

**HOW CAN A TEACHER MAKE DIFFERENCE
IN A STUDENT'S LIFE: A
PHENOMENOLOGICAL STUDY**



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LIFE: A PHENOMENOLOGICAL STUDY**



**A THESIS SUBMITTED TO KINNAIRD COLEGE FOR WOMEN IN
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BY

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2017-2021

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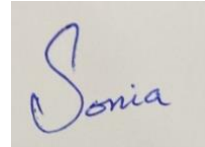
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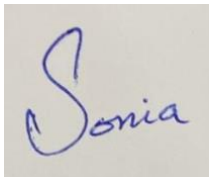
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It is certified that Ms. Alveena Tariq of BSc (Hons) (session 2017 – 2021), Department of Applied Psychology has carried out research work entitled “**How can a teacher make difference in a student’s life: a phenomenological study**” under my supervision.

It is assured that research work is original and has not yet been published anywhere else.

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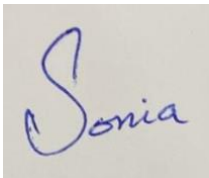
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I'm thankful to Allah that he gave me strength to work on this research and helped me in numerous ways to complete it. *"He will also grant you the other favour that you desire: help from Allah and a victory that will come soon"* (61:13).

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ABSTRACT

This qualitative study explores the student-teacher relationship and its influence on the students. Different aspects of the students' life were taken into account to analyse the influence such as academics, emotions, personality, career and socialisation. 5 final year female students were taken from different universities and different departments. Semi-structured face to face interviews were taken by them. The results showed some important characteristics of student-teacher relationship, according to the student's point of view that make the relationship effective. The participants were asked questions about the influence their teachers had on them in different domains of their lives. Academically, the teachers had effect on their grades and interest level in class. Positive relationships had positive influence and negative relationship had a negative impact. Emotionally, the students experienced a variety of emotions due to their relationship with their teachers. Some teachers had a positive influence on the emotions and emotional well-being of the students while some gave rise to unpleasant feelings. Career wise the teachers were seen as guiders and mentors for the students who helped them set their career paths. Unfortunately, the negative experiences of a few participants had a huge impact on their career development and made them loose interest in their degree and professional field. Socially, the teachers had an effect on the students' adjustment in their class and socialisation with peers. The teachers had both positive and negative influence on the personality of the students. The study concludes that student-teacher relationship is important and it influences the student in different ways and aspects.

Keywords: student-teacher relationship, importance, influence, academics, career, emotions, personality, socialisation

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Abbreviations	Full Form
BS	Bachelor of Science
MS	Master of Science
M. Phil	Master of Philosophy
PhD	Doctorate of Philosophy

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CHAPTER 1

INTRODUCTION

The concept of knowledge was first given by an ancient Greek philosopher Plato as “true belief” (Scott, 2021). “Knowledge” is our knowing and understanding of things that we make sense of. Our knowledge makes us aware about concepts and phenomenon. Knowledge of a person is not restricted to their own self; knowledge can be imparted to others as well. The one who imparts the knowledge and wisdom becomes the teacher and the one it is imparted to become the student.

In modern times, a student is someone who is enrolled in an educational institution, for the purpose of learning and seeking knowledge (Oxford Dictionary, 2020). There is no age for seeking knowledge; a person’s learning experience starts as soon as they are born. We seek knowledge in different ways, such as by verbal guidance, observation, modeling, and self-experience. We are all the time in a learning process and we keep learning until our death or until our mind functions properly to perform its cognitive functioning.

Educational institutions are places where an individual gains systematic, valid and efficient knowledge through books and teachers, who have efficient knowledge on the subject and have the academic competency to deliver that knowledge to pupils. In Pakistan, the academic journey of an average individual consists of school, college and university. The school is completed in a 12-year period. School years are further divided in three levels: Primary school, Secondary school and Higher Secondary school. Initial five years of school of a student are called Primary school, the next five years are of Secondary school and the last two years are of Higher Secondary school which are also called College years. After completing these 12 years, the students then choose their professional pathways and enroll themselves in Universities for their respective professional degree, which is also called Bachelor’s Degree (BS). Most of the bachelor’s degrees span over four years. After the

student completes their bachelor's degree, they fully graduate their academic journey. After graduation the individuals can opt for further academic degrees that come under the title of post-graduation which includes Master's degree (MS), Master of Philosophy (M.Phil.) and Doctorate of Philosophy (PhD).

A teacher is an individual that has knowledge, who acts as an instructor, guide, coach and educator who helps students to gain knowledge, competence and skill. Teaching is a set of complex tasks, whose main goal is to deliver knowledge (Caena, 2011). Teaching is a social event that requires social interaction with the individuals in a specific context of time location, culture and social, political and economic situation surrounding both the teacher and the student. Therefore it is influenced by all these factors (Cochran-Smith, 2006). All the factors surrounding teaching influence the expectations and results of this social arrangement.

A teacher is human entity that has a personality and exhibits humanly characteristics. Therefore, you cannot separate these characteristics from teacher or instructor and expect them not to get influenced by their personality. In fact, the teaching of a teacher is heavily influenced by their personality. As discussed earlier, that teaching is social interaction therefore, the interaction between student and teacher develops into a social relationship and a lot of factors of this relationship are directly linked to the characteristics of the teacher.

The relationship that develops between the student and the teacher has influence on the student as well. In researches, it has been found that a teacher's enthusiasm during teaching a course can help in creating a positive learning experience for the students and enhance their learning (Olson, 2008). A teacher's enthusiasm is seen the way they teach the contents of the course. In an effective teaching relationship, the teacher teaches the subject using ways that increase the interest of the students in the course and does not create a dull environment by using methods like rote learning and rigid class routine (Sullo, 2009). It is difficult for the teachers to teach same course over the years innovatively and thus the

boredom of teachers with the curriculum can get transferred into students. Enthusiastic teachers are rated higher by their students than teachers who didn't show much enthusiasm for the course materials (Barkley and Bianco, 2006). Enthusiasm of the teacher can help in making the students motivated for learning and help in increasing their intrinsic motivation (Rajvanshi, 2016).

Connecting academic achievement with personal performance requires effective teacher-student relationships (Salzberg-Wittenberg et al., 1999). In this case, a student's internal aim of improving themselves constitutes personal achievement, while the goals they get from their supervisor constitute academic success. A teacher must help their students connect their academic and personal aspirations. Those who experience this positive element have higher levels of self-assurance and achievement in both their personal and academic journey than those who do not.

Friendly and encouraging teachers are more likely to foster closer bonds with their students and inspire their interest in their classes and the subject (Baker, 1999). Close bond between student and teacher means that the relationship is at a significant level in terms excellence. The social bonding between the both requires connecting with each other through compassion and compatibility and establishes a safe and understanding environment. Teachers are seen as supportive and successful when they spend more time communicating and working with pupils. Effective instructors have been proven to let humour into their classrooms, encourage student decision-making, and show a desire to have fun (Bryant et al., 1980). An effective student-teacher relationship requires it to be more than just studying and academics. Personal bonding and connection means to see the other aspect of the individual and not just seeing them as merely a student or a teacher. For an effective relationship the students and teachers should be able to see each other in their true essence. This helps increasing the understanding between the both participants of the relationship as they start to

see why the other person is the way they are and what are the reasons behind their actions and behaviors. When a teacher understands their students they can help and guide them in a better way.

Pedagogy is the term used to describe various teaching methods. Teachers take into account students' learning objectives, learning environment, and prior knowledge when choosing their teaching strategies. Teachers should take students on field trips to aid learning outside the classroom. Teachers' perspectives on their roles inside the classroom are starting to change as a result of the growing usage of technology, particularly the advent of the internet during the past ten years (Rana & Rana, 2020). Assessing the students' educational backgrounds in relation to certain abilities is another aspect of teaching using pedagogy. To meet the needs of all students in the classroom requires an understanding of the student's individual personality, so that the teacher can supervise them and give them instructions accordingly. Pedagogy can be conceptualized in one of two ways. The first reason for employing pedagogy of teaching styles is because teaching itself may be taught in a variety of ways. When a teacher evaluates the pedagogical diversity of their students and differentiates instruction for each student as necessary, the pedagogy of the learners enters the picture (Lambordi, 2019).

As discussed earlier, the Bachelor's degree is the professional degree of a student that is needed to acquire significant knowledge and skills that the individual is going to utilize in their professional journey. This degree helps the student make effective decisions for their career and help them in the decision-making process. By the end of this degree the student has learned all the required skills and knowledge needed and thus they become ready to enter their professional life.

THEORITICAL BACKGROUND

Self-determination theory:

Deci and Ryan (2012), explained in their Self-determination theory the relation of motivation with social relationships. The theory can also be linked to student-teacher relationship and motivation. The theory explains how a teacher can fulfill a student's three basic psychological needs i.e. need of attachment, need of competence and need of autonomy, to increase their motivation to achieve and excel.

Care Theory:

Noddings (2015) said that "all teachers are moral educators" with a responsibility to create "better adults" and "education is relation" (Noddings, 2016). In the care theory, Nodding (2002), has described the connection between the care giver and the cared-for, shows how instructors can support moral decision-making by using the explicit behaviors of modeling, discussion, practice, and checking. Noddings (2002) promoted and advanced the care theory while emphasizing on the importance of interpersonal connections. She points out that as a result of certain behaviours between a care giver and the person being cared for, teacher and student, respectively, serve as the fundamental basis of care theory. Teachers may foster a moral value, in different aspects of the student's journey by demonstrating these through modeling, discussion, practice, and checking. A secure and developed relationship between the one being cared for and the one providing care is, the first step towards attaining a deeper knowledge of moral decision-making. Once a relationship has been established, it is possible to engage in behaviours that will improve one's understanding of their moral decision-making, such as modeling, dialogue, practice, and confirmation. The decisions themselves are contextual and different, much like morals. Teachers take multiple roles in a

student's life and thus students they are responsible for not only making them academically competent but also virtue and morality.

LITERATURE REVIEW

Atack and colleagues (2000) conducted a research "Student and Staff relationships in a clinical practice model: Impact on learning" on 40 third semester nursing diploma students, aging between 19-38, comprising of 37 females and 3 males. 20 staff nurses were also taken as the participants of this study. In-depth interviews were taken from student nurses and staff nurses about their learning experience. The results of student interviews showed that students formed a significant relationship with their staff nurses that created a positive learning environment. A positive relationship meant that the staff nurses treated the student nurses as their fellow workers. The staff nurses treated students with respect and had a good communication with them. The staff nurses discussed with the student nurses and took their opinions in consideration during decision making process. This positive relationship with the staff nurses made the students feel more connected to their profession. The negative factors that was identified in the relationship was heavy workload of the staff nurses that created hindrance in student-staff communication because the staff was working really hard and did not have time for the students. Some of the staff members lacked competency on their teaching subject and were not able to deliver knowledge efficiently to the students which negatively affected the learning experience of the students. Interviews of the students also revealed that personal and professional traits of the staff also affected the relationship. The nurses that were helpful to the students and mentored them rightfully had a positive effect on the students' learning experience. Another factor that was identified was willingness of the staff to teach the students. Interviews of the staff nurses revealed some staff reported that having students work with them reduce their workload whereas some of the staff thought it

increased their workload. Reducing working hours of the students resulted in students not completing their tasks and this further increased the workload of the staff nurses and they had to complete the incomplete tasks of the students. Staff found themselves working in multiple roles with the students such as educators, coaches, instructors, supervisors, which meant the staff nurses had to guide them as well as assess their work and give them criticism. The staff felt these multiple roles enhanced the learning of the students. Staff saw communication, understanding and patience as key traits that can enhance the learning experience of the students. The study found factors that are effective in staff-student relationship for learning from the perspective of students and staff both.

