



MODELING AND ANALYSIS ON TEACHER-STUDENT RELATIONSHIP

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Abstract

The foremost of these competencies is the teacher-student relationship. Evidence finds that teachers who create a positive relationship have a large effect on increased student achievement; they also have fewer discipline problems, office referrals, and related conduct issues. Qualities of a teacher's personal competencies with the largest impact include being consistent, providing structure, having an assertive presence, showing empathy, exhibiting warmth, encouraging learning, setting high standards, being adaptable, displaying awareness of high-needs students, being culturally sensitive, and showing respect for students. It is important to understand that simply caring about students isn't enough. A teacher who shows warmth but lacks the other qualities will founder. Establishing an effective teacher-student relationship requires a balance of these competencies. These skills do not necessarily come naturally to new teachers, who must be trained in their use. Many pre-service and in-service programs fail to emphasize the importance of these soft skills and to operationalize them and support teachers in using them in the classroom.

Keywords: Academic Performance, Mediating Role, Self-Efficacy, Teacher-Student Relationship

Introduction

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. Picture 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. Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Here are some concrete examples of closeness between a teacher and a student:



1. A high school 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.
2. A fourth grade boy who is struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work.
3. A middle school girl experiences bullying from other students and approaches her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept.

Literature Review

- Social motivational theories (Connell & Wellborn, 1991; Harter, 1986) highlight a basic psychological need for autonomy, competence and relatedness. In a learning context, when children view their relationship with teachers as being positive and close, their adjustment to the school environment, their perceived competence and their interpersonal ability may be promoted and established. As a result, the teacher-student relationship has a significant influence on interaction in the classroom in that it affects both children's learning and behaviors (Li & Meng, 1997; O'Connor, Dearing, & Collins, 2011; Song & Liu, 2007). Self-perception may be the source of motivation for children to make greater efforts to meet academic and behavioral expectations (Furrer & Skinner, 2003; Pajares, 1996). Learners are more likely to seek assistance when they perceive teachers as Challenges Facing Positive Teacher-Student Relationships INTERNATIONAL EDUCATION 24 I Usupportive and available (Marchand & Skinner, 2007).
- Several studies have been published about the impact of the quality of the teacher-student relationship in regard to adjustments of elementary school children based on teachers' reports (Hamre & Pianta, 2001; Hughes, Luo, Kwok, & Loyd, 2008). Types of investigation extend from validity of teacher self reports of teacher-student relationship as related to peer rating of rapport between a teacher and students (Hughes, 2009) as well as direct and independent observations (Doumen, Verschueren, Koomen, & Buyse, 2008). However, a low to moderate correlation is shown between the reports by teachers and students on teacher-student relationship quality (Henricsson & Rydell, 2004; Murray, Murray, & Waas, 2008).
- Set in the above historical and cultural background, J. Liu (2013) reviews the discussion of the teacher-student relationship under the educational reform since late 1990s. The current teacher-student relationship is no longer limited to the individuals involved but can be affected by many variables within the communication context. For example,



content of study is regarded as media through which a teacher and students interact to achieve learning goals. All who engage in the teaching and learning process develop a social relationship, which should be examined across different fields such as sociology, psychology and philosophy. The relationship also makes a transition from the old model that features an authority-pupil style to a new one that characterizes interaction between a teacher and students in a democratic, equal and dialogical climate.

- The establishment of any teacher-student relationship does not occur in a vacuum but has its foundation rooted in a specific social, cultural and historical context. In a civilization of several thousand years, certainly the Chinese education system, as well as the teacher-student relationship, has evolved (Ding, 2008). Traditionally, a Chinese teacher was regarded as the authority in the classroom and therefore should not be contradicted or challenged (Yuan, 2006). Consequently, the teacher-student relationship was hierarchical, and students were expected to follow teacher's directions or instructions unconditionally. In addition, teachers in an exclusively-male profession were expected to treat students as their own children (Huang & Yao, 2006).
- Another study (P. Liu, 2003) explores the motivation of Chinese elementary and middle school students in five categories: personal achievement goal orientations, classroom goal structures, academic efficacy, academic self-handicapping strategies and cultural dissonance between home and school. Based on the data collected from 138 elementary school students and 122 middle school students, no statistically significant difference was found in the perceptions of classroom goal structures between the elementary and middle school students. The application of a single subject instructional structure in both settings can be primarily responsible for the stability across the two levels. However, teachers' perceptions are excluded in the study.
- In regard a to teacher's role, a comparative study of candidates in two programs of the PRC and USA examines the perceptions of elementary preservice teachers (Liu, 2010). The two groups perceived teacher's role similarly in some aspects--to be a friend to students and to teach essential knowledge--but not others. "Motivator" appeared only in the description of the USA teacher candidates, while "like a family member" was used only by the PRC participants to depict the role of a teacher.

