The Influence of Informal Faculty-Student Relationship on Students' Motivation

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14th October 2021

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This letter now confirms that your research project entitled *Impact of Informal Faculty-Student Relationship on Students' Motivation* has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely

Munyaradzi Hwami (Supervisor)

On behalf of GSE Ethics Committee

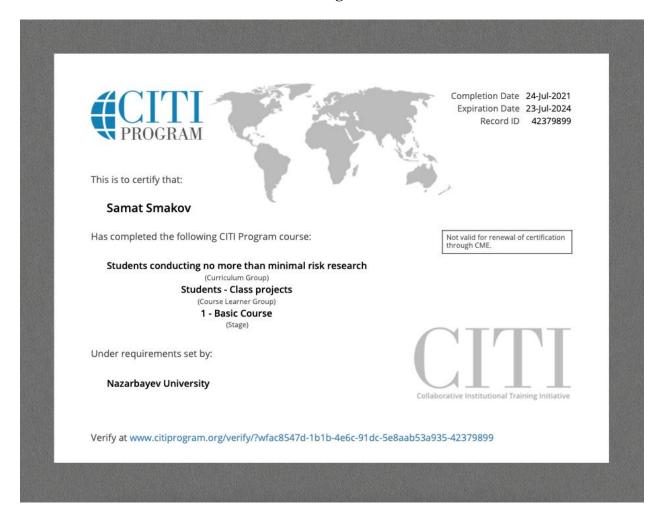Graduate School of Education

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Abstract

Informal relationships between faculty members and students are a necessary element of the educational process in higher education. Furthermore, student motivation plays a significant role in a student's success. Although several studies have explored the effect of informal relationships between students and faculty on student motivation, very few studies have been conducted on this topic in Kazakhstan. Thus, this study intends to reduce this gap. This study aims to explore the effects of informal student-faculty relationships on students' motivation at one Kazakhstani university's pedagogical institute. These are the questions the study is intended to answer: RQ1: How do students characterize their relationship with faculty members? RQ2: How do students' gender and age affect student-faculty relationships and students' motivation? RQ3: Can student social interactions predict students' motivation? In order to answer these research questions, quantitative non-experimental research designs were used. One hundred sixty-one undergraduates over 18 of one Kazakhstani university's pedagogical institute were surveyed online. This research reveals that students are optimistic about their informal relationships with faculty members.

Moreover, the study found that age and gender modestly affect student-faculty relationships and students' motivation. Furthermore, the results of this study show that the informal relationship of the faculty with students significantly affects students' motivation. This study definitively answers the question regarding the effects of informal student-faculty relationships on students' motivation. The benefit of this research to faculty administrators and policymakers is to improve the relationship between faculty and students outside the classroom at Kazakhstani universities.

Аңдатпа

Оқытушылар мен студенттер арасындағы бейресми қатынастар жоғары оқу орындарындағы білім беру процесінің қажетті элементі болып табылады. Сонымен қатар, студенттердің мотивациясы оқушының жетістігінде маңызды рөл атқаратыны белгілі. Бірқатар зерттеулер студенттер мен оқытушылар арасындағы бейресми қарым-қатынастардың студенттердің мотивациясына әсерін зерттегенімен, Қазақстанда бұл тақырыпта өте аз зерттеулер жүргізілді. Осылайша, бұл зерттеу бұл олқылықты азайтуға арналған. Бұл зерттеудің мақсаты-Қазақстан университетінің педагогикалық институттарының бірінде студенттер мен оқытушылар арасындағы бейресми қарым-қатынастың студенттердің мотивациясына әсерін зерттеу болып табылады. Бұл зерттеуге сұрақтары мынадай: RQ1: студенттер оқытушылармен қарым-қатынасын қалай сипаттайды? RQ2: студенттердің жынысы мен жасы студенттер мен оқытушылар арасындағы қарым-қатынасқа және студенттердің мотивациясына қалай әсер етеді? RQ3: студенттердің әлеуметтік қарым-қатынасы студенттердің мотивациясын болжай ала ма? Осы сұрақтарға жауап беру үшін сандық эксперименттік емес зерттеу әдістері қолданылды. Қазақстан университетінің педагогикалық институттарының бірінен 18 жастан асқан жүз алпыс бір студент онлайн-сауалнамадан өтті. Зерттеу көрсеткендей, студенттер оқытушылармен бейресми қарым-қатынастарын оптимистік бағалайды.

Сонымен қатар, зерттеу көрсеткендей, жас пен жыныс студенттердің оқытушылармен қарым-қатынасына және студенттердің мотивациясына аздап әсер етеді. Сонымен қатар, зерттеу нәтижелері мұғалімдердің студенттермен бейресми қарым-қатынасы студенттердің мотивациясына айтарлықтай әсер ететіндігін көрсетеді. Бұл зерттеу студенттер мен оқытушылар арасындағы бейресми қатынастардың студенттердің

мотивациясына әсері туралы сұраққа жауап береді. Бұл зерттеудің университет әкімшілері мен саясаткерлер үшін пайдасы қазақстандық университеттердегі аудиториядан тыс оқытушылар мен студенттер арасындағы қарым-қатынасты жақсарту болып табылады.

Абстракт

Неформальные отношения между преподавателями и студентами являются необходимым элементом образовательного процесса в высших учебных заведениях. Кроме того, мотивация студентов играет важную роль в успехе студента. Хотя в ряде исследований изучалось влияние неформальных отношений между студентами и преподавателями на мотивацию студентов, в Казахстане было проведено очень мало исследований на эту тему. Таким образом, данное исследование призвано сократить этот пробел. Цель данного исследования - изучить влияние неформальных отношений между студентами и преподавателями на мотивацию студентов в одном из педагогических институтов Казахстанского университета. Вот вопросы, на которые призвано дать ответы данное исследование: RQ1: Как студенты характеризуют свои отношения с преподавателями? RQ2: Как пол и возраст студентов влияют на отношения между студентами и преподавателями и мотивацию студентов? RQ3: Могут ли социальные взаимодействия студентов предсказать мотивацию студентов? Для того чтобы ответить на эти вопросы, были использованы количественные неэкспериментальные методы исследования. Сто шестьдесят один студент старше 18 лет одного из педагогических институтов Казахстанского университета прошли онлайн-опрос. Исследование показало, что студенты оптимистично оценивают свои неформальные отношения с преподавателями.

Более того, исследование показало, что возраст и пол умеренно влияют на отношения студентов с преподавателями и мотивацию студентов. Более того, результаты исследования показывают, что неформальные отношения преподавателей со студентами значительно влияют на мотивацию студентов. Данное исследование окончательно

отвечает на вопрос о влиянии неформальных отношений между студентами и преподавателями на мотивацию студентов. Полезность данного исследования для администраторов факультетов и политиков заключается в улучшении отношений между преподавателями и студентами вне аудитории в казахстанских университетах.

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Chapter 1: Introduction to the Study

Introduction

This chapter introduces the thesis subject and study area, which is intended to investigate the link between informal student-faculty relationships and students' motivation in a university in Kazakhstan. The first part presents information on the research topic that this work attempts to solve. The statement of the research purpose will be addressed. Following that, the research questions that drive this study will be presented. The significance of the study will be discussed towards the end of the chapter.

Research Background

Numerous academics have highlighted the importance of student-faculty connections and exchanges, and for a good reason (Asikainen et al., 2018; Ingraham et al., 2018; Woodside et al., 1999). There is a substantial amount of literature on the student-faculty relationship that has been published. The works published in educational journals about student-faculty relationships focus on the impact of this interaction and how it affects students' academic outcomes. In one of Snow's (1973) research, which was early and one of the most significant studies on the topic, the organization emphasized the critical importance of teacher-student relationships. In the case of a teacher who develops an emotional attachment to his or her students, the researcher argues that the teacher will approach each student with flexibility and responsiveness and will actively engage in establishing a successful relationship.

Additionally, it is essential to note that regular contact with students may aid teachers in better understanding their students' emotions (Snow, 1973). However, despite the importance of student-faculty interaction, some faculty members do not have a strong relationship with a

student, and these faculty members limit their interaction with students (Kuh & Hu, 2001). Therefore, faculty members must maintain a high level of contact with students and develop strong bonds. Furthermore, the study results made by Dobransky & Frymier (2004) supported the hypothesis that authority, trust, and closeness are indicators of the interpersonal nature of teacher-student relationships.

Previous researchers have shown that the student-faculty connection positively impacts students' motivation (Jaasma & Koper, 1999; Trolian et al., 2016). Additionally, regular communication between students and faculty members and quality and maintenance have a beneficial effect on students' motivation (Jaasma & Koper, 1999). More precisely, informal contact between students and faculty members directly influences students' motivation (Jaasma & Koper, 1999). On the other hand, Trolian et al. (2016) maintain that discussing classwork outside of class may negatively affect student motivation.

The Psychology Dictionary defines *motivation* as the influential power that provides meaning or guidance to people and animals' behaviors that occur consciously and subconsciously; those behaviors may not exist because of those actions. In other words, motivation is when a person is ready and eager to expend effort to finish a goal or obtain a specific purpose (M.S, 2013). The scholars Tohidi & Jabbari (2012) define motivation as the reason and method through which an organization coerces individuals into doing particular actions. Besides that, in the andragogy study of understanding and practice and the lifelong education of adults, it has been noticed that motivation is an essential component (Tohidi & Jabbari, 2012). To that end, the following ideas constitute the framework of the research: informal teacher-student relationships and student motivation.

The interaction between faculty and students is essential in learning. Faculty members can interact with students formally in classrooms and in an informal outdoor way. The interaction between faculty members and students can have significant outcomes. For example, this relationship can impact students' academic achievements (Capern & Hammond, 2014; Ingraham et al., 2018). Furthermore, non-formal interaction between students and faculty, such as caring, can also impact students' academic outcomes (Ingraham et al., 2018). According to some scholars, to build a strong college culture, it is necessary to have an informal relationship between students and faculty members. This interaction can expand college students' interests, attitudes and morals (Pascarella & Terenzini, 2005). However, it is crucial to know the source of the student's motivation and informal communication between faculty and students. Printrich's (2003) research mentions two main types of student motivation: the first is intrinsic, and the second is extrinsic. Accordingly, intrinsic motivation is the urge to accomplish something to find joy and satisfaction or excellence in doing something well. However, extrinsic motivation is not about personal satisfaction; it is to find positive outcomes that this activity may have (Pintrich, 2003). Despite the motivation or perception of faculty members on students' motivation, it is essential to motivate students.

Additionally, it is crucial to motivate students during their college years because, according to (Usher & Kober, 2012), having low motivation is a serious issue that affects many students nowadays. Moreover, there is much evidence that when at least one faculty member has close informal interaction and relationships with students, students will become more loyal to their college and be more satisfied with their college experience (Rosenthal et al., 2000). Therefore, motivation can affect every aspect of student life, and the lack of this motivation can cause significant consequences on students' academic and personal development (Usher &

Kober, 2012). Furthermore, even if a large amount of interaction between faculty in students is informally happening in the classroom (Woodside et al., 1999), informal interaction could motivate students to achieve academic outcomes and become a more active learning process on an ongoing basis.

Recently, the government of Kazakhstan has been paying considerable attention to improving the education system, which is reflected in the strategic plans of the Ministry of Education. Ministry of Education's development plan of education and science (2019) claims that Kazakhstani universities will have more autonomy. Furthermore, the government of Kazakhstan has shown a willingness to spend on the educational sector (Hartley et al., 2016). According to the government plan, 7% of GDP will be expended on education (Government of the Republic of Kazakhstan, 2019).

After the USSR collapsed, Kazakhstan became an independent country, but the soviet higher educational system was central, and higher educational institutions had a small amount of autonomy. Furthermore, there were no alternative models of higher education or private institutions existing at the time (M. S. Johnson, 2008). After the independence of Kazakhstan, some types of positive changes happened; several private universities opened, one of them being Astana International University. The pedagogical Institution of AIU is one of the newest institutions in the Nur-Sultan city. In the words of Eshanov T., the director of the Pedagogical Institute, their teaching staff is professional and one of the most ambitious educators in the field. In my conversation with the institute director, he stated that their curriculum is one of the most advanced in higher Education in Kazakhstan. However, not just an up-to-date curriculum but also a positive environment and motivation also play a significant role in the students' academic outcomes (Taurina, 2015). Regardless of teachers' professionalism, to motivate students, it is

also necessary to have a formal and informal connection with the student outside of class time (Jaasma & Koper, 1999).