Smith (2011) conducted a research “It’s the relationship that matters: A qualitative analysis of the role of the student-tutor relationship in counseling training”. It was a focus group study on 15 students enrolled in a two year post graduation counseling training course. The interviews were conducted in two focus group, in which 8 first years were in one group and 7 second years were in the second group. The interviews were based on students’ information and experience of positive and negative relationships in general and with their tutors. The results of the interviews showed that a positive relationship with the tutor comprises of acceptance from the tutor, where the student is allowed to express their true self without any guilt or shame. If the tutor allowed the students to express their opinions and ideas without any negative reaction the students felt more connected with tutor and felt more encouraged to participate in the class and enhance their learning experience. The tutors that were real and open with the students while teaching and discussing problems had a positive impact on the relationship, whereas, the teachers that were not that open with the students and did not allow the students to express their thoughts had a negative impact on the relationship. Empathy in teachers regarding the problems of students and giving them understanding for their issues also had a positive impact on the students. Students preferred those teachers who

treated the students as an equal in terms of knowledge rather than someone who is less than them and expressed a sense of superiority over the students. Students saw their tutors as their role models from whom they could learn from than academic knowledge. Students learned professional and life skills from their role models. Predictability and consistency in behavior was a favorable trait of the teachers that students wanted to experience more as some second year students shared negative experiences with supervisors who were unpredictable. The interviews also revealed the impact of student-tutor relationship on the learning of students. It was revealed that positive relationship with tutors increase the quality of the learning experience. Students felt more motivated for studying. Constructive feedback from the teachers helped the students identify their lacking areas and correct their mistakes and increase their learning. Teachers who created a safe and supporting environment for the students to express their problems and ask for help without being made to feel intellectually less, increased the learning motivation of the students. Some students reported negative experiences where they did not felt safe with their teachers while expressing their problems. The study showed significance of the student-teacher relationship and its negative and positive aspects along with its influence.

Tweedy (2015) conducted a research “A Qualitative Grounded Theory Study in Understanding the Teacher/Student Relationship in the College English Freshman Composition Classroom” to discover effects of student-teacher relationship on the student’s writing process and the end result of the writing. In this study both students and teachers were taken as participants. 3 teachers and 5 students from each teacher’s class, meaning total of 15 students combined. The results showed that the factors that help in building student-teacher relationship are communication, trust, accessibility and self-confidence. Clear communication between the student and the teacher during the writing process yielded better results in the end product. Trust on the teacher for help and guidance motivated the students to excel in

their task. Accessibility of the teacher inside and outside of the class also helped the students to improve their results. Self-confidence of both teacher and the student encouraged the students to perform better.

Gay (2002) in her article “Culturally responsive teaching in special education for ethnically diverse students: Setting the stage” conducted research on academically underachieving students from different ethnic backgrounds such as African, Asian, Latino and Native American. The interviews were taken from academic instructors of various schools that were teaching these students in special education. The results of the study are that the educator’s empathetic behaviour has been viewed as a desirable quality. It has also been connected to how well teachers interact with pupils from various ethnic backgrounds. Empathy is primarily defined as the capacity to identify with and understand another person's feelings. Taking another person's point of view is acting in an empathic manner. This is crucial in a culture with a wide range of racial and cultural backgrounds where educators must look above their own cultural norms in order to successfully comprehend and address the viewpoints of a varied student body. Teacher training programmes should teach educators how to handle ethnic, racial, and cultural challenges through curriculum and instruction, as well as how to demonstrate greater empathy. It's critical to expand teachers' awareness of the many cultures they will face in the classroom in order to foster greater cultural sensitivity in them. Candidates for teacher preparation should get instruction on bias' effects and how to maintain high standards for all pupils. The emphasis of training should be on creating a classroom environment that welcomes and supports a student body that is culturally diverse. Teachers need to be skilled at facilitating cross-cultural dialogue among the pupils they would be teaching. Knowledge of the distinctive cultures of ethnic groups is necessary for this form of teacher training.

RATIONALE

Educational institutes serve as a place where people can gain knowledge from people who have grip on the subject and can properly guide individuals to excel in that domain. Those experts on the subjects are called teachers. The literal meaning of the word “teacher” is someone who teaches. Teachers interact with students and deliver them knowledge that can help the students in learning. Effective teaching depends not only on the knowledge and learning of the teacher but also how they teach it. The teacher’s style of teaching shows how well they can reach the student according to their intellectual level and help them understand the concepts. A teacher becomes a role model for the students, whom they look up to for not only educational guidance but also guidance for living their life in an efficient manner. Communication and conduct of the teacher with its students inside and outside of the class has a lot of impact on the students and in different aspects. A relationship is built between students and teachers during learning journey that lasts at least till the end of the journey.

Studies have shown that the student-teacher relationship has a great impact on the learning experience of the student. It is important to identify what are the important aspects in this relation and how they influence a student academically, professionally and in aspects related to personality, emotions and social life of the individual. An in-depth study of the impact of student-teacher relationship is required to understand the nature and importance of this relationship.

Objective

To understand the student-teacher relationship and its influence on the student’s different aspects and their development during their bachelor’s degree.

Research Question

What are the effective components of student-teacher relationship and how it influences the student?

CHAPTER 2

METHOD

Qualitative and descriptive research design was selected for this study. Qualitative research allows researchers to produce a individualistic image of the concept being understudied and understand the meaning given by human interactions with phenomenon. It gives in-depth information about the topic and unlike Quantitative research, does not require a big sample size.

Moreover, this design can be performed in natural settings. Whereas it's main purpose is to describe and explore the phenomenon and understand the meaning given by humans for the phenomenon (Creswell, 1994).

Phenomenology

A phenomenological study is described as giving a common meaning to the subjective experiences of the studied phenomenon for several people. The description of phenomenology consists of the meaning of phenomenon for a participant, what and how they experienced. A researcher using phenomenological approach explores to know the world as we live in it. It is an analytical process in which interpretation of the meaning of subjective experiences of participants. Interpretive phenomenology is also termed as hermeneutics, which is explaining and giving meaning to human interaction with the world around them, (Spiegelberg, 1975).

The basic goal of the phenomenological approach is to describe the meaning that participants give to their experiences as they perceive them. The information was obtained through interviewing. Experience is a conscious process that keeps evolving through our senses and we give meanings to each of our experience. The essence of the experience is the interpretation. In this qualitative research, phenomenology aims were to identify and

describe the subjective experience of the participants. It is the study of lived experience of the participants from their point of view (Schwandt, 2001).

In phenomenological research, bracketing is the method that separates the researcher's biases and preconceptions about the studied phenomenon. It protects the results from compromising the authenticity of the results (Tufford and Newman, 2012). Acknowledging the researcher's own beliefs and biases early in the study help the readers to understand their position and bracket the results from biased opinions (Creswell and Miller, 2000).

The aim of this phenomenological research design was to explore the subjective experiences of students with their teachers and address the effects on academic, emotional, social, personal and career development and give meaning to their experiences.

Research Paradigms

A paradigm is a set of belief that guides action throughout the research (Guba, 1990). In this study, social constructivism and interpretivism were used. Constructivism focuses on how individuals make sense of their lives (Creswell, 2007) and focuses on the individual's understanding and retrieving of meaning in life. Individuals might be more likely to contemplate their understandings based on their experiences and interactions with other humans, hence it is called social constructivism (Creswell, 2007). Whereas Interpretivism focuses on what the participant is saying, experiencing, feeling and thinking say, do, and feel, as they make sense of the concept being studied. Interpretivism emphasizes that the participants give meaning to their subjective experiences. The participant's thoughts and actions are assessed by their experience with the events. Individuals perceive and give meaning to their experiences as they analyse them and try to understand them as a result of their interactions, resulting in the learning of the concepts and phenomenon.

Philosophical Assumptions

The philosophical assumption of this research was ontology. The ontological assumption studies the reality in its true nature and its significant features. When a researcher is conducting qualitative research, they are dealing with the probability of multiple realities existing at the same time. Every researcher is experiencing different realities same as the participants of the study are experiencing. Every individual has their own reality that they make out of their experience. The researcher reports each reality he discovers during the research and reports the findings in their study. Evidence of existence of these multiple realities existing, is given by quoting the account of participants in the study to prove the validity of findings based on evidence (Creswell, 2007).

Research Design

The subjective experiences of students with teachers were investigated in this study by using a basic qualitative phenomenological technique. It enables researchers to collect valuable and subjective data. This study looked at the experiences of students are doing their undergraduate degrees (Creswell, 2007).

Sampling Strategy

Purposive sampling was used to select the participants. Purposive sampling is a sample selection method in which the researcher relies on its own judgment and assessment while selecting the participants of the study. It is a non-probability sampling strategy. This method is effective for qualitative style study where participant number is low. Purposive sampling is both cost-effective and time-effective method for the researcher. The type of purposive sampling that was used in the study was homogeneous sampling, because include all the participants selected for the study had homogeneous characteristics which was being students of the final year of a bachelor's program (Dudovskiy, 2022).

1	23	Female	BS Applied psychology	Final year	Kinnaird College for Women	Unmarried	Unemployed	3.21
2	22	Female	BS Environmental Sciences	Final year	Kinnaird College For Women	Unmarried	Unemployed	3.43
3	23	Female	BS Biotechnology	Final year	Forman Christian College	Unmarried	Unemployed	3.45
4	22	Female	L.L.B	Final year	Kinnaird College for Women	Unmarried	Unemployed	3.13
5	22	Female	BS Zoology	Final year	Kinnaird College for Women	Unmarried	Unemployed	3.24

Semi-structured in-depth interview

In an interview, a series of questions are asked by an individual in order to gain information. A semi-structured interview is the type of interview in which the asked questions are pre decided and thus the interview is not completely spontaneous in nature and has a course to follow. The significant feature of a semi-structured interview is an interview guide that has constructed questions that guide that interview about the flow of the interview and topics to be asked about. The interviewer develops and uses an interview guide using the research topic, theoretical background and literature review. The questions asked in a semi-structured interview are open-ended questions and topics that need to be covered during the conversation, usually in a particular order but it is not necessary to follow that order. The

constructed questions are kept open ended so that both the interviewer and interviewee discuss the topics in detail. The information given by the participant allows the interviewer to review it and focus on the points that should be focused in more detail by probing. Probing questions are asked so that the interviewee adds more details to given information. In-depth interviews help in giving the researcher clarity about the topic and thus help in making the research findings significant. This flexible nature of semi-structured interview allows the researcher to deviate from the proposed questions and prompt the participant into giving if they are looking for more information or find what they are saying interesting (Burgess, 1984). Semi-structured interviews make the participant express their thoughts without any difficulty and help them pour their thoughts freely. Semi-structured interviews are appropriate when the interviewer has to touch a lot of topics and has to find out information on vast variety of concepts. These interviews come in handy especially when the chances of getting another interview from the participant are low.

Most of the researchers prepare a semi-structured interview so that they know what information they need to take from the participants. This preparation saves time of the researcher during the interview especially if the interview is to be taken by multiple participants. Proposed questions of the interview guide are same for every participant, so it also saves the researcher from missing out on information from any participant and also keeps the obtained information around the same topic or topics. The probes and prompts of each individual interview differ according to the answers of the participants. Probes aid in getting more details from the participant. The preparation of a semi-structured interview requires for the researcher to first conduct informal and unstructured interviews so that then they can construct the questions for semi-structured interview and make amends according to their experience with the unstructured interview questions. This helps in developing relevant

and meaningful semi-structured questions. To create an interview guide the researcher first makes an outline of the topics that are to be included in the interview and then proceeds to make open-ended questions that cover those topics. The questions should be related, relevant and easily comprehensible by the participant. Questions should be open-ended so that the participant gives details about it. Simple and layman language should be used to construct the questions so that the participant does not misinterpret the questions for something else. The number of questions included in the interview guide should only be enough to cover the time of the interview. The number should not be too much so it exceeds the time and it should not be inadequate that enough information is not covered during the interview. A good interview guide should help conversation to flow naturally. The interview guide should be constructed carefully. It should have a starting or initiating question about the topic which should then be followed by questions that gain more information on the topic then followed by questions that wind up and conclude the interview. The questions should be related to the topic but they should not be repetitive in nature and does not require the same answer from the participants (Bernard, 1998).

The structure of interview guide given by Harvard University, Department of Sociology, comprises of different aspects and types of questions that all serve a different role in this information seeking process. The structure of interview guide should comprise of following features:

Opening Questions: Opening questions are the starters of your interview. These questions make the interviewee share their story and experiences with you. These questions relate to the participants knowledge of the phenomenon or what is their opinion about the

studied topic. Opening questions are open ended that open up the interview and directly dive into cognitions of the participants.

Key Questions: These are your main questions that answer your research question. These give you the important information that you require. These questions explore the different aspects of our research question.

Probing Questions: These questions are additional questions that are not included in the proposed questions of the guide but the interviewer comes up with them during the interview in order to discover more information about the topic. These questions pinpoint the small details that are essential but the interviewee might have missed.