Benefits of Positive Student-Teacher Relationships

Positive and healthy relationships between teachers and students can be extremely beneficial at all levels of an educational establishment, within the classroom and across the school environment as a whole. From improved self-esteem to increased engagement, there are a number of benefits of establishing positive student-teacher relationships between educators and pupils of all ages. Educators



and students can experience these benefits with the use of methods that include communicating positive expectations, demonstrating caring, and developing classroom pride. As positive student-teacher relationships continue to develop, the long-lasting effects benefit not only students and teachers but parents and administrators as well.

1. Promote Academic Success with Positive Student-Teacher Relationships

The presence of positive student-teacher relationships alone does not translate to academic success, but students that establish a strong bond with their teacher do perform better than students whose relationships with teachers involve some sort of conflict. Teachers can help improve academic success in students by clearly expressing positive expectations for each student, presenting students with equal opportunities to participate in class discussions, and expressing to students that they are confident in their ability to succeed when it comes to their coursework.

2. Avoid Behavior Problems through Healthy Student-Teacher Relationships

Another one of the benefits of healthy student-teacher relationships is a classroom that is free of behavioral disruptions, which leaves teachers more time to instruct their class. Positive student-teacher relationships help to establish a learning environment in which educators and students display mutual respect for one another, rather than exchanges that involve conflict. Achieving this balance is dependent upon the manner in which a teacher addresses students when they misbehave and in general, as it is a determining factor in how students respond. Teachers should be sure to maintain a calm demeanor when communicating with a student, avoiding frustration. Some examples of correcting student behavior in a non-confrontational manner include:

- Speaking with students privately about their behavior in order to avoid embarrassment.
- Acknowledging students' feelings in order to understand the cause of their behavior.
- Reviewing school policy or classroom guidelines so that students are aware of the rules they have violated.
- Following up discussion with immediate consequences for students that misbehave.
- Checking on students after they have been disciplined for their actions.

In order to prevent a behavior problem from occurring again, the problem must be addressed. This highlights the importance of student-teacher relationships in which student behavior is corrected in a manner that encourages them to reflect on how they have misbehaved and what steps they can take in the future to change it.

3. Help Develop Self-Worth and Improved Student Mental Health

Healthy student-teacher relationships are often most beneficial for specific categories of students, including male students, those suffering from learning difficulties, and students with low economic



status. In order to help students develop a sense of self-worth, it may sometimes be necessary to seek out opportunities to give them praise with acknowledgments of academic and even athletic accomplishments. Students with low self-esteem, often those considered at-risk, will react positively to positive reinforcement from their teacher, providing students with a sense of pride.

4. Positive Student-Teacher Relationships Assist Educators with Professional Growth

Students aren't the only ones that benefit from healthy student-teacher relationships. One primary benefit for the educator is that, as teachers work strategically to develop these relationships, they improve their interpersonal and professional skills as well. Teaching is a profession that requires the ability to clearly communicate information even during stress-inducing scenarios. It is important for teachers to find ways to successfully manage stress, in order to express concepts and avoid frustration. For some educators, improving their interpersonal communication skills helps to reduce stress and develop positive student-teacher relationships, in addition to positive relationships with parents and co-workers. An added benefit of improved interpersonal skills includes personal and professional growth, which may be positively reflected in an educator's level of communication with students and the amount of student engagement that occurs as a result of it.

Good Teacher-Student Relationships Look Like And Why do These Relationships Matter

Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Here are some concrete examples of closeness between a teacher and a student:

- A secondary school 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.
- A fourth grade boy who is struggling in math shows comfort in admitting to his teacher that he needs help with multiplying and dividing fractions even if most of the students in the class have moved beyond this work.
- A elementary school girl experiences bullying from other students and approaches her social studies teacher to discuss it because she trusts that the teacher will listen and help without making her feel socially inept.

Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance .One of the greatest issues facing teacher-student relationships is that many children aren't going to class. Additionally, students who have had poor experiences with adults in the



past can have a hard time trusting teachers. This could apply to students whose previous teacher treated them unfairly as well as children from abusive or neglectful homes. In many cases, you might not know everything about a child's background. Children from low-income or at-risk backgrounds are most likely to have poor relationships with their teachers. The reasons for this are varied. It could be because teachers are more likely to view these students with personal biases. Or in some cases, these children might not have access to the transportation or academic support they need to succeed. Whatever the cause, educators should be mindful of these children when determining how to engage their students. Sometimes, behavioral or learning disorders can make it hard for teachers and students to understand each other. Children with autism spectrum disorder, for example, might have communication styles that confuse their peers. Learning disorders like dyslexia or attention-deficit hyperactivity disorder (ADHD), too, can limit a child's attention span and frustrate their teachers. Any plans you make for how to connect with your students should include accommodations for these and other conditions.

Cultivate Positive Relationships in Your Classroom.

Knowing a student's interests can help you create examples to match those interests.

- If a student who loves basketball comes to you with a question about a math problem, you might respond to her with a problem involving basketball.
- If a student who speaks Spanish at home comes to you with a question about English vocabulary, you might answer his question and then ask him what the word is in Spanish and how he'd use it in a sentence. This type of specific responding shows that you care about your students as people and that you are aware of their unique strengths (i.e., fluency in another language).

Knowing a student's temperament can help you construct appropriate learning opportunities.

- If a girl in your class is particularly distractible, you can support her efforts to concentrate by offering her a quieter area in which to work.
- If a boy in your classroom is very shy, appears engaged but never raises his hand to ask questions, you can assess his level of understanding of a concept in a one-on-one conversation at the end of class.

Strategy work

Teacher-student relationships are as important to adolescents as they are to younger students. Feeling a connection and sense of relatedness to a teacher represents an essential need of all children and teens .



However, it is worth noting that the nature of positive teacher-student relationships changes depending on the age of the student involved. In other words, the precise behaviors that might be perceived by a kindergarten child as nurturing and caring (e.g., a dotting smile, a one-armed hug), in contrast, might be perceived by adolescents as over-involved and cloying. It is also important to realize that in the early years of school, students' perception of their relationship with teachers and teachers' perception of those same relationships are quite similar. As children grow and develop, the gap between their perceptions of teachers and teachers' perception of them grows and widens.

Teacher-student relationships are important to virtually all students. However, high quality teacher-student relationships appear to be most significant for students who are at risk for school problems based on early behavioral and learning issues . In one study, high quality teacher-student relationships appeared to be better predictors of classroom adjustment, social skills and reading performance for students showing initial externalizing problems (e.g., aggression, hyperactivity), internalizing problems (e.g., anxiety, depression) and learning problems (e.g., attention problems) than for students without these initial risk factors.

In another study, sensitive and supportive relationships proved to be more important in predicting increased self-reliant behavior and less off task, negative and aggressive behaviors in the kindergarten classroom for bold, outgoing children. (Comparable levels of sensitivity and support of the teacher played less of a role in children's classroom behavior for shy, hesitant children. Teacher sensitivity and emotional supportiveness played a greater role in predicting children's academic achievement gains in first grade (after taking into consideration children's earlier achievement) for children "at risk" for school failure than for those without these risk factor.

Student And Teacher Stressors

Student Stressors

Positive teacher-student relationships can offset some of the normal stressors that students experience as they grow and develop. The transition to middle school can be a stressful time for children; middle school students often show declines in motivation, self-esteem and academic performance .

- Students who perceive greater support from their teachers experience less depression and have more growth in self-esteem between the sixth and eighth grades.
- Students who perceive their teachers as respectful, eager to support their autonomy, focused on setting realistic and individualized expectations for performance, and offering nurturing and constructive feedback are more motivated in school . More specifically, if a student believes



"my teacher trusts me" or "my teacher calls on me to give the answer," he or she is more likely to be interested in class, more likely to conform to the positive social norms of the classroom, and more eager to master the academic material being taught.

Teacher Stressors

Like other professionals in demanding roles, teachers may experience depleted energy and increased stress or "burnout." Physically and emotionally exhausted teachers struggle to sustain strong relationships with students (Jennings & Greenberg, 2009). Teachers are developing people and their psychological health is crucial to their success in the classroom, especially their ability to create high quality relationships with students (Rimm-Kaufman & Hamre, 2010). Teachers need to take time to care for themselves and receive support from others to improve their capacity to work with students. During difficult times, an important source of support for teachers is the adult community within the school. Increased collaboration and communication among teachers and other educational personnel can provide the social support needed to reduce feelings of stress and to renew teachers' energy. Teachers who feel positively about their own ability to cope with challenging situations and to form close relationships with others are more likely to provide higher quality environments that improve student outcomes. There is a growing body of research showing how important it is for teachers to tend to their own psychological health and well-being.

