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MOTIVATION AND LEARNING IN RELATION TO TEACHER-PUPIL RELATION OF ADOLESCENTS

Dr.Guneet Kaur Cheema¹, Ms.Mangla Bhardwaj²

¹(Former Assistant Professor, Rayat Bahra University, Mohali)

²(Research Scholar, Department Of Sociology, Panjab University, Chandigarh)

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ABSTRACT

Teacher brings sustainable development across the globe. The relation among pupils and their teachers plays an important role in motivating and shaping their personality. If both pupils and teachers work in coordination and harmony, it will make congenial atmosphere for the students to grow. The teachers better understand the child's likes and dislikes which helps in the development of strong relationship with their pupils. After the parents, it is the teacher who is the most important and influential adult in child's life. He is the one who has a lot of influence in building up child's intellect and personality. The study was designed to find out the relationship between the dependent variable (teacher-pupil relation) with the independent variables (motivation and learning). Random sampling technique was followed to collect the sample of the study. The sample for the study was 300 students (boys and girls) studying in 9th and 10th classes of private secondary schools in Chandigarh. The Pearson product-moment correlation coefficient was used to analyse the data. Findings revealed that the teacher-pupil relationship plays a vital role in learning. More the student is motivated, more is the learning. So, the effective learning takes place when the relationship between the teacher and pupils is strong. The teachers should motivate their students from time to time as it is the essential component of effective learning.

INTRODUCTION

A teacher or an educator is the one who helps to yield knowledge, skills and competence among the students. The role of a teacher is very vital and can be performed only by those who have a teaching aptitude. For instance, teaching his students and co-worker, how to do a particular assignment or academic work. There exist few areas where teaching youngsters is carried out in an informal set up for example within the family, then making them learn in a formal

set up like school or college. Mostly, teaching students formally is done by professional teachers which are paid. So, teachers are the ones which are influential, strong and positive forces for equality, excess to knowledge, bring desired and quality change in the education system.

Teacher brings sustainable development across the globe. The relation among pupils and their teachers plays an important role in motivating and shaping their personality. If both pupils and teachers work in coordination and harmony, it will make congenial atmosphere for the students to grow. The mutual understanding between pupil and his teacher is very essential for effective learning. On the other hand, teachers who are aloof, uncooperative and unfriendly bring irritation and anger among their pupils. It destroys their interest for effective learning and brings resentment towards developing positive attitude. Hence, we can see personality and learning disorders among the students. Therefore, friendly pupil relationship is very much needed for better learning both inside and outside the classroom. Prescott comments that "The personal relationship which a child experiences at school educate him just as genuinely and importantly as what he reads, sees, hear or otherwise experiences." According to Ojeman and Wilkinson "Knowing the child attitudes and conflicts and purposes should make the teacher a better guide in planning and effective program of work for him." It is generally observed in the workshops, conferences and seminars that teachers who understand children's psychology and are able to develop rapport with them are helpful in solving their daily emotional and academic problems.

PUPIL TEACHER RELATIONSHIP

In present era, the study of groups behaviour also the inter relationship of individuals is preferred rather than studying an individual. Teacher-pupil relation is a very broader term which includes influence of teachers on the modification of behaviour, intellectual and social development of their pupils. They make a lot of contribution in developing the mental health which ultimately helps the child to adjust better in his environment. The teachers better understand the child's likes and dislikes which helps in the development of strong relationship with their pupils. After the parents, it is the teacher who is the most important and influential adult in child's life. He is the one who has a lot of influence in building up child's intellect and personality. It has been advised that if a child has a difficulty related to his academics then the first thing to be investigated is the attitude of his teacher towards him and the kind of relationship existing between him and teacher. The main focus of teaching is to develop the right attitude and aptitude of a child towards life. The teacher must include all types of children for instance bright as well as dull in his aura. The teacher must recognise that there is a hidden talent inside each and every child and he should be capable enough to bring that hidden talent into the lime light. Each and every child should be loved and treated well by the teacher. Marengo, D., Jungert, T., (2018)

