

IMPACT OF TEACHER STUDENTS' RELATIONSHIP ON STUDENT'S MOTIVATION AND ACADEMIC ACHIEVEMENT AT HIGHER EDUCATION LEVEL

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ABSTRACT

Students that have positive relationship with their teachers feel encouraged and supported to learn. Students are more engaged when they have a positive relationship with their instructor; they work more in class, persevere, take guidance and criticism, handle better with stress, and pay more attention to professors. A positive teacher-student connection enhances classroom management and the atmosphere, making it favourable, comfortable, and safe for self-learning and self-discovery. A quantitative research study was conducted to determine the impact of the teacher-students' relationship on the students' motivation and academic achievement in public sector universities of Karachi. A sample size of 150 students and 20 teachers were selected by Stratified random sampling design along with purposive design was adopted to collect the data of teachers and students from 5 public sector universities of Karachi. The collected data were analysed by Statistical Package for Social Sciences (SPSS-20). T-test and regression analysis were used to test the hypothesis and to find the results of the study. The results of study indicated that there was a significant impact of teacher-student relationship on the students' motivation and academic achievements. The study also indicated that teacher-student relationship creates self-confidence in the students.

Key Words: Impact; Teacher-Student Relationship; Students' Motivation; Academic Achievements

INTRODUCTION

Learning is a basic element of education and play a vital role in the development of a nation (Hafeez et al., 2020). In learning, the relationship between teacher and student is very important. Interactions between teachers and students have an impression on the learning environment. Many research studies indicated the value of teacher-student interaction in creating a strong and inspiring foundation for learning process. They also emphasize the importance of inspiring pupils to actively take part in learning atmosphere by demonstrating faculty support and promoting a supportive classroom environment. If teachers create a pleasant learning

environment for students, they will be present and more often than not, doing the right thing and succeeding. Educators have a responsibility to motivate students and inspire them to develop good attitudes towards understanding. One way instructors can achieve this goal is to inspire students by using a variety of strategies (Aristika & Juandi, 2021; Hafeez, 2021a).

One of the elements that can encourage improved student-teacher interaction and better learning results in the classroom. Mango (2015) discovered that students' engagement in educationally beneficial classroom procedures falls

within the realm of classroom efforts. The term "student engagement in class" refers to interest and enthusiasm for classroom activities that have an impact on conduct and academic performance. There is confirmation to support the claim that pupils who actively participate in class activities achieve better academic results. Teachers must therefore implement measures to boost student involvement in raising student accomplishment. This is only possible if the pupil and instructor have a positive and friendly association, as the researchers discovered. This crucial element of learning process seems to be overlooked by teachers (Saira et al., 2021, Hafeez, 2021b).

PROBLEM STATEMENT

With the present educational concentration on educational modifications initiatives and increases in the accountability process, there is a persistent requirement to increase the research on the impacts of teacher-student relationship on motivation and academic achievements. The present research focused on the impact of the teacher-student relationship on student motivation and academic achievement in public sector universities of Karachi.

OBJECTIVES OF THE STUDY

- i. To examine the level of perception of teacher-student interactions between teachers and students.
- ii. To analyze the relationship between teacher-student relationships and motivation.
- iii. To determine the relationship between teacher-student relationships and academic achievement.

RESEARCH QUESTIONS

- i. What are the perceptions of student about teacher student relationship?
- ii. What is the impact of teacher-student relationships on motivation of students?
- iii. What is the impact of teacher-student relationship on academic achievement of students?

HYPOTHESES

H1: There is a significance difference in the perception of teacher-student interactions between teachers and students

H2: There is a significance relationship between teacher-student relationships and motivation.

H3: There is a significance relationship between teacher-student relationships and academic achievement.

REVIEW OF THE LITERATURE

Teacher-Student Relationship

The key variable in learning setting is not the pupil, but the instructor. A decent instructor has extraordinary expectations of his pupils and even more of himself. These teachers recognize the need to bond emotionally with their children, realizing that if they are not emotionally attached to their children, the influence on their brains may not be achieved. Creating learning environments that foster a positive culture and healthy partnerships can inspire students to use energy and ambition to achieve their goals (Aldrup et al., 2018; Saira & Hafeez, 2021).

The classroom setting is critical in retaining student curiosity and interest. Pupils are more involved when they sense in safe in learning situation, when they approach learning with enthusiasm and vigor. As a result, students become dynamic contributors in educational development. The primary goal in helping students become more motivated and interested, and thus achieve educational success, is to create and maintain a constructive connection between instructor and pupil (Maulana et al., 2017; Hafeez et al., 2021).

