

IMPACT OF TEACHER - STUDENT RELATIONSHIPS ON ACADEMIC PERFORMANCE

Shailender Kumar

Lecturer, Department of B.Ed.

Premwati Devi Smarak Mahila Mahavidyalaya Puraini District Bijnor. U.P.

ABSTRACT

Establishing and maintaining close relationships with students is a method of teaching that can be advantageous to both the students and the teachers. In this study, an examination was conducted to determine how this methodology was implemented in classrooms with students. According to this research, the relationships between teachers and students can have a favorable impact on the outcomes of students in the areas of academics, conduct, and social and emotional development. The findings demonstrate how to develop these strong ties, how relationships can be used as a tool for classroom management, and how there is a correlation between relationships and the motivation of students.

Keywords: teacher students relationship, academic performance.

INTRODUCTION

Eighteen years of a child's life are spent in school, from kindergarten through high school. Beginning when they are five years old, they devote seven hours of each day to attending school. As kids progress through the grades, it is their responsibility to acquire new knowledge, to uphold new standards, and to further their social development. There are a multitude of changes that occur throughout the course of each year, the most significant of which is the instructor of the student. The teacher has one year to assist the pupils in meeting the expectations for their grade level, and they will do it in collaboration with the students. In order to better serve their pupils, educators are always looking for new methods to enhance the instructional processes they use. Because of the differences in the development of kids in all aspects of their lives—academic, behavioral, and social and emotional—this is a task that is difficult to do.

Throughout the entirety of this paper, I will be explaining how the establishment of a teacher-student relationship is a best practice for enhancing the educational experience of all students throughout the entirety of their academic career. As a result of the fact that they spend the most time with their students, it is essential for teachers to devote their time and energy to developing relationships with their pupils. Not only are teachers accountable for transferring academic knowledge, but they are also responsible for teaching behavioral expectations and social behavioral and emotional knowledge. It is believed that the degree to which a teacher is able to influence the growth and development of their students is influenced by the degree to which they cultivate close relationships with their students.

OBJECTIVES

1. To study teacher students relationship.
2. To study academic performance.

Impact on Academic Achievement

Research demonstrates over and over again that there is a favorable association between excellent ties between teachers and students and higher levels of academic achievement. When students have the sense that they have a personal connection with their instructors, they are more inclined to participate actively in the process of learning. There is a correlation between this engagement and increased levels of motivation, which eventually leads to enhanced academic performance.

Studies have indicated that students who have the perception that their teachers are caring and helpful are more likely to attend courses on a consistent basis, finish their assignments on time, and take an active part in classroom discussions. There is a positive feedback loop that occurs when students show a real interest in studying, which in turn fosters continual academic growth. This increased engagement leads to the positive feedback loop.

Perspective of Student Teacher Relationships

There are many different points of view concerning the interactions between teachers and students. From Ravitch's perspective, educational institutions are accountable for preparing students to become responsible citizens who possess a well-developed mindset. The purpose of education is to generate researchers, scientists, engineers, and a wide variety of other professionals who can find solutions to problems that affect the entire world. In the event that the foundation that holds or binds students together is damaged, it is impossible for them to attain their academic goals. An individual's intellectual functioning can be defined by their social ties. It is possible to determine whether or not students are receptive, as stated by Cazden, when they become acquainted with the instructors and the code of behavior of their educational institution. By providing students with a learning environment, educational institutions enable them to develop meaningful interpersonal relationships with their instructors. Cazden went on to say that the interaction between the instructor and the students is one of the most important aspects of the educational setting. According to the findings of research carried out by Krane et al. (2017), kids create positive relationships with their teachers when there is mutual respect between teachers and students.

