Associations among teacher-student interpersonal relationships and students’ intrinsic and extrinsic motivation and academic achievement: A cross cultural study

by

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Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts

in the Educational Psychology Program Faculty of Education

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SIMON FRASER UNIVERSITY Fall 2016

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Abstract

This cross-cultural study explored associations among teacher-student relationship, students’ intrinsic and extrinsic motivation, and students’ academic achievement in grade 5 and 6 students from Vancouver, Canada (n = 102) and Hong Kong, China (n = 207). Hong Kong students perceived their teachers to be more dissatisfied, strict, admonishing, and uncertain, while Vancouver students perceived their teachers to be more helpful and friendly. Students’ levels of intrinsic and extrinsic motivation did not differ across cultures. Student intrinsic motivation positively correlated with positive teacher-student relationship subscales, and negatively correlated with teacher’s perceived dissatisfaction in both Vancouver and Hong Kong. Vancouver students’ extrinsic motivation was not significantly correlated with any teacher-student relationship subscales whereas Hong Kong students’ extrinsic motivation was significantly and positively correlated with positive teacher-student relationship subscales. Students’ academic achievement was positively correlated with positive teacher-student relationships subscales in both cultures, negatively correlated with teacher’s uncertainty in Hong Kong and positively correlated with student’s intrinsic motivation in both the Vancouver and Hong Kong samples. Achievement was not significantly correlated with extrinsic motivation in either sample. Culture did not moderate the association between i) teacher-student relationships and achievement, ii) motivation and achievement, iii) teacher-student relationships and extrinsic motivation, or iv) teacher-student relationships and intrinsic motivation.

Keywords: teacher-student relationship; intrinsic motivation; extrinsic motivation; academic achievement; cross-cultural; educational psychology