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Article Title

The Impact of Teacher-Student Relationships and Professional Development at the Undergraduate Level

Abstract

The objectives of this research are to investigate the relationship between teacher-student and professional development at the University of Layyah. For this purpose, convenience sampling techniques were used to collect data. The data was compromised on two groups, teachers (n=15) and students (n=50). The result revealed that 62% of students and 60% of teachers believe that professional development exercises successfully provide concepts and tactics that are advantageous in the classroom. Overall, the findings suggest a positive and conducive university climate where both students and teachers value formality, supportiveness, respect for rules, and concentration in academic endeavours.

Keywords: Teacher-Student Relationship, Professional Development, Academic Performance, Educational Outcomes, Student Engagement, Teacher Engagement, University Education

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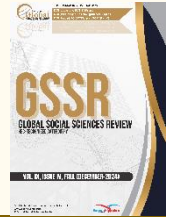## The Impact of Teacher-Student Relationships and Professional Development at the Undergraduate Level

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Contents

Abstract

The objectives of this research are to investigate the relationship between teacher-student and professional development at the University of Layyah. For this purpose, convenience sampling techniques were used to collect data. The data was compromised on two groups, teachers (n=15) and students (n=50). The result revealed that 62% of students and 60% of teachers believe that professional development exercises successfully provide concepts and tactics that are advantageous in the classroom. Overall, the findings suggest a positive and conducive university climate where both students and teachers value formality, supportiveness, respect for rules, and concentration in academic endeavours.

Introduction

The study looked at the idea of teacher-student interaction in education, which is essential to good instruction. Learning results are impacted when a conducive setting and friendly interaction are lacking during the teaching and learning process (Milly, Nambiito & Moses, Ngumenawe & University, Metropolitan 2024). Understanding different learning styles, maintaining high

standards, being warm and trustworthy, avoiding conflicts and personal disagreements, using humour, smiling frequently, admitting mistakes, providing opportunities for improvement, setting clear boundaries, and staying approachable and available are all necessary for teachers to build a strong and supportive relationship with their students. On the other hand, students need to be able to communicate clearly, show respect, pay attention in class, be on time, not miss too many, perform with integrity, be kind and courteous to their teachers, finish assignments and presentations on time, and use formal language. Engage in active participation in all events and exhibit attentive listening during lectures.

Extensive research over the years unequivocally shows that strong teacher-student connections have a major influence on outcomes related to emotions, attitudes, conduct, and academic performance, regardless of the student's age. When teachers utilize tactics that take into account the distinct differences and individual requirements of children, while also including their input, it typically leads to enhanced motivation, elevated academic performance, improved attitudes towards school, more involvement, and decreased disruptive behavior across different grade levels. At the university level, students are less likely to drop out and demonstrate more dedication due to their maturity, diligent effort, intellectual development, and academic achievements.

It's getting difficult to teach the diverse student body that institutions currently have. Teachers need to attend to the needs of children from a variety of backgrounds, including individuals who struggle with emotional and behavioural issues. The need to provide for a student body that is diverse in culture, including ESL learners with varying degrees of preparedness and learning challenges, has brought attention to the significance of implementing instructional modifications that go beyond academic content to address behavioural aspects. The body of research emphasizes how crucial it is to take a broad strategy that incorporates a variety of strategies and maintains a steady emphasis on several intervention systems in both the classroom and across the entire university. It is accepted that there isn't a single, effective way to handle behavioural issues. As a result, it is suggested that instructors

have a variety of solutions at their disposal. Giving teachers training in a range of pedagogical and disciplinary approaches is seen to be beneficial because it fosters an environment that values respect, cooperation, and social skills. As children feel protected and valued, there are fewer disciplinary problems and inappropriate behaviour, which frees teachers to devote more time to teaching.