Closing Questions: Closing questions are important too as they guide how you are going to distance yourself from the interview and how you are going to conclude the whole interview session. The ending of the interview should not be abrupt, you should ask questions that give the sign that you are ending the interview. At the end you should also thank your interviewee for their time and cooperation.

Interview guide

The interview guide was used in the study for conducting in-person interviews and it consisted of open ended questions. Probes were used if needed to get more information from the participants.

Proposed questions:

- What is student-teacher relationship for you how would you describe it?
- How important do you think this relationship is?
- Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?
- Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

Probing questions:

- What was the influence of the relationship on your academics?
- What was the influence of the relationship on your emotional well-being?
- What was the influence of the relationship on your social life?
- What was the influence of the relationship on your personality?
- What was the influence of the relationship on your career development?
- What do you mean by “understanding” over here? How would you describe “understanding” in this relationship?
- Why do you mean by “sharing personal problems”?
What do you mean by “mentor”?
- What is your interest level while attending her lectures?
- How would you describe trustworthy?
- What do you mean by “support”?
- What do you mean by “like an elder sister”?

PROCEDURE

Pilot study:

A pilot study was conducted with 1 participant falling under inclusion criteria and a semi structured interview was taken. The pilot study helped in testing out the interview questions and helped in modifying the proposed questions and probing questions for the main study participants.

Main study:

In main study, in person interviews were conducted from 5 participants. The participants were approached through social media. The researcher asked on different social media platforms for participants meeting the inclusion criteria. The individuals who met the criteria, willingly approached back to the researcher. The researcher asked them individuals basic screening questions to select them as participants. The participants were enrolled students of bachelor's degree and were in their final year. The participants were not married, not employed or doing any kind of professional work. They could understand English language completely and they did not have and physical or intellectual disability. The participants were all female. Their CGPA was between 3.00-3.50. The interviews were taken face to face at the earliest convenience of the participants. Some of the interviews were taken in their educational institution and some were taken at home of the participants as per convenience of participant and researcher both. Consent was taken from the participants before starting the interview and consent form was signed by them. Then the participants were asked some demographic questions that included age, name of degree, educational institution and current CGPA. Then the interview was taken from them. The interviews were semi-structured and an interview guide was used to ask the proposed questions of the study and probes were used to get more details from the participants. The interviews mostly lasted 30 minutes.

DATA ANALYSIS

Thematic analysis was used in this study as the data analysis method. Thematic analysis is the data analysis method in which recurring patterns are identified and turned into themes of the phenomenon being studied in the research. Braun & Clarke (2006) call it the “first qualitative method” that should be learned as it provides core information to further analyse any kind of qualitative data as the skills used in Thematic Analysis are the basis of every analysis. The goal of Thematic Analysis is to divide the findings of the study into themes that show prominent patterns and significant characteristics of the results and use them to define the phenomenon being studied and describe the themes.

Braun & Clarke (2006) described six steps to efficiently analysis the themes of the data:

1. **Becoming familiar with the data:** After transcribing the data in written form, extensively study it and read it. You should gain in depth understanding of the data before reaching the next step of the process. Making notes and highlighting significant information should be part of studying it.
2. **Generate initial codes:** Identify recurring patterns and organize the data systematically into similar categories.
3. **Identify themes:** The organized data will fall into groups and sub groups. This grouping of data would help identify themes.
4. **Review themes:** Keep reviewing and refining themes until you place every related pattern into a theme or sub theme.
5. **Define themes:** Describe the themes and analyze the meaning given to the theme by the participant, using their said words as evidence.
6. **Write-up:** Write the themes in the report, with clear mentioning of the themes and sub-themes and their description.

Data verification method

Peer review:

Peer review refers to the systems that checks the working of a researcher and helps to improve the quality of published research, and increases the validity and reliability of the results and make the research work error free. Transparency is the key to trust in peer review.

The research proposal of this study and the interview guide was peer reviewed by 1 expert and changes were made according to the suggestions given by the expert.

ETHICAL CONSIDERATION

- Approval was taken from the Kinnaird College for Women, Lahore, to conduct this study.
- The participants were provided informed consent that includes information about the study and the interview.
- Participants' confidentiality and the information they provided was protected.
- The study's primary priority was to ensure that there would be no harm to any participant.
- If the participant refused to answer any of the questions, then they were not obligated to respond.
- It was also explained to them that they can withdraw from the study at any time.

CHAPTER 3

RESULTS

Findings discovered from the interviews are presented in this chapter. After in-depth interviews from participants, the outcomes are highlighted as themes of the experiences and their corresponding meanings with reference to verbal evidence of the participants' interviews.

THEMES

Table 3.1

Main themes and sub-themes

Main Theme	Sub-theme
Important characteristics of the student-teacher relationship	Understanding Communication Support Moderation Mentorship Consideration Motivation and Encouragement Teaching style
Academic influence	Effect on grades Interest level
Emotional influence	Happiness Frustration Likeness Familial feelings

	Feeling of trust Grief
Career development	Guidance Inspiration
Social influence	Socialisation
Personality influence	Confidence Kindness

THEME 1

IMPORTANT CHARACTERISTICS OF THE STUDENT-TEACHER RELATIONSHIP

Every social relationship has its own unique requirements to make it a successful alliance. These requirements depend on the dynamics and the status of the people involved. When the participants were asked about their understanding of the relationship they highlighted a lot of characteristics or aspects of the relationship that they find to be important in it.

Table 3.2

Important Characteristics of Student-Teacher relationship

Main theme	Sub themes
Important characteristics of student-teacher relationship	Understanding Communication Support

	Moderation
	Mentorship
	Consideration
	Motivation and Encouragement
	Teaching style

UNDERSTANDING

Understanding refers to the ability of being able to think from the other person's perspective and understand them and get them. Every person is unique and have their own perspective and mindset, it is not necessary that two people in the relationship have the same perspective and think in the same way but being able to understand the reason behind their way of thinking and accepting it is, understanding. In a relationship, two people collaborate together to work things out and make that union a success. When two persons interact with each other they communicate messages to each other, the interpretation of those messages in the correct way leads to understanding between them, as Participant 1 said *"To understanding mere lihaz se ye honi chahiye ke teacher student ko wo cheez samjha sakay."*

While sharing her experience with a teacher, Participant 4 said *"Aur wo har student ke intellect ko samjhti hain aur uske accordingly usko deal karti hain, kесе unke accordingly unko samjhana hai."*

If understanding is developed in the relationship it creates a favourable environment to solve problems and resolve issues. It makes it easy to work together and devise good results. But if understanding is lacking in the relationship it creates difficulty and makes the relationship not so smooth. It creates clashes and also diminishes the chances of problem solving and creates friction between both the parties in the relationship. Participant 4 shared her experience with lack of understanding and said *"At times eik student ki life main kuch*

problems ajatay hain jese financial issues, family problems to uss wajah se kuch hindrance ajati hai apki parhayi main jese ap time pe assignment nahi submit karwa sakay ho ya apse koi test miss hogya hai. To agr inn issues ki wajah se mera koi test ya assignement reh jata tha to eik teacher ke sath mera asa experience raha hai ke she would never understand it aur mujhe wo dobara chance nahi deti thi.” This shows how lack of understanding from a teacher can create difficulties for the student.

In student-teacher relationship the understanding does not only come from the teacher, students also gives understanding to their teachers. While recalling her experience with which she maintained a negative relationship, Participant 5 said *“I try to giving her my understanding because mujhe recently unke kuch personal issues ka pta chala jis wajah se I give her understanding ke wo aisi shayad iss liye hain.”*

When a person makes out the meaning of their experiences, it is not necessary that negative experiences have negative impact. As Participant 1 said *“bohat mushkil aur technical course mil gaye thay atay hi aur teachers jo parha rahi thi unki pass shayad itna time nahi tha ke wo pehle mujhe bsics samjhti aur phir wo course parhati.”* Despite having a negative experience the participant still tried to rationalise the teacher’s behaviour and give them understanding as to why they are behaving in such a way.

COMMUNICATION

Communication is the interaction between two people. Communication tells one person about the other person’s thoughts, their feelings, their problems and issues.

Communication allows expressing things that cannot be seen overtly such as thoughts and feelings. Effective communication allows both the recipients to tell and discuss things that concern them both and make a way out of their problems.

In student teacher-relationship communication means that the student is able to share and express with teacher what their issues are and simultaneously the teacher communicates

with them to help and guide them and resolve their queries. Effective communication pattern makes a comfortable environment between the student and the teacher and the student confidently shares its thoughts and issues with the teacher. Participant 2 said *“Maine apne issues kabhi directly unse share nahi kiye but one time he asked me a question in class and I was blank due to anxiety so I went to his office and he made me comfortable and didn’t judge me when I shared why I couldn’t answer”*.

Participant 4 said *“Wo aisy counselling karti hain ya samjhati hain jab kisi ko koi issue hota hai relate karke apni student life ke sath aur btati hain ke wo kese study karti theen ya jab unke grades achay nahi atay thay to wo kya karti theen”*. Effective communication means to connect with the student on a personal level and relating yourselves with them so that the gap gets smaller and the student feels understood and connected.

While sharing her experience, Participant 1 said *“wo student ke issues sunn leti theen aur unse question kartay thay to wo yeh nahi kehti theen kea p baar baar sawal kar arhe ho”*. *“Jab koi achay way main apki weaknesses ko highlight karta hai to ap zyada uspe mehnat kartay ho*. This means that student should be able to come again and again to the teacher to share their problems and the teacher should express their thoughts with them in such a way that it does not negate any negative influence on the student.

Communication between student and the teacher should be meaningful that it actually becomes pleasant to communicate and talk with them. Participant 5 said *“Like kuch log hote hain unse baat karke acha lagta hai. Unki personality bohat soothing si hoti hai”*.

Lack of communication or ineffective communication in this relationship can lead to minimal expression of thoughts, feelings and issues. It can hinder in making the relationship beneficial and progressive for both student and the teacher. This can have a negative impact on the student and lead to failure of the relationship. Participant 5 shared her experience and said *“when I got on the bus she literally shouted at me. like really loudly. Wahan sirf hamare*

batch ke bachay nahi thay wahan eik aur department ke bachay bhi thay. I do accept that I was late aur unka dantna banta bhi tha but I wasn't expecting such harsh reaction. Uske baad I literally cried the whole way". The way things were expressed by the teacher left a negative impact on the participant even though she acknowledged what was expressed was right but the way it was said was ineffective.

Participant 1 recalled her experience and said *"wo apko insult karke apki self-esteem kafi down kar deti hain aur meri self-esteem kafi down bhi hui thi ke mujhe laga tha ke main ye kar hi nahi sakungi". ". Wo mujhe presentations ke doran class main aisy point out karti thi ke jese sab galat kiya hai maine"*.

Lack of effective communication from both sides can lead to non-expression and unresolved issues. Participant 2 shared her experience and said *"To semester start hote hi covid agya aur iski wajah se communication gap agya hamara teachers ke sath aur unko hamara pta bhi nahi tha. To wo humain samjh bhi nahi paa rahe thay aur na hamare issues ko samjh paa rahe thay. Covid ki wajah se hamara sara kaam online tha aur kafi bachon ko technical issues thay aur humain MS Word aur power point ka bhi nahi pta tha to hum teachers ko apne issues nahi bta paa rahe thay"*.

SUPPORT

Supporting means to stand with a person and back them up and show them that you are one team. Giving support to someone means to uplift them and to let them know that in their journey, they are not alone. In student-teacher relationship, support is given by the teacher to excel in their journey and face the difficulties together with their help and guidance. Participant 1 said *"Ye bohat important journey hai jisme teachers ka support bohat zaroori hai eik naye system ko samjhne ke liye"*. Undergrad degree is a new phase of life and whenever you into something new, you are inexperienced and clueless about it so you need guidance and support to learn all the new things.

Participant 4 said “*Eik to apki achievements main apke parents ka hath hota hai dosra main samjhti hoon ke eik teacher ka bohat bara hath hota hai. Agr wo apko encourage aur support karta rehta hai throughout your journey*”. “*Support jo hai teacher ki wo bohat hai ke wo student ke intellect ko samjhay aur bajay usko discourage karne ke wo usko support karta hai ke student ne galat bol bhi diya to bajaye discourage karne ke usko bolay ke ap mujh se 100 dafa bhi pooch saktay hain. To ye support student ke liye bohat zyada important hoti hai*”.

