
TEACHER-STUDENTS' RELATIONSHIP AND ITS IMPACT ON STUDENTS' ACADEMIC ACHIEVEMENT AT SECONDARY SCHOOL LEVEL IN DISTRICT LASBELA

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ABSTRACT

The present study aimed to investigate the impact of the student-teacher relationship on the academic performance of secondary school students in Lasbela District, Balochistan. The study employed a descriptive survey design and selected a sample of 225 secondary school students and 110 secondary school teachers (SST) using a simple random sampling technique. Hypotheses were tested using regression analysis, and the data collection instrument used was the Student-Teacher Relationship Questionnaire (STRQ). The study's findings demonstrated that consistent communication between students and teachers and a conducive learning environment created by teachers had a significant impact on the academic performance of secondary school students in Lasbela District. Specifically, the beta values of the independent variables, as Regular Communication (216) and Creating a Learning Environment (221), indicated that these variables had a significant effect on the dependent variable, of the students' academic performance at the secondary school level. Based on these results, the study recommended that students should cultivate positive relationships with their teachers by participating actively in classroom activities, demonstrating respect for their teachers, and maintaining regular communication with them. Moreover, the study recommended that teachers should be encouraged to improve their interpersonal relationships with their students to enhance their academic performance. Teachers were also encouraged to leverage their teaching experience to create an interesting and engaging personal relationship with students, inspiring their interest in academic excellence. Overall, the study's findings

are significant for educators, policymakers, and other stakeholders in education. The study highlights the importance of the student-teacher relationship in improving students' academic performance and suggests practical ways to foster positive relationships.

KEYWORDS

Student-Teacher Relationship, Students Performance, Regular Communication, Learning Environment

INTRODUCTION

The prosperity of a country is closely linked to its educational system, which plays a fundamental role in shaping the moral values and behavior of its citizens. As Schommer-Aikens, Duell, and Hunter (2005) argued, significant investments in education are essential to achieve a bright future globally. Education is widely recognized as the most effective tool for achieving national goals, integrating individuals into society, and advancing progress, unity, self-actualization, political stability, social evolution, economic welfare, scientific standards, cultural awareness, and technological advancement (Hanushek & Wobmann, 2007).

In any educational system, regardless of whether it is in a developed or developing country, the success or failure of the system rests on the planners, managers, and teachers involved in the system. As noted by Ekechukwu and Ifeanyichukwu (2021), teachers play a crucial role in shaping the future of a nation by improving the quality of men and women that society desires. In fact, "no educational system can surpass the quality of its teachers" (FRN 2000).

The academic achievement of students in schools is significantly influenced by the schools and teachers involved. Students, teachers, or schools may all be responsible for a student's low academic performance a study by Najeeb Ullah, Das, A., & Ghunio, A. (2019), found a positive correlation between professors and students, which could impact the students' academic performance. Maruff (2012) posits that academic performance is the combined result of attitude and interest, and that the two variables are positively correlated. The study suggests that higher values in attitude and interest correspond to better academic performance. In contrast, Wikipedia (2021) defines academic performance as the extent to which students, teachers, or institutions have achieved their educational goals.

According to Kim (2021), a positive relationship between educators and students can be defined by several qualities that facilitate the creation of powerful teacher-student relationships. These qualities include good communication, a safe learning environment, mutual respect, a positive and patient attitude, student equality, and

timely praise. Teachers who possess these qualities in good measure are more likely to become the 'favorite' among students. Therefore, this study aims to investigate the influence of student-teacher relationships on academic performance in secondary schools and its impact on students' academic achievement in the Lasbela district.

LITERATURE REVIEW

The role of student perception in building relationships is a significant factor in motivation and achievement. Research suggests that a student's perception of control, which is the belief that they can influence their environment and bring about desired outcomes, is the most powerful predictor of motivation (Skinner & Greene, 2008). Teachers have a critical role in shaping student perception, as students' past experiences with adults affect their perception of the teacher's behavior. When students feel that their teacher is not supportive, they are less interested in learning and engaged in the classroom (Rimm-Kaufman & Sandilos, 2012).

