Research Paper

Understanding Teacher Students Relationship: Adolescents to Young Adulthood

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ABSTRACT

This qualitative research is an attempt to study the interpersonal relationship of students with teachers and how it differs from school and in college. Compared to other roles we think we should play in life, we could spend the most time acting out the character of a student. School- as saying goes being a second home we find ourselves forming various relationship learning to build trust, respect, care for one another, creating memories which is prevalent outside of academic settings of a classroom. As a kid one is very much dependent but how much does this relationship change with time through adolescence is what I'm trying to understand through this paper is on how students perceive their relation with teachers once they are independent and out of parents home or what kind of changes would be there in the communication. Understanding the kind of support students expect and what they receive. The current study used semi- structured personal interview on 18 participants using sampling technique. The result of this study shows the support received is always appreciated throws light on how understanding the students have turned up to be with positive interactions there is better connection with teachers.

Keywords: *Adolescents, Teachers Student Relationship, Adulthood*

Humans are social beings whose natural impulse is to feel connected, the need to belong (Baumeister & Leary, 1995). Often our subjective wellbeing is determined with the quality of relationship we have with people, the life satisfaction the positive evaluation of one's life be it with family, friends or partners. Research studies have found that the more social relationships more is the sense of wellbeing (Lucas, Dyrenforth, & Diener 2008). Subjective wellbeing doesn't necessarily mean having dozens of friends but rather on having at least a few close connections. Considering one's development most of our time from childhood to adolescents is spent in academic environment, in schools & high schools where we spend the most with teachers. An educational partnership must include a mutual sense of solidarity and relationship among students and teachers. Students' time with teachers is vital for developing healthy beliefs, worldviews, outlooks on life, and resiliency. Students thoughts about what they believed made a good teacher were revealed through the qualitative research, as were their judgements of how their educational setting and teachers affected their social and behavioural engagement at school. According to past meta-analyses (Roorda

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et al. Citation2017, Citation2011), a stronger teacher-student relationship is linked to greater levels of student participation. While the vast majority of studies have examined the association between the quality of the teacher-student relationship and student involvement cross-sectionally, fewer studies have examined the longitudinal relationship between these characteristics (a systematic review, Quin Citation 2017). It is believed that the desire to care for others and advance their moral growth is an essential teaching component and that acting with kindness is a duty shared by both teachers and students. Students feel comfortable talking to their professors and getting help and criticism from them (Noddings, 1988). As the time of transition from school to college is hectic, that role shifts- dependent student to trying to be independent, away from home, managing finances, academic demands- change in curriculum, understanding faculties, working of college and need to achieve, social interactions- making new friends in class, communications with roommates and career planning focusing on job requirement skills, all put strain on college students in different way, this new change could easily add strain and might lead to mental stress. Emotional repressions can easily result in mental problems if this pressure is not released in a timely manner. Negative emotions can lead to social isolation and inappropriate conduct, as well as have an impact on a student's academic achievement, lifestyle, and physical health. Studies have found that the onset of mental disorders are seen during adolescence and through the years in college. Academic achievements and adaptability is very much determined by sound mind. According to Bewick et al. (2010) who's study pointed out that compared to the pre-university stage, students struggled with the highest levels of strain in the first semester of year one; and there was a significant reduction in levels of distress from semester one to semester two in both the first and third years but again studies in the United States reached the opposite conclusion; that the psychological well-being of students seemed to worsen over time. Qualitative techniques can investigate student voices and give valuable insights into their social and subjective perspectives. In an interview study with adolescent students, it was discovered that they thought teachers noticing their participation and needs in and out of the educational setting and when students feel that their teachers "really are concerned," offer "extra assistance," "accommodate" their requirements, and pay close attention which is put in the effort is high. The perceived efficacy of teacher-student contact is enormous.

REVIEW OF LITERATURE

Transformation from Adolescents to Young adults

Huang (2012) defined the teacher student relationship at universities as an adult-adult connection, in contrast to the school setting, when it is developed between a child/ teenager and an adult. Different things are expected from this adult-adult relationship, mostly in terms of how dependent or independent each party will be. Because younger students are more dependent on their teachers, it is natural for teachers to feel compelled to 'care for' or 'take care of' these still-dependent students. Student independence (adult-like behaviour), such as self-organization and autonomous study, is required in a university setting. From the students' point of view, the scepticism that teachers were interested in developing a relationship with them, the perception that teachers were under a lot of time pressure, and the lack of clarity regarding the advantages of interactions with university instructors were significant factors causing these interactions to be infrequent.

