

University Teachers' Relationship with Students for Effective Classroom Environment

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Abstract

Quality in university education is a broad concept which covers all the related functions and events that form part of the educational life in a university system. The persistence of this study was to determine the university teachers' relationship with students for developing effective classroom environment with respect to four categories of classroom process, differential behavior, relationship quality and attention. Higher education students were the population of this study, whereas the target population consisted of university students enrolled in BS and Master's programs of Business Administration, Economics and Computer Science. Program wise target population for four universities was identified as 10420 students. Purposive sampling technique was applied to select the final semester students of three departments. Ten percent students of the target population were selected from each department therefore 520 students of Business Administration, 336 of Computer Science and 186 of Economics were considered to constitute a sample of 1042 university students. Self-developed questionnaire was used as an instrument for this research. The instrument was further divided into subsections of classroom process, differential behavior, relationship quality and attention. Each category consisted of 8 items. The instrument was pilot tested for its validity and reliability. The validation was made with the help of educational experts. The questionnaire was modified in the light of the views of the experts. The pilot testing was made on twenty students not included in the final sample. The reliability of the instrument was computed using SPSS software and Cronbach Alpha. The responses of the respondents were entered in SPSS and its value was 0.807. The questionnaire was administered personally to the respondents of the study for the data collection. The participants were asked to fill the questionnaire

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according to their perceptions. The collected data was analyzed through correlation. The classroom process was positively and significantly correlated with relationship quality and attention but there existed no correlation with differential behavior. Relationship quality of teachers was positively correlated with attention. Differential behavior was negatively correlated with relationship quality and negatively correlated with attention.

Keywords: Classroom process; differential behavior; relationship quality and attention

Introduction

University education shows a vital role in the improvement of society. Quality in university should take into account the quality of pupils, lecturers, arrangement, student support services, syllabuses, assessment and learning source. Teacher is the main person of the entire arrangement of education. Teachers play an essential role in everyone's life. Teachers who recognize the information and talents straight touches the pupils and environments take responsibility for his/her individual understanding and skills, produces optimistic relations with the pupils and can send these to learners in the best effective way teachers become models for their learners when they use their emotional and social skills. They confirm that their learners improve optimistic behavior to university when they are tolerant, understanding and concerned or when they have a helpful headship style (Moeller 2001, Gladden 2002).

Teachers need to be aware of their relationship with students & try to be fair in their communication with pupils who have changed characteristics with their educational success; otherwise, their students may suffer more due to teachers' attitude rather than personal deficiencies. Attitude is an important concept for understanding human behavior, which can be defined as a complex mental statement that includes beliefs and feelings. Attitude is the framework of societal psychology as a subjective or intellectual training for act (Macqueen, 2010). Attitude is formed, maintained, and altered in order to meet individual's requirements and attain mental profits (O'Keefe, 2002).

Developing positive relationship is an important aspect for strengthening effective classroom environment. It affects students in many ways and can shape their learning experience. Teachers must try to support their pupils to trust in that they can be fruitful and shape endless chances for minor achievements upon which their learners can form. Concepts of instruction and education have long emphasis to the significant role that

instructors show in supporting pupils' progress in areas beyond their essential educational expertise (Pianta, 2009). The relationship between a teacher and his students is one of the most influential factors in the learning environment.

Teacher's relationship quality makes the education more effective and valid. The best quality of humanity is ability to maintain and form relationships. We would not stay alive without it. Learners are made to expressive deposits, expressive withdrawals are avoided, and learners are valued (Payne, 2005). Teachers' special association with learners' shows that learners are appreciated. These respect feelings inspire and encourage learners to improve optimistic output and educational success (Guzzardo, et al. 2021). The relationship of student and teacher is known to be a formal social connotation among a subordinate and an expert who daily basis interact. Stronge (2002) recommends admiring learners, supporting optimistic behaviors, and creating belief supports to form humble and respectful teacher-student relationships. Blankstein (2004) declares that optimistic relations are important to a students' talent to develop and achieve, responsive, and educational success.

Such relationships with learners have a significant part in a learner's educational development. A real student teacher relationship may be the source that permits the other features to effort well. Literature provides important confirmation that strong relationships between learners and teachers are vital components to the healthy educational progress of all pupils in universities (Hallinan, 2008; Marzano & Marzano, 2003). The association among the teachers and the pupil is the very important issue in continuing a constructive classroom culture (Good & Brophy 2000).

In order to progress optimistic relations, teachers must recognize the learners first, before they expect their learners to know and obey them. Understand the requirements and the views of pupils are essential to increase their inspiration to study (Jurakulovich, 2021). Constructing optimistic student-teacher relationships is a leading area for professors, not meeting this goal is likely to damage teachers' well-being. Such student-teacher relationship is normally considered by warmth, trust and respect as well as low levels of relational clash. (Aldrup, Klusmann, Lüdtke, Gollner, & Trautwein, 2018). The teacher's behavior is reflected in the student's future and professional life. So, good behavior is important for both teacher and student.

