

A B S T R A C T

The relationship between Teacher-Student Social Distance and Academic-Emotional Adjustments of Pupils at a Senior Comprehensive School.

DENNIS NOEL

This study examines whether there is any correlation between teacher-student relationship and student's academic performance in a Senior Comprehensive School.

A sample of sixty-seven (67) students (46 girls and 21 boys) from the Fyzabad Senior Comprehensive School participated. Each student completed questionnaires in which the responses indicate the level of relationship he/she has with the subject teacher.

Teachers and students were rated as having either a high level or low level of interpersonal relationship. Also three term test scores were obtained for each of the subjects and averaged to find whether the student had a pass mark - over 45% - or a failing mark - under 45% - in the teacher's subject.

The results showed that there is a correlation between both variables. A high percentage of students who have a high level of teacher-pupil relationship with their teachers seemed to perform well. Of the 141 cases of high level of teacher-pupil

relationship, fifty-two (52) percent was successful in their examinations. Whereas of the 126 cases of poor teacher-pupil relationship, only twenty-one (21) percent was successful.

The result also showed that a higher percentage of girls than boys enjoys a good teacher-pupil relationship - forty-two (42) percent compared to seventeen (17) percent. Also clearly brought out in the study was the high failure rate among boys and girls in the end of term examinations.