

EFFECTS OF TEACHER AND STUDENT RELATIONSHIPS TO ENHANCE THE LEARNING PROCESS

Mohammad Hassan Rasuli¹ (Hassan.rasuli2016@gmail.com)

Lecturer at English Department of Sar-e-pul Higher Education Institute, Afghanistan

ABSTRACT

Teacher-student relationships are the keys to the success of both teachers and students. As part of classroom management, such relationships are the most important factors in determining whether teachers work as successfully. The influence of teachers' behavior plays an important role in the academic achievement of students. Generally, teachers react by using praise, acceptance, remediation, or criticism, in responding to the students. The relationships between teachers and students in the classroom are the main point to improve the learning process. By having good relationships with students, teachers can offer the chances to students to be motivated and feel engaged in the learning process.

Keywords: Effects of Teacher, Student, Relationships, Enhance, Learning Process

Introduction

Teachers' beliefs are important for understating and improving the educational process. Also, this sense of caring and supporting that teacher motivates students to become more interested learners. Students are motivated when their teachers create a safe and trustful environment. Moreover, the methods and strategies teachers use, makes students feel engaged and stimulated to participate in the learning process. The students think that a positive relationship with their teachers positively impacts their interest and motivation in school or university which contributes to the enhancement of the learning process. That behavior can be observed as any action of an organism that changes its relationship to its environment. The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli.

The Goal of Research Article

The main goal of writing this article is to find the answers to the following questions;

1. What are the roles of teacher's relationships on students learning?



2. What are the advantages and disadvantages of teacher's relationships with students?

The Importance of Research

The article “**Effects of Teacher and Student Relationships to Enhance the Learning Process**” mostly focuses on teachers' behavior on students learning. As well as, this article gives a clue for teachers how to choose reliable task in order to have a good teaching. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Akram, 2019). After reading this article the readers may be aware of the effectiveness (advantages and disadvantages) of teachers' behavior in the teaching and learning process. In addition, the aim of teachers and students relationships is construct knowledge together. As well as, the researcher are trying to know why the teachers have good behavior and relationships with students in learning process. The researcher may understand the effects of positive behavior and relationship in his/her daily life.

Research Methodology

This research article is a library research. So, the author of this paper tried to gather and use the resources from the libraries and E-Sources. This paper intended to present the most important points on which teachers react positively with students. It is mentionable that, the data which is conducted in this study have been collected from academic and trustworthy books, academic journals, electronic libraries, internet sites and other scientific resources to find valuable and crucial information about “Effects of Teacher and Student Relationships to Enhance the Learning Process”. In the current study the author have tried to state some approaches, methods, and techniques, in which by using the mentioned points, inexperienced teachers who are eagerly willing to hold their students with them in order to enhance their language teaching and learning.

Literature Review

Teacher and Students Relationship

According to Kirst and Kelly (1995), the relationship between teacher and student has been a focus of inquiry for over



2000 years, since Plato, Socrates, and Confucius established many of the philosophical guidelines for teaching. By emphasizing the acquisition of knowledge through dialogue, each philosopher stressed a commitment to the teacher-student relationship. The 20th century has witnessed the proliferation of ideas fostering teacher-student relationships. In the early 1900s, John Dewey and other progressive educators theorized that children flourish if allowed to grow freely in their own way at their own rate without being forced or limited by too much teaching. Maria Montessori similarly argued that children should discover knowledge for themselves and learn by doing with a clear emphasis on sensory perceptions. Learning theory defined teachers as transmitters of knowledge and students as passive recipients.

The relationship between teacher and student was redefined with the advent of cognitive psychology. Following the principles of constructivism, teachers and students were said to construct knowledge jointly. Teachers and students were believed to constitute a community of learners that engages in social discourse and produces common understandings. Teachers were seen as facilitators who guide and enrich children's learning activities, with students serving as co-contributors to the learning process.

Psychologists have recently addressed the psychosocial dimensions of teachers' relationships with students. Research on resilience indicates that caring teachers who express concern for students and act as confidants, role models, and mentors can contribute to children's capacity to overcome personal vulnerabilities and environmental adversities (Koplow, 2002). Focusing on the psychosocial aspects of teaching is especially important with older children. Close, caring relationships with teachers facilitate children's successful transition from elementary entry to junior high school. Unfortunately, while teachers are relatively well-connected with elementary-aged children, as children get older, teachers have less close contact with them and fewer resources are available to promote healthy development of the teacher-student relationships.