Statement of Problem

While teachers communicate with students during the classroom, teachers should also remember to communicate with students outside the classroom. According to Halawah (2006), it is crucial that teachers communicate with students during academic hours and outside the classroom. Otherwise, a lack of positive communication between faculty members and students can have a negative impact on students; In the context of Kazakhstani education, the relationship between students and faculty is not always a positive one. According to the (Burkhalter & Shegebayev, 2012) study, educational institutions in Kazakhstan do not have a favorable atmosphere and a sense of hostility. Even international research conducted by Asikainen et al. (2018) says that students' attitudes towards teachers and teachers' attitudes towards students are highly damaging. According to students from this study, sometimes teachers are hostile to them. However, students desire a secure and supportive learning environment (Anderson & Carta-Falsa, 2002). Thus, it is vital to have a positive interaction, which will lead to students' motivation (Woodside et al., 1999). Additionally, students who are more motivated to study are also thought to have better educational success, stronger conceptual ability, higher fulfilment with school, more self-confidence, and greater social integration (Ryan & Deci, 2009). In addition, faculty and administrative personnel in higher education institutions must consider the motivations of their students in the organization of study processes (Taurina, 2015), and informal interaction should be a component of the study process.

Examining the link between student motivation and informal relationships between students and faculty members is essential in this setting for various reasons. In some universities

in Kazakhstan, the relationship between teachers and students is not favourable; even in some cases, students are violent towards faculty members (tengrinews.kz, 2014, 2017). Occasionally there were cases where teachers used violence against students. For instance, there is a case where a faculty member used violence against a student for not following the dress code (Sputnik Kazakhstan, 2018).

It is essential to understand the effect of social interactions on student motivation based on events that occurred at Kazakhstan's institutions. Additionally, a limited number of studies examining the impact of faculty-student relationships on students' motivation have been performed in higher education, all of which took place outside of Kazakhstan. Additionally, a lack of informal contact between students and faculty can have several essential outcomes; as a result, it is critical to understand the underlying conditions of such interactions, especially in the context of Kazakhstani institutions.

Research Purpose and Questions

This study aims to explore the effects of informal student-faculty relationships on students' motivation at one Kazakhstani university. These are the questions the study is intended to answer:

1) How do students characterize their relationship with faculty members?

2) How do students' gender and age affect student-faculty relationships and students' motivation?

3) Can student social interactions predict students' motivation?

Significance of the Study

As the issue of faculty-student informal relationship was not addressed in the last state program for education and science development, this article will assist in developing a more

nuanced understanding of the problem, and officials such as the Ministry of Education may pay attention to it. They may add programs to the State Program in the future that will strengthen the teacher-student informal interaction. Faculty members of the University will better know their students' needs due to this work, which will enhance communication and enable them to assist students outside the classroom. University administration will get a better understanding of the wants of students and be able to take measures to enhance their policies and increase the University environment due to this effort. Additionally, students involved in this study will have an opportunity to reflect on their informal interactions with faculty members. Other Kazakhstani university governments may improve understanding of the effect of informal interaction between students and faculty on students' motivation due to the research findings and make changes to the university's internal rules to improve and expand informal communication between students and professors.

Additionally, the study's findings may contribute to the development of literature on students' motivation influenced by the faculty-student relationship. Additionally, the study's findings may contribute to the development of literature on students' motivation influenced by the faculty-student relationship. Moreover, this study will contribute to understanding the nature of student motivation and contribute to the theory of motivation. It will also expand the understanding of student and faculty relationships at universities. Furthermore, this study will contribute to the literature and include Kazakhstan in this area of research.

Thesis Outline

This thesis will consist of six chapters and a list of references. Chapter 1 is an introduction, and in this chapter, the study's aim and research question are defined. Additionally, it includes the study's relevance and rationale. Chapter 2 is dedicated to a Literature Review, in

which I will examine material collected from the literature that relates to my study subject. Chapter 3 details the study's methodology. The next chapter discusses the data analysis and findings in chapter 4. In Chapter 5: Discussion, I will evaluate these results. Finally, Chapter 6 will provide the study's findings and suggestions.

Summary

The chapter defined the principal terms used in the research. The main questions that the respondents had to answer were also presented in the Chapter on the purpose of the study. The significance of the research and the importance of the study relating to higher education in Kazakhstan were described. The necessity to investigate informal relationships with faculty members and students and the effect on students' motivations was also discussed. The next chapter considers the literature related to this research study.

Chapter 2: Literature Review

Introduction

This chapter reviews and discusses necessary studies that address critical concepts, arguments, and ideas relevant to the study. This research aims to investigate the effect of informal faculty-student relationships on students' motivation. Three research questions are addressed in this research study. The first question aims to elicit information on how students describe their interactions with faculty members. The second question examines how gender and age influence students' interactions with faculty members and motivation. The third question seeks to ascertain if students' social ties influence their motivation.

The literature review presented below showed that informal faculty-student interaction is an essential part of student development and is related to students' motivation and achievement. However, the review of available research identified that the topic of student-faculty out-of-class interactions is primarily overlooked in student development literature. It is mainly viewed as one of the aspects of students' integration into college, with very few studies focusing on out-of-class faculty-student interaction. After review, it was also identified that few studies discuss the relationship between informal faculty-student interaction and students' motivation. Having reviewed the available studies on faculty-student interaction, I also noticed that age and gender differences in a student-faculty relationship had not gotten considerable attention in western research. There is also a lack of research on this topic in post-Soviet countries and Kazakhstan.

The first section of this chapter is devoted to defining informal student-faculty relationships and their dimensions. The second section reviews the available research on the effect of informal interactions between students and faculty members on student motivation. The next section of the chapter delves into previous research on student-faculty informal connections.

The fourth section examines the local research on this subject. The following two sections are devoted to the age and gender differences in informal student-faculty relationships. The last section presents the conceptual framework of the study.

Informal Faculty-Student Relationships

Since this study aims to determine the informal relationship between students and teachers and its impact on student motivation, there is a need to understand what is referred to as the informal faculty-student relationship. The informal relationship between students and faculty can be defined as a student-faculty relationship outside the formal classroom (Nadler & Nadler, 2001). Additionally, informal discussions might include student-faculty conversations on non-class-related topics, such as better preparing for a test or understanding a course better (Nadler & Nadler, 2001). Most of the communication between students and faculty occurs in class, and they mainly discuss formal lessons. However, if communication between students and professors occurs outside of class, it can be considered an informal relationship. The informal relationship between students and professors can be added to different activities unrelated to studies.

The relationship between students and teachers can be categorized as interaction at the sociological level from external roles (Dobransky & Frymier, 2004). According to Miller and Steinberg (1975), when a teacher and student interact informally and view each other as individuals, this relationship will be personal on a psychological level. Moreover, the research made by Dobransky and Frymier (2004) shows that students who interact with their teachers outside the classroom feel that they have an interpersonal relationship with their teachers, rather than communication between students and instructors only formally in the classroom. Accordingly, those students who build informal relationships with teachers treat their relationship with the teacher differently than those who do not develop informal relationships

with their teachers. However, simple greetings between students and faculty are not a non-formal relationship. The length of the conversation, subject, and context are essential to building informal communication (Nadler & Nadler, 2001). Thus, to build informal relationships, teachers and students should not perceive each other on a sociological or cultural level where everyone has roles as students and teachers but should perceive each other as individuals (Miller & Steinberg, 1975). This helps to build informal relationships.

According to Millar and Rogers (1976), research points out three dimensions in building relationships between students and faculty: control, the level of intimacy, and the amount of trust. The first dimension is communication between students and faculty control. Control refers to who has the authority to command, delimit and define the actions (Millar & Rogers, 1976). The measurement of control prevents the faculty members from building equally valuable relationships and using the authority of one person over another. However, in most of its cases, the communication between students and professors uses an element of control (Millar & Rogers, 1976).

The next dimension of communication between students and faculty is trust. According to Millar and Rogers (1976), a trusting relationship between a faculty member and student can be considered one that shows faith in each other, dependence on each other, when students and teachers can rely on each other, and when they can rely on each other. Thus, trust is one of the most critical aspects of building an informal relationship. Similarly, according to Wooten and McCroskey's research (1996), trust is built when teachers and students can communicate effectively. Trust is an essential element in student learning (Frymier & Thompson, 1992; Nadler & Nadler, 2001).

According to Millar and Rogers (1976), intimacy is the third dimension of interpersonal communication between students and professors. In some cases, intimacy is presented as a romantic relationship between partners; because of this, some researchers believe that intimacy is not an exemplary aspect of the connection between a student and a faculty (McCroskey, 1992). However, according to Millar and Rogers (1976), intimacy is the level where students and faculty exploit each other for self-confirmation; intimacy is an effective method of assessing self-confirmation. Thus, according to Millar and Rogers (1976), control, trust, and intimacy are the main measurements of the interpersonal relationship resulting from the informal relationship between the students and the faculty members.

Communication between students and professors can be for a variety of reasons. One of the main subjects of communication that help build relationships is academic topics. According to Iverson et al. (1984), informal communication on academic issues between students and professors has a significant positive impact on students, and the frequency of these meetings is also crucial. However, according to Jaasma and Koper (1999), during informal communication between students and faculty members, the discussion of classwork has a negative impact on student motivation. Because of this, informal relationships should be based on interpersonal communication, not on the discussion of classwork, which negatively affects the student's motivation.

Informal Faculty-Student Relationships and Student Motivation

Research on student-faculty relationships highlights the connection between the effect of this relationship on student motivation (Jaasma & Koper, 1999; Rugutt & Chemosit, 2009). Research suggests that out-of-classroom relationships are an essential aspect of student development. Furthermore, informal relationships between students and faculty members affect

students' motivation (Jaasma & Koper, 1999; Trolian et al., 2016). In addition, informal student-faculty relationships raise students' academic motivation, particularly first-year students. Some researchers have proven that extracurricular informal relationships can affect students' personal development and intellectual development (Pascarella & Terenzini, 1978). An earlier Pascarella and Terenzini study (1978) found that informal out-of-class relationships between students and faculty members strongly influence students' academic motivation and can be complementary to enhancing students' academic performance. According to Dobransky and Frymier (2004), informal relationships between students and faculty members lead to interpersonal relationships, and one of the significant factors in building interpersonal relationships between students and faculty members is intimacy. Thus, interpersonal relationships and intimacy between students and faculty members lead to motivated students, and increasing this bond has a significant positive impact on the outcome (Dobransky & Frymier, 2004). Building informal relationships between students and faculty members also affect students' engagement (Rugutt & Chemosit, 2009). However, the methods of communication and the topics that students and faculty members discuss are also reflected in student motivation. For example, if students and faculty members discuss classwork or lessons, it negatively affects student motivation (Jaasma & Koper, 1999).

Research proves that challenging the professor's ideas during classwork, getting honest feedback from the professor, and getting support from teachers is an essential factor in students' motivation (Sax, 2008). While faculty members develop ties with students during courses to inspire them, we should not overlook the advantages of informal interactions with students. Earlier and recent research on the influence of informal interactions between students and faculty members demonstrates that this kind of interaction assists in student learning and significantly

indicates student motivation. (Hamre & Pianta, 2001; Pascarella & Terenzini, 1978; Rugutt & Chemosit, 2009; Wilson, 1975). According to Rugutt and Chemosit's (2009) study, student and faculty members' relationships affect academic motivation and are also one of the main factors and predictors of student motivation. Furthermore, Wilson's (1975) research argues that students' informal relationship with faculty motivates students and is also a significant driver of the emotional and cognitive development of students.