Differential behavior of teachers demands them to be aware of their attitude & try to be fair in their communication with pupils who have changed characteristics with their educational success otherwise their

students may suffer more due to teachers' attitude rather than personal deficiencies. If, on the other hand, learners feel that their instructor scare and help them and stay in extended associations with them - as is frequently the situation with high-expectancy learners Heyder, Sudkamp and Steinmayr (2020) revealed that they reply with more commitment and struggle (Urda & Schoenfelder 2006). Hernandez-Martinez (2011) indicates that learners with below-average educational outcomes who are categorized as low-expectation tend to contribute fewer in classroom discourse than their peers with good educational success. On the conflicting, effective learners contribute extra they response teachers' queries more often. Seidel (2006) and Jurik (2014) saw the cause in changes in pupil individualities: pupils who contributed more to classroom talk present edwell intellectual talents, high internal inspiration, and optimistic behavior to universities. Research studies highlighting these subtler individualities of pupils' contribution are significantly fewer (Lefstein & Snell, 2014).

In classroom instruction there is a restriction of period and when an instructor discovers learners with changed learning level, he has to use some more hard work and methods to teach the different kinds of the learners. An instructor is a facilitator in learning and he should know how to facilitate the learners. In classroom teachers affects the behavior of the pupils. Teachers can encourage or deny the inherent interest the pupils bring with them into the classroom. Finally, the learners see university as a place in which to flourish or as a place to be scared it all up to the professor. Good teachers recognize the learners and their special requirements and have an active strategy to complete those requirements (Stronge, 2002).

Many of areas, comprising teachers' connections with pupils, classroom process, and critical thinking within particular area of content, goal to help students' improvement in areas beyond their main educational ability and has focused on estimating teachers' involvement in pupil outcomes, often referred to as "teacher effects" (Chetty, Friedman, & Rockoff, 2014; Hanushek & Rivkin, 2010). Classroom and learner achievement are improved when professors' policy to accommodate the special changes in learners and distinguish teaching content, method and make the learning situation (Stronge, 2002). Specific learners may affect teachers' instructional quality in the classroom (Steinberg & Garrett, 2016).

Classroom process obviously increases the learning chances. Effective classroom organization strategies are important to effective teacher's

supply of instruction. Many researchers have proven that classroom process is a significant characteristic in instructor effectiveness (Habib, 2017; Ben 2006; Raptakis, 2005).

Learning is a procedure where students increase the latest information, talents, and information through different ways to recognize difficulties and matters and make decisions. A teacher is supposed to respect the child, understand with his natural desires, and take honest attention in him. His behavior should neither be stern nor stiff so as to produce non thoughtful atmosphere between the learners (Nor, 2012; Mahaliza, 2013). Classroom achievement and learner's knowledge is improved when teachers decide to accommodations the special dissimilarities in learners and differentiate content of instructions, procedure, products, and the situation of learning (Cassady, 2011; Stronge, 2002).

Objectives of the Study

The objectives of the study are:

1. To study the university teachers' relationship with students regarding classroom process, differential behavior, relationship quality and attention.
2. To explore the relationship of classroom process, differential behavior, relationship quality and attention.

Research Questions

1. What kind of relationship the university teachers are displaying towards students regarding classroom process, differential behavior, relationship quality and attention?
2. What is the relationship of classroom process, differential behavior, relationship quality and attention?

Method and Materials

Population

Higher education students were the population of this study, whereas the target population consisted of university students enrolled in BS and Master's programs of Business Administration, Economics and Computer Science. Program wise target population for four universities was identified as 10420 students.

Delimitations of the Study

The student was delimited to:

1. Public sector universities of Islamabad.
2. Final semester's students of BS and master's program of Computer Science, Management Sciences and Economics.

Sample

Purposive sampling technique was applied to select the final semester's students of three departments i.e., Computer Science, Management Science and Economics at four public sector universities of Islamabad. Ten percent students of the target population were selected for sample, so 520 students of Business Administration, 336 of Computer Science and 186 of Economics were considered to constitute a sample of 1042 university students.

Instrument

Self-developed questionnaire was used as an instrument for this research. The instrument was further divided into subsections related to factors of classroom process, differential behavior, relationship quality and attention. Each section consisted of 8 items in it.

Pilot Study

The instrument was pilot tested for its validity and reliability. The validation was made with the help of educational experts. The questionnaire was modified in the light of the views of the experts. The pilot testing was made on twenty students not included in the final sample. The reliability of the instrument was computed using SPSS software and Cronbach Alpha. The responses of the respondents were entered in SPSS and its value was 0.807.

Data Collection

The questionnaire was administered personally to the respondents of the study for the data collection. The participants were asked to fill the questionnaire according to their perceptions.

Analysis of the Data

The collected data was analyzed and tabulated. The results were drawn with the help of the data findings and recommendations were given in the light of the results.

