

## **Impact of Teaching on Teacher-Students Relationship At Secondary Level in Bangladesh**

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**Abstract:** *The study explores the affective domain of teacher-student relationships. Here produced a synthesis of information that guides a classroom teacher in the development and maintenance of teacher relationships with their students. The resulting analysis and interpretation provided a description of major themes that developed regarding strong teacher-student relationships, as well as, specific components to the interactions considered essential for the student's learning environment. The outcome of this study is an account of experiences and procedures that guide the development and maintenance of relationships between a teacher and the students. Based on the findings, of the study represent an interpersonal framework for the learning environment. Conducting this study was to provide more specific examples of and empirical findings for how teacher-student relationships are created. Identifying specific factors associated with teacher-student interactions could provide valuable information to an educational learning community. Implications for how these findings can impact the learning environment at secondary level in Bangladesh.]*

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### **I. Introduction**

The strong relationships between students and their teachers are essential to the development of all students in school.<sup>1</sup> The positive student-teacher relationships are a valuable resource for students. They suggest that having a positive relationship with a teacher allows students to be able to work on their own because they know they can count on their teacher if problems arise—that the teacher will recognize and respond to the problem.<sup>2</sup> As children enter formal school settings, relationships with teachers provide the foundation for successful adjustment to the social and academic environment<sup>3</sup>. The talking with a teacher and conducting observations in the classroom will provide important and unique information for designing interventions. The researchers conclude that “forming strong and supportive relationships with teachers allows students to feel safer and more secure in the school setting, feel more competent, make more positive connections with peers, and make greater academic gains.<sup>4</sup> Although research is growing in this area, more empirical evidence is needed on aspects of student-teacher relationships in order to better effectively integrate this skill into existing teacher programs.<sup>5</sup> Research on factors related to quality in classrooms suggests that teachers’ attitudes and beliefs about children are very important components to predicting the quality of a child’s education.<sup>6</sup> A teacher’s personal interactions with his or her students can make a significant difference for students. The importance of teachers’ relationships with their students cannot be overstated. Teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively and that they will incorporate into their teaching.<sup>7</sup> It is this idea of determining what needs to be incorporated into instruction for effective learning environment through an illuminative case study. The current research base focuses broadly on teacher-student relationships. This study described purposeful affective strategies and interactions with students that a teacher uses to effectively engage students in the learning process. After completing an ecological study on teacher-student relationships and behavior problems, in regard to teacher education, their study demonstrates the importance of fostering elementary school teachers’ awareness of the role of their relationship with students, and provides teachers with information as to support high quality relationships with their students.<sup>8</sup> we can learn through this study is an attempt to reclaim a voice in shaping quality teaching practices that children thrive in.

### **Importance of Teacher-Students Relationships**

Relationships, whether positive or negative in nature, have proven to have profound effects on quality of life. This well-being was accomplished specifically by providing love, intimacy, reassurance of worth, tangible

assistance, and guidance.<sup>9</sup> Relationships, which include physical support, a sense of belonging, having a “sounding board” for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience.<sup>10</sup> The lack of high quality relationships resulted in negative effects including depression, anxiety, and poor health in general. Student-teacher relationships with this basic understanding of the apparent necessity and importance of relationships in mind, the study focus more specifically on the importance and impact of student-teacher relationships. A request for what constitutes effective teaching will undoubtedly produces a long and varied list of responses. The list may include, but not be limited to a teacher’s knowledge of subject, pedagogical competence; instructional effectiveness and classroom management skills.<sup>11</sup> The situation is further convoluted when considering whether teaching is an art or a science. In addition to the general sentiments expressed above, the importance of the student-teacher relationship has been brought to light in seminal studies and analyses. Learning is influenced by social interactions, interpersonal relations, and communication with others. Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and admired.

## **II. Objectives**

To find out the impact of education on teacher-student relationship at secondary level in Bangladesh

## **III. Methodology**

The participant in this study was secondary schools student from two elementary schools in urban and rural area in Bangladesh. The two elementary schools were located within the same local district. Each of two school students was chosen to participate. The study, survey data and student achievement data were collected using the classroom observation. Students report their degree of agreement for each of the items that comprise the classroom observation using the following descriptors and corresponding four point scale (Never = 0; Sometimes = 1; Often = 2; Almost Always = 3).The data is then easily converted to a graphic display. The survey is made up of eight subtests, which probe the classroom elements that have been empirically demonstrated to be vital to students’ academic success. Five of the subtests gather data to describe the relational aspects of the classroom, while the other three describe the autonomy and perceived competence characteristics within the classroom. The mean scores of classroom observation student survey data at the school and teacher levels through the application of the Analysis of variance (ANOVA) for the both, Teacher-student section as a whole as well as by question/item within the section, the data was analyzed for correlations with the growth in student achievement. The analysis of variance (ANOVA) was also applied to this data to determine strength of the correlations between growth as measured by the measure of academic progress scores and scores from Teacher-student section of the classroom observation. In addition to the procedures above, analysis for effect size, or the magnitude of the differences between scores, was also figured when appropriate.