International Studies on Informal Faculty-Student Relationships

Many factors influence students' behaviour, performance, and desire to learn. However, research suggests that motivation is one of the main factors that affect the behaviour and performance of humans (Kian et al., 2014; Turan, 2015). According to Waterman (2005), motivation is the force that initiates movement and is an internal driver. For the student to achieve success in his studies and continue with his achievements, the student should be motivated, and motivation is one of the essential concepts that affect the outcome of the students (Alkış, 2015; Pintrich & Schunk, 2002). Thus, motivation plays an absolute position in students' ongoing success at university (Tohidi & Jabbari, 2012). These statements are also confirmed by achievement (Orhan Özen, 2017); in his work, he proved the positive impact of students' motivation on their academic success.

Faculty members' out-of-class work with students is an informal type of interaction. Jaasma and Koper (1999) argue that outside classroom assignments and student motivation are linked. Furthermore, Fusani (1994) states in his study that the informal relationship between students and faculty members is essential in improving students' motivation. Students who participate in out-of-class activities and have an informal relationship with the faculty perform better educational and cognitive growth (Terenzini et al., 1996). Informal relationships between

students and faculty members affect students' motivation, improve self-confidence, and enhance their self-esteem (Kuh, 1995). Faculty members should build informal relationships with students to increase students' trust and motivation. Because according to Jaasma and Koper (1999), building informal relationships positively affects the students' sense of trust and motivation. However, we need to consider some variables that positively impact students' motivation. Trolian et al. (2016) examined the data from WMS, which surveyed undergraduate students at 17 different higher education institutions in 11 American states. They found that the quality of communication and the frequency of student contact with faculty positively impact student motivation.

According to some studies, students' informal contact with faculty members positively impacts student motivation(Jaasma & Koper, 1999; Rugutt & Chemosit, 2009). However, studies investigating the frequency of informal contact between students and faculty members claim that faculty and students do not contact each other as much as they should (Cotten & Wilson, 2006; Snow, 1973). Similarly, most students do not see the benefit of being in contact with faculty members in an informal setting (Cotten & Wilson, 2006). Furthermore, in an earlier study conducted by Snow (1973), 31% of the 198 students claimed no significant contact with their faculty members. In their research, Cotten and Wilson (2006) found that students in a focus group said they had relatively few ties with professors. The study conducted at the University of California at Davis in the USA found out that those professors who build informal relationships with their students and have more frequent contact with them possess disparate perspectives than those professors who do not have as many connections with their students (Snow, 1973).

Informal Faculty-Student Relationships in Kazakhstan

Kazakhstan received its independence 30 years ago, and before that, Kazakhstan was part of the Soviet Union. Kazakhstani higher education was formed in the Soviet Union, and most of those norms have not changed (Hartley et al., 2016). Of course, we should not forget that the system of Soviet education was not ideal. For example, the bureaucracy in higher education institutions (Organisation for Economic Co-operation and Development, 2007) echoes Soviet education.

In the State Program of Development of Education and Science of the Republic of Kazakhstan for 2020-2025, one of the initiatives implemented in the education system is value-based education, which uses the construction of trust and informal relationships between students and teachers to motivate students (Government of the Republic of Kazakhstan, 2019). However, this program will be implemented only in the schools and not in higher education.

Recent research conducted in Kazakhstan on student-teacher relations highlights the importance of informal ties between instructor and student (Serbaeva, 2020). Furthermore, an earlier study conducted by Zhamldinov (2011) states that some students are pretty naturally passionate about learning, while others need or expect some support and motivation from their teachers. Recent reports also suggest that students often feel unmotivated during online education (Habirova, 2020). In contrast, a study by Hairullina and Hizbullina (2018) states that Kazakhstani students possess a high level of motivation. Still, the authors do not determine the informal relationship between the students and faculty members as the factor that motivates and drive motivation in students.

To summarize, very few studies have been conducted in Kazakhstan on informal student-faculty relationships. Existing research that examines student motivation does not consider the

informal relationship between students and faculty members as a factor that affects student motivation (Ayylchiev & Mukanova, 2010; Hairullina & Hizbullina, 2018; Zhamldinov, 2011). For example, the study of Ayylchiev and Mukanova (2010) does not consider informal relations between students and faculty as a factor that affects student motivation. Furthermore, Zhamldinov's (2011) study on the topic of unmotivated students does not consider the lack of informal student-faculty relationships to cause the student is not motivated. However, the study highlights the importance of an open and friendly atmosphere and encouragement for enhancing students' motivation.

Age and Informal Faculty-Student Relationships

The informal relationship between the students and the faculty members is an essential part of the student's development (Pascarella & Terenzini, 1978). However, not all students are interested in this type of relationship. There is evidence that younger students are more interested and consider it more important to build relationships with their faculty members than students in their senior year (Hamre & Pianta, 2001; Roorda et al., 2017). According to Košir & Temen's (2014) research, the students who built informal relationships at the beginning of school and at a young age received more attention and support from their teachers. In addition, students who received more support from teachers showed good results at the end of the school.

Pascarella and Terenzini's (1978) research on informal student-faculty relations states that first-year students need more interaction with their professors than senior students. Furthermore, Nora et al. (1996) claim that female students need and value informal relationships with faculty members at the beginning of their studies at college. Thus, at the beginning of their studies, some students need more informal communication with faculty members because they decide to continue their education (Astin, 1997). According to Fusani (1994), younger students are more

likely to build informal relationships with faculty members. Moreover, Lynch and Cicchetti (1992) also claim that children's informal relationships with teachers vary with their age. This is confirmed by Kazakhstani research, which suggests that it is easier to build a relationship with young students rather than older students (Zhamldinov, 2011) as different age groups perceive and need informal relationships with faculty members differently.

Gender and Informal Faculty-Student Relationships

Educational institutions treat men and women differently; because of this, different genders have different perceptions of learning. For example, according to Sandier (1991), men and women face different challenges in higher education, and because of this difference, women and men perceive and learn differently. Teachers often treat men and women differently. Therefore, their perception of the academic environment might also be different (Spilt et al., 2012). Women and men build their formal or informal relationships with others also differs.

For example, students' informal relationships with faculty members are why men feel more self-confident in the sciences (Leder, 1992; Stage & Kloosterman, 1995). The studies suggest that men are more likely to build more informal relationships with their faculty than their female counterparts (Carlson et al., 1997; Hall & Sandler, 1982).

However, research also states that women communicate more and build informal relationships with teachers easier than men and are less confrontational with their teachers than men (Beer & Darkenwald, 1989; Fusani, 1994; Hamre & Pianta, 2001; Kesner, 2000). Research also suggests that these high-quality personal connections and informal relationships with faculty members are factors that affect college outcomes for women (Nora et al., 1996). The research also states that the classroom climate for female gender students is not always favourable; the attitudes toward women outside the classroom are also chilly (Hall & Sander, 1982).

Girls are also more likely than men to drop out of science in college (Thompson, 2001). It also seems that men and women perceive and demand informal relationships with faculty differently. Of course, these informal relationships affect their learning and motivation (Hall & Sandler, 1982). Therefore, it is crucial to study gender differences in student-faculty informal relationships.

Conceptual Framework

Research suggests that women and men have different outcomes in higher education. In addition, women are more self-confident in academic fields than men (Santiago & Einarson, 1998; Stage & Kloosterman, 1995). Furthermore, women are more willing and favourable to an informal relationship with faculty members than men (Beer & Darkenwald, 1989).

One of the purposes of this study is to investigate how gender and age influence student-faculty interaction and students' motivation. Research suggests that some teachers support and perceive students differently depending on their age (Košir and Tement, 2014) and gender (Sandier, 1991). Because of this, this study will include such a variable as age and gender to determine the extent to which these characteristics influence their informal connections with teachers.

For this research, a path analytic model was used as a conceptual framework for the study. The path model also includes four control variables—age, and gender, which evaluate the difference between men and women and how this variable affects the other two constructs.

Figure 1- illustrates the suggested path analytic approach for estimation. The arrows represent the lines of effect that have been established via a review of previous research and as envisioned in this study.

The variables: age and gender, are exogenous, and the other two variables, informal student-faculty relationship and students' motivation, are endogenous. The variable variables age and gender affect the informal attitude of students and faculty members and directly affect student motivation. Implications and model variables were based on Thompson's (2001) theory, where he studied the relationship between informal student-faculty relationships and educational gains in science and mathematics.

Figure 1: Conceptual Framework

Note: The lines indicate associations and not causality

Summary

This literature review presented the main concepts and studies related to teacher-student informal relationships and students' motivation. The chapter began by presenting the leading theories and explanations of informal teacher-student relationships. Then, informal relationships between students and faculty members and their impact on student motivation were addressed. Next, the chapter reviewed international studies on informal relationships between students and faculty members. Then local Kazakhstani research on student motivation and informal relationships between students and faculty members was discussed. The aspects of gender and

age were also considered. Finally, a conceptual framework, the path analytic model, was

presented. The next chapter addresses the methodology of this research study.

Chapter 3: Methodology

Introduction

The previous chapter reviewed the literature pertinent to this study. This chapter focuses on the methodology that was employed for this study. It starts with a detailed discussion of the research design and research method. The research questions and the research site are the next to be examined. The research population and sample and the rationale for their selection are also addressed in this chapter. The following sections discuss the data collecting tools, procedures, and analysis techniques. The ethical dilemmas associated with this study are examined towards the end of the chapter.

Research Design

The study design is one of the most fundamental parts of the research methodology. To choose the right research design, we need to start with the questions we want to answer and the purpose of the study (Cohen et al., 2018). This study examined the connection between variables. Therefore, a quantitative research approach is more appropriate. According to Cresswell (2012), one of the characteristics of quantitative research design is to find the relationship between the variables by using statistical analysis. This study aims to determine the impact of informal faculty-student relationships on student motivation. Thus, this study examined the variables using a quantitative non-experimental correlation approach. In non-experimental studies, no independent variables are manipulated, and no conditions are altered to influence the participants' responses (Radhakrishnan, 2013).

Furthermore, Muijs (2004) claims that "in non-experimental research, we have to use the variable as it appears in practice," and since we do not control the environment in this research,

quantitative non-experimental designs were used. According to Cresswell (2012), a variable is an element or feature of persons studied by researchers.

A survey questionnaire was the primary instrument for collecting numerical data on the connection between variables such as student motivation and faculty students' informal interaction. There are several reasons for using the quantitative method. The first reason is to examine the relationship between variables. According to Creswell (2009), the quantitative method is more suitable for measuring the relationship between variables than the qualitative method. Since my research is to find the relationship between student motivation and the informal relationship between students and faculty, the quantitative approach is more appropriate. According to Leavy (2017), the online survey is more convenient to guarantee anonymity to all participants, so I used an online questionnaire as a data collection tool.

Research Method

According to Cresswell (2012), a survey is an instrument for measuring quantitative data. Because the survey is a flexible way of collecting data by using a questionnaire form with incomplete sentences, according to Muijs (2004), a wide variety of research questions can be studied using survey methods. Thus, I used the online questionnaire for this study as it is more appropriate. Because my research measured the relationship between two variables: student motivation and informal relationships between students and faculty, furthermore, the questionnaire is a flexible form of obtaining data, and by using the questionnaire, I could measure more data from a large number of participants.

However, this questionnaire had some disadvantages. For example, occasionally, some people did not understand the full context of the question in the questionnaire. One example from the questionnaire: Informal relationships with faculty members help me express my thoughts

openly. The subsequent weakness of the questionnaire is that not all participants wanted to participate in the study because of security concerns (Rudestam & Newton, 2014). To solve this problem, participants were sent an email with a detailed description of the study's confidentiality and anonymity procedures.

The questionnaire was designed so that it allowed to measure students' motivation and informal relationships between students and faculty—questions to measure students' motivation are based on Student Motivation Scale (SMS). Moreover, the questionnaire included questions that measure students' informal relationships with faculty members. The study participants were asked to respond to 30 questions. The survey items were rated on a 5-point Likert scale, from a "strongly disagree" response (1) to a "strongly agree" response (5).

Research Site

The research was carried out at one of the universities in the capital city of Kazakhstan. According to the head of one department, the university has an up-to-date curriculum and curricular design that helps students achieve academic outcomes. However, the interaction between teacher and student is also essential to improving students' intellectual development (Halawah, 2006). Furthermore, this university is well known for its faculty members who are doing recognisable out of class activities. For example, several of the professors in this department hold out-of-class tea parties with students. The early studies on informal interaction between faculty members and students mention the significant impact of informal relationships between faculty and students (Endo & Harpel, 1982).

