Teacher-Student Relationship

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Abstract

This review article explores about relationship between students and teachers and how an encouraging relationship can enhance the learning process. Initially, the article seeks about ancient and modern scenario of student and teacher relationship. How modernization influenced the relationship, learning procedure, classroom environment and behaviour of two cohorts towards each other. This overview included invades of technology in education and announces that technologies are tool to education, not replacement of teachers. Student perception plays an indispensable role in motivation, moreover student and teachers impact each other. Teacher perception is also as substantial as student's perception when establishing relationship. It also influences on reasons of bad relationship between students and teachers. The article concluded with student and teacher relationship is really important for student growth and developing positive environment in class and how to develop a positive relationship.

Key Words: student teacher relationship; modern scenario; technology; perspective

Introduction:

In the lives of every individual receiving a quality education is important cornerstone. Motivation and engagement are the two imperative tools that play very important role when comes to success. Motivation is not always intrinsic for some students therefore it is necessary for someone else to guide them along the path of their own education. On average, teachers spend an incredible amount of time throughout the year with their students; it is a teacher's duty to endorse an inclination for education. An important predictor of academic involvement and achievement is student's relationship with their teachers which is indicated by researchers. Positive student teacher relationship is the most powerful weapon that teachers have to foster a favourable learning climate in classrooms, in fact students who perceive their teachers as more supportive, caring, and helping and with a good attitude have better achievement outcomes. Students should actively participate in their own education which can be encouraged by motivation and positive student teacher relationship which eventually leads to academic success. (M. Boynton &Boynton, 2005).

The lack of academic achievement among secondary students is ubiquitous in there can be numerous reasons why students lost their interest in school but engagement is a key factor. Studies recorded that child spend about 6 and half hour at school each

day for 180 days throughout the year in a classroom it is essential that students are engaged or they will not be willing to learn. In this situation student and teacher equally face problems. During an average school day, teachers often over here students complaining about an assignment, a class or even about their colleagues. If students have positive relationship with their teachers than they will be more involved in this more encouraged throughout dear classes. Personal experiences and survey of student and teachers perception increase researcher's interest in this topic from past few years. Where relationship between students and teachers has been strained teachers experience difficulty connecting with the students and student's engagement in class decreases which lead to decrease academic success ratio. (Skinner, 2008)

Student perception also please an important role in fact study suggested that child's perception of control is the most powerful predictor of child's motivation. Bringing about desired outcomes, determining once behaviour, influencing once environment are the elements of perceiving control. According to students educators who are fare understanding caring knowledgeable inpatient are desirable. Harsh dominating unskilled unprofessional and lacking soft skills educators are highly discouraged by students. Developing and positive relationship is a two way road, liking and disliking of teachers also matters. Teacher's perspective also impact classroom practice and relations (M. Boynton& Boynton, 2005).

Ancient scenario:

Gurukul system of education was practiced during ancient India where students learn everything at guru's place and knowledge gained can be later used in life to find solutions of real life problems. A bond between guru and shishya was close and strong because pupil resides at guru's house accompanied by a sense of devoted services. Pupils imbibe qualities of their gurus as they are in such close contact with teacher. This was regarded as indispensable for the fullest development of once personality because the teacher was supposed to symbolise tradition, all the good ideas and code of behaviour (Dubey, Nimje 2013).

Guru imparted the knowledge about everything such as theology, Sanskrit, medical science, history, war, literature, ideology, astrology, holy writ, government and many more. The learning was not only about to read books memorizing facts and writing the answers in examination but correlating it with the nature and life (Dubey, Nimje 2005). The main source of teaching were Vedic literature which consisted of eight different forms they are four Vedas, six Vedanta's, six systems of ideology, four upavedas, four brahmans, one hundred and eight upanishad, Bhagavad Gita and three smritis. Teacher occupied a vital position in Vedic system and was considered as parent epitome, facilitator of learning, infuser of knowledge, critic, theorist, religious and spiritual guide .It was with the feeling of love and devotion that student teacher relationship was charged (Cheney, Ruzzi & Muralidharan 2005).

