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Perspectives on the dynamic of the teacher-student interaction

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Abstract

Objectives: This Article discusses about the relationships of teachers with their students, Efforts carried out by teachers and students to maintain positive TSR, how positive TSR leads to academic achievements and student outcomes. And provide suggestions to improve the bond between a teacher and student.

Methods: In this study, we will provide an overview of the present state of information about the relationship between various measures of teaching efficacy and a key aspect of teachers' social-emotional competence towards students.(Source- Pub Med, Google Scholar) No formal research was conducted.

Results: According to the findings, the effectiveness of the teacher-student relationship includes both a professional and an interpersonal dimension, reflecting the many roles that instructors and students play within it. The findings also suggest that a number of environmental and individual characteristics play a role in the formation of this association. It has implications for how to create a healthy learning environment for both professors and students in higher education.

Conclusions: Drawing on recent contexts and outcome we recommended aspects taken by a teacher for positive teacher-student relationship inquiry to improve teacher-student relationships in the field of clinical child and adolescent psychology.

Keywords: Teachers, student, positive teacher student relationship

Introduction

Students experience a lot of emotions like happiness, anxiety, fear, sadness, anger, breakdown. Teachers are confronted with these emotions in the classroom and beyond. Their ability to read their student's emotional issues and attend to them sensitively is vital to form positive teacher-student relationship. Therefore teacher's social, emotional characteristics have been suggested as essential for the quality of teacher, student interaction and in turn student's psychosocial outcomes. Positive TSR have been identified as important for teacher and student well-being and for high quality teaching and learning process and outcome. Positive TSR contributes student satisfactions with establishment of stimulating, learning climate. Students spend much of their days at school and the daily activities and interactions that take place in the classroom and elsewhere in the school setting will heavily influence their learning and development. Self-determination theory states that how teachers meet the basic needs of students will influence the student in motivation and achievement. Teacher and student relationship is important to both teachers and students psychological needs. Considering all the above facts it is very important to identify the relationship between a teacher and student along with the student's outcome^[1].

Materials and Methods

In this study, we will provide an overview of the present state of information about the relationship between various measures of teaching efficacy and a key aspect of teachers' social-emotional competence towards students. (Source- Pub Med, Google Scholar) No formal research was conducted.

Results

According to the findings, the effectiveness of the teacher-student relationship includes both

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a professional and an interpersonal dimension, reflecting the many roles that instructors and students play within it. The findings also suggest that a number of environmental and individual characteristics play a role in the formation of this association. It has implications for how to create a healthy learning environment for both professors and students in higher education.

Discussion

Student involvement

Student involvement is defined as "students actively participating in their learning tasks and activities". Student engagement is a multidimensional construct that includes behavioral, affective, and cognitive engagement. Students' attitudes towards learning, sense of belonging and identification to the school, levels of interest, boredom, and other emotions related to school and learning are all examples of what is meant by affective engagement, also known as emotional engagement. Students that are more involved in their academic learning, homework, and other classroom activities tend to accomplish more and obtain higher grades. Considering the connection between teacher quality and academic performance, it's critical to improve our knowledge of how teachers might influence student involvement. More student engagement is correlated with a better teacher-student relationship [2].

Teaching tips to enhance student engagement

A teaching tip involves a simple, easy and implemented practice or teaching habits that will typically enhance the instructions for all the teachers. (Ripp-2015) recommends a number of teaching tips that teachers might employ to keep students engaged this include things like:

Change it up, find a new way, get up and move, stop the train wreck, hold a meaningful conversation, take learning content personal, give students some choices, create collaborative learning that fosters relationships, create challenging activities, use movement to make learning activities, focus on clearly stated goals, limit the lecture, use illustration, focus on higher order thinking. These are the effective ways to increase student engagement but considered as teaching tips and suggestions how to use. These are not highly involved strategies to implement in the classroom [5].

The impact of teacher empathy

Empathy is a powerful tool that can help you better understand what's driving your student's behavior and find strategies to help. Teacher's empathy is the degree to which an instructor works to deeply understand student's personal and social situations, to feel care and concern in response to students' positive and negative emotions, and to respond compassionately without losing the focus on student learning. Caring for students and establishing positive TSR are the central part of teachers professional role. Further providing high levels of emotional support in the classroom, sensitive responses to student's emotion, needs and considering their interest is one aspect of high quality classrooms. To achieve the ability to read students empathy is vital. Teacher's cognitive empathy will help them better to identify the students through their facial expressions. By increasing interaction quality empathy should also indirectly promote student's development. In various studies it has been shown that emotional support is positively associated

with psychosocial outcome such as academic interest, self-concept and behavioral engagement [2].

Teacher- student relationship quality

Significant ethical principles and virtues that are incorporated into the professional ethics of teaching are demonstrated by teachers who treat students with respect, fairness, kindness, compassion, patience, understanding, commitment, and trustworthiness, as well as who establish and maintain caring, warm, and supportive teacher-student relationships. Educators who engage in trusting, collaborative, and respectful relationships with their students and who are kind, fair, and sensitive to their opinions and needs exhibit a teaching style that is consistent with the UN Convention on the Rights of the Child. Positive, affectionate, and encouraging interactions between teachers and students have been linked to successful classroom management and effective teaching, in addition to teacher ethics and children's rights. Positive, affectionate, and encouraging teacher-student relationships have been linked to increased student achievement, student cognitive skills, students' sense of belonging in the classroom and fewer behavioral issues, according to meta-analyses. Student engagement and the quality of teacher-student relationships have also been found to be a determinant of school quality [4].

