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To explore the effect of pandemic on student teacher relationships

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Abstract---Aim: Present investigation aimed at investigating the effect of pandemic On student teacher relationship. Methodology: For present investigation researcher selected the sample size of approximately n=100 students sampling technique used was convenience sampling technique data was collected from schools STRS and LSBP tools were used to collect the data both the tools are highly reliable and valid. Results: Findings were in- conformity with previous researches linear regression showed that pandemic had an effect on student and teacher relationship multiple correlation showed $R=.460$ which is highly significant and very strong multiple correlation value. Conclusion: Findings show that there is an effect of pandemic on student teacher relationship furthermore it is also suggestive that since there are not lot studies on this topic so further more researches are needed to be conducted. Also, time with online media also increased which increased that seems to have significant impact on the mental well- being, value system is also affected significant in negative way. Furthermore other factors like lethargy also developed amongst students because they thought as we are on the home we can sit as we want or we do attend class or not we will get attendance and we will appear in examination these factors contributed to relationships.

Keywords---virtual classroom learning, COVID-19, quality education, student teacher relationship.

Introduction

In any exchange relationship between the two parties involved is crucial. So is the case of education; in which the relationship between the students and the teacher is a major contributing factor in the learning process. On an average students spend around 1000 hours per years with their teachers. During this period, tutors have an opportunity to instill the eagerness towards knowledge in their

pupils and desire to continue learning later in life. Health mentor – student – relationships (TSR) doesn't stand to be only aspects of merit for students but the teacher as well. Studies have shown that teachers experiencing positive TSR experience joy instead of anxiety during classes.

The connections between students and teachers can be formed interpersonally via mentors' compassion, principally through study material of the subject and activities given by instructor and teaching methodology due to the mentors' communication of the material to be taught. Teachers take two types of approaches in forming relationships with their students. First is the instrumental focus approach in which the teacher adheres to set standards of an ideal student. Second is the reciprocal focus approach which takes into consideration the individuality of the pupils and looks at them through a broader lens.

The current pandemic has shaken these teacher student relationships from their roots. When in the same room sharing the same space during the classes, it was easier for the teachers to form bonds with their pupils. As the entire nation is under lockdown, all classes are being conducted online, which has strongly affected the relationships students have with their teachers. With blank screens and students on mute teachers are unable to connect with their students on a human level, it feels like teaching a black box. Some teachers have also been bullied as a result of their unfamiliarity towards technology. These are trying times for teacher student relationships.

Another factor creating gap between students and teachers during the times of distance learning are the technical issues. Online learning has a set of technical requirements such as a computer, a webcam, steady internet connection, etc. Many students who do not have access to these resources are disconnected from their teachers and missing out on their studies. At risk students and students from lower socio-economic strata are the most affected by this issue. According to psychoanalytic theories students with severe psychosocial difficulties more importantly need positive TSR. It results in fewer disruptive behaviors, suspensions and lower dropout rates. Apart from student teacher relationships, teaching quality is also a significant predictor of student outcomes.

In times before the covid-19 crisis daily check ins, greeting when passing by in the corridors, high fives and praises in front of classmates were a part of the daily schedule. At present students rarely keep their webcams on and microphones unmute. This lack of communication has brought an end to the exchange between student and teachers. Though not apparent immediately, such interactions facilitate self-esteem and self-efficacy with students. The praises in front of the class were a source of gaining confidence in one's own self. The high fives and nod in the corridors gave students affirmation and build on their self-concept.

These small things are what allow students and teachers to form a warm trusting relationship. Condition in which learning is facilitated. Academic success requires time and trusting relationships which are difficult given that almost none of the students give any response to teachers during online classes making the lectures a one-sided communication.

Degrading student teacher relationships also have a grip on student motivation. During physical classes in person check-ins and interactions enable teachers to communicate their high expectations to their students. These expectations help are the foundations on which student's motivation is built. Motivation then directs students towards higher grades and overall academic progress. Research points out that students who have positive TSR tend to undertake exploration of classroom and school setting socially and academically. This is also a result of their increased confidence.

