

A CROSS-CULTURAL ANALYSIS OF EDUCATION AND PSYCHOLOGY PRESENTS A THOROUGH EXAMINATION OF STUDENT-TEACHER RELATIONSHIPS AND THEIR IMPACT ON STUDENT LEARNING.

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ABSTRACT

The emotional dimensions of classroom interactions between teachers and students were examined in this research via the use of a single-case study methodology. Based on the results of one case study, researchers were able to propose methods that teachers might use to establish meaningful connections with their students. The next section provided an analysis and evaluation of the most prominent ideas on the best ways to encourage healthy relationships between teachers and their students, along with the particular aspects of these interactions that were deemed crucial to the students' education. The results of this research lay out in great detail the methods that teachers might use to establish and sustain rapport with their pupils. There are four main groups that emerge from the data, and they all have their own unique characteristics. The social hierarchy in the classroom is shown by these four groups in different ways. In order to comprehend the interactions between this specific group of teachers and their students, the study utilises a constructivist approach to qualitative research. The researcher conducted this research primarily to provide empirical evidence and practical examples to the current body of knowledge on the topic of how teacher-student relationships evolve. The educational community would benefit from knowing what variables are linked to interactions between teachers and students. The researcher considers the possible educational scenarios in which these results may be useful.

Keywords: Social Hierarchy, Teachers, Students, Empirical Evidence, Educational Community.

INTRODUCTION

The assessment of teacher performance under Race to the Top (RttT) programs has focused on standardised test results. Having said that, a great deal of study has concentrated on how emotionally intelligent teachers really are. There has to be a more all-encompassing accountability system that incorporates teacher-student relationships in order to discover what works in the classroom. A great teacher-student relationship may be the cornerstone that allows the other components to work correctly, according to the researcher's review of successful teaching methodologies. The capacity of a teacher to establish strong connections with their

students is crucial to the academic development of those students. To reach one's full academic potential, according to the study's author, one must take into account both the cognitive and social-psychological components of learning at the same time. When students' performance is measured just by their standardised test results, the true cost of providing an excellent learning environment is inflated. The report claims that many education authorities have been "seduced" into thinking that schools can be held accountable for complex educational results by using simple quantitative measures, such as test scores (Chen et al., 2019).

Teachers' and students' emotional states significantly impact classroom dynamics, according to the study authors. In their conclusion, they noted that "our view of what constitutes desire to learn increasingly has incorporated emotions as crucial to both learning and teaching, as shown by the research of student-teacher interactions." These findings provide credence to the notion that more research is required to ascertain the impact of students' social networks on their academic performance. Students retain more information when they establish positive relationships with their instructors, according to research (Garcia & Rodríguez, 2023).

BACKGROUND OF THE STUDY

Many professionals in the area of education agree that the quality of the connections between teachers and their pupils has a substantial impact on the latter's ability to succeed academically. The purpose of this research is to provide an example of effective teaching strategies by analysing one information-dense classroom and drawing attention to the dynamics between the teacher and students in that setting. The strategies used to educate the students will be the focus of the case study.

This researcher able to understand the instructor's mental process while the researcher was building connections with students and providing teaching by using responsive interviewing techniques. As 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 practices that research has shown can make a positive impact in the lives of children who are at risk of academic failure" (Davis & Wang, 2022).

PURPOSE OF THE RESEARCH

This research aims to examine the influence of education on student learning from a cross-cultural viewpoint, using the student-teacher relationship as a lens. This study aims to shed light on the ways in which psychological elements and instructional methods interact to mould students' academic experiences by investigating the impact of student-teacher interactions on learning outcomes. Insight into the ways in which cultural circumstances impact student-teacher interactions and, by extension, students' involvement, motivation, and performance

in the classroom is the overarching goal of the research. Teachers' relationships with students, shaped by cultural norms and values, have an effect on students' learning, which is another area that will be investigated in this study. The ultimate objective is to provide useful information on how to improve student learning and academic achievement in culturally diverse classrooms by enhancing teacher-student connections.

LITERATURE REVIEW

The literature review in this chapter is on how to connect with students on a personal level and how it impacts the classroom climate. They will delve into the many scholarly viewpoints on the subject, covering everything from the past to the present. A large amount of research establishes, without a shadow of a doubt, that excellent relationships between instructors and pupils are crucial for the healthy academic development of all school-enrolled children. Sources from which this investigation's conclusions were culled were diverse. Several studies spanning three decades have sought to understand how students and teachers engage in classroom interactions and how these dynamics affect students' learning. Various kind of research make up this corpus of literature.

