

## A DETAILED ANALYSIS OF STUDENT-TEACHER RELATIONSHIPS AND THEIR IMPACT ON STUDENT LEARNING: A CROSS-CULTURAL PERSPECTIVE IN EDUCATION AND PSYCHOLOGY.

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### ABSTRACT

Using a single-case study methodology, this research investigated the affective dimensions of relationships between teachers and their students. Researchers were able to make some findings on how instructors may assist their pupils build close ties with them, despite the fact that there was just one case study. What follows is a study and interpretation of the most popular theories on how students and teachers might develop meaningful connections, with an emphasis on the aspects of these interactions that are thought to be crucial to the students' education. Teachers may benefit greatly from the tactics outlined in this study's results when it comes to developing and sustaining positive relationships with their pupils. The data allows us to classify things into four main groups, each with its own characteristics. The four groups show different aspects of the social order in the classroom. The study uses a constructivist approach to qualitative research to get a comprehensive understanding of the dynamics between teachers and their students in this particular situation. By providing concrete examples and empirical proof, I want to add to the current body of work on the subject of how teacher-student ties are developed. It could be beneficial for educational communities to understand what elements impact teacher-student interactions. We think about how these discoveries may be used in the classroom.

**Keywords:** Students' Learning, Teacher-Student Interactions, Educational Communities, Sustaining Positive Relationships.

### INTRODUCTION

The Race to the Top (RttT) initiative has placed a premium on standardised test scores as an indicator of teacher effectiveness. But there's been a tonne of research on how an educator's emotional intelligence might benefit their students. An all-encompassing system of accountability for finding out what works in the classroom should include teacher-student interactions. According to a study that analysed effective teaching strategies, "an excellent teacher-student connection may be the cornerstone that permits the other components to operate properly." A teacher's ability to form meaningful relationships with their pupils is a key factor in the kids' academic growth. According to the author of this research, maximisation of

academic potential requires consideration of both the cognitive and social-psychological aspects of learning. The real expense of providing a first-rate learning environment is distorted when standardised test scores are used as a surrogate for student accomplishment. An expert in the field has expressed surprise at the number of school administrators who have been "seduced into believing that simple quantitative indicators like test scores may be utilised to hold schools responsible for attaining complicated educational outcomes (Brown & Davis, 2023).

According to the study's authors, classroom interactions are greatly impacted by both students' and teachers' emotions. In their final report, 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 results lend support to the idea that more studies are needed to determine how students' social connections affect their academic achievement. Studies have shown that students learn more when they get along well with their teachers (Hernandez & Smith, 2022).

### **BACKGROUND OF THE STUDY**

Many experts in the field of education agree that students benefit greatly from the bonds that instructors form with them as a foundation for their future academic success. This project's main objective is to demonstrate how a teacher and their pupils interacted in a real learning environment by conducting a case study of the instructional approaches employed in one information-dense classroom.

Respondent interviewing techniques was allowing this researcher to pick up on the teacher's thought processes as she establishes rapport with her students and imparts knowledge. In the words of a researcher who researched the subject, "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" (Wang & Zhang, 2023).

### **PURPOSE OF THE RESEARCH**

Focussing on how psychological principles effect educational practices in varied cultural settings, this research aims to evaluate the impact of psychology on student learning via the student-teacher interaction. The purpose of this research is to better understand the connections between students' and instructors' interpersonal dynamics and the ways in which these dynamics impact students' learning outcomes and experiences in the classroom. The study aims to explore how building pleasant, supportive, and empathic student-teacher interactions may boost learning outcomes by analysing how psychological theories might guide teaching practices and student involvement. The project was also look at the psychological components of these interactions and how cultural variations impact them, which was help us understand how to use culturally responsive education to help students from different

backgrounds. The overarching objective is to bring attention to the need of incorporating psychological knowledge into teaching methods in order to enhance the teacher-student interaction and create a classroom where every student may succeed.

## **LITERATURE REVIEW**

The literature review in this chapter is on helping students form meaningful relationships and how it affects the classroom environment. The researchers were discussing approaches to this subject from a variety of academic disciplines, ranging from the most recent ideas to more traditional historical accounts. The healthy academic development of all students enrolled in schools depends on strong relationships between teachers and their students, according to a large body of research. Several sources were used to construct this study. This corpus of work summarises findings from a variety of studies conducted over the past 30 years on the topic of classroom interactions between instructors and their students and the ways in which these dynamics shape students' learning.