The Roles of Teachers in the Learning Process

As Macpherson (2007) mentioned that, in teaching and learning work, the teacher has a rather important role in creating the sciences that are taught to be accepted by existing students. Not only does it play a role in educating the sciences, but there also is not little role for the teacher in the learning process. Well, this time will be discussed further about the role of the teacher in the process of teaching and learning activities. The aim of this research is to investigate how to support the



relationship between teachers and students in the classroom to improve the learning process. By having good relationship with students, teachers can offer students' chances to be motivated and feel engaged in the learning process.

Additionally, As Mazer (2012) stated that, teachers' beliefs are important for understating and improving the educational process. They closely guide language teachers to adopt their teaching strategies for coping with their daily language teaching challenges, influence their general wellbeing and in turn, shape language learners learning environment, their motivation and their language achievement and ability. The first part clarifies the concept part of teacher's beliefs. The second part illustrates three essential teaches belief about learners, learning and teacher themselves and their role in the language teaching learning process, the third is the conclusion which is consistent with the concept of teacher's beliefs.

Teacher as Educator

According to Mazer (2013), teachers are educators, leaders, role models and identifications for the students in their students and their environment. Therefore, indeed a teacher must have specific standards and qualities that must be met. As a teacher, it is mandatory to have a sense of responsibility, independence, authority, and discipline that can be used as examples for students. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also, the methods and strategies teachers use, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process. The definition of a teacher is "that teaches; especially: one whose occupation is to instruct, while an educator is defined as a person who gives intellectual, moral, and social instructions. An educator is responsible for teaching students and contributes to their learning development.

Teacher as Teacher

As Murray, Christopher, Robert and Pianta (2009) have proposed that, training learning activities will be provoked by various factors in it, ranging from maturity, motivation, relationships between students and teachers, the level of freedom, verbal skills, teaching skills in communication, and security. If this factor can be fulfilled, the work of learning to train can be carried out well. The teacher must be able to create something clear to the students, and even skilled to solve various problems. Students will be engaged actively in the learning instead of being passive learners. They



have to make sure that students understand what is being taught to them in the classroom or in online teaching or in learning setup. Olsen and Kagan (1992) added that, broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another. Some of these roles are performed in the school, some in the community

Teachers as Learning Resource

As Pianta (1999) said that, the role of the teacher as a learning resource will be much related to the skills of the teacher to master the existing training material. So, when students ask something, the teacher can swiftly and responsively reply to student questions by using language that is easier to understand. It refers to teaching and learning materials. To ensure that students are fully engaged in their learning, teachers employ a variety of interesting and fascinating tools to teach the ideas described in the curriculum. Such source or materials can help students turn learning experience into reality to make learning more fun, engaging, and interactive. These resources can be used by teachers as well as the students to gain more knowledge on a particular topic. These days the options for learning materials or resources are vast. Not limited to only books or classrooms. Students can seek to learn from various online sources available like videos, etc.

Teacher as Facilitator

According to Pajares (1992), the role of a teacher as a facilitator is in submitting services so students can quickly receive and know the subject matter. So, that later the learning process will become more effective and efficient. Also, the teacher facilitator provides an educational atmosphere where students have an opportunity to fulfill their potencies for intellectual, emotional, physical and physiological growth evaluates the needs and abilities of students and determines methods and techniques to best present and provide instruction. As a facilitator, the teachers' job is to support every student to do their best thinking and practice. As a facilitator, the teachers encourage the full participation of students, promote mutual understanding, and cultivate shared responsibility among students.

Teachers as Counselors

As Peregoy and Boyle (2013) have stated that, the teacher can be mentioned as a travel guide, which is based on his knowledge and experience and has a sense of responsibility in the smooth running of the journey. This journey is not only physical but also a more residential and deeper mental, creative, moral, emotional and spiritual journey.

The qualities analysis of the answers followed to identify the expects that represent the content of counseling activity and school orientation to differentiate those aspects that were followed consisted in identifying problems that are most in common counseling activity.

Teacher as Demonstrator

Furthermore, Riahipour, Ketabi and Dabbaghi (2014) have mentioned that, the teacher has a role as a demonstrator is to have a role which can indicate attitudes that can inspire students to do the same things can be even better. So, teacher as demonstrator may appear to be a simple teaching strategy. However, the teacher plays a crucial role in involving students and maximizing what they learn from it. Teacher demonstrations are important because they: provide students with experiences of real events, phenomena and process, helping them learn. You will want teaching demonstration to reinforce whatever you have said about your teaching in your application materials. For example, if you have said that create student-centered classrooms and provide students opportunities to actively learn, do not lecture for the entire time during your demonstration. A successful teaching demonstration ultimately comes down to carefully planning and practicing.