The State Programme for Education and Science Development for 2020-2025 includes training of individuals based on universal human values (Government of the Republic of Kazakhstan, 2019). However, there is a lack of a significant number of educators in Kazakhstan.

To solve this and other problems in the capital city of Kazakhstan, this university was recently opened. The university's mission is to be the leading educational institution in Central Asia and provide cutting-edge knowledge and research.

Furthermore, in 2019 a pedagogical institute was established at the university, and this institute became the biggest among all seven faculties of the university. Accordingly, this university sets its goals in line with the Ministry of Education of the Republic of Kazakhstan (Government of the Republic of Kazakhstan, 2019). On the other hand, in a quality study made by (Kaiser et al., 2010), all case study participants mentioned the importance of future teachers' motivation while studying. Moreover, since the Pedagogical Institute, with 1300 students, is the largest institute in the University, and taking into account the importance of motivation of future teachers, this study will take place in the Pedagogical Institute of this university. Thus, the pedagogical institute of this university has an up-to-date curriculum and curricular design that helps students achieve academic outcomes.

Population and Sample

The study population is about 1300 students, and 161 undergraduate students over the age of 18 were chosen as the sample for this study. The population of this study are 1300 undergraduate students of one Kazakhstani university's pedagogical institute. Because the participants had chosen to participate voluntarily, the volunteer sampling method was chosen for this study. The participants were recruited from the Pedagogical Institute of the university. A random sampling technique was utilised to select the participants for this study. Muijs (2004) asserts that in random sampling, "any member of the population has an equal probability of being included in the sample" (p. 38). As a result, students with diverse characteristics were included in the research. This study investigated the impact of students' gender and age on their

informal contact with the faculty and students' motivation, and it was essential to recruit students with different background characteristics. As a result, students with diverse characteristics were included in the research. Additionally, this study investigated the impact of students' gender, age, informal contact, and motivation, requiring a diverse sample of participants with various characteristics. It was also crucial to enrol the participants of both sexes, as students' attitudes and perceptions may differ depending on their gender.

were recruited through email to students at this institution. Since all students have email accounts provided by the university, I reached the students through the university database for emails. Access to students' email addresses database was obtained from the university's gatekeeper.

Data Collection Tools

A questionnaire was utilised to gather data in this research. According to Johnson & Christensen (2019), a questionnaire is a data collection tool that participants fill out independently. After reviewing the previous literature, the questionnaire on the Informal faculty-student relationship scale was developed and used withThe Student Motivation Scale (SMS) as a tool for data collection. Thus, the survey questionnaire was conducted on these two scales.

An informal faculty-student relationship scale was used in this study. The informal relationship between students and faculty was measured based on students' personal opinions and feelings. Informal relationships between faculty and students assess these five dimensions: Support, student freedom, positive relationship, lack of communication and insubordination.

- Support (e.g., "Faculty members help with my educational needs outside of the classroom"): Support refers to the extent to which students believe faculty members

support them outside of class; also, support can be expressed academically or in non-academic ways.

- Student freedom (e.g., "Informal relationships with faculty members help me express my thoughts openly"): The Student Freedom dimension measures how free students are to approach their professors, how open the professors are to communication outside of class and how free they are to discuss various topics.

- Positive relationship (e.g., "I have a positive relationship with my faculty"): Positive relationships pertain to students' perceptions of faculty members' willingness to assist them outside of class, as well as professors' involvement in extracurricular activities with students and students' perceptions of professors' positive attitudes toward them.

- Lack of communication (e.g., "Professors do not have time to communicate with me outside of class"): The lack of communication relates to students' perceptions of faculty members paying little attention to them, communicating with them seldom outside of class, and providing little support for students outside of class.

- Insubordination (e.g., "My informal relationship with a professor leads me not to take their class seriously"): The dimension of insubordination quantifies the risk that students' informal contact with faculty members will result in insubordination.

The Student Motivation Scale (SMS) was used to assess students' motivation in this study. It evaluates students' motivation by analysing their booster ideas and feelings. SMS is classified into four dimensions value of schooling, learning focus, persistence and low control.

- Value of education (e.g., "Learning at university is beneficial to me"): Value of education refers to students' belief that their education at university is beneficial, valuable, and relevant to them.

- Learning focus (e.g., "I am confident when confronted with obstacles"): Learning focus refers to an individual's attention being directed on learning, problem-solving, and developing new skills. A learning focus's objective is to achieve a goal and become the best version of yourself.

- Persistence (e.g., "If I do not understand my coursework at first, I go over it until I do"): Persistence is the degree to which students attempt to solve or comprehend an issue, even when the subject is challenging or demanding.

- Low control (e.g., "I am often confused about how I can prevent failing at university"): Students experience low levels of control when they are confused about how best to do all right or how to prevent a negative outcome.

This questionnaire was created in a Google forum tool because it is entirely free, and there is no need for extra resources. To fill the survey, respondents needed about 25-30 minutes.

Data Collection Procedures

The data collection started after getting approval from the GSE Ethics Committee. Before conducting a pilot study, I sent an email with a detailed explanation of the purpose of this study, the risks of the research, and the link to the survey and waited for approval from the research site. When permission was granted, I sent the invitation to participate in the study to five students. During a pilot study, the research questionnaire was pre-tested. From the insights of the pilot study, I corrected the deficiencies, such as incomprehensible questions.

After conducting a pilot study, the final email with the link to the Google Form with an invitation to complete the survey was sent to 1300 students. The paragraph with the consent form was included in the survey, and the participants were asked to submit their consent before filling out the form. One hundred sixty-one participants completed the survey, constituting a 12.4% response rate.

Data Analysis

After completing the data collection period and closing the online questionnaire link, the total number of 161 responses was secured, and the data set was downloaded to a personal computer. Before starting the data analysis, all incomplete responses were removed. The next step was the statistical analysis of the collected data. For this purpose, I used the Statistical Package for the Social Sciences (SPSS version 26) software.

As Tolmie et al. (2011) assert, SPSS is highly customer-friendly and performs all of the functions we want. In order to understand the general pattern of students' motivation and the quality of their informal relationships with faculty, descriptive statistics were conducted. According to Johnson & Christensen (2019), statistics that describe, summarise and explain a specific data collection are called descriptive statistics. The following steps were undertaken to understand whether the informal relationship between faculty and students and students' motivation changes regarding gender and age. To establish this relationship, I conducted an inferential analysis by comparing the mean scores of those two distinct groups of individuals using the independent samples t-test. Inferential statistics look outside of direct data to make inferences about the population's attributes based on samples (R. B. Johnson & Christensen, 2019). Then, using correlational analysis, I examined the link between students' age, gender, informal faculty-student interactions, and students' motivation. Finally, multiple linear regression

was applied to identify the influence of informal faculty-student relationships on students'
motivation.

Ethical Considerations

Specific measures were undertaken to assure the anonymity of study participants. The
respondents were informed about the purpose of the study and their right to withdraw. Since
some statements in the questionnaire could make some participants uncomfortable or leave them
with difficult choices to avoid this risk, it would be possible to skip those questionnaire
statements. Therefore, ethical principles were respected, and it was possible "to avoid the harm"
(National Institutes of Health, 1979). All of the above steps were taken on a confidential and
anonymous basis. The questionnaire was designed so that it did not collect the names or any
personal information except for participants' age and gender. Because the study's participants
were students above 18, they could choose to participate or not participate in the survey.

sent the link to the questionnaire to participants via email individually. Thus, each
participant completed the questionnaire via their laptop or another personal device. After
receiving the data from participants, I downloaded the database with participants' responses to
my personal computer and stored it in a separate folder which was encrypted with Nordlocker
encryption software. Then I deleted data from Google's servers to ensure that the participant's
data was not stored on Google servers.

This study had minimal risk. However, some issues could be considered a risk. First, the
entire site of the study could be identified. To prevent this risk, I provided minimal information
about this university. The subsequent risk was the possibility that collected data could leak.
Collected data was stored in my laptop, Mac OS, to prevent this risk. Mac OS provides XTS-

AES 128 encryption, which provides an advanced level of data protection (MacOS - Security, n.d.).

Summary

In this chapter, the research methodology was addressed. The research design was discussed and explained. Further, the research site, the sampling strategy the data collection instrument were described. Besides, the chapter provides information about the data collection and data analysis procedures. The chapter concluded by outlining the ethical aspects of the research.

Chapter 4: Findings

Introduction

This chapter presents the study's results. This study aimed to explore the effects of informal student-faculty relationships on students' motivation at one Kazakhstani university. Additionally, the research investigated the influence of personal characteristics such as age and gender on the informal faculty-student relationship. Three research questions were addressed in this study

1) How do students characterize their relationship with faculty members?

2) How do students' gender and age affect student-faculty relationships and students' motivation?

3) Can student social interactions predict students' motivation?

A quantitative cross-sectional correlational research approach was utilized to address these research objectives. The data was coded and entered into the SPSS software before the analysis. Following that, the data was cleansed for mistakes, total scores for items measuring students' motivation were calculated, and lastly, dimensions of informal faculty-student relationships were obtained.

The chapter presents data as descriptive and inferential statistics relating to informal faculty-student relationships in the first segment. Following that, students' motivational factors will be discussed. The third part will provide the findings of a correlational study of the informal faculty-student interaction, student motivation, gender, and students' age to compare the relationships between these factors. Finally, based on the analysis, a summary of the findings will be offered.

Demographic Characteristics of the Sample

The study population included 1300 students, and the sample size was 160 undergraduate students over the age of 18. Participants were chosen from the university's Pedagogical Institute. Additionally, participants were chosen using a random sample technique. Table 1 includes demographic characteristics of participants by age and gender. The total number of participants is 160. To be precise, 120 undergraduates were 18 years old, and it is 75.0% of the sample. Thirty students were 19 years old, 18.8%, seven were 20 years old, and 4.4 % and 3 were 21 years old, which is 1.9% of the participants. Furthermore, 30 students were male, 18.8% and 130 were females, 81.3%. This difference in the number of male and female students is consistent with the gender imbalance at the pedagogical institute.

Table 1: Demographic Characteristics Of Participants

Value	Frequency (f)	Percent (%)
Age		
18 y.o.	121	75.0%
19 y.o.	30	18.8%
20 y.o.	7	4.4%
21 y.o.	4	1.9%
Total	160	100.0%
Gender		
Male	30	18.8%
Female	131	81.3%

Descriptive Analysis Of Informal Faculty-Student Relationships

Data on informal faculty-student connections will be presented in this section, which includes descriptive statistics. Students' gender and age will also be considered while conducting a descriptive study of the relationships between faculty and students. This section will present a descriptive examination of five characteristics of informal faculty-student relationships. The numbers of participants, median and the mode for students' perceptions of informal faculty-student connections are shown in Table 2. The conclusions displayed that students prioritized characteristics of positive relationship (n = 161, Med = 6.00, Mo = 7.00) above all others. Additionally, participants gave the lowest scores to negative characteristics such as Insubordination (n = 156, Med = 2.00, Mo = 1.00) and a lack of communication (n = 160, Med = 4.00, Mo = 4.00).

Table 1: Descriptive Analysis Of Informal Informal Faculty-Student Relationships

	n	**Median (Med)**	**Mode (Mo)**
Support	161	5.00	7.00
Student Freedom	161	5.00	7.00
Positive relationship	161	6.00	7.00
Lack of communication	160	4.00	4.00
Insubordination	156	2.00	1.00

Frequency distribution of each dimension of informal faculty-student relationships is shown in Table 3. Can be seen form colum frequency that most of the students strongly agree with the all positive dimentions like support (f = 38, p = 23.6%, vp = 23.6%), student freedom (f

= 52, p = 32.2%, vp = 32.2%), and positiove relationship (f = 49, p = 30.4%, vp = 30.4%).

Likewise, that most of the students strongly disagree with the insubordination characteristic (f = 67, p = 41.6%, vp = 42.9%). However, most of the participants neither agree nor disagree with Lack of communication dimention (f = 47, p = 29.2%, vp = 29.4%). In general, based on the data, we can say that students positively assess the informal relationship of their teachers with students because all the positive attributes have a high rate and the negative attributes have the lowest scores.