Avci (2016) stated in a study that if instructors take the time to develop relations, they can inspire their pupils to acquire. Whitaker et al. (2015) proposed that instructors must have a resilient view that developing contacts are important to the motivating process. Teachers must confirm that they are fulfilling students' educational and emotional requirements. Hughes and Im (2016) stated that it is miles optimum to construct the connection in order to encourage the scholar to act in place of put it up for sale the penalties. School weather and subculture will both inspire or obstruct school room coaching and scholar boom seeing that youngsters adapt to their environment.

According to Xu and Yang (2019) a positive organizational culture can boost academic performance and result in decreased dropout and failure rates, as well as effective discipline and regular attendance. School atmosphere is the core and spirit of a school. Aristika and Juandi (2021) concluded in a research that association is the perfect link that allows instructor and student to collaborate effectively. This interaction is established early in the year by the prominent teacher, who strives to maintain it. Pupils and instructors relish each other and the class more when excellent relationships have been built, and learners are more motivated to achieve well (Hafeez, 2021). Pianta (2016) investigated in a research that students' self-correction and social skills increased as a result of positive engagement, and behaviour issues are reduced. Teachers who establish a private and beneficial relationship with their students and foster excellent public relations in their classrooms satisfy their students' demand for connection. Good teacher-student relationship demonstrates that their lecturers care about them and support their educational endeavors. Most studies began with the assumption that teacher-student connections can predict academic success and will then assess the influence of this relationship on accomplishment. Some researchers, for example, have discovered that teacher-student disagreements have an impact on children's academic progress (Hafeez, 2021d).

In reality, the majority of these inquiries and research into the function of the instructor-pupil connection in academic success is based on the theory of self-determination. Student's involvement and teacher-student contact work together to affect academic accomplishment. The fundamental hypothesis was developed on this foundation (Mason et al., 2017; Hafeez et al., 2022a). They think that children have three psychological needs: autonomy, ability growth, and relatedness, all of which are critical for teacher engagement. These requirements have an impact on the quality of interpersonal connections among students. The present association between students' psychological needs and academic success, in particular, has been well demonstrated (Hajovsky et al., 2017; Hafeez et al., 2022b).

Social motivation theorists proposed that children who get social support from their professors develop durable motivational beliefs that encourage energetic learning commitment and high performance (Bouchard & Smith, 2017). The interplay between the instructor and the pupil is intricate, as are inspiring beliefs, learning behaviour, and learning achievement. Self-Determination Theory is a psychological theory that links teacher-student interactions, motivating ideas, and learning behaviour. A positive teacher-student relationship also works as an exterior mean of inspirational modification, encouraging dynamic learning behaviour. It can be supposed that a favorable teacher-student relationship to self-efficacy and learning policy, both of which are linked to academic performance (Pennings et al., 2018).

The association between pupils and instructors is closely related to students' intrinsic motivation (Hafeez & Akhter, 2021). Fredricks et al. (2016) identified three categories of instructor-pupil commitment: intellectual, sensitive and social. They also added that it is important for accepting why excellent relationships enhance inherent drive. Students might be motivated to participate in classroom activities by a teacher's warmth and attention to them. Student motivation is fueled by joyful emotions that can lead to behavioral commitment, which occurs when pupils collaborate by obeying principals and contributing in educational activities. When there are no student-teacher interactions, there is open disagreement, which is potentially more harmful to pupils than merely a lack of tight teacher-student relationships.

Interactions between educators and students are similarly helpful to instructors, with research indicating that positive instructor-pupil relations are favorably connected with instructors' work contentment and helpfulness. Teacher stress and burnout are frequently caused by negative teacher-student interactions. This is reasonable when one considers the emotional toll that instructors face on a daily basis, particularly when dealing with unruly students. This may eventually result in brain drain in the system (Scherzinger & Wettstein, 2019; Ahmad et al., 2022).

The quality of Instructor-pupil interaction is also prejudiced by the instructor's sense of happiness and achievement in classroom. This link has a favorable

impact on student results, teacher and student views, and motivating tactics, all of which contribute to more successful outcomes and goals (Ramzan & Hafeez, 2021). Previous study has indicated that instructors' own opinions and the distinctions they convey to the classroom environment are gradually recognized as important factors persuading the means they educate, impart inspire and engage your students. Personal characteristics and experiences of teachers, as well as how they interrelate with their pupils, influencing how they inspire their pupils (Cook et al., 2018).

