The Effect Of Students' Perception Of Teacher-Student Relationship On Students' Perception Of Learning Outcome

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Abstract

Teacher – student relationship assumes profound social dimension in today's world. As a significant source of social capital for students, it is imperative that teachers and educational institutions pay more attention to building this relationship. This study examines teacher- student relationship from three angles; Inter-personal effectiveness, Instructional effectiveness and accessibility. Objective of the study is to examine how important or valuable it is for students to have a healthy, cordial relationship based on mutual respect and understanding with their teachers. Furthermore, this study also entails an analysis of the impact of such relationships on their learning outcomes as perceived by students. A questionnaire carrying 22 questions was administered among 72 students pursuing computer science and management stream at a University in UAE. Questions regarding promptness of response and approachability were used to measure accessibility of the teachers. Inter-personal effectiveness included aspects such as fairness, politeness, respect, indulging in individual conversations and the teacher's ability to relate to the age of the students. Appreciation, incorporating humor during content delivery, willingness to accept feedback and regular feedback offered were included in measuring instructional effectiveness. Learning outcomes were analysed from two perspectives: self-reported marks and students' perception of learning outcome which included engagement in class, attendance and interest generated in the subject. Significant positive correlation between student perception of accessibility, inter-personal effectiveness and instructional effectiveness with their perception about learning outcome has been observed, though the same cannot be said about marks. Among the independent variables examined, students' perception of instructional effectiveness of the tutor statistically significantly predict the dependent variable- students' perception of learning outcome. Inter-personal conversations, instructional attention and instructional appreciation were found to have predictive significance over the marks secured by the students. Students' perception about instructional humor is found to have predictive significance over students' perception of learning outcomes. While dealing with such a dynamic and sensitive population, it becomes highly important that teachers observe, analyse and apply new strategies in building rapport and relationships.

Key Words: Learning outcome, Teacher-student relationship, Instructional Effectiveness, Inter-personal Effectiveness, Accessibility.

Introduction

The field of education is highly dynamic and demands regular and timely interventions to propel it forward. Research in this field focuses mainly on improving student learning outcomes. Education watchers have always maintained that teacher- student relationships rank high among the most influential variables over the years, across the globe (Carter, 2009).

Perception is the process of organizing and interpreting sensory stimuli into meaningful information which can be used for decision making. An individual's perception of an event or person is purely a personal interpretation of the information gathered from the surroundings. This may or may not be accurate/true. However, these perceptions we form influences the decisions we make and consequently the outcomes we achieve. Research explains that a student's perception about the school and teachers influence his/ her learning outcomes more than the 'objective' reality of the learning environment.

Perceptions of students and teachers towards rapport-building behaviors of teachers were examined in a comparative study conducted by Sherif, L. (2020). Rapport-building exercises like trying to remember the names of students, respecting the students and including humor in lessons were found to be strongly correlated with higher student engagement and motivation.

Good teacher-student relationship paves way in reducing undesirable behaviour and dropout rates and thereby enhancing student learning outcomes (Cornelius-White, 2007). In the meta- analysis by Cornelius- White, it was observed that better learning outcomes, more initiative among students and higher level of engagement were reported as a result of increased focus on teacher-student relationship building. Irrespective of the age group they belong to, students are found to deeply care and be influenced by the relationship and rapport they share with their teachers. The degree of influence would vary with age as in higher classes and in college, the time spent by students with each teacher reduces. Certain studies in the middle and high schools highlight that motivation plays an important role in teacher- student relationships and student learning outcomes. Students who perceive their relationships as positive and warm are found to be motivated to perform better (Hughes et al., 2001). When students perceive their teachers to have high expectations about them, it is found to motivate them to put in extra efforts (Muller et al., 1999). This was famously put forward by the Pygmalion Theory.

Effectiveness with which teachers handle their instructional role paves way for better teacher- student relationships and thereby better learning outcomes. Students who perceive their teachers to be fair, set high expectations, communicate effectively are found to have better learning outcomes. As rightly pointed out by Muller (2001), teachers form an important 'social capital' source for students. Muller defines social capital in this context as 'caring teacher-student relationships where students feel that they are both cared for and expected to succeed'. High social capital would reflect in different areas, such as; lower rates of drop out, aspirations to pursue higher education and professional goals (Dika & Singh, 2002). Thus it can be seen that it has a long standing impact on students. Furthermore, it is observed that the teacher's interactions with students would also go on to influence their classmates' perceptions about them (Hughes et al., 2001). It was observed that factors such as teacher's expectations, attitude, familiarity and communication helps in developing positive relationships in classroom. It was also observed that existence of positive relationships recorded fewer off-task behaviours among students(distractions). Perceptions about positive relations were found to improve student engagement, attitude, demeanor and motivation during class (Varga. M, 2017). Uitto (2012)

explains that personal experiences shared by teachers stay with some student years after they leave school.

There exists a contradictory school of thought, as observed by James Ford, North Carolina State Teacher of the Year Awardee, 2015 and the Program Director for the Public School Forum of North Carolina.; that teachers resort to relationship building when they lack the required skill sets or deep seated knowledge about the content. However, research worldwide indicates that forging strong relationships with students would enhance the latter's learning experiences.

Apart from the instructional effectiveness of a teacher, the inter- personal effectiveness garners much interest among researchers. In a study conducted among 295 students and 116 faculty members in a university by Walsh and Maffei (1999), it was observed that student responses indicated a deep desire to be respected, to be cared and treated fairly by their teachers. This relationship between students and teachers assumes a 'profound social dimension' which cannot be ignored. Fosen (2016) conducted a multiple-case study of six teachers' relational strategies and perceptions of closeness to students titled, "Developing good teacher-student relationships" in which it was observed that teachers who knew about their students' interests and issues tapped into this knowledge effectively to motivate and improve student engagement. Laughing with the students and enjoying light moments with them are found to reduce occurrences of misbehavior (Cholewa et al., 2011). Teachers who know their students by their names and refers to them by name are found to be perceived as more caring by the students. This could be because this approach of the teacher is fulfilling the basic belongingness needs of the students (Deci & Ryan, 2000). Hammer (2005) defines an effective faculty as one whose students perceive them to be 'respectful, accessible,

understanding and encouraging'. Berman-Young, Sarah B. (2014) found that teacher- support characteristics taken for the study such as autonomy, relatedness, teacher caring and support were found to be significantly correlated with student and teacher perception of student engagement.