Table 3: Descriptive Analysis Of Informal Faculty-Student Relationships

	Frequency (f)	Percent (p)	Valid Percent (vp)
Support			
Strongly disagree	5	3.1	3.1
Disagree	8	5.0	5.0
Somewhat disagree	18	11.2	11.2
Neither agree or disagree	32	19.9	19.9
Somewhat agree	33	20.5	20.5
Agree	27	16.8	16.8
Strongly agree	38	23.6	23.6
Total	161	100.0%	100.0%
Student Freedom			
Strongly disagree	5	3.1	3.1
Disagree	7	4.3	4.3

Somewhat disagree	17	10.6	10.6
Neither agree or disagree	27	16.8	16.8
Somewhat agree	29	18.0	18.0
Agree	24	14.9	14.9
Strongly agree	52	32.3	32.3
Total	161	100.0%	100.0%
Positive relationship			
Strongly disagree	2	1.2	1.2
Disagree	4	2.5	2.5
Somewhat disagree	11	6.8	6.8
Neither agree or disagree	25	15.5	15.5
Somewhat agree	30	18.6	18.6
Agree	39	24.2	24.2
Strongly agree	49	30.4	30.4
Total	161	100.0%	100.0%
Lack of communication			
Strongly disagree	26	16.1	16.3
Disagree	26	16.1	16.3
Somewhat disagree	19	11.8	11.9
Neither agree or disagree	47	29.2	29.4
Somewhat agree	19	11.8	11.9
Agree	6	3.7	3.7
Strongly agree	17	10.5	10.6

Total	160	99.4%	100.0%
Insubordination			
Strongly disagree	67	41.6	42.9
Disagree	22	13.7	14.1
Somewhat disagree	17	10.6	10.9
Neither agree or disagree	20	12.4	12.8
Somewhat agree	13	8.1	8.3
Agree	5	3.1	3.2
Strongly agree	12	7.5	7.7
Total	156	96.9%	100.0%

Gender And Informal Faculty-Student Relationships

The number of participants and the median for informal faculty-student relationships are shown in Table 4. According to the results, male students (n = 30, Med = 6.00) had a somewhat better perception of the level of student freedom in their informal relationships with faculty than female students (n = 126, Med = 5.00). In addition, female students (n = 126, Med = 4.00) noted that they lacked communication with faculty rather than male students (n = 30, Med = 3.00). However, the findings reveal no difference in how females and men view faculty characteristics such as positive relationships, student freedom, and subordination.

Table 2: Descriptive Statistics For Informal Faculty-Student Relationships By Gender

	n	Median (Med)
Support		
Male	30	5.00
Female	126	5.00
Student Freedom		
Male	30	6.00
Female	126	5.00
Positive relationship		
Male	30	6.00
Female	126	6.00
Lack of communication		
Male	30	3.00
Female	126	4.00
Insubordination		
Male	30	2.00
Female	126	2.00

Age And Informal Faculty-Student Relationships

The number of participants and the median of informal faculty-student relationships by age are shown in Table 5. According to the findings, we can say that 19-year-old students have the greatest informal relationships with teachers. The strongest difference is in the dimension of

support between students at the age of 19 (n = 30, Med = 5.50) and 21 (n = 3, Med = 3.00). The

similar tendency can be followed in the measurements in the item positive relationship where the

19-year-old (n = 30, Med = 6.00) student and 18-year-old (n = 117, Med = 6.00) student have

higher rating than 21-year-old students (n = 3, Med = 4.00). In addition to this measurement of

student freedom, most participants have approximately the same median results (Med = 5.00)

except for 19 one-year students (n = 30, Med = 5.50). According to the results, young students

have a more positive, informal relationship with professors than older students.

Table 3: Descriptive Statistics For Informal Faculty-Student Relationships By Age

	n	Median (Med)
Support		
18 y.o.	117	5.00
19 y.o.	30	5.50
20 y.o.	6	3.50
21 y.o.	3	3.00
Student Freedom		
18 y.o.	117	5.00
19 y.o.	30	5.50
20 y.o.	6	5.00
21 y.o.	3	5.00
Positive relationship		
18 y.o.	117	6.00
19 y.o.	30	6.00

20 y.o.	6	5.50
21 y.o.	3	4.00
Lack of communication		
18 y.o.	117	4.00
19 y.o.	30	3.50
20 y.o.	6	2.50
21 y.o.	3	4.00
Insubordination		
18 y.o.	117	2.00
19 y.o.	30	2.00
20 y.o.	6	1.00
21 y.o.	3	1.00

Inferential Analysis of Informal Faculty-Student Relationships

This section will provide the findings from the inferential study of informal faculty-student interactions. Inferential analysis was performed on bivariate correlations using Spearman's rho. In the beginning, the inferential analysis will be used to illustrate the influence of student gender on informal faculty-student relationships. The following section will give an inferential study of the influence of student age on faculty-student interactions.

Effect of Gender on Informal Faculty-Student Relationships

Spearman's rho compared the overall informal faculty-student relationships aspects scores by gender. Looking at the dimension of lack of communication, we can see the correlation with the gender variable in Table 6. As can be seen, the Spearman rank-order correlation coefficient is

0.191, a modest positive relationship. The significance level, given as 0.016, tells us that the relationship, though modest in strength, is. Lastly, the sample size is given as 160 students. In the other dimensions of the informal faculty-student relationship, the findings indicated no statistically significant difference in gender scores.

Table 4: Inferential Statistics of Gender And Informal Faculty-Student Relationships

	Support	**Student Freedom**	**Positive relationship**	**Lack of communication**	**Insubordination**
Gender					
Correlation Coefficient	- .102	- .085	- .041	.191*	- .015
Sig. (2-tailed)	.199	.282	.605	.016	.850
N	161	161	161	160	156

*p < 0.05. **p < 0.01

Effect of Age on Informal Faculty-Student Relationships

The output of Spearman's rho analysis of age and informal faculty-student relationships is presented in table 7 and gives us information on the correlation coefficient, significance level (2-tailed), and sample size. If we look across the row of dimensions of informal faculty-student relationships, we can not see the correlation of the variable with the age variable. These findings indicate that age has no impact on how students view their interactions with professors.

Table 5: Inferential Statistics Of Age And Informal Faculty-Student Relationships

	Support	**Student Freedom**	**Positive relationship**	**Lack of communication**	**Insubordination**
Age					
Correlation Coefficient	- .039	.033	.009	- .089	- .094
Sig. (2-tailed)	.627	.677	.909	.262	.242
N	161	161	161	160	156

*p < 0.05. **p < 0.01

Descriptive Analysis of Students' Motivation

This section will give data on student motivation and descriptive analysis. While conducting descriptive research on student motivation, the gender and age of the students will also be considered. This section will examine four dimensions of student motivation as assessed by The Student Motivation Scale (SMS). Table 8 contains the participant count, median, and mode for students' evaluations of their motivation.

The data stated that students prioritized learning focus qualities (n = 161, Med = 7.00, Mo = 7.00) and value of school dimension (n = 161, Med = 7.00, Mo = 7.00). Furthermore, participants gave negative features such as lack of control the lowest marks (n = 159, Med = 2.00, Mo = 1.00). We can conclude from the data that students see their motivation favourably since all positive traits have the highest rates, while negative attributes have the low rate.

Table 6: Descriptive Analysis Of Students' Motivation

	n	Median (Med)	Mode (Mo)
Value of schooling	161	7.00	7.00
Learning focus	161	7.00	7.00
Persistence	161	5.00	7.00
Low control	159	2.00	1.00

Frequency distribution of each dimension of students' motivation is shown in Table 9. You can see form column frequency that most of the students strongly agree with the all positive dimensions as value of schooling (f = 95, p = 59.0%, vp = 59.0%), learning focus (f = 103, p = 64.0%, vp = 64.0%), and persistence (f = 46, p = 28.6%, vp = 28.6%). Likewise, that most of the students strongly disagree with negative dimensions as low control (f = 55, p = 34.2%, vp = 34.6%). In general, based on the data, we can say that students positively assess their motivation because all the positive attributes have a higher rates and students rated the negative attribute with lowest scores.

Table 7: Descriptive Analysis of Students' Motivation

	Frequency (f)	Percent (p)	Valid Percent (vp)
Value of schooling			
Strongly disagree	1	0.6	0.6
Disagree	3	1.9	1.9
Neither agree or disagree	12	7.5	7.5
Somewhat agree	20	12.4	12.4

Agree	30	18.6	18.6
Strongly agree	95	59.0	59.0
Total	161	100.0	100.0
Learning focus			
Somewhat disagree	1	.6	.6
Neither agree or disagree	6	3.7	3.7
Somewhat agree	14	8.7	8.7
Agree	37	23.0	23.0
Strongly agree	103	64.0	64.0
Total	161	100.0	100.0
Persistence			
Strongly disagree	6	3.7	3.7
Disagree	5	3.1	3.1
Somewhat disagree	6	3.7	3.7
Neither agree or disagree	28	17.4	17.4
Somewhat agree	37	23.0	23.0
Agree	33	20.5	20.5
Strongly agree	46	28.6	28.6
Total	161	100.0	100.0
Low control			
Strongly disagree	55	34.2	34.6
Disagree	28	17.4	17.6
Somewhat disagree	12	7.5	7.5

Neither agree or disagree	22	13.7	13.8
Somewhat agree	14	8.7	8.8
Agree	11	6.8	6.9
Strongly agree	17	10.6	10.7
Total	159	98.8	100.0

Gender and Student Motivation

Table 10 displays the number of participants and the median for student motivation by gender. Female students (n = 130, Med = 7.00) scored fairly higher than male students (n = 29, Med = 6.00) on the value of schooling aspect. Likewise, female students (n = 130, Med = 6.00) showed somewhat higher perception of their motivational persistence than male students (n = 29, Med = 5.00). Female students (n = 130, Med = 3.00), on the other hand, reported being less in control than male students (n = 29, Med = 1.00). Additionally, the data indicate no difference in how females and males perceive features of student motivation such as learning concentration.

Table 8: Descriptive Statistics for Informal Faculty-Student Relationships by Gender

	n	**Median (Med)**
Value of schooling		
Male	29	6.00
Female	130	7.00
Learning focus		
Male	29	7.00
Female	130	7.00

Persistence

Male	29	5.00
Female	130	6.00

Low control

Male	29	1.00
Female	130	3.00

Age and Student Motivation

Table 11 shows the number of participants and the median for student motivation by age. Students at the age of 18 (n = 118, Med = 6.00) and the age of 20 (n = 7, Med = 6.00) showed somewhat higher score in persistence than 21 years old students (n = 3, Med = 4.00). On the other hand, 18 years old students (n = 118, Med = 3.00) reported being less in control than 19 years old students (n = 30, Med = 1.00) and the students of 21 years old (n = 3, Med = 1.00). The analysis shows that motivation levels in all groups are manifested differently in different dimensions; from this, we cannot say that any group of students was more motivated depending on their age.

Table 9: Descriptive Statistics for Informal Faculty-Student Relationships by Age

	n	**Median (Med)**
Value of schooling		
18 y.o.	118	7.00
19 y.o.	30	6.00
20 y.o.	7	7.00

21 y.o.	3	7.00
Learning focus		
18 y.o.	118	7.00
19 y.o.	30	7.00
20 y.o.	7	7.00
21 y.o.	3	7.00
Persistence		
18 y.o.	118	6.00
19 y.o.	30	5.00
20 y.o.	7	6.00
21 y.o.	3	4.00
Low control		
18 y.o.	118	3.00
19 y.o.	30	1.00
20 y.o.	7	2.00
21 y.o.	3	1.00

The Relationship Between Informal Faculty-Student Relationships and Student Motivation

Previously, I presented the findings of an investigation on the impact of students' gender and age on informal faculty-student relationships and students' motivation. Here, I will provide the findings of an inferential study I conducted to determine the impact of relationships between faculty and students on student motivation.

