

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

Impact of student-teacher relationships on Bangladeshi students in New Zealand

A thesis presented in partial fulfilment of
the requirements for the degree of
Master of Education
at Massey University, Wellington campus,
New Zealand

Nazneen Afsana Chowdhury

March 2005

ABSTRACT

This study explores the impact of overseas students' relationships with their teachers on them. Nowadays the universities worldwide, especially the universities in the western world are increasingly having large numbers of overseas students in their tertiary education sectors. When students go abroad for higher study purpose they confront manifold problems and strains in their academic endeavours as well as in their personal and emotional lives through facing different academic systems, different language and teachers and peers of different cultures. One major concern directly related to their academic success and overall wellbeing is their interactions and relationships with their teachers who, obviously, are from diverse cultures. Although the literature and various research reports have already focused on the problems faced by overseas students and their teachers in teaching-learning activities, there is little research available on how overseas students perceive their relationships with their teachers and impact of these on them.

For this research eight Bangladeshi people with tertiary study experience in New Zealand were interviewed about their study experiences including their views regarding their relationships with their teachers, their feelings and realizations about the impacts of those relationships on them and about the overall importance of this relationship for an overseas student.

The findings of this research emphasize that an overseas student's relationship with teacher carries great significance in reducing her/his troubles and stress and offering mental and emotional support to enhance academic efforts and achievement.

This study recommends good understanding and sincere effort by both an overseas student and her/his teacher to know each other and increase cultural sharing to form a promising relationship.

Candidate's Statement

I certify that this research project has been undertaken and completed by me and the research report has been written by me except where otherwise acknowledged. It has not been presented, in part or in full, for any other papers or degrees for which credit or qualifications can be claimed.

Nazneen A. Chowdhury
(Signature)

Nazneen Afsana Chowdhury

Date *22/08/2005*

ACKNOWLEDGMENTS

To my family – Shamika, Shaika, Tashfiq and their father who have helped me with other works excluding study and have enabled me to do the research – thank you.

I am grateful to all the Bangladeshi participants of this study who supplied the valuable data for it.

Special thanks to my supervisors, marg gilling and Linda Leach, for providing constant inspiration, information, guidance, expertise and compassion – this thesis would not have been possible without you.

TABLE OF CONTENTS

<i>ABSTRACT</i>	<i>ii</i>
<i>CANDIDATE'S STATEMENT</i>	<i>iv</i>
<i>ACKNOWLEDGMENT</i>	<i>v</i>
<i>TABLE OF CONTENTS</i>	<i>vi</i>
<i>LIST OF APPENDICES</i>	<i>ix</i>
CHAPTER ONE: INTRODUCTION	1
1.1 Background	
1.2 Overseas students in higher education	
1.3 The research question	
1.4 Assumptions about the problems of overseas students and their teachers	
1.5 The research setting	
CHAPTER TWO: A REVIEW OF CONTEMPORARY AND PERTINENT LITERATURE	11
2.1 Entity of human relationship	
2.2 Power and possibilities of human relationship	
2.3 Student-teacher relationship and its influence on students	
2.4 Relationship and an adult student	
2.5 Types of student-teacher relationship	
	<i>vi</i>

2.6 Stages in student-teacher relationship	
2.7 Overseas students and their academic struggle	
2.8 Overseas students in different countries	
2.9 Conclusion of the review	

CHAPTER THREE: METHODOLOGY AND METHODS	49
---	----

3.1 The research strategy	
3.2 Techniques of data collection	
3.3 Interview process	
3.4 Selection of sample	
3.5 The interviews	
3.6 Data analysis	
3.7 Ethical issues	

CHAPTER FOUR: FINDINGS	73
-------------------------------	----

4.1 Summarised versions of interviews	
4.2 Analysis	

CHAPTER FIVE: DISCUSSION	105
---------------------------------	-----

5.1 Academic traditions in Bangladesh	
5.2 Connections with Asian traditions	
5.3 Picture of western world	

5.4 Overseas students in New Zealand
5.5 Connections between the review and the data
5.6 Impact of the respondents' relationships with their teachers on them
5.7 Conclusion of the discussion

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	139
---	-----

6.1 Recommendations
6.2 Final comments and implications for future research

APPENDICES	143
-------------------	-----

BIBLIOGRAPHY	148
---------------------	-----

List of Appendices

Appendix 1. Copy of MUHEC's letter of approval

Appendix 2. Copy of the Information Sheet on interviewing

Appendix 3. Copy of the participants' Consent Form