

# Impacts to Teacher-Student Relationships on Students' Academic Performance at The Secondary School Level in Dhaka City

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**ABSTRACT**--This study seeks to create understanding on the significance between the relationship between teachers and students in an academic set up. The research has used a simple random sampling method to determine a population sample of 200 respondents. This sample size consisted of 100 students and 100 teachers. Data was collected by use of questionnaire forms and interviews. After collecting the primary data, the data was subjected into quantitative analysis using various statistical methods so as to get understanding of the topic which was being investigated. Based on the research, it was realized that there is a positive correlation between teach-student relationship and academic performance. This means that positive relationship between teachers and students improve the performance of students. On the other hand, negative relationship between teachers and students deteriorate the performance of students. It was also realized that learners find it easy to share with teachers the predicaments they undergo when there is a positive relationship. However, in a situation where teachers do not show any concern to students, academic performance usually deteriorates because students are not in close intimacy with the teachers. Therefore, the study recommended that teachers should devise mechanism of developing a positive relationship with students so as to address their needs including those associated with academic performance.

**Keywords**-- Academic Performance, Students, Bangladesh, Dhaka, Secondary School, Relationship, respondents, random sampling, analysis.

## I. INTRODUCTION

According to Coleman (1990), the primary barrier to social science education is that of advocating and accounting for the role of various kinds of social systems. However, in most research on social policies, the findings are not drawn from the whole system, but only some part of it. In fact, the central unit of observation is independent and individual. Consequently, leading to a broadening gap between research and theory.

Therefore, to ensure that the research is far from theory, realistic measurements and concepts should not be neglected. For instance, the growth of students in schools is highly determined by a strong supportive association between students and their teachers. Ideally, these relationships and interactions between teachers and students that are constructive tend to be adopted by students when they are involved in discipline cases. This sheds light on how the student-teacher interaction develops among the student's fraternity. As matter of fact, students like all other living organisms, are creatures of habit. Thus, it is a fact that's time elapses, these associations tend to develop in stages with each stage being implemented as a habit (Kiuru, 2014).

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Evidently, associations between students and their teachers provide an effective environment in which students can learn and achieve excellent academic results. Students are in a better position to attain high grades when surrounded by an environment filled with positive relationships and interactions. Creating positive environments for students will help them feel admired, respected, appreciated and acknowledged by their teachers (Mustary, 2020). The teacher-student relationship tends to be a support at the center of student participation, due to the individual characteristic of achievement.

Moreover, the productive association with the teachers might not decrease when students grow up. When the relationship between teachers and students is maintained, the link may be significant at a development point. Practically, Cooperation between teachers and students plays a vital role in assisting the students to retain well-being in their educational and communal pursuits, which enhances their grades, as well as constructive fields of daily life (Wentzel, 2015).

The operative association between teachers and students is fundamental to the health and academic performance of a student. Several studies indicate that students spend 6 to 7 hours a day with their teachers, which is equivalent to six months per year (Dietrich, 2014). This leads us to question what qualifies a person to be a good teacher? According to Dietrich (2014), a student and a teacher who tend to have the aspect of individuality in educational infrastructure and display high-quality work in the classroom, as well as demonstrate attention in the mastery of subjects, have higher knowledge in curriculum and academics affair (Dietrich, 2014). This knowledge from the students may play a vital role in setting up positive connections in their classrooms.

## **II. RESEARCH RATIONAL AND RESEARCH QUESTION**

Education is an important part of a child's development as it prepares them for adult life by equipping them with essential skills. A lot of research has been done on the factors that affect or improve the academic performance of children. However, an important topic of student-teacher relationships has not been addressed or investigated. As such, this paper aims to fill the gap which is whether student-teacher relationships are essential for the educational success of students.

### **A. Research Question**

Is there a relationship between strong student-teacher relationships and good academic performance?