Further, it is very essential to develop positive, trustworthy and supportive relationship between the teacher and the pupil. This relationship is one of the most influential factors in building up a healthy learning environment. It is an important component which affects pupil's progress, his interest in co-curricular and academic activities. A teacher-pupil relationship also forms a basis to develop

social skills among pupils. It is noted that if a teacher has a good and soothing relationship with his pupils then pupil will show more readiness in accepting the rules and regulations of their formal academic surroundings. It ultimately increases the intelligence of a child and also motivates to participate in different academic and co-curricular activities. For the quality learning, the teacher should enhance their interactions with students which will help in developing the self-esteem of the pupils and brings positive attitude for better learning. The presence of positive interactions between teachers and students bring academic success and develops strong bond between them. Hence, the teacher must give maximum opportunities to his students to show maximum participation in class room activities like group discussion, oral test and completion of homework. Berryman, M. (2020).

LEARNING

The ability to learn is possessed by both humans and animals. Learning is a process of acquiring knowledge, skills, behaviour, value, attitude and building up a new understanding. The learning could be immediate. It can be induced or stimulated by a single event but much knowledge and development of skill is attained through repeated experiences. The modification of behaviour through learning often lasts for lifetime. Human learning begins at the time of birth itself and continues until death. It is a consequence of on-going interaction and experiences between the individuals and their surroundings. Learning may occur as a result of habits, conditioning and daily activities of an individual. It may occur consciously or unconsciously. On view of R.M. Smith "It has been suggested that the term learning defies precise definition because it is put to multiple uses. Learning is used to refer to (1) the acquisition and mastery of what is already known about something, (2) the extension and clarification of meaning of one's experience, or (3) an organized, intentional process of testing ideas relevant to problems. In other words, it is used to describe a product, a process, or a function." Smith, R. M. (1982).

In view of Richard E. Mayer "Learning is the relatively permanent change in a person's knowledge or behaviour due to experience. This definition has three components: 1) the duration of the change is long-term rather than short-term; 2) the locus of the change is the content and structure of knowledge in memory or the behaviour of the learner; 3) the cause of the change is the learner's experience in the environment rather than fatigue, motivation, drugs, physical condition or physiologic intervention." Mayer, R. E. (1977). So, we can say learning involves the strengthening of the responses which are correct and removing the incorrect responses. It makes your memory filled with new information and then mentally recognising it and connecting with what is already known.

MOTIVATION

Motivation plays a major role in getting a task done. It has a significant role in the process of effective learning. A learner who is motivated enough is able to achieve his desired goal easily. Motivation is an inner force that stimulates the

conduct of a learner. It is a drive to complete the up taken task. It has a very important role to play in life of a student. The word motivation is derived from a Latin word “Movere” which means to move. Motivation is that state of mind which is initiated by some kind of need or drives from within and enforces the individual’s activity to move towards a goal and finally leads to a satisfaction of that need or drive. Motivation can be extrinsic or intrinsic. Extrinsic motivation is the one which an individual receives from outside for example if a student thinks that he should construct a model of a dam, it is because he thinks he will please his father who is an ex engineer. On the other hand, the intrinsic motivation comes from within an individual. For instance, if a student studies the ways and means to construct a model of a dam so that he can make a model is because of his intrinsic motivation. Tokan, M. K., & Imakulata, M. M. (2019).

REVIEW OF THE LITERATURE

Buttner, Thiel and Thomsen (2011) investigated that cognitive and non-cognitive skills are inter-dependent but acquiring non-cognitive skills in the life for longer time leads to success. Findings revealed that learning intensity increases at higher secondary schooling. Further, the results mentioned that the personality of a student is not dependent on schooling investment in late adolescents.

Saeedet. al. (2012) studied the type of motivation that is intrinsic and extrinsic affecting in different tasks done by the students. The study investigated which type of motivation is more closely aligned to the student’s task. The data was collected from elementary classes of the school. Findings of the study indicated that intrinsic motivation is more engaged in their education and learning task. Extrinsic motivation was related to ritual, retreatist and rebellious forms.

