سمجھے جانے والے اساتذہ کی قبولیت کو رد کرنے میں صنفی اختلافات بھی فرض کیے گئے تھے۔ نتائج نے اساتذہ کی جارحیت، نظر انداز، مسترد ہونے اور طلباء کی مطالعاتی عادات کے مابین نمایاں منفی تعلقات کو ظاہر کیا۔ کم کامیابی کے حامل اعلیٰ اساتذہ کے مقابلے میں اساتذہ کو زیادہ نظر انداز اور جارحانہ سمجھا جاتا ہے۔ اعلیٰ تعلیمی حصول کاروں نے اساتذہ کی گرم جوشی اور کم کامیابیوں سے کم نظر انداز کو سمجھا۔ اساتذہ کی قبولیت مسترد کرنے کے معاملے میں بھی صنفی اختلافات پائے گئے، خواتین اسکول طالبات اساتذہ کی گرم جوشی کو زیادہ سمجھتی تھیں جبکہ لڑکے اساتذہ کو لڑکیوں سے زیادہ کنٹرول سمجھتے ہیں۔ یہ نتائج خاص طور پر اسکول میں تعلیم کے دوران اساتذہ کے کردار کی اہمیت کو سمجھنے میں معاون ہیں۔ حاصلات کے مضمرات نے اسکولوں کی سطح پر اساتذہ کی تربیت کی اہمیت کی نشاندہی کی خصوصاً تاکہ وہ طلباء کے ساتھ مضبوط اور مثبت تعلقات استوار کرنے کے لیے بہتر بنائیں کیونکہ اس کے نتیجے میں طلباء کے مطالعاتی رویوں اور کارنامہ کی سطح پر اثر پڑتا ہے۔

کلیدی الفاظ: اساتذہ کی قبولیت مسترد، مطالعے کی عادات، کم حصول، اعلیٰ حصول

## Introduction

Teacher is an influential personality whose attitude and skills has dominating effects on students. The role of a teacher is influential not only to nurture the brains of students but to develop all aspects of psycho-social, cognitive, and moral character of children beside curricular learning and knowledge building (Narinasamay & Logeswaran, 2015). Teachers are considered as spiritual parents because they own the responsibility and care taking of students when they entered into educational circle or schools till the last educational institution they attend. A positive teacher-student relation can instill a lifelong love of learning in students (Sparks, 2019). The role of a teacher is multidimensional, besides providing information and learning of different subjects they also must do efforts to pick up and nourish the brains with creativity and morality too. A positive and warm student-teacher relation increases the motivation and interest of students in learning and fulfilment of academic tasks. Research has supported that children who have table relationship with teachers perform better academically, learn better and take more interest in their studies than those who have dissatisfied or poor-quality relation (Bond et al, 2007; Stewart, 2008; Wu, 2019). The school and family both serve as the most sustaining and influential context that shape a child's development academically and psycho-socially. At early school level of education, children expect equal level of attachment and emotional bonding with their teachers as demand with their parents. At this primary or school level of education teachers must try to understand the needs and problems of students to improve their learning.