There is much evidence to suggest that students' academic performance is significantly impacted by the kind and quality of the relationships between instructors and their students. The increasing interest in focussing interventions towards the strengthening of teachers' relationships with children may be attributed to the work of several specialists, including psychologists, sociologists, social constructivists, and educators. Results from the studies presented show that “in order for learning to take place, teachers need to be actively involved in interactions with children” (Zhang & Liu, 2022).

RESEARCH QUESTION

What is the impact of education on student learning through student - teacher relationship?

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative data analysis used SPSS version 25. The odds ratio and 95% confidence interval were used to determine the degree and direction of the statistical association. The researchers established a statistically significant criteria at $p < 0.05$. A descriptive analysis was conducted to identify the main features of the data. Quantitative methods are often used to assess data collected via surveys, polls, and questionnaires, as well as data altered by computing tools for statistical analysis.

SAMPLING

A convenient sampling technique was applied for the study. The research relied on questionnaires to gather its data. The Rao-soft program determined a sample size of 1460. A total of 1600 questionnaires were distributed; 1550 were returned, and 45 were excluded due to incompleteness. In the end, 1505 questionnaires were used for the research.

DATA AND MEASUREMENT

The primary method of collecting data for research was questionnaire surveys. In section A, participants were requested to provide fundamental demographic data; in section B, they were instructed to evaluate the significance of many channels, both online and offline, using a 5-point Likert scale. A diverse array of secondary sources, including online databases, was meticulously examined to get the necessary information.

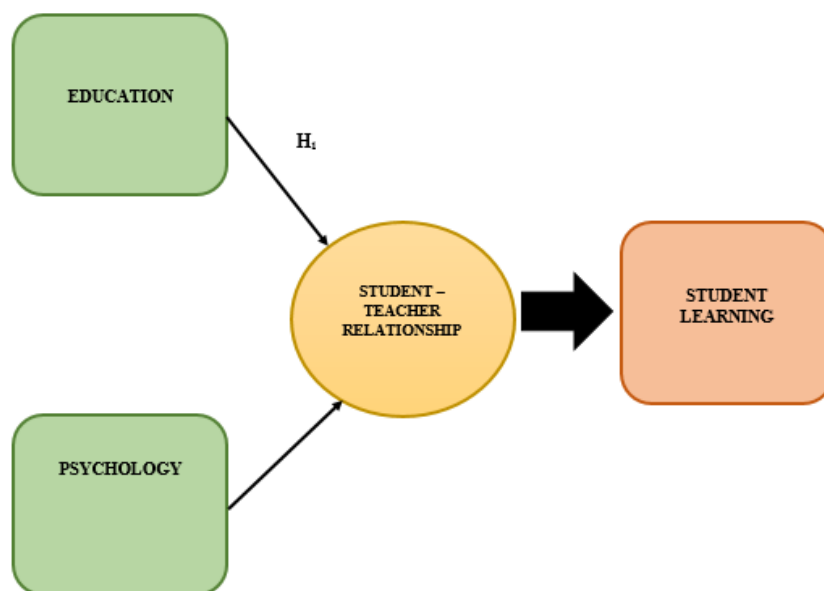
STATISTICAL SOFTWARE

The statistical analysis was conducted using SPSS 25 and MS-Excel.

STATISTICAL TOOLS

To grasp the fundamental character of the data, descriptive analysis was used. The researcher is required to analyse the data using ANOVA.

CONCEPTUAL FRAMEWORK



RESULT

Factor Analysis: One typical use of Factor Analysis (FA) is to verify the existence of latent components in observable data. When there are not easily observable visual or diagnostic markers, it is common practice to utilise regression coefficients to produce ratings. In FA, models are essential for success. Finding mistakes, intrusions, and obvious connections are the aims of modelling. One way to assess datasets produced by multiple regression studies is with the use of the Kaiser-Meyer-Olkin (KMO) Test. They verify that the model and sample variables are representative. According to the numbers, there is data duplication. When the proportions are less, the data is easier to understand. For KMO, the output is a number between zero and one. If the KMO value is between 0.8 and 1, then the sample size should be enough. These are the permissible boundaries, according to Kaiser: The following are the acceptance criteria set by Kaiser: A pitiful 0.050 to 0.059, below average 0.60 to 0.69

Middle grades often fall within the range of 0.70-0.79.

