

A Comprehensive Study On Student And Teacher Relationships And Its Effect On Student Learning: Cross-Cultural Perspective On Education And Psychology

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Abstract

Using a single-case study methodology, this study investigated the emotional dimensions of classroom exchanges between educators. Using data from only one case study, researchers were able to compile recommendations for how a teacher might best foster positive connections with their students. The analysis and interpretation that followed described the dominant ideas that emerged about how to build productive connections between teachers and students, as well as the particular aspects of those interactions that were deemed crucial to the students' educational experience. This research produced a narrative of methods and practises that facilitate the growth and sustenance of a teacher's connections with her pupils. In light of the data, four main types may be identified, each with its own set of defining characteristics. Each of these four main groups represents a different aspect of the social structure of the classroom. The study uses a constructivist approach to qualitative research in order to get a thorough knowledge of the dynamics between teachers and their students in this one unique situation. My objective in doing this research was to provide concrete examples and empirical data to the literature on the formation of teacher-student interactions. To help an educational community, it would be helpful to know what variables are related to interactions between teachers and their students. Possible effects of these results on educational settings are considered.

Keywords: Student teacher relationship, student learning, education, psychology.

1. INTRODUCTION:

Standardized test results have been given a central role in Race to the Top (RttT) efforts as a means of gauging the efficacy of educators. The usefulness of an educator's emotive acumen, however, has been the subject of a great deal of study. Teacher-student connections should be included as part of a more holistic accountability system for determining what works in the classroom. A researcher looked at the methods of successful educators and came to the conclusion that "an excellent teacher-student connection may be the cornerstone that permits the other components to operate properly. "Teachers' connections with their students have a crucial influence in the development of their students' academically. To get the most out of the academic potential, one need take into account both the cognitive and social psychological components of the learning process, as the author of this study puts it. An overemphasis on standardised test results as a proxy for academic achievement distorts the true cost of providing a top-notch educational setting. A researcher has said that it is surprising that many education officials have been "seduced into believing that simple quantitative indicators like test scores may be utilised to hold schools responsible for attaining complicated educational

outcomes." (Hagenauer, 2014).

The significance of students' and instructors' emotions in classroom interactions was highlighted by the study's authors. In their conclusion, they said, "our view of what constitutes desire to learn increasingly has incorporated emotions as crucial to both learning and teaching, as shown by our research of student-teacher interactions." These findings provide credence to the need for more research on the impact of students' social ties on their academic performance in the classroom. According to studies, if a student and instructor have a good rapport, the student would learn more in class (Mariskind, 2014).

2. BACKGROUND OF THE STUDY:

The value of the connections that teachers build with their pupils as a means of achieving successful academic achievements is widely acknowledged in the area of education by a large number of professionals. The goal of this project is to carry out a case study of the instructional methods that were used in a single information-dense classroom in order to illustrate how the instructor and the students interacted in a genuine learning setting (Neville Miller, 2014).

This researcher will be able to detect the thinking process of the instructor while she is creating student connections and providing teaching thanks to responsive interviewing approaches. According to a researcher who wrote on the topic, "teachers need to know how their everyday work in classrooms may be filled with interactions and instructional practises that research has shown can make a positive impact in the lives of children who are at risk of academic failure."

3. LITERATURE REVIEW:

Developing meaningful connections with students and the subsequent impact on the classroom setting is the focus of this chapter's literature study. From a historical perspective to up-to-the-minute theories, we'll cover the range of academic fields' takes on this issue. There is a significant body of research that demonstrates conclusively that solid connections between educators and their pupils are necessary for the balanced academic growth of all pupils enrolled in schools. This research was compiled from a number of different sources. This body of literature is comprised of several different types of research that have been carried out over the course of the last three decades in order to investigate the interactions that take place between teachers and the students in their classrooms, as well as the impact that these interactions have on the process of learning (White, 2017).

There is convincing evidence that the kind of interactions that instructors have with their students and the overall quality of those interactions have a considerable impact on the students' academic performance. The interest that is rising in aiming interventions towards improvements in the quality of teachers' interactions with children has been fueled by contributions from a variety of professionals, including educators, psychologists, social constructivists, and sociologists. According to the studies presented, "teachers need to be actively involved in interactions with children in order for learning to occur." (Mazer, 2014).