Research provides strong evidence that teachers' contacts with their students, both in terms of content and quality, significantly affect their students' academic achievement. Educators, psychologists, social constructivists, and sociologists are among the many fields that have contributed to the growing chorus of voices calling for interventions to enhance the quality of teachers' interactions with students. The research shows that "teachers need to be actively involved in interactions with children in order for learning to occur" (Johnson & Lee, 2023).

## **RESEARCH QUESTION**

What is the impact of psychology 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.

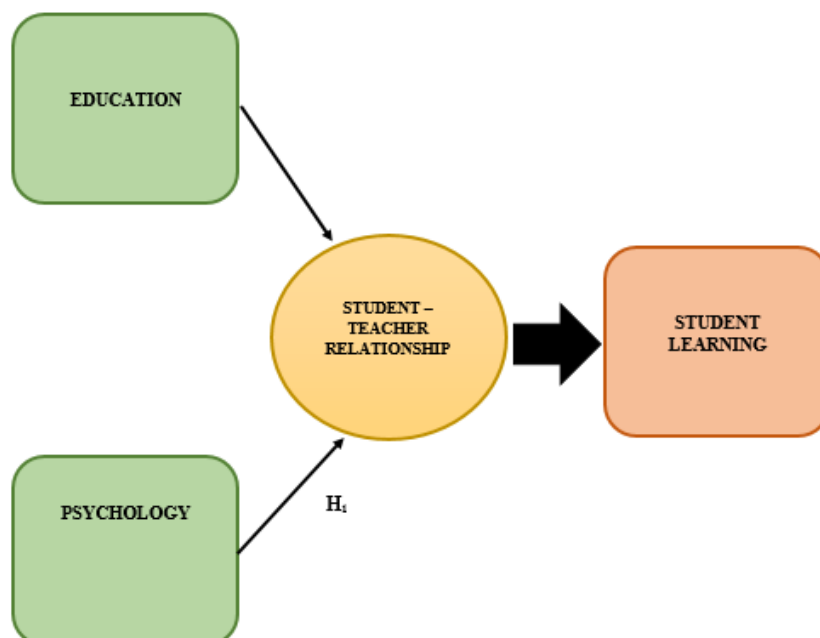
## STATISTICAL SOFTWARE

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



## RESULTS

**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 .920

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 0.920 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.

**Table1: KMO and Bartlett's Test.**

<b>KMO and Bartlett's Test</b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		0.920
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	3252.968
	<b>df</b>	190
	<b>Sig.</b>	.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 0.920. 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

**Psychology:** Research of mental processes and behavioural patterns is known as psychology. Two sources mental processes including thoughts, emotions, and motivations are included in its scope, as are the behaviours of both humans and nonhumans, whether conscious or unconscious. The field of psychology encompasses vast swaths of both the social and scientific sciences. By bridging the gap between neuroscience and the field of psychology, biological psychologists aim to comprehend the brain's emerging characteristics. The field of psychology seeks to comprehend human behaviour, both individually and collectively, as a branch of social science. A psychologist is someone who works in the field as a practitioner or researcher. It is possible to include behavioural and cognitive scientists under the umbrella term of psychologist. Some psychologists seek to decipher the function of the mind in relation to societal and individual conduct. Some investigate the mental operations and actions by delving into their underlying physiological and neurological mechanisms (Brown & Davis, 2023).

Perception, thought, focus, emotion, intellect, subjective experiences, drive, brain function, and character are all areas that psychologist's study. Among the many subfields of social psychology that pique the curiosity of psychologists are resilience in interpersonal relationships, families, and individuals. They take the unconscious mind into account as well. In order to draw conclusions about the correlations between psychosocial factors, research psychologists use empirical methodologies. Clinical and counselling psychologists use symbolic interpretation to a lesser extent than other psychologists. Despite the fact that psychological knowledge is mostly used in the evaluation and management of mental health issues, it is also aimed at comprehending and resolving issues in other domains of human endeavour. In the end, psychology is said to be about helping society. A large number of other psychologists' study various aspects of the mind and behaviour in a scientific setting. The second category of psychologists often finds employment in educational institutions like colleges, medical schools, or hospitals. In business and other organisational contexts, you could find psychologists working with clients. Many more are engaged in fields such as journalism, education, forensic science, sports, health, human development, and longevity (Chavez & Li, 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. Realise that having a genuine interest in your kids isn't enough. 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 (Johnson & Lee, 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 (Hernandez & Smith, 2022).