Purpose of the Study

Learning why particular student groups receive more office discipline referrals, which results in a loss of instructional time, is critical in the present era of accountability. The importance of professional growth in forming teacher-student connections and how it affects instructors' views of the university environment are the highlight topics of the research. The goal is to analyze the relationship that develops when teachers participate in these activities in terms of their perceptions of the teacher-student interactions and the professional development provided to them. Four research questions are addressed in this study in an effort to address this.

Research Questions

This study aimed to investigate the connection between perceived teacher-student relationships and teacher involvement in professional development activities. Three research questions were addressed:

1. How do professional development activities, specifically those focusing on the classroom environment, relate to teacher-student relationships?
2. What is the impact of ongoing professional development activities for the classroom environment on teachers' views of the university climate?
3. How do ongoing professional development activities for managing the classroom influence teachers' opinions of their interactions with their students?

The Significance of Study

The study addressed a topic with little previous research: the aspects of greater professional development for improving classroom management, student-teacher relationships, and

the climate of the university. The study sought to fill a vacuum in the literature by examining how professional development could give instructors the tools they need to control student behaviour, therefore lowering anxiety, exhaustion, and attrition in teaching. In this profession people face a wide range of behavioural and intellectual obstacles on a regular basis, therefore it becomes imperative to have a flexible toolkit of methods. The importance of the research was to conclude whether these professional development activities could assist teachers in developing rapport with all children and broadening their toolkit of behaviour management techniques. An important component of this research was examining how general management of the classroom requirements and specific intervention strategies differ for diverse learners.

Literature Review

The impact of teacher-student connections on the efficacy of disciplinary and punctuality programs, as well as the overall classroom environment, and how these factors influence instructors' assessment of the climate of the university. The aim of this research was to ascertain how professional development activities offered to teachers to enhance the class environment related to perceived relationships between teachers and students following their participation, as well as the impact these activities had on the atmosphere at the University. Research aimed to address its view by responding to three research questions. The complex connections and exchanges that occur between teachers and students in the educational setting are considered to be part of the teacher-student relationship, according to Piant Micheal et al. (2023). Positive emotional attachments, trust, respect, and effective communication were the key aspects of these relationships. The top two challenges in professional development in class are the classroom environment discipline and punctuality. A healthy teacher-student bond encompasses more than just the teacher's conventional job as an educator; it also includes the teacher's position as a mentor, counsellor, and supporter of the student's overall growth. Defined student outcomes, according to Anthony, Kazaara, Kazaara, et al. (2023), are attitudes, abilities, and information that students should have acquired by

the conclusion of a course or other learning experience.

According to Godfrey et al. (2023), assessment is the process of defining objectives for students' learning and growth, obtaining proof of whether they are accomplishing those objectives, analyzing data to identify students' strengths and weaknesses, and applying evidence-based given. McArthur (2002) cautioned against whether students will automatically behave appropriately, highlighting the need for rules within a positive and nurturing classroom environment. McCloud (2005) argues that creating an environment where students feel valued and secure results in decreased misbehaviour, giving teachers more time to concentrate on teaching.

The Significance of Teacher-Student Relationship

Creating a classroom through positive teacher-student relationships is a goal of my study. The importance of integrating rules within a welcoming and upbeat classroom atmosphere is emphasized (Geiger, 2000). Studies highlight the efficacy of well-defined guidelines, expectations and teacher support in reducing inappropriate behaviours and improving academic achievement (Tidwell, et al., 2003). The literature stresses the role of respect in an effective classroom environment, emphasizing the reciprocal nature of respect given and gained (Babkie, 2006). University climate also described as the intangible atmosphere influencing learning, deserves attention for its impact on academic performance. Extensive research defines university climate as the "feel" of the university, affecting educational outcomes positively or negatively. Factors influencing university climate include relationships between adults and students, perceptions of the university environment, academic performance, and feelings of safety and trust.