4. METHODOLOGY:

Sampling: A survey questionnaire will be developed with items designed to measure the constructs required by the model. A preliminary version of the questionnaire will be pre-tested using a group of 20 organization executives. A total of 606 questionnaires will student and teacher relationship independent student education and student psychology

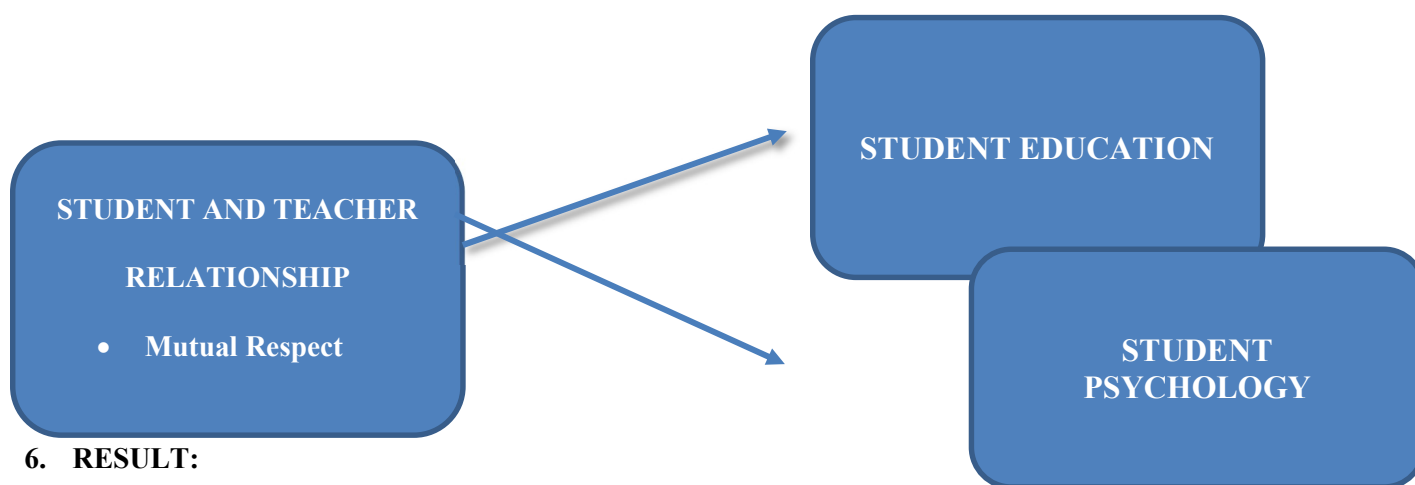
Dependent variable be distributed among marketers selected in a systematic random fashion. All the completed questionnaires will be considered for the study and any incomplete questionnaire will be rejected by the researcher.

Data and Measurement: Primary data for the research study will be collected through questionnaire survey (one-to-correspondence or google-form survey). The questionnaire will be divided into two parts – (A) Demographic information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data will be collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 25 will be used for Statistical analysis.

Statistical tools: Descriptive analysis will be applied to understand the basic nature of the data. Validity and reliability of the data will be tested through Cronbach alpha.

5. THEORETICAL FRAMEWORK:



6. RESULT:

Factor Analysis:

A common application of factor analysis is verifying the latent component structure of a grouping of measurement items (FA). It is believed that latent factors, also known as unobserved factors, are the ones responsible for the scores on the observable variables (also known as measured variables). Accuracy analysis, also known as FA, is a method that is model-based. The modelling of causal pathways between observed phenomena, unobserved causes, and measurement error is the primary focus of this research approach.

Using the Kaiser-Meyer-Olkin Method (KMO Method), one can determine whether or not the data are suitable for factor analysis. Each model variables and the whole model are evaluated to see whether they were adequately sampled. The statistic measures the potential shared variation among many variables. In general, the smaller the percentage, the better the data will be suitable to factor analysis.

KMO gives back numbers between 0 & 1. If the KMO value is between 0.8 and 1, then the sampling is considered to be sufficient.

If the KMO is less than 0.6, then the sampling is insufficient and corrective action is required. Some writers use a number of 0.5 for this, thus between 0.5 and 0.6, researcher will have to apply their best judgement.

- KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.
- Kaiser's cutoffs for acceptability are as follows:
- Kaiser's cutoffs for acceptability are as follows:

- A dismal 0.050 to 0.059.
- 0.60 - 0.69 below-average
- Typical range for a middle grade: 0.70–0.79.
- Having a quality point value between 0.80 and 0.89.
- The range from 0.90 to 1.00 is really stunning.