It is important for a student to have their teachers be with them and support them throughout their degree and to help them achieve their goals. Giving the student confidence to reach out for help and showing that they would be helped when they would need it is support.

Participant 2 shared her experience and said “*Recently in last semester, during class mera phone chori ho gya tha. I was expecting ke class main chori huwa hai to maam intervene karenge ya mujhe help out karaingi phone recover karwane main but jab main apni HOD ke pass gaye issue report karne to unho ne agay se mujhe daant diya ke ye apki galti hai main isme kuch nahi kar sakti. Agr wo thori si effort karti ya mujhe help karti kyunke mera loss huwa tha aur main akeli pooray campus main bhaag rahi thi*”. Lack of support from teachers, who the students look upon for help and guidance, can make them feel alone and amplify their problems. Being the authority figures, students deem that their teachers would be empathetic towards them and facilitate them in things they do not have much authority in.

MODERATION

The student-teacher relationship should be moderate where it is not rigid or monotonous in any way. It should be a combination of professional and personal relationship with each other there should be clear boundaries between the two, which none of them cross

yet there should be easiness and comfort while interacting and working together. Participant 1 said “*Mujhe aisa lagta hai ke student teacher ka relationship na zyada friendly ho, thori strictness bhi honi chahiye*”.

While sharing her experience Participant 3 said “*He’s very professional to wo koi extra baat bhi nahi kartay hain*”. Moderation in this relationship requires maintaining necessary interaction that is needed to understand, guide and support the student when in need. The student should be able to share and interact with their teacher but there should also be well defined boundaries and limits to relationship.

Participant 3 said “*He was very unpredictable though, kabhi unka dil karta tha to Mazak main hass hass ke baatain kar lete thay aur thori dair baad phir taunts marnay lag jatay thay.*” Breaching boundaries of respect and professionalism can disrupt the respect between the student and the teacher. Negative interaction such as taunting and mocking can make the students feel disrespected and disrespectful towards the teacher. Participant 3 also said “*Sir ki wajah se main itni frustrate ho gaye thi aur itni tang aa gaye thi ke maine 2-3 dafa unko rude ho ke agay se jawab bhi diya huwa hai taunts ka.*”

MENTORSHIP

A mentor is someone who guides you and guides you all the right information you need. Mentor is someone you look upon as a guide. Participant 2 said “*Mentor wali baat ko main aisy explain karungi ke meri degree kafi new hain pakistan main and there are not many opportunities for it or a lot of scope. To humain nahi samjh ata ke humain kahan jana hai bachelor’s ke baad to jo apka mentor hoga wo apko guide karega ke ap kahan kahan jaa saktay ho ya ap main kya kya skills hain.*” Participant 2 also said “*jab apki educational institution hoti hai uska environment different hota hai apke ghar ke environment se to apko wahan eik mentor ki zaroorat hoti hai jiske sat hap apne professional aur personal life issues ko share kar sako.*” When you see your teacher as a mentor, you develop a more close

relationship with them that is not just limited to education and academics. The student sees their teacher as someone that can lead towards betterment and success and can help them becoming better in their field and skills and help them through their problems.

Participant 2 shared her experience and said “*Jab ye degree start ki thi to socha tha ke interesting hoga lekin teachers ki wajah se interest hi nahi raha to samjh nahi ati agay kya karna graduation ke baad.*” When a student takes admission in their bachelor’s degree, they do not have much information about it prior to it, they intend to gain knowledge and required skills so that they can pursue it professionally after it. Lack of guidance can lead to students being confused and clueless about their field and future.

CONSIDERAION

Being considerate of someone means to empathise with them, give them importance and to consider their best interest at hand. Participant 1 said “*You have to spend years with the same teachers at the same place. I think teachers consider karain aur unko pta hona chahiye ke eik student ne iss degree pe kitni effort lagayi hui hai aur uske liye kitna mushkil hoga, to teachers helpful rahain aur sath le kar chaplain to student ke liye bhi easy ho jata hai*”. Students feel helped and relieved when their teachers understand them and their issues and consider their personal lacking and help them improve by giving constructive criticism and guidance.

Consideration makes you kind towards your student; it shows them that you care about them and give them importance to consider them. Participant 3 shared her experience and said “*He was very professional and considerate. Maine apne issues kabhi directly unse share nahi kiye thay but one time he asked me a question in class and I was blank due to anxiety, he sensed it and he called me to his office. He made me comfortable and didn’t judge me when I shared why I couldn’t answer.*”

Participant 5 shared her experience and said “*She would guide you and give you good advice like apke sath bohat ache se baat karti hain, sunti hain*”. Consideration means taking the other person’s feelings, personality and circumstances into consideration and treating them accordingly.

MOTIVATION AND ENCOURAGEMENT

Motivation and encouragement from the teacher prompts the student to continue and excel in their journey. Motivation plays an important role in keeping the student’s morale high. Participant 4 said “*Unka influence iss tarhan se raha ke you should go for every opportunity you get. Jab iss baray main koi discussion hoti hai unse aur hamesha yehi motivate karti hain ke you should avail every opportunity you get aur apko ye nahi samjhna chahiye ke ap kisi se dumb hain ya grades apko define nahi kartay. Grades se bahir nikal kar apne skills aur abilities pe bhi focus karain. Agr apke grades kam hain to ap ye mat sochain ke main iss laiq nahi hoon. Meri career development main ye sari cheezai bari helpful rahi hain.*” Motivation from the teacher not only makes them excel academically, also makes them passionate about their future and helps them excel in their careers or career development.

When the student feels discouraged or not supported by them they can become very demotivated and it can infuse the feelings of failure and can cause them to lose interest. Participant 1 said “*Meri degree ke doran eik point aisa bhi aya ke main soch rahi thi kea gay jaa ke apni degree field continue nahi karungi aur field change kar lungi lekin meri kuch teachers ne mujhe motivate kiya ke nae apke andr apki ability hai aur iss field main excel kar saktay ho aur agay main ab issi field main continue karna chahti hoon.*” “*Main bohat zyada disheart hog aye thi aur bohat zyada rona ata tha. Mera dil karta tha main ye degree aur ye institution chor ke chali jaoon aur kahin aur admission le loon.*”

It can not only hinder academic performance it can also negatively influence the career development of a student. Participant 2 said *“Haan main uss tarhan se career oriented nahi rahi I just want to get done with the degree and leave this place.”*

Lack of motivation in the student can make them uninterested in their studies and during the course. Participant 3 said *“mujhe pta tha ke main jo kuch bhi kar loon unhoon ne mujhe score nahi dena kyunke maine pehle bhi unse course parha tha to mujhe pta tha. Mera bilkul bhi dil nahi karta tha ke main unki assignments karoon. Unki class main zyada interest nahi tha bas neend ati rehti thi. Agr kisi question ka answer bhi ata hota tha to main bother nahi karti thi jawab dena.”*

TEACHING STYLE

How a teacher teaches the subject and how interacts with the student with academic information can influence their academic achievements. Teaching style and marking style of a teacher should be beneficial and just for the student so that they feel motivated to excel academically and perform well. Participant 2 said *“Inka jo parhanay ka style hai wo kafi conceptual hai. Wo apko concept dengi aur apne wohi likhna hai to main agr wohi concept apne words main bhi convey kar dunga to mujhe unse marks mil jayenge. Mera grade bhi unke courses main zyada acha hai.”*

Non-effective teaching methods can make the student lose interest in the class and inhibit their learning experience. Participant 2 said *“wo bas class main ati hain lecture deliver karti hain chali jati hain aur unko exam main bhi sara syllabus crammed up chahiye hota hai aur uske ilawa ap unse class main koi question bhi nahi kar sakta unse.”*

THEME 2

ACADEMIC INFLUENCE

Teachers are an integral part of the academic journey throughout the life. They affect the academics the most. For a student, how a teacher teaches and how a teacher stimulates the

interest of the student during the class has a lot of influence on academics. During the interviews when students were asked about the academic influence of their significant experiences with teachers, two recurrent themes emerged i.e. effect on grades and interest level.

Table 3.3

Academic influence

Main theme	Sub-Themes
Academic Influence	Effect on grades Interest level

EFFECT ON GRADES

The student-teacher relationship can have an effect on the student's grades and academic performance. Participant 2 said *“Inka jo parhanay ka style hai wo kafi conceptual hai. Wo apko concept dengi aur apne wohi likhna hai to main agr wohi concept apne words main bhi convey kar dungii to mujhe unse marks mil jayenge. Mera grade bhi unke courses main zyada acha hai.”* Teachers first teach the students and then assess their learning and mark their academic achievement. The learning of a student reflects the teacher's teachings and professional competency. If the teacher is successful in delivering the knowledge efficiently, the students will also do better on their academic achievement.

Participant 1 said *“Degree start kartay hi aisy experiences ka bohat negative impact huwa tha meri academic performance aur mera grade kafi down chala gaya tha kyunke shuru main cheezain samjh bhi nahi aa rahi thi aur teachers bhi aisi thi ke jinhon ne kafi demotivate kiya.”* Negative influence of the student teacher relationship hinders the academic performance of the student and lowers their grade.

Participant 5 said “*Unka bohat positive influence tha like jo subject wo parha rahi theen mujhe wo mujhe bilkul pasand nahi tha lekin I scored really well in all her courses. Jab apka kisi ke sath positive relationship hota hain a to you try to maintain that thing ke mujhe bohat achay se perform karna hai*” this shows an effective relationship can help in motivating the student to excel academically. Social relationships are very important in directing the course of actions. The student-teacher relationship is the social relationship where it can have positive and negative influence on the student’s motivation and enthusiasm. A teacher and seekers relationship is very strong as it can strongly influence a person’s personal achievements.

INTEREST LEVEL

Interest level during the class shows how much the student is motivated to attend it and learn. Participant 4 said “*Unki class main mind bilkul frsh hota hai aur interest rehta hai aur jese wo treat karti hain students ko to apka eik positive attitude hota hai class lene ke liye.*” The learning process requires interest of the students in the knowledge being taught but if the student lacks interest, its motivation and enthusiasm will decrease and thus affect the learning. Teaching style and behavior of the teacher with students can help in developing their interest and hence, enhance their learning and motivation.

Students learn better when they do it willingly for the better rather than out of fear or just for the sake of fulfilling a formality. When you do something unwillingly, there is less interest and personal motivation. It feels like a burden and you do not do it for your own self.

Participant 3 said “*jab second time maine unka course liya to mujhe pta tha ke main jo kuch bhi kar loon unhoon ne mujhe score nahi dena kyunke maine pehle bhi unse course parha tha to mujhe pta tha. Mera bilkul bhi dil nahi karta tha ke main unki assignments karoon. Unki class main zyada interest nahi tha bas neend ati rehti thi.*” Negative experience a teacher can make the student have negative association with them assume only negative

scenarios with that teacher. This negative thinking diminishes the interest and motivation of the student for learning from that teacher.

If the teacher fails to develop interest of the students in the class and the course they start becoming uninterested in the learning and do not take it seriously. This lack of interest can influence the student's academic achievement and also result in ineffective learning.

THEME 3

EMOTIONAL INFLUENCE

Every experience that a person has in their lives stimulates emotions and feelings in them as a reaction. Emotions and thoughts are co-dependent with each other and work simultaneously to give meaning to the experiences. Emotional influence of an experience tells us how it affected the person and how it made them feel. Emotions hold great importance for future actions and behaviours and direct them. The emotional impact of significant experiences of students with their teachers showed a variety of associated emotions.

Table 3.4

Emotional influence

Main theme	Sub-theme
Emotional influence	Happiness Frustration Likeness Familial feelings Feeling of trust Grief

HAPPINESS

Happiness is one of the positive feelings and can have really positive effect on a person. Feeling of happiness makes a person feel good. A positive relationship can raise positive feelings in the student. Participant 1 said *“I feel happy interacting with her and when she helps me.”*

Happiness can increase satisfaction and trust of the student on the teacher and make them like that teacher more. In social relationships happiness with the other person makes you more attached to them and inculcates positive feelings and positive expectations with that person. A student feeling happy in their student-teacher relationship, will connect closely to them and form a positive association.

Participant 5 said *“Yes I get really warm feelings from here and kuch log aisy hote hain na unse baat karke unse mil ke apko bohat acha lagta hai”* these warm feelings make you happy and peaceful. In any social relationship feelings matter a lot as they tell us a lot about the dynamics of a relationship and also its effect on the emotional well-being.