Literature Review

Murray and Malmgren in 2005 studied the effect of positive relationships with teacher on low – high school students. Investigations verified significant increase in GPA students who participated in the study. (Murray & Malmgren, 2005) In a study it was also observed that students who were considered to be at a high risk of dropping out showed significant improvement in their math grades when they perceived their teacher to be caring. (Midgley, C.; H, Feldlaufer; S, Eccles J., 1989)

Tutor's pupil association are considered of sheer importance during the period of change. These are the transitional periods and circumstances during which kids move from elementary to middle school, middle school to tenth grade, and so forth. (K., Alexander; D., Entwisle; C., Horsey, 1997) (Midgley, C.; H, Feldlaufer; S, Eccles J., 1989) (Cataldi, Laird, KewalRamani, & Chapman, 2009) These periods become even more pivotal if the students belong to the lower economic strata of society. Risky outcomes for these students include high dropout rates, lower rates of higher education applications that means UG and PG , low self-efficacy and low self- confidence. Psychological and Moral support for elders such as teachers will significantly improve or save such poverty ridden children from the negative outcomes. (Murray & Malmgren, 2005)

Teacher's interactions with students can also affect how they are viewed by their peers, which determines the future interactions among classmates. (Hughes, Fergus P., 1999) Not significant investigations has been done on effects of pandemic on student instructor association. Dr Rebecca Collie is currently conducting research on the how to nurture teacher-student relationships in COVID-19. This research is in the preliminary stage and no conclusions can be drawn yet.

Hamilton et al. (2020) examined generally delegated assessments of K-12 state-funded instructors and chiefs in late April and early May 2020 to report on imparted advice and support from administrations, required assistance and assets, and their typical necessities and plans for the 2020-2021 school year. The study was conducted during a period when the pandemic's effects were at their peak: According to the directors and educators interviewed, the majority of publicly financed K-12 schools in the United States close for fourteen days in late March. The following key points are addressed: (1) distance learning and educational programme inclusion during school closures; (2) administrators' perspectives on school difficulties and requirements; (3) school and instructor contact with families and understudies; (4) educator preparation for distant

guidance; (5) educators' requirements for additional help; and (6) late spring and next school year needs and plans.

Hebibci et al. (2020) evaluated instructors' and students' perceptions of remote education apps during the COVID-19 epidemic, which began in Wuhan, China in December 2019 and quickly spread throughout the world. It was argued that both students and instructors had both good and negative attitudes toward remote education exercises.

In a study conducted by Bookers et al. in 2021, it was discovered that there was a correlation between the setting and the sequence of vignettes and suppliers' distressed attitudes and support for discipline. As vignettes progressed, suppliers demonstrated elevated angry sentiments and support for discipline seriously in a remote learning context, as opposed to an in-person setting. Additionally, the more suppliers feared COVID-19, the more sorrowful they felt throughout the vignettes. Professionals can use this test to provide light on consultative intercessions that help maintain discipline by directly addressing suppliers' pandemic fears and study hall settings.

Ying and colleagues (2020) According to an examination, 76 percent of respondents believed that self-teaching was acceptable. Instructors were concerned, nevertheless, that understudies' advantage, attention, and scholarly execution might diminish. 69 percent of parents reported that their children spent more than three hours per day on screens, while 82 percent reported that their children spent less than two hours per day outside. 95% of guardians expressed concern about their children's visual vision. Additionally, 17.6 percent of students were suspected of having enthusiastic or behaviour concerns, as determined by the results of the parent-administered Strengths and Difficulties Questionnaire (SDQ). The Self-Rating Anxiety Scale (SAS) aftereffects on guardians and educators revealed higher than expected levels of unease.