Relations between teachers and students in higher education

TSR ought to be viewed as an adult-adult partnership. However, as each relationship is typically marked by mutuality, HE teachers and students have a wide range of options for how to construct the relationship within this power-relationship. We must take into account that TSRs in HE require a comprehension of a high-quality the high context-boundless of TSR must recognize that interactions involving at least two individuals always result in relationships, highlighting their reciprocal and dynamic nature that is influenced by the particular circumstance and the larger environment. These relationships are hierarchical in the HE environment, but the teachers and students can control how the hierarchy is implemented. Last but not least, a TSR is multifaceted, including not only a professional component but also an interpersonal one [3].

Student-teacher relationship and student academic achievement

Through student motivation or adaptive teaching, better TSRs can raise positive effect. Self-determination theory holds that kids have a need for relatedness with other people, including teachers. A student is more likely to be motivated, put forth more effort, study harder, and learn more when they feel that their teacher cares about them, supports them, and encourages them. Additionally, such a student is more likely to persevere when faced with difficult assignments or setbacks, especially with teacher support, encouragement, and feedback. On the other hand, unfavorable TSRs can interfere with students' ability to satisfy their relatedness demands and degrade their academic performance. The formative assessment hypothesis also states that improved TSRs can result in teacher interventions that aid in student learning. Better ties between teachers and their students drive them to interact with them more frequently or for longer periods of time.

Teachers gain a deeper understanding of their pupils and learn more about them through these interactions. In order to help their students learn more, teachers can modify their support or instruction to better fit their needs by using what they know about their students.

Teacher closeness and adaptation after educational transitions

Adolescents' ability to adapt during educational transitions has long-term positive effects on their academic achievement and mental health. The first year in lower secondary school after primary school is crucial in adapting to new learning environments. It has been suggested that declines in motivation and in school grades after the transition result from a mismatch between students' developmental needs (i.e., autonomy, competence, and relatedness) and the demands of lower secondary school environment. Students require more social assistance when they adjust to new learning contexts, students who have supportive connections with their professors may feel more emotionally secure and hence have more resources to put effort into their academic pursuits. Warm and encouraging connections between students and teachers may also help pupils feel like they belong, which in turn can help them transition to the new school setting. Warm and encouraging connections are also linked to students' favourable self-perceptions of their academic ability, which can further improve their school engagement and academic progress^[9].

Academic success and teacher connectivity

Academic emotions are those that surface in learning- and accomplishment-related situations, while negative academic emotions, such as anger, fear, humiliation, and boredom, may hinder students' learning, positive academic emotions, such as enjoyment, optimism, and pride, often boost students' accomplishment. Students' internalized experiences of control over learning or achievement (success or failure expectations) and values (subjective interest) about present learning or performance are the key individual antecedents of academic emotions. In a recent meta-analysis study in 2018 demonstrated a positive correlation of teacher support with positive emotions ($r = .34$) and a negative correlation with negative emotions ($r = -.22$). In addition, another study in 2018 showed that the quality of student-teacher relationships partially explained students' enjoyment and anxiety in classroom situations. It can be assumed that positive emotions arising in a classroom context are related to experiences of higher teacher closeness, which may, in turn, constitute a protective factor in the learning environment by offering emotional support and a sense of relatedness. Student-teacher relationships not only impact students' academic emotions but also have influence on academic achievements. Many studies have shown that closeness in student-teacher relationships during the first school years has positive impacts on students' engagement and learning. Furthermore, teacher closeness is associated with improved academic achievement for older students as well, and students at risk might specifically benefit from closeness in student-teacher relationships^[8].

Educator and Parent Comparisons

Only one study (Bevaart et al., 2012) included samples from both teachers and parents. According to the authors'

research, teachers were more likely than parents to recognize and support children seeking help for emotional and behavioral difficulties (as determined by the SDQ) (87.2% vs. 63.1% for recognition and 47.8% vs. 22.9% for endorsing help, respectively). To establish if the differences between parents and teachers were statistically significant, no statistical analyses were carried out^[6].

Positive effects of personalizing instruction in traditional courses

There are number of advantages to incorporate active learning techniques into regular courses and requiring students and professors to collaborate on assignment creation. Research demonstrates that as students and instructors become more motivated, opportunities for learning from each other increase, their capacity to work more productively together improves, affirmative views of each other are provided, increases in self-esteem occur, and both parties are better able to explore complex intellectual issues. In addition, students do better on tests and term papers, which are course outcome indicators. Multiple teaching methods are required in order to achieve these results. No single teaching strategy can produce the range of outcomes mentioned above since there is no universal secret to teaching. It is possible to meet various learning styles by utilizing a range of instructional procedures, including things like presentations, role-playing, conversations, debates, storytelling, and demonstrations. As a result, students become motivated and interested in the course, which increases their satisfaction with the teaching methods. Naturally, the expression of positive thoughts and feelings is contagious when students are happy with our instruction. Additionally, teachers are happier with the instruction^[11].

Conclusion

This study offers a number of real-world applications for educational institutions, teachers, and teacher educators. The relevance of schools, teachers, and teacher educators concentrating on how teacher-student relationships can be developed to best support student engagement is first addressed by the emphasis on the critical relationship between the teacher-student relationship and engagement in learning. In order to best encourage student involvement, and will need to be linked to elements of the classroom climate, emphasizing problems like classroom management, make the students feel comfortable, teaching, and instructors' personal traits.

Conflict of Interest

Not available

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Not available

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