## **IV. Results**

The prompts from the Teacher-student section of classroom observation are as follows:

Teacher listens carefully when student talk.

Teacher helps student when they need help.

Teacher respects student.

Teacher likes having student in the class.

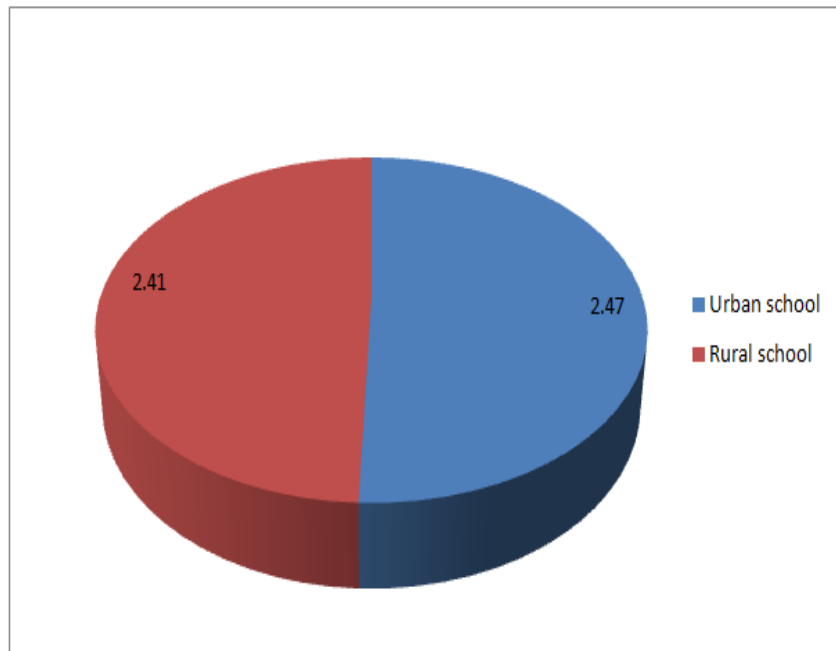
Teacher makes fun of student to be in the class.

Teacher thinks he does a good job in the class.

Teacher is fair to the student.

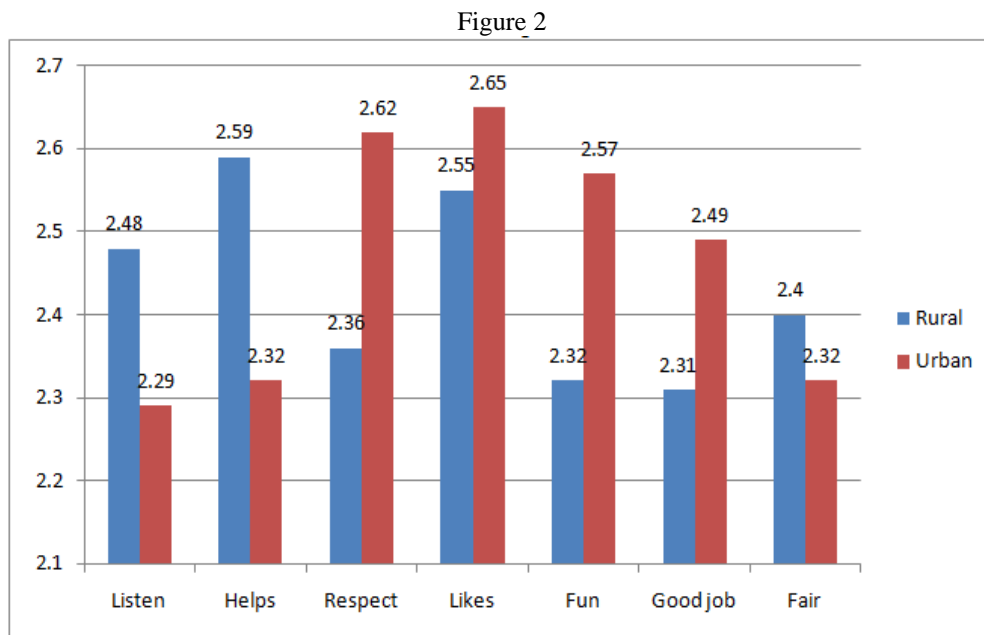
Comparison of the mean scores by school on the Teacher-student of the classroom observation

Figure 1



In the study, the overall results of the classroom observation between the two schools were similar with regard to student-teacher relationships. Overall, students attending urban school designated as a rich school, rated the teacher-student relationships at a mean score of 2.47 out of a possible three points (0= Never; 1= Sometimes; 2= Often; 3= Almost Always) and students attending rural school, designated as a poverty school, rated the teacher-student relationships slightly lower with a mean score of 2.41 on the same scale.