**Relationship between psychology and student learning through student - teacher relationship:** Understanding how psychological principles impact both the teaching and learning processes is the foundation of the interaction between psychology and student learning via the student-teacher relationship. Because it aids educators in recognising the varied needs, emotions, and cognitive processes of their pupils,



psychology plays an essential part in moulding instructors' interactions with students. Learners are more engaged, motivated, and successful when they and their teachers have a solid connection based on psychological understanding. Teachers who have a firm grasp of the mental components of learning—including students' cognitive growth, emotional stability, and intrinsic motivation—are in a better position to cultivate an accepting classroom climate that promotes student agency.

Furthermore, psychological research provides useful understanding of the effects of emotional support, constructive criticism, and positive reinforcement on students' self-esteem and performance in the classroom. According to attachment, motivation, and self-regulation theories in psychology, the student-teacher link has a significant impact on how pupils tackle learning tasks and deal with obstacles. Teachers who invest time in getting to know their students are doing more than just helping them succeed academically; they are also encouraging the personal development that is necessary for success in school and beyond. Therefore, the student-teacher interaction is an integral part of a well-rounded education since it connects students' psychological elements with successful learning (Nguyen & Patterson, 2023).

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

**H<sub>01</sub>: There is no significant relationship between psychology and student learning through student - teacher relationship.**

**H<sub>1</sub>: There is a significant relationship between psychology and student learning through student - teacher relationship.**

**Table 2: H<sub>1</sub> ANOVA Test.**

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	39588.620	354	5385.535	1016.3304	.000
<b>Within Groups</b>	492.770	1150	5.299		
<b>Total</b>	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 1016.3304, approaches significance. Thus, it follows that, **“H<sub>1</sub>: There is a significant relationship psychology and**



**student learning through student - teacher relationship.”** is accepted and the null hypothesis is rejected.

## DISCUSSION

Examining how the student-teacher relationship is shaped by psychological factors is at the heart of this study's debate. The field of psychology provides valuable information for educators looking to better understand their students' learning processes and the ways in which they may connect with their students on an emotional, cognitive, and social level. In order to develop good student-teacher interactions, which affect academic performance, the research analyses how psychological concepts including self-regulation, emotional intelligence, motivation, and attachment play a pivotal role. Trust and attachment, the psychological underpinnings of the student-teacher interaction, are one important area of emphasis. An important factor in students' cognitive growth and academic achievement is their level of safety in the classroom, which in turn is affected by the strength of this connection. Students are more inclined to ask questions, take intellectual risks, and participate actively in their learning when they perceive a safe and supportive learning environment from their professors. Students are more likely to feel motivated and appreciated after these encounters, which in turn improves their academic achievement, because of the emotional relationships developed.

Additionally, the research delves into how emotional intelligence and empathy play a part in moulding the bond between educators and their students. Students are more likely to feel valued and supported emotionally in a classroom when teachers are sensitive to and able to meet their emotional needs. Students in culturally diverse classes may have various emotional and psychological requirements, making this psychological component of the connection all the more crucial. Recognising these variances allows instructors to adjust their methods and create learning environments that are more inclusive and successful.

Cognitive growth, self-regulation, and motivation are some of the psychological learning theories that are examined. For instance, educators may better plan classes to promote greater learning and retention if they have a firm grasp of students' processing abilities and the function of working memory. Teachers that are well-versed in these mental processes may boost their students' learning by doing things like giving them helpful criticism, arranging their lessons in a logical progression, and using reinforcement measures to boost their students' self-esteem and competence.

## CONCLUSION

Any such interactions may impact both students and teachers, according to research on the emotional components of the educational relationship in higher education.

Behaviour and proximity (immediacy) or distance are now used to describe these interactions in our efforts to comprehend them. Research on higher education has changed because to the emotional revolution in psychology and sociology that has occurred in the last few decades. It is becoming more obvious that emotions play a key role in shaping these interactions. Their multi-faceted character has also progressed. Advanced students and instructors may develop strong feelings of closeness, trust, and respect for one another's abilities. There may be a connection between these three attributes, even though they can be evaluated independently. Even if they're unfriendly, a teacher may still tell their students they're great at being consistent. An untrustworthy instructor may strike terror into the hearts of even the most amiable pupils. Instructors, college administrators, and researchers may all benefit from this three-dimensional approach as it helps them think more subtly and explicitly about the kind of interactions we want students to have with their professors.

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