Marzano (2003b) outlines four aspects of the classroom environment, highlighting teacher-student relationships as foundational. Positive relationships facilitate student acceptance and adherence to rules and procedures. The challenge of student discipline has implications for teaching and learning, with administrators spending significant time addressing disciplinary issues (George et al., 2003). Creating a manner full

classroom community is attributed to the teacher's intent and attitude modelling behaviour and fostering a positive environment (Levine, 2006). Mutual respect is considered essential, translating into respect for views, standards and principles establishing emotional connections, avoiding withdrawals, and maintaining respect define successful teacher-student relationships ultimately, relationships are identified as the most effective form of behavioural management.

Educators should continually strive to enhance the university climate, recognizing its pivotal role in student success. Despite technological advances, true university safety stems from a positive environment and good interpersonal relations.

Methodology:
Research Design

At the University of Layyah, the current study used a quantitative methodology to examine the association between students' and teachers' relationships, and professional development. In order to maintain neutrality with regard to staff and student perspectives on teacher-student interactions as well as professional development components, the research uses structured surveys and questionnaires as data-gathering tools. Using statistical analysis—more especially, descriptive and inferential statistics—to look for patterns and connections in the data is a key component of the process.

Participants

To present the analysis of my research, data was collected from two different professions, a teacher and a student from the University of Layyah. The study includes 50 students and 15 teachers. They all are from different ages and mixed with off female and male genders. A variety of professionals from various fields share their points of view on how professional development affects their teaching. They gave their valuable understanding of the research questions. Also the variety of students from different departments and from different academic programs engaged in research questions and gave their viewpoints from their experiences of teacher and student relationships. The data was collected through a survey questionnaire from every department to obtain relevant information from the teachers and students. In the process of

surveying, the privacy of teachers and students remains private.

Data Collection Tools:
Participant Information Sheet

Make the questionnaire survey for the research, reason is to collect the physical and educational data from professionals and prior. In order to collect data privacy is the top tier in this research. The data of the prior includes the number of participants their genders, ages, semesters and departments of them. In the teacher's questionnaire, the data include professions, gender, age and years of experience. By doing this questionnaire survey, the attempt is to promote a more expert understanding of the study. For promoting the understanding of students' and teachers' relationships and professional development in the climate of the University of Layyah, the need for analysis of these variables are; gender, age, semester and department of student and also the years of experience of teachers are necessary for study.

Teacher –Student Relationship

The current study collects data on student and teacher relationships using a scale of five to five. The scale of multiple is necessary for understanding the dynamics that take place between students and teachers. The first questionnaire analyzed The quantity and quality of communication between students and teachers relationships. The second questionnaire analyzed the evaluation of support that teachers give their students, academic support as well as emotional support. Academic support means analysing the student's way of learning finding their flaws and helping them with learning. Also, give them emotional support as the student is not feeling well and not taking part in class discussions needs extra attention. Furthermore, respect and trust are valuable aspects of student and teacher relationships. Teachers need to show trust in their students and students need to respect the rules of education. In order to sum up the evaluation of students' and teachers' relationships, the five to-five scale included the potential, regularity and validity of the advice provided by teachers. Every aspect is evaluated by using 1 to 5 of agree or non-agree variables.

Professional Development Scale

In this research, the Professional Growth Scale was used to evaluate important components of faculty development. Participating in Training Programs means measuring the level of professional development of teachers engagement. The integration evaluates the practical importance of this research and connects these activities to current teaching practices. In Collaborative Learning, the evaluation of this research is how faculty members share their knowledge and experiences. While impacting teaching practices, professional development shows methods of teaching and how they impact teachers' relationships with their students. To evaluate these aspects, the research used five to five scales, 5 representing strong agreement and 1 representing strong disagreement. This method provided measurable data on the faculty's experiences and views on professional development, which is crucial for understanding its effectiveness and impact in the academic environment.