(Komarraju et al., 2010) examined eight types of faculty-student interactions which lead to better academic achievement among undergraduate students. Faculty student interactions examined were 'Career Guidance, Off-Campus Interactions, Approachability, Accessibility, Negative Experiences, Respectful Interactions, Caring Attitude and Connectedness'. The study found that the students who perceived their teachers to be approachable, available for out of classroom interactions and respectful are found to be both intrinsically and extrinsically motivated.

Earlier research sheds light on the relevance of a teacher's ability to relate to the students culturally. Such teachers are found to reduce the 'relational distance' between themselves and their students (Jones and Deutsch, 2010). Cholewa et al (2012) observed that such 'culturally responsive' teachers used communication styles and modes of instruction more relevant to the cultural identities of their students. This aspect assumes significance in a country like UAE where educational institutions, especially universities, are characterized by multi-cultural, multi-lingual and multi- national student community.

Devlin & O'Shea, (2012) in their study titled, 'Effective university teaching: Views of Australian university students from low socio-economic status background' found that students' success was dependent, among other factors, on professors whom they perceived as approachable, and communicated their expectations with clarity. How accessible is the teacher, how welcoming is he/she when students approach them with

queries/doubts, how do they welcome the students, do they attend the scheduled meetings punctually, are they enthusiastic to help etc are factors on which student's perception is created.

Thakur et al. (2019) attempted to measure empirically the impact of Faculty-student Rapport(FSR) on Class Room Environment(CRE). The study found strong correlation between FSR and CRE perceived by students. Authors suggested more effective communication, sending out approachable vibes via words spoken and body language, treating students fairly and clearly indicating that they desire to make a difference by enhancing the students' learning experience inorder to build stronger rapport.

Aljubaily, H.Y. (2010) found that the most desirable characteristics of instructors which would influence student outcomes were '(a) respects students and peers, (b) fair, (c) honest, (d) grades fairly and (e) explains materials clearly'. Christiansen, J.R. (2002) observed that positive Teacher –Student Relationship resulted in improved attendance, engagement and grades. When they felt respected and worthy, they found themselves performing better academically.

Much has been reported about teachers' perception of teacher-student relationship on learning outcomes. This study aims at analyzing the students' perspective. Researcher aims to examine how important or valuable it is for students to have meaningful and deep relationships with their teachers to ensure a conducive learning environment.

Practical Implication

The researcher's interest in this topic arises from years spent in interacting with and keenly observing educators and students. Students who have been able to forge positive and strong bonds with their teachers have been observed to enjoy the learning experience. Such students were found to show higher initiative and motivation when it came to projects and module tasks. There are studies based on teachers' perspective of the significance of teacher- student relationship. However, an exploration of this relationship from the student's perspective is warranted. This would help the researcher as well as academicians all over to realise that it is high time we focused on relationship building alongside content delivery. If a student's engagement, motivation and interest in a subject can be enhanced by establishing a good rapport with him/ her, taking into consideration the long term implications of it, teachers should be willing to invest time and effort into it. Ultimately the aim of every academician is to sow the seeds of interest in the subject in their students' minds. This research hopes to enlighten the educators about what the students perceive as important in enhancing their learning experience.

Research Gap

There is a dearth of comprehensive empirical research on teacher- student relationship and the impact of the same on students' learning outcome in UAE. Students' perspectives have not been analysed much. Furthermore, the studies are focused on elementary and middle school students in different countries around the world. It was noticed in a meta- analysis by (Roorda et al., 2011) that majority of these empirical studies in the past 3 decades, were based in US of A. Such studies have been conducted in UAE schools too, though they are very few in number. As the importance of teacher – student relationship has been reiterated time and again, it was imperative to examine the significance that student's attach to such relationships at the University level in the UAE.

Social Implication

Identifying the elements which influence formation of effective and productive teacher-student relationships from student's perspective has manifold benefits:

• For Students: It offers an opportunity to students to reflect upon their perceptions and expectations from their tutors and from the relationships with them. This would help them in approaching their learning in a way that would maximise learning outcomes.

• For Teachers: It provides insights into varied ways to enhance student learning experiences and the approaches they should adopt to gain more credibility and trust among students. This would make them more receptive to the content delivered.

• For the administrators: Offers insights into methods to enhance student academic outcomes, minimize instances of negative student experiences, maximise positive ones and create a healthy environment conducive to learning and personal development for students.

Research Questions

The following are the research questions for which the researcher shall try to find answers with the help of this study.

What are students' perception of teacher- student relationship?

Does students' perception of teacher- student relationship have an effect on their perceived learning outcome?

Limitations

The scope of this study was limited to students attending business and computer science courses in a university in UAE. The study focuses on only three aspects of teacher- student relationships: Accessibility, instructional effectiveness and inter-personal effectiveness. There could be other demographic variables like teacher's gender, age, linguistic skills, technical complexity of the subject taught, assessment format etc which could have an impact on the teacher- student relationship. Furthermore, there could be factors which are beyond the control of the teacher which would influence the quality of teacher- student relationships, such as; mental health of the student/ teacher, family background, cultural restrictions. It would be interesting to study teachers' perspective of the impact of these relationships too.

Research Methodology and Model

Based on the literature reviewed, the researcher has categorized the elements influencing teacher-student relationship into 3: Instructional effectiveness, Inter-personal effectiveness and Accessibility. These shall be the independent variables in this study.

Among the many criteria that indicate learning outcome, the factors which shall be analysed by the researcher shall be from students' perspective of student engagement, interest towards the subject, attendance and self-reported marks. Hence marks and students' perception of learning outcomes shall be the dependent variables.