Table 1: KMO and Bartlett's

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.870
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

EFA begins with a validation of the data's appropriateness for factor analysis. Regarding this, Kaiser suggested that factor analysis only be conducted if the KMO (Kaiser-Meyer-Olkin) indicator of sample adequacy coefficient value was larger than 0.5. It has been determined that the KMO value for the data used in this investigation is .870. Additionally, a significance level of 0.00 was found using Bartlett's test of sphericity.

6.1 TEST FOR HYPOTHESIS

A hypothesis is a supposition or theory that is made public for discussion and later tested to ascertain its chances of being true. The creation of a hypothesis is the first step in the scientific method, apart from a broad assessment of related earlier research. A hypothesis made predictions about the findings of the inquiry. A response to a research question is an untested hypothesis. It could be necessary to construct a number of hypotheses to look at the research question from different angles, depending on the study's breadth.

• Student Education

Education is a field of study that focuses on the processes of teaching and learning that take place in schools and other settings that are analogous to schools. This is in contrast to other nonformal and informal modes of socialisation. Researcher progressive thought is most closely associated with the liberal perspective. The goal of a progressive education system is to foster the kind of critical thinkers and self-directed learners who can flourish in a democratic society. Existentialism is a school of thought that promotes the independent growth of autonomous people. Another liberal theory, constructivism analyses how pupils construct their own knowledge from their experiences and use that knowledge to make sense of and make changes to their surroundings. Activity-based learning that emphasises ideas and themes is strongly supported by constructivist pedagogical methods.

Notwithstanding the fact that not all pedagogical tenets can be neatly put on a conservative/liberal continuum, doing so may give a valuable framework for thinking about fundamental distinctions in assumptions, aims, and techniques. Yet, one must also know something about their growth in the history of formal education in order to completely appreciate modern beliefs and practises.

- **Student Teacher Relationship:**

In the context of the classroom, a positive student-teacher relationship is one in which the teacher and the student work to earn the trust and respect of one another in the course of developing the relationship. This relationship may involve getting to know the students better, offering them a choice of activities, and encouraging them to become stronger learners on a daily basis. By acting in this manner, teachers are demonstrating respect for their pupils, valuing the uniqueness of their pupils, and being courteous. the ability to develop positive relationships with the students not only aides in their academic achievement but also contributes to the overall atmosphere of the classroom, making it an inviting and secure place for all of the pupils.

- **Mutual Respect:**

Respect is the bedrock upon which humane and ethical actions are built, and reciprocal regard is the cornerstone upon which healthy relationships are built. A basic conviction in an individual's right to exist, to be heard, and to have the same opportunities as everyone else is required in order to have respect for another person. To respect another person does not mean to disregard their unique qualities or only accept them. Rather, it entails acknowledging differences, comprehending the importance of those differences, and responding to one another with attention, courtesy, and care. A common conviction in the advantages of diversity, which refers to the assortment of experiences, skills, and points of view that are included within the team, is another foundation for mutual respect. Yet, it also requires seeing beyond superficial distinctions. When individuals respect one another, it's easier to avoid classifying them in harmful ways. Instead, one choose to recognise the distinctive qualities that each of us brings to the table and make the most of all that have in common.

There should be an atmosphere of mutual respect in the workplace, and it should be evident in everything from workplace regulations and procedures to individual encounters. It plays a directing role in face-to-face meetings, textual communications, body language, and the manner in which individuals behave while they are interacting with one another. On basis of the above discussion, the researcher formulated the following hypothesis, which was analysed the relationship between Student Psychology and Mutual Respect.

- **H₀₁: “There is no significant relationship between Student Education and Mutual Respect.”**
- **H₁: “There is a significant relationship between Student Education and Mutual Respect”**

Table 2: ANOVA Sum

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39936.307	285	3993.631	2487.855	.000
Within Groups	145.083	320	1.630		
Total	40081.390	605			

In this study, the result is significant. The value of F is 2487.855, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the **“H₁ There is a significant relationship between Standard international system and Chinese HRM.”** is accepted and the null hypothesis is rejected.

Table 3 : KMO and Bartlett's Test^a

KMO and Bartlett's Test^a		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.858
Bartlett's Test of Sphericity	Approx. Chi-Square	4350.175
	df	190
	Sig.	.000
a. Based on correlations		

EFA begins with a validation of the data's appropriateness for factor analysis. Regarding this, Kaiser suggested that factor analysis only be conducted if the KMO (Kaiser-Meyer-Olkin) indicator of sample adequacy coefficient value was larger than 0.5. It has been determined that the KMO value for the data used in this investigation is .858. Additionally, a significance level of 0.00 was found using Bartlett's test of sphericity.