Ibrahim(2016) explored that class teachers and supporting staff’s view in terms of behavioural management strategies within a school settings. The participant were asked about the most effective strategies opted in providing a learning environment. The findings revealed that teacher-pupil relation is one of the most powerful strategies in shaping the behaviour of the student. It creates the congenial learning environment for the students if the healthy relationship is built between the teacher and pupil.

Quin(2017) examined the indicators of adolescent students in school and the indicators related with student teacher relationship. The cross sectional study showed that the effective student teacher relationship is closely related with the involvement of the student in the school activities. Teacher student relationship has a direct effect on student’s psychology and it affects the level of learning of students.

Wattoo et.al. (2018) studied the role of academic motivational techniques in teaching at secondary level. The sample of the study was tenth class and was done in three districts-Okara, Pakpattan, Sahiwal. The questionnaire was distributed among teachers and students of the secondary school. The frequency, mean square and standard deviation were calculated. The findings of the study revealed that teachers teaching at rural school used more motivational techniques while teaching the secondary students in contrast to the teachers teaching in urban

secondary school.

OBJECTIVES:

- To study motivation and learning of adolescents.
- To study the relation between motivation, learning and teacher-pupil relation.

HYPOTHESIS:

- There exists no relation between motivation, learning and teacher-pupil relation of adolescents

METHODOLOGY AND PROCEDURE:

Descriptive survey method has been employed in the present investigation of the problem. Descriptive research studies are designed to obtain pertinent and precise information concerning the current phenomenon and to draw valid general conclusion from the facts discovered. It is a survey study because it is concerned with collecting detailed description of existing phenomena with the intent of employing data to justify current conditions and to make more intelligent plans for improving them. Based on the research problem and objectives, the investigator selected the quantitative approach which helps to find out the analysis. The research aimed to study whether there exists any relationship between motivation, learning and teacher-pupil relation of adolescents.

The study was designed to find out the relationship between the dependent variable (teacher-pupil relation) with the independent variables (motivation and learning). Random sampling technique was followed to collect the sample of the study. The sample for the study was 300 students (boys and girls) studying in 9th and 10th classes of private secondary schools in Chandigarh.

The questionnaires were filled up by the students under the appropriate guidance and instructions of the tools. The researcher guided according to the instructions mentioned.

STATISTICAL TOOLS:

- **Student Teacher Relationship Scale (STRS)** by Robert C Planta
- **Academic Motivation Inventory (AMI-MKS)**. Hindi/English (This inventory consists 46 items. It was standardized on IX to XI class students.) by K. S. Misra.
- **Learning Environment Inventory (Hindi)** by Rampal Singh

STATISTICAL TECHNIQUES:

The Pearson product-moment correlation coefficient was used to analyse the data.

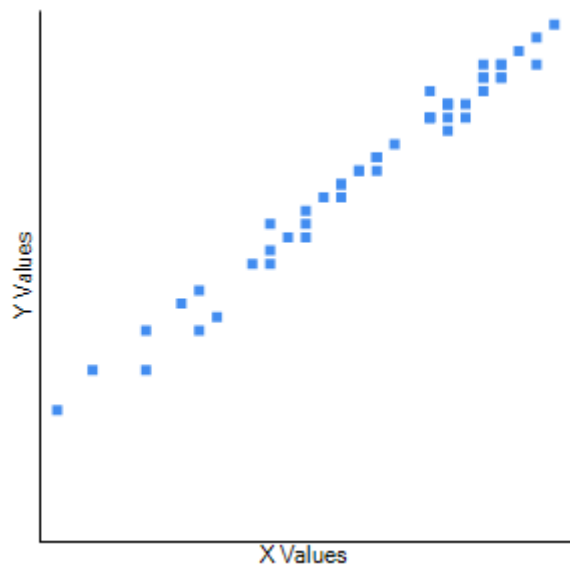
ANALYSIS AND INTERPRETATION:

SPSS 16 WAS USED TO ANALYSE THE DATA.