Theory of Teacher Acceptance-Rejection (Rohner, 2015) explained very clearly that student-teacher relation affects mental health as well as personality and leaning skills of student. Teacher acceptance represents warmth, support and care given by teacher to student and rejection means absence or withdrawal of acceptance, care, or concern of student. Children have strong need for care, support, nurturance, and acceptance from adults around them (Rohner, 2015). When children do not get this need satisfied adequately, they predisposed to respond both emotionally and behaviour ally in specific ways. Children who perceive themselves as rejected, develop a negative self-concept and negative world view (McDonald & Leary, 2005). Different researches have revealed that when an individual has some physical pain due to any physical injury or wound, it activates front cingulated cortex, and the ventral prefrontal cortex of their brain, and these parts found activated in individuals who perceived themselves rejected in any relation (Weir, 2012). Because rejection also gives pain and unpleasant feelings to individuals and for young children it is more hurtful. When students feel acceptance and warmth of their teacher, their self-concept and self-esteem improves. They start taking interest in academics and learning activities in classroom and after school too, in completing their homework, or any other assigned work by teacher (Ali, 2011). Numerous researches clearly indicated that schooling influence children in many ways, during this time children develop study skills, learn how to study and importance of organization, and positive self-concept with motivation to learn more with the help of their teachers (Akram & Rana, 2013; Mercer & DeRosier, 2008). If they do not develop a positive relation with their teachers, they remain uncertain about their potentials and their motivation to learn get decreased. Study habits are set of attitudes about academics and studies focused activities that develop during school education (Sirohi, 2004). Good study habits include time management, interest in class, completion of assignments or doing homework on time, following a study schedule and concentration etc. (Bahar, 2016). Study skills or habits represent rate of the involvement of students in their studies, regular review of academic tasks and material and ability to manage time properly to complete academic tasks (Crede & Kuncel, 2008). Students, who receive proper guidance from their teachers, achieve better results and become effective learner. The teacher - student relationship not only influence the academic or learning related abilities but also have impact on personality and behaviour of pupils (Brophy & Good, 1986). Beside parents, teachers are second influential figures in the lives of students who had life-long effects on the attitude and behaviour of students. A stable, satisfied and positive teacher-student relation helps the students to grow and flourish in every role of life. Different studies had revealed that a positive relationship between student and teacher facilitates all other aspects of learning and education very well (Hallinan, 2008; Marzano, 2003). It also promotes positive academic growth of students, and they learn to balance and adjust emotionally within the learning environment (Downey, 2008; Meyer & Turner, 2002). The method of teaching in class, environment of classroom, and work assigned for home have significant effects on students. Teachers must remain aware that what level of

interaction should be maintained and also be focused on giving home assignments because these have positive and negative both types of effects. Strong relationship with any student may result in undue advantage in grading (Cazden, 2001), on the other hand their classroom behaviour, depth of knowledge and instructional strategies beside well-planned home assignments may bring positive change in the lives of low academic achievers or failure in learning students (Downey, 2008). Literature indicated that positive teacher-student relationship motivates students to work on their own because they have believed that in case of any problem teacher is present for their guidance (Hamre & Pianta, 2001; Sheldon & Epstein, 2013). Successful adjustment in school promotes positive social-emotional adjustment in students (Wanders et al., 2020; Hamre & Pianta, 2001). Some studies pointed out that good teacher student relation increase positive involvement of students in community or society and with peers. If teacher set standards of civility, respect and responsibility students learn more civilized behaviour (Flanagan et al., 2007; Wanders et al., 2019). The willingness to participate actively in class activities and academic learning influenced by the perception of teacher involvement with students (Baker, Grant, & Morlock, 2008; O'Connor, Dearing, & Collins, 2011). Students from different socio-economic family backgrounds have different effects of teacher-student relationship. Students from higher socio-economic families get less facilitative impact from positive teacher-student relation (Campbell, 2008; Neundorf et al., 2016), whereas students from lower socio-economic backgrounds benefit more from good teacher-student relationship in terms of feeling confidence and support (Hooghe & Dassonneville, 2011; Langton & Jennings, 1968). While some studies reported that lower socio-economic status get less advantage from facilitative relation with teacher as compared to students from higher educated families (Wanders et al., 2019).

Teachers have a central role in education circle because they have direct contact with the students, they must try to build a warm relation with their students because in that way they can fulfill their duty of transferring knowledge and capacity building in students more successfully and effectively (Gonzalez, 2016; Murdock & Miller, 2003). The pattern of attitude and skills developed in years of learning at school remain with the students not only in later years of studies but throughout their life. It provides stable foundation for future learning and to be more successful academically.

### **Significance of the Study**

The study was conducted to analyze the influence of perceived teacher acceptance or aggression, neglect, rejection and control on the study skills of school students. School learning play significant role in the development of learning habits and achievements later in life. Teacher is the central figure of any educational environment whether school, college, university or any institution. Positive attitude, proper guidance and understanding of teacher about his or her students promotes the development of interest and positive attitude towards education and learning in students, as well as become a

source to enhance their skills and potentials to be successful in life beside academics. Contrary, if student perceive himself or herself being neglected by teacher, or found teacher to be unresponsive towards his or her problems, it causes reduction in their attention and interest towards education as well as having trust about their abilities and self-concept. Consequently, they start getting low grades and remain unable to assure about their abilities and skills to solve their study problems effectively, although they possess potentials. They achieve lower than their actual abilities. Thus, it is an important area to know about the problems of school children in the early years of learning.