Edeh and co-authors (2020) The data was acquired through planned polls administered to 200 respondents who included educators, students, parents, and strategy creators from various countries. The findings indicate that COVID-19 has an influence on instruction, including learning disturbances, decreased access to training and exploration offices, job losses, and increased understudy obligations. Additionally, the findings indicate that numerous teachers and students relied on technology to maintain access to the internet during the Coronavirus outbreak. The evaluation emphasises the detrimental effects of COVID-19 on the educational system and the imperative for all instructional organisations, teachers, and students to embrace innovation and work on advanced abilities in accordance with emerging global patterns and real-world elements in education.

Murray and Kidd (2020) The data were acquired through planned surveys administered to 200 respondents from diverse countries, including instructors, understudies, guardians, and strategy makers. The outcomes demonstrate that COVID-19 has a detrimental effect on schooling, including learning interruptions, decreased access to instruction and research offices, job disasters, and increased understudy obligations. Additionally, the data demonstrate that countless professors and students relied on technology to maintain online learning

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Roso et al (2021) Previous writing recognizes applicable variables that intercede in the web-based instruction encounter and can influence understudies' scholastic turn of events. Additionally, the impact of the postponed lockdown and pandemic vulnerability on college students and their academic experience is still unknown. This review delves into the process of building college understudies' internet-based education experiences during the COVID-19 pandemic and its lasting impact. Additionally, the findings establish critical connections between scholarly developments and the nature of online classes, course transformation, work area conditions, and association with various understudies and educators, as well as between understudies' feelings and association with various understudies and instructors.

Ana (2021) From day to night, teachers and schools faced this critical question: how to continue educating, sharing knowledge, assisting students, and motivating them in the creation of knowledge. 59 Portuguese elementary and secondary school teachers were interviewed, in a random sample but with a diverse range of topic areas.

Lapada et al. (2020) examined educators' awareness of the COVID-19 pandemic and their perspectives on the availability of their specific schools, as well as their reactions to the problems associated with leading remote learning training in the Philippines. In any event, the duration of demonstrating experience and specialty is strongly correlated with preparation to eliminate training. Meanwhile, the teachers' physical location is inextricably linked to their readiness to adjust in order to eliminate learning training. Interestingly, instructors' gender, length of displaying experience, and geographic location all have significant correlations with their readiness to eliminate learning training.

et al Selvaraj (2021) In an assessment, we tracked down that scholarly universe, which consists of millions of selected pupils and energetic instructors who had regular lessons in their institutions but were unable to continue due to the epidemic. This review sought to ascertain how instructors and students in India performed when it came to online education. Four distinct polls were conducted, one for school understudies, one for teachers, one for undergraduates, and one for school educators. The responses were obtained from educators (teachers and school educators considering all courses) and students (school and understudy educators considering all courses) from various instructional organisations around the country. This is the first review of its kind in India, since it reflects the advantages and disadvantages of the new-typical internet-based instruction from home through the combined voice of educators and students. The analysis focuses on the benefits and drawbacks of online training in comparison to traditional classroom instruction.

Karatas and Akat (2020) Pandemics are epidemics that kill millions of people and have a significant detrimental influence on society's mental health. As with past pandemics, COVID19 infected a significant number of individuals and killed a huge number of people within a short period of time after it began. People are mentally affected by the COVID19 pandemic since it is still spreading, mortality rates are increasing daily, life is paralysed, and its control time is unpredictable. COVID19, like previous traumatic experiences that have resulted in numerous psychological issues in people throughout history, will have a detrimental psychological effect on every individual. Once the COVID19 outbreak is brought under control, the psychological toll on individuals becomes obvious.

Shahzad and colleagues (2020) The study examined the service's quality, the system's quality, the information's quality, user satisfaction, system utilisation, and the e-learning portal's success. In the masculine model, user satisfaction is strongly tied to the quality of the information and the system. Simultaneously, user happiness and e-learning portals have a good link. Similarly, in the female model, the use of the system and user happiness support both the quality of the electronic service and the quality of the information. The study's findings indicate that men and women use e-learning portals at varying rates in Malaysian colleges. Beardsley et al. (2021) performed two surveys and interviews with Spanish school instructors. 4,444 teachers seeking help on Twitter appear to be changing their focus away from immediate classroom requirements and toward professional development and content creation.

