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## **Relationship between Teacher and Student in Contemporary Education System**

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### **Abstract:**

*In contemporary education system, the relationship between teacher and student has always been a central concern. This is one of the most important elements which contribute to the learning process of the students. This paper investigates the significance of the sound and healthy teacher-student relationship which strengthens the education process. This research explores the interpersonal relationship between teacher and student in contemporary education system. The author attempts to focus on educational experience through the educating and re-educating process. The paper highlights various strategies to improve teacher –student relationship. Thus this paper tries to bring out the importance of having a good teacher student relationship in the college, not only to improve the quality of education but for the overall development of the student character and personality.*

### **Keywords:**

Contemporary education system, teacher student relationship, interpersonal skills, strategies, moral and ethical lessons, interaction, etc.

**\*Introduction:**

*“The great teachers fill up the students with hope and shower them with a thousand reasons to embrace all aspects of life.”*

— Pat Conroy, *My Losing Season: A Memoir*

A Teacher is rightly called as the pillar of the nation. He is a perfect role model for the students. He sets an ideal example in front of the students through his proper behaviour. The teacher should be dedicated to his work and should enable to pass his enthusiasm among the students so that they will get a better environment in the classroom. Teachers are like a second parent and we see them a lot of time they spent with students. A teacher believes in students, tugs, pushes and leads them to the next plateau. Sometimes he pokes them with a sharp stick called truth. He becomes the source of inspiration for the students.

It is rightly said by Horace Mann, *“A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron.”* A good teacher is like a candle which consumes itself to light the way for others. Students receive, understand and retain the knowledge which they received from their teacher. First of all, teacher should decide under which category he fits into. William Arthur Ward quotes, *“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”*

Robert Brault asserts, *“The average teacher explains complexity; the gifted teacher reveals simplicity.”* Teachers are expected to reach unattainable goals with inadequate tools. They accomplish impossible tasks in a wonderful and miraculous manner.

**\*Importance of Good Teacher Student Relationship:**

If the teacher and student both put their love, trust, and understanding to each other little by little, day by day is the perfect recipe for a stronger relationship.

1. A strong student teacher relationship can make all difference in how successful a student is.
2. When the student likes and respects the teacher, he/she will be more willing to learn from them.

3. When a teacher likes and respects the student, he/she is more likely to get a positive response from the student and therefore making the student more successful and the teacher getting more satisfaction.
4. Students can share their problems with teachers and get effective solutions.
5. The increasing depressions in students can be reduced tremendously by a good teacher to guide and help them out.

**\*How a teacher can maintain a strong, positive and healthy relationship with students?**

In our society, many relationships are found but a teacher-student relationship is the most sacred one. It is unequalled with other relationships. The first relationship after the parents in which a student gets is with a teacher. A Teacher is the most important companion for an individual's life. He never limits himself for the academic growth but acts as an instrument for the overall development of the student in the parallel lineage with parents. Teacher-student relationship should have a strong communicative bond and respect. They both share the things which are unique in nature. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. It is vital that students respect their teacher as a professional.

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and college setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001).

A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn (Wentzel, 1998). Motivation may play a key role in the relationship between teacher-student relationships and



academic outcomes. Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well (Bandura, 1997; Fan & Williams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement (Hughes, Cavell, & Jackson, 1999). Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998).

Teacher-student relationships have an impact on the academic self-esteem of students (Ryan et al., 1994). High-poverty students often have low academic self-esteem and low confidence in their academic and vocational futures (Wentzel, 2003). Thus, positive relationships with teachers are important in supporting higher levels of self-esteem, higher academic self-efficacy, and more confidence in future employment outcomes (Ryan et al., 1994; Wentzel, 2003). Self-confidence and future aspirations have a significant impact on students' interest in school, their academic self-efficacy and in turn, their academic achievement (Wentzel, 2003). In addition to academic achievement, positive teacher-student relationships provide important social outcomes for students.

Teachers are an important source of social capital for students (Muller, 2001). Social capital in a classroom setting is defined as caring teacher-student relationships where students feel that they are both cared for and expected to succeed (Muller, 2001). Positive teacher-student relationships can impact students social and academic outcomes, and thus reduce drop-out rates (Dika & Singh, 2002; Wentzel, 2003). It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because research shows they can benefit from the guidance and support (Croninger & Lee, 2001). Teacher-student relationships can have a significant effect on the peer acceptance of students. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept (Hughes et al., 1999).

At the very beginning of their career, teachers often face difficulties in establishing a strong and healthy relationship, as they are very close to the students' age and lack experience. Sometimes inexperienced teachers establish too close relationship with students,

which can later generate various problems in classroom discipline and education. Such relationships can make both students and the other teachers lose their respect. Effective teaching does not require that all students like the teacher; however it is crucial that they all respect him or her. Teachers also do not need to like all of their students; they just need to be professionals and leaders. Students do not need to be friends with teachers, they need to respect teachers and learn. Students tend to lose their respect for teachers in a mixed relationship where the roles are not clearly defined. Students are too young and inexperienced to know how far a friendship with a teacher can go. 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.

In a healthy student- teacher relationship, the student is encouraged and expected to be candid in responding to the teacher's ideas, methods and words. A teacher's role is to acquaint the students not only with the specialized field that is shared, but also with other leaders in the field and with the ways of professional and academic life. He, as a mentor, enhances the student's skills and intellectual development. A teacher should build a strong and positive relationship with students which are very important for classroom success. Teachers can learn and use various techniques and approaches to strengthen and improve the quality of the relationship with his or her students. Such techniques can boost the students' commitment and participation. True teachers take meticulous and ceaseless efforts for the students. His inspiration can bring miracle in the life of students. Teachers, who inspire, know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flowers. Teachers, who inspire, realize there will always be rocks in the road ahead of us. They will be stumbling blocks or stepping stones; it all depends on how we use them. Teacher attempts to write the things on the blackboard in order to comprehend the things quickly and effectively. He teaches the moral and ethical lessons to his students. What a teacher writes on the blackboard of life can never be erased. The best teachers teach from the heart, not from the book.