Teachers are frequently required to establish rapport with their students, not least because fostering and maintaining a positive classroom environment is crucial to the effectiveness and efficiency of teaching and learning processes. Instructor-pupil communication has an important influence on pupil learning and teaching quality. In secondary-school chemistry classrooms in Singapore, there were substantial and positive links between pleasure of chemistry and teacher behaviour described as understanding, helpful, and pleasant, with females rating teacher conduct higher than boys (Karpouza & Emvalotis, 2019; Iqbal et al., 2021).

A strong relationship with students is the most potent weapon accessible to instructors who seek to promote a positive learning atmosphere. Classrooms create supportive environments in which children can participate in socially and academically productive ways as teachers develop positive relationships with students. Intimacy, warmth, and fun are all characteristics of positive teacher-student interactions (Bakhsh et al., 2022). Pupils who have strong relations with their instructors practice them as a safe haven to discover the classroom and school atmosphere academically and emotionally, solving educational problems. This involves peer connections as well as self-esteem and self-concept development. Students learn socially appropriate behaviour and academic standards and how to maintain them through this stable connection. Positive interactions with teachers are especially beneficial to students in low-income schools (Hajovsky et al., 2017).

Students who stick well with their instructors' sense stimulated and reinforced in their learning. When pupils have a constructive relation with their mentor,

they are more engaged; they effort harder in class, persevere, accept advice and censure, handle pressure better, and pay more devotion to instructors (Ahmad et al., 2023). Suldo et al. (2014) stated that the normal level of support and interest from teachers can be considered as one of the aspects of classroom atmosphere. The ambiance or setting in classroom has an important effect on pupils. Due to the quality and dynamic structure of these connections, the main consequence of variation in instructor-pupil associations on achievement needs to be further investigated. Mental support and academic supervision from teachers are essential to improve student academic progress and protect children who already exhibit behaviour.

Role of Teacher-Student Relationship in Motivation
The possessions of the quality of instructor-pupil interactions on students' motivation to acquire are the subject of an increasing amount of study. The extent to which students acquire communal and educational skills during their school years is a strong predictor of school effectiveness adjustment and supportive interactions between instructors and classmates (Teuber et al., 2021). Zhu et al. (2020) found that good teacher-student contact improved motivation and learning in the classroom by creating a nonviolent and helpful environment for pupils to self-motivate learning and enchanting logical risks. Furthermore, the instructors in this survey concluded that pupils who loved their teachers and had caring relationships with them were more likely to work hard.

A student's desire to learn is considered to be one of the utmost significant forecasters of the superiority and success of any learning outcome in any school setting. Motivation, unlike some other mental states or processes, generally has an impact on practically all aspects of a learning institution. Students' motivation is related to their desire to contribute in learning. Furthermore, it is connected to the aims or motivations that underpin the student's commitment in academic endeavors. Even while learners may be similarly motivated to complete a job, the location at which they receive motivation varies (Basit et al., 2021). Motivation is an important factor in learning and academic success from childhood to adolescence. Therefore, they consider motivation to be a significant factor in student success. Their research also revealed that motivation is associated

to a variability of outcomes such as persistence, performance, curiosity, and learning. Low student motivation has a negative impact on student performance. They all agreed that there is a link between performance and motivation (Durksen et al., 2017).

Another aspect of instructor-pupil association that improves pupil achievement is motivation. The quality of communication between faculty and students is found to have an important influence on the degree of learning motivation. The significance of motivation in instructor-pupil interactions, as well as its influence on academic achievement, has been identified in a number of researches (Goetz et al., 2021).

According to George and Raen (2019) motivation theory suggested that pupils' observations of their relationship with their instructors make a significant character in emerging curiosity in the topic and motivating pupils to learn practice more efficiently. Therefore, excellent student-teacher relationship can be considered as an important motivating factor affecting student academic achievement. This element, according to the researchers' own observations and those is lagging behind.

Most research studies focus on one or both of the key features of the instructor-pupil association, how teachers show interest in students and teachers encourage student development, for example for example when they interconnect high anticipations for student achievement. Noland and Richards (2014) have shown that instructor-pupil relations give to pupil inspiration and attainment with results, test marks, and reductions in failure. Teacher communication and prospects, readiness to support, guidance and direction are all related to student inspiration, commitment, and attainment.

