

Analysis of Student Teacher Relationship at Elementary Level in AJ&K

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ABSTRACT

Aim of the Study: The present study was to analyze student teacher relationship at elementary level in AJ&K.

Research Methodology: This study was descriptive and quantitative cum qualitative in nature. Survey methods were adopted to collect the data. However, researcher used stratified random sampling technique for collecting sample from population whereas 235 teachers and 360 students were chosen as a sample of the study. Mean, standard deviation, t-test, ANOVA and correlation has been used for analyzing the relationship between variables. The researcher drawn survey research and for this, two questionnaires were designed for collecting the data respectively student questionnaire and teacher questionnaire for collecting data from students and teachers.

Findings: The result of the study shows that, motivation and professional development of students are slightly better as compare to the professional development and moral development.

Conclusion: However, all factors of students leaning relationship exists but motivational and professional developments are high as compares to other factors. Yet, teacher as communicators and teacher as discipline implementer has slightly significant while other factors like teacher as guider and teacher as motivator also have significant position which mean is student teacher relationship exists at all levels while teacher more defiantly focuses on as teacher as communicator.

Keywords: Relationship, Teachers, Students, Elementary Level, Learning.

Introduction

Clark (2012) state that the citizen which leaves at anywhere across the world can access tools of communication from across the world. Everything is designed and instantly progressive as world supplementary tool of education provides forum for learning and teaching tools to everyone. However, teachers are using advance means for delivering lectures to the students. The trend builders adopted innovative methods and preferably designs the ways that dominantly helps individual to disseminate and gain information in very peaceful environment. Since the old ages, the human arena of intellectualism and learning is rounding between the viewing learning and listening. The human civilizations used handmade

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graphical symbols, lingual trends and their identification marks on stones, leaves and camel bones that show that the oldest civilizations used these concepts for the understanding and learning. The levels of education have been divided in categories that were leading the prospects of learning from bottom to top in chronological order.

Moen (2006) argued that the grounded theories of education loaded the reality in which they explore that education is fundamentally encouraging the individual and societies to maintain, develop and entertain the societies with modern eras of trends and issue which are growing very fast. In a study, namely "Student teacher relationship" in which researcher analyze that the learning teacher student relationship. The noble teacher is dominantly interacting students and vernaculars new concepts in the minds of students. However, emerging clashes between the private educational institutes and govt. educational institutes have been reached at peak because of the curriculum barriers regarding selective choice of contents.

Boreham (2004) described that the economic condition based on the performance of students and if the consumer have good economic condition, can reach or may access to most viable tools of information and knowledge's and their level of education ultimately increases and they will ultimately go on the way to progress. However, if the person is facing the economic crisis that already can face number of the problems regarding selecting, enhancing and attending the institutional education however, could not get the access to the valuable contents because of the diverse complexities in the contextual barriers.

But in researchers point of view AJK is one of the most deprived areas which is indirectly controlled by the government of Pakistan. The area is instantly facing the trouble relevant to the access of trending and most advance communication tools. The elementary based education is partially designed While using limited sources and not enough financial assistance, moreover, don't instigate and appetized the progress of institutions. These dilemmas still exist in the advance communication hierarchy that cooperates and indulges advance communication strategies.

Review of Related Literature

Rattansingh (2011) established that the individuals who know can't resemble the ones who don't have the foggiest idea. Obviously, information and obliviousness resemble light and murkiness which can never be indistinguishable. There are sure necessities without which a man can't live alone of his own life. One of these is schooling. The Greek savant Aristotle is said that man is social creature essentially and by need. In the event that great is the point man's life, at that point its interest and accomplishment include satisfaction of specific conditions. It suggests that each individual ought to be aware of his own great and build up his capacity of activity to acknowledge it. In any case, at the same time he should be aware of the benefit of the others and help in making those conditions which lead to the improvement of their capacity of activity.

Reddy (2009) the development of society is preposterous without training. It is with this explanation that practically all the famous educationists have consistently concurred that training is the column on which the whole texture of country lives. Regardless of whether a general public is shaped through agreement or correspondence, schooling assumes its imperative part in safeguarding and transmission of social qualities. The cycle through which they are communicated is instructive and the cycle through individuals are raised and made aware of their privileges and obligations are social. A non-social individual is made social through and instructive cycle and in this manner schooling is known as a social process¹⁸. It readies the kid for grown-up life where he will be in a situation to satisfy his duty of grown-up life. In the expressions of Lodge, "Life is Education and Education is Life.