Kendall's tau-b correlation coefficient was used to evaluate the link between overall student motivation (as assessed by the Student Motivation Scale – SMS) and informal faculty-student relationships. Table 12 shows the study's correlation matrix for the various factors. Furthermore, there is a strong positive relationship between students motivation and support dimension, $r = 0.458$, $n = 161$, $p < 0.01$. In other terms, there was a positive link between student motivation and the support factor. Likewise, the dimension of student freedom has positive correlation with student motivation, $r = 0.458$, $n = 161$, $p < 0.01$. Similarly, there was a modest, positive correlation between student motivation and positive relationship component, $r = 0.448$, $n = 161$, $p < 0.01$. This means that the informal positive relationship of the faculty with the student has a positive impact on the students' motivation. However, there was no correlation between student motivation and the aspects of lack of communication and insubordination. In general, it can be argued that the informal relationship between the faculty and students positively correlates with student motivation.

Table 10: Intercorrelation Matrix Among Informal Faculty-Student Relationships and Student Motivation Related Variables (Kendall's tau-b)

	SMS	Support	Student Freedom	Positive relationship	Lack of communication	Insubordination

SMS

Correlation	1.000	.458**	.458**	.448**	.065	.045
Coefficient						
Sig. (2-tailed)	.	.000	.000	.000	.322	.504
N	161	161	161	161	160	156

Support

Correlation		1.000	.595**	.658**	-.198**	.082
Coefficient						
Sig. (2-tailed)		.	.000	.000	.001	.201
N		161	161	161	160	156

Student Freedom

Correlation			1.000	.633**	-.180**	.049
Coefficient						
Sig. (2-tailed)			.	.000	.004	.446
N			161	161	160	156

Positive relationship

Correlation				1.000	-.238**	.032
Coefficient						
Sig. (2-tailed)				.	.000	.621
N				161	160	156

Lack of communication

| Correlation | | | | | 1.000 | .056 |
| Coefficient | | | | | | |

Sig. (2-tailed)	.	.384
N	160	156
Insubordination		
Correlation Coefficient		1.000
Sig. (2-tailed)		.
N		156

**p < 0.01

This section illustrates the findings of a correlational examination of informal faculty-student relationships and student motivation. The data display a substantial correlation between trait student motivation and informal faculty-student relationships.

Summary

The chapter began with a discussion of the sample's demographic characteristics. Then, we presented a descriptive and inferential analysis of informal faculty-student relationships. Additionally, a frequency distribution of each dimension of informal faculty-student relationships is shown. Descriptive statistics on informal faculty-student relationships were presented by gender and age. Then, using Spearman's rho, the overall informal faculty-student relationship aspects scores were compared by gender and age. Following that, descriptive and inferential analysis of students' motivation is demonstrated, and the frequency distribution of each dimension of students' motivation. Descriptive statistics on informal faculty-student relationships were presented by gender and age. Kendall's tau-b correlation coefficient was

presented at the conclusion to demonstrate the relationship between overall student motivation

and informal faculty-student relationships.

Chapter 5: Discussion of Findings

Introduction

This chapter is divided into four sections. The first section discusses the findings related to the informal relationship between faculty and students at one of Kazakhstan's universities. Furthermore, the second section will highlight and discuss the interpretation related to student motivation. The third section highlighted the main findings related to the informal faculty-student relationship and the relationship of this factor to student motivation. The final section will outline the main points of the findings.

Informal Faculty-Student Relationships

The study results generally show that students evaluate their informal relationships with teachers positively. This result was expected because the teachers at the institute participate in various extracurricular activities. As the cited research shows, the relationship between the teacher and the students helps the student socialise as well as the relationship between students and teachers helps them socially identify with each other and assists in the development of professional skills (Wilkes & Raven, 2002; Wortham, 2004). Nevertheless, formal relationships help student socialisation, and an extracurricular informal relationship between faculty and students is one of the main factors for student socialisation (Iverson et al., 1984). Moreover, the study results show that students highly value the support of their professors outside the classroom. 23.6% of students who took the questionnaire strongly agree that their professors support them outside of class. Likewise, 32.2% of students highly rated the student freedom dimension, which means that students value friendly communication and where they can express

their thoughts openly. Furthermore, a positive relationship with faculty was highly rated by students, where the median was 6.0 out of 7.

The study revealed some differences regarding the relationship between faculty and students and the impact of gender on this relationship. According to the study's findings, it was found that male students interacted more freely with faculty members. This data can be corroborated by Carlson's (1997) study, where he states that boys are biologically more energetic than girls, and from this, it can be assumed that boys are free to approach and relate to faculty members. In addition, earlier studies claim that the classroom climate is not favourable for female students (Hall & Sandler, 1982). However, Fusani (1994) claims that women are more likely to interact with professors and build informal relationships with teachers than male students.

addition, the data show that girls lack out-of-classroom interaction with faculty members more than boys. This finding comes as a surprise since Spilt (2012) reported that female students have a closer relationship with their female teachers than their male counterparts. This behaviour may be that girls are more comfortable communicating with female teachers, and another reason may be the cultural differences of Kazakhs, who are more conservative and do not encourage close communication of different genders outside the family. However, at the pedagogical institute where the study was conducted, there were many more female teachers compared to male teachers. In addition, Bem (1981, claims that male students are much better at communicating with male teachers, and female students build good relationships with female teachers. There are no differences between the genders regarding faculty traits like positive connections, support, and subordination.

Regarding the effect of age on informal faculty-student relations, it can be confirmed that younger students have more rigorous informal relationships with faculty members. Nineteen-year-old students (Med = 5.50) rate the support of their professors much higher outside of class than do 21-year-old students (Med = 3.00). Also, eighteen (Med = 6.00) and nineteen-year-old students (Med = 6.00) rate positive relationships with their professors higher than do 21-year-old students (Med = 4.00). However, Kuh's (1995) research states that older students communicate more and build informal contacts with faculty members. This situation could be due to the COVID-19 pandemic where, due to quarantine measures in Kazakhstan, older students studied online, and younger students came to the university and interacted more closely with professors.

Students' Motivation

An interesting finding of this study is that students at the research site are highly motivated. For example, most students value their academic studies, focus on learning, and try to persevere to achieve the desired results. In addition, it should be noted that the gender of the student slightly affects the motivation of students. Furthermore, Female students (Med = 7.00) reported higher levels of schooling value than male students (Med = 6.00). Likewise, research data shows that female students' (Med = 6.00) perceptions of their motivational persistence are higher than male students (Med = 5.00). Moreover, according to Nilsson and Stromberg's (2008) research done at a Swedish nursing school, female students are much more motivated than male students. However, female students felt less in control than their male counterparts, where the median score value for male (1.00) and female (3.00) rankings were notably different.

The findings of this study suggest that the age of students has a slight effect on student motivation. Previous global studies found that adult students have more socialising skills with their professors (Gillet et al., 2012). Unlike these findings, this study revealed that younger

students are prone to easily communicate with their teaching instructors. Furthermore, students aged 18 and 20 demonstrated a slightly higher score in persistence than students aged 21. On the other hand, students aged 18 reported being less in control than students aged 19 and 21. While other elements of motivation, such as the importance of education and the focus on learning, provide relatively constant outcomes across all age groups of this study. Recent studies have also found that a student's age does not significantly impact his or her motivation (Lu Larsson, 2021; Momanyi et al., 2015). Nevertheless, this study suggests that age differences somehow significantly influence students' motivation.

The Relationship Between Students' Motivation and Informal Faculty-Student Relationships

This study aimed to determine the impact of informal relationships between faculty and students on students' motivation. According to the data of this study, we can say that informal relationships between faculty and students significantly affect the student's motivation. The data of this study confirms the previous studies which reported that the relationship between faculty and students affects student motivation (Jaasma & Koper, 1999; Komarraju et al., 2010; Rugutt & Chemosit, 2009). Having an informal relationship with faculty can enhance students' motivation for learning because it provides a sense of belonging and can help build a sense of community outside of the classroom (Iverson et al., 1984). In addition to the student's motivation, the relationship between student motivation and the student's perception of the teachers' support was also examined. The data were analysed using correlation analysis, and student motivation was significantly related to the students' perception of the teachers' support.

Moreover, the results indicated that informal communication between teachers and students positively affects students' motivation. For instance, a strong positive correlation (r =

0.458) between student motivation and professors' support for students outside the classroom. Similarly, informal communication between teachers and students is also a positive factor for student motivation. It should also be said that informal positive relationships positively correlate with students' motivation. It can be noted that both male and female students benefit from a human relationship with teachers (Baker, 2006).

Summary

In this chapter, the discussion of findings of this study is presented. The discussion of the analysis of the student's assessment of their informal relationship with the faculty was introduced at the beginning of this chapter. In addition, the attitudes of different genders toward informal relationships with teachers and the attitudes of different age groups toward informal relationships with teachers were explored in detail. The motivation of students was also covered in this section. Moreover, to what extent do factors such as gender and age influence students' motivation? Finally, we discussed how informal relationships between faculty and students influence student motivation at the end of this section. Overall, the finding of previous literature coincides with the results of this research.

Chapter 6: Conclusion

Introduction

The chapter contains five sections. The first section is the summary of significant findings of this research. The research implications will be presented in the second segment, and suggestions based on the study's significant findings will be presented to several stakeholders. Suggestions for future research are provided in the third section of this chapter. There are certain limitations to this research study, discussed in the fourth part. The last section will focus on my reflections on the thesis writing journey.

Summary of Major Findings

This research aimed to investigate the effect of informal faculty-student relationships on students' motivation at one Kazakhstani university's pedagogical institute. According to earlier research, the informal interaction between professors and students has a beneficial effect on student motivation (Jaasma & Koper, 1999; Rugutt & Chemosit, 2009). Similarly, this study's results show that the informal relationship of the faculty with students affects the motivation of students. Hence, informal communication between professors and students and different activities outside the classroom affect students' motivation.

The first research question was aimed to find out from students the characteristics of their informal relationships with teachers. During the study, students positively assess their relationships with teachers. In addition, it was revealed that younger students have more favourable opinions about their faculty members. Consequently, younger students have more informal relationships with faculty members than older students. Additionally, previous studies have also stated that younger students tend to have more informal relationships and socialize

with faculty members outside of class (Hamre & Pianta, 2001; Roorda et al., 2017). Moreover, during the study, it was found that the faculty members are more supportive of male students than of female students outside of the classroom. Additionally, it was found that female students have somewhat of a problem communicating with their professors than male students.

The second research question sought to ascertain the effect of age and gender on the informal faculty-student interaction and its effect on student motivation. The study discovered that males and females have slightly different informal faculty-student connections, with male students benefiting more. Additionally, it should be emphasized that the gender of the learner has a slight effect on their motivation. This result was expected because, according to Sandier (1991), teachers mainly treat male and female students differently. Additionally, the findings of this study imply that students' age has a slight impact on their motivation.

The purpose of the third research question was to find out if social connections can influence students' motivation. Based on the data of this study, it can be said that informal interaction between faculty members and students positively correlated with students' motivation. Moreover, teachers' positive and informal attitudes toward students and support for students outside of class positively affect student motivation.

Implications of the Study

The findings suggest several implications for several stakeholders. This study offers interesting insights for understanding the influence of faculty-student relationships on students' motivation. The data from this study will help increase teachers' awareness of their informal relationships with students and, as a result, improve their relationships with students. Furthermore, the data from this study can be a facilitator in increasing teachers' attention to female students outside of the classroom. However, it should be considered that female students

prefer informal communication with female teachers rather than with male teachers (Nadler & Nadler, 2001).

Similarly, as a benefit of this research, it may be possible to encourage teachers to pay more attention to older students outside of the classroom using the information obtained. The findings of this study may be valuable to faculty administrators to encourage positive, informal relationships among faculty members toward students. In addition, faculty administrators can make out-of-classroom curricula for activities to be conducted by faculty members. This study can also be helpful for policymakers to recognize the significant impact of informal teacher-student relationships on student motivation and make changes to existing policies following the findings of this study.

