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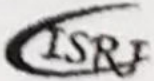
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ABSTRACT

This paper is an attempt to study the relationship between "student engagement and "Teacher Student Relationship", among the student teachers based on the subsamples, gender, marital status, Age and Type of Management. The findings show that there exists a significant positive correlation between these two variables.

KEYWORDS :Student Engagement, Teacher Student Relationship, B.Ed. Students.

INTRODUCTION:

Student engagement has been used to describe a variety of Student behavior for the past forty years. Available Literature on student engagement shows that Student Engagement constitutes 'the amount of time and effort' that a student invests into educational activities which directly lead to desired outcomes (Kuh, 2001). This concept can be strengthened from the views of various researchers who studied Student engagement in depth. According to Hu and Kuh (2002) "Student Engagement is the most important factor in student learning and personal development during college". Learning is seen as a 'joint proposition', however, which also depends on institutions and staff providing students with the conditions, opportunities and expectations to become involved. However, individual learners are ultimately the agents in discussions of engagement". It is clear from this statement that 'there are other personal and environmental factors involved in the engagement by student'.

One among these factors is the relationship between teacher and the students. Studies conducted by C &Wellborn (1991), Skinner & Belm (1993), Brich& Ladd (1997) and & Stipek (2001) supports observation. The teacher in the teach education institution (te educator) has a crucial role to play personality, teaching style, interacti style etc of the teacher educators taken up as a model by the stud teachers. The intimacy that the teach educator has with the student t will not only influence th engagement in the teacher edu program, but also, it will influence behavior in future when they beco teachers for the young learners.

This study is dealt with the relationship existing between the student engagement and Teacher Student Relationship based on selected subsamples such as gender, marital status, age group and type of management of the institution.

OBJECTIVES
- To test whether there exists any significant correlation between Student Engagement and Teacher Student Relationship for the total sample.
- To test whether there exists any significant correlation between Student Engagement and Teacher Student Relationship based on Gender of the B.Ed. students.
- To test whether there exists any significant correlation between Student Engagement and Teacher Student Relationship based on marital status of the B.Ed. students.
- To test whether there exists any significant correlation between Student Engagement and Teacher Student Relationship based on age group of the B.Ed. students.
- To test whether there exists any significant correlation between Student Engagement and Teacher Student Relationship based on type of management of Institutions of the B.Ed. students.

HYPOTHESES
1. There exists significant correlation between Student Engagement and Teacher Student Relationship of student teachers for the total sample.
2. There exists significant correlation between Student Engagement and Teacher Student Relationship based on gender of the B.Ed. students.
3. There exists significant correlation between Student Engagement and Teacher Student Relationship based on marital status of the B.Ed. students.
4. There exists significant correlation between Student Engagement and Teacher Student Relationship based on age group of the B.Ed. students.
5. There exists significant correlation between Student Engagement and Teacher Student Relationship based on type of management of the institutions of the B.Ed. students.

METHODOLOGY
The data was collected from 1601 students pursuing B.Ed. course in various colleges in Kerala State. The sub-samples selected for the study were Gender (male & female), Marital Status (married & unmarried), Age (20-25 & above 25) and Type of Management of the Institution (government supported & private). The size of the sub samples were as follows. Male- 126 & Female-1475, Married-719 & Unmarried-882, Age between 20-25 is 1258 & above 25 years -343 and Government supported college students- 698 & Private college students-903. The data was gathered using two standardized tools. The tools used were 'Student Engagement Scale' by Sreelatha and Amuth G. Kumar (2015) and 'Teacher Student Relationship Scale' by Sreelatha and Amruth G. Kumar (2015). Both the tools were standardized using item analysis and the reliability was established using split half method. For the Student Engagement Scale there were 58 items. It was found that the reliability value of Cronbach's Alpha was 0.850 and that of Guttman Split-Half Coefficient was 0.875 and that of Guttman Split- half coefficient was 0.903. For the Teacher Student Relatonship scale, it was found that the reliability value of Cronbach's Alpha was 0.912 and that of Guttman Split-Half Coefficient was 0.917. There were 36 items in Teacher Student Relationship Scale. Correlations were calculated for the total sample as well as for the subsamples. The results are discussed below.

RESULT AND DISCUSSION

Table 1: Relationship between Student Engagement and Teacher Student Relationship for the Total Sample

Variable		N	R	Significance level	Confidence level		Shared variance
					Lower limit	Upper limit	
Teacher Student Relationship	Total sample	1601	0.387*	0.001	0.345	0.427	14.97

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

Table-1 can be interpreted as follows. The correlation value obtained between Student Engagement and Teacher Student Relationship is 0.387 for the total sample which is found to be significant. The 0.05 confidence interval for the total sample is found to be between 0.345 and 0.427. The shared variance of Student Engagement with Teacher Student Relationship is 14.97 for total sample.