Dowd (2016) the study is based on the student teacher relationship of learning at middle schools of Kotli Azad Kashmir. However, research deeply analyzes that the, learning exists between the two way while teacher composed off plans for teaching the students however, Students learns from their teachers. The learning is a relationship that exists between teachers and students. However, in this regard, researcher has evaluated the impression of learning relationship between teacher and students have been determines that,

students learn from their native grandparents, their mothers, father and teachers. However, their experiences and past learning experiences and happiness always stay close and in emotions of the students.

Sevin (2006) the teacher is very humble source of interaction and inspiration that molds the attitude, feelings and emotions of the students. However, it pays special attention on students to learn in very progressive style that could be helpful for their best and progressive future. Overall, students that learn from their teacher may perceive strict behaviors in sense as teacher punishes student, forced to leave class for misbehaviors, sometime using sticks, while don't compromising on daily home work. However, the psychological concept, learning connects the concepts of learning with human minds for understanding and perceiving the impact of relationship.

Farooq (2017) learning theory says that, student and teacher is bond of natural relations. However, a student take guides, contains the source of attractions and develops the natural relationship with teacher in which student dominantly wants to see or perceives about his/her nature. It is basically teaching method that refrains and contains the level of understanding and respects about one person to another person. However, model teachers are regular consumers of their students. They sometimes sell their products to the students while sometime buy products from the students. However, nature of interaction always stays stable between these two categories. However, learners learn from these things. The strict mean is to not accept none serious attitude that virtually creates problems for the students as well as teachers in the decorum of learning. However, concept is referring as, to not compromise, accept and seeking irregular and disruptive activities at all.

Shafiq (2016) the student-teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months a year. All of us have gone through schooling and we have had a many number of favorite teachers. A positive relationship between the student and the teacher is difficult to establish. Improving students' relationship with teachers has essential, positive and long lasting implications for student's academic and social development.

Shafiq (2016) Both a student and a teacher should be aware that a school is a place to learn when they enter teachers to make sure that the relationship the two have is a good one. If a student is constantly the school building every day. Apart from this, it is the job of the students as well as the giving a teacher a rough time about everything, the student cannot have a good relationship with the teacher. The student-teacher relationship is like a bridge that connects knowledge, experience and efficiency of a teacher to bring out the potentiality of a student with his/her aspirations.

Vurcher (2018) the distance between the two should be the distance we cross the bridge. Apart from the syllabus allotted to the students, the teachers should give information about the critical society in which they are living. For this, they should not be confined themselves to the work of completing their allotted portions but they are supposed to introduce the students to a wider knowledge of the world in which they are living.

Learning Relationship Theories

Lawrencer (2008) concluded that learning theory explains the detail description of the student's teacher relationship. It is theory that deeply evaluates emotion of the learners. The theory describes that, where there is a light of hope, it has been exemplified that, emotions exists. However, it has been evaluated that, these emotions cannot be challenged or derived easily. The foundation of the theory is existing as to seeking knowledge or information, delivering are injecting information in the minds of students, cognitive knowledge mean it is theory that abruptly pertaining, describing, injecting and measuring the after effects or responses of the knowledge. The learning theory obviously deals with the social and political pertaining of the knowledge which comes from priors experiences that stays in mind for long time. However, good learners always have a past experience.

Bada & Olusegun (2015) exposed in learning theory that, cognitive behavior changes perception and attitude. However, change comes in behavior while students pertains knowledge, seeks information and store in long term memory. The learning theory has been categorized in four further dimensions those have been defined, posed, redefined, rearranged and developed with further complex but relevant dimensions of learning. The further theories of learning are behaviorism, cognitivism, constructivism and humanism.

Rubtter (2007) the Humanism theory generally focuses on the individual experiences and observations. However, it deeply explains that, how the behavior comes in change while someone pertains observation in Environment. The study namely, “Humanism and students learning” explained that the students takes information and knowledge from the teachers, parents and friends while observing the environment. It’s an individual act which attracts attentions, injects in mind and stays for long time in memory of brain. The experience comes from their which changes, shapes and melds attitude of the people. However, study further explained that, while, rude, polite, aggressive and patience minds occurs due to their social experiences.

Objectives of the Study

1. To identify teacher student relationship at elementary level in AJK.
2. To find out the teacher student relationship regarding public, private, and qualification.
3. To explore the relationship of teacher and student at elementary level.

Hypotheses

H₀₁: There is no significant difference between teacher student relationship regarding sector and qualification.

H₀₂: There is no association between relationship of teacher and student at elementary level.

Research Methodology

The objective of this research was to analysis of teacher student relationship at elementary level, in AJ&K.