Need of the study.

After going through rigorous review of literature investigator reached to conclusion to frame this topic it is imperative to say that this lock down and pandemic had affected the masses in both positive and negative ways in particular to student populations is worst affected hence this motivated the researcher to frame such topic.

Objective of present study

Following objectives were framed keeping the scenario in the consideration.

- 1) To investigate the effect of Pandemic on student teacher relationship.

Hypothesis

H01: There will be no effect of pandemic on student teacher relationship.

Methodology

Sample and Sampling technique

For present investigation researcher selected the sample size of approximately n=100 students sampling technique used was convenience sampling technique data was collected from schools.

Design of Research

Explanatory research design is used in present investigation.

Tools used

Students' teachers' relationship scale. (Teacher view)

This scale examines relationship between teachers and students consists of 15 items and each item is rated on 5 points rating scale consisting two sub dimensions namely conflict and closeness internal consistency is .86-.89 which seems to be excellent.

Short Version of life style related behaviors in pandemic.

This questionnaire contains 20 questions with rating of 5 points and a reliability coefficient of .72 which stands to be very good.

Procedure

In-order to investigate above mentioned research objectives researcher decided to collect the data online hence prepared online questionnaire on google forms along with informed consent and circulated the same to the decided sample size in this way researcher collected the data. Data so collected was analyzed using computer-based application of different statistical methods.

Results & Discussion

Table 1: shows descriptive statistics for both the tools.

S.NO	Mean	SD	Maximum	Minimum
STRS	17.86	4.52	28.00	12.00
LSBP	23.22	7.72	54.00	12.00

Above table gives descriptive details of the variables if we see the STRS we will find that (M=17.86, SD=4.52) while for second variable same is LSBP (M=23.22, SD=7.72). Thus, the mean for the second variable shows high value it suggests that contribution of pandemic is lot in student teacher relationship.

Table 2: Showing Model summary for effect of pandemic on student teacher relationship.

Model summary	R	R square	Adjusted R Square	Change Statistics R Square Change
1	.460a	.139	.120	.128

Predictor (constant) Pandemic situation

The summary tabulates the model's predictor variables. Multiple correlation is found to be $R=.460$; also, the R square, which shows the predictor variable's contribution to the criterion variable, is observed here. We considered R square change in this case, which is the real contribution of the predictor variable to the criterion variable. As a result, the true covariance, or the amount of the independent variable pandemic circumstance (predictor) that contributed to the dependent variable student-teacher connection (criterion), was 13.9 percent.

Table 3: Showing coefficients for variable effect of pandemic

Model	Unstandardized coefficient		Standardized coefficient	t	sig	Correlation Partial
	B	Std. Error	Beta			
1 (Constant)						
Effect of pandemic	3.92 .450	4.30 .125	.460	1.24 4.81	.265 .000	.460

The table above clearly shows that the effect of the pandemic (predictor) influences the relationship between student and teacher (criterion). Since the statistical value given in the table indicates that $t = 4.81$, we can conclude from a look at the t -value that the t -value is significant for the previous predictor, that it has a relationship between the predictors. Indicates that is effect of pandemic and criterion variable student teacher relationship partial correlation stands to be $r=.460$. Hence hypothesis H01 is rejected and findings are accepted if we see the results, they seem to be in positive direction hence it showed that there was significant impact of pandemic on student teacher and hence findings of present investigation are in conformity with previous findings.

Conclusion

Findings show that there is an effect of pandemic on student teacher relationship furthermore it is also suggestive that since there are not lot studies on this topic so further more researches are needed to be conducted. also, time with online media also increased which increased that seems to have significant impact on the mental well- being, value system is also affected significant in negative way. Furthermore, lot other factors like lethargy also developed amongst students because they thought as we are on the home we can sit as we want or we do attend class or not we will get attendance and we will appear in examination these factors contributed to relationships in negative way. Apart from this we will also see that tendencies that influenced the relationships keeping above discussion in mind are lethargy, more screen time, closure in house for longer duration and various other factors.

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