Students from rich to poor families were educated at same gurukul and lead a very simple life at ashrama. Morality and religion was rooted with discipline, rules and regulation and any violation was

treated as sin and subjected to punishment. Society did not in any way interfere with student teacher relationship and curriculum of Institute. The ratio of student teacher was low and each student used to meet the Guru separately to learn from different set of instructions. Every student was duty bound to do manual work such as collecting fuel, tending cattle regardless of their aims. Students were taught based on their learning abilities and duration of education was also based on student's ability to learn (Kashalkar, Damodar, 2013).

Student teacher relationship was divine and foremost aim was to develop ability of self-realisation, overall personality and character. Teacher were very gentle and sweet while dealing with students, they never considered themselves in the position of authority. Education was not all about the bookish knowledge but how to lead happy and smooth life, how to take care of society and Nation, how to serve humanity as a whole (Aggarwal, 2008).

Modern scenario:

Modern education outshines in providing great engineers, doctors, pharmacist and managers but it lacks in overall personality and character development. The current generation of students was born between 1980 and 2000 where technology has a reciprocal relationship with teaching. Students do not want to be bound by traditional system, they do not want to sit in a classroom and learn, and they define balance in their own individual way. This approach leads to the bookish knowledge and decrease practical knowledge about working field and life. On the other hand teachers may resist learning about the new technologies which create a gap between student and teacher. Learning is all about reading books, memorizing facts and passing examination regardless of correlating it with the nature and life. Student use digital technology transparently, without thinking through it, without wondering how it works which eventually leads to behavioural changes and create a fragile bond with their teacher. (Dubey & Nimje, 2013).

Student's perspective:

As a student matures and progress through classes, a change in perception develops between two cohorts. A teacher with the knowledge and skills along with concern, respect, approachability and fairness is desirable. The present survey also revealed that students sought experiences of teacher and hence it develops curiosity, positive attitude of students towards teacher (Gentilucci 2004).

Harsh and critical classroom environment is preferable for some teachers to improve students' learning, but research shows that student feels discourteous and awkward in such environment. Studies conducted in year 1978 to 1979 and 2000 confirms that student face problems due to teacher miss behaviour and over course of time these problems are getting worse. These problems should be corrected to improve student teacher relationship. Teacher should treat student respectfully, maintain professional decorum, use sensitivity, humour, encouragement to create comfortable environment for students. Outburst of anger, use of in appropriate language can damage student moral, rather than this let student know that teacher care about them. Studies reported that where teacher genuinely care students learn more effectively (Cotton 1999).
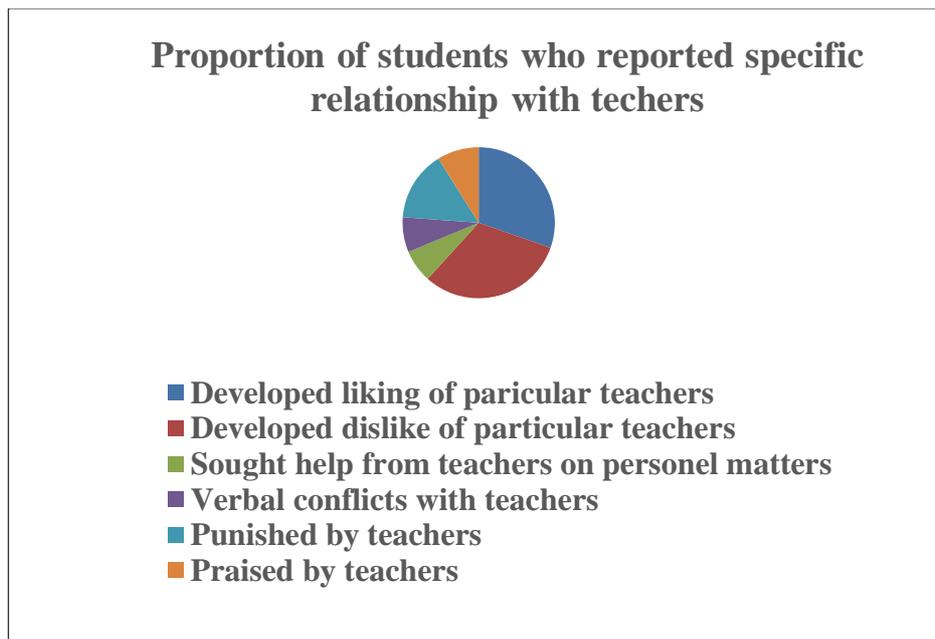
Proportion of students who reported specific relationship with techers