Positive Teacher-Student Relationships Lead to Academic Achievement

Building rapport with your students and establishing yourself as their mentor is an excellent way to combat chronic absenteeism. Students are more motivated to attend classes if they know their teacher cares about them and will help them succeed. And by improving school engagement, these relationships can also improve academic achievement. Even in elementary school, unexcused absences are linked to dropping grades, particularly in math. By motivating students to work hard and miss fewer lessons, teacher-student relationships can keep struggling students from falling behind and close the achievement gap in education. It's one of the longest-lasting ways a teacher can impact student achievement and career success. Personal connection with your students can also raise their intrinsic motivation to learn. When students feel interested in their work for the sake of mastering it, they develop a love of learning that will benefit them for their entire lives. Plus, they're also more likely to have positive attitudes towards their teachers, classes, and lessons. When students focus less on grades and more on mastery, they're on their way toward a successful school career.



Challenges for Second Generation Research on Teacher-Student Relationships Integration of multiple theoretical perspectives

Multiple theories are needed to understand how teacher-student relationships develop and the nature of their effect on students. Attachment theory has proven its value in establishing the role of maternal attachment security on teacher-student relationships at the transition to elementary school. As children advance in school, maternal attachment security may be a less important factor in children's academic and behavioral adjustment than are other social relationships, including children's relationships with teachers and peers (which are shaped in part by early maternal attachment and resulting internal working models). Self-determination theory provides a robust theoretical framework for studying the effect of teacher-student relationships on children's academic engagement and achievement. Specifically, students whose relationships with teachers are characterized by emotional warmth, opportunity for independent decision-making, and instruction that is responsive to their learning needs develop a positive school identity and invest more in learning. One challenge is to identify specific, theoretically informed processes that account for the dynamic relations between teacher-student relationships, child characteristics, and the classroom context. For example, as suggested by articles in this series, the provision of emotional warmth and acceptance by the teacher may reduce the poorly regulated child's level of stress reactivity, increase the child's sense of academic efficacy, or improve the child's peer reputation in the classroom, all of which may result in more productive classroom engagement in tasks, teachers, and peers.

Develop Teacher-Student Relationship Interventions at Both the Dyadic And Classroom level

More attention has focused on interventions designed to improve teaching practices at the classroom level than at the dyadic level. Although classroom-level interventions likely result in improvement at the dyadic level, problematic teacher-student relationships may exist in classrooms with generally positive climates. addresses the need for interventions focused on troubled dyadic relationships. Banking Time is another promising attachment-informed, dyadic intervention designed to improve troubled teacher-student relationships. A possible limitation of interventions at the dyadic level is the lack of willingness on the part of schools to invest in interventions that are focused on a single student. Evidence that such interventions result in improved teacher knowledge and skills that teachers apply to their interactions with other students will be essential to building teacher and administrator support for them.



Conclusion

The importance of positive teacher-student relationships. Teachers foster positive bonds with students by creating a constructive classroom climate, treating students with respect, having high expectations for all students, and maximizing success for each student. Positive relationships between teachers and students enhance student receptivity to instruction. Negative relationships have the opposite impact, increasing the likelihood that students who feel uncomfortable or threatened by a teacher will attempt to escape or avoid lessons. Teachers who adopt classroom management strategies are more likely to have a classroom climate conducive to instruction and to avoid learning environments where chaos reigns and learning is elusive. Teachers who adopt, master, and maintain the technical and soft skills of clear communication, set high expectations for all students, avoid explicit and implicit biases, motivate students, and show empathy will significantly increase student success and their own job satisfaction. The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more conflict with their teachers or showed more dependency toward their teachers in kindergarten also had lower academic achievement (as reflected in mathematics and language arts grades) and more behavioral problems (e.g., poorer work habits, more discipline problems) through the eighth grade. Perceptions of both teachers and students are included in this study to investigate the teacher-student relationship through their written depiction and rating of classroom goal structures and the teacher's role. The elementary school children were highly active in reporting and describing their perceptions or views, but they expressed rather different views than their teachers about teacher-student relationship. It can help the teachers better understand their students when they discover why differences exist in their perceptions and take action accordingly to nurture students' growth in an environment where everyone is treated equally and with respect.

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