TABLE 1.

		Teacher-Pupil relationship	Motivation
Teacher-Pupil relationship	Pearson Correlation	1	.991**
	Sig. (2-tailed)		.000
	N	50	50
Motivation	Pearson Correlation	.991**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

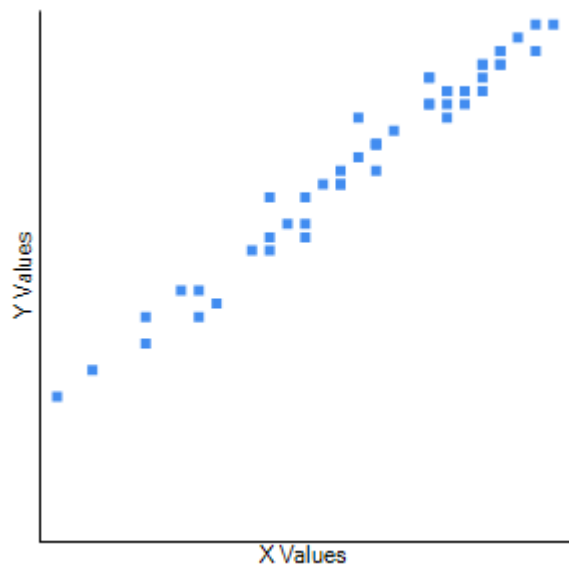


Pearson Correlation coefficient-The value of R is 0.991. From the above table and figure, it can be interpreted that there exists a strong positive correlation which means that higher the scores of motivation, higher is the score of teacher-pupil relationship.

TABLE 2

		Teacher-Pupil relationship	Learning
Teacher-pupil relationship	Pearson Correlation	1	.986**
	Sig. (2-tailed)		.000
	N	50	50
Learning	Pearson Correlation	.986**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

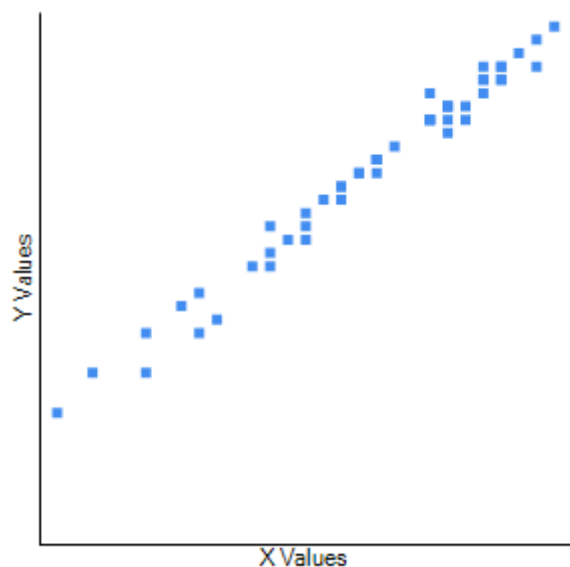


Pearson Correlation coefficient-The value of R is 0.986. From the above table and figure, it can be interpreted that there exists a strong positive correlation which means that higher the scores of learning, higher is the score of teacher-pupil relationship.

TABLE 3

		Motivation	Learning
Motivation	Pearson Correlation	1	.994**
	Sig. (2-tailed)		.000
	N	50	50
Learning	Pearson Correlation	.994**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).



Pearson Correlation coefficient-The value of R is 0.994. From the above table and figure, it can be interpreted that there exists a strong positive correlation which means that higher the scores of motivation, higher is the score of learning.

CONCLUSION

Hence, we can say that the teacher-pupil relationship plays a vital role in learning. More the student is motivated more is the learning. So, the effective learning takes place when the relationship between the teacher and pupils is strong. The teachers should motivate their students from time to time as it is the essential component of effective learning. The congenial environment for better learning can only be made when the child is motivated to achieve his desired goal which further enhances in developing the strong positive relationship between teacher and pupils.

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