Research Design: This research study was descriptive and quantitative.

Population: Population of the study consisted 235 teachers teaching and 360 students studying in elementary schools in district Kotli.

Sample and Sampling Technique: According to table of Krejuice and Morgan (1970), 235 teachers and 360 students were selected through stratified random sample technique was used. Two strata public and private sector were made. Survey method was used to collect the data.

Research Instrument: Self-developed questionnaire was used to collect the data. However, validity of research instrument repeatedly checked by the experts. The student’s sub variables were as motivation of student, moral development, professional development and intellectual development. Secondly. The student’s variables were use of time. While variable for teachers questionnaire were as Teacher as Motivator, Teacher as source of inspiration, Teacher as Guide, Teacher as discipline implementer, Teacher as friend and Teacher as communicator.

Statistical Techniques: Mean, standard deviation, t–test, ANOVA and Pearson correlation were used to analyze the data.

Table 1: *Description of Sample*

Gender	No. of Teachers	No. of Students
Male	135	200
Female	100	160
Grand Total	235	360

Analysis and Results

Table 2: *Mean of Student Teacher Relationship*

Dimension	Mean
Motivation of Students	34.0639
Moral Development of Students	32.6889
Professional Development of Students	33.3167
Intellectual Development	33.5794

Table 2 shows that total results of student teacher relationship. Table shows that obtain result of students were 34.0639 in Motivation of students. In Moral development result of students' were 32.6889 and professional development results of students were 33.3167. Moreover mean of intellectual development results of students were 33.5794.

Table 3: *Sector wise total student teacher relationship*

Institution	N	Mean	SD	Df	t	Sig
Public	262	133.9656	11.870742	358	0.851	0.395
Private	98	132.806122	10.460193			

Table 3 makes clear results of “independent sample t-test”. There was no significance difference in the mean score of public and private school with respect to student teacher relationship.

Table 4: *Sector wise Motivation of students*

Institution	N	M	SD	Df	t	Sig
Public	262	34.0191	3.91427	358	-0.36	0.712
Private	92	34.1837	3.34709			

Table 4 makes clear results of “independent sample t-test” elucidated that there was no statistical difference in the mean score of public (N=262, Mean=34.0191, and SD=3.91427) and Girls (N=92, Mean=34.1837 and SD=3.34709 $t(358) = -0.36$, $p=0.712 > 0.05$). there was no significance difference in the mean score of private and private students studying in elementary school with respect to motivation of students.

Table 5: *Sector wise Moral development of students*

Institution	N	M	SD	Df	T	Sig
Public	262	32.9771	3.69936	358	2.58	0.01
Private	98	31.9184	2.73078			

Table 5 shows that results of “independent sample t-test” elucidated that there was a statistical difference in the mean score of public (N=262, Mean=32.9771, and SD=3.69936) and private (N=98, Mean=31.9184 and SD=2.73078, $t(358) = -2.58$, $p=.01 < 0.05$). Although table also indicate that public school students were slightly better than the private school students. There was a significance difference in the mean score of public and private students studying in elementary school level with respect to moral development of students.

Table 6: *Sector wise Professional development of students*

Institution	N	M	SD	Df	t	Sig
Public	262	33.3130	4.00877	358	-0.029	0.976
Private	98	33.3265	3.32679			

Table 6 expose results of “independent sample t-test” elucidated that there was a statistical difference in the mean score of male (N=262, Mean=33.3130 and SD=4.00877) and Girls (N=98, Mean=33.3265 and SD=3.32679, $t(358) = -0.029$, $p = 0.976 > 0.05$). There was no significance difference in the mean score of public and private sector school students studying in elementary school with respect to Professional development of students.

Table 7: *Sector wise Intellectual development*

Institution	N	M	SD	Df	t	Sig
Public	261	33.6552	3.87148	357	-1.576	0.11
Private	98	33.3776	3.50997			

Table 7 indicate results of “independent sample t-test” elucidated that there was no statistical difference in the mean score of public (N=261, Mean=33.6552 and SD=3.87148) and private (N=98, Mean=33.3776 and SD=3.50997, $t(357) = -1.576$, $p = 0.11$). There was no significance difference in the mean score of public and private students studying in elementary school with respect to Intellectual development of student.

Table 8: *Sector wise total student teacher relationship*

Institution	N	Mean	SD	Df	T	Sig
Public	262	133.9656	11.870742	358	0.851	0.395
Private	98	132.806122	10.460193			

Table 8 makes clear results of “independent sample t-test”. There was no significance difference in the mean score of public and private school with respect to student teacher relationship.