Comparison of mean scores by school on items from the Teacher-Student section of the classroom observation



Through the use of the Analysis of Variance, the difference between the schools, with regard to the mean scores on the Teacher-Student section of the classroom observation, was not significant,  $F(1, 60) = 0.06, p = 0.81$ .

Effect size, or the magnitude of difference between the mean scores on the Teacher-Student section for the two schools, was also calculated and found to be small (0.04). By narrowing the focus and looking at mean scores for the two schools on each question of the Teacher-Student section of the classroom observation, one finds that students at urban school rated relationships with their teachers slightly higher on four of the section questions, while students at rural school rated relationships with their teachers slightly higher on the remaining three questions. More specifically, mean scores for each question were slightly higher for questions dealing with respect (Respect - Teacher respects student), being liked (Likes - Teacher likes having student in the class), fun (Fun -Teacher makes fun of student to be in the class), and positive feedback (Good job – Teacher thinks he does a good job in the class) from students at urban school than students at rural school. While questions regarding listening (Listens - Teacher listens carefully when student talk), helping (Helps - Teacher helps student when they need help), and fairness (Teacher is fair to the student) had slightly higher mean scores from students at rural school verses students at urban school.

Comparison of Mean Scores for Each Item on the Teacher-Student Section of the classroom observation, by School

Table 1

The 7 items on Teacher-Student Section of classroom observation	Rural n=25		Urban n=35		Students (n=60)		Effect Size
	Mean	SD	Mean	SD	p-value	F	
Listens	2.48	0.73	2.29	0.85	0.30	1.05	<b>0.23</b>
Helps	2.59	0.60	2.32	0.63	0.14	0.25	<b>0.44</b>
Respects	2.36	0.34	2.62	0.64	0.16	2.01	<b>-0.35</b>
Likes	2.55	0.61	2.65	0.60	0.60	0.27	<b>-0.16</b>
Fun	2.32	0.78	2.57	0.53	0.19	1.76	<b>-0.37</b>
Good Job	2.31	0.73	2.49	0.60	0.38	0.76	<b>-0.24</b>
Fair	2.40	0.80	2.32	0.80	0.65	0.21	<b>0.10</b>
<b>Averages</b>	<b>2.56</b>	<b>0.73</b>	<b>2.53</b>	<b>0.75</b>			<b>-0.05</b>

\* p < .05 one-tailed

Items coded as 0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

In line with the ANOVA results for the overall mean scores by school, an analysis of individual item means by school showed that the differences were also not significantly different (p > .05) Effect size, or the magnitude of difference between mean scores for the two schools on the seven items from Teacher-student section of the classroom observation, was also calculated and ranged from small (0.10 and -0.16) to medium (-0.37 and 0.44), with the overall difference in effect size between the schools being very small.

### Teacher-student relationships and student achievement

Correlations of items on the Teacher-student section of the Growth in Academic Performance in Writing and Reading as Measured by the Measure of Academic Proficiency for Both Schools

Table 2

	Writing	Reading
Listens	0.10	-0.11
Helps	0.30*	0.21*
Listens	0.10	-0.11
Respects	-0.07	-0.07
Likes	0.05	0.10
Fun	-0.02	0.01
Good Job	0.20	-0.07
Fair	0.08	0.08

\* p < .05 one-tailed

Items coded as 0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

The survey data gathered through the Teacher-Student section of the Classroom observation was then analyzed for correlations with growth students showed from the first administration of the Measure of Academic Progress. Analysis of Variance was used in this analysis. A look at the strength of the correlations for all students (n=60) shows that only the item dealing with the helping behavior of the teacher (Helps - Teacher helps student

when they need help) was significantly correlated with growth in either writing or reading and it was shown to be significantly correlated with growth in both.

