

## A STUDY ON TEACHER-STUDENT RELATIONSHIP AND ITS IMPACT ON BEHAVIOUR OF STUDENTS

SARABJEET KAUR

### ABSTRACT

Parents and teachers must play a major role in maintain & control the children absolutely by their ethical & suitable approaches. Teachers in school as well as parent at home, often surprise how to disciple a child and to mould their behaviour so to bring up the child with virtues. Although some children truly have challenging behaviours regardless of what strategies to try, many children just need to have the adults in their lives make changes in the way they react, respond, or reciprocate with them. It is also a great responsibility of the teacher in school to have actual approach towards students. If not there are possibilities in exchange of behaviour among students & guidance to several problems. For example, frequent episodes of fighting, academic backwardness, substance abuse; antisocial or elementary activities, destructive behaviour and change in attitude in students are much more important than incommunicable episodes of the same activities. Other cautioning symbol includes deterioration of achievement at school and running away from home. This research paper's purpose is the teacher-students relationship and its impact on the behaviour of High school students. The objectives are to know the teachers attitudes both positive and negative towards students and its brunt to bring positive as well as negative behaviour change in the students. The study has describe that students are often facing emotional problems by the indirect approach of the teachers.

Key words: Teacher-student relationship, Need, Importance, Elements of teacher- student relationship

### INTRODUCTION

Teachers hold the highest regard for students after their parents. All cultures and religions preach that students are supposed to respect their teachers and should try to learn from them not only what's there in the academic curriculum but also the values of life. Teachers have an important role in building the personality of students and the relationship they develop with them determines the student's academic and personal growth.

A positive teacher student relationship could be developed by encouraging a learning environment where the student feels free to ask whatever he wants to and the teacher responds in a manner which is understandable by the student. Therefore it would not be wrong to say that the building block of a strong teacher student relationship is effective communication. The level of respect that exists between the two also has a vital role to play in developing a positive teacher student relationship. A major hindrance to the strengthening of their relationship is the different categories of students in a class. Some of the students are hard working and come to the class to learn but there are others who are aggressive in nature and find it difficult to concentrate on what is going on in the class.

## TEACHER –STUDENT RELATIONSHIP

A teacher-student relationship evolves with time. When in primary school the teacher usually acts as a mother for students and guides them about every little thing. In secondary and post secondary school the approach of teachers becomes more professional. They are more concerned about completing the course rather than teaching students the true value of life. This is where most teacher student relationships suffer. A teacher transforms from being a teacher to an instructor who has the sole responsibility of teaching students what's there in the course books and nothing beyond that. For strong student teacher relationships it is essential that teachers understand that students in a class come from different cultural and social backgrounds.

Good teaching involves good communication between the teacher and students and also among students. The best productivity in a classroom comes from effective co-operation between the teacher and the students. Therefore, teachers' roles can be vital to the effectivity of the language learning. Teachers need to be supportive. A supportive teacher is one who creates efficiently a positive classroom environment, who encourages students to behave well in classroom and to be motivated. Supportive teachers also are teachers who emphasize the learning process by giving all the students the chance to construct their learning, and be engaged with the content. To give the students the chance to build knowledge and develop skills in the English language, in Cape Verde, teachers should shift from a traditional teaching method to methods and strategies focused on communicative instruction and

cooperative learning. Communicative instruction and cooperative learning provide students with the necessary skills to succeed while learning a foreign language because they allow students to be the center of the learning process and can positively affect students' learning, promoting good interaction. Therefore, it is time to change to a method that guarantees communication and interaction between teacher and students and promote a supportive relationship between them. The method I propose is Communicative Language Teaching. Communicative Language Teaching is based on the idea that learners need to be involved in real communication, using natural strategies for language acquisition, and this will allow them to learn to use the language in different contexts. A strategy that complements this method is cooperative learning. Through this strategy students learn from each other and from having to explain and share their ideas with others. It also promotes good relationships and communication among students.