Instructors inspire their pupils to acquire by providing constructive opinion for their achievement. Giving feedback to students permits them to take control of their knowledge and gain sureness in their aptitudes. Instructors who offer students with opinion on their struggles impart in them the acceptance that with hard work, they can complete their tasks and accomplish well. Developing student skills can be done in a variety of ways. Complimenting in writing or verbally, spotting fewer mistakes, demonstrating student ability, and emphasizing what's great about their work are some

of the most common strategies (Hafeez et al., 2023a). A study on the role of teacher support in forecasting student inspiration and attainment in physical education found that instructor support for perceived skills, such as positive feedback and positive predictive beliefs relate to students' expectations of their ability to perform tasks competently. When professors praise students' efforts in completing assignments, they will be more driven to learn (Fan & Williams, 2018).

Teachers' enthusiasm for teaching affects students' motivation to learn. Instructors who are enthusiastic about their topic or activity are more likely to associate good emotions and values with the way they instruct (Ajmal et al., 2022). Pupils perceive what their instructors do and how they act in class. An instructor who shows attention and good thought about a subject can reveal those feelings back to pupils, enhancing their enthusiasm for learning the subject. Teachers' attitudes, interests, and enthusiasm for their subject can influence students' motivation to learn (Bakhsh et al., 2021). Ghasemi (2021) investigated the effectiveness of teachers' motivational strategies to see if they affected students' learning of EFL. At the start of the data collection process, students' motivation and English proficiency were assessed. The results showed that seven out of seventeen motivational tactics had a favorable effect on student motivation. Student motivation is fueled by teachers' confidence in the profession, excellent classroom management and teaching skills.

METHODOLOGY

Research Design

The quantitative survey based research design was formulated for this study to find the impact of teacher students' relationship on student's motivation and academic achievement at higher education level.

Population of the Study

The population was selected from the education departments of public universities situated in Karachi. There are 7 general public universities in Karachi. The total population of students was 1500 and the population of teachers was 100 in the education departments of the general public universities in Karachi.

Sample Size

As the population was heterogeneous, so the stratified random sampling technique was used to select the sample of the study. A sample size of 150 students and 20 teachers was selected for the study.

Research Instruments

Two questionnaires one for teachers and other for students were formulated. These research instruments have been found useful in many ways like it is low-cost, suitable for discussion and easy to mark up the questionnaires. Two tailor-made questionnaires comprised of 30 items for teachers and 25 items for students. The items were made on the basis of five point Likert Scale (Agree, Strongly Agree, Neutral, Disagree, Strongly Disagree). For examine their liability an analysis was conceded to find out internal consistency of the requirements.

DATA ANALYSIS

The data was analyzed by using various statistical tools.

Results

This research study was planned to find the impact of teacher-student relationship on students’ motivation and academic achievement in public sector universities of Karachi. The data of 150 students studying at undergraduate level in different general public sector universities of Karachi was collected through a questionnaire. There are total 7 public sector universities in Karachi from which data was collected. The data of 20 teachers and 150 students through a questionnaire from the public sector universities of Karachi was also collected to find the effectiveness of instructor-pupil relationship and the learning performance of pupils in public sector universities of Karachi. Stratified random sampling design along with purposive design was adopted to collect the data from 5 public sector universities of Karachi.

T-test Analysis

H1: There is a significance difference in the perception of teacher-student interactions between teachers and students.

T-test analysis was performed to find a significant difference in the perception of interaction between teachers and students with a significance level of 0.05. The results of the t-test analysis are shown in

Table 1. The mean value for perception teachers was 79.86 and it was 67.33 for students. The value of Standard Deviation (SD) for the Perception of Interactions between Teachers and Students was 5.42. The t-value was 5.61 and p-value was 0.0002. As the p-value is less than 0.05 ($p < 0.05$) so, the hypothesis that “There is a significance difference in the perception of teacher-student interactions between teachers and students” proved true. Thus, hypothetically, there is a significant difference in the perception of teacher-student interaction between teacher and student.

Table 1

T-test Results of Interactions between Teachers and Students

Significance Level = 0.05

Factor	Mean	SD	T	P
Perception of teachers	79.86	5.42	5.61	0.0002
Perception of Students	67.33			

H2: There is a significant relationship between teacher-student relationship and motivation.

Regression Analysis

The results of Regression to determine the predictive relationship between teacher-student relationship and motivation are shown in table 2.