## **V. Findings**

The purpose of the study was to provide a more in-depth understanding of the dynamics and importance of the student-teacher relationship in the secondary level students of Bangladesh attending two schools of similar size, but very different in terms of the socioeconomic status. The study collected of quantitative data through the administration of the classroom observation. This survey data was analyzed for correlations within the different classrooms and schools as well as with student achievement. The researcher revealed several findings. These findings were supported by relevant research but also added to the current body of knowledge on student-teacher relationships. The students from urban and rural though very different in socioeconomic designation as well as on the indicators that usually accompany these designations, were not significantly different in terms of how they rated their teachers as measured by the overall mean score on the Teacher-Student section of the classroom observation. This was also true when comparing each school's mean score on each item of the Teacher-Student section of the classroom observation. However, further analysis revealed a significant difference between the overall mean scores attributed to individual teachers. When synthesized, these results suggest that the socioeconomic designation of a school doesn't necessarily have a real bearing on how students feel about their teachers, but that the characteristics and behaviors of individual teachers have an impact on student perception of their influence. The analysis for correlations between the survey data from the Teacher-Student section of the classroom observation combined from both schools and student achievement exposed only one correlation as significant. Though mainly attributed to the strength of the correlation in the urban school, the item on teacher's helping behaviors was revealed to be significant in both schools. The lack of significance between schools or the remaining questions on the Teacher-Student section of the classroom observation and the student achievement data also shows the ambiguity of this often-sought correlation. Students need to trust that their teachers are going to be there to help them when needed, but are going to do so while retaining high expectations for their students. This sense of trust with regard to a teacher's willingness to help was shown to be developed differently in each of the classrooms, but ultimately teachers need not only be available to assist, but also be seeking out students in need of help. The identification and addressing of student needs and the resulting trust that is developed can contribute to students' academic success. Teachers need to keep learning fun and upbeat in their classrooms but these needs to happen in such a way so that learning is indeed still taking place. Spontaneous and relatively simple games for reviewing concepts, such as a class "Quiz Bowl," when implemented at appropriate times, were most appreciated by students. Teacher's words actively listening is importance to their students. Active listening, such as getting down to the student's level and maintaining eye contact, giving non-verbal feedback such as nodding, and responding appropriately, does not take much effort on the teacher's part, yet goes a long way to help students feel appreciated, acknowledged, and respected. It is important for teachers help students experience a feeling of belonging in their classrooms. When students feel that they belong, they are more helping, more considerate of others, and more accepting of others, including those not in the friendship group. Teachers convey that they are doing a good job. This encouragement should be both spoken and written. The students interviewed in this study shared examples of teachers not only writing "Good job!" on their papers, but also writing the "good" grade earned on top of particular assignments with accompanying smiley faces and notes which included specific compliments and encouragement.

Students in both schools noted the importance of teacher encouragement, most notably the explicit encouragement in the areas of good behaviors at school and for a solid effort in students' learning. The students shared that they felt that their teachers were very influential with regard to their behaviors in school. Strong student-teacher relationships can be a major factor to decreased disruptions in classrooms. The analyses have revealed some interesting findings, but a more complete picture of the dynamics and importance of the student-teacher relationship are revealed when the data are analyzed together. A broad, holistic analysis of the data resulted in several lessons learned, most notably on how student-teacher relationships play out in classrooms with students who have very positive perceptions of the relationships they share with their teachers, regardless of the socio-economic composition of the school. Students from both schools felt respected (Teacher likes having student in the class), and appreciated for their efforts (Teacher thinks he does a good job in the class) when their teachers explicitly told them so. Another important finding was that students in both schools shared favorable perceptions of their teachers' abilities to listen (Teacher listens carefully when student talk), support (Teacher helps student when they need help), and respect them (Teacher respects student) due to their teachers "being there" or more specifically, when teachers focused upon and attended to their students personally. The final broad-stroke finding of this study was that teachers may not have influence in all areas of students' lives, but the influence is most easily identified and acknowledged when teachers

talked with their students and expressed specific care and concern about the different facets of the students' lives. In other words, these three findings underscored the students' desire and need for caring and personal relationships with their teachers.

## VI. Conclusion

This study has shown the student-teacher relationship to be a dynamic factor in classroom of both urban and rural schools. The research found in literature suggested that it is the individual teacher that has an effect on student's perceptions of the student-teacher relationship. Analysis of student performance and student perceptions of the student teacher relationship revealed a significant correlation between growth in reading and students' perceptions of whether their teacher listens to them in rural school. In urban school, these same analyses revealed correlations of significance between growth in reading and whether their students feel respected and treated fairly by their teachers as well as between growth in achievement and whether the students perceive their teachers listen, help, and convey they are doing a good job in their classrooms. The students really appreciated when their teachers actively listened and encouraged them, as well as provided a fun and supportive, yet challenging environment where the entire class could learn. Additionally, students in both schools, rural and urban, seemed to be much more concerned with the behaviors and how their teachers treated them than with the physical appearance of their teachers. The major differences between the schools included how much more of an effect the teachers in the urban school had on students' use of their time and the choices they make outside of school. Similarities included that in both schools students perceived that their teachers had little effect on which they chose as friends, yet were very influential with regard to the students' behaviors in school, as well as their learning. Student-teacher relationships are built through purposeful and continual effort, primarily on the part of the teacher. It is in the relationship between teacher and student where learning takes root and begins to grow; and the degree to which a teacher invests in those interactions not only affects learning outcomes and student behavior in the classroom, but also potentially impacts each student's future achievements and success.

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