- Developed liking of paricular teachers
- Developed dislike of particular teachers
- Sought help from teachers on personel matters
- Verbal conflicts with teachers
- Punished by teachers
- Praised by teachers

Fig no. 1- Proportion of students who reported specific relationship with teachers
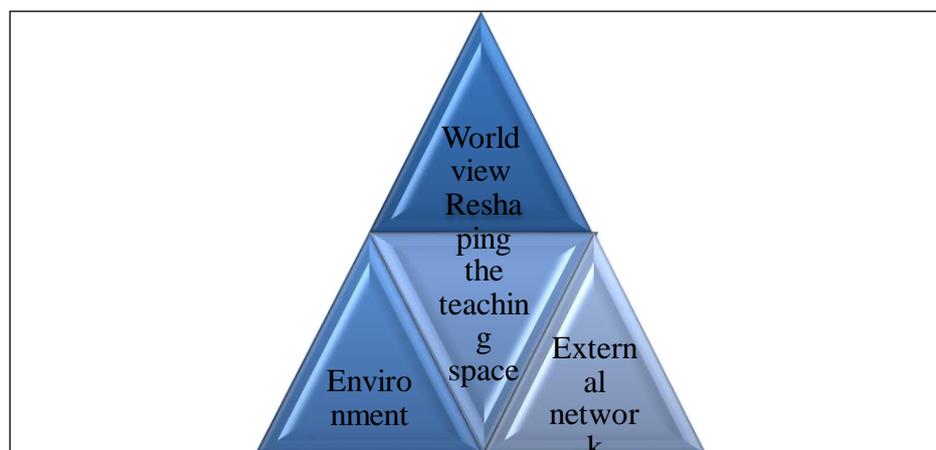
Teacher's Perspective:

Fig no. 2- Teacher's perspective

Teacher Self-Efficacy

How a teacher views their ability in teaching and affecting students plays an essential part in how they conduct themselves to students and how they manage their classes. Teacher self-efficacy refers to the extent to which a teacher believes that they are able to influence their students and to effectively manage them in the classroom context. According to the literature on teacher self-efficacy relating to classroom management, teachers with a strong sense of self-efficacy are better able to handle classroom misbehaviors and are generally better in overall classroom management, while teachers with low self-efficacy tend to have an orientation toward custodial control, taking a pessimistic view of students' motivation, relying on strict classroom regulations, extrinsic rewards, and punishments to make students study (Yoon, 2002).

When looking at teacher self-efficacy in relation to student-teacher relationships, teachers with high self-efficacy showed more interactions with their students "in ways that enhanced student investment and achievement". From this literature, it appears that much of a teacher's beliefs on whether or not they can influence a student and manage their classes bring forth a psychological aspect into looking at how beliefs may affect actions in the practice of teaching (Hargreaves, 1994).

Anxiety

Anxiety seems to be a part of the instructor's thinking and thus corresponds to a part of the coaching area. One could assume that the academics would keep away from subject matters causing tension. The primary hassle seems to be that the instructor activity is open-ended and unwell described. There is usually something to do and a person to present attention to. Many instructors are difficult on themselves and that they set excessive expectancies for themselves. The teachers are frequently afraid of dropping face if their scholars do not have talents required by means of the pupils' next teacher. A class trainer must be an expert in every concern. Acker reviews that the creation of the country wide curriculum in first rate Britain precipitated tension for a few teachers. Those teachers felt bad because they did now not meet the expectancies set with the aid of the national framework. Hargreaves indicates that expanded duty to mother and father and administrators can also motive anxiety (Crockett, 2002).

Parents

Even though scholars' parents rarely physically attend the school, they're very a whole lot present in other approaches.

Officially, the parents are involved thru the faculty forums and mother and father' associations, which are administratively out of doors the college. Unofficially, the teachers feel they are in ordinary touch with dad and mom via the students. Mother and father are blamed for students' horrific behavior. Hungry kids and damaged families pose new welfare and aid roles for instructors (Churchill, 1997).