FRUSTRATION

If the relationship between student and the teacher is not well established and does not deem effective it can cause negative feelings and have a negative effect on the emotional well-being of the student. Participant 1 said *“Main kafi frustrate aur fed up ho gaye thi”*

A student feels frustrated when they are helpless and do not have a safe environment where they can seek help and guidance and share their problems. Lack of understanding from the teacher can also give rise to feeling of frustration.

LIKENESS

The effectiveness of a relationship can be seen by how much a person likes to interact with the person and how much they look forward to it. If the relationship is not positively developed and the teacher does not influence positive emotions the student is more likely to develop an unliking for their teacher and do not want to interact with them and avoid them in

any way possible. Participant 2 said *“we don't want to come back here and continue our academic journey from here further with the same teachers.”*

Participant 3 said *“Mujhe unse interact karna acha nahi lagta, agr wo mujhe kahin nazar bhi ajatay hain to main unko salam kiye bagair chali jati hoon, mujhe unko dekhna bhi nahi main bas avoid karti hoon.”*

Likeness in the relationship shows that the student accepts that relationship and can continue keeping the association with their teacher. Feeling of likeness shows that the student is satisfied with the teacher and can maintain that social relationship with them.

Participant 3 said *“I feel good interacting with him.”*

FAMILIAL FEELINGS

As discussed earlier that student-teacher relationship is moderation between professional and personal relationship. If the relationship is well established and the understanding between the teacher and the student is good then the student feels a familial feeling for the teacher as if they are just like a family member to them. This is a very strong feeling in the relationship as the student trusts the teacher's sincerity to an extent that they find them like a family member who genuinely cares about them. Participant 1 said *“Mujhe unse motherly feeling ati hai, jese as a mother apko treat kar rahi hain.”* Participant 5 said *“she was like an elder sister to me.”*

FEELING OF TRUST

Trust is feeling that shows how much a person can depend on another person for their benefit and how much they allow a person to take care of them. Trust in student-teacher relationship shows that the teacher has been of genuine help and so kind and considerate to the student that they do not hesitate in seeking help from them and know that they will only do something beneficial for them and would not hurt them in any way. Participant 2 said *“so I trust her whenever in need any kind of guidance or solution. Shes very trustworthy”*.

Safety in the relationship makes the trust strong. Students feel safe with teachers when the teachers protect the interests of the students and act in their favour. This safety of interest makes student seek help from that teacher believing that the teacher would guide them for their benefit and not taking advantage of the students.

Participant 5 said *“Mujhe aisya lagta hai ke mujhe zindagi main kisi kisam ki bhi problem hogi ya mujhe kisi bhi cheez ke baray main advice chahiye hogi to main unke pass jaungi. Bikul neutral aur sincere ho ke advice dengi.”*

GRIEF

Negative effect on the emotional well-being can generate negative feelings in the student. Sadness and grief due to the teacher’s behaviour can cause the student to be deeply hurt and cry. Participant 1 said *“Main bohat zyada disheart ho gaye thi aur bohat zyada rona ata tha”*

Grief is a strong negative affect that can make an individual sad and hurt. The pain of sadness and hurt can cause distress to the student and can make them dysfunctional and have extreme emotional reactions such as crying. A teacher should be sensitive to the student and should be careful to not hurt them.

Participant 5 said *“Yes actually I have cried a lot due to such experiences during all my time here.”*

THEME 4

CAREER DEVELOPMENT

After higher secondary education, the students choose fields of their interest that they want to pursue professionally. Career is an important part of a person’s life as it is a necessity of survival. Before starting their Bachelor’s degree the student has a predetermined Career and they enter into the degree to get better equipped with the required information and skill for the career, so they can excel in it. By the end of their degree they are the final stages of

the decision making process on how they want to carry out the course of their professional life. The participants shared significant experiences on how their teachers influenced their career development and acted as an aid in their decision making process.

Table 3.5

Career development

Main theme	Sub-theme
Career development	Guidance
	Inspiration

GUIDANCE

Teachers are the source of guidance and information for a student in their career development. The right guidance and motivation from the teacher can help a student in their career development. Participant 4 said *“Grades se bahir nikal kar apne skills aur abilities pe bhi focus karain.”* Participant 2 said *“jab bachay inse pochay hain aur wo sunti hain aur btati hain ke ye ye scopes hain aur a piss iss field main jaa saktay ho”*

Teachers can help students in recognising and enhancing their skills and motivate them to become better in them. Participant 1 said *“lekin meri kuch teachers ne mujhe motivate kiya ke nae apke andr apki ability hai aur a iss field main excel kar saktay ho auray gay main ab issi field main continue karna chahti hoon.”*

INSPIRATION

Students not only learn from their teachers they also become inspired by them to be like them. Participant 3 said *“but maine unse professionalism seekha hai ke ap professional life main kis tarhan chal saktay ho.”* Students closely observe how a teacher presents themselves professionally and make mental notes of it and even learn or model them.

Teachers engage in multiple roles in the student-teacher relationship, role modeling is one of the roles that the teachers engage into whether knowingly or unknowingly. The students look up to their teachers especially as professionals of that field. They learn not only information from them but skills as well that they would need in their professional life. They get inspired by the professional or career achievements of their teachers. They look at their journey and take out guidance and inspiration from it and devise their career paths.

Participant 1 said “*Hum apne teachers ki achievement dekh ke bhi inspire hotay hain ke unhoon na kya kiya professionally aur kese excel kiya usme*”

THEME 5

SOCIAL INFLUENCE

Teacher-Student relationship is in itself a social contract. The student and teacher socialise and interact with each other to form the relationship. During the study the participants shared how their relationship with their teachers influenced their social life and other social relationships.

Table 3.6

Social influence

Main theme	Sub-theme
Social influence	Socialisation

SOCIALISATION

When a student enters their undergrad degree they are not only new to the system they are also new to the institution and the teachers and their class fellows. It takes them time to socialise and connect with people around them. If they cannot connect effectively with their teachers and do not get the guidance and help they need in adjusting they might not be able to connect with their surrounding ad they class fellows. Participant 1 said “*Main kafi anti-social*

ho gaye thi kyunke main teachers ya kisi bhi class fellow ke sath connect nahi kar pa rahi thi ke kahin wo bhi mujhe teachers ki tarhan judge na karain aur main kafi akele rehna shuru ho gaye thi”

When the student adjusts well with the teachers and their surroundings and start understanding things they also start connecting with their peers efficiently. Participant 1 said *“jab maine apne issues apni kuch teachers ke sath discuss kiye to aur mujhe kaam ki samjh anay lag gaye to main thori extrovert hog aye aur dost bhi bna liye.”*

It can also influence the quality of other relationships. Participant 5 said *“Yes I tried to be kind to other people and be sincere with them.”*

THEME 6

PERSONALITY INFLUENCE

Every individual has a unique personality, which characterises lot of different aspects that affect their behaviour and thought patterns. Every social interaction with a person leaves an impact on the individual and sometimes on the personality. The participants shared details of how their teachers influenced their personality.

Table 3.7

Personality influence

Main theme	Sub-theme
Personality influence	Confidence
	Kindness

CONFIDENCE

Teachers can help students identify their weaknesses and help them overcoming their lacking with their guidance. When students improve themselves, it can give them confidence to grow and excel. Participant 1 said *“Mere main kafi confidence aya hai aur pehle main itni*

confident nahi baat karne main aur mujhe lagta tha ke maybe mujhe theek se bolna hi nahi ata lekin meri teachers ki help aur guidance ki wajah se maine apni weaknesses pe bohat kaam kiya hai apne communication skills pe jiski wajah se meri communication bhi achi hog aye hai.”

KINDNESS

Kindness is a trait where a person who is in helping position, or have the authority to influence circumstances of other person, and chooses to help them or provide them with ease and relief. Another aspect of kindness is willingly being good to other people and treating them nicely. Social interaction is our behavior with other people and how we treat them. Kindness in social relationships and social interactions create a positive environment and likeable situation. When teachers are kind to their students, the students feel emotionally well and it also inspires them to be kind to others. Participant 1 said *“Inn experiences ki wajah se mere main eik cheez ye bhi ayi ke main jab kisi aur student ko struggle kartay dekhti hoon to main koshish karti hoon ke uski help karoon kyunke main uss cheez se guzar chuki hoon aur mujhe pta hai ke kesa lagta hai.”* Being kind to others not only help them but also give rise to good feelings and increase subjective well-being of the person and also improves their social interactions with others.

Master table

Master themes	Initial themes
Relationship	Important characteristics of the student-teacher relationship
Influence	Academic influence Emotional influence Career development Social influence Influence on personality



Fig 3.1: Career development and its sub-themes.



Fig 3.2: Personality influence with its sub-themes.



Fig 3.3: Emotional influence and its sub-themes.

CHAPTER 4

DISCUSSION

The purpose of this study was to study conduct a deeper research on student-teacher relationship and its influences. Interviews were conducted to collect data on subjective experiences of the participants. They provided detailed description of their experiences on the research topic. The study focused on students who are currently enrolled in their bachelor's degree and are in their final year. The interview focused on the students' experiences during their undergrad degree, focusing on constituents that are necessary for the student-teacher relationship and how they affect different aspects of student's life during the degree such as academics, personality, social life, emotional well-being and career development.

The in-depth study of the subjective experiences gave insight on how the students perceive this relationship and what influence these experiences have on them. The results showed some recurring main themes and their sub-themes.

The first main theme was driven by the participants' meaning of this relationship and its importance. It highlighted the important aspects of the student-teacher relationship that make this relationship meaningful and beneficial from the student's point of view. Its sub-themes were understanding, communication, motivation and encouragement, support, moderation, consideration, and teaching style.

Understanding between student-teacher makes it a functional relationship when both the participants of the relationship accept each other's perspective. The subjective experiences of students showed effect of the presence and absence of understanding and how it can affect the student in different aspects such as academics and emotional well-being.

Communication is expression of thoughts and feelings both participants have for each other. Communication is important for interaction and working together. The subjective experiences of the students showed how an effective communication helped them in their

accomplishments and growth as a person and lack of effective communication showed how it can create hindrance in academic development and how negatively it can affect the emotional well-being of the student.

Motivation and encouragement is the tool that motivates a student to accomplish and develop in their different aspects such as academic development and career development. It also has its effects on communication between the student and teacher and the student's emotional well-being. Lack of motivation and encouragement can rise negative emotions in the students and can cause them to lose passion for their academic achievements and career.

Support means to stand together with the student and to help them in their difficulties and to root them up for achievements and development. Support during difficulties of the students makes give them courage to face their problems and makes them feel that they are not alone. Lack of support can make them feel alone and helpless.

Student-teacher relationship is personal yet professional relationship so it requires moderation and healthy boundaries. None of the participants should breach their boundaries and interact in a manner that is necessary to connect with each other and work. If the boundaries are breached it can cause disrespect.

Consideration is the act of considering the feelings of the students and being kind and empathetic towards them. This makes the student feel connected to the teacher and makes them feel important. This can influence the emotional well-being of the student very positively. Lack of consideration can cause a negative effect on the student such as their academic performance.

Teaching style of the teacher plays an important role in academic performance of the student. How a teacher teaches during class and how they mark their work and intellect plays an important role in motivation to achieve academically. If the teacher's teaching style is not matching with the student or they find it ineffective they would lose interest in class and

studying and it also causes repulsion to attend the class or the course. Teaching the contents of the course can also have its influence on the career development of the student both positively and negatively.

During the interview students were asked to share their significant experiences with student teacher –relationship that helped or caused difficulty to them during their bachelor's degree. This was done to discover influence of both effective and ineffective relationships on the student in their different aspects such as academic development, emotional well-being, social life, personality development and career development. These aspects were then turned into main themes that further had sub-themes.

Academic influence showed effect on grades and interest of the student during the class and the course. Teaching style and behaviour of the teacher with the students was shown to be affecting them the most in sense of academic achievements.

Emotional influence showed the effects of the relationship on the students, well-being and what emotions they feel having that relationship. Both negative and positive influences were seen.

The influence of student teacher relationship on social life was not that powerful for all the participants. The social influence that was seen was more in a positive way and promoted socialisation and making the social relationships better.

Influence on career development affected their motivation for their careers and professional lives and their decisions regarding their future. Proper guidance from their teachers made them motivated and inspired them to be like their teachers in their professional life. Lack of proper guidance and motivation left some participants feel less motivated for their careers and affected their decision making process for their careers and professional development.