Table 9: *Mean of Teacher student relationship*

Dimension	Mean
Teacher as Motivator	35.3702
Teacher as source of inspiration	35.3532
Teacher as Guide	35.5191
Teacher as discipline implementer	34.6511
Teacher as friend	35.3021
Teacher as communicator	35.5106

Table 9 shows total results of Mean of teacher student relationship. This table shows that obtain result of teacher were 35.3702 Teacher as Motivator and children. Teacher as source of inspiration results of teachers were 35.3532. Teacher as Guide results of teachers were 35.5191. Moreover, mean of obtain marks teachers got 34.6511 in Teacher as discipline implementer. While mean of obtain marks teachers got 35.3021 in Teacher as friend and Teacher as communicator results were 35.5106.

Table 10: *Sector wise use of time*

Institution	N	M	SD	Df	T	Sig
Public	264	15.4848	2.86578	358	-.707	.480
Private	96	15.7292	2.98938			

Table 10 makes clear results of independent sample t-test elucidated that there was no statistical significant difference in the mean score of public (N=264, Mean=15.4848, and SD=2.86578) and private (N=96, Mean=15.7292 and SD=2.98938) $t(358) = -.707, p = .480$. There was no significance difference in the mean score of public and private sectors with respect to use of time.

Table 11: *Sector wise Power of cooperation*

Institution	N	M	SD	Df	T	Sig
Public	264	14.8864	3.98695	358	-.540	.590
Private	96	15.1458	4.15231			

Table 11 makes clear results of “independent sample t-test” elucidated that there was a statistical difference in the mean score of public (N=264, Mean=14.8864 and SD=3.98695) and private (N=96, Mean=14.8864 and SD=3.98695) $t(358) = 2.463, p = .540$. There was no significance difference in the mean score of public and private school with respect to power of cooperation.

Table 12: *Sector wise Mixing Studies with Social Activities of institution*

Institution	N	M	SD	Df	t	Sig
Public	264	15.7538	3.26113	358	-.502	.616
Private	96	15.9479	3.20975			

Table 12 makes clear results of independent sample t-test elucidated that there was no statistical difference in the mean score of male (N=264, Mean=15.7538 and SD=3.26113) and female (N=96, Mean=15.9479 and SD=3.31451, $t(358) = -.502, p = .616$. There was no significance difference in the mean score of public and private school students studying in elementary school with respect to Mixing Studies with Social Activities

Table 13: *Sector wise Setting a comfortable pace*

Institution	N	M	SD	Df	T	Sig
Public	264	16.1515	3.03712	358	-.331	.741
Private	96	16.2708	2.99993			

Table 13 show clear results of “independent sample t-test” elucidated that there was no statistical difference in the mean score of male (N=264, Mean=16.1515 and SD=3.03712) and female (N=96, Mean=16.2708 and SD=2.99993, $t(358) = -.331, p = .741$. There was no significance difference in the mean score of male and female students studying in elementary school with respect setting a comfortable pace.

Table 14: *Sector wise Changing habits*

Institution	N	M	SD	Df	t	Sig
Public	264	15.5682	3.39692	358	-.650	.516
Private	96	15.8333	3.48430			

Table 14 makes clear results of “independent sample t-test” elucidated that there was a statistical difference in the mean score of male (N=264, Mean=15.5682 and SD=3.39692) and female (N=96, Mean=15.8333 and SD=3.48430) $t(358) = .516, p = .0925$. There was no significance difference in the mean score of male and female students studying in elementary school with respect to changing habits.

Table 15: *Sector wise Personal Maintenance*

Institution	N	M	SD	Df	T	Sig
Public	264	15.6932	2.82180	358	-1.234	.218
Private	96	16.1146	2.98018			

Table 15 makes clear results of “independent sample t-test” elucidated that there was no statistical difference in the mean score of public (N=264, Mean=15.6932 and SD=2.82180) and private (N=96, Mean=16.1146 and SD=2.98018, $t(358) = -1.234$, $p = .218$). There was no significance difference in the mean score of public and private students studying in elementary school with respect to personal Maintenance.

Table 16: *Sector wise Staying Awake*

Institution	N	M	SD	Df	t	Sig
Public	264	15.3977	2.82926	358	-.274	.784
Private	96	15.4896	2.75297			

Table 16 makes clear results of “independent sample t-test”. This table shows elucidated that there was no statistical difference in the mean score of public (N=264, Mean=15.3977 and SD=2.82926) and private (N=96, Mean=15.4896 and SD=2.75297 $t(358) = -.274$, $p = .784$). There was no significance difference in the mean score of public and private schools with respect to staying awake.