### **Objectives**

The aims of the research were;

- To analyze the relationship of teacher acceptance-rejection with study habits of school students
- To analyze the relationship of perceived teacher aggression, neglect and rejection with study habits of the low achiever participants
- To analyze gender differences in perceived teacher acceptance-rejection and study habits of participants

### **Hypotheses**

- The perceived teacher acceptance-rejection would be correlated significantly with the study habits of the participants.
- There would be significant differences in the perceived teacher acceptance, aggression, neglect, rejection, control and study habits of the high and low academic achiever participants.
- There would be significant gender differences in the perceived teacher acceptance-rejection.

### **Research Methodology**

The study was an empirical cross-section research with quantitative research design.

### **Sample**

The sample of the study was composed of two hundred (high achievers = 100; low achievers = 100) high school students. The sample was recruited from four government schools of Hyderabad city namely (a) Govt. Mira High School; (b) Govt Ayesha Siddiq high school; (c) Govt. Noor Muhammad Boys School and (d) Govt. Muslim High school for Boys. The data were collected randomly from students of tenth grade. The age range was 15 to 17 (mean age 16.71) years. Both genders were given equal representation

in the sample. Majority of the participants belonged to middle class socio-economic group (65%), low middle class (43%) and upper middle class (3%). Parents of all participants were educated (intermediate = 41%, Bachelors = 53 %, Masters = 6%).

### **Instruments**

Following scales were used.

#### **a) Teacher acceptance-rejection Questionnaire (TARQ)**

It was developed by Rohner (2015) to measure the level of perceived acceptance or rejection of teacher by student. It consists of five subscales, teacher warmth/affection, aggression/hostility, neglect, rejection, and control. It consists of 42 items. The response category is 5-point Likert scale ranging from strongly agreed to strongly disagreed. It is a standardized scale with the Alpha reliability coefficients ranges from 0.79 to 0.82 for subscales (Rohner, 2015). The Urdu translated version of TARQ (Child version) was used for data collection (Sarfaraz & Malik, 2017).

#### **b) Study Habits and Attitude Inventory (SHAI)**

It was developed by Malik & Parveen (2015) to assess the study skills of the students. It consists of seventy items divided in eight subscales, time management, concentration, examination, class attitude, attitude towards teacher, study habits, and attitude towards home assignment. The response category ranges from “Almost always” to “Always never”. Score one was assigned to “almost never” and score five assigned to “almost always”. Some items were scored in the reverse direction to avoid response set bias. The value of the Cronbach’s Alpha reliability coefficient ( $r = 0.79$ ) indicates reliable status of this inventory (Malik & Parveen, 2015).

#### **c) Personal Information Form**

It was used to collect the information regarding age, gender, education, social class, education of parents etc.

### **Procedure**

Before data collection permission was taken from the Principals of schools to collect the data, parents were informed, and their consent was also taken with the help of class teachers. Different schools were approached but most of the school’s administration refused to allow for data collection, only four schools gave positive response, so data were collected from those schools. Scales were administered in classrooms. Data were collected from the high and low academic achievers. To ascertain about the achievement level of

students' photocopies of their mark sheets of ninth class issued from Board of Intermediate & Secondary Education (BISE) were collected before administering the scales. The students who secured fifty percent or less percentage were considered as low achievers and those with seventy or more than seventy percent marks were high achievers in the present study. Before data collection purpose of the study explained and informed consent taken. Participants were informed that they can ask any query they have about study or any item at any time. Instructions were given orally as well as same were printed on the booklet of scales too. Participants took nearly 1 & ½ hour to fill-in the questionnaires.

### Analysis of Results

For hypotheses testing Pearson correlation coefficient, t-test and descriptive measures like means and standard deviations were used.