## **III. LITERATURE REVIEW**

In this chapter, previous studies on building positive relationships between students and their teachers will be reviewed. Also noted will be several genres of research that have been used in the past to identify the impacts of student-teacher relationships. Several research studies have provided credible evidence that the quality, as well as the nature, of teachers' interactions with their students, have contributed to a significant impact on the academics in secondary schools within Dhaka city (Kuru, 1990). Several educators, sociologists, and psychologists within Bangladesh and internationally have contributed to the rapid growth of interest in effective interventions that can improve the quality of teacher-student interactions, especially in the secondary schools in Dhaka city. Howes & Downer (2012) argued that teachers always need to actively and efficiently engage in interactions with their students in order for learning to take place. According to Hamre et al. (2012), students portray different strategies

for knowledge, as well as various ways of attaining their goals. A certain number of students will concentrate and study rapidly, while in the same class, some students will use different studying techniques. However, other students tend to see school as an activity, thus finding it difficult to follow instructions, especially where instructions are not clear and correct. (Louise *et al*, 1990)analyzed the best ways of generating a cultural atmosphere that is friendly and supports students to perform efficiently (Summers et al,2014).

According to Fosnot (2005), in order to foster a constructive association, teachers are required to consistently observe their students, thus becoming aware of the challenges or difficulties their students may be facing. For example, if students fight, cause trouble, or show confusion, teachers will become aware of the students' educational challenges. It is critical to mention that the moment a teacher becomes attentive to the troubles of a student, this creates a safe space for the student to develop understanding. Furthermore, when effective interactions between the teachers and students takes place, this generates a productive relationship between the two parties, thus improving the atmosphere of the classroom (Nurmi *et al*,2014). The more a teacher communicates with students, the more this helps the students work at a higher level and perform better in their academics.

Bruner (2014), in his research study, argued that the education process requires all schools to contribute to the emotional and social development of the students. Dewey believed that the mission of teachers should be to develop lifelong learners through their teaching. Also, teachers who express concern toward their students have very active students in their lessons, while teachers who tend to be unpleasant or do not manage their students well have unproductive classrooms (Shihab et al. pp. 2017).

#### **IV. THEORETICAL FRAMEWORK**

To further investigate the potential impact of the relationship between students and teachers and the potential impact it has on academic performance this chapter will analyze the different theories related to this subject. The constructivist theory is one of the learning theories that links increase academic performance with a strong student-teacher relationship(Richardson, 2005). The theory argues that teachers are information facilitators and active dialogue is an important part of learning. Consequently, for this theory to be effective there has to be a strong teacher-student relationship. The social development theory alsohighlights the importance of the teacher-student relationship as it argues that social interactions and contact is vital to both cognition development and academic performance(Midgley, 2013). The formal theory of teaching supports the concept of the importance of the teacher-student relationship however it places more emphases on teachers to create or establish these relationships as they possess all the information, data and knowledge that their students do not have. Therefore, they have to present, explain and demonstrate this information and for this to be successful there has to be an effective student-teacher relationship to ensure that they use the right approach and tempo in their teaching.

#### **V. ANALYTICAL FRAMEWORK**

This chapter will describe the various basic vocabularies and concepts that will be used to explain this study. These concepts highlight the most influential ideas resulting from student/teacher relationships that impact the academic performance of students in the secondary schools in Dhaka city. The various framework-based approaches will also be described.

## VI. DEFINITION OF KEY TERMS

Term	Definition
Correlation	This term that is used to test various relationships between different categorical, as well as quantitative variables. In other words, it tends to be the measure of how various things seem to be related.
Optimistic connections	These connections contribute to the positive attitudes or moods that are associated with expectations of a better material or social future.
Communal pursuit	The act of pursuing something by the society in general (shared by the whole community)
Lifelong learning	This term is defined as the provision of both informal and formal learning opportunities in people's lives that are focused on fostering continuous improvement, as well as the development of the skills and knowledge fundamental for personal fulfillment and employment.
Sampling	This involves various methods that are used to determine the study participants, depending on the type of data, subset or population involved.
Analysis	This involves the process of breaking down a given topic or the results from a prior experiment with the aim of examining and explaining how they relate.

## VII. FACTORS AFFECTING THE RESEARCH METHODS USED.

There were various factors that influenced the set methods for my study. All the methods, the results and the approaches chosen were all influenced by these factors. They are as elaborated below.

