

A Study of Students' Perception on Teachers' Interpersonal Behaviors and Academic Achievement of High School Students

Myint Myint Mar¹ and May Zin Oo²

Abstract

This research work aimed to investigate students' perception on teachers' interpersonal behaviors and biology achievement of Grade 10 students. The sample of the present study was composed of 397 males and 489 females Grade 10 biology students from eight different high schools from four districts in Yangon Region in 2014-2015 Academic Year. For the data collection, two instruments, Questionnaire on Teacher Interaction (QTI) (0.79) and Biology Achievement Test (0.80) were used. Quantitative research method was used in this study. According to the results of independent sample t-test, there was a significant difference in the perception on teachers' interpersonal behaviors and biology achievement between male and female students ($t=-2.793$, $p<0.05$ and $t=-6.354$, $p<0.05$). According to the results of One-Way ANOVA, there was a significant difference in students' perception on teachers' interpersonal behaviors and biology achievement among schools ($F=12.957$, $p<0.05$ and $F=21.924$, $p<0.05$). The positive correlation between students' perception on teachers' interpersonal behaviors and biology achievement of Grade 10 students was significant at 0.01 level ($r=0.667$, $p<0.01$). According to cross tabulation between levels of teachers' interpersonal behaviors and students' achievement, a student will perceive high level of teachers' interpersonal behavior if he gets high score in biology. As a result of Regression Analysis, students' perception on teachers' interpersonal behaviors can predict well on biology achievement of students.

Key word: Interpersonal Behaviors

1. Lecturer, Department of Educational Psychology, Yangon University of Education
2. Senior Assistant Teacher, BEHS East Dagon, Yangon Region