The survey consisted of 22 questions in total. Responses to questions under each element were marked in 5 point Likert scale. The questionnaire (shall be produced on demand) was administered via Google Forms to students who have completed levels 4, 5 and 6 at the University. 72 student responses were received. Care has been taken to avoid students who fall below 18years. Students from business as well as computer science streams have been included in the sample. The students were informed that their responses to the survey would be strictly confidential and their names would remain anonymous. The results from the survey were tabulated. Data was analysed with SPSS.
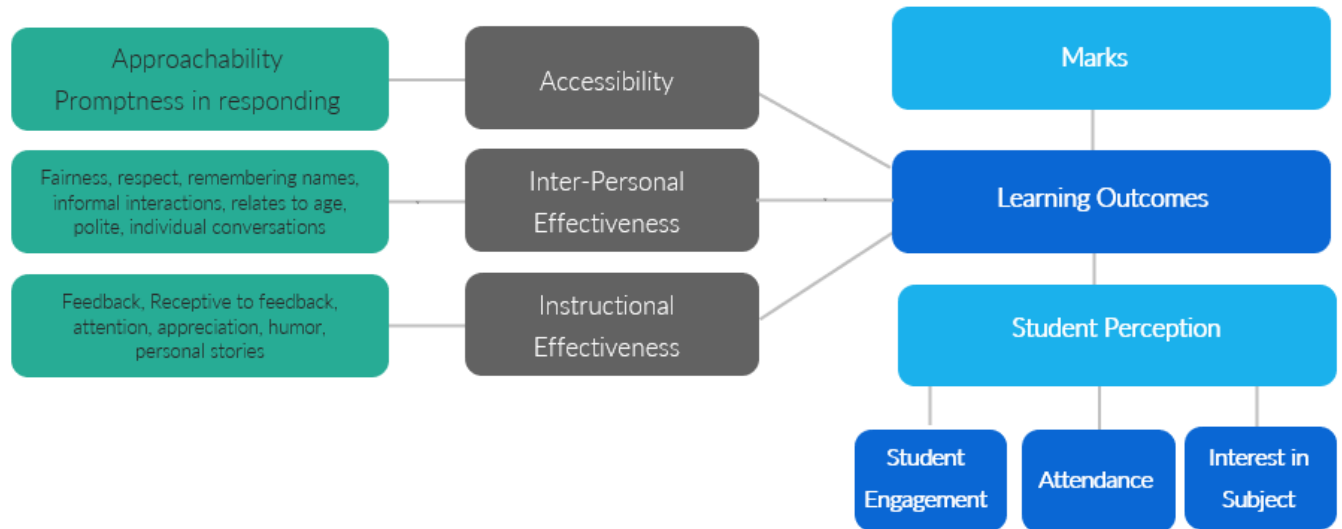
Fig.1. Model constructed by the author.

Results

In order to collect primary data for the research, a questionnaire was developed and administered among students at the University. In order to collect primary data for the research, a questionnaire was developed and administered among students at the University. The instrument contained 22 questions in total, including questions pertaining to the sample population's demographics. Respondents included students pursuing computer science as well as business stream at the University. Level 4, 5 and 6 students were included in the survey. Instrument has been attached in the appendix.

Reliability of the Data

Reliability of the data was checked with Cronbach Alpha test (table 4.1.a.). The test revealed a reliability score of 0.912. As this is greater than the acceptable standard (0.7), data is considered reliable for further tests and analysis.

Table 1.

Case Processing Summary

		N	%
Cases	Valid	72	100.0
	Excluded[a]	0	.0
	Total	72	100.0

Table 2.

Reliability Statistics

Cronbach's Alpha	N of Items
.912	19

Normality of Distribution

Before proceeding with data analysis, it is imperative to check the normality of the distribution. Skewness and Kurtosis SE values are within the accepted range of +1.96 and – 1.96 as indicated in the tables below. Hence data pertaining to chosen variables are normally distributed.

Table 3.

Normality Check

<div align="center">Descriptives^{a,b}</div>

	AccessPrompt		Statistic	Std. Error
Marks	Neither Disagree or Agree	Mean	3.91	.163
		95% Confidence Interval for Mean — Lower Bound	3.55	
		95% Confidence Interval for Mean — Upper Bound	4.27	
		5% Trimmed Mean	3.90	
		Median	4.00	
		Variance	.291	
		Std. Deviation	.539	
		Minimum	3	
		Maximum	5	
		Range	2	
		Interquartile Range	0	
		Skewness	-.155	.661
		Kurtosis	1.862	1.279
	Agree	Mean	4.13	.108
		95% Confidence Interval for Mean — Lower Bound	3.91	
		95% Confidence Interval for Mean — Upper Bound	4.34	
		5% Trimmed Mean	4.14	
		Median	4.00	
		Variance	.371	
		Std. Deviation	.609	
		Minimum	3	
		Maximum	5	

		Statistic	Std. Error
	Range	2	
	Interquartile Range	1	
	Skewness	-.057	.414
	Kurtosis	-.155	.809
Strongly Agree	Mean	4.11	.097
	95% Confidence Interval for Mean — Lower Bound	3.91	
	95% Confidence Interval for Mean — Upper Bound	4.31	
	5% Trimmed Mean	4.12	
	Median	4.00	
	Variance	.256	
	Std. Deviation	.506	
	Minimum	3	
	Maximum	5	
	Range	2	
	Interquartile Range	0	
	Skewness	.237	.448
	Kurtosis	1.170	.872

Table 4.
Normality Check

Descriptives[a,b]

	InstructionalFeedback		Statistic	Std. Error
Marks	Neither Disagree or Agree	Mean	4.10	.180
		95% Confidence Interval for Mean — Lower Bound	3.69	
		95% Confidence Interval for Mean — Upper Bound	4.51	
		5% Trimmed Mean	4.11	
		Median	4.00	
		Variance	.322	
		Std. Deviation	.568	
		Minimum	3	
		Maximum	5	
		Range	2	
		Interquartile Range	0	
		Skewness	.091	.687
		Kurtosis	1.498	1.334
	Agree	Mean	4.17	.108
		95% Confidence Interval for Mean — Lower Bound	3.95	
		95% Confidence Interval for Mean — Upper Bound	4.39	
		5% Trimmed Mean	4.19	
		Median	4.00	
		Variance	.351	

		Std. Deviation	.592	
		Minimum	3	
		Maximum	5	
		Range	2	
		Interquartile Range	1	
		Skewness	-.040	.427
		Kurtosis	-.082	.833
Strongly Agree		Mean	4.03	.089
	95% Confidence Interval for Mean	Lower Bound	3.85	
		Upper Bound	4.22	
		5% Trimmed Mean	4.04	
		Median	4.00	
		Variance	.240	
		Std. Deviation	.490	
		Minimum	3	
		Maximum	5	
		Range	2	
		Interquartile Range	0	
		Skewness	.095	.427
		Kurtosis	1.744	.833

Statistical Analysis: Anova

Marks secured as self-reported by students have been collected, tabulated and presented in the following tables.

