



# THE TRANSITION FROM TEACHER-STUDENTS RELATIONSHIP TO TEACHER CUSTOMER RELATIONSHIP AND ITS IMPACT ON STUDENT BEHAVIOR

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## Abstract

**Purpose:** The engagement of teacher and students need to be portrayed as a parent-son/daughter relationship for mitigating social and emotional barriers. Now in recent times, due to marketisation of education activities, teachers' student relationship downfall has been observed to an ample extent. This study discusses competency regarding the teacher-student relationship for increasing the competitive advantages.

**Methods:** Data have been collected from the relevant journals which are peer-reviewed. Secondary data have been collected in this scenario for proceeding with the best outcome. As the time is comparatively less, therefore, secondary data have been taken into consideration in this regard.

**Result:** The relationship of the teachers and students is found to be moderate at the academic level. Paired samples of the T-test have provided effective results in this regard. Conflict and negative expectations become managed in this context by increasing the *closeness of the subscale*. Subscale has evaluated the conduct difficulties and hyper activities in this scenario. Conduct difficulties and hyper activities have increased in this context to increase teacher-student proximities.

**Conclusion:** Teacher-student relationship can only be enhanced by maintaining a positive relationship within the learning environment through considering the non-monetary aspect of education. The intervention of families is another important aspect that needs to be enhanced in this scenario.

**Keywords:** *Teacher customer relationship, teacher student relationship, subscale, Relationship downfall*

## Introduction

Engagement among the teachers and students plays an essential role to improve the academic achievements of the students. In addition, classrooms that are more favourable to learning and addressing the student's

development, emotional and academic requirements are created by the teachers who cultivate meaningful connections with the students. Nevertheless, prior studies have also showcased that the inception of healthy teacher and student relationships can also avoid behavioural problems within the classroom (Dash and Chakrabarty, 2021). However, due to the competency among educational sectors the teacher-student relationship has shifted to teacher consumer relationship. On this note, this research article has aimed to deliver a critical overview about the impact of teacher- consumer relationships on the behaviour of the students.

**Aim:** *The purpose of this research article is to measure the significance of teacher consumer relationship with the students and its impact on the student behaviour*

## **Emotional transition in teacher-student relationship due to mercerisation of education**

Adolescence is a critical period for social, emotional and behavioural development and studies have shown that the transition between the middle to high school is one point at which students are most vulnerable to falling behind in their studies. In addition to that, school dropout rates in Italy peak in the ninth and tenth grade in part due to student's inability to successfully transfer from one educational setting to another (Omar and Arif, 2020). Student teacher connection may have a significant influence on the development of the students, especially at the developing and learning period of the students. Student teacher connections are in fact generally acknowledged as both a protective element in school adjustment and contributing component in the development of maladjustment (Cai and Tang, 2021). Apart from that, relationships among the students and teachers can also induce a significant impact on the student's ability to adjust to the environment of the school which assists the children to develop their academic performance.

As per the words of Vongvilay *et al.* (2021), high school students have a number of challenges including the fact that they are approaching puberty, which requires a complicated redefining of their personalities and in sustaining good emotional well being. Apart from that, there are a number of risk factors that may occur due to transition such as chaotic classrooms, bureaucratic school administration and a higher curriculum that requires more cognitive effort from the students. On the other hand, the connection among the students and professors and classmates can also get affected due to the inception of transition (Chen *et al.* 2019). Moreover, students are forced to restructure their social life and adapt to new challenges as a result of the transfer, which necessitates an adjustment period. Needless to say, students may also feel alone and unsupported in their new educational setting, making it more difficult for them to maintain self control. In addition, the percentage of students experiencing some type of social exclusion might increase if there is less emotional assistance through the transition to high school. Apart from that, students who need greater emotional assistance during this time of transition are more inclined to feel victimization and their integration is hampered unless they do not find a way to overcome this. Finally, it can be said that the teacher's teaching abilities and interpersonal skills are critical to a student's drive to study while in the classroom.

## **Behavioural change among students and teachers: Judging conflict**

Defiance and hostility in the classroom may range from uncommon to regulate minor to severe student behavioural changes such as disruptive talking and chronic avoidance of the work. In addition to that,

judgments within the society can be anticipated as driving the emotions of an individual. However, in this part of the research study, researchers have induced an overview about the impact of judging conflict among the students and teachers on the behavioural change of the students (Evans *et al.* 2019). Moreover, emotions are aroused by the evaluations instructors make about particular events, but teachers may short-circuit this procedure by either relying on a set of earlier appraisals or generating causative categorical imperatives about the children's actions. It is possible that the initial assessment process is shortened and the assessment methods become more consistent provided emotional experiences are linked to activities, as they are in this instance with children.

On the other hand, once confronted with a new dispute, instructors might rely on their prior experiences in dealing with that kid and resolving similar disagreements when evaluating the needs of the scenario (Pereira *et al.* 2020). Teacher conflict assessments may be influenced by earlier assessments of student agency, goal relevance, and coping effectiveness. Habitual evaluations of student conduct might lead to a predisposition to see some pupils as students. For some teachers, assessing difficulties and handling circumstances might lead to a loop of bad impact because they begin anticipating particular emotional sensations to accompany certain student groups (Zhang *et al.* 2020). In addition to that, teachers who get angry or frustrated with a student's disruptive conduct may label the student as defiant or even immature. Teachers may not understand that they have attributed power over the issue to the student's inherent characteristics and not to themselves.