- The type of respondents – the respondents involved were teachers and students. Since 200 respondents were to be involved in the study, interview surveys and questionnaire were reasonably the right choices for the data collection.
- Data to be collected – the data that was to be collected, as per the study hypotheses, had to rely on both respondents (teachers and students).

## VIII. FACTORS AFFECTING THE STUDENT-TEACHER RELATIONSHIP

This research study identified various factors that affect the relationship between students and teachers in Dhaka secondary schools. The factors that affect the student-teacher relationship can be divided into two distinct groups namely dependent and independent variables.

### *B. Dependent Variables*

Dependent variables can be defined as a variable which depends on other factors or variables and is affected by the changes in these independent variables. With regards to our study student-teacher relationships is the independent variable as the strength of this relationship is determined by other factors such as language and cultural barriers. The second dependent variable that can be considered in the study is the performance of students as this depends on student-teacher relationships including other variables such as gender and the academic qualifications of the teacher.

### *C. Independent Variables*

Independent variables can be defined as variables and factors that directly influence or affect depend on variables and the study the independent variables are listed below:

- Gender— Previous research studies had indicated that the relationship between teachers and girl students was more effective than that with boys. Since boys were involved in more discipline cases, weaker connections were noted between teachers and boys.
- Language— students who lacked knowledge of the target language found it challenging to communicate effectively with their teachers in the classroom.
- Availability of the teacher— A study indicated that teachers who spend significant amounts of time in school developed a stronger connection with their students.
- Socioeconomic status— Financial instability was a challenging issue for both parents and their children. Failure to pay school fees means that students cannot attend classes regularly, thus their connections with their teachers deteriorated and their performance worsened.

Academic performance— Similarly, academic achievement influences the student-teacher relationship. Good performers in class tend to associate more closely with the teachers, while those students that perform below average tend to fear their teachers.

## IX. METHODOLOGY

#### ***D. Type of research***

This research used a mixed design approach, which involved both qualitative and quantitative methods. The qualitative research which was achieved through personal interviews was critical for gaining an in-depth understanding of the student-teacher relationship and its benefit to both the academic and co-curricular performance of the students. Moreover, the study included data collection and well-drawn analysis based on a questionnaire that was given to the respondents, with the aim of obtaining statistical results to support the interviews.

#### ***E. Sampling method.***

The research used the random sampling method through blind selection to obtain an unbiased group of respondents, without focusing on such factors as gender and age. The resulting respondents were used to represent the entirety of the population in all the secondary schools in Dhaka city. A list of all the schools in the city was used throughout the sampling approach. The result of the random method was then used as the sources of respondents. These institutions were informed of the study and the consent forms obtained from the administration before the questionnaire. More importantly, a letter of approval was used in each interaction between the teacher and the respondent. This was to ensure that the research was considered appropriate and that participants were free to give their honest opinions on the student-teacher relationship. This endeavor was vital to build trust and ensuring that unbiased information for the research was obtained according to the thesis at hand.

#### ***F. Participants / Respondents***

Since this research focuses on Dhaka city, the respondents were from within the city. This was to ensure that first-hand data and information was obtained, free from rumors or speculation. Dhaka city was selected for this research because:

- The city is well endowed with resources and has thus fostered many government-sponsored schools.
- Most schools in the city have enough students and teachers to participate in the research, specifically the questionnaire section.
- It was possible to consult the previous performances of each student and the schools.

The randomly selected respondents were then questioned by the researcher, after obtaining consent and approval from teachers, students and especially from the school head for the questionnaire. This was repeated until the desired number of respondents was reached. Additionally, the opinion of various experts was sought, including teachers from the chosen schools who were not respondents, to provide further explanations about the respondents' answers. In the case of this study, teachers and students from different secondary schools within Dhaka city were the target population. A list of teachers working under government schools was obtained from the executive district officer of education in Dhaka city. This list was used to randomly select the teacher respondents.