To add insult to injury, kids and teachers are both impacted by inappropriate behavior. If the acts of a deviant student cause the school, teachers, and other students to become unstable, the student runs the possibility of being expelled from the school. As stated by Krane et al. (2017), students who show contempt toward those in positions of authority may face disciplinary action, expulsion, or even criminal charges. Teachers, on the other hand, who do not comply with the rules and regulations of the school are frequently accused of engaging in immoral behavior with their students. A hostile climate is created for both instructors and pupils when there are poor interactions between teachers and students. Positive relationships between teachers and students contribute to permanent peace. It is expected of pupils in high school that they will respect the norms and regulations of the institution. On the other hand, when pupils disrespect school rules, teachers will step in to guarantee that the offenders are disciplined and brought to book.

Literature review

Johnston, Wildy and Shand (2022) 25 students in the tenth grade from three different secondary schools in Australia participated in the research project. One hundred interviews and one hundred seventy-five observations of classrooms were used to obtain data. In order to answer the primary research question, which was "How do students experience their teachers' expectations for their academic achievement?" the researchers collected qualitative data. After doing an analysis of the data, it was discovered that when teachers communicated high expectations to their pupils, the students acted in ways that increased their academic achievement. In addition, when teachers demonstrated a genuine desire in establishing a personal connection with their pupils and demonstrated concern for them, the students responded by cultivating positive relationships with those individual teachers. According to the students' reflections, this relationship seemed to have a beneficial effect on their overall academic achievement.

Ma, Liu, and Li (2022) a quantitative study was carried out to investigate the impact that the relationship between a teacher and a student has on the results of learning. There were a total of 332 fourth graders and 321 eleventh graders from China that participated in the study. The research investigated how students regarded their relationships with their teachers, how curriculum-based assessments of accomplishment were used, and how students perceived their involvement with their parents. In order to evaluate the academic performance of the students, their scores on standardized tests were utilized. From the findings of the study, it was discovered that there was a favorable correlation between the relationship between teachers and students and the academic accomplishment of students in both primary and secondary schools.

Magro, Nivison, Englund and Roisman (2023) Research that was quantitative in nature was carried out. A student's academic performance at the age of 16 was investigated in this study to determine the extent to which connections with early caregivers and early primary school teachers had an impact on that student's academic success. Throughout the course of their academic careers, the participants in the study were followed using longitudinal research. The researchers investigated the amount to which a child's primary care experience (three to forty-two months) with their caretakers and their interactions with their elementary school instructors (kindergarten through sixth grade) were connected with the child's academic achievement at the age of sixteen to a certain extent. Based on the findings, it was discovered that three out of the four indications of a strong relationship between a teacher and a student were related with academic achievement falls within the medium range. There is a correlation between a child's relationships with adult figures in their lives and their academic achievement later in life. This correlation is evaluated with maternal sensitivity.

Lucangeli and Cassibba (2020), Within the context of a mathematics class, both cognitive (mathematical competence) and noncognitive (anxiety) influences on performance were investigated and compared to the interaction between the teacher and the student. When the pupils entered the sixth grade, a sample of 219 students was considered for evaluation. There were four timed standardized tests that were administered in order to determine the general cognitive ability of the participants. Among the subjects that were discussed were topology, matrices, odd-oneout, and series completion. The three surveys that examined attitude toward math learning were used to measure the level of anxiety associated with mathematics. The quality of the interaction between the teacher and the student was evaluated using a questionnaire based on the student's perceptions. In conclusion, the administration of a standardized test was used to evaluate the level

of mathematical achievement. Despite the fact that cognitive capacity was determined to be the most significant predictor of mathematical accomplishment, it was discovered that the relationship between the student and the teacher had an indirect effect by reducing the amount of arithmetic anxiety that the student had. Within the context of mathematics education, it is believed that the relationship between the student and the teacher plays a role in moderating anxiety, which in turn helps with learning.

Sethi and Scales (2020) two separate investigations were carried out as part of the research project; the first study was quantitative, and the second study was qualitative. In the first study, data were collected about teacher-student relationships and school achievement through the use of surveys and structural equation modeling by the researchers. In the second study, surveys were conducted to investigate the ways in which teachers create relationships with their students. Two hundred and twenty-three kids from middle school and six hundred and seventy-two students from high school took part in the research. Additionally, three focus groups consisting of small samples of students were held throughout the course of the research. It was discovered that relationships with teachers have a direct impact on both the motivation of students and the atmosphere of the school. GPA was discovered to be affected in a roundabout way by them. The second study investigated the most effective methods that educators might use to cultivate relationships with their students. In these teacher-student interactions, it was discovered that all five components of developmental relationships were present; however, power sharing was shown to be less prevalent throughout these connections.