In a way, teachers see students as ambassadors in their dad and mom. The dad and mom' mind-set toward college is in association with their social historical past. Acker describes the relationship among the lecturers and parents as two-fold. Teachers experience unappreciated by means of parents who come to satisfy them each time they need and do no longer display up to appointments. On the identical time, parental praise method plenty to the lecturers. The danger lies in trusting the objectivity of the small toddler. (Huberman, 1989).

Materials and physical space

It's far a commonplace notion that the academics are prisoners of the school's bodily environment: the benefit or difficulty of a trainer's venture is essentially determined by using the accommodation and system available. According to the PISA 2000 survey, the index of faculties' physical infrastructure defined simplest one percent of the variant within the pupil performance at the mixed reading literacy scale (Louise, 1998).

A study was positioned in an antique constructing with its advantages and disadvantages. However, although the teachers complained that the lack of area constrained sports, the researcher describes various co-operative and activating working techniques taking area. The coins seemed to have two aspects: at the same time as there was no region for teachers'

quiet work, the region of the rooms made it clean to have an instructor-to-instructor communicate (Acker, 1999)

Will Technology replace teachers?

Today's students living in the era of digitalization think of Information and Communication Technologies cognate to oxygen they anticipate it it's what they breathe and it's how they live. Introduction between teacher and student in a classroom is increased due to use of educational technology which is continuously expanding from projectors to smart boards. Educational technology is becoming inherent part of educational experience for students, teachers, parents and management alike, but they are merely to provide information. Teaching is an art of imparting knowledge and correlating it with real scenario current technology is nowhere close to master it. Technologies are a tool not replacement of teachers we can use software's to manage data check efficiency of Curriculum make teaching more holistic and continual but cannot completely take over the task. Teachers not just provide technical information but they also identify social cues, nonverbal expressions, and mental state of individual and invisible interactions which is impossible for a machine to parse. Instead of raising a question that will Technology replace teachers we must study what aspects of job Technology can take over to make teaching more effective and easy. Technologies must be built to encourage teachers not to replace them.
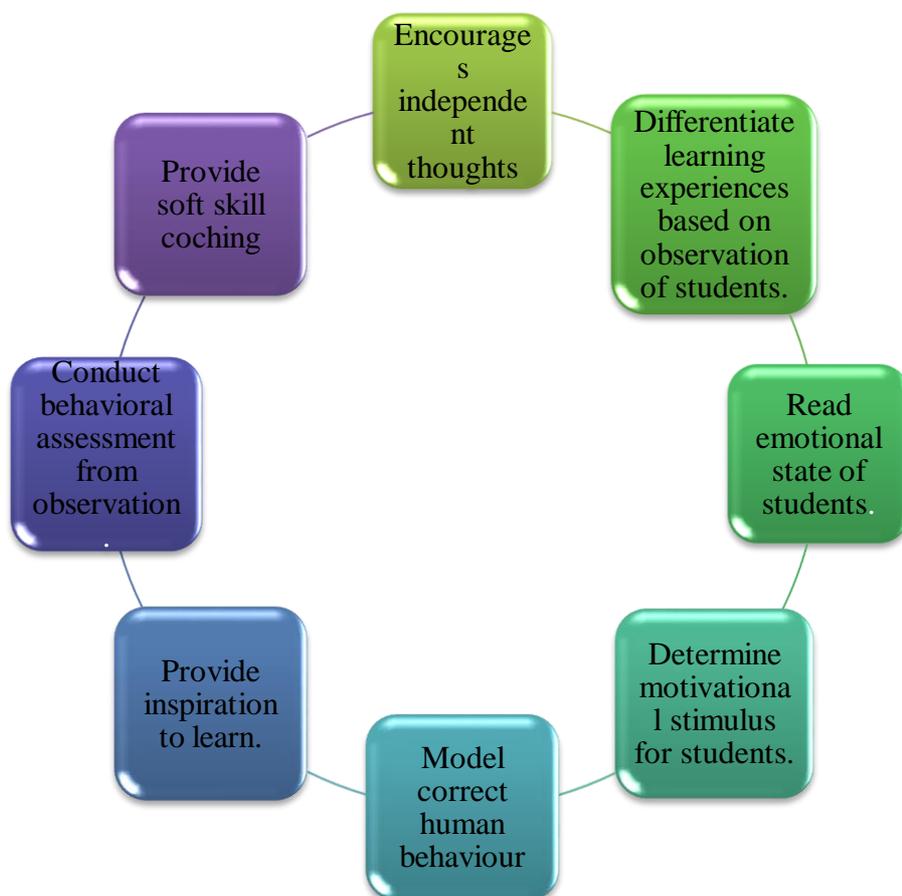