All teachers and students chosen as participants would take part in the study unconditionally. This was to limit the time needed to accomplish the data gathering and to avoid unnecessary complications that would emerge if age and gender were considered. Similarly, religion and ethnicity were also not considered among the respondents. The general sample was composed of 200 participants, 100 students, and 100 teachers, from five schools within Dhaka city. Participants were divided only according to their role as teacher or student. The process

of selecting participants, implementing questionnaires and interviewing teachers and students took almost two months since twenty teachers and twenty students participated in each of the five chosen schools. Therefore, a 100% response rates were achieved.

### ***G. Procedure***

On visiting a given school among the five chosen within Dhaka city, the randomly selected participants were taken to a separate room. They first completed the questionnaires. Each participant had the same amount of time in which to complete the survey anonymously. After the survey was complete, teachers and students were separately gathered to answer questions orally. They were asked for their thoughts on various topics, as outlined in the data analysis section. The purpose of the questions included:

- To determine student's opinions on their teachers' skills and knowledge of their teaching and the teacher's responses on whether they demonstrate skills and knowledge when teaching.
- To identify whether students share their problems with their teachers and whether they receive effective solutions.
- To determine whether teachers have been covering the syllabus on time and giving students sufficient time to study for their exams.
- To compare students' and teachers' opinions about their relationships towards achieving high academic performance for the students.

## **X. RESEARCH DESIGN**

Based on the research problem, the research design was a descriptive and adapted method of a survey. A mixed approach was adopted because this approach incorporates strengths from both methodologies, thus contributing to a broader perception of the overall issue. Both qualitative and quantitative methods are relevant to this research.

The quantitative method examines the interrelationship among the variables, with the primary goal to analyze them mathematically. Using a casual comparative quantitative design, the two subsets of participants (notably the instructors and learners) are compared, with the intention of understanding whether their perspectives of the main issue are similar or different. The results of this approach were more general, and more hypotheses were developed in the statistical analysis.

On the other hand, a qualitative approach is crucial to explaining and describing a problem from a more personal perspective. In the qualitative design, the understanding of the chosen issue is based on a case study and historical model, in which the intention is to study the past performance of the students, along with the prior teacher-student relationship. Additionally, a phenomenology design was incorporated, whereby the study of experiences for both sets of participants in the school environment is considered and a possible explanation drawn.

### ***H. Research Instrument***

A self-developed questionnaire was used as the research instrument because it is more reliable for this research topic. Furthermore, this survey was easily designed and structured, based on the information and objectives developed for the study. The questionnaire included different questions for students and teachers;

however, the number of items was constant (6 questions), in order to have uniformity among the questionnaires. This was critical to save time and avoid any possible issues that may result from a lengthy structured questionnaire.

By adopting the random sampling method, one hundred teachers and one hundred students were interviewed in this research study. The researcher visited all the schools that were sampled and briefed the students, as well as the teachers, on the importance of the study. During this process, I reassured the teachers and students that their views were private and confidential.

### ***I. Report /Data Analysis***

After all the questionnaires were collected, they were analyzed according to the Likert scale for each question, thus generating feedback, due to the high demand of the study objectives. The following part is an analysis of the survey issued to the respondents and their scores as answered by the respondents.

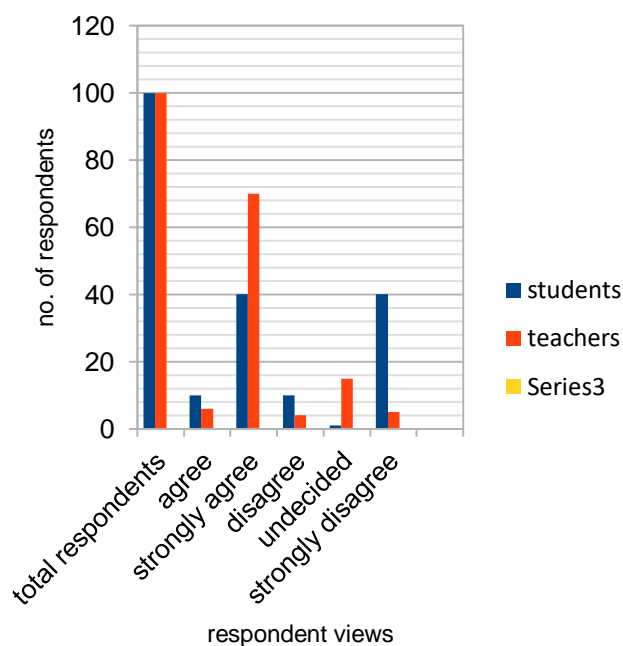
• *The table below shows a comparison of students' and teachers' views on whether the teachers are friendly to the students.*