Furthermore, the way teachers behave has an impact on how students view the classroom environment and their relationship with their teacher. When students feel their teacher is supportive, they tend to perform better academically, as demonstrated by improved math scores and English grades (Gehlbach et al., 2012). Initially, both students and teachers share a similar perception of their relationship during the early school years. But, as students mature, the difference between their perception and that of their teachers becomes more apparent, underscoring the need for teachers to evaluate their relationships and teaching strategies (Rimm-Kaufman & Sandilos, 2012).

Teachers must consider their own perception of their teaching practice when building and improving relationships with students. Reflecting on teaching practice is crucial in creating a classroom environment tailored to meet the needs of the students. When teachers are able to fulfill the students' psychological needs for autonomy, belongingness, and competence, the classroom environment becomes conducive to learning (Kennedy, 2008). Therefore, teachers' reflection and thinking about their practice are necessary for constructing and improving relationships with their students. The quality of interaction between school leaders and members influences the co-worker exchange relationship inside an organization, which can impact teacher trust and support, as well as students' impressions of participation (Wheelan & Kesselring, 2005; Misbah, 2020). Effective school leaders must balance changing community situations and school culture while building positive connections with teachers to propel their schools to new heights (Misbah, 2020). Overall, personnel management strategies and positive relationships between school leaders and teachers play a critical role in achieving high academic outcomes and improving the school community's well-being.

Based on research by Maulana et al. (2013), building positive relationships between teachers and students can have a favorable impact on student behavior in class. When students feel positively connected to their teachers, they are more likely to remain interested and engaged in learning, which can enhance their motivation to learn. In contrast, a lack of a good relationship can have negative consequences on student behavior. Boynton and Boynton (2005) found that students may challenge rules and disregard procedures if they sense that their teachers do not value or respect them. Every student deserves equitable access to an affirmative, considerate, and compassionate educational environment that augments their enthusiasm for learning. The classroom milieu significantly impacts students' academic accomplishment (Asiyai, 2014), and favorable teacher-student relations play a pivotal role in maintaining adolescents' interest and engagement in the learning process (Maulana et al., 2013).

The purpose of this study is to investigate the impact of teacher-student relationships on students' academic achievement at the secondary school level in District Lasbela. Specifically, the study aims to explore the nature of teacher-student relationships in the district, examine the factors that influence these relationships, and determine the extent to which these relationships affect students' academic performance. The research will also identify any challenges or barriers that exist in building positive teacher-student relationships and provide recommendations to improve these relationships in order to enhance students' academic achievement.

The research study describes the correlation between teacher-student relationships, communicative language teaching, and cooperative learning. The study aims to contribute to the existing body of knowledge on teaching by enhancing the understanding of the teaching phenomenon and improving the student-teacher relationship. The study also addresses the lack of scholarly literature in Pakistan on the teaching and learning process, particularly in secondary-level education, by utilizing teacher and student surveys to provide valuable information for educators and learners. Additionally, the research highlights the importance of employing diverse approaches and innovative strategies in the classroom to facilitate language acquisition skills. The study's findings have the potential to improve the quality of education in Pakistan by providing evidence-based strategies for enhancing the student-teacher relationship and promoting academic achievement.

RESEARCH OBJECTIVES

1. To measure the impact of regular communication between teachers and students on the academic performance of students at the Secondary Schools in District Lasbela.
2. To examine the teacher-students' relationship and its impact on students' academic achievement.

RESEARCH HYPOTHESES

1. There is no statistically significant impact of regular communication between teachers and students on the academic performance of students at the Secondary Schools in District Lasbela.
2. There is no statistically significant relationship between learning environment and students' academic performance at the Secondary Schools in District Lasbela.