The crucial part of student- teacher relationship is that despite of closeness and sharing, the respect for teacher in the heart of student stay consistent throughout the life. The teacher maintains certain evaluative responsibilities and the student continues to be dependent on the mentors guidance and approval. It is hard to believe that all of the students would like every

teacher because they look for a friend in the teacher, whom they can respect and look for leadership. A student is influenced by teacher's actions and communicative powers. Students are often sensitive to tone of voice, gestures and facial expressions used by teacher. Basically student teacher relationship is of trust, guidance and encouragement. Once a healthy student teacher relationship is formed, it can continue to influence the student in positive manners for years to come. Perhaps that would be the positive and everlasting impact created in the minds of the students.

High quality academic instruction is designed to be appropriate to students' educational levels. It also creates opportunity for thinking and analysis, uses feedback effectively to guide students' thinking, and extends students' prior knowledge. For teachers conducting a classroom and shaping the minds of the young students, teachers who communicate effectively with their students should give appropriate and helpful feedback to their students. Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a college year. A close, but limited relationship between the student and teacher can be helpful for those students who are shy, and find speaking in front of the classroom difficult or children who have low self-esteem. The tension these students hold in a classroom will have the confidence they had always wanted, but never achieved due to not having a good relationship with the teacher. Positive teacher-student relationships contribute to academic and social performance.

We can summarize the strategies to be followed in student teacher relationship as under.

1. Teacher-student relationship should be based on the general principles teachers follow at work, such as fairness and honesty. If teachers do not stick to these principles, students will hardly respect them.
2. Teachers should play a crucial role in the construction of the relationship with students. Teachers should boast a degree of confidence required to build and keep a strong classroom relationship.
3. Teachers should know the students and understand their needs. Teachers should get to know each student and his or her individual skills and necessities; get familiar with their interests and intellectual potential. Understanding the cultural background and personality of each student is a key step to building a successful teacher-student relationship.



4. Classroom interaction should be based on respect and self-esteem. Students should learn to both give and receive respect.
5. Teachers should use effective discipline models.
6. Classroom work should be interesting and fun. Students should have certain control over their work in order to feel commitment and engagement with learning.
7. Teachers can strengthen their relationship with students if they actually enjoy the time spent in the classroom. Creating a pleasant environment is not in conflict with keeping a professional distance.
8. Both verbal and nonverbal communication should be very clear. Teachers should make sure they understand students and that students understand them. A good communication is essential for any relationship.
9. Teachers should find a way to motivate students. A relationship will hardly work if one of the parties is not willing to participate. The same works for teaching and learning.

**\*Positive teacher-student relationships in the Class room:**

Teachers who foster positive relationships with their students, create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. For example, a student chooses to share the news that he recently got a part in a community play with his teacher because he knows that his teacher will show genuine interest in his success.

**\*Negative teacher-student relationships in the Class room:**

Teachers who have negative relationships with a student, show evidence of frustration, irritability and anger toward that student. Teachers might display their negativity through sarcastic comments toward the student or describe the feeling that they are always struggling or in conflict with a particular student. Negative teacher-student relationships can amplify when teachers show irritability and anger toward several or many of the students in the classroom. In these types of classrooms, teachers may find themselves resorting to yelling and harsh punitive control. Teacher-student communications may appear sarcastic or disrespectful. Student victimization or bullying may be common occurrences in such negative classrooms (Pianta, La Paro, & Hamre, 2006). Negative teacher-student relationships are stressful for both



teachers and students (Jennings & Greenberg, 2009; Lisonbee, Mize, Payne, & Granger, 2008) and can be detrimental to students' academic and social-emotional development (McCormick & O'Connor, 2014; O'Connor, Collins, & Supplee, 2012).

### **\*Teacher student relationships and the classroom climate:**

When first grade teachers use practices that demonstrate caring toward students and practices that foster interpersonal skills among students, students are less likely to reject one another (Donahue et al., 2003). In addition, aggressive students who have positive relationships with teachers are more likely to be accepted by peers than aggressive students who lack positive relationships with their teachers (Hughes et al., 2001). Ultimately, constructive teacher-student relationships have an important positive influence on the social skills of difficult as well as typical students (Zins, Elias, Greenberg, & Weissberg, 2000). Such findings suggest that enhancing individual teacher-student relationships has beneficial and cumulative effects for other aspects of classroom life.

Improving teacher-student relationships is only the first step toward meeting students' emotional and relational needs. A teacher should also work on producing a caring community of learners. Such efforts improve the nature of interactions among students and promote students' engagement in school (Hamre & Pianta, 2005; McCombs, 2004; Meece et al., 2003; Weinberger & McCombs, 2003).

### **\*How do you evaluate teacher-student relationships?**

Several common and readily available instruments have been developed to assess teacher-student relationships. These instruments can also serve as diagnostic tools to identify strengths and weakness in your own teaching. Some of these instruments rely on teacher reports of relationships, others are observationally-based measures of teacher-student interactions in the classroom, and yet others rely on students' reports of their relationships with teachers.

- i. Invite a psychologist into your classroom to observe your interactions, take notes and reflect with you about the child with whom you have a challenging relationship.
- ii. Set up a video camera and analyze your own interactions with the student who is causing you difficulty.

- iii. Give your students anonymous questionnaires (on paper or on-line) or ask small groups of students about how they feel while they are in your classroom.

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