Fig no. 3-Why technology cannot replace teacher?

Do Students' Relationships with Teachers Really Matter?

According to research students feel relationship with teachers as maximum pleasing then the relationships with parents, siblings and pals and rank instructors guide as most important detail for providing technical knowledge and informational aid at levels comparable to dad and mom and buddies. In contrast dad and mom and peers are ranked routinely maximum probable supply of aid on dimensions together with affection, nurturance, appreciation, intellectuality and endearment than teachers. Those scores in reality fluctuate from formative years to early life but universal importance of teachers for college students seem to decline with age (Lempers, 1992).

Literature provide clear View of pupil teacher relationship extra important whilst technical know-how is considered it every age of scholar but emotional guide is questionable.

Whilst are the resources of helps are taken under consideration it's far critical to invite if trainer scholar courting simply have any significant impact on students life. Contribution of other relationship to college student's motivation in adjustment to high school should be taken into account before which includes the significance of instructor scholar dating in interactions. (Furman, 1989)

Developing positive teacher student relationship

Promoting control

To reiterate, perceived manipulate plays a vast role in forming relationships. Experiencing control calls for college students to be actively engaged. Shape is also key in developing manage. Facts and aid that leads in the direction of favoured effects can help college students be successful. different study room practices that promote a sense of manipulate consist of, however isn't confined to, the following: teach strategies that focus on the strategies of mastering, offer clean and concise comments, reveal person progress and development, encourage revision and restore, provide opportunities for practice and study, and model enthusiasm, strategizing, speculation testing, and resilience (Skinner & Greene, 2008). Whilst instructors provoke the school room practices indexed above, they promote manage. Consequently, the values of those practices have long-term effects on student engagement.
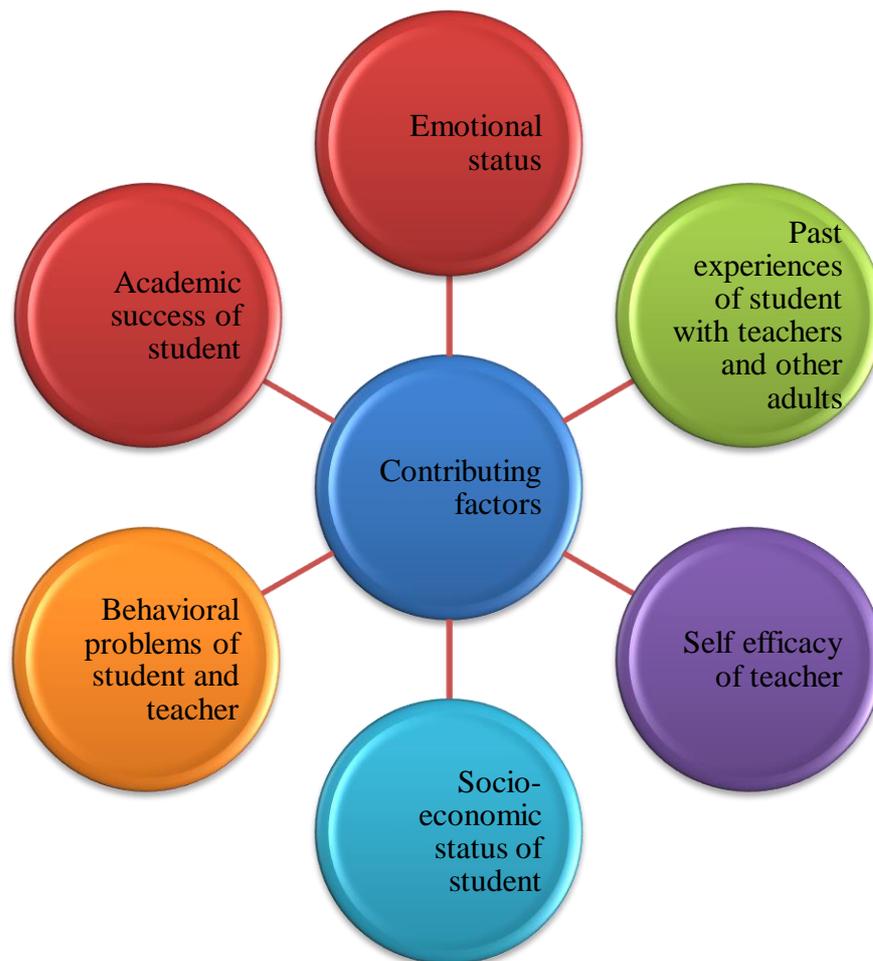
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Fig no. 4-Contributing factors of bad student teacher relationship