The Teacher as Manager

According to Richard (2006), in the process of teaching and learning work, the teacher has a role in holding control of the climate contained in the state of the learning process. It can be likened if the teacher becomes the captain who holds the steering wheel and takes the boat on a comfortable and safe journey. A teacher must be able to make the atmosphere of the learning room conducive and comfortable. Classroom management is the linchpin that makes teaching and learning achievable in the teaching learning process. It is the teacher who plays the main role in planning, organizing procedures and resources, arranging the environment to maximize efficiency, and monitoring students' progress anticipating potential problems.

Teacher as Advisor

As Richard (1990) said that, the teacher has the role of being an advisor to his students as well as to the parents, even though the teacher does not have specialized training to be an advisor. Students will always be faced with the need to decide, and in the process, it requires teacher help. For the teacher to know well his role as an advisor and a more profound belief person, the teacher should examine the psychology of personality. A teacher adviser system means a system where an individual professional educator in school assists a small group of students and their parents or guardians

throughout the student's high school careers. Like a teacher an advisor must be a listener, and a communicator, they must care about the student's future, and they must teach a student the hard facts of what discipline, responsibility, and focus is for a student with dreams and goals.

Teacher as an Innovator

According to Richards and Rodgers (2011), the teacher translates empirically in the future into a more meaningful life for his students. Because the age of the teacher and student is probably too far away, then surely the teacher has more experience than the students. The teacher's job is to translate valuable empirical and intelligence into more sophisticated languages which students can accept. Teachers are also responsible for instilling innovative thinking in the children they teach. The international recognizes the critical role that teachers play in helping children explore, experiment, and discover the world around them so they can generate new ideas and better solution to problems. The qualities of innovative educators cultivate unique educational and life experience. They cultivate professional knowledge and skills. They are confident, yet aware of what they don't know.

Teachers as Motivators

As Akram (2019) stated that, the process of learning work will be successful if the students inside are highly motivated. The teacher has a crucial role in growing motivation and motivation in students in learning. Teacher motivation has always played a very significant role in the success of an individual. The role of motivation acquires more meaning and importance for a growing child who is learning the art of climbing a ladder. A teacher, needless to say, plays a very vital role in this process as she can make or mar the child if she is not able to provide necessary help and direction. A well-motivated child always learns utilize his potential to the optimum by constantly working on his strengths. The success of a child depends, to large extent, on the role a teacher plays in his formative years.

We have always heard that a teacher plays key role in developing the personality of child. When the child comes to school, he is like a blank slate and his personality, his attitude, his way of thinking and ultimately what he does in his life, all depend on how he has been dealt with or trained at school he attends in his young year. It is probably because of this reason that the school and the teacher play a vital role in shaping personality of a child. Motivation is greatest when there are objective goals by which children can measure and monitor accomplishment.

Teacher as Coach

As Kirst and Kelly (1995) have mentioned that, the process of education and learning certainly requires skills lessons, whether it's intellectual or motoric. In this matter, the teacher will act as a trainer to develop these skills. This is emphasized in the 2004 curriculum which has a competency basis. Without the lessons, surely a teacher will not be able to indicate mastery of basic competencies and not be proficient in skills that match the standard lessons. In short, a teacher who coaches focuses on facilitating learning and development. The goal is to help students improve their own performance. As a result, the classroom is more flexible and open than the more traditional model.

Teachers as Elevator

As Koplow (2002) mentioned that, after the learning process takes place, surely a teacher must assess the results that have been carried out during the learning work. This evaluation is not merely to evaluate the success of students to reach goals in teaching and learning work. But it also becomes an evaluation of the success of the teacher in the implementation of teaching and learning work. Now that is the role of the teacher in the learning process that you need to know. Because his character is quite important and influential, it is not wrong if the teacher is known as the Hero of Service. So, we respect and glorify existing teachers.

Conclusion

As researcher worked on this research paper and we have learned that teacher's positive relationship effects on students learning. By having good relationship with students, teachers can offer students' chances to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. Also, the researcher learned that using communicative approach and cooperative learning strategies while teaching does affect and improve students' learning performance. It is mentionable that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. And also, the methods and strategies teachers use, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

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