	Student	Teacher
Agree	10	6
Strongly agree	40	70
Undecided	0	15
Disagree	10	4
Strongly disagree	40	5
Total(respondents)	100	100

The table above indicates that a majority of the teachers strongly agreed (70%) regarding their views on whether teachers are friendly to the students. However, a very small percentage (4%) disagreed that teachers are friendly the students. 15% of the teachers were undecided on whether teachers are friendly to the students.

On the other hand, the majority of the students (40%) strongly disagreed that the teachers are friendly to the students. While only 10% of the students agreed on the view, None of them (0%) were undecided on the view that teachers are friendly to the students. generally, teachers seem to more strongly agree with the above statement, while students show less agreement. Nevertheless, moderate significant differences can be noted between students and teachers' opinions. The chart below shows a more precise graphical representation of the respondents' opinions on whether teachers are friendly to the students.





**Figure 1:** Comparison of Students' and Teachers' Views on Whether Teachers Are Friendly To The Students.

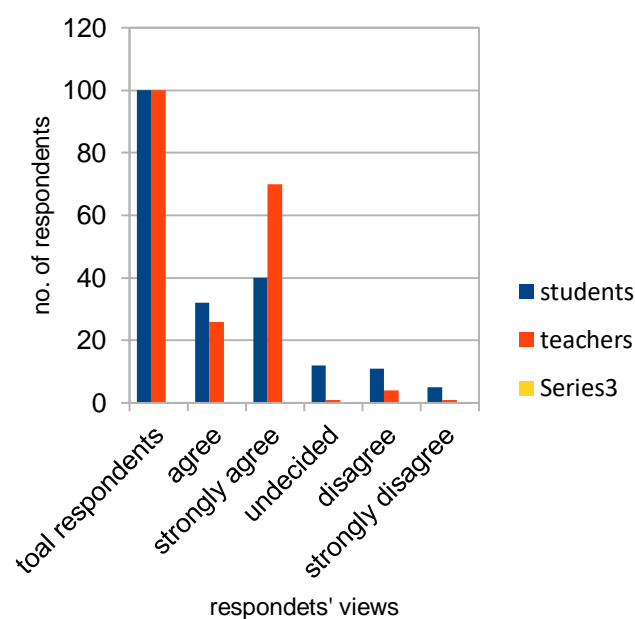
**Table1:** belshows a comparison of students' and teachers' views in regards to a teacher's demonstration of personal knowledge and skills.

	Student	Teacher
Agree	32	26
Strongly agree	40	70
Undecided	12	0
Disagree	11	4
Strongly disagree	5	0
Total(respondents)	100	100

The table above indicates that a majority of the teachers strongly agreed (70%) regarding their skills and knowledge in teaching students to acquire better academics skills. However, a very small percentage (4%) disagreed that teachers have the abilities needed to support high student achievement.

Student opinions also showed a large percentage (40%) acknowledging that their teachers were well prepared, although this figure is much lower than the teacher's responses. Approximately 15% disagreed or strongly disagreed with the statement, which indicated that they were not content with their teachers' skills and knowledge. A small percentage (12%) of students did not indicate their opinions, choosing "undecided" as their response.

Overall, teachers seem to more strongly agree with the above statement, while students show less agreement. Nevertheless, moderate significant differences can be noted between students and teachers' opinions. The chart below shows a more precise graphical representation of the respondents' opinions on whether teachers demonstrate knowledge and skill during their teaching.