Influence on personality showed some inspiration from their teachers and how they inspired the students to be a better version of themselves. Some of the participants felt negative effects on their personality which they deemed as not being themselves.

This study showed how important the student-teacher relationship is for the student during their undergraduate degree and they need a beneficial and effective relationship with their teachers to excel. These subjective experiences show how it influences the student in different ways and the positive and negative impacts of the relationship dynamic.

CONCLUSION

The present study was conducted to get in-depth information on the student-teacher relationship and its influences on the student during their bachelor's degree. It highlighted six major themes; important aspects of the relationship, academic influence, emotional influence, social influence, career development and personality influence.

The study showed the importance and meaningfulness of this relationship in a student's life during their bachelor's degree and how it impacts their growth and achievement.

STRENGTH

The research explored the phenomenon in depth and detail and provided meaningful information on the topic.

The study focused on the students' perspective and the research findings show how meaningful and important this relationship is for them.

The study not only focused on the academic influence but also other aspects of a student's life.

LIMITATION

The subjective experiences of students with low CGPA were not included in the study. It did not have any male participants.

Family background of the participants was not determined.

The study did not include students with psychological issues and disabilities.

IMPLICATION

The future implications of this study can help teachers adopt effective ways to establish a meaningful and fruitful relationship with the student.

RECOMMENDATION

Future studies can be conducted focusing on those students that are struggling in their academic journey.

Future studies can conduct research on difference of relationship between male and female teachers.

Future studies can study on students that have psychological issues.

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APPENDIX A
CONSENT FORM

Title of the research: How can a teacher make difference in a student's life: A phenomenological study.

Research conducted by: Alveena Tariq

Supervisor of the research: Miss Sonia Adil

I volunteer to participate in the research study conducted by Alveena Tariq, student of BS Applied Psychology from Kinnaird College for Women, Lahore. I understand that the study is designed to gather information about subjective experiences of students with student-teacher relationship and their influence. I will be one of the participants being interviewed for this research.

My participation in this project is voluntary. I understand that I will not be paid for the participation. My identity would be protected and kept confidential. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, my identity would stay protected.

If I feel uncomfortable in any way during the interview, I have the right to decline answering the question or terminate the interview at any moment.

The interview will last for 30-45 minutes. The interview would be recorded for better storing of the information given, if I do not want to be taped, I will not be able to participate in the study.

I understand researcher will not identify me by my name in any reports using information obtained from this interview and that my confidentiality as a participant in this study will remain intact. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institution.

I have read and understand the information provided to me. I have had all my questions answered to my satisfaction. And I voluntary agree to participate in this study.

I have been given the copy of this consent form.

My signature

APPENDIX B
SCREENING QUESTIONS

- **What is your age?**
- **What is your degree title?**
- **What is your CGPA currently?**
- **What is your institution?**
- **Are you married?**
- **Are you employed?**
- **Do you understand English language?**
- **Do you have any physical or learning disability?**

APPENDIX C
INTERVIEW QUESTIONS

Proposed questions:

- **What is student-teacher relationship for you how would you describe it?**
- **How important do you think this relationship is?**
- **Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?**
- **Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?**

Probing questions:

- **What was the influence of the relationship on your academics?**
- **What was the influence of the relationship on your emotional well-being?**
- **What was the influence of the relationship on your social life?**
- **What was the influence of the relationship on your personality?**
- **What was the influence of the relationship on your career development?**
- **What do you mean by “understanding” over here? How would you describe “understanding” in this relationship?**
- **Why do you mean by “sharing personal problems”?**
What do you mean by “mentor”?
- **What is your interest level while attending her lectures?**
- **How would you describe trustworthy?**
- **What do you mean by “support”?**
- **What do you mean by “like an elder sister”?**

APPENDIX D
TRANSCRIBED INTERVIEWS

INTERVIEW 1

What is student-teacher relation according to you? How would you describe it?

I think jo student aur teacher ke beech eik understanding develop ho jati hai na jab teacher student eik class main hain chahay ap university ke student hoy a kahin aur bhi parh rahe ho agar ap student aur teacher ke darmyan understanding hai na, unki communication achi hai apas main to wo student easily apni baat apne teachers ke sath share kar sakta hai. Wo comfortable bhi ho jata hai, like apke jo learning issues hote hain wo bhi apko apne teacher ke sath discuss karne main acha mehsoos hota hai. Mujhe aisa lagta hai ke student teacher ka relationship na zyada friendly ho, thori strictness bhi honi chahiye. Teachers ko understand karna chahiye student ko according to their level and capability.

What do you mean by “understanding” over here? How would you describe “understanding” in this relationship?

Har bacha different hota hai. Har eik ko eik hi concept agr teacher de bhi rahi hai to ho sakta hai usko uss tarhan samjh na aye jaise eik sharp bacha samjh sakta hai. Mujhe lagta hai ke iss level pe bhi student koi aisa sawal kar de jispe teacher answer de bhi rahi hoti hain lekin student ke liye zyada sawal karna mushkil ho jata hai ke kahin teacher annoy nah ho jaye. To understanding mere lihaz se ye honi chahiye ke teacher student ko wo cheez samjha sakay.

How important do you think this relationship is?

I think it is very important. It plays an important role throughout your academic journey until you graduate. You have to spend years with the same teachers at the same place. I think teachers consider karain aur unko pta hona chahiye ke eik student ne iss degree pe kitni effort lagayi hui hai aur uske liye kitna mushkil hoga, to teachers ko helpful rahain aur sath le kar chaplain to student ke liye bhi easy ho jata hai kyunke obviously ap itne saal eik hi institution main guzar rahe to wahan teachers ke sath apka relationship acha hoga to hi ap

uss journey ko successfully continue kar sakain ge. Jab apko log wahan understand kar rhe honge aur apne problems easily share kar rahe hoge. Intermediate ke baad jab ap bachelor's main atay ho to ye eik totally different parhayi hai jo har student easily carry nahi kar sakta . usko thori si mushkil hoti hai. Ye bohat important journey hai jisme teachers ka support bohat zaroori hai eik naye system ko samjhne ke liye. School se intermediate tak bilkul different parhayi hoti hai aur yahan bilkul different hoti hai. Semester system is difficult to understand. Ab student is already pressurised. This is an important degree aur iske baad hi ap ne apni professional decision lena hota hai. Student teacher relationship matters a lot.

Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?

Yes. There were two actually.

What kind of relationship you had with them?

Firstly, I liked their teaching style easy to understand and work on. Secondly, wo student ke issues sunn leti theen aur unse question kartay thay to wo yeh nahi kehti theen kea p baar baar sawal kar arhe ho kyunke aksar teachers annoy ho jati hain zyada sawal karne se. wom understand bhi kartay thay. Mere final year main luckily wo meri supervisor hain , mujhe yakeen hi nahi aya tha iss baat pe. Unhoon ne mujhe usme bohat zyada support kiya hai kyunke usme apko help ki zaroorat hoti hai. Unhoon ne mere andr ki weaknesses ko bhi highlight kiya. Wo mujhe btati theen ke ye cheez apki sahi nahi hai ispe apko kaam karne ki zaroorat hai. Uss se maine bohat kuch seekha. Jab koi achay way main apki weaknesses ko highlight karta hai to ap zyada uspe mehnat kartay ho. Mujhe unse motherly feeling ati hai, jese as a mother apko treat kar rahi hain. Student ki baat ko zyada importance deti hain.

Did this relationship influence your academics in any way and how?

Hum har eik ko apni weaknesses nahi dikha saktay hain lekin kuch teachers hotay hain jinko hum bta saktay hain ke humain ye cheez nahi samjh main ayi ya ye issue hai to wo

phir jab apko solution dete hain aur btate hain ke ap yahan pe galti kar rahe ho aur wo iss way main help kartay hain ke apko lagta nahi ke ye koi bara issue hai. Unke feedback se ap bohat sekhtay ho. Maine unse bohat kuch seekha jese mere presentation skills achi nahi theen to maine iss cheez pe bohat zyada kaam kiya hai aur mera bohat confidence develop huwa hai aur meri presentation skills bohat achi hui hain.

What kind of emotions do you associate with them and do they influenced your emotional well-being in any way?

I feel happy interacting with her and when she helps me. She never got angry with me, she always treated me in a calm and neutral way.

Did this relationship influence your career development in any way?

Jab ap eik field choose kartay ho apne liye to usme interest apka tabhi paida hota hai jab ap uske baray main parhtay ho aur ye interest apki teacher hi develop karwati hain jo wo subject parha rahi hoti hain. Hum apne teachers ki achievement dekh ke bhi inspire hotay hain ke unhoon na kya kiya professionally aur kese excel kiya usme. Meri degree ke doran eik point aisa bhi aya ke main soch rahi thi kea gay jaa ke apni degree field continue nahi karungi aur field change kar lungi lekin meri kuch teachers ne mujhe motivate kiya ke nae apke andr apki ability hai aur a iss field main excel kar saktay ho aur main ab issi field main continue karna chahti hoon.

Did these experiences or relationships influence your personality in any way?

Mere main kafi confidence aya hai aur pehle main itni confident nahi baat karne main aur mujhe lagta tha ke maybe mujhe theek se bolna hi nahi ata lekin meri teachers ki help aur guidance ki wajah se maine apni weaknesses pe bohat kaam kiya hai apne communication skills pe jiski wajah se meri communication bhi achi hog aye hai.

Did these relationships influence your social life in any way?

Jab main shuru main yahan ayi thi to main kafi introvert si thi aur zyada logoon se baat nahi karti thin a dosti thi aur mujhe kafi difficulty bhi aa rahi thi yahan adjust karne main lekin phir jab maine apne issues apni kuch teachers ke sath discuss kiye to aur mujhe kaam ki samjh anay lag gaye to main thori extrovert hog aye aur dost bhi bna liye.

Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

Bilkul starting man jab mera admission huwa aur main yahan ayi thi touss time pe obviously teacher ko bhi student ki personality ka pta nahi hota hai to tab kuch teachers aisi thi jo samjh nahi pari thi ke ye student kesa hai to wo apko insult karke apki self-esteem kafi down kar deti hain aur meri self-esteem kafi down bhi hui thi ke mujhe laga tha ke main ye kar hi nahi sakungi. Main spring semester main ayi thi yani second semester se mera degree ka start huwa tha to maine basics nahi parhay huwe thay iss degree ke aur bohat mushkil aur technical course mil gaye thay atay hi aur teachers jo parha rahi thi unki pass shayad itna time nahi tha ke wo pehle mujhe bsics samjhti aur phir wo course parhati. Student strrength bhi kafi thi. Wo samjhati acha thi lekin unke pass itna time nahi hota tha ke hamare concepts clear karain. Main itni demotivate hog aye thi ke mujhe laga tha ke main ye course nahi mar sakti aur mujhe ye course drop kar dena chahiye. Main kafi frustrate aur fed up hog aye thi. Wo mujhe presentations ke doran class main aisy point out karti thi ke jese sab galat kiya hai maine. Main new student thi to mujhe kafi difficulty hui thi atay hi.

Did this have any influence on your academic journey?

Degree start kartay hi aisy experiences ka bohat negative impact huwa tha meri academic performancw aur mera grade kafi down chala gaya tha kyunke shuru main cheezain samjh bhi nahi aa rahi thi aur teachers bhi aisi thi ke jinhon ne kafi demotivate kiya. Unka behaviour mere sath itna bura tha ke mere main fear agya tha ke ye mujhe fail kar dengi iss course mai to maine wo courses drop hi kar diye thay. But with passage of time mujhe jab

cheezain samjh ana shuru hog aye theen to maine kafi mehnat ki aur maine beech main jo kafi saray courses choray thay to phir maine jab ab apne last semesters main wo courses kiye hain to mere grades kafi achay aye hain unme.

Did these experiences have any influence on your emotional well being?

Main bohat zyada disheart hog aye thi aur bohat zyada rona ata tha. Aur apni galti mahi samjh ati thi ke wo teachers mere sath aisay kyun behave kar rai hain kafi frustrated thi. Mera dil karta tha main ye degree aur ye institution chor ke chali jaoon aur kahin aur admission le loon. Main kafi helpless aur akela mehsoos karti thi aur main akeli rehti thi aur meri na class main kisi se baat thin a dosti thi to main bas pooray institute main akeli phirti rehti thi.

Did these experiences have any influence on your personality?