Expectations and Attitude

Instructors want to have and speak excessive expectations—instructional and behavioural—for all college students. Communicating these expectancies facilitates college students sense a sense of belonging inside the study room. As an example, while teachers name at the equal students repetitively, they fail to understand positive college students—typically the low appearing ones. This conveys a low degree of self-belief in their capabilities (M. Boynton & Boynton, 2005). teachers who take the time to encompass all college students, particularly individuals who are usually off undertaking or carry out at a low degree, will see much less off venture behaviours and better instructional success over the years. To effortlessly combine this exercise into the study room, instructors could use a tick list to record which student she calls on and the way generally throughout the lesson. This could permit the trainer to visually make certain all college students are protected throughout the magnificence duration. Which includes all college students will even assist broaden the sensation of belonging, so as to enhance the relationships amongst instructors and students. Teachers have an obligation to include all students and greet each one with a high-quality mind-set, irrespective of the teacher's belief of the scholar.

Feedback

Comments given through instructors could be very vital to relationships. Students who sense criticizing attitude of instructors build negative connection with their teachers. Remarks may be brought methods: (1) referring to the man or woman, which attributes effects to strong factors like capability tiers and (2) relating to the manner, which attributes the final results to volatile factors like effort. Research shows that character types of comments cause greater bad effects following failure than high quality ones. In truth, students who receive man or woman reward or complaint had been much more likely to experience terrible about their performance and themselves and have been less possibly to persevere and enhance. Process feedback and emphasizing effort promotes scholar boom (Skipper & Douglas, 2015).

While college students consider that destiny attempt should cause success, they are more likely to position forth effort and paintings toward engaging in their dreams at the same time as preserving high quality and effective relationships with their teachers. Similarly, one of the most vital factors of manage is how students interpret their errors. Mistakes must be dealt with as mastering opportunities and targets for future development. The goal is for students to analyse. Wonderful feedback and praise will not most effective encourage students to research from their mistakes, however it is also essential to both constructing and maintaining robust instructor-student relationships (Skinner & Greene, 2008).

Familiarity

Children are much more likely to be respectful while critical adults in their lives show respect toward them. While teachers show interest in their students' lives, youngsters realize they are cared approximately and are then much more likely to care about others. In fact, demonstrating caring is one of the maximum powerful ways to build superb relationships. Whilst teachers' actions and words truly display that they take care of their students, the ones students are much more likely to want to carry out well (Zimmer-Gembeck & Locke, 2007).

Furthermore, those interactions affect college students in methods they may no longer even apprehend. One take a look at explored the function of excessive school students' perceptions in the development of instructor-scholar relationships. One of the college students interviewed stated that she did not consider teachers must be overly familiar with the lives of their students. However, whilst asked who the nice teacher she ever had was, the pupil defined a teacher who usually asked about her life and who's someone she could communicate to. Some other student believed that her English teacher did now not care about her as tons as her different instructors because the teacher would get up, train and then take a seat go into reverse, interacting minimally with the scholars. As a result, its miles clean that familiarity performs an essential role in developing fine instructor-student relationships (Cooper & Miness, 2014).