Table 5

Gender wise distribution of marks

Marks

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
male	40	4.03	.530	.084	3.86	4.19	3	5
female	32	4.16	.574	.101	3.95	4.36	3	5
Total	72	4.08	.550	.065	3.95	4.21	3	5

Table 6

ANOVA

Marks

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.306	1	.306	1.012	.318
Within Groups	21.194	70	.303		
Total	21.500	71			

P value for ANOVA 0.318. Not significant at 5% level

Table 7

Level wise distribution of marks

					Marks			
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
level 4	26	4.31	.549	.108	4.09	4.53	3	5
level 5	29	3.97	.566	.105	3.75	4.18	3	5
level 6	17	3.94	.429	.104	3.72	4.16	3	5
Total	72	4.08	.550	.065	3.95	4.21	3	5

Table 8

ANOVA

	Marks				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.055	2	1.027	3.646	.031
Within Groups	19.445	69	.282		
Total	21.500	71			

P value for ANOVA 0.031. Significant at 5% level

Table 9

Curriculum wise distribution of marks.

					Marks			
					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
CBSE/ICSE	54	4.04	.548	.075	3.89	4.19	3	5

British	13	4.38	.506	.140	4.08	4.69	4	5
Other	4	4.00	.000	.000	4.00	4.00	4	4
Total	71	4.10	.539	.064	3.97	4.23	3	5

Table 10

ANOVA

Marks

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.307	2	.654	2.339	.104
Within Groups	19.003	68	.279		
Total	20.310	70			

P value for ANOVA 0.104. Not significant at 5% level

From the above tables it can be observed that, level wise, marks secured are reducing with each passing level. Differences in level wise distribution of marks show statistical significance. P value for ANOVA 0.031. Significant at 5% level.

Gender wise, female students have reported to have secured higher marks. Curriculum wise distribution indicates that CBSE/ICSE students have reported to have secured higher scores followed by British curriculum students. However, these differences are not statistically significant as observed from the P value, in case of gender and curriculum.

Table 11.

Anova: Gender wise distribution of student perception mean

Mean Student Perception

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
male	40	4.1583	.70806	.11195	3.9319	4.3848	2.00	5.00
female	32	4.1563	.61045	.10791	3.9362	4.3763	2.67	5.00
Total	72	4.1574	.66189	.07800	4.0019	4.3129	2.00	5.00

Table 12

ANOVA

Mean Student Perception

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.000	.990
Within Groups	31.105	70	.444		
Total	31.105	71			

Table 13

Anova: Level wise distribution of student perception mean

Mean Student Perception

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
level 4	26	4.2436	.55424	.10869	4.0197	4.4675	3.00	5.00
level 5	29	4.0805	.76457	.14198	3.7896	4.3713	2.00	5.00
level 6	17	4.1569	.64676	.15686	3.8243	4.4894	2.67	5.00
Total	72	4.1574	.66189	.07800	4.0019	4.3129	2.00	5.00

Table 14

ANOVA

Mean Student Perception

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.365	2	.182	.409	.666
Within Groups	30.740	69	.446		
Total	31.105	71			

Table 15.

Anova: Curriculum wise distribution of student perception mean

Mean Student Perception

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Minimum	Maximum
CBSE/ICSE	54	4.1790	.65625	.08930	3.9999	4.3581	2.00	5.00
British	13	4.0000	.54433	.15097	3.6711	4.3289	3.00	5.00
Other	4	4.7500	.50000	.25000	3.9544	5.5456	4.00	5.00
Total	71	4.1784	.64200	.07619	4.0264	4.3304	2.00	5.00

Table 16

ANOVA

Mean Student Perception

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.721	2	.860	2.156	.124
Within Groups	27.131	68	.399		
Total	28.851	70			

Tables above indicates that with respect to student perception mean, there is no statistically significant difference between genders, levels or curricula as shown by P value for ANOVA 0.990, 0.666 and 0.124 respectively.

Gender wise, male students have reported to have better perception about their learning outcomes. Level wise, student perception about learning outcomes is highest among level 4 students and lowest among level 5 students. Curriculum wise distribution indicates that 'Other' curriculum students have reported to have better perception about their learning outcomes and the lowest is reported by British curriculum students. 'Other' could include Pakistan curriculum, UAE Curriculum or Philippines Curriculum considering the sample population's demographics. However, these differences are not statistically significant as observed from the P value.

However, it was found that correlation between students' perception about accessibility, inter-personal effectiveness, Instructional effectiveness and their marks was not statistically significant. But students' perception of their learning outcome shows statistically significant correlation with the marks secured by them. Hence there is a positive relation between an improvement in students' perception of instructional effectiveness/inter-personal effectiveness/Accessibility and an improvement in their perception of their learning outcome.

Correlation

Researcher examined the correlation between dependent variables- marks, student perception of learning outcomes and the independent variables- students' perception of Accessibility, Instructional effectiveness and Inter-personal effectiveness. Spearman's coefficient of correlation between the variables have been calculated and presented.

Table below indicates that there exists significant positive correlation between student perception of accessibility, inter-personal effectiveness and instructional effectiveness with their perception about learning outcome. This shows that the better the student perceptions of tutor's accessibility, inter- personal effectiveness and Instructional effectiveness, the better would be their perception about learning outcome.