This increases the need for teachers to modify their behavior according to each students needs. In this way the teacher would be able to develop a level of understanding with every student and the students would feel they are important which would boost their self esteem. This would also reflect in their grades and overall behavior. The overall size of the class is also vital in determining how effective a student teacher relationship could be. The larger the class size the more difficult it would be for teachers to provide individual attention to students so school administrations should make sure that the class size is kept small which would allow a much better learning environment for teacher student relationship to flourish. A student

teacher relationship is of utmost importance which needs to be looked after properly so that young children could grow up to become educated and responsible citizens of the society.

## **REVIEW OF LITERATURE**

Vygotsky (1978) believed that higher mental functionings are socially formed and culturally transmitted. Cognitive development is mediated through language dialogues between one who knows (teacher) and one who is learning (student). Vygotsky posits that the instructional message gradually moves from teacher-student dialogue to inner speech where it organizes the student's thought and becomes an internal mental function. A skillful teacher could shape a student's thinking process through purposeful interaction – Vygotsky's concept of mediated development.

Allen, Gregory, Mikami, Lun, Hamre, & Pianta (2013) suggest that “improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents .

Allen et al., (2013) cites Brophy, (1999); Eccles & Roeser, (1999); Pressley et al., (2003); Soar & Soar, (1979) who studied a number of descriptions of classroom environments or quality teaching discussed in the educational and developmental literatures listing factors likely to be related to student learning. Allen also notes that Hamre and Pianta developed an assessment approach that organizes features of teacher-student interactions into three major domains: emotional supports, classroom organization, and instructional supports. The emotional link makes the students feel

comfortable in front of the teacher and class, which is essential the student's success or failure. Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all classroom goals, which encompasses the way that teachers physically arrange the classroom for learning.

Weber, Martin, & Cayanus, 2005 ,Mazer, at al., (2013), found that when students consider their classroom work to be meaningful, have the opportunity to demonstrate their competence, and believe their input is vital to the course, they are motivated to communicate with their instructors for relational, functional, and participatory reasons. Interested and involved students learn better. “Students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter” (Mitchell, 1993; Tobias, 1994).

Krapp, Hidi, & Renninger, (1992) states that (cited by Joseph P. Mazer, 2013) Interest is often triggered in the moment by certain environmental factors (e.g., teacher behavior) and can be characterized from the perspective of the cause (the conditions that induce interest) or from the standpoint of the person who is interested.

Mazer (2012) finds that Students who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material . It is crucial to be inserted in a safe environment where students can feel engaged and motivated to learn, share their experiences, and demonstrate their competence.

Trickett and Moos (1973) state that the classroom environment consists of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (cited in Myers & Claus, 2012)

Koplow (2002) proposed that effective student teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students need the confidence and motivation to learn, which can be stimulated by the relationship they hold with their teachers. Students also perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believes in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined.

Marzano (2003) demonstrated that teacher actions have twice the influence on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. School is one of the first places where behavior and future success is shaped. Teachers have the power to provide positive or negative experiences for their students. Brendro, Brokenleg, and VanBocken (1990) assert the school is the only institution that provides for the development of long-term relationships with all of our children.

Marzano's research (2003) demonstrates the affect of teacher effectiveness on student

achievement. Researchers estimate that students typically gain approximately 34 percentile points measuring academic achievement points each year. Accordingly, a student who begins a year at the 50th percentile will end the year at the 84th percentile as measured by the same assessment. While students of effective teachers will enjoy higher gains, students unfortunate enough to have teachers who do not possess the attitude or aptitude to maximize their learning will achieve at a far lesser rate. Table 4 compares the differences in achievement level that can be anticipated dependant on the effectiveness of the teacher.

### **NEED FOR EFFECTIVE TEACHER-STUDENT RELATIONSHIP**

The student-teacher relationship is very important for children and adolescents for improving their mental health. Children spend approximately 5 to 7 hours a day with a teacher for almost 10 months a year. All of us have gone through schooling and we have had a many number of favourite teachers. A positive relationship between the student and the teacher is difficult to establish. Improving students 'relationship with teachers has essential, positive and long lasting implications for student's academic and social development. Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001 have exposed Positive teacher-student relationships —evidenced by teachers' reports of low conflict, a high degree of intimacy and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, uphold academic performance, and foster

