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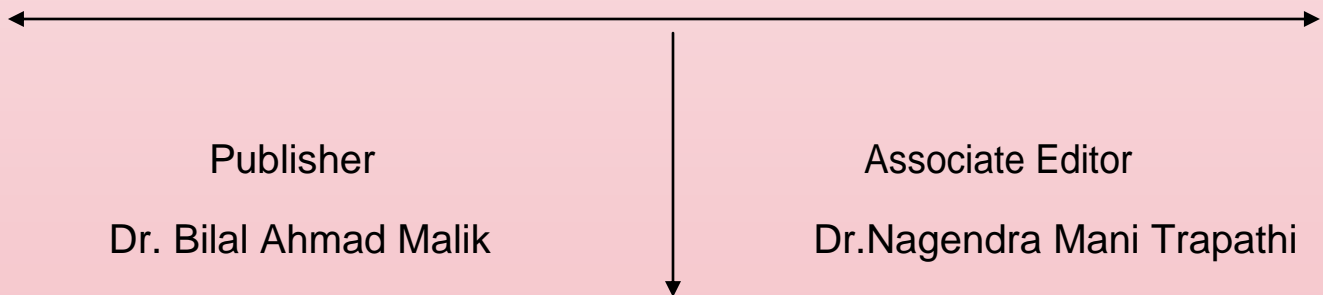
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THE NEED FOR MUTUAL RESPECT AND INTERACTION BETWEEN STUDENT AND TEACHER IN THE CLASSROOM

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ABSTRACT

This paper is an attempt at exploring the various ways that help a teacher to interact with her students successfully in the classroom so as to make the entire teaching –learning process a successful mission worth the name. Experience tells us that with the passage of time, students need to develop a strong sense of psychological security in order to make themselves feel at ease both with the curriculum and the environment. For this, it is most imperative that they get the scope and opportunity to develop a personal relationship with their teachers based on mutual trust and respect. It is the nature of the teacher- student relationship that emerges as one of the key factors in determining the success of both the teacher and the teaching –learning process itself. True, with all kinds of forces and factors inimical to the cause of a healthy academic atmosphere a positive relationship between the teacher and the student is not always a very easy task; but, it is certainly not an impossible proposition. With a little tact and effort it can definitely be achieved thereby benefiting both the teacher and the taught. What needs to be realized is the fact that establishing a relationship built on trust and goodwill can not only help to minimize classroom disruptions, but it will certainly improve the quality of student engagement in the classroom and would play a therapeutic role in reducing stress for everyone . All that is required for building such a relationship is that the teacher ought to possess good communication skills, respect the classroom and display a genuine passion for teaching. Students, on the other hand, need to have a sincere respect for the teacher and the willingness to learn. This paper seeks to explore the ways and means through which such positive vibrations in the classroom could be established.

Keywords: *Teacher-Student Relationship, Classroom, Positive vibrations.*

INTRODUCTION:

There is no gainsaying the fact that a strong and supportive relationship between teachers and students is a fundamental necessity for a healthy development of not only the students but the educational ambience in all

schools regardless of the medium of instruction. Student– teacher relationships, we reckon, provide a unique entry point for educators and others working for the improvement of the social and learning environments of schools and classrooms. When it comes to school education the teacher - student relationship assumes a special significance in view of the fact that children spend approximately 5 to 7 hours a day with a teacher for almost 10 months. Because of a whole range of factors not always conducive to a healthy academic atmosphere, a positive relationship between students and the teacher might be at times a little difficult to establish, but it is certainly not impossible.

True, with all kinds of forces and factors inimical to the cause of a healthy academic atmosphere a positive relationship between the teacher and the student is not always a very easy task; but, it is certainly not an impossible phenomenon. With a little tact and effort it can definitely be achieved thereby benefiting both the teacher and the taught. What needs to be realized is the fact that establishing a relationship built on trust and goodwill can not only help to minimize classroom disruptions, but it will certainly improve the quality of student engagement in the classroom and would play a therapeutic role in reducing stress for everyone . All that is required for building such a relationship is that the teacher ought to possess good communication skills, respect the classroom and display a genuine passion for teaching. Students, on the other hand, need to have a sincere respect for the teacher and the willingness to learn.