Table 1:
Relationship between classroom process, differential behavior, relationship quality and attention

Indicators	Classroom process	Differential behavior	Relationship quality	Attention
Classroom process	1			
Differential behavior	.028 .000	1		
Relationship quality	.833** .000	-.114** .000	1	
Attention	.842** .000	-.024 .000	.887** .000	1

** . Correlation is significant at the 0.01 level (2-tailed). (N=1042)

Pearson r was applied to explore the correlation among classroom process, differential behavior, relationship quality and attention. The table also showed that classroom process was positively and significantly correlated with relationship quality ($r = .833$, $p < .01$) and attention ($r = .842$, $p < .01$) but there existed no correlation with differential behavior ($r = .028$, $p > .01$). Therefore, the relationship quality was found to be increased with improved classroom process in terms of teacher's related factors of asking questions, waiting appropriate time for response, listening with open mind, encouraging discussion, and providing guidance.

Further classroom process has its influence on attention indicators including giving special attention, behaving positively, ensuring class participation, accepting ideas, giving respect, and behaving them positively. Differential behavior of teachers containing the factors of feeling empowered by giving motivation through praise on right answers and criticizing on wrong answers. Differential behavior was negatively correlated with relationship quality ($r = -.114$, $p < .01$), and negatively correlated with attention ($r = -.024$, $p < .01$). Relationship quality of teachers was positively correlated with attention ($r = .887$, $p < .01$). Relationship quality of teachers is reflected through teachers' behaviors to accept students' lived experiences, taking care and showing trust towards their students.

Discussion

The present study revealed that the relationship quality was found to be increased with improved classroom process in terms of teacher's related factors of asking questions, waiting appropriate time for response, listening with open mind, encouraging discussion, and providing guidance. It supported Marzano and Marzano (2003) that professor learner relationship should not be left to chance or dictated by the personalities of those involved. Instead by using plans maintained by research, teacher can affect the dynamic of their classroom and form solid students and teachers' relationship that will help the learning of pupils. Teaching and learning occur through social interaction between teacher and students. It also supported Bodang and Lengkat, (2021) that study indicated that teachers should give enough time to answer the students and encourage discussion in classrooms. These results also supported Strong (2002) that teachers display their care through gentleness, listening consideration, information of pupils as a person, reinforcement, and a complete love for children.

The present study further depicts that classroom process has its influence on attention indicators including giving special attention, ensuring class participation, accepting ideas, giving respect and behaving them positively. It is supported by Patricia (2002) who suggested that professors must consider the tasks that may form interactive classroom where students could share their ideas with confidence.

Differential behavior of teachers contains the factors of feeling empowered by giving motivation through praise on right answers and criticizing on wrong answers. Constructive feedback was negatively correlated with relationship quality and negatively correlated with attention. It supported Hayers (2014) that students feel empowered when they are authorized to contribute to their own learning and to take accountability for their own progress, an authorized pupil is provided chances to improve the talent and motivation to flourish socially and educationally.

Relationship quality of teachers is reflected through teachers' behaviors to accept students' lived experiences, taking care and showing trust towards their students. Teachers must have powerful relationships with pupils, understand and accept their lived experiences. It supported Giroux (1996), Gutierrez & Rogoff, (2003) who indicated that a teacher

who has personal information of their pupils goes the additional step to get to recognize pupils' backgrounds, interests, powers and fights independently and ties that knowledge into the day-to-day relationship. It also supported Noddings (2005) who indicated that effective teaching is based on caring, trusting and respectful relations, among pupils and their professors. It also supported little and Kobak (2003) pupils who have optimistic relationship with their teachers feel motivated to learn and supported. Pupils are more engaged when they have a supportive relationship with the teachers, they tend to work harder in classroom, preserve, and accept direction and criticism.

Conclusions

The study revealed the correlation among classroom process, differential behavior, relationship quality and attention. The results showed that classroom process was positively and significantly correlated with relationship quality and attention but there existed no correlation with differential behavior. Therefore, the relationship quality was found to be increased with improved classroom process in terms of teacher's related factors of asking questions, waiting appropriate time for response, listening with open mind, encouraging discussion, and providing guidance. Classroom process has its influence on attention indicators including giving special attention, behaving positively, ensuring class participation, accepting ideas, giving respect and behaving them positively. Differential behavior of teachers contains the factors of feeling empowered by giving motivation through praise on right answers and criticizing on wrong answers. Differential behavior was negatively correlated with relationship quality, and negatively correlated with attention. Relationship quality of teachers was positively correlated with attention. Relationship quality of teachers is reflected through teachers' behaviors to accept students' lived experiences, taking care, and showing trust towards their students.

Recommendations

1. University teachers' positive relationship with students be more strengthened by taking measures through initiating in-service training. The discussion panels be organized for sharing of improved ways of classroom environment.
2. University teachers may be encouraged to strengthen powerful relationships with students and reflect their' behaviors to accept students' lived experiences by taking care and showing trust towards them.
3. The teachers should struggle to create a positive classroom environment through more direct interaction with the students. They should listen to all students and encourage them to share their ideas and opinions.
4. University teachers may serve to improve classroom management skills and apply a variety of techniques to control the classroom environment for effective learning of university students.
5. Students must be authorized to contribute to their own learning and to take accountability for their own learning. Further teachers should not criticize student in front of others and constructive feedback through motivation may be developed.

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