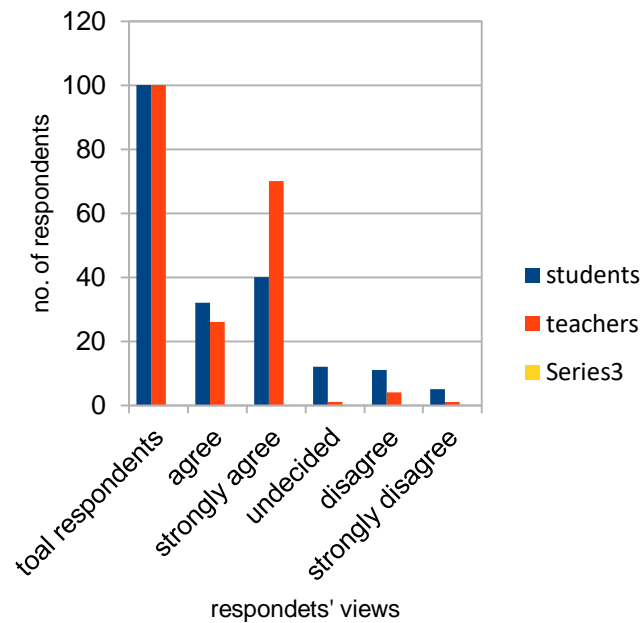
**Figure 2:** Comparison of Students' and Teachers' Views In Regards To a Teacher's Demonstration of Personal Knowledge and Skills.

**Table 2:** Comparison of teacher and students' views on whether teachers attend classes regularly.

	Student	Teacher
Agree	32	26
Strongly agree	40	70
Undecided	12	0
Disagree	11	4
Strongly disagree	5	0
Total(respondents)	100	100

The table above indicates that a majority of the teachers strongly agreed (70%) that they attended classes regularly. However, a very small percentage (4%) of teachers disagreed that teachers attended classes regularly. Student opinions also showed a large percentage (40%) acknowledging that their teachers regularly attended classes. Although this figure is much lower than the teacher's responses. Approximately 15% of the student respondents, disagreed or strongly disagreed with the statement, which indicated that they were not content with their teachers' regular attendance to class. A small percentage (12%) of students did not indicate their opinions, choosing "undecided" as their response.

Overall, teachers seem to more strongly agree with the above statement, while students show less agreement. The chart below shows a more precise graphical representation of the respondents' opinions on whether teachers attended classes regularly.



**Figure 3:** Comparison of teacher and students' views on whether teachers attend classes regularly.

## XI. SAMPLE FROM A STUDENT QUESTIONNAIRE

Question	Strongly agree	agree	undecided	disagree	Strongly disagree
1. Are your teachers friendly to you?				✓	
2. Do your teachers attend classes frequently?		✓			
3. Do you think your					✓

teachers have the required knowledge and skill of teaching?					
4. Do your teachers respond to issues you raise in your class lessons?			✓		
5. Do your teachers treat you harshly while in the classroom?		✓			
6. Does there exist discrimination between some of you and teachers?	✓				

#### ***J. Sample student interview responses on their teachers' skills and knowledge***

S1: Mm, OK my name is Mahmoud, I am a form four student. My opinion is that some of our teachers have demonstrated little knowledge and skills during their lessons. For example, some of our teachers fail to respond to questions raised by students during class lessons.

S2: OK thank you. My name is Abdul, and I am a form,three student. According to me, some of the teachers from our school lack the best qualities of an excellent teacher. Some of the teachers are very harsh that we have been afraid of them.

S2: Thank you. My names are Abdikadil Hassan; I am a form one student. What I can say is that— mmmm— actually some our teachers, especially form one teacher don't attend classes regularly. Others do come to visit their lessons very late so that we only get very little knowledge of their context.

S4: OK. My name Asha Mohammed and, according to my view, our teachers have expressed knowledge in teaching us. They have tried so much to improve our academic performance. So far, I have developed a lot in the field of mathematics and sciences, which earlier on challenged me.

S5: I am a form two student, and they call me Abduba. It doesn't pay to teachers when they fail to perform duties well. I think our school tends to bring new teachers who lack the actual knowledge and skills of teaching. We as students have been finding it challenging to adapt to their modes of instruction.