Limitations of the Study

In interpreting this study, it is necessary to consider some of its limitations. This study was conducted at the Pedagogical Institute of one of the Kazakhstani universities, located in the capital city of Kazakhstan, Nur-sultan; because of this, the data of this study may not be representative it is challenging to extrapolate the findings to the entire Kazakhstani universities. Additionally, there were a moderately small number of participants in this quantitative research. The research involved predominantly female students, and because of this, the study is not sufficiently representing male students, and this imbalance between the genders is one of the significant limitations of this study. The following limitation is the imbalance across age groups. As a result, the data obtained do not fully explain how age influences student motivation and faculty-student interaction.

Recommendation for Further Research

Considering the data from this study and the limitation, some recommendations for future research can be made. In order to get more accurate results, more participants can be included in the subsequent studies. In addition, future studies should include a more diverse range of ages. Likewise, students' genders also should be more representative. Additionally, an additional study should be conducted to determine how professor-student connections affect faculty members' motivation and other associated characteristics, notably their gender and age. Moreover, for the research data to represent Kazakhstan's universities, future research should examine various types of universities in the different Kazakhstani cities.

Final Personal Reflections

First off, I would like to thank my supervisor, who took the time to guide, mentor, and challenge me. I came to my master's degree with a background in math science and a passion for learning more about educational leadership. I was excited to begin my graduate studies, knowing that my thesis would further my knowledge in this field. After two years, I have learned more about the field than I expected to, and I have developed a better understanding of what it means to be a researcher.

Finally, I would like to note my reflections. This study was a great challenge for me because there was a pandemic at the time of this study. This pandemic has dramatically affected my life because my loved ones and I became infected while writing this study. However, despite this, this research has been rewarding for me. At the beginning of the journey, I was frustrated that I could not narrow down the topic on which I would write my research, and for a long time, I could not make up the research questions. However, with the help of my dear supervisor, I was able to pull myself together and start writing my research. In the course of this research, I gained

more courage. One of the challenging and exciting works was finding gaps in the literature. However, finding a problem in the literature helped me better understand informal faculty-student relations. Furthermore, it, for me, was crucial as my work is closely connected to this subject.

Additionally, I learned a lot about data analysis during this study, and I think this knowledge was one of the foundational factors for my future research at work. However, the most important and proudest thing for me was to shine a light on the importance of informal faculty-student relationships, as the results of my research can influence faculty members' attitudes toward students. Finally, all of the information and abilities I gained over this incredible research adventure will assist me in achieving my future professional goals and personal growth.

The chapter contains five sections. The first section is the summary of significant findings of this research. The research implications will be presented in the second segment, and suggestions based on the study's significant findings will be presented to several stakeholders. Suggestions for future research are provided in the third section of this chapter. There are certain limitations to this research study, which are discussed in the fourth part. The last section will focus on my personal reflections on the thesis writing journey.

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Appendix A: Informed Consent Form

Impact of Informal Faculty-Student Relationship on Students' Motivation

Introduction: You are invited to participate in a research study on the impact of informal faculty-student relationships on student motivation.

Procedure. The purpose of the study is to explore the effects of informal student-faculty relationships on students' motivation.. The survey consists of participating in an online questionnaire. The study aims further to understand the effect of the informal relationship between students and faculty members and how that relationship affects students' motivation.

Time Involvement: Your participation will take approximately 25-30 minutes.

Benefits:

As the issue of faculty-student informal relationship was not addressed in the last state program for education and science development, this article will assist in developing a more nuanced understanding of the problem and officials such as the Ministry of Education may pay attention to it. They may add programs to the State Program in the future that will strengthen the teacher-student informal interaction. Faculty members will get better knowledge of their students' needs due to this work, which will enhance communication and enable them to assist students outside the classroom. University administration will get a better understanding of the needs of students and be able to take measures to enhance their policies and increase the University environment due to this effort. Additionally, students involved in this study will have an opportunity to reflect on their informal interactions with faculty members.

Additionally, the study's findings may contribute to the literature on students' motivation influenced by the faculty-student relationship. Moreover, this study will contribute to understanding the nature of student motivation and contribute to the theory of motivation.

Risks: This study has minimal risk. However, there are some issues that could be considered as a risk. First, the full site of the study could be identified. To prevent this risk, I am going to provide minimal information about this University. The next risk is the leak of collected data. Some of the statements in the questionnaire can make some participants uncomfortable or leave them with difficult choices

Compensation. No tangible compensation will be given. A copy of the research results will be available at the conclusion of the study. The interested participants may request a copy of the research study by email or find it on the repository of Nazarbayev University.

Confidentiality & Privacy. Any information that is obtained during this study will be kept confidential to the full extent possible. All efforts, within reason, will be made to keep your personal information in your research record confidential but total confidentiality cannot be guaranteed.

The contact details, such as emails of the respondents will be utilized only for the purpose of the study. They will not be shared with anyone else. The names of respondents in the sampling frame will be coded with numbers. The contact details of participating students will be stored in the folder with a password in my personal computer so that nobody can gain access to the information.

The anonymous questionnaire does not identify the information about participants based on the responses. In other words, none of the responses will be connected to identifying information.

Voluntary Nature of the Study. Participation in this study is strictly voluntary, and if agreement to participation is given, it can be withdrawn at any time without prejudice

Points of Contact:

It is understood that should any questions or comments arise regarding this project, or a research related injury is received, NUGSE master student, Samat Smakov, +77754005001, samat.smakov@nu.edu.kz should be contacted. Any other questions or concerns may be addressed to the Nazarbayev University Institutional Research Ethics Committee, resethics@nu.edu.kz.

Statement of Consent.

By clicking "I agree" below you are indicating that you are at least 18 years old, have read and understood this consent form, and agree to participate in this research study.

☐ I Agree

☐ I Disagree

Appendix B: Ақпараттандырылған Келісім Жайлы

Студенттер мотивациясына мұғалім-студент арасындағы бейресми қарым-қатынас

әсері

Кіріспе. Сіздерді мұғалім-студент арасындағы бейресми қарым -қатынастың студенттер

мотивациясына әсері туралы зерттеуге қатысуға шақырамыз.

Үрдіс. Зерттеу мақсаты - мұғалім-студент арасындағы бейресми қарым -қатынастың

оқушылар мотивациясына әсерін зерттеу. Зерттеу онлайн сауалнамаға қатысудан тұрады.

Зерттеудің келесі мақсаты - мұғалім-студент арасындағы бейресми қарым -қатынас әсерін

және бұл қарым -қатынас оқушылар мотивациясына қалай әсер ететінін түсіну.

Уақыт шығыны: Сіздің қатысуыңыз шамамен 25-30 минут алады.

Артықшылықтары:

Мұғалім-студент арасындағы бейресми қарым-қатынас мәселесі соңғы білім мен

ғылымды дамытудың мемлекеттік бағдарламасында қарастырылмағандықтан, бұл мақала

осы мәселе туралы неғұрлым нәзік түсінік қалыптастыруға көмектеседі және Білім

министрлігіне қарасты шенеуніктертің назарын аударуы мүмкін.Олар болашақта

мемлекеттік бағдарламаға мұғалім-студент арасындағы бейресми өзара іс-қимылын

нығайтатын бағдарламалар қосуы мүмкін. Осы жұмыстың арқасында оқытушылар өз

студенттерінің қажеттіліктерін жақсы білетін болады, бұл қарым-қатынасты жақсартады

және аудиториядан тыс студенттерге көмектесуге мүмкіндік береді. Университет

әкімшілігі осы жұмыстың арқасында студенттердің қажеттіліктерін жақсырақ түсінеді

және өз саясатын жетілдіруге және университет атмосферасын жақсартуға шаралар

қолдана алады. Сонымен қатар, осы зерттеуге қатысатын студенттер өздерінің

оқытушылармен бейресми қарым-қатынасы туралы ойлауға мүмкіндік алады. Және де ,

зерттеу нәтижелері студенттердің мотивациясы туралы әдебиетке өз үлесін қосады деген сенімдеміз. Бұл зерттеу студенттердің мотивациясының табиғатын түсінуге көмектеседі және мотивация теориясына үлес қосады.

Қауіптер: Бұл зерттеудің алып келер қаупі жоқ десек те болады . Алайда, қауіп ретінде қарастыруға болатын бірнеше жайттар бар. Біріншіден,өзгелерге зерттеу жайлы толыққанды ақпарат берілуі. Бұл қауіптің алдын алу үшін осы университет туралы минималды ақпарат беремін. Келесі қауіп-жиналған деректердің баршаға қолжетімді болуы. Сауалнамадағы мәлімдемелер кейбір қатысушыларға ыңғайсыздық тудыруы немесе оларды қиын таңдау алдында қоюы мүмкін.

Өтемақы. Ешқандай материалдық өтемақы берілмейді. Зерттеу нәтижелерінің көшірмесі зерттеу аяқталғаннан кейін қолжетімді болады. Қызығушылық танытқан қатысушылар зерттеудің көшірмесін электрондық пошта арқылы сұрата алады немесе оны Назарбаев Университетінің деректер қорынан таба алады.

Құпиялылық. Осы зерттеу барысында алынған кез-келген ақпарат мүмкіндігінше құпия сақталады. Сіздің зерттеу жұмысыңыздағы жеке ақпаратыңыздың құпиялылығын сақтау үшін барлық күш-жігер жұмсалады, бірақ толық құпиялылыққа кепілдік берілмейді. Байланыс деректері, мысалы, респонденттердің электрондық поштасы тек зерттеу мақсаттары үшін пайдаланылады. Олар ешкімге берілмейді. Іріктемедегі респонденттердің есімдері сандармен кодталады. Зерттеуге қатысатын студенттердің байланыс деректері менің жеке компьютерімде құпия код қолдану арқылы сақталатын болады. Сондықтан бұл ақпаратқа ешкім қол жеткізе алмайды. Анонимді сауалнама жауаптар негізінде қатысушылар туралы ақпаратты анықтауға мүмкіндік бермейді. Бір

сөзбен айтқанда, жауаптардың ешқайсысы сәйкестендіру ақпаратымен байланысты болмайды.

Зерттеудің ерікті сипаты. Осы зерттеуге қатысу ерікті болып табылады және қатысуға келісім берілгеніне қарамастан кез келген уақытта бас тартуға болады.

Байланысу үшін:

Осы жоба бойынша сұрақтар немесе пікірлер туындаған жағдайда НУГСЭ магистранты Самат Смаковпен байланыса аласыз (+77754005001, samat.smakov@nu.edu.kz) Кез келген басқа мәселелер немесе сұрақтар болған жағдайда Назарбаев Университетінің Институционалдық зерттеулер этикасы жөніндегі комитетіне хабарлама жіберсеңіз болады. resethics@nu.edu.kz.

Келісім туралы өтініш.

Төмендегі "Мен келісемін" түймесін басу арқылы сіз кем дегенде 18 жаста екеніңізді , осы келісімді оқып, түсінгендігіңізді және осы зерттеуге қатысуға келісетініңізді растайсыз.

☐ Мен келісемін

☐ Мен келіспеймін

Appendix C: Форма Информированного Согласия

Влияние неформальных отношений между преподавателями и студентами на мотивацию студентов

Введение: Приглашаем вас принять участие в **исследовании, посвященном влиянию неформальных отношений между преподавателями и студентами на мотивацию студентов.**

Процедура. Цель исследования - изучить влияние неформальных отношений между студентами и преподавателями на мотивацию студентов. Исследование включает в себя участие в онлайн-анкетировании. Дальнейшая цель исследования - понять влияние неформальных отношений между студентами и преподавателями и то, как эти отношения влияют на мотивацию студентов.

Временные затраты: Ваше участие займет примерно 25-30 минут.

Преимущества:

Поскольку вопрос неформальных отношений между преподавателями и студентами не был затронут в последней государственной программе развития образования и науки, эта статья поможет выработать более тонкое понимание проблемы, и чиновники, такие как Министерство образования, могут обратить на нее внимание. Возможно, в будущем они добавят в государственную программу программы, которые укрепят неформальное взаимодействие преподавателя и студента. Преподаватели благодаря этой работе лучше узнают потребности своих студентов, что улучшит коммуникацию и позволит им помогать студентам вне аудитории. Администрация университета благодаря этой работе получит лучшее понимание потребностей студентов и сможет принять меры по совершенствованию своей политики и улучшению университетской среды. Кроме того,

студенты, участвующие в данном исследовании, получат возможность поразмышлять о своем неформальном взаимодействии с преподавателями.