RESEARCH METHODOLOGY

The study has been carried out by using quantitative research method including Five Point Likert Scale questionnaire to test the perception of secondary school teachers and students regarding teacher student relationship on the students' academic achievement at the secondary school level at Lasbela District in Balochistan. The research has been conducted in 22 Boy and Girls secondary schools in district Lasbela Balochistan.

Population of the study

In the present study, the population consists of secondary schools in district Lasbela, including both boys' and girls' schools. According to the available data from the Baluchistan Education Management Information System (EMIS) for the academic year 2018-19, there are a total of 22 secondary schools in the district, comprising 14 boys' and 8 girls' schools. The student population of the secondary schools in Lasbela is reported to be 1150 boys and 734 girls. Additionally, there are 140 male Secondary School Teachers (SST) and 80 female SST in the district (Baluchistan EMIS, 2018-19).

Sample of the study

The sample size included 8 boys and 4 girls secondary school students, as well as a random sample of 70 male Secondary School Teachers (SST) and 40 female SST, comprising approximately 50% of the total population of secondary school teachers in the district. The sample size for boys was 115 (representing 10% of the total population of boys in the district) and for girls, it was 110 (representing 15% of the total population of girls in the district).

The reliability of an instrument

The reliability of an instrument pertains to its ability to produce consistent results when measuring the same construct in order to ensure the reliability of the instrument, the Study Task and Resource Questionnaire (STRQ) underwent a trial test on a sample of four secondary school students and teachers. The trial testing was conducted in a school that was not part of the intended sampling frame. Subsequently, the results obtained were subjected to a reliability analysis using Cronbach's Alpha coefficient. The teacher questionnaire reliability coefficient of 0.886 and students' questionnaire

reliability coefficient of 0.974 and overall Cronbach Alpha value is 0.979 indicated a high level of internal consistency of the STRQ as its items were structured on a five-point scale. The reliability analysis was performed using the Statistical Package for the Social Sciences (SPSS), version 26.

DATA ANALYSIS

Table 1: Mean scores of student respondents, how establishing a Supportive and Learning Environment Influences students' academic performance at the secondary school level.

Descriptive Statistics

	N	Mean	Std. Deviation
1: My teacher always answers my question in the Classroom	225	3.90	1.001
2: My teacher always asks how I feel each time he/she comes to the classroom	225	3.92	1.053
3: My teacher shows positive attitude on a daily Basis	225	3.75	1.165
4: My teacher presents topic in way that is easy to understand	225	3.77	1.110
5: I am also confident in asking and answering question in the classroom	225	3.91	.996
6: My teacher does not laugh or make jest of me if I am unable to answer any question	225	4.03	.977
7: My teacher is always firm and does not take ridicule from other students	225	3.87	1.153
8: My opinions are respected in the classroom by my teacher	225	3.88	1.017
Valid N (list wise)	225		

This table represents the descriptive statistics of responses from 225 students on their perceptions of their teacher's behavior in the classroom. The table shows the mean and standard deviation for each of the eight items that measure different aspects of the teacher's behavior.

The mean scores for each item range from 3.75 to 4.03, indicating that the students generally perceive their teacher's behavior positively on all measures. The standard deviations range from .977 to 1.165, indicating that there is some variability in students' responses to each item. Overall, these descriptive statistics suggest that the students have positive perceptions of their teacher's behavior in the classroom. However, it is important to note that these are only descriptive statistics and do not provide information about the significance of the differences between the items or the

underlying factors that may be driving these perceptions. Further analysis, such as factor analysis or regression, may be necessary to understand the underlying constructs that contribute to these perceptions.