However, it was found that correlation between students' perception about accessibility, inter-personal effectiveness, Instructional effectiveness and their marks was not statistically significant. But students' perception of their learning outcome shows statistically significant correlation with the marks secured by them. Hence there is a positive relation between an improvement in students' perception of instructional effectiveness/inter-personal effectiveness/Accessibility and an improvement in their perception of their learning outcome

Table 17

Correlations

			Mean Accessibility	Mean InterPersonal	Mean Instructional Effectiveness	Marks	Mean Student Perception
Spearman's rho	Mean Accessibility	Correlation Coefficient	1.000	.658**	.577**	.099	.451**
		Sig. (2-tailed)	.	.000	.000	.407	.000
		N	72	72	72	72	72
	Mean InterPersonal	Correlation Coefficient	.658**	1.000	.749**	.005	.535**
		Sig. (2-tailed)	.000	.	.000	.967	.000
		N	72	72	72	72	72
	Mean Instructional Effectiveness	Correlation Coefficient	.577**	.749**	1.000	.134	.680**
		Sig. (2-tailed)	.000	.000	.	.263	.000
		N	72	72	72	72	72
	Marks	Correlation Coefficient	.099	.005	.134	1.000	.253*
		Sig. (2-tailed)	.407	.967	.263	.	.032
		N	72	72	72	72	72
	Mean Student Perception	Correlation Coefficient	.451**	.535**	.680**	.253*	1.000
		Sig. (2-tailed)	.000	.000	.000	.032	.
		N	72	72	72	72	72

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

*. Correlation is significant at the 0.05 level (2-tailed).

Regression

Regression analysis to examine the predictive significance of the independent variables on the marks. Results are presented in the tables below.

Table 18

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178[a]	.032	-.011	.553

a. Predictors: (Constant), Mean Instructional Effectiveness, Mean Accessibility, Mean InterPersonal

Table 19

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.679	3	.226	.739	.532[b]
	Residual	20.821	68	.306		
	Total	21.500	71			

a. Dependent Variable: Marks

b. Predictors: (Constant), Mean Instructional Effectiveness, Mean Accessibility, Mean InterPersonal

Table 20

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.882	.525		7.392	.000
	Mean Accessibility	.048	.117	.068	.412	.681
	Mean InterPersonal	-.201	.197	-.195	-1.020	.311
	Mean Instructional Effectiveness	.200	.164	.232	1.219	.227

a. Dependent Variable: Marks

The above tables show that none of the independent variables have predictive significance over marks secured by the students. The table shows that the independent variables do not statistically significantly predict the dependent variable at p less than 0.05. This indicates that students' perception about accessibility, instructional effectiveness or Inter-personal effectiveness of the tutors do not have predictive significance over the marks secured by them.

Next, regression analysis was conducted to examine the predictive significance of the independent variables (students' perception of accessibility, inter-personal effectiveness, instructional effectiveness) on the students' perception of learning outcome. Results are presented in the tables below.

Table 21

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.602[a]	.363	.335	.53983

a. Predictors: (Constant), Mean Instructional Effectiveness, Mean Accessibility, Mean InterPersonal

Table 22

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.289	3	3.763	12.912	.000[b]
	Residual	19.816	68	.291		
	Total	31.105	71			

a. Dependent Variable: Mean Student Perception

b. Predictors: (Constant), Mean Instructional Effectiveness, Mean Accessibility, Mean InterPersonal

Table 23

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.527	.512		2.980	.004
	Mean Accessibility	-.098	.114	-.114	-.858	.394

Mean InterPersonal	.078	.192	.063	.406	.686
Mean Instructional Effectiveness	.644	.160	.622	4.026	.000

a. Dependent Variable: Mean Student Perception

The above table indicates that among the independent variables, students' perception of instructional effectiveness of the tutor statistically significantly predict the dependent variable- students' perception of learning outcome at p less than 0.05. R square value is 0.36 indicating approximately 36% variation in students' perception of learning outcome by the independent variable – Students' perception of instructional effectiveness. This indicates that students' perception about instructional effectiveness has predictive significance over the students' perception of their learning outcomes.

Researcher also examined separately if any of the 15 independent variables had a predictive significance over the dependent variables (marks and students' perception of learning outcomes).

Table 24

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.231	.628		1.959	.055
	AccessApproachability	.185	.124	.244	1.496	.140
	AccessPrompt	-.136	.110	-.171	-1.240	.220
	InterFairness	.082	.146	.077	.565	.574
	InterRespect	.108	.137	.106	.793	.431
	InterNames	.021	.110	.026	.193	.848
	InterInformal	.064	.099	.090	.646	.521
	InterConversations	-.170	.095	-.262	-1.785	.080
	InterRelates	.011	.092	.016	.118	.907
	InterPolite	-.077	.139	-.079	-.552	.583
	InstructionalFeedback	.117	.154	.148	.760	.450
	InstructionalAttention	-.146	.170	-.176	-.854	.397
	InstructionalReceptive	.212	.149	.267	1.421	.161

	Estimate	Std. Error	Wald	df	Sig.
InstructionalAppreciation	-.049	.149	-.055	-.329	.743
InstructionalHumor	.255	.121	.314	2.107	.040
InstructionalStories	.197	.100	.250	1.963	.055

a. Dependent Variable: Mean Student Perception

Table 25

Parameter Estimates

		Estimate	Std. Error	Wald	df	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Threshold	[Marks = 3]	-10.798	5.149	4.397	1	.036	-20.891	-.705
	[Marks = 4]	6.329	4.014	2.487	1	.115	-1.537	14.195
Location	[AccessApproachability=1]	-20.668	73.306	.079	1	.778	-164.346	123.009
	[AccessApproachability=3]	1.766	4.233	.174	1	.677	-6.530	10.062
	[AccessApproachability=4]	-1.018	2.071	.241	1	.623	-5.077	3.042
	[AccessApproachability=5]	0ᵃ	.	.	0	.	.	.
	[AccessPrompt=1]	-2.240	102.325	.000	1	.983	-202.792	198.313
	[AccessPrompt=2]	-23.275	72.850	.102	1	.749	-166.058	119.509
	[AccessPrompt=3]	-.251	2.237	.013	1	.911	-4.636	4.134
	[AccessPrompt=4]	-1.622	2.774	.342	1	.559	-7.059	3.814
	[AccessPrompt=5]	0ᵃ	.	.	0	.	.	.
	[InterFairness=3]	10.641	7.912	1.809	1	.179	-4.867	26.148
	[InterFairness=4]	-1.527	2.491	.376	1	.540	-6.409	3.355
	[InterFairness=5]	0ᵃ	.	.	0	.	.	.
	[InterRespect=3]	12.856	6.964	3.408	1	.065	-.793	26.505
	[InterRespect=4]	.918	2.098	.191	1	.662	-3.195	5.031