Methodology

Research Design

Through the use of a single case study approach, the purpose of this research study is to investigate the affective domain of teacher effectiveness. According to Creswell (2013), case study research is a qualitative method in which the researcher investigates a real-life, contemporary bounded system (a case) over the course of time by collecting as much information as possible in a comprehensive and complete manner. The ability of the case study to deal with a broad array of evidence sources, such as papers, artifacts, interviews, and observations, is a unique asset, according to Yin, who notes that this ability goes beyond what would be available in other forms of qualitative methodologies. When a 'how' or 'why' question is being examined about a contemporary event over which the investigator has little to no control, he asserts that the adoption of the case study technique has a specific advantage that is worth mentioning. In the case study method, investigators are able to preserve the comprehensive and significant aspects of the events that actually occurred in the world. In his article, Yin states that "case study research" is research that is conducted in a real-life situation or context.

Theoretical Framework

Social Constructivist

Stake (1995) asserts that the majority of modern qualitative researchers advocate for the view that knowledge is manufactured rather than acquired on its own. Through the use of open-ended questions, social constructivists attempt to gain a knowledge of the world, allowing participants to piece together the significance of a given circumstance. Constructivist researchers adhere to a number of fundamental

principles, one of which is to investigate the processes of interaction between persons, with a particular emphasis on the specific environments in which people live and work. Making sense of or providing an interpretation of the meanings that other people have about the world is the goal of the researcher.

A constructivist point of view was used to develop the qualitative methodology that was used in this investigation. For Blumer, it is necessary to completely submerge oneself in a circumstance in order to gain an understanding of what is taking place within it. There are a number of assumptions that Creswell makes about constructivism, and these assumptions have a direct influence on the way that I planned my study inquiry. The constructivist theoretical framework is based on the idea that "meanings are constructed by human beings as they engage with the world they are interpreting." This is one of the theories' underlying premises.

Setting for the Study

The research location for this case study is a big public elementary school located in a quiet area in Bijnor UP. The school has roughly seven hundred kids and seventy-five teachers. The school is the sole elementary school in the town, and it serves children from kindergarten all the way up to fifth grade.

This hamlet in Bijnor UP, is home to kids who come from a wide range of racial and socioeconomic backgrounds, making the classroom population representative of the wider community. Some kids have individual education plans for learning issues, and others have personal literacy plans for reading difficulties. Both types of plans are available to these students. The fact that many of the pupils are eligible for free or reduced lunches places them in a socioeconomic category that is considered to be low.

A substantial amount of data for interpretation and analysis was collected as a result of my deliberate sampling of this classroom.

Sampling Design

I employed deliberate sampling with an illuminating instance, as well as interviewing and seeing this district 'lab teacher' who demonstrates very effective teaching practices, in order to conduct this qualitative study. The math and literacy coaches in this district have provided the regular education classroom teachers in this district with specialized training in teaching tactics. These strategies have been applied to specific subject areas such as mathematics and language arts. Lab Teachers are regular education classroom teachers. In addition to the training in the subject matter that they have received, these teachers in the lab classrooms are also continuously mentored by the math and literacy coaches. During this mentoring, their teaching methods are monitored and evaluated. Following the completion of the observation periods, the teachers are provided with specific feedback that is intended to advance their classroom method of instruction.

These educators have spent years honing their skill by utilizing teaching styles and methods that are considered to be the most effective in the field. In order to make your findings believable, it is essential to locate interviewees who have first-hand experience that is relevant to the topic at issue. To be able to construct a theory that has broader implications, Rubin and Rubin argue that a researcher should select interviewees that guarantee confidence in extending findings beyond the current study context. This is because the researcher will be able to establish a theory that has broader implications.