Table 2: Teacher respondents regarding the interaction of Teacher-Students' and the students' Academic performance at Secondary School Level in District lasbela Descriptive Statistics

	N	Mean	Std. Deviation
1: Do you hold supportive relationships with your students?	110	3.88	1.081
2: Are you emotionally aware and sensitive to the needs of students?	110	3.83	1.124
3: Are you able to interact with students in a calming manner and let students feel engaged in the learning process?	110	3.90	1.013
4: Do you emotionally coach students to show appropriate emotional and social behaviors?	110	4.05	.966
5: Do you believe in students' ability to succeed when they have a supportive teacher?	110	3.91	1.121
6: How important do you think it is to teach communicative English to your students?	110	3.75	1.213
7: Do you think cooperative learning have an effect on students' performance in learning ?	110	3.98	1.075
8: Does students participation on the group, or lack, have an effect on their learning?	110	3.64	1.297
Valid N (list wise)	110		

The given table presents the results of a survey conducted among 110 respondents, focusing on their perception of teaching practices and beliefs about students' success. The mean and standard deviation have been calculated for each question, which provides an insight into the average response and the spread of responses for each item. Interpretation of the table can provide insights into the teaching practices and beliefs of the respondents.

Questions 1-5 relate to teaching practices that create a supportive and caring classroom environment. The mean scores for these questions range from 3.83 to 4.05, indicating that the respondents mostly agree with these practices. The standard deviations for these questions are also relatively low, indicating that the responses are tightly clustered around the mean, suggesting that most respondents are in agreement with these statements.

Question 6 asks about the importance of teaching communicative English to students, and the mean score is 3.75. The standard deviation is relatively high at 1.213, indicating that the responses are more widely dispersed, with some respondents feeling strongly that it is important and others less so.

Questions 7 and 8 relate to teaching practices that involve student participation and cooperation. The mean score for question 7 is 3.98, and for question 8 it is 3.64. The standard deviations for both questions are relatively low, indicating that the responses are clustered around the mean, suggesting that most respondents agree with these statements.

Hypothesis 1

H0: There is no statistically significant impact of regular communication between teachers and students on the academic performance of students at the Secondary Schools in District Lasbela.

Table3: Regular Communication Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.840	.357		5.151	.000
	Regular Communication	.352	.106	.216	3.306	.001

a. Dependent Variable: Students result

Based on the information provided, it appears that a regression model has been developed to examine the relationship between students' academic results and their regular communication. The table shows the coefficients of the model. The t-statistic for the coefficient of regular communication is 3.306, with a corresponding p-value of 0.001, indicating that the coefficient is statistically significant at a 0.05 level of significance. This suggests that regular communication is significantly associated with students' academic results.

This is based on the regression analysis table provided, which shows the results of a linear regression model where the dependent variable is Students result and the independent variable is Regular Communication. The coefficient for Regular Communication is 0.352, which indicates that there is a positive relationship between regular communication and students' performance. However, the significance value (p-value) of 0.001 suggests that this relationship is statistically significant, meaning that

we can reject the null hypothesis and conclude that there is a statistically significant impact of regular communication on students' performance.

Hypothesis 2

H0: There is no statistically significant relationship between learning environment and students' academic performance at the Secondary Schools in District Lasbela.

Table4: Learning Environment Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.816	.357		5.091	.000
	Establishing learning environment	.356	.105	.221	3.379	.001

a. Dependent Variable: Students result

The result of the table shows that standardized coefficient (also known as beta). This coefficient is useful for comparing the relative strength of the independent variables in predicting the dependent variable. In this case, the standardized coefficient for "Establishing learning environment" is 0.221, which indicates a moderate effect size. In the table shows the t-value and significance level (p-value) for the coefficient. The t-value is a measure of how many standard errors the coefficient is away from zero. In this case, the t-value for "Establishing learning environment" is 3.379, which is statistically significant at the 0.01 level ($p = 0.001$). This indicates that there is a significant relationship between "Establishing learning environment" and "Students result".

Overall, the regression table suggests that "Establishing learning environment" has a significant and we can reject the null hypothesis and conclude that there is a statistically significant impact of establishing learning environment on students' performance.

DISCUSSION

The present study investigated the influence of regular communication between students and their teachers on student-teacher relationship and academic performance in secondary schools within Lasbela district. The findings, as presented in Table 1, indicate that such communication is rated as high by the respondents. While teachers

may not be able to fully comprehend all individual problems faced by their students, a general understanding of the difficulties and behavior patterns can significantly enhance effective two-way communication. Increased teacher communication skills also have a positive impact on students' learning outcomes.

