

A Correlation Study: Faculty Student Relationship

¹Sweta Srivastav, ²Sangeeta Gupta
^{1,2}Assistant Professor
^{1,2}Department of Mathematics,
^{1,2}Sharda University, Greater Noida, India

Abstract: This research study explored the affective domain of faculty student relationship using a statistical tool. This study produces a synthesis of information that guides faculty & students in the development and maintenance of their relationships. The resulting analysis and interrelation provided a description of major themes that developed regarding strong faculty student relationships, as well as specific components to the interactions considered essential for the students learning environment.

The outcome of this study is an account of experience & procedure that guide the development and maintenance of relationships between a faculty and students.

Our goal in conducting the study was to provide more specific example and empirical findings for how faculty-student relationship created and can be better. Identifying specific factors associated with faculty-student interactions could provide valuable information to an educational learning community.

Index Terms – Correlation Analysis, Descriptive Statistics, Microsoft Excel.

I. INTRODUCTION

The relationship that faculty develop with their students have an important role in student's academic growth. (Hallinan[5]-2008 writes "Learning is a process that involves cognitive and social, psychological dimensions and both processes should be considered if academic achievement to be maximized"). The unbalanced-on test scores to determine success doesn't provide accurate accounting of all that goes into creating an effective learning environment. Quality of relationship between a student and faculty will result in greater degree of learning in the classroom. Strong teacher-student relationships maybe one of the most important environmental factors in changing a child's educational path (Baker[2]-2006).

This initiative has strongly focused on measuring faculty effectiveness primarily using standardized test scores. However, there is a large body of research that examines value of faculty's effective acumen when it comes to faculty effectiveness as an educative (Brophy-1974[3]; Baker-1999[1]; Hamre, Pianta, Burchinal[6]-2012; Leder[7]-1987).

II. PURPOSE OF STUDY

Many in the field of education recognize the importance of relationship the faculty develops with their students that result in the academic outcomes. Our purpose is to conduct a case study of the strategies used in one information rich classroom that demonstrates faculty-student interactions in an authentic instructional environment and the response throughout the process allow us to understand the pro and cons of learning. (Downey[4]-2008 writes that "Teachers need to know how their daily working classrooms can be infused with interactions and instructional strategies that research has shown can make a positive difference in the lives of students who are at risk of academic failure").

This qualitative study addresses the following research questions:

How does the faculty or students describe the process for building their relationships?

What specific components of the faculty/student interactions are essential to learning environment?

The result of this study is practical in nature and will include a commonality of effective characteristics and strategies employed by the faculty that influence the student's learning environment and learning experience.

2.1 Sample

Sample are the 150 students and 150 Faculties of Sharda University.

2.2 Data and Sources of Data

We created survey Questionner sheet same for both students and Faculties and took the survey from them.

III. RESEARCH METHODOLOGY

3.1 Population and Sample

As discussed earlier from the large population of students and faculties, we have selected sharda university students and faculties as our sample.

3.2 Theoretical framework

Data has been collected from different schools of the university and questioner set has prepared, which is same for both faculties and students. They did their responses and after collecting the questioner we study and analyze the data.

3.3 Statistical tools

We use Microsoft Excel for finding the results and its graphical representation. We will find

3.3.1 Descriptive Statistics

Descriptive Statistics has been used to find the maximum, minimum, standard deviation, mean and normally distribution of the data of all the variables of the study.

3.3.2 Correlation

Correlation is the relation between two or more variables. If two variables are related to each other in such a way that change in one creates a corresponding change in the other.

IV. RESULTS

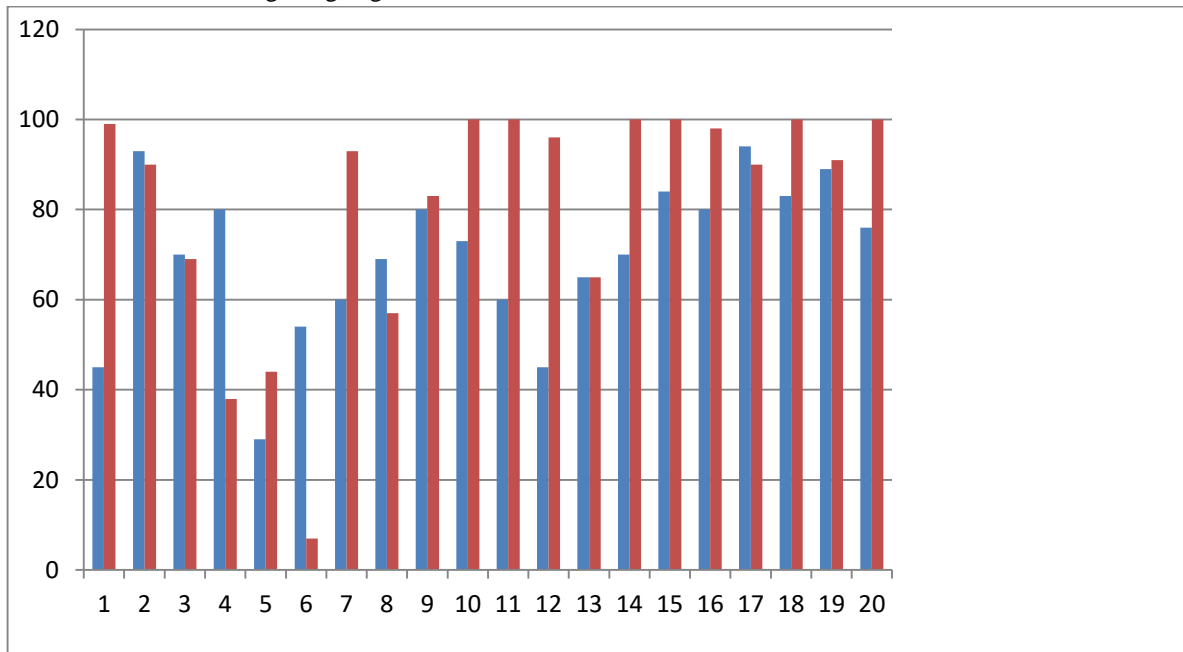
Table 4.1: Descriptive Statics

<i>Students Descriptive Analysis</i>		<i>Faculties Descriptive Analysis</i>	
Mean	71.26315789	Mean	80.05263158
Standard Error	3.79815445	Standard Error	6.10410354
Median	73	Median	91
Mode	80	Mode	100
Standard Deviation	16.55577142	Standard Deviation	26.60717047
Sample Variance	274.0935673	Sample Variance	707.9415205
Kurtosis	1.015011865	Kurtosis	1.81975301
Skewness	-0.93685814	Skewness	-1.533350026
Range	65	Range	93
Minimum	29	Minimum	7
Maximum	94	Maximum	100
Sum	1354	Sum	1521
Count	150	Count	150

Table 4.2: Correlation Result

	<i>Student</i>	<i>Teacher</i>
Student	1	
Teacher	0.318897	1

As Per the questioner we create a bar graph for the answers from Faculties and Students, many question shows the positive correlation but somewhere we are getting negative correlation and there we need to correct ourselves.



Graph 1

V. CONCLUSION

The present study shows the positive correlation between faculties and students but with very small value i.e. **0.318897** which require to increase for the student growth as well as the Institute growth. As Student growth increases then obviously there is increase of students admission in institute which will effect institute growth.

VI. REFERENCES

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