



1st Asia Pacific Symposium on Academic Research (APSAR-2019)

Kuala Lumpur, Malaysia

ISBN :978-0-6482404-2-6

Asia Pacific Institute of Advanced Research (APIAR)

www.apiar.org.au

IMPACTS RELATED TO TEACHER-STUDENT RELATIONSHIPS ON STUDENTS ACADEMIC PERFORMANCE AT THE SECONDARY SCHOOL LEVEL IN DHAKA CITY

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Abstract

Academic relationships between students and teachers may seem unrelated to academic performance, however, these relationships play a vital role in every level of an educational institution. These relationships actively influence the performance of each student and learning institutions at large. For decades, not only professionals but also institutions, have occasionally brushed aside the idea of a student-teacher relationship. Prior researchers on this topic have shown that these relationships have little or no impact on the students' performance. This explanation has not been supported by concrete qualitative and quantitative research methods. To further investigate the relationship between students and teachers this study will investigate the teacher-student relationship from the perspective of its effects/ impacts on the academic performance of students at the secondary level in Dhaka city, Bangladesh. The target population was comprised of the teachers and students in the government-sponsored secondary schools in Dhaka. The study sample included 200 respondents (100 students and 100 teachers). The respondents were selected through the technique of simple random sampling. After collecting the data, it was analyzed using statistical analysis methods. To collect data both questionnaires and interviews were conducted to answer the following questions:

- How is the relationship advantageous in the academic environment?
- What are the key factors that lead to the connections?
- How well can the students, teachers, and stakeholders be incorporated to achieve the most profitable relationships necessary for performance?

The study showed that responses varied with regards to the effect of student-teacher relationships on the academic performance of the student. From the study, there is an evidence that the roles of each individual are just as important as the aspect of the teacher-student relationship. Both the student and the teacher have to cooperate in their institution environment so that a good relationship is fostered. The findings of the study also disprove the formal theory of teaching which supports student-teacher relationships, but places all the responsibility on the teacher to manage this relationship.

Keywords: Academic Performance, Students, Relationship, Respondents, Random Sampling, Analysis.