Table 2: Relationship between Student Engagement and Teacher Student Relationship Based On Gender

Variable		N	R	Significance level	Confidence level		Shared variance
					Lower limit	Upper limit	
Teacher Student Relationship	Male	126	0.364*	0.001	0.202	0.506	13.24
	Female	1475	0.389*	0.001	0.345	0.431	15.13

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

Table-2 can be interpreted as follows. The correlation value obtained between Student Engagement and Teacher Student Relationship for male is 0.364 and for female it is 0.389 which found to be significant. The 0.05 confidence interval is found to be between 0.202 and 0.506 for male and 0.345 and 0.431 for female. The shared variance of Student Engagement with Teacher Student Relationship for the subsample male is 13.24 and for female it is 15.13.

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Table 3: Relationship between Student Engagement and Teacher Student Relationship Based On Marital Status

Variable		N	R	Significance level	Confidence level		Shared variance
					Lower limit	Upper limit	
Teacher Student Relationship	Married	719	0.394*	0.001	0.331	0.454	15.52
	Unmarried	882	0.382*	0.001	0.325	0.436	14.59

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

Table-3 can be interpreted as follows. The correlation value obtained between Student Engagement and Teacher Student Relationship for married is 0.394 and for unmarried it is 0.382 which is found to be significant. The 0.05 confidence interval is found to be between 0.331 and 0.454 for married and 0.325 and 0.436 for unmarried. The shared variance of Student Engagement with Teacher Student Relationship for the subsample married is 15.52 and for unmarried it is 14.59.

Table 4: Relationship between Student Engagement and Teacher Student Relationship Based On Age Group

Variable		N	R	Significance level	Confidence level		Shared variance
					Lower limit	Upper limit	
Teacher Student Relationship	Age 20-25	1258	0.382*	0.001	0.334	0.428	14.59
	Age above 25	343	0.394*	0.001	0.301	0.479	15.52

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

Table-4 can be interpreted as follows. The correlation value obtained between Student Engagement and Teacher Student Relationship for the age group (20-25) is 0.382 and for age above 25 is 0.394 which is found to be significant. The 0.05 confidence interval is found to be between 0.334 and 0.428 for age group 20-25 and 0.301 and 0.479 for age above 25. The shared variance of Student Engagement with Teacher Student Relationship for the age group 20-25 is 14.59 and for above 25 it is 15.52.

Table 5: Relationship between Student Engagement and Teacher Student Relationship Ba
Type of Management of the Institution

Variable		N	R	Significance level	Confidence level		Shared variance
					Lower limit	Upper limit	
Teacher Student Relationship	Govt.	698	0.350*	0.001	0.284	0.413	12.25
	Private	903	0.417*	0.001	0.362	0.469	17.38

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

Table-5 can be interpreted as follows. The correlation value obtained between Student Engagement and Teacher Student Relationship for students belonging to Government sup institution is 0.350 and for students belonging to private institution it is 0.417 which is found significant. The 0.05 confidence interval is found to be between 0.284 and 0.413 for gov im supported institutions and 0.362 and 0.469 for private institutions. The shared variance of S Engagement with Teacher Student Relationship for Government supported institution is 12.25 and private institutions it is 17.38.

FINDINGS

All the correlation values are significant at 0.05 level and have a p value of 0.001 for t sample as well as for the subsamples. It means that there exists a real relationship between variables. All the values are positive. When the relationship is positive it means that an increas variable will result a corresponding increase in the other variable. The relationships betwe variables can be verbally interpreted as moderate correlation for the total sample as well as for subsamples. Hence any improvement in the Teacher Student Relationship will results in the inc Student Engagement. The lower and upper limits of Confidence interval at 0.05 level shows that correlation is worked out for the same variable for the whole population, the resulting correlation be between these intervals at 0.05 level of probability. The shared variance gives the percen what is measured by Teacher Student Relationship is related to Student Engagement.

Likewise, the relationship between Student Engagement and Teacher Student Relationship l also been found significant for the total sample as well as for the subsamples based on Gender, Status, Age, and Type of Management. The correlation obtained is positive and moderate in this case well. The percentage of overlap is ranging from 12.25 to 17.38. From these findings it can be con that there exists a significant positive relationship between Student Engagement and Teacher St Relationship of B.Ed. Students. This finding appears to be consistent with the findings of the earl researches as well. The studies conducted by Skinner & Belmont (1993), Valeski&Stipek Battistich, Solomon, Watson &Schaps (1997), Marks (2000), Connel& Wellborn (1991), Fred Blumenfeld, Friedel& Paris (2002), Ryan, Stiller & Lynch (1994) support the findings of the presi study.

CONCLUSION

From the above results and findings it can be concluded that better the Teacher St

relationship better will be the involvement in studies and other activities related to studies. Due to a good teacher student relationship the teacher might be involving in academic and personal deeds of the students. The freedom and the support that a teacher gives to the students for doing their works will definitely lead to a good output. If such an output is satisfactory obviously the student will get more engaged in the course. The poor the teacher student relationship is the lesser will be the student engagement.

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