## Methods and materials

Methods and materials play one of the most significant roles in enhancing the reliability and validity of the outcome of a research study. **A secondary research source containing** a total of 181, 8th graders from Northern Italy's middle school is selected for the study. Participants were followed up with at their new school after a year. In addition, 59 individuals failed to follow up because several new schools refused to participate in the study. There are finally 122 pupils who make up the final sample (of which 55 percent female) (Longobardi *et al.* 2016). Data on demographics (age, gender), relationships with instructors, problematic and prosaically conduct, and academic accomplishment were gathered by a self-report questionnaire.

In addition, Teachers, students, and parents all gave their written agreement to participate in the study after reading and understanding the study's purpose and nature, which was documented in accordance with the ethical standards of the *Italian Association for Psychology* (AIP). Participation in the study was completely optional, according to the permission. Moreover, students and teachers were then requested to fill out the questionnaire in order to understand the impact of transition on the behaviour and academic achievements of the students. Children and adolescents between the ages of 3 and 16 were asked to complete the SDQ, a short behavioural screening questionnaire (Longobardi *et al.* 2016). Emotional symptoms, conduct difficulties, hyperactivity, peer interaction problems, and prosaicallybehaviour are among the 25 items on the scale. Teachers used a three-point Likert scale to determine how well each item characterized the student. Cronbach's Alpha for subscales varied from 0.65 to 0.86 in this research and the average was 0.74.

## Result and discussion

### Descriptive statistics

	Female					Male					Overall sample				Mean change	Cohen's d
	T1		T2		Normative data	T1		T2		Normative data	T1		T2			
	M	SD	M	SD		M (SD)	M	SD	M		SD	M	SD	M		
SDQ Emotional symptoms	1.40	2.05	1.29	1.69	1.98 (2.32)	1.86	2.28	1.18	1.54	1.74 (2.07)	1.53	2.02	1.23	1.65	-0.30	0.161
SDQ Conduct problems	1.04	1.43	.98	1.51	1.25 (1.79)	1.65**	2.10	1.31	1.84	1.82 (2.00)	1.47	1.79	1.15	1.70	-0.32	0.185
SDQ Hyperactivity/Inattention	2.19	2.12	1.86	1.62	2.65 (2.82)	3.89**	2.59	3.21**	2.43	3.84 (3.02)	3.08	2.30	2.67	2.16	-0.41*	0.184
SDQ Peer relationship problems	1.50	1.59	1.38	1.33	2.03 (2.11)	2.11*	1.84	1.71	1.55	2.21 (1.89)	1.68	1.64	1.55	1.49	-0.13	0.084
SDQ Prosocial behaviors	7.60	2.49	6.89	2.03	7.28 (2.52)	6.07**	2.91	5.73*	2.08	5.86 (2.64)	6.88	2.77	6.28	2.18	-0.62*	0.244
SPARTS-Closeness	15.52	6.86	16.62	7.36		15.30	6.47	15.26	6.59		15.91	6.88	15.99	7.03	0.38	-0.056
SPARTS-Conflict	6.88	6.38	5.82	4.70		12.21**	8.54	9.53*	10.58		10.11	7.41	7.49	8.26	-2.62**	0.222
SPARTS-Negative expectations	8.75	4.37	6.40	4.25		8.43	4.05	6.26	5.58		6.25	4.12	6.41	4.83	-1.84**	0.403
Academic achievement	7.30	2.02	7.84	1.60		6.30**	2.08	7.24*	1.74		7.02	2.02	7.54	1.68	0.52*	-0.204

Normative data were available for SDQ only (Fitzell et al., 2011).  
\*p < 0.01 \*\*p < 0.05

**Figure 1: Descriptive statistics**

(Source: Longobardi *et al.* 2016)

Overall and by gender group, descriptive statistics are shown in figure number 1 for the study variables assessed at baseline and follow up. This study found that most students have relatively low levels of mental anguish, problem behaviours and interpersonal conflict with their teachers. As a result, their prosaically conduct, relationship with teachers and academic success were all read at a moderate level. Studies using paired sample t-tests found that the quality of children's relationship with instructors was negatively affected by transition in terms of hyperactivity, prosaicallybehaviours, conflict and negative expectations as well as an increase in academic achievements.