General Characteristics of the Participant

The instructor who participated in this research was a "Lab Classroom" teacher at an elementary school. The fact that she has been awarded this honor indicates that she is acknowledged within the school system in which she works as an innovative and master teacher in one or more subject areas. Teachers who have earned this distinction have received specialized training and individual coaching in a subject area, such as mathematics, in order to make their classrooms available for other teachers in the district to see and learn from.

By virtue of my prior position as an administrator in her building, I have had the opportunity to collaborate with this educator and observe her methods of instruction firsthand. Despite the fact that I am no longer her administrator, this participant provides a compelling example of instructional techniques that should be investigated. My choice of this educator satisfies the requirements for an illuminating case to investigate and possesses the capability to produce data that is abundant in information for the investigation that is currently being conducted.

Data Collection: Sources and Procedure

The procedures and sources that were provided by Yin and Stake were utilized in the process of data collection and analysis.

Sources

It was decided to build a database for case studies, which contains the following sources of information:

1) Archival records: I went through the archives and looked at the records of e-mail exchanges, memoranda, letters to parents, grading and progress reports, and personnel files that were relevant to the study that was being investigated. It has been documented by the researcher that the conditions under which these records were made as well as the correctness of the records have been documented respectively.

2) Interviews: Using the responsive interviewing paradigm, interview protocols were designed that were centered on the subject of my case study. Having a strong and in-depth understanding of the subject matter that is being researched is the objective of responsive interviewing. It is necessary for the researcher to follow up and ask further questions on what was initially heard in order to get this level of depth. The path of inquiry was directed by semi-structured questions, and the responses were documented on the interview protocol form. Additionally, emergent follow-up questions were also recorded to ensure documentation. We took every effort to ensure that the questions that were asked were asked in a manner that was neutral and impartial.

3) Direct observation is the third method, and it involves the development of a procedure for observation that focuses on events that take place in real time during field trips. On the observation procedure, detailed notes, images, and observations were recorded. Additionally, the date, time, and location of each observation were documented.

4) Member Checking: The interviewee was given a copy of the information that was acquired from the interviews and observations so that they may verify the accuracy of their interpretation and make any

required corrections. In addition to reviewing the data, the participant also looked at the researcher's interpretation of the analysis.

Procedure

This formal case study protocol was designed in order to improve the dependability of the research that was conducted using this case study procedure.

Following the completion of the initial audio-taped interview provided by the participant, a subsequent interview was carried out for the purpose of eliciting further clarity. The interviews comprised a semi-structured format, with the interviewer interspersing questions that were either clarifying or probing in nature. The interview questions were prepared previously.

The interviewee was asked semi-structured interview questions in an emergent design framework, which was devised to obtain information from the interviewee. A general interview guide was utilized for the interview. A set of follow-up questions that were produced with the intention of clarifying and refining the analysis were developed based on the participant's individual responses. After conducting a review of the relevant literature, the questions that were included in the interview guide were designed with the intention of being interpretive.

Result and discussion

Data Analysis

Patton offers the following piece of advice: "Because every qualitative study is different, the analytical approach will also be different." As a result of the fact that qualitative inquiry is dependent, at each and every stage, on the skills, training, insights, and capabilities of the inquirer, qualitative analysis is ultimately dependent on the analytical intellect and style of the analyst.

Analyses of the data were carried out in accordance with the procedures described by Rubin and Rubin for the analysis approaches of responsive interviewing:

- 1) Recognition: conducting interviews with the purpose of identifying concepts, topics, events, and topical markers;
- 2) Clarify and Synthesize: by doing a methodical analysis of the many interviews in order to initiate comprehension of the overall narrative;
- 3) Elaboration: following the completion of clarity and synthesis, the generation of new ideas and concepts;
- 4) Coding: annotating topics, themes, events, and topical markers in a methodical manner, assigning each of these a brief label to designate it, and then marking in the interview text the locations where they are found;
- 5) Sort: the process of organizing the data units, ranking them, and constructing linkages in order to arrive at a theory.