Main kafi anti-social ho gaye thi kyunke main teachers ya kisi bhi class fellow ke sath connect nahi kar pa rahi thi ke kahin wo bhi mujhe teachers ki tarhan judge na karain aur main kafi akele rehna shuru hog aye thi. Main nkafi dependent feel karti thi ke mujhe kisiki help aur guidance ki zaroorat hai. Inn experiences ki wajah se mere main eik cheez ye bhi ayi ke main jab kisi aur student ko struggle kartay dekhti hoon to main koshish karti hoon ke uski help karoon kyunke main uss cheez se guzar chuki hoon aur mujhe pta hai ke kesa lagta hai.

Did these experiences have any effect on your career development?

Mujhe laga tha shuru main ke main iss field main agay kaam nahi kar sakti aur mujhe apni field chor deni chahiye lekin maine apne opar kafi mehnat ki aur maine apne skills kafi enhance kiye hain aur main kafi motivated hoon issi field main apni professional life shuru karna chahti hoon. Bachelor's ki degree bohat important hoti hai student ki life main to teachers ka behaviour bohat important hota hai student ko motivate karne ke liye aur unki guidance ki bohat zaroorat hoti hai professional development ke liye.

INTERVIEW 2

What is student teacher relationship for you? How would you describe it?

Student teacher relationship for me is very important. Kyunke jab apki educational institution hoti hai uska environment different hota hai apke ghar ke environment se to apko wahan aik mentor ki zaroorat hoti hai jiske sat hap apne professional aur personal life issues ko share kar sako.

Why do you mean by “sharing personal problems”?

Apke college main jo kuch ho raha hota hai ya apki academic life main job hi issues aa rahe hote hain ap wo sab apne ghar waloon ke sath share nahi kar saktay kyunke unko wo samjh nahi aa sakti na wo relate kar saktay hain. To its better kea p uss banday ke pass jao jo uss jagah pe hai aur uss environment se related cheezon ko samjh sakta hai and they can guide you better.

What do you mean by “mentor”?

Mentor wali baat ko main aisy explain karungi ke meri degree kafi new hain pakistan main and there are not many oppportunites for it or a lot of scope. To humain nahi samjh ata ke humain kahan jana hai bachelor’s ke baad to jo apka mentor hoga wo apko guide karega kea p kahan kahan jaa saktay hoy a ap main kya kya skills hain.

How important do you think this relationship is?

it is very important specially jo mera batch tha hamara start hi covid main huwa hai aur jab main ayi thi to main spring admission kit hi to mujhe iss institution aur iske rules ka nahi pta tha. Fall semester waloon ko to phir bhi guide kiya huwa tha lekin humain kuch nahi pta tha. To semester start hote hi covid agya aur iski wajah se communication gap nagya hamara teachers ke sath aur unko hamara pta bhi nahi tha. To wo humain samjh bhi nahi paa rahe thay aur na hamare issues ko samjh paa rahe thay. Covid ki wajah se hamara sara kaam online tha aur kafi bachon ko technical issues thay aur humain MS Word aur power point ka

bhi nahi pta tha to hum teachers ko b ta bhi nahi paa rahe thay apne issues nahi bta paa rahe thay.

Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?

Nahi koi significant relationship to nahi hai lekin meri jo supervisor hain wo thori achi hain aur wo bachon ko thora free hand deti hain ke wo unke pass jaa ke apne problems easily share kar sakain. Wo kafi supportive hain.

Did this relationship help you in your academic journey in any way?

Inka jo parhanay ka style hai wo kafi conceptual hai. Wo apko concept dengi aur apne wohi likhna hai to main agr wohi concept apne words main bhi convey kar dunggi to mujhe unse marks mil jayenge. Mera grade bhi unke courses main zyada acha hai.

What is your interest level while attending her lectures?

Kyunke wo parhati kafi acha hain aur unka teaching style suit bhin kafi karta hai to mera interest hota hai unke lectures main aur mujhe maza bhi ata hai unse parh ke. Hamari degree kafi technical hai aur isme daily life se hatt ke concepts hain . wo humse class main interect karti hain, tasks deti hain to unka kaam karne main maza ata hai.

Did this relationship have any influence on your emotional well-being?

I have a friendly relationship with her so I trust her whenever in need any kind of guidance or solution. Shes very trustworthy.

How would you describe trustworthy?

Trustworthy wo aisy hain k hamari class main jiska job hi issue hota hai wo unse jaa ke share karta hai to wo solution bhi deti hain aur drati bhi nahi hain. Sunti hain baat ko aur solve karne main help karti hain.

Did this relationship influence your career development?

Haan sort of. Baki teachers itne open nahi hain lekin jab bachay inse pochay hain aur wo sunti hain aur btati hain ke ye ye scopes hain aur a piss iss field main jaa saktay ho. Wo counselling bhi karti hain iss baray main, shes the only one jinse hum discuss kartay hain.

Did this have any influence on your social life?

not as such as I am an introvert.

Did this have any influence on your personality?

Nahi aisa nahi hai.

Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

Recently in last semester, during class mera phone chori ho gya tha. I was expecting ke class main chori huwa hai to maam intervene karenge ya mujhe help out karainge phone recover karwane main but jab main apni HOD ke pass gaye issue report karne to unhoon e agay se mujhe daant diya ke ye apki galti hai main isme kuch ahi kar sakti. Agr wo thori si effort karti ya mujhe help karti kyunke mera loss huwa tha aur main akeli pooray campus main bhaag rahi thi. Iske ilawa jo baki department ki teachers hain wo hamare sath aisy behave karti hain kea gr ap ne achay marks liye hain to zaroor cheating se liye hain warna ap log acha score nahi kar saktay khud se. humain iss tarhan ke negative feedbacks aksar mitay hain.

Did this have any influence on your academic journey?

Jo hamare department ki baki teachers hain wo bas class main ati hain lecture deliver karti hain chali jati hain aur unko exam main bhi sara syllabus crammed up chahiye hota hai aur uske ilawa ap unse class main koi question bhi nahi kar sakta unse. Mera cgpa bhi kafi affect huwa tha specially covid main jab online classes thi to technical issues ki wajah se agr

test ya assignment submit nahi hota tha to wo baad main accept nahi karti thi jis wajah se cgpa bohat effect huwa tha.

What is your interest level during their lectures?

Hamare pooray batch ka bas ab ye mindset hota hai ke hum yahan se degree lein aur bas niklein yahan se. hamara bilkul interest nahi hota unke lectures lein hum bas attendance ke liye jatay hain.

Did this influence your emotional well-being?

For a life experience this journey has been overall good if we talk about the campus life. We are just waiting to get our degrees and move out of this place, we don't want to come back here and continue our academic journey from here further with the same teachers. They were a part of the journey but they are not going to be anymore.

Did this have any influence on your social life?

Not as such, because im already an introvert but because of these negative experiences and negative feedbacks from teachers, bachon ka kaam karne main interest hi nahi hota to jab ap unke sath kaam kartay ho to wo kuch kartay hi nahi jis wajah se koi khass bonding nahi class ki apas main.

Did this have any influence on your personality?

Yes to some extent I have become little narrow minded and demotivated about future or professional life.

Did this have any influence on your career development?

Haan main uss tarhan se career oriented nahi rahi I just want to get done with the degree and leave this place. Jab ye degree start kit hi to socha tha ke interesting hoga lekin teachers ki wajah se interest hi nahi raha to samjh nahi ati agay kya karna graduation ke baad. Jab teachers ki taraf se encouragemet hi nahi hogi to apko nazar hi nahi ata ke agay karna kya hai.

INTERVIEW 3

What is student teacher relationship for you? How would you describe it?

Its important in a sense ke if you develop a strong bonding with your instructor aur in case apko kuch samjh nahi aa rahi ya koi mushkil hai ya koi presentation hai aur ap nahi willing karne ke liye in front of a lot of people to ap communicate kar saktay ho. Its basically communication. Teachers ko bachon ka pta hona chaiye ke unki personality kesi hai takeh unko pta ho kis bachay ko kese deal karna chahiye kyunke sab students same nahi hotay. It is about conmmfort level as well ke bacha aa ke apse apni baat ya problem share kar sakay.

How important do you think this relationship is?

Bohat important hai aur maine shayad apni bachelor's ki journey main experience nahi kiya to iss liye bhi mujhe lagta hai ke importat hai bohat.

Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?

Yes only one. He was very professional and considerate. Maine apne issues kabhi directly unse share nahi kiye thay but one time he asked me a question in class and I was blank due to anxiety, he sensed it and he called me to his office and he made me comfortable and didn't judge me when I shared why I couldn't answer. He was very professional and a perfectionist. Also he used to note down nature of every individual personality. He used to observe every student's personality.

Did it influence your academic journey?

His class used to be interesting aur wahid unki class hoti thi ke kabhi usme neend nahi ati thi.wo bohat professionally parhatay thay. Unhe ne jo bhi concept parhaye hain aj tak wo sab yaad hain aur wo sabka kaam attentively check kartay thay. Mera grade bhi kafi acha raha unke courses main.

Did it influence your social life in any way?

Nahi.

Did it influence your emotional well-being in any way?

I feel good interacting with him. Unko ap salam bhi karo to wo agay se jawab dete hain aur politely response kartay hain. I feel comfortable around him. He's very professional to wo koi extra baat bhi nahi kartay hain.

Did it influence your personality in any way?

Yes mujhe bhi shok hai ke meri har cheez organised ho aur har cheez on time ho. Unka yehi influence hai mere pe ke ap throughout the life cheezain organised aur perfect way main kar saktay ho. Hamesha unka yehi way raha hai kabhi change nahi aya unke rules main.

Did it influence your career development?

No we never had any such conversation but maine unse professionalism seekha hai ke ap professional life main kis tarhan chal saktay ho.

Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

Haan aik hain jinke sath mujhe laga ke unko mere se personal problem hai koi. Maine kuch kiya nahi lekin aisa feel huwa ke wo intentionally tough time dete thay without any reason. Matlab wo bagair wajah ke taunts kartay rehte thay, aik baar exam tha to main sabse pehli seat pe jaa ke beth gay eke unko koi mauka na milay to jab main exam return karne gaye to mujhe kehte you were somewhere else, ap kisi aur ko dekh rahi thi. Maine kaha sir main first pe bethi thi maine kisko dekhna hai. To kehte nae nae ap apne mind main hi kahin aur theen matlab unko koi baat nahi mili to unhoon ne ye bol diya apna taunt cover karne ke liye. Maine unse 2 courses parhay hain aur dono dafa mujhe yehi feel huwa hai. Dosri dafa meri majboori the ke unka course rakhna hi tha mujhe. To dosri dafa bhi mujhe ye cheez zyada hi feel hui hai kam nahi hui. He was very unpredictable though, kabhi unka dil karta

tha to Mazak main hass hass ke baatain kar lete thay aur thori dair baad phir taunts marnay lag jatay thay. Kuch pta nahi hota tha unka kya mood hai kab kya keh dein.

Did this experience influence you academically?

Bohat influence kiya tha. Maine aur meri dost ne eik sath inka course rakha tha aur hamare mids aur finals main marks almost same thay lekin she scored A- and I got C+. to mujhe pta chala ke unke mood pe depend karta tha sab. Iss liye wo mujhe bohat negative lagtay thay aur kabhi pasand bhi nahi aye.

What was your interest level during his lectures?

jab second time maine unka course liya to mujhe pta tha ke main jo kuch bhi kar loon unhoon ne mujhe score nahi dena kyunke maine pehle bhi unse course parha tha to mujhe pta tha. Mera bilkul bhi dil nahi karta tha ke main unki assignments karoon. Unki class main zyada interest nahi tha bas neend ati rehti thi. Agr kisi question ka answer bhi ata hota tha to main bother nahi karti thi jawab dena.

Did this experience influence your social life?

Nahi not as such bas ye tha ke main baki teachers ke bhi courses rakhti thi to yehi lagta tha ke they would ruin my cgpa aur marks nahi denge agr wo zra sab hi mood dikhatay thay.

Did this experience influence your personality in any way?

Haan main kisi se kabhi bhi rude ho ke baat nahi karti beshak koi kuch bura bhi kar raha ho mere sath to inn sir ki wajah se main itni frustrate hog aye thi aur itni tang aa gaye thi ke maine 2-3 dafa unko rude ho kea gay se jawab bhi diya huwa hai taunts ka. To mujhe aise laga ke this is not me aur kafi affect liya mujhe iss cheez ne.