Of course a teacher is not going to understand every problem for every child in his or her classroom, but with a positive attitude built on mutual trust, love, care and confidence she will be able to acquire enough information about those students who are struggling with specific tasks. As a result, the more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a higher level and accomplish much more quickly and effectively. Thus, it becomes incumbent on the part of the teacher to continuously monitor the students in order for him or her to be aware of any difficulties the students might be having. Such an endeavour will equip the teacher with an extra edge in knowing the child better. For, understanding the child's psychological bent of mind, her family background, her fear of a particular subject, teacher or even a classmate, or her confusion about things and phenomena at large will eventually give the teacher a better understanding of the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more learning taking place in the classroom.

IMPORTANCE OF STUDENT – TEACHER RELATIONSHIP:

At all ages, students are very sensitive to what they perceive as unequal treatment. When students believe that their teacher favours some students over others, conflict grows in the classroom, and their trust in the teacher declines. Establishing goodwill can help to minimize classroom disruptions, improve student engagement, and reduce stress for everyone.

To help students meet rigorous course standards in academic and career/technical classrooms, each teacher must establish and maintain a learning environment that supports and motivates students to develop their all round personality . Most students need a strong sense of comfort and safety from both physical and emotional abuse and criticism in their classrooms. Students do well when they believe that they can depend on the teacher. This sense of comfort is achieved through the implementation of rules and regulations in the classroom that are sensible and consistently enforced. Teachers should build a trusting relationship by helping and encouraging students and by stopping inappropriate behaviour, such as racial and gender harassment.

As children enter formal school settings, either in preschool or kindergarten, relationships with teachers provide the foundation for successful adaptation to the social and academic environment. From the first day of school, young children must rely on teachers to provide them with the understanding and support that will allow them to get the most out of their daily interactions in the classroom. Children who form close relationships with teachers enjoy school more and get along better with peers. Positive relationships with teachers can also serve as a secure base for young children; they are better able to play and work on their own because they know that if things get difficult or if they are upset, they can count on their teacher to recognize and respond to these problems.

Teachers and students do not interact in isolation; they are a part of a larger school community that may support or constrain the development of positive relationships. It is difficult to disentangle the extent to which student– teacher relationships and school climate influence one another, and the extent to which the balance of influence shifts as students grow older and their experiences become more widely distributed within a school. Nonetheless, there is ample evidence that school climate and the quality of student–teacher relationships share a reciprocal association.



- Emotional attachment of a teacher with her students increases the confidence level of the students.
- A teacher gains success when he listens to the student carefully.
- Maintaining a strict discipline hampers classroom interaction.
- A cooperative teacher has a high influence among his students
- Students learn with a high degree of interest, if the teacher maintains a polite attitude with them.
- The students' learning abilities can be improved rapidly if there is a positive relationship between teacher and students.
- Discussions on various topics often help in the development of the student –teacher interaction.

How does a teacher establish a positive interaction with the students in the classroom?

In order to establish a positive interaction in the classroom, a teacher should concentrate on the following-

1. The Teachers should try to know their students and the lives they live by engaging in frequent social conversation with students.

Talking with students about their lives outside of school is one way through which teachers can show an interest in and appreciation for students. Teachers may ask students questions about how things are going in other classes, in their after-school activities, or at home. It is important for teachers to show genuine interest in students' responses by spending time listening to them and by asking follow-up questions. A teacher should be available to students who are having a hard time.

2. Displaying regard for student's perspectives and ideas.

Teachers can work on establishing more positive relationships even during academic hours of the day by actively seeking and facilitating opportunities for students to share their views and thoughts on academic subjects. Teachers may try to make the curriculum meaningful to students, by incorporating aspects of their as well as the students' real lives. Senior students in schools may be encouraged to provide resource for students junior to them who are having difficulties, as more often than not the school day is too busy for teachers to make themselves available for students outside the classroom... However, teachers going with the flow of students' and their ideas during discussions, also demonstrate a great regard for their students.