**H1:** The perceived teacher acceptance-rejection would be correlated significantly with study habits of the participants.

**Table: 1**  
**Descriptive measures of participants on teacher acceptance-reaction questionnaire and study habits inventory**

Variables	SHAI		W/A		Agg		Neg/Ind		Rej		Cont	
	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd	M	Sd
(n=200)	230.15	62.13	15.38	4.56	13.88	3.83	11.81	4.72	19.11	3.37	14.72	3.33

**Table: 2**  
**Correlation coefficient of participants on TARQ and SHAI**

Variables	SHAI	TW/A	T Agg	T Neg/Ind	T Rej	T Cont.
SHAI	-	.801***	-.361***	-.271**	-.201*	.221*

$df=198$ , \*\*\*  $p < .001$ , \*  $p < .05$

(SHAI = study habits inventory; TW/A = teacher warmth / affection; T Agg = teacher aggression; T Neg/ ind= teacher neglect / Indifference; T Rej = teacher rejection; T Cont = teacher control)

Findings indicated significant negative relationship of teacher aggression ( $r = -.361$ ,  $p < .001$ ), teacher neglect ( $r = -.271$ ,  $p < .05$ ), and teacher rejection ( $r = -.221$ ,  $p < .05$ ) with study habits of students. Teacher control also associated significantly positively with the study habits of the students. Thus, first hypothesis accepted.

**H2:** There would be significant differences in the perceived teacher acceptance, aggression, neglect, rejection, control and study habits of the high and low academic achievers.

**Table: 3**  
**T-value and descriptive statistics of high and low academic achievers (n=200)**

Variables	H. achvr		L. achvr		t	Cohen's d
	M	Sd	M	Sd		
<b>T W/A</b>	15.67	3.63	9.72	3.51	4.65***	1.66
<b>T Agg</b>	10.85	3.94	13.62	4.72	3.56**	0.36
<b>T Neg</b>	10.42	4.11	13.25	3.24	3.15**	0.76
<b>T Rej</b>	9.47	3.67	12.58	4.23	3.26**	0.78
<b>T Con</b>	12.67	4.91	11.73	3.57	1.02	0.21
<b>SHAI</b>	230.42	3.80	96.49	4.17	18.77***	33.57

$df = 198$ , \*\*\*  $p < .001$ ; \*\*  $p < .01$

(SHAI = study habits inventory; TW/A = teacher warmth / affection; T Agg = teacher aggression; T Neg/ ind = teacher neglect / Indifference; T Rej = teacher rejection; T Cont = teacher control)

t-values of the scores of high and low achievers on teacher acceptance-rejection and study habits inventory revealed significant differences on the subscales of teacher warmth/affection ( $t = 4.65$ ,  $p < .001$ ), teacher aggression ( $t = 3.59$ ,  $p < .001$ ), teacher neglect/indifference ( $t = 3.15$ ,  $p < .01$ ), teacher rejection ( $t = 3.26$ ,  $p < .01$ ) and study habits ( $t = 8.77$ ,  $p < .001$ ) of high and low academic achievers. Findings indicated that high achievers perceived more teacher warmth ( $M h achvr = 15.67$ ;  $M l achvr = 9.72$ ), less teacher aggression ( $M h achvr = 10.85$ ;  $M l achvr = 13.62$ ), neglect ( $M h achvr = 10.42$ ;  $M l achvr = 13.25$ ) and rejection ( $M h achvr = 9.47$ ;  $M l achvr = 12.58$ ) as compared to low achievers. Significant differences also found in the study habits of both groups. High achievers scored higher on the study skills ( $M h achvr = 230.42$ ;  $M l achvr = 96.49$ ) than the low achievers. Second hypothesis about the differences in the perceived teacher acceptance and study habits between high and low academic achievers accepted.