Table 2

Summary of Regression Analysis for Teacher Student Relationship and Motivation (N=150)

Variables	R	R ²	Adjusted R ²	F	P
Teacher-Student Relationship Motivation	.457	.793	.479	80.042	.000

The study explored that the instructor-pupil relationship would be a significant predictor of motivation. The synthesis of the regression results confirmed the hypothesis that there was a predictive relationship between the instructor-pupil relationship and motivation at the university level. R2 is a suitable parameter for linear regression model. The value of R is equal to 0.457, which is high and predicts that the teacher-student relationship improves student motivation at

the university level. The value of R² is 0.793 which is close to 1 and indicates the quality of the models. The adjusted R² is 0.479 and the F-value is 80.042. There is a significant relationship between teacher-student relationship and motivation, as shown in Table 2.

H3: There is a significant relationship between teacher-student relationships and achievement.

REGRESSION ANALYSIS

The results of Regression to determine the predictive relationship between teacher-student relationship and motivation are shown in table 3.

Table 3
Summary of Regression Analysis between Teacher-Student Relationship and Achievement (N=150)

Variables	R	R ²	Adjusted R ²	F	P
Teacher-Student Relationship Achievement	.709	.813	.352	66.031	.000

The study explored that the teacher-student relationship would be a significant predictor of success. The summary of the regression results confirms the hypothesis that there was a predictive relationship between the teacher-student relationship and academic achievement. The R-value is 0.709, which is high and predicts that the teacher-student relationship will improve student achievement levels at the university level. The value of R² is .813 that is close to 1 and indicates the goodness of the models. The adjusted R² is .352 and the F value is 66.031. There is a significant relationship between teacher-student relationships and achievement, as shown in Table 3.

DISCUSSION

Students are at the heart of the education system. All learning events rotate around learners. Learners pursue direction from parentages, instructors etc. Amongst them, parentages are the utmost influential figures, students not only receive direction and encouragement from them, but also obey the directions given by them, and the design and method of the students built

plan for their future based on the expectations of their parents (Hafeez et al., 2023b).

It is widely recognized that as students enter university, college or move on to higher education, they encounter new encounters, such as forming constructive relations with classmates in new learning situation and acquire to fulfil the requirements of a wide range of academic, social tasks and cognitive. The instructor learner relations play a central role in the growth of skills at all levels of teaching. Teachers can act as societal negotiators, and they can influence pupils' intellectual experiences by generating a classroom situation that inspires students. In addition, instructor-learner relations perform a monitoring role on the improvement academic skills. Likewise, learners who enjoy constructive sustenance from instructors seem to show social and academic proficiency at all stages of schooling (Evans et al., 2019).

A growing research group has examined the influence of instructor-pupil interaction quality on pupil motivation. The extent to which students develop social and academic skills during their university life is a strong indicator of academic success adjustment and positive instructor-pupil relationships. Engels et al. (2021) stated that positive teacher-student interactions improved classroom learning and pupil motivation by creating a safe and helpful context in which pupils self-motivated learning and logical risk-taking.

Researchers are increasingly interested in the relationship between a teacher's motivational style, the specific teaching strategies they use, and the effect these have on student motivation and teacher involvement in the learning experience (Gage et al., 2018). At the end, a positive teacher-student relationship can contribute to a warm classroom environment that facilitates successful adjustment in school and thus increases student motivation to learn.

CONCLUSION

Teachers and students share a complex relationship. They have a dual relationship that facilitates each other. Students who have strong relationships with their teachers feel motivated to learn and support. Students are more engaged when they have a supportive

relationship with the teacher; they tend to work harder in class, persevere, accept direction and criticism, handle stress better, and pay more attention to their teachers. This study has shown a significant influence of the teacher-student relationship on learning outcomes and motivation.

RECOMMENDATIONS

- Teachers should develop a strong positive relationship with the students to improve their motivation and academic performance.
- Students must follow their teacher's development of a positive learning environment and achieve the common objectives.
- Teachers should encourage the students to create a conducive learning environment in the classroom.
- Teachers should encourage the students to actively take part in learning activities in the classroom.
- Teachers should provide the learning opportunities to each students to create the learning environment in the classroom.
- Teachers should provide the constructive feedback for the assignments to improve the learning of the students.
- Teachers should motive the students to actively participate in the leaning activities.

CONFLICT OF INTEREST

No potential conflict of interest was found between the author/s.

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