3. *Protect the Student's Self-Esteem*

As teachers, we are dealing with fragile beings. Adolescence brings insecurities. Individuals at this age are pulling away from adults. Being accepted by their peers is the key to their self-esteem. Being criticized by a teacher in front of their peers humiliates them. To avoid “losing face,” students may react by talking back, smirking, or walking out of class. They will do whatever it takes to preserve their dignity. Whenever possible, therefore, teachers should try to handle discipline issues without an audience. When leading a class activity, teachers again, may be able to talk privately about a discipline issue at the student's desk or catch him as he leaves the class. This allows for better, more genuine exchanges, since the student responses will not be witnessed by classmates.

4. *Build Goodwill on Good Days*

Too often teachers only interact with students when there is a disruption. When things are going well and students are quietly reading, doing their work, or listening attentively, we just silently accept this situation and enjoy the respite from having to correct misbehavior. Yet this is the time to build a little goodwill by commenting on how much you appreciate your students' good study habits.

5. *Actively listen to students.*

A teacher who actively listens to students is listening for the meaning *behind* what students are saying, then checks in with them to make sure they have understood properly. This affirms student's dignity and helps to develop a trusting relationship between teachers and students.

If the chaos of the classroom doesn't allow the teacher to give this kind of focused listening to a student who really needs it, then set a time for her to talk when there are fewer distractions.

6. *Ask students for feedback.*

Students like to feel that they have some “say” or influence on what goes on in class. If a teacher is open to receiving feedback, this can bring about a better level of mutual respect. If a student raises a concern about a school policy, an assignment, or grading, we should discuss it. By considering their feedback, we are showing students that we value their opinions and experiences. It can also lead to the creation of a classroom culture where students feel safe enough to ask questions and take chances, which would enable them, grow academically.

7. *Reflect on your own experience with care.*

When students feel their teacher is a caring person, then the classroom becomes a happier place for everyone. In a less stressful situation, creative ideas are more likely to emerge. Maintaining good relationships between teachers and students is always a winning proposition as it fosters an environment where real learning can take place. Reflecting on how you were cared for or not cared for as a child will give you insight into the kind of care you might be extending to your students, and allow you to adjust your care to fit their needs. As teachers, we often don't realize how even the smallest caring gesture can have a huge impact on our students.

CONCLUSION:

So, how does a teacher hold a positive relationship with his students? The answer becomes clear when teachers interact with, and learn more about their students. Teachers can establish a positive relationship with their students by communicating with them and properly providing feedback to them. Respect between teacher and student may improve with both feeling enthusiastic when teaching and learning respectively. Establishing a positive relationship with students will encourage students to seek education and be enthusiastic and to be in school. In closing, when there is a positive teacher-student relationship, students adjust to school more easily, view school as a positive experience, exhibit fewer behaviour difficulties, display better social skills, and demonstrate higher academic achievement. If learners' interaction is well , structured and managed, then it can be an important factor of cognitive development, educational achievements.

RECOMMENDATIONS:

In order to make the relationship strong and positive between teachers and students, the following steps should be taken:

1. It is important to keep learners active in the classroom, which means reducing the talk time of teachers and increasing it for the learners.
2. Moral guidance for students should be mandatory.
3. Students should be given the opportunity to interact with both the teacher and among themselves. Lesson and instruction should be planned so as to include tasks that promote these opportunities.
4. Guidance and counseling bureau should be functional to provide educational services.
5. Students should be treated according to their individual worth and merit.

6. Conducive classroom environment should be created.
7. Teachers should try to understand, identify and demonstrate their knowledge of the individual student's background, interests, emotional strengths and academic levels.
8. Students should be corrected whenever necessary in a Constructive way.
9. Students should be encouraged positively.
10. Academic excellence should be encouraged at all levels. Disinterestedness of students in the classroom should be sympathetically proved and remedial measures taken.

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