**H3:** There would be significant gender differences in perceived teacher acceptance-rejection among participants.

**Table: 4**  
**t- value, mean and standard deviation of male and female participants on TARQ and SHAI**

Variables	H. achvr		L. achvr		t	Cohen's d
	M	Sd	M	Sd		
<b>T W/A</b>	12.66	4.25	14.52	5.33	2.92*	0.38
<b>T Agg</b>	11.27	3.02	10.65	3.49	0.18	0.18
<b>T Neg</b>	10.08	4.23	12.34	4.11	1.17	0.62
<b>T Rej</b>	13.75	3.51	12.29	3.55	1.06	0.41
<b>T Con</b>	14.92	4.57	11.35	3.96	3.86**	0.83
<b>SHAI</b>	194.84	4.66	210.27	3.97	8.62**	3.56

$df = 198$ , \*\*  $p < .01$ ; \*  $p < .05$

(*T W/A = Teacher warmth/affection; T Agg = Teacher aggression; T Neg = Teacher neglect; T rej = Teacher rejection; T con = Teacher control; SHAI = Study habits and attitudes*)

Findings indicated significant gender differences in perceived teacher warmth, ( $t = 2.92, p < .05$ ), teacher control ( $t = 3.86, p < .01$ ) and study habits of participants. Females perceived more teacher warmth ( $M_{male} = 12.66; M_{fm} = 14.52$ ) whereas male students perceived more control ( $M_{m} = 14.92; M_{fm} = 11.35$ ). Girl students possess better study habits as compared to boy students. While on perceived teacher neglect, teacher aggression, and rejection results revealed non-significant gender differences between male and female participants.

## **Discussion**

Findings of present study suggested that teacher warmth or acceptance of students especially during school education have positive consequences on their study skills and achievements in academic life. When students perceive teachers care and guidance their learning skills develop properly, and they achieve better grades. Teacher aggressive or neglect behaviour increase their learning and academic problems and decrease the grades. Findings are consistent with the previous studies (Ali, Khaleque & Rohner, 2014; Rohner, 2010). A good student-teacher relation positively influences the motivation to learn behaviour in students, facilitate development of good learning skills and better achievement in academics. When students perceive teacher neglect and less concerned about their problems, they start taking less interest in their academic tasks and home assignments. Inattentive behaviour in class and less focus on studies and learning of academic material cause more problems for them. When teacher take care of his or her students and observe their performance keenly, he or she try to understand if any problem occur in the performance or attitude of students (Rohner, 2010). This concern of teacher promotes development of trust between teacher and students. Development of dependable warm connection between student and teacher increases interest of students in studies, it is important in school education because children need more guidance, and care as compared to higher level of education. It also leads to good grades and they develop positive self-concept about themselves (Erkman et al., 2010). Their confidence increases and they feel courage to ask questions from teachers about their learning problems and classroom and to inquire about the learning material. Student engagement in the classroom learning demands involvement of teacher (Hughes & Kwok, 2007; Spark, 2019). Management of class and completion of syllabi of different subjects is not possible without active involvement of student in classroom and studies. Teacher-student relation is reciprocal in nature, when teacher accepts students and do all efforts to help students in learning and achievement, students must follow the instructions, show interest and motivation to learn effectively.

## Conclusions

It is concluded that during school education strong and positive teacher-student relationship significantly affect the study habits and achievement level of students. Teachers are the builders of nation and they have to fulfill their duty on all dimensions ranging from cognitive to moral, social and academic aspect. When students found their teacher more concerned, they like to pay more attention on studies. On the other hand, if they found the attitude of teacher cold, unresponsive or aggressive, their attention in studies decreases. It raises many academic as well as behaviour problems for them which have negative impact on their academic life, learning attitude and personality. Therefore, teachers in schools must pay attention to children and try to guide them about their weaknesses and strength positively to make them effective learners. Parents also must remain involve in the educational environment to understand their academic problems and to help them properly a home too.

## Recommendations

In the light of the results of the study, it is recommended that:

- 1) Teacher training must be given to all schoolteachers to improve their skills to understand and manage relation with students positively.
- 2) Teachers should be acknowledged about the impact of nature of teacher-student relationship on the study habit of students, it will facilitate the development of students as good learners and achievers.
- 3) Students also be informed about good study habits and its importance in their academic achievement.
- 4) Beside teachers, parents must remain involved in the education and academic related problems of their children and must try to develop effective learning skills from the early years of education to instill good study habits and passion to learn in them.

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