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Teacher-Student Relationship in Teaching and Learning Process

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ABSTRACT

This theoretical paper established the role of teacher-student relationship in teaching and learning process. Teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively and that exactly they will incorporate into their teachings. As children enter formal school settings, relationships with teachers provide the foundation for successful adjustment to the social and academic environment. Talking with a teacher and conducting observations in the classroom will provide important and unique information for designing interventions. Therefore, a healthy and strong teacher-student relationship promotes and plays a significant role in improving the student's academic achievement as well as motivation.

Keywords: Teacher-student relationship, teaching and learning, motivation, academic performance

Introduction

The strong relationships between students and their teachers are essential to the development of all students in schools (Sanders, 2015). The positive student-teacher relationships are a valuable resource for students. Roeser and Urda (2016) suggest that having a positive relationship count on their teacher if problems arise—that the teacher will recognize and respond to the problem when a teacher allows students to be able to work on their own because they know they can help. As children enter formal school settings, relationships with teachers provide the foundation for successful adjustment to the social and academic environment. Talking with a teacher and conducting observations in the classroom will provide important and unique information for designing interventions. Osterman (2016) opined that “forming strong and supportive relationships with teachers allows students to feel safer and more secure in the school setting, feel more competent, make more positive connections with peers, and make greater academic gains.

Lee (2016) on the research on factors related to quality in classrooms suggests that teachers' attitudes and beliefs about children are very important components to predicting the quality of a child's education.

A teacher's personal interactions with his or her students can make a significant difference for students. The importance of teachers' relationships with their students cannot be overemphasized. Teaching is in the service of students, which creates the expectation that teachers will be able to come to understand how students learn and what students need if they are to learn effectively and that exactly they will incorporate into their teachings.

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Concept of Positive Teacher- Student Relationship

Developing positive relationships between a teacher and student is a fundamental aspect of quality teachings and students' learning. Positive teachers and students' relationships promote a sense of school belonging and belongingness which encourage students to participate cooperatively (Hangenauer & Volet, 2007). This relationship is very crucial to effective and efficient teaching. Building a good student's teacher relationship is very critical for effective students impact on a lasting development of a child. In addition to lower levels of behavioral problems, teachers with strong classroom bonds are also able to achieve higher levels of academic success among students. The teacher's job is to be sure that the student to the best of his /her ability, learns and makes progress in the field in which the teacher teaches.

Motivational theorist suggests that student's perception of their relationship with their teacher is essential in motivating students to perform well (Osterman, 2016). For Lessard, Poirier and Fortin (2010) students with high self-esteem are more likely to be self-efficacious and set higher goals. Self-esteem according to them, also affects student socially because students with the high self-esteem are more likely to have positive relationship with peers as well as adults. Academic success depends on a variety of factors and these factors can have both positive and/or negative influence on a child's ability to stay motivated and succeed in school. For children living in high-poverty or urban environments, there are increased challenges when it comes to succeeding in schools (Hammond, 2007)

Code of conduct for Teacher- Student Relationship

Teachers should have respect for the learner's right and dignity without prejudice to gender, race, religion, tribe, colour, physical characters., place of origin, age etc.

i. Responsibility for educational programmes: Teachers are responsible for diagnosing, advising, prescribing implementing and evaluating educational programmes and instructions and should not delegate these functions to any other

persons except in limited cases and with their direct supervision.

ii. Empathy: Teachers should show maximum consideration for the feelings and circumstances of the learners.

iii. Confidentiality: Teachers should not reveal information about the learner given in confidence to them except by law or in the interest of the learner, parents/guardians or in the public interest.

iv. Fair remuneration: Teachers may not accept pay for services already paid for by the employer. However, teachers are free to seek payments that are commensurate to their services as obtained in the teaching profession in their environment.

v. Sexual misconduct and related abuse of office: Teachers should not use their position to humiliate, threaten, intimidate, harass or blackmail any learner to submit to selfish motives or to engage in sexual misconduct, drug addiction and trafficking, cultism, human, trafficking and other related offences.

vi. Examination malpractice: Teachers should keep all examination records and knowledge at their disposal with absolute secrecy and should not in any manner whatsoever aid and abet examination malpractices by any learners. They are obliged to report all cases of examination malpractice, which come to their knowledge, to the appropriate authorities without delay.

vii. Patronage of illegal groups: Teachers should not patronize in any way learners' associations deemed by law or public morality to be inimical to social and moral order of society such as secret cults, gay associations and the likes, and should co-operate with relevant authorities to prevent or eradicate them.