[InterRespect=5]	0ª	.	.	0	.	.	.
[InterNames=2]	8.537	50.891	.028	1	.867	-91.208	108.282
[InterNames=3]	23.296	7485.303	.000	1	.998	-14647.629	14694.220
[InterNames=4]	-1.184	2.750	.185	1	.667	-6.573	4.206
[InterNames=5]	0ª	.	.	0	.	.	.
[InterInformal=1]	23.953	.000	.	1	.	23.953	23.953
[InterInformal=2]	-19.898	50.837	.153	1	.695	-119.536	79.741
[InterInformal=3]	5.451	4.449	1.501	1	.220	-3.269	14.170
[InterInformal=4]	-2.120	2.404	.778	1	.378	-6.832	2.592
[InterInformal=5]	0ª	.	.	0	.	.	.
[InterConversations =1]	4.139	73.003	.003	1	.955	-138.944	147.222
[InterConversations =2]	7.097	71.780	.010	1	.921	-133.588	147.783
[InterConversations =3]	9.878	4.845	4.157	1	.041	.383	19.374
[InterConversations =4]	-3.392	3.042	1.243	1	.265	-9.354	2.571
[InterConversations =5]	0ª	.	.	0	.	.	.
[InterRelates=2]	-7.149	6.624	1.165	1	.280	-20.133	5.834
[InterRelates=3]	7.844	4.341	3.265	1	.071	-.664	16.353
[InterRelates=4]	11.427	6.072	3.542	1	.060	-.474	23.329
[InterRelates=5]	0ª	.	.	0	.	.	.
[InterPolite=2]	-19.567	7485.483	.000	1	.998	-14690.843	14651.710
[InterPolite=3]	6.877	50.216	.019	1	.891	-91.544	105.299
[InterPolite=4]	2.691	2.633	1.045	1	.307	-2.469	7.852
[InterPolite=5]	0ª	.	.	0	.	.	.

[InstructionalFeedback=1]	0ᵃ	.	.	0	.	.	.
[InstructionalFeedback=2]	25.736	.000	.	1	.	25.736	25.736
[InstructionalFeedback=3]	-8.570	6.144	1.946	1	.163	-20.612	3.472
[InstructionalFeedback=4]	-1.845	2.991	.381	1	.537	-7.707	4.016
[InstructionalFeedback=5]	0ᵃ	.	.	0	.	.	.
[InstructionalAttention=1]	0ᵃ	.	.	0	.	.	.
[InstructionalAttention=3]	13.030	8.388	2.413	1	.120	-3.410	29.470
[InstructionalAttention=4]	15.859	7.635	4.314	1	.038	.894	30.825
[InstructionalAttention=5]	0ᵃ	.	.	0	.	.	.
[InstructionalReceptive=1]	0ᵃ	.	.	0	.	.	.
[InstructionalReceptive=3]	-8.098	7.480	1.172	1	.279	-22.759	6.563
[InstructionalReceptive=4]	4.298	4.235	1.030	1	.310	-4.002	12.598
[InstructionalReceptive=5]	0ᵃ	.	.	0	.	.	.
[InstructionalAppreciation=2]	0ᵃ	.	.	0	.	.	.
[InstructionalAppreciation=3]	-11.184	7.193	2.417	1	.120	-25.283	2.914
[InstructionalAppreciation=4]	-18.816	9.498	3.924	1	.048	-37.432	-.200
[InstructionalAppreciation=5]	0ᵃ	.	.	0	.	.	.

[InstructionalHumor=2]	-2.787	7485.558	.000	1	1.000	-14674.210	14668.636
[InstructionalHumor=3]	-3.738	4.366	.733	1	.392	-12.295	4.818
[InstructionalHumor=4]	-3.637	2.302	2.497	1	.114	-8.149	.874
[InstructionalHumor=5]	0ᵃ	.	.	0	.	.	.
[InstructionalStories=2]	-29.885	.000	.	1	.	-29.885	-29.885
[InstructionalStories=3]	2.570	4.220	.371	1	.543	-5.701	10.842
[InstructionalStories=4]	-7.608	4.495	2.864	1	.091	-16.419	1.203
[InstructionalStories=5]	0ᵃ	.	.	0	.	.	.

Among the independent variables analysed, inter-personal conversations (0.041), instructional attention (0.038) and instructional appreciation (0.048) are found to have predictive significance over the marks secured by the students. And among the 15 independent variables analysed, students' perception about instructional humor (0.040) is found to have predictive significance over students' perception of learning outcomes.

Discussion

This study sheds light on the significance students attach to teacher- student relationship on their learning outcomes. This information calls for informed steps to be taken by the teaching community so that they stay agile and up- to-date about the world of their students. Part of the efforts of the teachers in improving their students' academic performance should be directed towards establishing good relationships with them. This is found to enhance student motivation and they are found to cooperate better in their learning process.

Teacher- student relationship has been explored by investigating 3 variables from the students' perspective; instructional effectiveness, inter-personal effectiveness and accessibility. This study has observed that there exists statistically significant correlation between the students' perception of accessibility of the tutors, students' perception of the tutor's instructional effectiveness, students' perception of tutor's inter-personal effectiveness and students' perception of learning outcome. Similar observations were made by (Jederlund & von Rosen, 2022) who explored the student perceived teacher-

student relationship(TSR) quality and its effect on students' self – efficacy(SSE) judgements. The study found that there exists significant association between student perceived teacher support and students' self-efficacy.

