

Impact of Shared Ethnicity in Building Effective Relationship: A complete Literature Review on Higher Education Context

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Abstract

Harkavy and Zuckerman (1999) argue that, effective partnership within higher education sector has a great impact on building the sustainable economic growth, building knowledge economy that would results in employment creation to the greater society. Similarly, a partnership could promote racially and ethnically diverse players in higher education. This could facilitate an appropriate bond between institutional and learners' achievements. Since many higher educational institutions recruit students from diverse cultural background shared ethnicity could really break the distance between the students and teachers and bring them closer for academic success and would improve the social skill and knowledge among the learners. The main objectives of this research is to conduct a literature review to determine the perceived value on the shared ethnicity among the students and teacher in a higher educational setting, evaluate the impact of shared ethnicity on building effective educational relationship and provide appropriate recommendation on how to improve the effective relationship beyond the ethnicity

Keywords: shared ethnicity, effective relationship, higher education

Introduction

It seems the higher education sector does not always hold the appropriate academic culture that foster teaching and learning. For example, in United Kingdom the academic culture is not always explicitly patronise the incomers from around the globe (Wenger, 2000). In view of this, most international students tend to find it difficult to adapt to the existing UK culture. The factors could be evidenced from the varied demographic cultural differences and also from the perceptions. It could also be a result of the unawareness of the cultural differences from the academics and learners. The common varied factors could be counted as the age, race, learning expectations and communication conventions.

As a results, proposed study attempts to find out about the factors that influence the learners in higher education. Again, it intends to measure the impact of shard ethnicity and their impact on effective relationships. This will be achieved through literature reviews. The proposed study may enable the author to identify possible factors likely to promote effective relationships among teachers and students by examining the impact on their performance.

In addition, the secondary data will be generated from the higher educational institutions in the UK. Thus, higher educational colleges will be used as a case study.

Literature Review

The impact of the Teacher-Student Relationship on academic performance.

The impact of the teacher-student relationship with a shared ethnicity evidenced a lower level of conflict and supports a higher degree of closeness with a limited amount of inter dependency, which alternatively results in higher level of academic performance. According to Taylor (2010) the shared ethnicity results in developed social skills, promote educational achievements and supports students to build self-esteem. Klem and Connell (2004) rather think that shared ethnicity helps reduce the dropouts from the class and cooperate in engage learning. It seems Taylor's view on shared ethnicity is very convincing compared to Klem and Connell view on this issue since, he highlighted on how shared ethnicity can help learners to develop social skills and build self-esteem. Shared ethnicity allows more emotional attachments among the learners where they feel motivated and engaged in solving complex problems easy and understand better compared to others. A research done on elementary students in 2014 by McCormick & O'Connor showed that, the teacher-student relationship links their higher achievement on class unit grades and also reduces conflict by improving the overall academic achievements. It also convinces that both the research from Taylor and McCormick are more focus on academic achievements and learning using the concept of inclusiveness.

Behaviour theory, application and perception development

There many behaviour theories but of them were discovered to be important to the current study known to contribute behaviour development and management. These include attachment theory, social cognitive theory and self-system theory. All these theories help to explain the nature and application of behaviour of the learners in various perspectives utilizing their intellectual thinking on relationship and academic achievements.

Attachment theory

The attachment theory explained well by Bowlby (1969) stating that, the students uses their relationship with the adults (here: teachers) to prepare and organize their experiences. The theory seems more appealing to the current research, which would help establishing the relationship rapport among the teachers and students by building a strong mentor-mentee relationship.

Social cognitive theory

The social cognitive theory states that the students develop the skills through the practice and fellowship from the behaviour performance of the adults they observe. They tried to create and model of creature within the perceptual mind where they feel secure with the people they thought their principle model. This theory helps developed the social behaviour and mostly impact on the improved communication skills.

Self-System theory

According to Harter (2012) explained the self-system theory is about by analysing the importance of motivational factors, which developed through the basic psychological needs. These factors persuaded with crave of competence, autonomy and relatedness. The sub-theory of competence refers to the desire of capable feeling among the students with their academic works. Where the word autonomy suggest the choice option and the ability of make decisions. Finally, the relatedness refers to the attachments of the social feeling with the close connection among the teachers and peers. Concluding the study of behaviour theory the author have established that, a shared ethnicity and the valued practice managed to meet all these desires from the students and thus creates a healthy academic environment.

Shared Ethnicity in Building Effective Relationship

In the search of academic theory and literature the author referred to the literature from Tiberius (1994) who proposed the similar theory, which equally supports fostering the effective relationship through motivation approach, self-disclosure and readiness of attention with the engagement of ability. However, in this literature it was clearly mentioned that, these variable and or elements are intrinsic but not mandatory for building effective relationship, which was again supported by Bicki (2008) that the effective relationship depends upon on the emotional attachment among the teachers and students. The study of Tiberius and Bicki both could be suggestive to the current literature, which also reveals the truth from the attachment theory. The theory from Haidet and Stein (2006) suggested that, the effective relationship and the academic achievements largely depend upon the primacy of the emotional development by the students.

The concept of this value and the truth was also revealed through the building of community truth for the community of practice by Lave and Wenger (1991) who also pointed that the truth of the learning and the formulation of the effective relationship derived the teacher figure and also responsible to offer adequate and appropriate support to the learning engagement.

