

Association between Student-Teacher Relationship and Academic Satisfaction of Students in Higher Education Institutes

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ABSTRACT

Education is one of the basic necessities that provide knowledge, skills, professionalism, analytical abilities and many more. Formal educational institutes are one of the most usual and useful resource towards the fulfillment of formal learning needs for individuals in the society. Teachers and students are the most important elements of formal educational institutes. Positive interaction between students and teachers make academic process more pleasing and beneficial. This study was held under the umbrella of quantitative research method to identify the association between student-teacher relationship and academic satisfaction of students studying in higher education institutes. Four universities (two government and two private sectors) was selected as targeted population and data was collected from 200 respondents (50 from each institute) through using convenience sampling technique. After applying correlation analysis between both variables, results revealed significant positive relationship between student-teacher association and academic satisfaction of students with high intensity in higher education institutes of Lahore, Pakistan.

Keywords: Student-Teacher Relationship, Academic Satisfaction, Higher Education Institutes, Lahore.

INTRODUCTION

There are two main primary sources of individual's socialization: parents and teachers, those play an important part in shaping the behavior and personality of individuals. Especially, teachers play vital role in enduring socializing because they spend maximum period of time with them and mostly remain close to them for long time (Durrani & Dunne, 2010). Educational institutes are considered one of the most vital sources of socialization that inducts the process of active learning, academic acknowledgement, and intellectual abilities in the individuals at micro, meso and macro level. The role of educational institutes also has its own importance to shape up the overall personality and charisma of any individual at community level to deal with diversified scenarios. Teachers and students are two core elements of educational system that complete the functionalities of education along with infrastructure, curriculum and administration. Bonding between teacher and student can strengthen the aim of educational procedures to provide quality education in these institutes, so the interaction between student and teacher can

play a vital role to motivate a student towards its perception of academic facility. Interactive relationship between students and teachers can bring convenient environment in educational institutes especially at primary level of education where children are at very crucial age and to develop and maintain their academic interest; teachers' role is considered really important. Researchers are agreed to enhance student-teacher interactive relationship through encouraging co-curricular activities at educational institutes. Such interactive relationship can be enhance organizing more class based activities in which all students can participate and develop positive communication patterns with fellow students and teachers. Researchers further revealed that, to increase positive student teacher relationship, focus should be on sports based activities that strengthen discipline and tolerance in the behaviors of individuals (Berggren & Elinder, 2012). Through utilizing individuals' capabilities in proper way, we can create an healthy environment of integrity and harmony not only in educational institutes but also at cumulative social sphere. Parent-teacher meetings to address specific and particular

issues of students also play a positive part to develop student's interactive personality within and outside the educational campuses (Mazer, 2012).

Statement of the Problem

It is the foremost matter of contemporary world that how we can enhance the academic satisfaction and progress of students in any educational institute. Researches revealed that, through encouraging positive relationship between students and teachers, academia can be performed in most interactive, efficient and practical way. Lack of existing literature on the consequences of student-teacher in higher education institutes unable students to evaluate the importance of such interactive part of academic procedure in more appropriate way. This study focused the interacting relationship between the student and teacher that how the existence of student-teacher relationship will impact on the academic satisfaction of university students in Lahore, Pakistan.

Research Objectives

- To determine the association between student-teacher relationship and academic satisfaction of university students.
- To identify the magnitude and direction of correlation between student-teacher relationship and academic satisfaction of university students.

Hypothesis of the Study

It is hypothesized that, there is likely to be a positive association between student-teacher relationship and academic satisfaction of university students.

Significance of the Study

Current study evaluated the impact of student-teacher relationship on academic perception of students which described the importance of academic interaction and communication between students and teachers within and outside the campuses of higher educational institutes. Effective communication of teachers with their students facilitates them to learn effectively at higher level and perceive positive image regarding academic activities. The key is that, teachers should need to continuously monitor the students in each and every situation and try to resolve difficulties that the students are facing in class proceedings. Once the teacher becomes aware of the problems, he or she will

allow more learning to take place in the classroom.