***K. Sample teacher survey***

Question	Strong ly agree	agree	undeci ded	disagr ee	Strong ly disagre e
1. Do you think you have the required/ best knowledge and skill of teaching?	✓				
2. Do you respond politely and effectively to issues raised by students?		✓			
3. Does positive teacher-student relationship lead to students good grades?	✓				
4. Do you allow students interact with you freely and			✓		

share with you their problems?					
5. Does your administration support your idea to further studies?					✓
6. Do you think students' discipline cases have affected their academic performance?		✓			

***L. Sample teacher responses as to whether they demonstrate knowledge and skills in their teaching***

T1: Thank you, Sir. My name is Abubakar and I am a chemistry teacher. I think, according to me, teachers from our school have portrayed their knowledge and skills in improving the academic performance of our students. I have individually allowed students to interact with me freely and feel free to request for my help in case of any challenge.

T2: OK thank you for your question. I am glad to answer your question. I would support the work that has been carried out by my colleagues and me to ensure that the academic affairs of our students have been catered for. Mm, so far our school has improved its mean score due to good connections between teachers and students.

T3: My name is Kassim, and I do teach mathematics and sciences. My opinion is that eeee, the way our students have responding to homework, group discussions are a result of teachers' efforts to improve the students' performance. So, I think we are in good terms with our students. I am very hopeful that they will improve more.

T4: Thank you. In my opinion, you allow me to argue that eeeee, some of our teachers are new, and they lack the actual knowledge skills of teaching. Students have been finding it difficult to cope with their teaching styles. Thank you.

T5: Good afternoon to you. I am glad to answer your question because it's of great concern. Mm, on my opinion, I will sit on the fence— hehehe— neither will I say that we as teachers have expressed a lot of skills in

teaching our students nor will I argue that my colleagues and I have failed to improve the academic performance of our students. So far, we are neither promoting nor failing in academics. During our lessons, some of them are efficiently contributing to discussions, while there are some who do not attempt to answer raised questions. Thank you

***A sample analysis for question 2 from the teachers' questionnaire is as analyzed below.***

From the teacher's questionnaire, since most of the questions were similar to those on the student questionnaire, only one question (2) was analyzed to give results on the teachers perspective.

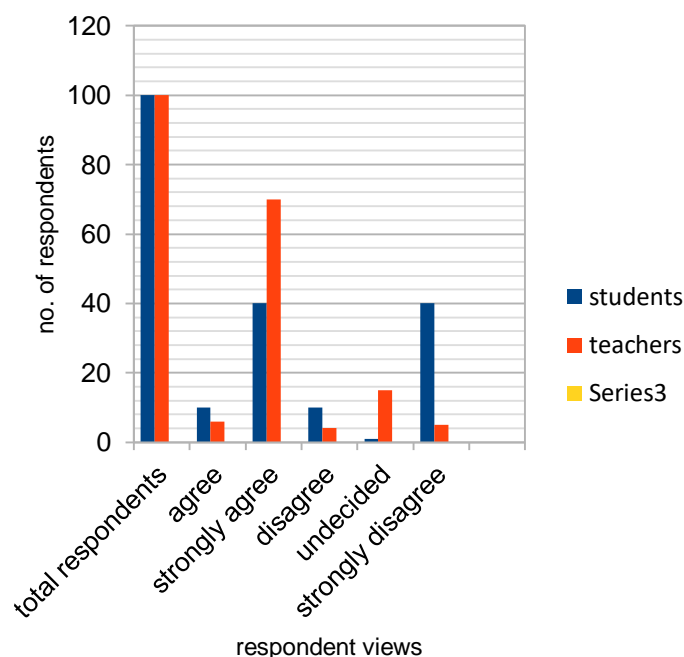
**table 4:** below shows a comparison of students' and teachers' views on whether teachers respond politely to issues raised by students.

	Student	Teacher
Agree	10	6
Strongly agree	40	70
Undecided	00	15
Disagree	10	4
Strongly disagree	40	5
Total(respondents)	100	100

The table above indicates that a majority of the teachers strongly agreed (70%) regarding their views on whether teachers responded politely to issues raised by students. However, a very small percentage (4%) disagreed that on the opinion that teachers responded politely to students' issues. 15% of the teachers were undecided.