The shared ethnicity is discovered to be very important in building effective relationship the examination conducted. For example, Dee (2004) reveals that, there is somewhat a relationship of the shared ethnicity among the teachers and students to develop effective relationship. For the purpose of this an earlier attempt was made by Devine et al. (2002) and also by Dovidio et al. (2002) to explain the "discrimination by educators" where the authors considered the value and consequence of ethnic and or racial differences as an academic performance indicator.

Similarity Attraction Theory/Paradigm

Byrne's (1971) similarity-attraction theory suggests that, the individuals are attracted with the similar ethnicity on developing effective relationship. In another note, Rhodes (2005) recommends that, on youth mentoring the shared ethnicity and similarity on the cultural endorsement enhance the relationship by creating a hidden bond among them.

This theory from Byrne (1971), which was later, extended by Clore and Byrne (1975) by introducing another theory called reinforcement-affect model. The reinforcement-affect model is based on the assumptions, which includes the following: The reward system improves the stimuli, Positive feeling enhances the personal association, the individual association largely depends on the likings and disliking's of the individual

Validity, Reliability, Conformability and Trustworthiness of this research review

It has been evidenced from various research that it hard to believe and present a trustworthiness of a qualitative research. It is thus an important part of the research to create a base for the research validity, reliability, Conformability and trustworthiness. However, it is not impossible to ensure such with some basic steps. The validity of the research could easily be established using a detail research context. The credibility of this research would be ensured with the internal validity, which includes, the assurance of cross-examination of the actual intentions. These could easily be established by using a triangulation approach. In this paper the author would also consider establishing a familiar demographic selection of the participants for data collection using a random sampling.

The transferability of the research findings would be ensured using the external validity. The author would use an external validity approach to measure the impact of the shared ethnicity on the student's leanings and performance. It study would also consider some alternative study which would cross referenced to measure the existence of another valid factors on building effective relationships. To ensure the dependability of the data the author intended to collect and analyse similar type of data from different sources. The Conformability is largely relied on the achievement of the research objectives. In this research the author's entire work is relied on the achievement of the objectives, which is the purpose of the research.

Recommendation

Shared Ethnicity seems to have a positive impact on the student's academic attainments. On one hand ethnic diversity found to have negative effect on building trust and solidarity and on the other hand, ethnic diversity can stimulate creativity among students. This can create positive energy to strengthen the incentive to adopt the instructional language and culture and can reduce the feeling of ethnic identification and the consequences it may generate. The paper recommend to crate an emotional attachment and social bonding using the concept of inclusive practice which alternatively would provide an safe environment to enrich the teaching and learning. The paper also recommends creating a mentor-mentee relationship where the mentor being a community worker (as a distinct separate role from being a teacher) assists the learner to become responsible and apply self-recognition on his/her academic achievement.

Conclusion

The research has considered some valid theory already established to create the baseline for the current research, which primarily includes: behaviour theory, the relationship factors theory, similarity-attraction theory and so on. The significance of the research would focus on the learning of the paradigms of the affect and relationship. The authors believe that, there would be massive findings on the relationship tracking and academic learning's, which might provide a new dimension on the research findings. The intension of this research is to create a demonstration on the impact and suggests how to establish such string relationship among the educational settings to improve the performance. The authors also considered the motivational approach which helped the learners to create the self-disclosed readiness and assist establishing effective relationship. The motivational approaches combined with the emotional attachment which was considered crucial while building effective mentor-mentee relationship. While analysing the emotional attachment the authors agreed that the effective relationship and the academic achievements largely depend upon the primacy of the emotional development by the students. The concept of this value and the truth was also revealed through the building of community truth for the community of practice. The authors also believed that the truth of the learning and the formulation of the effective relationship derived the teacher figure and also responsible to offer adequate and appropriate support to the learning engagement.

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Brief Biographies of the Authors

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Afzal Sayed Munna is a Doctoral Researcher (Education) at University of Bath. Afzal also serves as an education oversight consultant and an entrepreneur by profession. Afzal is a Bangladeshi born, lives in East London. Afzal has got a multi-tasking experience of over 20 years working as a media and business consultant in various organizations in the UK and abroad. Afzal began his teaching career in Higher Education (HE) in London, and he continued to teach on marketing, international business, business administration, business studies and business management modules. Currently Afzal works as a Lecturer, Module Leader and Programme Coordinator at the University of Wales Trinity Saint David, London and UNICAF University, Ireland. Afzal also is the Director for THIRD EYE Communication Limited, a community based educational training provider.

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Mr Shaikh has 20 years of teaching experience in different Universities of UK and abroad. At present he has been working as Senior Lecturer and Deputy programme leader at University of Chester programme in London, Anglia Ruskin University Cambridge and University of Wales Trinity Saint David London . He has been also working as head of Education and training department at Kensington college of Business in London. Having prestigious fellowships with different organizations of UK such as FHEA, FBCS, FRSA,

FLPI and FRAS. His academic qualifications are M.Sc Education (Learning and Technology), PGCHE (Learning & Technology), M.Sc Computer Network, M.Sc Computer Science, B.Sc(Hon's) Computer Science, M.Sc Software & System Security (University of Oxford)(Continue). He also received Graduate of The Year Award (University of Bedfordshire UK), UK IT Industry awards (Finalist) by (BCS). He also worked as Dean, FSET, University of Science & Technology Chittagong & Curriculum Leader (Academic Head) , Glyndwr University London.