



HOW TO MAKE POSITIVE TEACHER-STUDENT RELATIONSHIP

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Abstract

We all want to feel cared for and valued by the significant people in our world. Students are no different. The teacher-student relationship is very important for a good learning environment. Excellent relationship facilitates the learning and achievement among students. Students gain positive attitude in that positive environment. The nature of your relationship with your students dictates the impact that you have on them. If you want to have a positive and lasting difference on your students, you need to forge productive teacher-student relationship. Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing positive relationships between a teacher and student is a fundamental aspects of quality teaching and student learning. Today's students' need to be motivated to learn. If they feel the teacher is a resource, a mentor then they will experience a degree of reassurance in their abilities. In this article author discussed some ways to make teacher-student relationship stronger and positive.

Key word: Teacher-student relationship

How to make positive teacher-student relationship

Introduction: We all want to feel cared for and valued by the significant people in our world. Students are no different. As a classroom teacher, you wield a great deal of power over your students simple due to the fact that you control their destiny. When students feel that you value and care for them as individuals, they are more willing to comply with your wishes.

The nature of your relationship with your students dictates the impact that you have on them. If you want to have a positive and lasting difference on your students, you need to forge productive teacher-student relationship. When you have a good relationship with your students, they are more likely feel positive about class and about school in general. They are also more willing to have a go a hard work, to risk making mistakes, and to ask for help when they need it.

Therefore it is not surprising that research shows constructive teacher student relationships have a large and positive impact on students' academic results. According to **John Hattie**, "It is teachers who have created positive teacher-student relationships that are more likely to have the above average effects on student achievement."

In fact, the quality and nature of the relationships you have with your students has a large effect on their results than socio-economic status, professional development or reading recovery programs. It is not that these things don't matter, but rather that your relationships with students matter more (<http://www.ascd.org/publications/books>).

Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing positive relationships between a teacher and student is a fundamental aspects of quality teaching and student learning. Positive teacher-student relationships promotes a sense of school belongings and encourage students to participate cooperatively. Students develop confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. Teachers are able to assist students with motivation and goal-setting, and students can turn to them for advice and guidance. (<http://www.tsc.nsw.edu.au>)

What the researches show us?

The effects of teacher-student relationships have been researched extensively, and points to how positive relationships can have good social and academic outcomes. In this article some researches show how good teacher-student relationships affect his/her life and achievements. **Thompson (1998)** says, "The most powerful weapon available to secondary teachers who want to foster a favourable learning climate is a positive relationship with our students". **Canter & Canter (1997)** make the statement that we all can recall classes in which we did not try very hard because we did not like our teachers. This should remind us how important it is to have strong, positive relationships with our students". **Kuhn (1996)** goes a step further, saying, "Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about". In another study, **Gillespie (2002)** 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.

Emily Gallagher published an article that sites further research into the effect of student-teacher relationships on social and academic outcomes. In this article, she references **Bridget Hamre and Robert Pianta's 2001 study**. Specifically she highlights how classrooms can become supportive spaces where students can engage in academically and socially productive ways. She also emphasises that students who have positive relationships with their teachers are more willing to take on academic challenges and work on their social-emotional development.

In 2015, a researcher **John Hattie** identified a number of influences related to effective learning and achievement. 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 relationship upon a students' 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.

Some ways to make positive teacher-student relationship: There are many different ways teachers can built positive relationships with their students. In this article some ways are discussed ----