On the other hand, the majority of the students (40%) strongly disagreed that the teachers responded politely to student issues. While only 10% of the students agreed on the view, None of them (0%) were undecided on the view that teachers responded politely to their issues.

generally, teachers' respondents strongly agreed with the above statement while students show less agreement. Nevertheless, moderate significant differences can be noted between students and teachers' opinions. For an advanced representation to the views of the respondents, a chart was used to show a more precise graphical representation of the respondents' opinions on whether teachers responded politely to students' issues.



**Figure 4:** Comparison of Students' and Teachers' Views on Whether Teachers Responded Politely To Issues Raised By Students

## XII. CONCLUSION

From the findings of the study, the kind of interactions among teachers and learners has a pronounced impact on the academic performance of the students. Educational outcomes on the part of the students strongly depend on the teacher-student relationship. The study applied several indicators such as grades and test scores to measure the achievement of students as result of a student-teacher relationship. This research study noted that a correlation exists between the interactions among learners and instructors, with observable outcomes in the test scores of the students (Dietrich, 2015). Students who had a good relationship with their teachers displayed good results. From the school teachers, those who had poor teacher-student relationship struggled on academically. This significant relations between academic performance and positive teacher-student relationship was directly proportional. The study also concludes that the motivation of the teachers depends on the students' academic achievements. This means that the administration and management must support the development of positive relationships between students and their teachers (Hafen, pp. 427).

Evidently, according to the research objectives, learners do share their problems with teachers. As indicated by the data, the majority of the teachers think that they have sufficient knowledge and skills to teach the students. From the survey data, the majority of the student respondents disagree with the statement that their teachers have adequate knowledge and skills that they demonstrate in a classroom as they teach. Effective teacher-student relationship can be built through structured intervention. However, it is crucial that the school management is committed to providing resources and support for effective teacher-student relationship initially and later on so that both members are suitably empowered.

While the performance of the schools may depend on the qualifications and knowledge of the teachers present, it is also correct that the instructor-learner relationship plays a vital role in the performance bracket within



a given school. In all cases, positive teacher-student relationship should be fostered for it is the hallmark of success in every academic institution.

### **XIII. RESEARCH LIMITATIONS**

Due to limited resources and access to logistics, the study could only be carried out in Dhaka City where only five schools were used. As such, this could result in potential bias as other regional factors could affect both the responses of teachers and students. The study also employed simple random sampling instead of other methods such as clustered or stratified sampling which would produce more accurate results. In addition, the use of questionnaires and interviews may also cause the problem of bias as the answers of teachers and pupils may be influenced by external factors such as the need to please researchers or interviewers.

### **XIV. RECOMMENDATIONS**

The findings of this research indicated that teachers tended to be satisfied with their student-teacher relationships in the schools within Dhaka City, which means that they experience a conducive working environment. It is also necessary to mention that teachers within Dhaka city may be encouraged by the provision of opportunities for advancement, as well as promotions based on their performance (Pakarinen, 2017)

It is crucial that student opinions be sought and respected. The administration should implement regular questionnaires to solicit student opinions. This would, consequently, bridge any relational gaps between the students and the teachers.

Since the academic performance of students is not only dependent on teaching, teachers should create an enabling environment which will give students an opportunity of understanding the concepts being taught. Such an enabling environment is to be achieved by developing a good relationship with students. Teacher must acknowledge the impact they have on their students and take into consideration the perceptions of the students towards them. The teacher must ensure that they meet the academic and emotional needs of the learners. Classroom environments which facilitate a positive culture, as well as healthy association, is critical for motivating learners to study more (Mustary, 2018). Therefore, the administration of schools and institutions of learning in Dhaka City should work towards ensuring the development of positive relationship between students and teachers is enhanced to a greater deal.

It is true that positive relationship between teachers and students can be enhanced by the availability of teachers to solve the problems of students. Therefore, teachers must show concern and readiness to solve the problems affecting students so as to win their loyalty hence a positive relationship.

Finally, schools and institutions of learning in Dhaka City should competent teachers with knowledge in various branches of learning. This is because developing a positive relationship with students does not depend much on having wide knowledge on the subject of specialization. However, it also calls for being endowed with psychological and life skills that can eventually be used to address the problems affecting students.

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