There are many strategies that teachers can include to show that they care. This includes showing an interest in college students' private lives, greeting students as they input the classroom, touching base with students who show robust emotions, listening with sincerity to college students,

and empathizing with college students. Some instructors even make it a factor to regularly attend extracurricular activities, such as sporting events, in order that their students recognize they're cared about both within and outside of the lecture room (M. Boynton & Boynton, 2005).

Many researchers have known as attention to the significance of robust personal attachments of teachers to their students. Instructors also sense the basic need of relatedness, specifically with students of their training. While teachers have bad relationships with college students, it can cause pressure and feelings of alienation, which affects both their practice and their properly-being. The importance of superb teacher-scholar relationships extends to both parties—teachers region value at the non-public relationships they've with students of their classes (Spilt, Koomen, &Thijs, 2011).

Therefore, familiarity with students is essential for building and maintaining high-quality relationships. Teachers and students can motivate every other as they paintings in the direction of enhancing the classroom surroundings in the lecture room. Yet, while students sense welcomed and relaxed, they're more receptive. Whilst teachers and college students end up more familiar with every other, it creates an experience of there are, however, a few instructors who might also warfare with the concept of permitting students to get to realize them on a private degree. A few teachers can also even fear that familiarity will create an extra undisciplined ecosystem community. Taking time to show college students that their individuality is welcomed and that they're cared about no longer handiest facilitates

college students experience that they belong however also enables foster an encouraging learning surroundings in which both relationships and education can flourish.(Brown, 2010).

Communication

While communicating with students, teachers need to communicate in a polite and respectful way. Starting the first day of college, instructors should send the message that they're in control. Yet, this must no longer include being overbearing, authoritarian, or rigid. Instructors want to set up and preserve obstacles, but it is important that teachers are also approachable. Effective verbal exchange additionally consists of both verbal and nonverbal cues. Frame language, voice inflection, and facial expressions are all key components of communique (Brown, 2010).

Instructors need to don't forget their behaviours from the perspective of students which will make sure their phrases and moves are continually forms of nice verbal exchange. In addition, whilst instructors need to correct and area college students for beside the point behaviours, intending in a positive way will allow college students the opportunity to mirror on their behaviours and understand the teacher cares and respects them. Scholar reactions to being disciplined are frequently a result of the way wherein they were disciplined. The subject technique may be counterproductive if the teacher is sour or sarcastic (Wyatt & Hasket, 2001).

When teachers want to accurate and discipline students, it's miles crucial for instructors to don't forget the intention: students studying from their behaviours.

College students have to be allowed to keep their dignity; a teacher ought to by no means communicate in an antagonistic or belittling way. when correcting students, instructors can employ the subsequent steps: evaluate what happened; perceive and take delivery of the student's feeling; review alternative actions; explain the faculty policy and remind the scholar that everyone students are handled the identical; invoke a right away and significant outcome; and talk an expectation that the student will do higher within the future .While college students recognise the instructor cares and is disenchanted that she should invoke said outcomes, the scholar is much more likely to research from his movements. This process can even preserve the positive courting between the trainer and scholar without evoking envious feelings because of the area (M. Boynton & Boynton, 2005).

Conclusion

Due to the fact teachers and students spend a lot time collectively; teachers wield appreciable passion over their students. Instructors should use this power to motivate students, building character, creating positive environment in class.

Therefore, enhancing relationships between teachers and students can have high-quality implications. Student teacher relationship changed drastically with development of technology but we have to understand that technologies are a tool not replacement of teachers we can use software's to manage data, check efficiency of curriculum, make teaching more holistic and continual but cannot completely take over the task. Research shows that relationships with students are the most essential source of enjoyment and motivation for instructors. Whilst instructors are inspired and certainly take care of their students, they may be more likely to think about their exercise and employ strategies that create a welcoming and enjoyable gaining knowledge of surroundings. The studies also indicate that scholars who feel an experience of control and belonging reap better academically. Consequently, instructors have an obligation to foster a welcoming and motivating mastering environment for his or her students. The first-class manner to accomplish that is by way of having optimistic interactions with students, developing faith and building and retaining relationships.

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