

Relations among Teachers' Self-Monitoring, Teacher-Student Relationships, and Students' Academic Achievement

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INTRODUCTION

- Positive teacher-student relationships can boost student's motivation and achievement (Archambault et al., 2012)
- There are differences in initiating, maintaining, and ending relationships between high and low self-monitoring people (Leone & Hawkins, 2006)
- "Good teachers" tend to have high self-monitoring scores; they are more likely to modify their teaching style to fit students' needs and understand students' emotions; they reported being more extroverted than low self-monitoring teachers (Larkin, 1987)

RESEARCH QUESTIONS

Are teachers' self-monitoring scores associated with the quality of teacher-student relationships?

Are teachers' self-monitoring scores associated with students' academic achievement?

METHODS

Study 1

- High school students in Indonesia (N=106) were surveyed on perceptions of teachers' self-monitoring, teacher-student relationships, and self-reported GPA

Study 2

- High school teachers in Indonesia (N=24) were surveyed on self-monitoring, ability to modify teaching skills, and understanding of students' emotions

*Is teachers' self-monitoring associated with the quality of teacher-student relationships?
Is teachers' self-monitoring associated with students' academic achievement?*

Hypothesis 1: There are differences in perceived SM scores between teachers who are considered best and worst teachers by the students.

Result: [$p = 0.0044$]

Hypothesis 2: There are differences in teacher-student relationships scores between teachers who have low and high SM scores.

Result: [$p = 0.1705$]

Hypothesis 3: There are differences in students' academic achievement scores between teachers who have low and high SM scores.

Result: [$p = 0.4528$]

Hypothesis 4: There are differences in teachers' ability to modify teaching style and understand students' emotions between teachers who have low and high SM scores.

Result: [$p = 0.2911$]

RESULTS

- Difference in perceived SM scores between teachers who were considered best and worst based on student perceptions
- No difference in teacher-student relationship scores between teachers who had low and high SM
- No difference in students' academic achievement scores between teachers who had low and high SM
- No difference in teachers' ability to modify teaching style and understand students' emotions between teachers who had low and high SM

DISCUSSION

- This study suggests that there are associations between self-monitoring and (1) teachers' perceived quality by students, but not for (2) teacher-student relationships and (3) students' academic achievement
- Future research in this area should focus on increasing sample size and exploring these connections in different school settings (e.g., regions, types of schools, and age groups)

REFERENCES

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