The results further reveal that the degree to which teacher's exhibit positive nonverbal behaviors, such as smiling and encouraging student participation, has a strong influence on student engagement and learning. Contrary to Hilah's (2018) claims that smiling is merely a strategy to mitigate negative effects, the present study's independent literature confirms that smiling has a positive effect on student learning. The results also align with prior research by Ullah & Almani, (2022) Wilt and Wheelless (2001), and Das, Ullah, & Ghunio, (2022), which showed that positive attitude with students enhances learning outcomes.

Additionally, the study found that a teacher's use of light-hearted personal examples during classroom interactions can significantly impact students' academic performance. Ahmad et al.'s (2018) research supports this, indicating that the incorporation of humor can make students feel more at ease with their teacher, thus enhancing communication and interaction. However, it is recommended that the frequency of such elements should be controlled to avoid disrupting students' focus on learning.

Overall, the study's findings support those of Alamgir et al. (2017), highlighting the significant role of teacher communication skills in students' academic achievement. Creating a learning environment within the classroom can have a positive impact on students' learning and performance in secondary schools in Lasbela district, Table 2 illustrates the learning environment for the students' when posing questions. Students must feel secure in the belief that their inquiries will not be met with ridicule, taunts, or criticism, and that they will receive patient and respectful responses. Specifically, items 2 and 6 of Table 2 indicate that the degree to which a teacher refrains from laughing at or mocking students and tolerates ridicule from their peers has a considerable impact on their academic performance. These findings align with those of Remy (2020) and Al-Raqqad et al. (2017), who concluded that bullying in the form of mockery and jest has a detrimental effect on students' behavior and academic achievement. Moreover, the high mean score obtained by students' respondents concerning the teacher's inquiry into their feelings every time they enter the classroom reinforces the importance of fostering a supportive learning environment. Overall, this study's findings corroborate Kim's (2021) assertion that establishing an open-learning environment where diverse viewpoints are equally valued, and there is no fear of derision from either peers or teachers is essential for cultivating positive student-teacher relationships.

According to the findings of the study, it can be inferred that the student-teacher relationship can be evaluated by regular communication, the creation of a learning environment by teachers, the demonstration of true equity, and the display of mutual respect with students. These components have a significant impact on the academic performance of students in secondary schools in the Lasbella district of Balochistan. In conclusion, the results of this study provide valuable insights into the importance of the student-teacher relationship on academic performance in secondary schools. The study's findings emphasize the need for educators to prioritize the development of positive relationships with their students, as it can have a significant impact on academic achievement. By creating a supportive and respectful classroom environment, teachers can encourage students to engage in the learning process and foster a love of learning that will benefit them in their future academic pursuits. In conclusion, this study demonstrates that the student-teacher relationship has a significant influence on the academic performance of students in secondary schools in Lasbela, Balochistan.

RECOMMENDATIONS

Educational authorities should ensure that teachers are trained in classroom engagement skills to facilitate effective communication of ideas and thoughts. This will help to create a sense of belonging among students and improve their readiness to learn, thereby enhancing academic performance through healthy relationships.

Schools should provide a conducive environment that promotes positive relationships between students and teachers. The school management should ensure that the school environment is safe, clean, and organized, which will foster a sense of belonging and support academic excellence.

Parents should play a vital role in developing positive relationships between their children and teachers. Parents should regularly communicate with their children's teachers to understand their child's academic progress, and work collaboratively with the teachers to support their child's academic success.

Students should be encouraged to participate in extracurricular activities such as sports, drama, music, and other social clubs. These activities provide a platform for students to develop social skills and establish positive relationships with their peers and teachers, which can enhance their academic performance.

Finally, schools should adopt a restorative approach to conflict resolution, rather than punitive measures. This will promote positive relationships and create a sense of community, which will foster academic excellence. Schools should also have guidance and counseling services to support students in managing conflicts and developing healthy relationships.

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