LITERATURE REVIEW

It is very important for the academic satisfaction of students to have positive relationship with their teachers at micro, meso and macro level, and this relationship cause very important impact on the progress of education system as an institute (Urooj, 2013). Positive student-teacher connections between students and teachers have generally great impact on the educational sphere. Yet the most important question is that, can this relationship has a long effect on our education environment (Alexander, Entwisle, & Horsey, 2008). Students in education institutes formulate a solid student-teacher relationship to get encouragement, trust and minding. The thought of building solid student-teacher relationship is separated in the realm of behavioral showing however, rather, it is just as paramount in all showing situations, creating an environment that is minding and strong, and one which captivates students in basic considering, includes more than simply information of curricula and instructional method. The qualities that are showed by model instructors are those which make a union between the students and the teacher (Baker, Grant & Morlock). A passionate duty common admiration assuming that together, they have an imparted obligation regarding learning. A healthy correspondence framework, allowing diversion, affect ability and minding to be transparently impart makes an environment that transmits a suspicion that all is well and good for both gatherings, a perfect for which all teachers ought to strive. Instructors must be ready to confer time and vitality to accomplish an enthusiastic association with all students and a learning environment that is creative and intuitive. Bowlby, (2007) studied two hundred and forty one grade members to inspect teacher connections and their relationship with students educational accomplishment, the results revealed that students these are having better relationship with their teachers are having better academic satisfaction.

A study conducted by (Bronfenbrenner & Morris 2016) revealed that student-teacher relationship are of specific significance, and as expressed in the results, "Some piece of the essential quality condition in the classroom is that as teachers permit their students to know

them and in the same way as them, the understudies will work harder, hence expanding their chances for achievement". For educators to make an atmosphere that permits understudies to get to know them, they must have qualities that are homogenous with warmth, mindful, and supporting. A study by (Cataldi, Laird & Kewalramani, 2009) prove that there are option pointers of value training that may help rethinking instruction establishments execution by considering higher education' demeanor towards teacher sector, their methodologies to taking in their academic thoughts toward oneself and teacher's view of educating communication and association. In their study, ninety eleventh grade students from ten partaking colleges were asked to finish three surveys. The consequences of the study demonstrate that students thought toward one self and mentality to advanced education are specifically connected with positive student-teacher relationship.

Teachers assume an essential part in the trajectory of students all through the formal educating background (Bronfenbrenner & Bronfenbrenner, 2014). Most research in regards to student-teacher relationship explores the basic years of education institutes; instructors have the exceptional chance to backing their students' educational and social improvement at all levels of education institutes. Such teachers who help students in the learning environment can absolutely affect their social and scholarly results, which are imperative for the long haul trajectory of school and inevitably business. When a teacher structure positive bonds with students, classrooms get to be strong spaces in which students can participate in academically and socially gainful ways (Cataldi, Laird, & Kewalramani, 2009). Students who have positive associations with their teachers use them as a protected base from which they can investigate the classroom and school setting both academically and socially, to tackle educational difficulties and chip away at social-passionate improvement (Macpherson, 2007).

METHODOLOGY

Research Type

This study was based on quantitative method which is related to the positivist approach of research which focused the over-all and general relationship of student-teacher relationship and academic satisfaction of university going students.

Research Design

This study was featuring descriptive form of research with accordance to co-relation method that described the relationship of student-teacher relationship with academic satisfaction of students in universities of Lahore.

Targeted Population

The target population of this research was two government and two private universities of Lahore named as (1) University of Punjab (2) Government College University (3) University of Management and Technology (4) Superior University.

Sample and Sample Technique

Convenient sampling technique was used to select the sample from these four higher educational institutes (two government and two private universities) of Lahore and sample size for data collection was 200 students (50 from each university).