This goes on to prove that the way the students perceive these aspects of the relationship with their tutors play a highly significant role in their perceptions about their learning outcomes. As observed by (Mensah & Eric Koomson, 2020) that perceived positive relationship (characterized by 'peaceful interactions, connectedness, dependence') resulted in better engagement and achievement academically. The study also observed that if the student teacher relationship is 'distorted', it has a negative impact on students' learning outcomes.

Learning outcomes here include the students' engagement, attendance and interest in the concerned subject. So a change in their perceptions would lead to a change in their perceptions about their engagement, attendance or interest in the subject. Strong correlation between these variables have been observed in this study. The same has been observed by Eckart.C(2021) that relationship building strategies should be deliberately incorporated as it shows positive impact on performance of students facing challenges in classrooms. The meta analysis arrived at certain specific 'Direct Proactive strategies' such as positive student – teacher interactions, one to one interactions, respect and coaching emotions.

Along the same lines are the observations of Varga. M (2017) who examined the teacher's perception and student's perception of teacher- student relationships and their effect on educational outcomes. It was observed that factors such as teacher's expectations, attitude, familiarity and communication helps in developing positive relationships in classroom. It was also observed that existence of positive relationships recorded fewer off-task behaviours among students(distractions). Perceptions about positive relations were found to improve student engagement, attitude, demeanour and motivation during class.

In a study conducted by Amerstorfer & Freiin von Münster-Kistner C (2021) it was observed that the student–teacher relationship and students' perceptions about their teachers played a significant role in engagement of students in academic tasks. The study observed that respect is the most important aspect of relationship building which facilitates enhanced academic engagement and sustainable learning among individuals as well as group. Care and credibility established by the teacher, feedback offered and communication were also found to influence teacher student relationships from the students' perspective thereby paving way for better performance.

However, students' perceptions of the relationship with their tutors do not show significant correlation with their marks. This goes on to prove that marks secured by them is not related to their perceptions about their tutors or the relationship they share. This finding sheds light on the relevance of innumerable other variables in play in deciding the marks secured by students. An interesting observation was that there exists significant correlation between students' perception about learning outcomes and the marks secured by them. This goes on to prove that student's perception of learning outcome is an influential factor on the marks secured by them. If they find themselves to be more engaged, interested in the subject and attending classes regularly, it would reflect in their marks.

Regression analysis revealed that students' perception of instructional effectiveness has predictive significance on students' perception of learning outcome. This indicates that when students perceive their tutors to be instructionally effective, they perceive better learning outcomes. Inter- personal effectiveness

or accessibility are not found to play a significant role in predicting their perception of learning outcomes. However, Individual conversations which was one among the elements used to measure inter- personal effectiveness was found to have predictive significance over marks secured.

Going a step further, the researcher examined which of the elements of instructional effectiveness had a predictive significance on learning outcomes. Analysis showed predictive significance of instructional humor on students' perception of learning outcomes. Tutors who include humor relevant to the lecture topics are perceived as instructionally effective by students and this predicts their learning outcomes. The connection between students and teachers have been highlighted by Fouts (2001) as "affect attunement". This could be defined as "a special kind of 38 emotional connectedness in which the internal states of two people come together and match" (p. 14). Teachers who possessed a sense of humor were perceived to enhance a favourable learning environment. Among the instructional effectiveness elements, use of humor featured in many of the studies. Use of humor relevant to the context is found to be a very effective way in fostering healthy teacher-student relationship (Davis, 2006).

 Regression analysis has revealed that among the independent variables chosen, instructional attention and instructional appreciation/ feedback had higher significance on marks secured. This indicates that the undivided attention paid by the tutors while listening to them is considered very important by the students. Appreciation of their work; both major and minor tasks, ranks high among the instructional effectiveness variables for students in predicting their marks. They perceive these 2 aspects as an indication of instructional effectiveness of the tutor and this predicts the marks of the students significantly. Similar findings about significance of offering feedback were made by Amerstorfer CM, Freiin von Münster-Kistner C (2021). They found that care and credibility established by the teacher, feedback offered and communication were also found to influence teacher student relationships from the students' perspective thereby paving way for better performance.

Among the inter-personal effectiveness variables, tutors who engage in individual conversations with the students before or after class are found to be perceived inter-personally effective and results in better marks. Gee (2010) found that interactions outside classrooms helps in significant evolution of teacher-student relationships on interviewing British teachers and students who attended residential field trip. They reported to enjoy and gain from 'sharing a joke' and 'off task discussions'. These type of informal discussions where teachers share their personal experiences help in 'humanizing' teachers for students as they find it easier to relate to their teachers. Similar observation was made by Davis (2006) on interviewing students who identified the 'most motivating teacher-student relationships' to be with those teachers who shared about their 'families, school experiences and learning difficulties'. Thompson (2001) explains that there exists strong evidence indicating that students who interact informally with their teachers outside classrooms are reported to be more 'motivated, engaged and actively involved in learning process'. Such interactions are found to influence the attitudes and interests of students. Thus the importance of such informal discussions within and outside classrooms should not be undermined. Those who engaged with their students inside as well as outside classrooms in 'non- academic conversations' were found to have stronger bonds with their students, as observed by Newberry (2010).

So in an effort to improve the marks secured, tutors should be paying more attention to engaging in individual conversations with their students, ensure that they are paid undivided attention while listening

to them and offer constructive and personalised feedback in the place of blanket feedback for major as well as minor tasks.

It is interesting to note that instructional effectiveness has significance over inter-personal effectiveness among students. Aspects such as respect, fairness, politeness, remembering their names or having informal interactions outside class do not have predictive significance on marks or students' perception of learning outcomes. What is valued by the students over these are effective feedback, undivided attention and sessions where humor is incorporated.

Conclusion

As observed by UN General Assembly (1989), 'all students have the right to an education that develops their full potential'. Connecting with the students individually, establishing a rapport, building trust and credibility should be the first step forward. Focusing solely on improving relationships/rapport among students and teachers would not yield the desired academic outcomes. Instructional effectiveness should be enhanced with appropriate feedback, trainings and regular student satisfaction surveys. However, maintaining strong positive relationships will definitely help in better learning outcomes for students.