1. **Provide Structure:** The majority of students respond positively to a structured environment. Teachers should explain clear expectations to their students. Rules and regulations must be sensible and constantly reinforced. In these situation, a student's trust in their teacher will increase and they will understand that their teachers have their best interests at heart.
2. **Teach with enthusiasm and passion:** Students will respond positively when a teacher is enthusiastic and passionate about the content they are teaching. Excitement is contagious. When a teacher introduces new content enthusiastically, students will buy in. They will get just excited as the teacher, thus translating to increased learning.
3. **Have a positive attitude:** It is essential to that teachers' personal issues do not interfere with their ability to teach. Teachers should approach their class each day with a positive attitude. Positivity is transcending. If the teacher is positive, the students will generally be positive.
4. **Incorporate humour into lessons:** Teaching and learning should not be boring. Teachers should incorporate humour into their daily lessons. This may be sharing an appropriate joke related to the content teacher will be teaching that day.
5. **They make learning fun:** The creation of an enjoyable learning environment encourages student attendance and participation.
6. **Use student interests to your advantage:** Every student has a passion for something. Teachers should use these interests and passions to their advantage by incorporating them into their lessons.
7. **Show an interest in their lives outside the school/university:** Teachers should take a genuine interest in the wellbeing of their students. It is necessary to understand that your students have lives away from your classroom. Talk to them about their interests and extracurricular activities that they participate in.
8. **They treat students with respect:** A teacher who respects their students will experience reciprocal respect from their students.

9. **Go the extra mile:** Some teachers provide extra tutoring on their own time before and or after school for struggling students. It is about recognizing and assisting in meeting student needs inside and outside of the classroom.
10. **Call on all students equitably:** It is important that you monitor yourself to be certain that you are providing all of your students with response opportunities. Putting a check by the name of each student you call on during class discussions is an excellent way to quickly determine whether you are being equitable. Also you should monitor yourself to make certain you are not calling exclusively on your high-achieving students but also on students who have a pattern of not performing well.
11. **Increase latency periods when questioning students:** Increasing latency (Kerman et al., 1980) is another technique teachers can use to communicate that they have positive expectations for their students. Latency is the amount of time that elapses between the moment you give a student a response opportunity and the moment you terminate the response opportunity. Kerman and colleagues (1980) explain that the amount of time we give to students to answer questions is directly related to the level of expectation we have for them. We give more time to students when we have confidence in their ability to answer a question.
12. **Tell students they have the ability to do well:** Another way to communicate positive expectations to students is by directly telling them they have the ability to do well. When you tell your students you have confidence that they can handle a difficult assignment or improve their behaviour. Students often will work hard and behave appropriately to prove that your confidence in them is justified.
13. **Correcting students in a constructive way**
14. **They create a secure and safe environment:** Teachers need to set expectations where students do not criticise, bully or intimidate each other.

Developing positive teacher-student relationships takes significant time and effort; however, the benefit on both the teacher and student is immeasurable.

Some benefits of positive relationship are as follows---

- Improved learning experience
- Teachers become Role models
- Encouragement for students with learning difficulties
- Maintain discipline smoothly
- Character building
- Maximum achievement
- Taking risk

Final Remarks: The best teachers are capable of maximizing the learning potential of every student in their class. They understand that the key to unlocking student potential is by developing positive, respectful relationships with their students beginning on the first day of the class. Building a trusting relationship with your students can be both challenging and time-consuming task. Great teachers become masters at it in time. They will tell you that developing solid relationships with your students is paramount is fostering academic success. It is essential that you earn your students' trust early on in the year. A trusting classroom with mutual respect is a thriving classroom complete with active, engaging learning opportunities. **Hattie's research** shows 3 keys to caring relationships –

Warmth: Accept your students for who they are and care for them as a good parent cares for their child. Show them that they are important to you.

Empathy: Understand how your students think and feel about what is going on around them.

Time: Take the time to physically and mentally present when talking with your students.

Teachers who forge **high-performance** relationships care for their students while simultaneously pressing them to excel. They have a passionate desire to help students learn and improve, which leads them to demand high standards of behaviour and effort. Yet, they also value their students as people and take an interest in their lives. These teachers provide their students with strong guidance (both academically and behaviourally), while also nurturing personal responsibility and self-regulation.

Middleton, Midgley(2002)shows in their research that when teachers adopt a high performance style of relating to students, the students have better attitude about school, and they achieve better results.

Holding high standards without providing a warm environment is merely harsh. A warm environment without high standards lacks backbone. But if you can create a combination of high standards with a warm and supportive environment it will benefit all students, not just the high achievers (Lee Jussim). In the end we must say that it is teachers who have created positive relationships with their students that are more likely to have the above average effects on students' achievement.

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