Measures

Data was collected through five Likert scale questionnaires that is divided into two variable scales, 1= student-teacher relationship 2= academic satisfaction. The variable of student-teacher relationship contained nine sub-scale items whereas the variable of academic satisfaction was having eight sub-scale items.

Statistical Analysis

Data was firstly analyzed through descriptive statistics to summarize the result in Mean, Median, Standard Deviation, variance and Cronbach's alpha value, further will comes the part of inferential statistics in which Pearson prediction moment correlation analysis was applied to check the relationship of student-teacher and academic satisfaction.

Data Analysis

To analyze the co-relation of student-teacher relationship and academic satisfaction, two main steps was performed in this study, first part is consist of reliability analysis of both the measuring scales by using Cronbach's Alpha and described statistics were computed for measure scales. In second part of results section, Pearson product moment correlation was computed to enumerate the relationship of Student-teacher relationship and academic satisfaction of students in higher education institutes. This table showed that, scores of both variables (Student-teacher relationship and

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academic satisfaction) remained high. The Cronbach's alpha reliability of student-teacher relationship was found 0.87 and the reliability status of academic satisfaction remained 0.85,

which revealed that the collected data was reliable and further procedure can be applied for inferential analysis.

Table 5.1. Cronbach's and Descriptive Statistics of Student-Teacher Relationship and Academic Satisfaction (N= 200).

Variables	K	M(SD)	Cut off	Ranges		α
				Actual	Potential	
Student-Teacher Relationship	9	42.17(3.27)	40.00	37.00 – 45.00	9 - 45	.87
Academic Satisfaction	8	34.85(3.67)	32.50	31.00 – 40.00	8 - 40	.85

Note: K= number of items, Cutoff= Median, α = Cronbach's alpha

Analysis of Pearson product moment correlation was performed to examine the relationship of Student-teacher relationship and academic satisfaction. It is hypothesized that, there is

likely to be a positive association between student-teacher relationship and academic satisfaction of university students.

Table 5.2. Co-relation between Student-Teacher Relationship and Academic Satisfaction (N= 50).

Variables	1	2
1-Student-Teacher Relationship	-	.739***
2-Academic Satisfaction	-	-

*** $p > .001$

Results revealed that, there was significant positive association between student-teacher relationship and academic satisfaction of university students in higher educational institutes. There was strong association found between both the variables which identify that, students having strong affiliation with their teachers are having better academic satisfaction in higher education institutes of Lahore, Pakistan.

CONCLUSION

Academia can play its healthy and positive part to create a sense of enlightenment in the minds of individuals. There are five major elements of educational institutes, named as, Infrastructure, curriculum, administration, teachers and students. From these elements, students and teachers are having the vigorous importance towards the better academic achievement. The interactive relationship between students and teachers make educational institutes more fruitful and conducive.

Most of the researches addressed the positive consequences of student-teacher relationship towards the academic satisfaction of students at primary level of educational institutes. These researches were mostly held at primary or secondary level of education, but at the higher level of educational institute's researchers lost the focus, there is no enough work performed on the higher educational institutes like colleges

and universities. The role of teacher is also very important to evaluate student-teacher association in high educational sectors as primary level of educational institutes. This study was conducted under the quantitative method to find out the relationship between student-teacher relationship and academic satisfaction of students in higher educational institutes of Lahore. Targeted population for this study was two government and two private universities from where 200 respondents was selected as research sample through convenience sampling technique (50 from each university). After applying co-relation test between the variables of student-teacher relationship and academic satisfaction, results revealed positive significant association between student-teacher relationship and academic satisfaction of students in higher educational institutes.

Strong relationship between both the variables was found which notify the better influence of student-teacher interaction on the academic satisfaction of students in higher educational institutes of Lahore, Pakistan. So, it should be one of the priorities of educational administrators to aware students and teachers to create a relationship of positive interaction, relationship and spirit of true connectedness at primary, secondary and higher educational institutes. In this process co-curricular activities should take place on regular basis that can

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encourage students and teachers to participate in such activities and develop a healthy academic environment in educational institutes.

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