viii. Role model: Teachers should serve as role model to learners showing high degree of decency in speech, mannerism, discipline, dressing and general performance of their roles. Teachers should in particular, dress to portray the dignity of the profession and have nothing to do with unnecessary exposure of parts of the body which may carry nudist connotations

ix. Corrupt practice: Teachers should not accept or receive gift or gratification for themselves or for others in any kind whatsoever for selfish motive. Corrupt practices here include having canal

knowledge of a learner, bribery, and indecent relationship with a learner/s, etc.

x. **Corporal punishment:** Teachers should not under any circumstance administer any corporal punishment except otherwise permitted by the school authority.

xi. **Discipline:** Teachers should at all times ensure that learners behave in a civil and disciplined manner.

xii. **Ideological influence:** Teachers should not use their positions to spread their political, religious, or other ideologies among learners.

Importance of Teacher-Students Relationships

Hamre and Pianta (2011) stated that relationships, whether positive or negative in nature, have proven to have profound effects on quality of life. Thus, well-being was accomplished specifically by providing love, intimacy, reassurance of worth, tangible assistance, and guidance. Relationships, which include physical support, a sense of belonging, having a "sounding board" for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience.

The lack of high- quality relationships resulted in negative effects including depression, anxiety, and poor health in general. Above all, learning is influenced by social interactions, interpersonal relations, and communication with others. Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and admired.

Yunas, Osman and Ishak (2011) identified a number of influences related to effective learning and achievements. Some of these influences included teaching strategies, classroom discussion, classroom cohesion, teacher expectation, teacher immediacy, teacher credibility and classroom behaviour. Establishing a positive and supportive classroom environment, combined with productive relationships between teachers and their students, will provide a platform in which students are encouraged and motivated to grow both academically and personally. Hattie noted in his study that a harmonious classroom

can assist with the development of creativity as well as reduce anxiety levels amongst students.

The impact of student-teacher relationships upon a student's mental health should not be ignored. It is thought that the risk of young people struggling with mental illness can be diminished with the help of a support framework. Teachers are in a position to act as a powerful and effective means of support and encouragement when this may not always be available in the home environment.

In another study, Jasmi and Hin (2014), recognized that the inherent qualities of a student-teacher relationship (caring, knowing, trust and mutual respect) and a teacher's rapport with students resulted in a classroom environment where students were affirmed and supported to achieve their best. The feedback we provide is also a tell. Ensure that your verbal and written feedback is consistent across the class. Ensure that you don't intentionally or unintentionally avoid certain students while fawning over others. A student can feel the distance when a teacher casts a wide berth around them.

Lastly, personal regards include things like courtesy, politeness, warmth, and proximity. Students pick up on a teacher who distances themselves or avoids interactions altogether. Make the effort and make it every day, even when it seems futile. You often don't know the effects of what little moments stay with them, yet each interaction has the potential to improve relationships, your classroom culture, and their lives are very critical and essentially important.

Causes of Poor Relationship between Student and Teacher

Some students and teachers click right from the start, and other student-teacher relationships take time to develop. Unfortunately, there are occasions when teachers and students have long-lasting relationship problems. A poor relationship could be the result of a broken bond between them or an ongoing unresolved conflict that keeps the two from connecting. In a situation where the student poses no danger to a teacher, the teacher is often expected to establish a working relationship with the student. It is part of the teacher's role as an educator and mentor to exercise good judgment when dealing with students.

However, the following are identified variables of poor teacher-student relationship:

i. Insensitivity to Students' Needs

A lack of awareness on the part of the instructor leads to poor teacher-student relationships. Not all students respond the same way to lessons, and some require personalized educational practices. For example, a teacher might assume that a student who never volunteers in class is apathetic or disengaged. In reality, the student might be a visual learner who does not respond well to lecture-style teaching. Relationship troubles between teachers and students surface when a teacher does not consider an individual student's educational needs. Personality, family backgrounds, thought processes, learning styles, priorities, maturity levels and academic goals influence each student's ability to learn and connect with educators. Teachers are wise to view each student as an individual who deserves one-on-one attention and specialized, focused instruction whenever possible.

ii. Teacher Bullying

Bullying by a teacher leads to poor relationships with students. Twemlow (2006), defines teacher bullying as "using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure." When elementary, secondary school and even tertiary institution teachers bully students, their behavior results in dysfunctional teacher-student relationships. Students do not trust teachers who bully them, and they do not feel that those teachers have their best interests in mind. Some students lash out at teachers who bully them or withdraw completely -- neither of which is a healthy or productive option.