Results

Table 1

Students Information (N=50)

Variables	F(%)
Gender	
Female	28(56)
Male	22(44)
Age of Students	
17-20	38(76)
21-24	12(24)
Departments	
English	15(30)
Sociology	16(32)
BBA Hons.	19(38)
Semester	
1st	19(38)
3rd	15(30)
5th	16(32)

Table no. 1 outlines information about 50 students, covering several key variables. In terms of gender distribution, most students are female, constituting 56% while male makes up 44% of, the sample. Looking at the age range. A significant portion of students falls within the 17-20 bracket, representing 76% with the remaining 24% falling between the ages of 21-24. Regarding departmental distribution, BBA Hons. Has the highest representing at 38%, followed by sociology at 32% and English at 30%. The distribution across semesters indicates a relatively even spread, with the 1st semester having 38%, the 3rd semester at 30% and the 5th semester at 32%. This student profile offers valuable insights into the gender, age, departmental and semester-wise composition of the sampled population, providing a comprehensive overview for further analysis.

Table 2

Teachers Information (N=15)

Variables	F(%)
Gender	
Female	7(46.6)
male	8(53.3)
Age of Teachers	

Variables	F(%)
24-27	5(33.3)
28-32	7(46.6)
35+	3(20)
Departments	
English	3(20)
Sociology	3(20)
Agriculture	4(26.6)
BBA Hons.	5(33.3)
Number of Experience	
1-5y	10(66.6)
6-10y	4(26.6)
11y+	1(6.6)

Table no. 2 presents information about 15 teachers, highlighting various variables. In terms of gender, the distribution shows a slightly higher representation of male teachers 53.3% compared to females 46.6%. The age of teachers is diverse, with the majority falling in the 28-32 age range 46.6%, followed by 24-27 33.3% and 35+ 20%. Among departments, Agriculture and BBA Hons. Have a relatively higher presence, accounting for 26.6% and 33.3% respectively, while English and Sociology each constitute 20%. When considering the number of years of experience, 66.6% of most teachers have 1-5 years, followed by 26.6% with 6-10 years, and a smaller percentage 6.6% with 11 or more years of experience. This distribution provides insights into the demographic and professional characteristics of the teacher sample.

Table 3

Professional Development

Statement	Student responses (n=50)	Teacher responses (n=15)
1. Activities for professional development provide concepts and methods that are useful in a class setting.	31(62) A	9(60) A

Note: (SD) strongly disagree, (D) disagree, (A) agree, (SA) strongly agree

Table no. 3 suggests that most students 62% and teachers 60% believe that activities of professional development effectively offer concepts and methods that are beneficial within the class setting.

Table 4

Teacher-Student Relationship

Statement	Student responses (n=50)	Teacher responses (n=15)
2. Teacher needs to use four skills in class (Listening, reading, writing and speaking)	26(52) SA	9(60) A
3. The most basic cause of a student's failure in discipline is the student's lack of punctuality.	23(46) A	9(60) A
4. The most important cause of teacher failure in the discipline in class is the teachers' lack of	29(58) A	8(53.3) A

Statement	Student responses (n=50)	Teacher responses (n=15)
interest in building good relations with students.		
5. To create a conducive learning environment, it is important for a teacher to strictly follow discipline and punctuality.	25(50) SA	10(66.6) A
6. Teachers try to make connections with their students.	21(42) SA	9(60) A
7. If a teacher is wrong, then the student is allowed to indicate the mistake respectfully.	21(42) SA	13(86.6) A
8. To stop rising anger in the students, the teacher should not interfere in the students' everyday affairs.	22(44) A	9(60) A
9. Class fellows have problems with each other, so teachers need to counsel the students individually.	24(48) A	10(66.6) A
10. Teachers at this university go above and beyond to fully understand and deal with student's needs outside of the classroom.	21(42) A	9(60) A