Кроме того, результаты исследования могут внести вклад в литературу о мотивации студентов на основе взаимоотношений между преподавателями и студентами. Более того, данное исследование поможет понять природу мотивации студентов и внесет вклад в теорию мотивации.

Риски: Данное исследование имеет минимальный риск. Однако есть некоторые моменты, которые можно рассматривать как риск. Во-первых, может быть выявлено место проведения исследования. Чтобы предотвратить этот риск, я собираюсь предоставить минимальную информацию об этом университете. Следующий риск - это утечка собранных данных. Некоторые утверждения в анкете могут вызвать у некоторых участников дискомфорт или поставить их перед сложным выбором.

Компенсация. Никакой материальной компенсации не будет предоставлено. Копия результатов исследования будет доступна по завершении исследования.

Заинтересованные участники могут запросить копию исследования по электронной почте или найти ее в хранилище Назарбаев Университета.

Конфиденциальность и конфиденциальность. Любая информация, полученная в ходе данного исследования, будет сохранена в максимально возможной степени. Будут приложены все усилия, в пределах разумного, для сохранения конфиденциальности вашей личной информации в вашем исследовательском деле, но полная конфиденциальность не может быть гарантирована.

Контактная информация, например, электронная почта респондентов, будет использована только для целей исследования. Они не будут передаваться никому другому. Имена

респондентов в выборке будут закодированы цифрами. Контактные данные участвующих в исследовании студентов будут храниться в папке с паролем на моем персональном компьютере, чтобы никто не смог получить доступ к этой информации.

Анонимная анкета не позволяет идентифицировать информацию об участниках на основе ответов. Другими словами, ни один из ответов не будет связан с идентифицирующей информацией.

Добровольный характер исследования. Участие в данном исследовании является строго добровольным, и если согласие на участие дано, оно может быть отозвано в любое время без ущерба для дела

Контактные лица:

Подразумевается, что в случае возникновения вопросов или комментариев по данному проекту или получения травмы, связанной с исследованием, следует обращаться к магистранту НУГСЭ Самату Смакову, +77754005001, samat.smakov@nu.edu.kz. Любые другие вопросы или проблемы могут быть адресованы Комитету по этике институциональных исследований Назарбаев Университета, resethics@nu.edu.kz.

Заявление о согласии.

Нажатием кнопки "Я согласен" ниже вы подтверждаете, что вам не менее 18 лет, вы прочитали и поняли данную форму согласия и согласны участвовать в данном исследовании.

☐ Я согласен

☐ Я не согласен

Appendix D: Questionnaire

This is NOT a test. Your HONEST opinion is what is wanted. There are five possible responses to each statement ranging from "strongly agree" (number 1) to "strongly disagree" (number 5). You also can choose the numbers 2, 3, and 4, which are in-between. If you want to skip some statements, you can do it.

Thank you for your cooperation.

Gender: Male/Female

Age:

1. If I try hard, I believe I can do my classwork well 1 2 3 4 5

2. A faculty member helps me become a more confident person 1 2 3 4 5

3. I am confident when I face challenges 1 2 3 4 5

4. Learning at university is important to me 1 2 3 4 5
5. Learning at university is useful to me 1 2 3 4 5

6. A faculty member helps me understand the importance of learning 1 2 3 4 5

7. I feel very pleased with myself when I really understand what I'm taught at university 1 2 3 4 5

8. Before I start an assignment, I plan out how I am going to do it 1 2 3 4 5
9. Faculty members help me to plan out my future 1 2 3 4 5

10. I can talk to the professor about all kinds of topics. 1 2 3 4 5

11. If I can't understand my classwork at first, I keep going over it until I understand it. 1 2 3 4 5

12. If I can't understand my classwork, I am asking faculty members 1 2 3 4 5

13. When exams and assignments are coming up, I worry a lot 1 2 3 4 5

14. I'm often unsure how I can avoid doing poorly at university 1 2 3 4 5

15. Faculty members trust me 1 2 3 4 5

16. If we disagree with faculty members, I can talk about it. 1 2 3 4 5

17. I'm afraid to approach faculty members outside of class. 1 2 3 4 5

18. Professors do not have time to communicate with me outside of class. 1 2 3 4 5

19. Professors act like they do not know me outside of class. 1 2 3 4 5

20. We do different activities outside the classroom with the professors. 1 2 3 4 5

21. Professors are interested in my self-development. 1 2 3 4 5

22. If we have something to say, this teacher will listen. 1 2 3 4 5

23. I have a positive relationship with my faculty. 1 2 3 4 5

24. I need academic support from the faculty. 1 2 3 4 5

25. Faculty members support me. 1 2 3 4 5

26. Faculty members help with my educational needs outside of the classroom. 1 2 3 4 5

27. I like to have an informal relationship with my faculty. 1 2 3 4 5

28. I have a good informal relationship with my faculty. 1 2 3 4 5

29. Informal relationships with faculty members help me express my thoughts openly. 1 2 3 4 5

30. My informal relationship with a professor leads me not to take their class seriously. 1 2 3 4 5

Appendix E: Анкета

Это НЕ тест. Мы хотим услышать ваше ЧЕСТНОЕ мнение. На каждое утверждение есть пять возможных ответов от "полностью согласен" (номер 1) до "категорически не согласен" (номер 5). Вы также можете выбрать цифры 2, 3, 4, которые находятся между ними. Если вы хотите пропустить некоторые утверждения, вы можете это сделать. Благодарим вас за сотрудничество.

Пол: Мужской/Женский

Возраст:

1. Если я буду стараться, я верю, что смогу хорошо выполнить свою работу 1 2 3 4 5

2. Преподаватель помогает мне стать более уверенным в себе человеком 1 2 3 4 5

3. Я уверен в себе, когда сталкиваюсь с трудностями 1 2 3 4 5

4. Обучение в университете важно для меня 1 2 3 4 5

5. Обучение в университете полезно для меня 1 2 3 4 5

6. Преподаватель помогает мне понять важность учебы 1 2 3 4 5

7. Я чувствую себя очень довольным собой, когда действительно понимаю то, чему меня учат в университете 1 2 3 4 5

8. Прежде чем приступить к выполнению задания, я планирую, как я буду его выполнять 1 2 3 4 5

9. Преподаватели помогают мне планировать свое будущее 1 2 3 4 5

10. Я могу говорить с преподавателем на любые темы. 1 2 3 4 5

11. Если я сначала не могу понять свою классную работу, я повторяю ее до тех пор, пока не пойму. 1 2 3 4 5

12. Если я не могу понять свою учебную работу, я спрашиваю у преподавателей 1 2 3 4 5

13. Когда приближаются экзамены и экзаменационные задания, я сильно волнуюсь 1 2 3 4 5

14. Я часто не знаю, как мне избежать плохой оценки в университете 1 2 3 4 5

15. Преподаватели доверяют мне 1 2 3 4 5

16. Если я не согласен с преподавателями, я могу обсудить это. 1 2 3 4 5

17. Я боюсь подходить к преподавателям вне аудитории. 1 2 3 4 5

18. У преподавателей нет времени общаться со мной вне уроков. 1 2 3 4 5

19. Профессора ведут себя так, будто не знают меня вне аудитории. 1 2 3 4 5

20. Мы вместе с профессорами проводим различные мероприятия вне аудитории. 1 2 3 4 5

21. Профессора заинтересованы в моем саморазвитии. 1 2 3 4 5

22. Если нам есть что сказать, то преподаватель выслушает. 1 2 3 4 5

23. У меня положительные отношения с преподавателями. 1 2 3 4 5

24. Мне нужна академическая поддержка со стороны преподавателя. 1 2 3 4 5

25. Профессора факультета поддерживают меня. 1 2 3 4 5

26. Профессора помогают мне в решении моих образовательных нужд вне аудитории. 1 2 3 4 5

27. Мне нравится поддерживать неофициальные отношения с преподавателями. 1 2 3 4 5

28. У меня хорошие неформальные отношения с преподавателями. 1 2 3 4 5

29. Неформальные отношения с преподавателями помогают мне открыто выражать свои мысли. 1 2 3 4 5

30. Мои неформальные отношения с преподавателем заставляют меня не воспринимать его занятия всерьез. 1 2 3 4 5

Appendix F: Сауалнама

Бұл сынақ ЕМЕС. Біз сіздің АДАЛ пікіріңізді білгіміз келеді. Әр мәлімдемеге "толық келісемін" (1-нөмір) - ден "мүлдем келіспеймін" (5-нөмір) - ге дейін бес мүмкін жауап бар. Сондай-ақ, олардың арасындағы 2, 3, 4-нұсқаларды таңдауға болады. Егер сіз кейбір мәлімдемелерді өткізіп жібергіңіз келсе, жауап бермесеңіз болады.

Қатысқаныңыз үшін рахмет.

Жынысыңыз: Еркек / Әйел

Жасыңыз:

1. Егер тырыссам, өз жұмысымды жақсы орындай алатыныма сенемін 1 2 3 4 5

2. Мұғалім өзімді сенімді ұстауға көмектеседі 1 2 3 4 5

3. Қиындыққа тап болған кездерде өзіме сенімдімін 1 2 3 4 5

4. Университетте оқу мен үшін өте маңызды. 1 2 3 4 5

5. Мен үшін университетте оқу пайдалы 1 2 3 4 5

6. Маған оқудың маңыздылығын түсінуге мұғалім көмектеседі 1 2 3 4 5

7. Мен университетте алып жатқан білімімді толық түсінгенде, өзіме өте риза боламын. 1 2 3 4 5

8. Тапсырманы орындамас бұрын, мен оны қалай орындайтынымды жоспарлаймын. 1 2 3 4 5

9. Маған болашағымды жоспарлауға оқытушылар көмектеседі 1 2 3 4 5

10. Мұғаліммен кез-келген тақырыпта сөйлесе аламын. 1 2 3 4 5

11. Егер маған берілген үй жұмысын түсіне алмасам, оны түсінгенше қайталаймын. 1 2 3 4 5

12. Егер оқу жұмысымды түсінбесем, оқытушылардан сұраймын 1 2 3 4 5

13. Емтихан мен емтихан тапсырмалары жақындаған кезде қатты уайымдаймын 1 2 3 4 5

14. Мен университетте нашар бағадан қалай аулақ болатынымды біле бермеймін 1 2 3 4 5

15. Оқытушылар маған сенеді 1 2 3 4 5

16. Егер мен оқытушымен келіспесем, ойымды толық талқылай аламын. 1 2 3 4 5

17. Аудиториядан тыс оқытушыларға жақындауға қорқамын. 1 2 3 4 5

18. Сабақтан тыс уақытта мұғалімдердің менімен сөйлесуге уақыты жоқ. 1 2 3 4 5

19. Профессорлар аудиториядан тыс жерде мені білмейтіндей әрекет етеді. 1 2 3 4 5

20. Біз аудиториядан тыс профессорлармен бірге түрлі іс-шаралар өткіземіз. 1 2 3 4 5

21. Профессорлар менің жеке дамуыма көңіл бөлуге мүдделі. 1 2 3 4 5

22. Егер айтуға болатын дүние болса, мұғалім тыңдайды. 1 2 3 4 5

23. Оқытушылармен оң қарым-қатынастамын. 1 2 3 4 5

24. Маған оқытушы тарапынан академиялық қолдау қажет. 1 2 3 4 5

25. Факультет профессорлары мені қолдайды. 1 2 3 4 5

26. Профессорлар аудиториядан тыс білім беру қажеттіліктерімді шешуге көмектеседі. 1 2 3 4 5

27. Маған мұғалімдермен бейресми қарым-қатынас жасаған ұнайды. 1 2 3 4 5

28. Мұғалімдермен жақсы бейресми қарым-қатынастамын. 1 2 3 4 5

29. Оқытушылармен бейресми қарым-қатынас өз ойларымды ашық айтуға көмектеседі.

1 2 3 4 5

30. Мұғаліммен бейресми қарым-қатынасым оның сабақтарына бей-жай қарауыма әсер

етеді. 1 2 3 4 5