### Correlation analysis

	AA	ES	CP	HI	PP	PS	CL	CO
Academic achievement								
SDQ Emotional symptoms	-0.17							
SDQ Conduct problems	-0.53**	0.36**						
SDQ Hyperactivity/Inattention	-0.68**	0.40**	0.66**					
SDQ Peer relationship problems	-0.28**	0.29**	0.27**	0.27*				
SDQ Prosocial behaviors	0.48**	-0.07	-0.60**	-0.49**	-0.40**			
SPARTS-Closeness	0.23*	0.12	-0.28**	-0.26**	-0.03	0.27*		
SPARTS-Conflict	-0.31**	-0.09	0.40**	0.35**	0.14	-0.42**	-0.53**	
SPARTS-Negative expectations	-0.18	0.16	0.19	0.19	0.10	-0.15	-0.31**	0.52**

Variable labels: AA, Academic achievement; ES, emotional symptoms; CP, conduct problems; HI, hyperactivity/inattention; PP, peer relationship problems; PS, prosocial behaviors; CL, Closeness; CO, Conflict; NE, Negative expectations. \*\*p < 0.01 \*p < 0.05.

**Figure 2: Correlation analysis**

(Source: Longobardi *et al.* 2016)

In the above figure, the chosen research article has displayed the correlations among the various research variables at time 1 (T1). The SDQ subscales evaluating conduct difficulties, inattention and peer interaction problems and the SPARTS conflict subscale, all had negative relationships with academic success. Academic success and SDQ prosaicallybehaviour and SPARTS proximity subscales were shown to have favourable associations. Subscales of the SDQ were shown to have a number of significant correlations such as subscales evaluating emotional symptoms and conduct difficulties (Longobardi *et al.* 2016). However, all of this had a positive relationship with the prosaicallybehaviours subscale except for the emotional symptoms subscale. On

the other hand, relationship closeness was negatively connected with conflict and negative expectancies, which had a positive inter-correlation among the two SPARTS subscales. Many substantial connections were found between SDQ subscales evaluating conduct difficulties and hyperactivity and the SPARTS closeness subscale, as well as between the SPARTS closeness subscale and the SDQ prosociallybehaviour subscale. Although there was an inverse link between the SPARTS conflict and the SDQ subscales, there was no such association between both the SPARTS pessimistic expectancies subscale as well as the SDQ subscales.

**Regression analysis**

	ES	CP	HI	PP	PS	AA
Negative expectations (Change)	0.08	0.15	-0.04	0.10	0.08	-0.06
Closeness (Change)	-0.06	0.13	-0.02	-0.04	0.09	0.34**
Conflict (Change)	-0.14	0.24*	0.33**	0.01	0.06	-0.01
Negative expectations (Mean)	0.06	0.15	0.15	0.23	-0.19	0.18
Closeness (Mean)	0.02	-0.06	0.05	-0.06	0.09	0.24*
Conflict (Mean)	0.01	-0.00	0.03	0.02	-0.02	-0.03
Gender (1 = Female; 0 = Male)	-0.01	-0.05	-0.14	-0.08	0.24*	0.08
T1 score	0.09	0.22*	0.42**	0.03	0.05	0.11
R <sup>2</sup> (Adj. R <sup>2</sup> )	0.02 (0.00)	0.23 (0.16)	0.35 (0.29)	0.12 (0.04)	0.14 (0.05)	0.25 (0.18)

Standardized coefficients are reported. Variable labels: ES, emotional symptoms; CP, conduct problems; HI, hyperactivity/inattention; PP, peer relationship problems; PS, prosocial behaviors; AA, Academic achievement.  
\*\*p < 0.01 \*p < 0.05.

**Figure 3: Regression analysis**  
(Source: Longobardi *et al.* 2016)

Students' academic success and two of the five behavioural aspects evaluated by SDQ were shown to be significant predictors of relationship satisfaction between students and instructors in the regression models reported in Figure 3 (Longobardi *et al.* 2016). Both conduct difficulties and hyperactivity symptoms increased as a result of an increase in perceived conflict with instructors during the two time periods studied. There was a substantial correlation between the reported increase in teacher-student proximity in 9th grade and an improvement in academic performance.

**Teacher-student relationship downfall**

Due to the evolution of technologies, *teachers and student relationships* become decreased to an ample extent. Teachers are not only responsible for the affix of teacher-student to teacher customer relationship. Now in the present days, *obedience* becomes obsolete which is one of the main problematic aspects in this regard. As per the ideas of (Ewe, 2019), the downfall of the teacher and student relationship becomes evident pertaining to the *higher education sector*. On the other hand, Mason *et al.* (2017), indicates that the downfall of the relationship of students and teachers is another problematic aspect that represents a decrease in society. Now in recent times, the emotional experience of teachers is also associated with the enhancement of respect as per the student (Elhay and Hershkovitz, 2019). Respect for students becomes decreased to an ample extent which is one of the main themes in this regard. In other words, the importance of education has also been decreased which is another important facet for an increase in the customer-student relationship.

## Conclusion

This study indicates that the transition of the teacher-student relationship has been decreased due to the abolition of respect in society. A minimal regulation from the guardian has resulted in the increase of this relationship in this scenario. Availability of technology is another aspect that has resulted in the abortion of *traditional study and learning systems*. In addition to that, it can be said that changing the behavior of socio-economical characteristics is also responsible for the enhancement of this problem. School adjustment and contribution to the school are also associated with the decrease in the relationship of the teacher's student to an ample extent. Teacher-student relationships can only be enhanced at a time when people with a common developmental goal can take initiative. Guardians of students also need to take some strict steps for proceeding with the best outcome.

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