Adjustment and Wellbeing

Xinqiao et al. (2019b) conducted a study that used Depression Anxiety Stress Scales-21 (DASS-21) to characterise the changes in depression, anxiety, and stress of Chinese full-time undergraduate students as they experienced university life. The primary findings of our

study included findings showing Chinese college students were generally mentally healthy in terms of despair and stress, although their average anxiety levels were above normal in the first three years. In terms of intensity, around 38% to 43% of college students were over the usual level of anxiety, approximately 35% were above the normal level of depression, and approximately 20% to 30% were above the normal level of stress. Students in their sophomore year reported experiencing moderately high levels of stress and despair, with mean scores of up to 5.84 and 3.89, respectively. It was noteworthy that stress was a bigger problem for college students than depression and anxiety were. In conclusion, college students' mental health declined from their first to second years, but started to recover in their last two years. It was clear that sophomores were more likely to experience despair. While a higher proportion of junior students experienced really severe anxiety, the proportion of students who reported having anxiety was considerably higher in their first year. It was evident that, when compared to prior years, sophomores experienced the most from stress.

Approachability of Faculties
Based on Denzine and Pulos (2000) the opinions of the students, classified specific things to the "approachable" and "unapproachable" categories of teacher conduct. Knowing students' names, remaining in class to interact with them, saying "hi" to students around campus, smiling frequently, and acting in a friendly and caring manner are all characteristics of highly accessible professors. Items like "talks down to students," "misses office hours," and "appears bored when teaching" were used to indicate unapproachable behaviours. Sibii, (2010) identified that it is notable that communication research on teacher immediacy and Denzine and Pulos' (2000) implementation of the approachability construct show a high degree of overlap. This supports our claim that the notion of approachability is still up for debate.

Quality of Relationship
Afzal et al. (2023) study focuses on the purpose of this study was to find out how students evaluate their connections with their professors. And how does the interaction between teachers and students effect academic performance? The study used a positivist perspective and a quantitative technique to answer these concerns. A structured questionnaire was employed as a tool to collect data using the survey approach. All public and private universities in Lahore were included in the study population, and a simple sampling procedure was used. The outcomes of the study demonstrated that there was a strong interaction between teachers and students, which had a major influence on students' academic progress. Studies of Teacher Student Relationship at schools have primarily focused on the results from the substantial body of research on the social factors of student motivation (Ellerbrock et al., 2014), self-determination theory (Furrer & Skinner, 2003) and attachment theory (Uchino 2009). The teacher student relationship in higher education has received less thorough and organised study from scholars. Studies on teacher student relationship are far less common in higher education than in a classroom setting. Furthermore, a distinct theoretical or conceptual framework is frequently absent from the scant research of teacher student relationship in higher education. The majority of the literature doesn't describe the standard of teacher student relationship; instead, it concentrates on teacher-student (or faculty-student) interactions. The frequency of contacts was the major topic of inquiry in a number of studies (Halawah, 2006). In general, studies on the frequency of teacher-student contacts reveal that the more frequently students meet with their university teachers outside of the classroom (for example, through office visits), the better the connection is and the more attached the students are to the institution. The

number of contacts, however, does not allow for inferences about the quality of these interactions or the quality of the underlying connection, (Karpouza & Emvalotis, 2019) pleasant outcomes do not always follow contacts with university professors since those interactions are not always of a pleasant nature. According to Baumeister and Leary (1995) furthermore, interactions must be separated from relationships. Although some more recent empirical studies have made worthwhile efforts to evaluate the quality of teacher-student interactions (e.g., Frankel & Swanson, 2002), findings still have limited value in terms of knowledge about the quality of teacher student relationship because situation-bound interactions should be viewed as the antecedents of teacher student relationship, not its constituents.

METHODOLOGY

The research type was qualitative with descriptive research design. The research was focused on experience and feelings of young adults.

Objectives of the study

- Recognising how students' interactions with professors vary throughout their school and college careers and determining if professors provide emotional support.
- Analysing if student's interaction have led any kind of positive or negative development (as in to have more social connection / or to entirely reject them and not reach out for help).
- Determine whether their age of transition from teens in school to young adults in college has any bearing on the creation of attachments/connections with lecturers.

Research Questions

- Has the transition from the period of teenage to adulthood effected the quality of relationship formed with faculties?
- How frequent interaction has led to any kind of changes/developments in any various aspects of life?
- Does the relationship with teachers/ teachers help with emotional wellbeing?

Need and significance of study

With the outbreak of the COVID pandemic, engagement and communication have taken a new turn from the norm. This research investigates if the urge to connect with instructors has altered in any manner that effects the wellness and coping of students as they transition from adolescence to early adulthood.

Demographic Details

This qualitative research was conducted on a population of young adults the sample size being 18, (N=18) the participants were aged 17-26 of which 10 Female and 8 Male students (although gender was not analysed in the research), studying in Bangalore.