With its far reaching consequences, teacher- student relationship should be explored and researched in detail from time to time. With every passing year, the individual characteristics of students are undergoing drastic changes. The conventional approaches followed by teachers cannot be expected to give the same results due to this very reason. While dealing with such a dynamic and sensitive population, it becomes highly important that teachers observe, analyse and apply new strategies in building rapport and relationships.

Universities offer myriad opportunities to celebrate diversity and inclusion with culturally, linguistically, ethnically diverse student community. The lessons the graduates take away when they leave the universities would shape their approach towards life and human beings in general. With this research shedding light on the importance students attach to teachers' instructional effectiveness and inter-personal effectiveness in Universities, following steps can be taken by the stakeholders.

Provide opportunities to foster tutor- student interactions individually. Such interactions outside class setting are found to have significant role in forging strong bonds between tutors and students. One-to one mentoring programs, study halls, learning circles could be initiated.

Faculty would benefit from trainings on inclusion and diversity as they teach a multi-cultural student community. This would create awareness about the sensitive areas, how to handle such matters and how to build trust and credibility among students so that they feel comfortable in approaching the tutors for academic or personal issues. The same could be organized for students so that cultural/social complexity does not interfere with rapport building with faculty.

'Perspective – taking' could be introduced. Perspective – taking is 'actively imagining how a student might perceive or be affected by a situation'. This exercise is found to deepen teacher- student relationships.

Regular, personalized and constructive feedback should be offered even for the minutest tasks accomplished by the students. This would propel them forward to take up bigger and more important tasks.

Paying undivided attention, showing eagerness to know more about what they are trying to communicate, showing that teachers are inclined to invest time and effort into their thoughts and ideas would help in creating strong relationships with students for the faculty members.

Instructional effectiveness could be enhanced by incorporating personal experiences, humor, providing opportunities for reflective learning and optimum utilisation of the students' skills and knowledge in seminar sessions.

Ensure that teachers create an impression of approachability in the students' minds. Awareness that their tutors are available and accessible for their personal and academic needs creates a strong bond between teachers and students even if they have never utilized this opportunity.

Periodical class meetings where students are assured psychological safety to express their concerns, fears or dislikes would help in forging strong bonds and to build trust in the students that for the tutors, student satisfaction is paramount.

While recruiting faculty members, apart from applicant's communication skills, experience with students and subject knowledge, their personality and philosophy of teaching should also be carefully considered. "Just one relationship with a caregiver throughout a lifespan can actually change the brain's development, heal trauma, and promote learning. ... We could do so much more if educators were equipped with the skills and self-awareness to systematically do this work." Says Marcus, founder of FuelEd, a Houston-based nonprofit committed to teaching these skills to educators around the country.

The scope of this study was limited to students attending business and computer science courses in a university in UAE. The study focuses on only three aspects of teacher- student relationships: Accessibility, instructional effectiveness and inter-personal effectiveness. There could be other demographic variables like teacher's gender, age, linguistic skills, technical complexity of the subject taught, assessment format etc which could have an impact on the teacher- student relationship. Furthermore, there could be factors which are beyond the control of the teacher which would influence the quality of teacher- student relationships, such as; mental health of the student/ teacher, family background, cultural restrictions. It would be interesting to study teachers' perspective of the impact of these relationships too.

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Appendix

Questionnaire

Dear Respondent,

Let me first thank you for taking time out to fill this questionnaire. Your support is much appreciated.

I, (Name of Researcher), as part of my ongoing research in the field of Educational Management, request you to kindly fill in the following questionnaire. Your answers shall help me explore the effectiveness of Teacher-Student Relationships from students' perspective. The responses shall be kept highly confidential and shall not be shared/published/revealed anywhere. You do not have to reveal your name or your tutor's name in the process. Kindly answer every question by drawing a tick mark in the appropriate cell that accurately represents your opinion on each of the statements.

Signed by Researcher

Tick the appropriate box

I.   Gender: M ☐   F ☐

II.   Level: Level 4☐
                Level 5☐

Level 6☐

III. K12 Curriculum of your school: CBSE/ICSE Curriculum☐

                                IB Curriculum ☐

British Curriculum☐

American Curriculum☐

Other☐

IV.   Choose any one of the Module tutors from the past semester at the University while answering the following questions (**You should not name the tutor**). Every response should be based on your experience with the chosen module tutor.

A. Accessibility

	Strongly agree 5	Agree 4	Neither agree or disagree 3	Disagree 2	Strongly Disagree 1
1. My tutor is approachable at all times.					
2. My tutor is prompt in replying to emails/messages					

B. Inter-Personal Effectiveness

	Strongly agree 5	Agree 4	Neither agree or disagree 3	Disagree 2	Strongly Disagree 1
3. My tutor shows fairness towards all students					

4. My tutor treats students with respect					
5. My tutor remembers my name and refers to me by name while speaking to me					
6. My tutor engages in informal interactions with students					
7. My tutor engages in conversations on an individual basis before and/or after class					
8. My tutor relates to the interests of our age					
9. My tutor comes across as humble and polite with students (uses please and thank you)					

C. Instructional Effectiveness

	Strongly agree 5	Agree 4	Neither agree or disagree 3	Disagree 2	Strongly Disagree 1
10. My tutor offers thorough individual feedback on students' work					
11. My tutor gives students full attention while listening to them					
12. My tutor shows receptiveness to accepting feedback from the students					

13. My tutor appreciates students for minor and major tasks					
14. My tutor includes humor relevant to the material during lectures					
15. My tutor shares personal stories relevant to content?					

V. Students' perception about academic performance: (5 point Likert scale)

	Strongly agree 5	Agree 4	Neither agree or disagree 3	Disagree 2	Strongly Disagree 1
1. I have a keen interest in learning the subject taught by this tutor.					
2. I regularly attend the tutor's lectures.					
3. I am actively engaged in the tutor's seminars/classes.					

4. In this subject, I have secured:
   A) 80-100marks ☐

   B) 60-79marks ☐

   C) 40-59marks ☐

   D) 20-39 marks ☐

   E) 0-19 marks ☐

VI. Any additional remarks you would like to share.

☐