students' resiliency in academic performance. It is the duty of a professional teacher to bring out the potentiality of a student. Nobody is fool and it is also foolish to call a student a fool. Sigmund Freud has told that if a dozen children were entrusted to him, he would make one an engineer, one a doctor, one a carpenter, one a rowdy, etc. From this we can perceive that a students' mental growth depends upon a balanced feeding of constructive knowledge imparted by a teacher. Here the relationship between the teacher and the student is strengthened in a positive way. this, it is the job of the students as well as the teachers to make sure that the relationship the two have is a good one. If a student is constantly giving a teacher a rough time about everything, the student cannot have a good relationship with the teacher. The student-teacher relationship is like a bridge that connects knowledge, experience and efficiency of a teacher to bring out the potentiality of a student with his/her aspirations. The distance between the two should be the distance we cross the bridge. Apart from the syllabus allotted to the students, the teachers should give information about the critical society in which they are living. For this, they should not be confined themselves to the work of completing their allotted portions but they are supposed to introduce the students to a wider knowledge of the world in which they are living.

### **IMPORTANT ELEMENTS IN TEACHER-STUDENT RELATIONSHIP**

The relationship between a student and a teacher, if it is to be maximally productive, must be a sign of certain attitudes and commitments of each to the other. The students must reflect

their teacher and hold them in the highest esteem, because this is a necessary pre-requisite to accepting his advice. The student must believe the teacher's concern. The student must believe that the teacher always has his/her best interests in mind. If the student would sense some ulterior motive, some self interest, or even carelessness in the teacher's instruction, he/she would not be able to surrender whole heartedly to the teachers' advice, and this would make entire relationship meaningless. The student must commit himself/herself to following the instruction with utmost discipline because only then can the intended effect be realized. Just as a doctor's orders must be followed precisely, since failure to do so could cause more harm than good, so a teacher's "prescription" must be obeyed with equal conscientiousness. A teacher also has three levels of responsibility to his students in relation to giving advice. Initially a teacher should fulfil the prerequisite of getting to know his/her students individually to probe the innermost depths of their hearts as well as examining the outer details of their lives. Next, a teacher must express toward his students and it is this affection that dissolves the students' natural tendency to resist being told what to do. Ultimately, a teacher must take time to reflect upon his students' progress, refining and adjusting his vision of how best to influence them toward positive change. Suggestions to make student-teacher relationship successful:

1. Teachers and students must succeed together. For this, it is necessary to build teacher-student interaction in the classroom on the principles such as fairness, integrity, honesty and respect that guide in everything they do.

2. The interaction must be two-way traffic, but teachers must lead and must feel confident that they will be able to succeed in establishing and maintaining a sound and producing rapport with students.

3. The teachers must understand the students and find out what they need. For example, an important part of the teacher-student relationship is getting to know each student in terms of their cultural background, intellectual profile, learning strength and academic potential as well as their interests outside of school and what they do for fun.

4. One should remember that many students will need to learn how to both give and receive respect.

5. Most of the teachers probably favour an assertive discipline model, which is clear, consistent, and, when conducted properly, promotes an effective middle path between hostility at one end of the spectrum and passivity of the other.

6. The student should be offered interesting activities. Activities must be devised in such a way that enable the students to engage with the learning, have some fun, and develop a sense of belonging to a cohesive group. Success is more likely if the students have some element of control and choice over both what they do and how they do it.

7. The teacher should enjoy being in the company of their students. They spend a lot of time with them each week and if they make the effort to see time spent with students a pleasant experience, the relationship with their class stands a better chance of being successful. The teacher should maintain certain professional

distance as they are their teachers and not their friends.

8. The teacher must be sure that both sides win and get what they want, but not at the expense of the other.

9. There should be both verbal communication as well as non-verbal communication. It is easy to assume that what is very clear to a teacher as a teacher is also clear to students.

10. Classroom synergy always suffers when students lack motivation which in turn often leads to a breakdown in classroom control.

### **IMPROVING STUDENTS' RELATIONSHIPS WITH TEACHERS TO PROVIDE ESSENTIAL SUPPORTS OF LEARNING**

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

A student who feels a strong personal connection to her teacher, talks with her teacher frequently, and receives more constructive guidance and praise rather than just criticism from her teacher. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and promote their desire to

learn (assuming that the content material of the class is engaging, age-appropriate and well matched to the student's skills).

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