Sampling Technique and Procedure

A face- to – face semi structured personal interview was conducted by snowball sampling technique, open-ended questions centred on a variety of topics, including how students experience their school (e.g., "How was school life?," "How often was your interactions and conversations with your teachers at school?," "What is a good teacher? "), teacher-student relationships (e.g., "Would you approach them other than academics?," "What is a good teacher"), (e.g The participants were also given questions regarding "what makes them want

to approach that particular faculty". College experience (e.g., "How is college life being away from home") Student- lecturer interaction (e.g., "how different are the teachers in college" "Could you approach your faculties if you needed emotional support? "Can tell me more about your interactions with them". The interviewer probed further to get more details from the students' viewpoints. Each interview was audio recorded and completely transcribed. Later thematic analysis was used to analyse the obtained data.

Ethical Procedure
The participants were circulated with goggle form which informed them of their voluntary consent to participate in this particular study detailing on their identity and information obtained will be kept confidential, and that they can stop or leave behind and refuse to participate at any point of time throughout the interview.

Questions	Codes	Themes
Where did you do your schooling? Can you tell me how was school life in general and How were your teachers/ teachers (more about your interactions with faculties?)	Getting to know Background and cultural influence in life. How were the participants interaction type/style.	Dependency and attachment
What were your expectations and how is the reality of college? How are the teachers in college? How often do you interact with them?	Getting to know how welcomed the change/ transition was from school to college. (Staying away from home situations) To know the difference in frequency of interaction from school to college	Wellbeing How well are they handling changes and other stress in life.
What makes you want to interact with them? Can you tell me any of their traits/ characteristics (that makes you choose yes; this is the lecture I want to talk to?) Have you had any incidents where you were emotionally vulnerable and had to reach out to someone? Someone you wanted to confide in? have you done that with your teachers? Or do you think if you ever want to you could get that from them?	What makes them comfortable or earns their trust to be able to confide/ seek support from?	Dependency Need for external social support system

Data Analysis
Participants expressed their respective views and difficulties. Thematic Analysis method was used to understand the problem in dimensions. Most of the response was in English and few used Hindi those were done transcription later.

DISCUSSION

Transformation from Adolescents to Young adults
The period of COVID and the lockdown seemed to play crucial role in the interactions, forming connections and achievements academic/ extra-curricular. The mode of Online and offline classes effected the students traditional method of forming connections and making friends. Teachers changing with every semester/ year has influence on the relationship with the faculties. As a first year student (a junior) much adjustment was required to fit into the college criteria of rules and regulation and concerned faculties classroom behaviour. By the end of the pursuing program i.e., as a senior the connection between the students and the lecturer has become much more genuine and a little less formal. (The graduation/ passing out/ the end of college life situation has eased that a bit).

Adjustment and wellbeing
It is observed that the way the students are brought up, the home environment they grew up in and the support from family had much to do with how they deal with college and the moving out of home phase. Those who had strict restrictions at home and wasn't given much support were the ones who weren't home sick and looked forward and were actively involved about college and other co-curricular activities. Adjusting was easier and never a problem for most who found their peers'. Those who had better emotional support from family and weren't that strict were more likely to look forward to go back home for the vacations but later were ok as they adjusted well with time.

Quality of Relationship with regard to approachability of teachers
The period of transition from adolescent into young adult and into handling new responsibilities were sudden. Most Participants agreed that there was a little fear of unknown and the adjustment into new place, with new people and the settling and fitting into college stressed them out a bit. Two of the participants school time interaction with faculties was nothing to be considered about. These student's attachment and the bonds made with the lecturer observably were low considering the time of school. Participant SD said *"It was all girl's school and was run my Mallu's so the teachers were strict and didn't really care much, they had problem with everything we do so we couldn't really talk to them about anything be it academic or personal."* When asked about college teachers or their interaction with participant it was noted that it wasn't much of a change except them faculties being less attentive on the participant. Participants whose school time interaction was active and the relationship with faculties were on a friendly note to an extent that they were very attached, those students didn't seem to have a need for the same level of attachment with the college teachers. The time limit and the hectic schedules of both the students as well as the faculties plays a role in the frequency of interaction between the both which makes it less interactive when compared to school times. It is noted that the faculties in school had known the participants for a very long time so the interaction and the connection with them is effortless and positive. Even with any kind of disruption in communication and causing misunderstandings it was resolved over time and was still positive, where as young adults attitude of "I cannot bother them with my problems I can handle it" lets students not to reach out to faculties instead confide into their friends and peer

support. Considering most students being aware that their teachers/ teachers are always there to give the emotional support in times of distress is amusing.

Limitations
The number of boys to girls taken for the study is unequal resulting gender bias in terms of the findings.

CONCLUSION

It can be concluded that the frequency of interaction is not visibly effecting the attachment with teachers and there is an understanding from the students end that the emotional support is available from the teachers at any point in times of need. Positive interaction has led students to have a life long contact/ connection with teachers where as negative interaction has not much effect but leading to a greater understanding that there just need to implement better communication. The age of transformation from adolescents to young adults has visibly increased the level of understanding of faculties (that they have a time limit or their personal stress) and throws light on how broad minded, easy going and understanding and appreciating (of the teachers efforts) the students can be.

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