With a quality point score ranging from 0.80 to 0.89.

They marvel at the range of 0.90 to 1.00.

Testing for KMO and Bartlett's: Sampling Adequacy Measured by Kaiser-Meyer-Olkin .960

The results of Bartlett's test of sphericity are as follows: approx. chi-square

df=190

sig.=.000

This establishes the validity of assertions made only for the purpose of sampling. To ensure the relevance of the correlation matrices, researchers used Bartlett's Test of Sphericity. Kaiser-Meyer-Olkin states that a result of 0.960 indicates that the sample is adequate. The p-value is 0.00, as per Bartlett's sphericity test. A favourable result from Bartlett's sphericity test indicates that the correlation matrix is not an identity matrix.

Table 1: KMO and Bartlett's Test.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.960
Bartlett's Test of Sphericity	Approx. Chi-Square	3252.968
	df	190
	Sig.	.000

This demonstrates that comments made for sampling purposes are legitimate. Researchers used Bartlett's Test of Sphericity to determine the significance of the correlation matrices. A sample is considered good by the Kaiser-Meyer-Olkin measure when the result is 0.960. The p-value obtained from Bartlett's sphericity test is 0.00. The correlation matrix is not identical to an identity matrix, as shown by a statistically significant result from Bartlett's sphericity test.

INDEPENDENT VARIABLE

Education: One definition of education is the process by which a society's norms and body of knowledge are passed on to future generations. Social scientists use the terms "socialisation" and "enculturation" to describe this process. No matter where they are born, children from the middle classes of Manhattan, the Renaissance Florentines, or indigenous New Guineans all lack cultural background. Teaching children about other cultures, shaping their conduct to be more adult-like, and preparing them for their place in society are all goals of education. Little to no formal education, or what the researcher would now term "classes" or "teachers," is common in the most prehistoric societies. On the contrary, it's not uncommon for adults to take on the role of teacher, and the whole world is seen as a classroom. There has to be a more selective and effective way to transmit culture as societies get more complex since there is more information to pass on than any one individual can possibly know. Schooling and the expert known as a teacher constitute formal education.

The educational experience is becoming increasingly detached from practice, with an emphasis on distilling, telling, and learning things out of context, as a result of the increasing institutionalisation of schools and the complexity of society at large. Kids pick up a lot more about their culture in a structured classroom setting than they would from just watching and mimicking adults. Society is making an effort to define education's overarching goals, substance, structure, and tactics as it progressively gives education more and more prominence. There is an abundance of parenting advice in literature. A variety of educational ideas and ideologies emerge (Zhang & Liu, 2022).

MEDIATING VARIABLE

Student - teacher relationship: A group of abilities known as personal competencies has a significant bearing on how successful a teacher is, according to the research. One of the most important skills is the ability to establish and maintain rapport with students. Students' academic performance improves, and instructors report fewer disciplinary difficulties, office referrals, and associated behaviour problems when they establish strong relationships with their students. Being consistent, providing structure, being assertive, showing empathy, being warm, encouraging learning, setting high standards, being adaptable, being aware of high-needs students, being culturally sensitive, and showing respect for students are qualities of a teacher's personal competencies that have the largest impact. Without the other attributes, a teacher who is warm will fail. Finding a happy medium between these skills is essential for a successful teacher-student relationship. It is necessary to educate new instructors in the application of these abilities since they may not come readily to them. Teachers need to have these "soft skills" emphasised, operationalised, and supported in the classroom, but unfortunately, many in-service and pre-service programs fall short in this regard (Martinez & Tan, 2023).

DEPENDENT VARIABLE

Student learning: A student's learning encompasses all of the steps they take to become more knowledgeable and competent as a result of their participation in and completion of a wide range of educational programs and experiences. Understanding, interpreting, and applying knowledge in meaningful ways requires more than just absorbing data; it necessitates the learner's active involvement with the material. Several elements influence this process. These include the techniques of instruction, the classroom setting, the student's background knowledge, their intrinsic drive, and the broader social and cultural milieu. Each student develops their own unique set of skills—critical thinking, problem-solving, and interpersonal—through their interactions with their instructors, classmates, and the larger community as they go through their educational journey. Students go from understanding fundamental ideas to developing higher-order abilities like analysis, synthesis, and application as they progress through their learning journey. Encouraging pupils to develop self-awareness, self-confidence, and the ability to handle real-life obstacles is also a part of emotional and psychological development. The ability to learn new things, adapt to changing circumstances, and make significant contributions to one's community is a gift that students get throughout their lives, not just in the classroom (Harrison & Lee, 2023).