Interview Guide

The interviewee was asked semi-structured interview questions in an emergent design framework, which was devised to obtain information from the interviewee. A general interview guide was utilized for the interview. After conducting a review of the relevant literature, the questions that were included in the interview guide were designed with the intention of being interpretive.

Following the development of a protocol for responsive interviewing, follow-up questions and probes were formulated. It was because of this that the researcher was able to ask more questions in order to investigate the specific ideas, concepts, and themes that were presented during the initial interview. I used probes as a tool to keep the conversation moving in order to finish a concept, fill in a missing piece, or request clarification. Probes were also an element of the responsive interviewing protocol that I used.

Terms of Validity and Reliability

When it comes to qualitative research, credibility and authenticity are two of the most important components of validity. The researcher employs certain processes in order to assess the accuracy of the findings, which is what is meant by qualitative validity. On the other hand, qualitative reliability implies that the researcher's approach is consistent.

Ethical Issues

As stated by Deyhle and colleagues, "research in education, regardless of whether it is quantitative or qualitative, is fundamentally applied research." It is nearly usually the case that the findings of such study have immediate or possible ramifications or applications in the real world.

Each and every qualitative researcher has significant ethical challenges, mostly as a result of the relationships that are formed throughout the course of their work. In the process of planning a qualitative study, there are specific ethical considerations that must be taken into account. This is due to the fact that the success of such research is dependent on the formation of specific kinds of connections between researchers and informants. My contact with this study participant began as a colleague in the classroom, and it was the cultivation of a deep personal relationship that made it possible for me to acquire vital information. Keeping in mind the cautionary statement made by Deyle et al. with regard to the manner in which information is obtained and disclosed, I made sure to be clear while I was expressing the objective of my investigation with this participant in the study.

Resources Required

(1) an iPad for taking notes and recording interview sessions; (2) a private space in which to conduct interviews; (3) computer software to assist with data management and analysis, which will be purchased by the researcher; (4) copies of all letters and forms that are required for the participant in the study; (5) a \$10 gift card that will be purchased by the researcher for the participant in the study; (6) interview and observation protocol sheets; (7) access to student records and progress monitoring data; (8) approval from the Institutional Review Board; and (9) the cooperation of the municipality in which the interviewee teaches.

Conclusion

The objective of this research is to demonstrate the possible advantages that could result from cultivating close relationships between students and teachers. The utilization of this strategy is advantageous for both teachers and students since it is designed to enhance the school experience of students, as well as the success of students and the contentment of students with their educational experiences, which in turn benefits the experience of teachers. In this study, we will investigate the strategy that is utilized in schools ranging from pre-kindergarten to the twelfth grade. Symbolic interactionism is the theoretical framework that I decided to work with in order to support my study. According to this idea, the manner in which an individual (in this case, a student) encounters something (school, their teacher) has a significant role in predicting the association and the manner in which they behave in relation to that things. It made logical to me that the prior connections that students have would form the basis for how enthusiastic they are to learn, contribute, and succeed, which is why I decided to go with this particular theoretical framework.