Table 17: *Sector wise teacher student relationship*

Institution	N	M	SD	Df	t	Sig
Public	207	133.9656	11.87074	232	1.747	0.082
Private	27	132.8061	10.46019			

Table 17 makes clear results of “independent sample t-test”. There was no significance difference in the mean score of public and private students sectors with respect to teacher student relationship

Table 18: *ANOVA of student teacher relationship*

Qualification	Mean	F	df	sig
BA/BSC	203.9250	2.395	234	0.69
MA/MS	199.1765			
M.Phil/MS	195.6316			
Others	220.500			

Table 18 reveals results of “independent sample of ANOVA-test”. It made clear that there was no statistical significance difference in the mean scores of teachers’ qualification (BA/BSC) Mean=35.7037, (MA/MS) Mean=199.1765, (M.Phil/MS) Mean=195.6316 and Others Mean=220.500, $F(232) = 234$, $sig = 0.69$. It is also indicate that there is no significance difference in the mean score of qualification of teachers $sig = 0.69 > 0.05$.

Table 19: *Correlation of Student teacher relationship and study habits*

NO	R	Sig-value
1 Student teacher relationship	.876	.000
2 Study habit (effect of student)		

Table 19 show the result of correlation of total relationship and study habits (effect of students). This table also indicate that there is a strong, positive and significant correlation between the research variables.

Discussion

In Azad Jammu & Kashmir analysis of student teacher relationship at elementary level. This research was conducted to find out the student teacher relationship at elementary level. The 1st objective of the research to identify teacher student relationship at elementary level in AJ&K. After applying this, it was concluded that the Teacher support, a concept closely related to teacher-student relationships, has been positively linked to students' school-related feelings of anger, anxiety (Lei, Cui, and Chiu 2018), and school-connectedness (Joyce 2018).

The 2nd objective of the research is to find out the teacher student relationship regarding gender, sector and qualification. After applying that there was no significance difference. The reason may that teacher is very sincere with students and student feel comfortable with the teacher. And also give respect to the teachers. The 3rd objective of the research is to explore the teacher student relationship at elementary level. The quality of teacher-student-relationships (Roorda et al. 2011) and the overall school relationship climate (Dulay and Karadağ, 2017) have also been found to impact student achievement". Similarly he is also show the positive relationship (Agyekum, 2019).

Conclusion

After analyzing the results, researcher has drawn conclusion from the analyzed data below of the study "Analysis of student teacher relationship at elementary level in AJK .The teachers as discipline implementer and motivator has serious impact on student minds while professionalism and moral development factors also focused priorities of teachers for students which mean is good induction in behavior change and preparation of cooperative mind.

The teachers more focused on girl's behavioral development (moral development) as compare to male. However, girls are being focused more by teachers as compare to boys while learning relationship of other mentioned kinds also exists. Teacher individual relationship with student is strong and comprehensive but institutional level there is no difference reported both in private and public sector institutions. No friendly relationship reported which mean is teachers are professional and dealings student in professional style. The teacher more depicted professional than discipline implementer himself for students however, there is no difference of intellectualism reported between public and private sectors of students. here environmentally defined gender difference doesn't make any impact on student mind. Overall, no gender biasedness and institutional dominancy reported but it has been found that, both sector respectively private and public sectors more focused on the professional development of the students. The overall learning relationship between teachers and students are noteworthy, positive and stable while no significant environmental difference reported but female teachers founded more motivator and professional as compare to the male teachers in this study.

Recommendations

The researchers recommended after analyzing the results of the study namely "Analysis of student teacher relationship at elementary level in AJK

1. The researcher found that, at elementary level female teachers have more dominancy as compare to male, so female staff should be increased as per requirement that it would be helpful in boosting the progress of learning and enhancing abilities at elementary level of AJK.
2. However, instead of maintaining individual relationship, it has been suggested that to develop the institutional relationship as per the National Education. Policy that would be helpful in maintaining professional environment which would pertain equal opportunities for all students.

3. The intellectual development is necessary but it has been reported that, female moral development focused more as compare to male while male students professional development focused more as compare to female; the researcher suggested that, equal chance would be given to all sectors for better competition.
4. Both public and private teachers treated students professionally and as a discipline implementer, however, others factors are also high rate, importantly it's suggested that, students and teachers have enough bond of learning relationship but it should be more comprehensive if teacher work comprehensively on classroom learning environment.

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Conflict of Interest

Authors have no conflict of interest.

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