Relationship between education and student learning through student - teacher relationship: How students and teachers interact has a significant impact on the quality of education and the knowledge they acquire. A conducive learning environment is one in which students and instructors have strong and mutually

beneficial relationships. Students are motivated to actively participate in their education when instructors establish a relationship of trust, respect, and open communication with them. Students' learning and retention of material is improved when teachers and students develop a trusting relationship in which students feel comfortable sharing ideas, asking questions, and seeking advice. Furthermore, students' attitudes towards learning, academic achievement, and personal development are greatly affected by the way teachers motivate and guide them. Students' competence, self-assurance, and passion for learning are greatly enhanced when teachers demonstrate an understanding of their students' unique requirements, provide helpful criticism, and modify their teaching strategies appropriately. Consequently, students are more likely to take an active role in their own education, work harder in class, and ultimately succeed when they perceive that their instructors value and encourage them. In order to provide a fruitful and rewarding educational experience for students, the student-teacher connection is crucial in connecting classroom instruction with real-world application (Kumar & Singh, 2022).

Based on the above discussion, the researcher generated the following hypothesis to examine the link between Education and Student Learning through Student - Teacher Relationship.

H₀₁: There is no significant relationship between education and student learning through student - teacher relationship.

H₁: There is a significant relationship between education and student learning through student - teacher relationship.

Table 2: H₁ ANOVA Test.

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	544	5385.526	1,025.814	.000
Within Groups	492.770	960	5.250		
Total	40081.390	1504			

The results will be noteworthy in this research. With a p-value of .000 (less than the .05 alpha level), the value of F, which is 1,025.814, approaches significance. Thus, it follows that, “**H₁: There is a significant relationship between education and student learning through student - teacher relationship.**” is accepted and the null hypothesis is rejected.

DISCUSSION

This research focusses on the student-teacher interaction and how it affects student learning. It analyses how cultural circumstances play a role in shaping these dynamics. The many forms that education takes in different cultures greatly influence how students and instructors engage with one another. The establishment of an atmosphere that is favourable to learning depends on these connections, which are defined by honesty, tolerance, openness, and support for one another emotionally. Highlighting the underlying psychological concepts, the research investigates how excellent student-teacher interactions impact students' motivation, engagement, and academic success.

Also explored in this study is the impact that students' cultural backgrounds have on their views of and interactions with their instructors. In certain cultures, students are encouraged to openly debate topics with instructors and other authoritative figures, whereas in others, a more egalitarian approach is promoted. Teaching and learning strategies, as well as the quality of the student-teacher interaction, may be impacted by cultural differences.

When students from various cultural origins engage with instructors from other cultural backgrounds in a globalised classroom, cultural differences have a more significant influence. Culturally responsive teaching strategies may improve the student-teacher connection and learning results by gaining an understanding of these differences. In addition, the research delves into how teachers might modify their methods to establish stronger connections with students from diverse cultural backgrounds, creating a classroom climate that encourages and supports kids to learn.

There is a strong correlation between the psychological components of the student-teacher interaction and the impact on student learning. Building good connections that inspire students to engage more fully with the learning process requires emotional and psychological characteristics such as trust, empathy, and emotional support. Teachers who are sensitive to their students' mental and emotional needs are more likely to foster an atmosphere where students feel comfortable enough to try new things, make errors, and grow as learners as a result.

CONCLUSION

The results of studies examining the emotionally charged aspects of the teacher-student dynamic in higher education suggest that such encounters may influence both parties. Conduct and closeness (immediacy) or distance (depending on the understandings being sought) are increasingly defining these interactions. College curricula have also undergone radical transformations in response to the emotional revolution in sociology and psychology that has occurred in the previous few decades. The importance of emotions in shaping these relationships is starting to

show. Teachers may still tell their children they are consistent and desired even when they aren't kind. Students may still be wary of an unreliable teacher even if they are kind and approachable. Academics, college administrators, and instructors may all benefit from this three-dimensional approach since it helps them to more clearly and subtly envision the kinds of interactions they want their students to have with their professors.

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