

Teacher-Student Relationship and Achievement in Chinese: Potential Mediating Effects of Motivation

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Abstract : Teacher-student relationship plays an important role on facilitating students' learning behavior, school engagement, and academic outcomes. It is believed that good relationship will enhance the human agency—the intrinsic motivation—mainly through the strengthening of autonomic support, feeling of relatedness, and the individual's competence to increase the academic outcomes. This is in line with self-determination theory (SDT), which generally views that the intrinsic motivation imbedded with human basic needs is one of the most important factors that would lead to better school engagement, academic outcomes, and well-being. Based on SDT, the present study explored the relation of among teacher-student relationship (teacher's encouragement, respect), students' motivation (extrinsic and intrinsic), and achievement outcomes. The study was based on a large scale academic assessment and questionnaire survey conducted by the Center for Assessment and Improvement of Basic Education Quality in Mainland China (2013) on Grade 8 students. The results indicated that intrinsic motivation mediated the relation between teacher-student relationship and academic achievement outcomes.

Keywords : teacher-student relationship, intrinsic motivation, academic achievement, mediation

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