- **Student Psychology:**

The scientific field known as psychology investigates topics such as how individuals think and act. The study of human thinking and behaviour may be broken down into a variety of subdisciplines within the science of psychology. These subdisciplines focus on certain levels and contexts of human thought and behaviour. The field of social psychology, for instance, examines human thinking and behaviour in the context of social interactions, while the field of physiological psychology investigates human cognition and behaviour in relation to neurophysiological processes. Comparative psychology is a subfield of psychology that examines the similarities and differences between human mind and behaviour and those of other animal species. The study of abnormal cognition and behaviour is what abnormal psychology is all about.

The scientific study of psychology draws from many other fields. For instance, sociology and anthropology are both components of the field of social psychology. As compared to physiological psychology, abnormal psychology is more closely aligned with psychiatry, while physiological psychology is based on the practises and procedures of neurology and physiology.

- **Student Teacher Relationship:**

A healthy student-teacher relationship in the setting of the classroom is one in which both the instructor and the student make an effort throughout the process of the relationship's development to win the trust and respect of one another. This is the definition of a good student-teacher relationship. This connection may entail getting to know the students better, providing them with a selection of activities, and everyday motivating them to become more capable learners. Teachers are being polite, showing respect for their students, and appreciating the distinct qualities that each student brings to the classroom when they behave in this way. the ability to cultivate positive relationships with the students not only helps

them to achieve success in their studies, but it also contributes to the overall atmosphere of the classroom, helping to create an environment that is welcoming and safe for all of the students to learn in. This is a direct result of the efforts.

- **Mutual Respect:**

Reciprocal regard is the cornerstone of good relationships, and respect is the foundation upon which humane and ethical behaviours rest. To respect another person, one must first believe in that person's inherent worth as a person, in his or her ability to think and speak freely, and in his or her entitlement to equal chances. To respect someone does not include overlooking or just accepting his or her own quirks. Instead, it requires being respectful of one another by paying attention to, and caring about, one another despite our differences. Another cornerstone of respect is a shared belief in the value of diversity, defined as the range of backgrounds, expertise, and perspectives represented on the team. Yet, it also requires looking deeper than surface differences. When people treat one another with dignity and fairness, it's less likely that negative stereotypes will be perpetuated. Instead, appreciate the unique contributions of each of us while also capitalising on our shared experiences. Every aspect of the workplace, from policies and procedures to interactions between coworkers, should promote an environment of mutual respect. It guides in-person interactions, written exchanges, nonverbal cues, and the actions people do while engaging with others.

On basis of the above discussion, the researcher formulated the following hypothesis, which was analysed the relationship between Student Psychology and Mutual Respect.

H₀₁: “There is no significant relationship between Mutual Respect and Student Psychology.”

H₁: “There is a significant relationship between Mutual Respect and Student Psychology.”

Table 4: ANOVA Sum

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	38926.307	292	3993.631	2346.855	.000
Within Groups	139.083	313	1.630		
Total	40081.390	605			

In this study, the result is significant. The value of F is 2346.855, which reaches significance with a *p*-value of .000 (which is less than the .05 alpha level). This means the “**H₂: There is a significant relationship between Standard international system and Western HRM.**” is accepted and the null hypothesis is rejected.

7. CONCLUSION:

Research on the emotional aspects of the educational relationship in higher education suggests that any such interactions may affect both students and instructors. Current attempts to understand these interactions characterise them by behaviour and closeness (immediacy) or distance. The emotional revolution in sociological and psychological research over the past few decades has altered higher education studies. Emotions' role in defining these relationships has become clearer. Their multidimensional nature has evolved too. Teachers and learners at higher levels might feel affection, trust, and admiration—perhaps even awe—for one another's skill. These three traits may be connected, although they may be assessed separately. A teacher who isn't friendly may nonetheless tell pupils they're consistent and commendable. Even if a professor is friendly and approachable, students may fear an unreliable teacher. This three-dimensional approach helps instructors, college administrators, and scholars think about the kinds of interactions we want students to make with their professors more clearly and subtly, benefiting both students and teachers.

8. LIMITATIONS:

Since it involves a lot of time, money, and effort, not to mention the fact that each of these things is quite pricey, a quantitative method is unable to provide an in-depth picture of exactly what customers demand. This is due to the fact that each of these things is fairly expensive. The conclusions that can be drawn from the findings of qualitative research are typically not as convincing as those that can be drawn from the findings of quantitative research. This is because all qualitative information is founded on human experience; consequently, the conclusions that can be drawn from qualitative research tend to be less convincing.

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