Note: (SD) strongly disagree, (D) disagree, (A) agree, (SA) strongly agree

Table no.4 reveals insights into the teacher-student relationship. It indicates that a significant portion of students and teachers, acknowledge the importance of various skills in the classroom, with 52% of students strongly agreeing. Additionally, both students 46% and teachers 60% attribute a student's failure in discipline to lack of punctuality. Notably, most respondents agree that a teacher's failure in discipline is often linked to a lack of interest in building a relationship with students. Furthermore, there is consensus (50% of students and 66.6% of teachers) on the importance of strict adherence to discipline and punctuality for creating a conducive learning environment. The data also suggests that teachers are generally perceived as making efforts to form relationships with students, and students are allowed to respectfully indicate a teacher's mistake. Moreover, a significant proportion of respondents agree that teachers should avoid interfering in students' everyday affairs to prevent rising anger. Finally, a considerable number of students and teachers believe in the importance of individual counselling by teachers to address students' problems.

Table 5

University climate

Statement	Student responses (n=50)	Teacher responses (n=15)
11. Teachers' students use formal language and formal dressing in university.	24(48) SA	8(53.3) SA
12. The classroom is a welcoming and	24(48) SA	8(53.3) SA

Statement	Student responses (n=50)	Teacher responses (n=15)
encouraging place for students.		
13. Students in the classroom must respect the university policies and protocols.	28(56) SA	9(60) SA
14. Relationships between students and teachers are safe in the class.	23(46) A	10(66.6) A
15. Students need to show full concentration in class work and activities.	31(62) SA	12(80) SA

Note; (SD) strongly disagree, (D) disagree, (A) agree, (SA) strongly agree

Table no.5 indicates a positive perception of the university climate. A significant majority of both students (ranging from 48% to 62%) and teachers (53.3% to 80%) express strong agreement in various aspects. The use of formal language and dress by students is endorsed by nearly half of the respondents. Moreover, the classroom is perceived as a supportive and inviting place, with a considerable number of respondents indicating strong agreement. There is a consensus (56% of students and 60% of the teachers) that students in the classroom exhibit respect for university rules and procedures.

Additionally, a substantial portion of respondents (46% of students and 66.6% of teachers) believe that the classroom serves as a safe place for teacher-students relationships. Furthermore, a significant majority of both emphasize the importance of students showing full concentration in class work and activities. Overall, the findings suggest a positive and conducive university climate where both students and teachers value formality, supportiveness, respect for rules, and concentration in academic endeavours.

Conclusion

The main goal of the research was to find out how university teachers and students built a teacher-student relationship and also how professional development impacts them how change occurs in the university climate and how it enhances the classroom environment. The only idea was to figure out the conflicts with the help of this research. The questionnaire survey includes three main aspects, which are; the views of the change of university climate, the impact of professional development on teacher-student relationships, and the success rate of improving the classroom environment.

To collect the information, a questionnaire survey includes quantitative data and qualitative data and also hides the identity of individuals. The gathering of demographic data, the questionnaire survey is divided into sections, each section concentrating on views of teacher-student relationships, professional development, and the university climate. The result of the research showed the encouraging impact of professional development activities on teacher and student relationships. According to participants, after participating in these learning events, they notice an improvement regarding the equality of these interactions. Also, the classroom environment and university climate improve in favourable ways. Students feel more secure at the university, and they also improve their role regarding the university climate and classroom environment, and they credit this improvement to the professional development events. Teachers additionally noted the activities of dual efficacy, focusing on how they both encourage current methods and offer new, effective ones. After all the results in mind, it indicates that professional development shows an advantageous impact on the learning environment.

According to the survey results, the given professional development activities were significant and good and improved the university and classroom environment and the relationships between teachers and students. The research also shows the results of the teacher's role in class

management, and students also improve their role regarding class environment and university climate. Because the university and classroom environment is built on students' behaviour and their academic performance. The majority of educators believe that professional development has improved the learning environment in the classroom by either introducing new or strengthening existing strategies.

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