iii. Crossed Lines and Mixed Signals

Teachers often send students mixed messages. Social networking, texting and online teacher-student interactions complicate classroom relationships. In some cases, teachers get too friendly with their students and cross lines of professionalism, even when sexual misconduct did not occur. For example, some students lose respect for teachers who accept their Facebook friend requests and post images of themselves taking part in inappropriate behaviors. When a teacher's private, personal life becomes a part

of the classroom environment, some students lose sight of appropriate boundaries.

iv. Troublesome Behaviour

A leading cause of dissension between teachers and students is rude, disrespectful or condescending behavior. Teachers are often to blame for these types of infractions, but students are guilty as well. Teachers who interrupt students, blame them for classroom problems, ignore students' personal needs, criticize them in front of classmates and demonstrate apathy do their students a great disservice. Teachers should always try to show appreciation, respect, kindness and patience. Displaying flaring tempers, yelling at students and expressing frequent irritation results in stressful and unhealthy teacher-student relationships. Similarly, students who show disrespect, badmouth teachers or ignore well-meaning guidance contribute to strained relationships.

Rationale of Teacher-Student Relationship

A healthy and strong teacher-student relationship promotes and plays a significant role in improving the student's academic achievement as well as motivation. Moreover, the psychological wellbeing of the student is closely related to the teacher-student relationship that further has an impact on the character and personality building of the student. This study will provide us to investigate the importance of teacher-student relationship on grades or academic achievement of students. So, we as a student will be able to apply these findings on our own relationships with teacher in order to get success academically.

The significance of the interpersonal relationship between students and teachers for students' successful school adjustment has been widely recognized in research addressing kindergarten, primary and secondary education. (Hughes & Kuwok, 2012). Positive teacher expectations were associated with high academic performance or academic gains, whereas negative teacher expectations resulted in decrease in academic performance. The significance of knowing teacher's beliefs regarding their roles in student motivation is crucial due to the accepted correlation between this perception and actions (Harris & Sass, 2009). The

quality of teacher-student relationships is the keystone for all other aspects of classroom management (Hill, Rowan & Loewenberg, 2009). Being taught by highly- trained highly motivated teachers who are aware of the impact they have is very essential.

Reinforcement theorists argue that motivation is in the environment, not in the person such as the teacher (Lee, 2007). However, it is the teacher who plays the greatest role in setting the atmosphere (Jasmi & Hin, 2014). Jasmi and Hin (2014) argued that it is better to create the relationship that will motivate the student to behave well. School climate and culture will enable or restrict classroom instruction and student learning, since students adapt to their environment. If educators create a culture where students are expected to succeed, many often conform. Researcher Lee (2012) suggested that an effective organizational culture can enhance academic achievement and lead to reduced student drop out and failure rates, effective discipline, and regular attendance.

Strategies and Methods to improve Teacher-Student Relationships

- ❖ **Provide structure:** A mainstream of the students responds well to a structured environment. So, teachers should state clearly the expectations to their students. Rules and regulations must be followed and continuously reinforced.
- ❖ **Teach with enthusiasm and passion:** Teachers should teach the students with enthusiasm and passion. It will help to create a positive learning environment in the class. Effective educators are those who have the skill to get the best out of all students in their class. Evolving the positive student-teacher relationship is the basic factor of quality education and student learning.
- ❖ **Display a positive attitude:** Positive attitude promotes a sense of belonging and encourages learners to take part cooperatively in study activities. Where students are not constrained by the fear of failure, it will enhance confidence level to do experiments. Teachers should help the students with inspiration and

set the objective and in turn to them for guidance.

- ❖ **Make learning fun:** Fun learning helps to build a good relationship between students and teachers.
- ❖ **Treat students with admiration:** Teachers should treat students with admiration. It is true that a teacher who respects their students will get more respect from their students.
- ❖ **Others are :** Effective educators employ the following:
 - incorporate humor into lesson.
 - Use student interests to your advantage.
 - Add story telling into lesson plans.
 - Show an interest in their lives outside of school, monitor, nurture and mentor them.

Conclusion

The significance of the interpersonal relationship between students and teachers for students' successful school adjustment has been widely recognized in research addressing kindergarten, primary and secondary education. (Bernstein-Yamashiro, & Noam, 2013). In summation, by taking into consideration some articles, it is summarized that positive student teacher relationship is crucial to students' success while opposite in the case of conflicting relationship. Positive teacher-student relationship creates understanding between the teacher and student, increases the confidence level of the students, produces mutual respect and obedience in the students.

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