Did this experience influence your emotional well-being in any way?

Mujhe unse interact karna acha nahi lagta, agr wo mujhe kahin nazar bhi ajatay hain to main unko salam kiye bagair chali jati hoon, mujhe unko dekhna bhi nahi main bas avoid karti hoon.

Did this experience influence your career development?

Nahi it didn't.

INTERVIEW 4

How would you describe student- teacher relationship? What is it for you?

Teacher jo hota hain a wo apko basically education ke hawalay se sari facilities provide karta hai. Jo bhi degree ap opt kartay uske baray main information deta hai. Apko apni life agay barhay ne ke liye guidance deta hai. Eik to apki achievements main apke parents ka hath hota hai dosra main samjhti hoon ke eik teacher ka bohat bara hath hota hai. Agr wo apko encourage aur support karta rehta hai throughout your journey. To wo student apne teacher ki support ke sath education complete karta hai.

What do you mean by “support”?

Mere nazdeek support iss tarhan se hai ke bohat sari universities main teachers hote hain ke sometimes wo student ko uss tarhan se deal nahi kar paa rahe hote jese deal karna chahiye. Sometimes during lecture wo bachon ko discourage bhi kar rahe hote hain kea p ye kis tarhan ke qs pooch rahe hain , ya apko ye kyun nahi samjh main aa raha. Kuch iss tarhan ke arrogant teachers hote hain ke wo student ko nahi samjh paa rahe hote. Support jo hai teacher ki wo bohat hai ke wo student ke intellect ko samjhay aur bajay usko discourage karne ke wo usko support karta hai ke student ne galat bol bhi diya to bajaye discourage karne ke usko bolay ke ap mujh se 100 dafa bhi pooch saktay hain. To ye support student ke liye bohat zyada important hoti hai.

How important do you think this relation is in student’s life?

Importance to bohat zyada hai iss relationship ki eik student ki life main. Teachers poori academic journey ka bohat important part hotay hain.

Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor’s journey?

Jee jo meri supervisor hai mera unse kafi acha relationship raha.

How would you describe your relationship with her?

wo meri supervisor hain to uss hawalay se bhi unhoon ne meri bohat help ki hai throughout. Maine unse kafi saray courses bhi parhay hain to uss lehaz se unke sath mera relationship kafi acha raha hai. Mujhe unse kafi guidance bhi mili hai jis wajah se mera thesis bohat achi tarhan complete huwa hai. Wo bohat polietely baat baat karti hain. Aur wo har student ke intellect ko samjhti hain aur uske accordingly usko deal karti hain, kese unke accordingly unko samjhana hai. Teaching style unka bohat acha hai aur wo aisy parhati hain ke unki baat samjh bhi ati hai.

Did this have any influence on your academic journey?

Jab ap aisy teacher se parhtay ho jinse ap bohat kuch seekhtay ho to wo apke liye ideal ban jatay hain, meri ye teacher mere liye ideal hain aur eik role model ki tarhan hain. Unke lectures bohat achi tarhan samjh atay hain. Unki class main mind bilkul frsh hota hai aur interest rehta hai aur jese wo treat karti hain students ko to apka eik positive attitude hota hai class lene ke liye. Maine kafi acha score kiya hain unke sab courses main aur kyunke wo parhati itna acha hain ke meri performance kafi achi rahi hai aur main kafi interest le kar unka kaam karti hoon. Unse koi question karo to wo bohat achi trhan samjhati hain aur proper discussion karti hain.

Did this have any influence on your emotional well-being?

Meri kafi positive feelings hain unke liye. Mujhe kafi acha lagta hai unse parhna.

Did this have any influence on your personality?

Jee bilkul. Wo aisy counselling karti hain ya samjhati hain jab kisi ko koi issue hota hai relate karke apni student life ke sath aur btati hain ke wo kese study karti theen ya jab unke grades achay nahi atay thay to wo kya karti theen. To maine unse yehi seekha hai ke give up ahi karna. Best lesson meri life main yehi raha hai ke I should never give up and I should always try my best.

Did this have any influence on your social life?

Nahi social life pe koi influence nahi hai.

Did this have any influence on your career development?

Unka influence iss tarhan se raha ke she used to say ke you should go for every opportunity you get. Jab iss baray main koi discussion hoti hai unse aur hamesha yehi motivate karti hain ke you should avail every opportunity you get aur apko ye nahi samjhna chahiye ke aap kisi se dumb hain ya grades apko define nahi kartay. Grades se bahir nikal kar apne skills aur abilities pe bhi focus karain. Agr apke grades kam hain to ap ye mat sochain ke main iss laiq nahi hoon. Meri career development main ye sari cheezai bari helpful rahi hain.

Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

At times eik student ki life kuch problems ajati hain jese financial issues, family problems to uss wajah se kuch hindrance ajati hai apki parhayi main jese ap time pe assignment nahi submit karwa sakay hoy a apse koi test miss hogya hai. To agr inn issues ki wajah se mera koi test ya assignment reh jata tha to eik teacher ke sath mera asa experience raha hai ke she would never understand it aur mujhe wo dobara chance nahi deti thi. Iss wajah se mera cgpa kafi low huwa tha. Unka tha thora issue ke wo nae samjh pati thi bachon ke issues ko ya unke intellect ko.

Did this have any influence on your academic journey?

Nahi as such koi influence nahi aya main ussi tarhan kaam karti thi inka jese baki courses ke liye o maine ussi tarhan mehnat ki jese baki courses main kar rahi thi. Maine negativity ka impact nahi anay diya apni performance pe. Bas mere kuch issues ki wajah se jab main kaam nahi kar saki to maam ne ,ujhe understand nahi kiya aur resubmit nahi karne diya jis wajah se mera grade low hogya tha.

Did this influence your emotional well-being?

Bas mujhe fel hota hai ke wo mujhe samjhti aur mere issues ko samjhti to acha hota aur mera jo kusaan huwa hai wo na hota. Baki koi harsh feelings nahi hain unke liye.

Did this have any influence on your personality?

Nahi aisa koi influence nahi tha.

Did this have any influence on your social life?

No.

Did this influence on your career development?

Nahi maine inn cheezon ka asar nahi hone diya khud pe balkay maine kafi mehnat ki hai apne pe.

INTERVIEW 5

How would you describe student-teacher relation? What does it means to you?

I think ye bohat respectful learning relationship hai jis main ap apne teacher se aur apke teachers apse bohat kuch seekhtay hain. Jab apke teachers apko parhatay hain aur ap unse kuch discuss kartay ho to ye ap dono ki learning increase karta hai. Mentorship hoti hai. Apka teacher apko guide karta hai samjhata hai.

How important did you think this relationship is?

Agr apka relationship apki teacher ke sath bohat acha hai to ye bohat important aur meaningful relationship hai.

Was there a significant relationship(s) or experience(s) with any teacher(s) that helped you during your entire bachelor's journey?

I had a teacher, she was like very cooperative. It wasn't just about our studies, im the eldest one in my house to she was like an elder sister to me. like you could talk to her about anything. She would guide you and give you good advice like apke sath bohat ache se baat karti hain , sunti hain. Like kuch log hote hain unse baat karke acha lagta hai. Unki personality bohat soothing si hoti hai. She is very kind, very humble, very nice. Its like I cannot explain in right words how good a person she is.

What do you mean by "like an elder sister"?

Jab ap kisi ke baray main aisy kehte ho na ke apke behn bhaiyo ki tarhan hain to iska matlab ye hota hai ke wo banda jab apse baat kar raha hai ya apko advice de raha hai to bilkul sincere ho ke de raha hai. wo apki bhalai soch raha hai.

Did it influence your academic journey?

Unka bohat positive influence tha like jo subject wo parha rahi theen mujhe wo mujhe bilkul pasand nahi tha lekin I scored really well in all her courses. Jab apka kisi ke sath positive relationship hota hain a to you try to maintain that thing ke mujhe bohat achay se

perform karna hai aur dosra apka unke lectures main dil bhi bohat lagta hai. jo courses wo parha rahi theen wo unki speciality thi to wo parhati bhi bohat acha theen. Isn't just about ke wo bohat kind thi to sirf iss wajah se, I really enjoyed her courses.

Did it have any influence on your personality?

Yeah I learned from her how to be kind to others just like her.

Did it have any influence on your social life?

Yes I tried to be kind to other people and be sincere with them.

Did it have any influence on your emotional well-being?

Yes I get really warm feelings from here and kuch log aisy hote hain na unse baat karke unse mil ke apko bohat acha lagta hai aur ap uncomfortable nahi feel kartay unke sath. She was that kind of person. Mujhe aisy lagta hai ke mujhe zindagi main kisi kisam ki bhi problem hogi ya mujhe kisi bhi cheez ke baray main advice chahiye hogi to main unke pass jaungi. Bikul neutral aur sincere ho ke advice dengi.

Did it have any influence on your career development?

Nahi meri unse iss baray main kabhi koi baat nahi hui lekin agay maine apna mphil karna hai to agr mujhe usme koi zaroorat ho gyae to main definitely unke pass jaungi advice ke liye. Baki jobs wageera ya career ke hawalay se hamari kabhi baat nahi hui.

Was there any significant experience(s) or relationship(s) with any teacher(s) during your bachelor's journey that caused you difficulty in any way?

Yes actually I have cried a lot due to such experiences during all my time here. There is this teacher, mera unke sath bara negative experience raha. Like wo aisi nahi hain ke wo biased hain aur hamari cheezain sahi se mark nahi karti, koi favouritism wala issue nahi hai. but unke kuch behavioural issues hain like unki wajah se main ye aur akhri 2 semesters rotay huwe guzaray hain. I honestly, think she has some mood disorder. It all started when hamara eik class trip jana tha university ki bus main. To main thora late hog aye traffic ki wjah se aur

ghar se bhi late nikli aur bus chal gaye. Like main sirf 5 minutes away thi, to mere doston ne kaha ke wo aa rahi hai to phir unko bas rokni pari mer wajah se. when I got on the bus she literally shouted at me. like really loudly. Wahan sirf hamare batch ke bachay nahi thay wahan eik aur department ke bachay bhi thay. I do accept that I was late aur unka dantna banta bhi tha but I wasn't expecting such harsh reaction. Uske baad I literally cried the whole way. Her behaviour literally changed after that with me jo ke nahi hona chaiye.

How her behaviour changed with you?

It changed in a negative way like she has some kind of perception about me maybe. Ya pta nahi kya masla hai. Like there is this girl in my class, shes like my bestfriend, to wo usko kabhi kehti theen ke Im (participant) is a bad influence on her and im impacting her studies. Kabhi mujhe kehti thi ke usko(friend) samjhaun ke sahi parha karay.ya ye ke wo mere pe negative influence hai. To mujhe ye kafi ajeeb lagta hai. you know can feel when someone is being negative to you. Uss bus incident ke baad hamara interaction pehle jesa nahi raha it changed jo first semesters main tha. I feel like wo mujhe personally target karti hain class main aur meri har baat pe negative reaction detin hain. I just avoid her my best. Mujhe unse communicate karna bhi hota hai to normally karti hoon lekin I already know ke kesa response ayega.

Did it have any influence on your emotional well-being?

obviously I don't associate any positive feelings with her. Unhoon ne mujhe kafi bura feel karwaya hai. but I try my best to understand her ke ho sakta hai unke life koi issues hoon jis wajah se wo ais hain.

Did it influence you're your academics in any way?

Nae as such koi influence nahi hai like im a good student to I didn't let it influence my performance.unhoon ne bhi kabhi grade nahi kharab kiya kisi bias ke wjahse.

Did it influence your personality in any way?

At times I feel really negative but jab eik negative experience se guzar rahe hote ho you try kea p negativity ka source nab no apne environmrnt to I reallt try not let that negativity influence me. also I try giving her my understanding because mujhe recently unke kuch personal issues ka pta chala jis wajah se I give her understanding ke wo ais shayad iss liye hain lekin teachers ko bhi bachon se deal kartay huwe thora khyal karna chahiye ke humne unse apne personal issues aside karke kese baat karni hai aur kese uss cheez ko communicate karna hai rather than getting personal and toxic with them.

Did it influence your social life in any way?

Nahi bas I learned not to be this negative with people around me.

Did it influence your career development?

Nahi main bas ye sochti hoon ke main apni degree complete karun aur yahan pe wapis nahi aon for further studies.

APPENDIX E
PLAGIARISM REPORT



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