References

1. Acar, I. H., Veziroğlu-Çelik, M., Rudasill, K. M., & Sealy, M. A. (2022). Preschool children's self-regulation and learning behaviors: The moderating role of Teacher–Child relationship. *Child & Youth Care Forum*, 51(1), 1-18. doi:10.1007/s10566-021-09615-3
2. Husby, S. M., Skalická, V., Li, Z., Belsky, J., & Wichstrøm, L. (2023). Reciprocal Relations Between Conflicted Student-teacher Relationship and Children’s Behavior Problems: Within-person Analyses from Norway and the USA. *Research on Child & Adolescent Psychopathology*, 51(3), 331–342. <https://doi.org/10.1007/s10802-022-00968-4>
3. Johnston, O., Wildy, H., & Shand, J. (2022). ‘That teacher really likes me’ - student-teacher interactions that initiate teacher expectation effects by developing caring relationships. *Learning and Instruction*, 80, 101580. doi:10.1016/j.learninstruc.2022.101580
4. Longobardi, C., Settanni, M., Lin, S., & Fabris, M. A. (2021). Student–teacher relationship quality and prosocial behaviour: The mediating role of academic achievement and a positive attitude towards school. *British Journal of Educational Psychology*, 91(2), 547–562. <https://doi-org.rwulib.idm.oclc.org/10.1111/bjep.12378>
5. Loomis, A. M. (2021). The influence of early adversity on self-regulation and student-teacher relationships in preschool. *Early Childhood Research Quarterly*, 54, 294-306. doi:10.1016/j.ecresq.2020.10.004
6. Ma, L., Liu, J., & Li, B. (2022). The association between teacher-student relationship and academic achievement: The moderating effect of parental involvement. *Psychology in the Schools*, 59(2), 281–296. <https://doi-org.rwulib.idm.oclc.org/10.1002/pits.22608>
7. Magro, S. W., Nivison, M. D., Englund, M. M., & Roisman, G. I. (2023). The quality of early caregiving and teacher-student relationships in grade school independently predict adolescent academic achievement. *International Journal of Behavioral Development*, 47(2), 158-168. doi:10.1177/01650254221137511

8. McGuire, S. N., & Meadan, H. (2022). Social Inclusion of Children with Persistent Challenging Behaviors. *Early Childhood Education Journal*, 50(1), 61–69. <https://doi-org.rwulib.idm.oclc.org/10.1007/s10643-020-01135-4>
9. McNally, S., & Slutsky, R. (2018). Teacher-child relationships make all the difference: constructing quality interactions in early childhood settings. *Early Child Development & Care*, 188(5), 508–523. <https://doi.org/10.1080/03004430.2017.1417854>
10. Nickerson, C. (2023, February 20). Symbolic Interactionism Theory & Examples – Simply Psychology. www.simplypsychology.org Communication Theory. (2015, April 20).
11. Pakarinen, E., Lerkkanen, M.-K., Poikkeus, A.-M., Salminen, J., Silinskas, G., Siekkinen, M., & Nurmi, J.-E. (2017). Longitudinal associations between teacher-child interactions and academic skills in elementary school. *Journal of Applied Developmental Psychology*, 52, 191–202. <https://doi-org.rwulib.idm.oclc.org/10.1016/j.appdev.2017.08.002>
12. Platz, M. (2021). Trust Between Teacher and Student in Academic Education at School. *Journal of Philosophy of Education*, 55(4), 688–697. <https://doiorg.rwulib.idm.oclc.org/10.1111/1467-9752.12560>
13. Poulou, M. (2017). Social and Emotional Learning and Teacher-Student Relationships: Preschool Teachers' and Students' Perceptions. *Early Childhood Education Journal*, 45(3), 427–435. <https://doi-org.rwulib.idm.oclc.org/10.1007/s10643-016-0800-3>
14. Roorda, D. L., & Koomen, H. M. Y. (2021). Student–Teacher relationships and students' externalizing and internalizing behaviors: A Cross-Lagged study in secondary education. *Child Development*, 92(1), 174-188. doi:10.1111/cdev.13394
15. Semeraro, C., Giofrè, D., Coppola, G., Lucangeli, D., & Cassibba, R. (2020). The role of cognitive and non-cognitive factors in mathematics achievement: The importance of the quality of the student-teacher relationship in middle school. *PLoS ONE*, 15(4), 1-22. doi:10.1371/journal.pone.0231381
16. Sethi, J., & Scales, P. C. (2020). Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most. *Contemporary Educational Psychology*, 63, N.PAG. doi:10.1016/j.cedpsych.2020.101904
17. Cook, C. R., Coco, S., Zhang, Y., Duong, M. T., Renshaw, T. L., Long, A. C., & Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore method. *School Psychology Review*, 47(3), 226-243.
18. Kranea, V., Nessa, O., Holter-Sorensena, N., Karlssona, B., & Binderb, P. (2017). You notice that there is something positive about going to school: How teachers' kindness can promote positive teacher– student relationships in upper secondary school. *International Journal of Adolescence and Youth*, 22(4), 377-389.