

Research paper

**Teacher- Student relationship : from the perspective of
higher education**

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Abstract –

Teacher student relationship is the most interpersonal relationship in colleges. The research on teacher student relationship has greatly increased at home and abroad. Nevertheless, the research on how to establish, Facilitate and develop teacher student relationship from the perspective of higher education is little and not in-depth.

This research paper reviews the extant research on the relations between Students and teachers in higher education across three main areas: The quality of this relationship, its Consequences and its antecedents. The weakness and gaps in prior research are highlighted and the importance of addressing The multi-dimensional and context- bound nature of teacher-student relationships is proposed. A possible agenda for future research is outlined.

Key words

Teacher - Student relationship, higher education, faculty - student interaction.

Introduction

“It is teachers who have created positive teacher- student relationship who are more likely to have above average effects on students achievement”.

Prof. John Hattie

The teacher- student relationship Is very important for a good learning. There should be an excellent, relationship between a student and teacher in order to facilitate the learning and gain positive attitude. This relation I ship may consist of getting to Know your students better, providing choice and encouraging the students to become stronger learners. Every day. By doing this teachers are showing respect to their students, Valuing their individuality and being polite. In the teaching process, Creating a

relaxed and enjoyable learning climate and cultivating harmonious teacher - student relationship cannot only ease student's emotional obstacles and learning anxiety , but also can promote student's learning motivation and autonomous learning consciousness.

Aim of the study-

In this research paper, we focus on the higher education, and on one particularly significant relationship within that setting : the teacher- student relationship-

Teacher – Student Relationship in higher education has been less Comprehensively and less systematically examined by researchers. There are far fewer studies on Teacher-Student Relationship in higher education than in the school context. Furthermore, the limited studies of Teacher-Student Relationship in higher education often lack a clear theoretical Conceptual framework. We argue that the investigation of Teacher-Student Relationship should be extended, as it is important for higher education research for at. Least three reasons.

First, many universities worldwide have relatively large student drop-out rates, with high human and financial costs (for the USA, for instance, see Schneider & Yin, 2011). Investigation of TSR is relevant if enhancing TSR can help to reduce this negative trend.

Secondly, the need to belong also affects university teachers. Thus, it is likely that a positive 'relational classroom environment', including positive interactions and relationships, may also have positive effects on the teachers themselves (e.g., on teachers' positive emotions; see Hagenauer & Volet, 2014), as relational approaches to teaching suggest (e.g., Graham, West, & Schaller, 1992; Wilson, 1992).

Thirdly, given the increasing importance ascribed to excellence in university teaching as part of the discourse on 'Scholarship in Teaching and Learning' (e.g., Kreber & Cranton, 2000; Trigwell & Shale, 2004), the significance of TSR requires detailed investigation. For example, the quality, establishment, and effects of social.

The aim of this research is to analyse critically previous research on TSR in higher education and to Identify several areas in which empirical evidence is limited Prier investigations of the concept of TSR have originated from various research traditions, including educational and psychological theories and Communication research. This review focuses. Exclusively on research from educational or perspective. An tog psychological perspective.

The importance of student- Teacher Relationship : Short & Long Terms

As stated, student- teacher relations are highly essential in an effective classroom. Especially, Student-teacher relationships are important for students in their short term an long term education, because it creates a thriving classroom environment, helps students, develop self worth and improves student! Mental health (Buffet 2019). In the same manner, these positive Relationships may decrease behavioural problems and promote academic success, Student teacher relationship help faster the academic success of students with this being said, student-teacher relation ship assist students in the short term. These relationship support students for the specific year they spend in that educational

Betting with the educator (Buffet, 2019) Likewise, a positive Student-Teacher Relationship is very important in the long term because it gives students confidence as well as ensuring that they know that their ideas are valuable. In turn, this allows students to carry this confidence throughout their future years pursuing academics. Also, this confidence and recognition of self-worth can be seen in social and emotional aspects of the students life. Another long term effect is that positive teacher relationships teach students that mistakes are an indication that they are learning. Learning is ongoing and students are able to identify this through the productions of positive student-teacher relationship. This type of relationship will foster confidence in the long-term for the student.

The development of Teacher Student Relationship based on interactions

Studies of the development of teacher- student relationship based on interactions are limited (Wilcox et al., 2005) Yet research In this area is vital to determine how the develop of positive Teacher Student relationship can be fostered, with a view to achieving positive outcomes for both students and teachers and overall teaching quality.. In this section, we discuss the importance of teacher-student interactions as antecedents of Teacher Student Relationship.

With regard to Teacher- Student relationship research results on the frequency of interactions are important as they suggest that it might be difficult to establish positive relationship when interaction rarely occur. However, Braxton, Milam, & Sullivan's (2000) study shows that positive relationship can be fostered not only through informal (out of class) interaction, but also in the more formal Classroom setting through the use of active -learning methods that support interactions in the classroom (e.g. discussion, group work.) By mean of active learning, the social integration of teachers and students is promoted in the classroom.

From a Student's Perspective

oftentimes, educators fall victim to assuming their student's need before addressing them with their students. With this being said, educators view student's needs from their own perspective, rather than the students. Educators have the responsibility to communicate with student in regards to their needs in their intellectual, social and emotional development. This Can be completed through Journals, check-ins, or conversations. In this specific assessment, we asked a variety of students, " What do you wish your teacher knew or would do? Within the video, the answers from a wide range of students are shown. Most importantly, the answers are displayed from the student's perspective.

Causes of Poor Student-Teacher Relationship-

Poor teacher-student relationships result from the instructor's lack of Awareness. Some students require tailored educational approaches since they do not respond to learning in the same way as others. When a teacher fails to regard an individual student's educational needs, relationship problems between teachers and students arise. Each student's ability to learn and interact with educators is influenced by their personality, Family backgrounds, mental processes, learning styles, priorities, maturity levels and academic ambitions. (Tucker, 2021). When possible teachers should treat each student as an individual who deserves. One-on-one attention and. Specialized, concentrated education.

In addition, a poor student-teacher relationship will develop if the educator's main or only priority in the classroom is academic (Tucker, 2021). In Correspondence with academics, students need to feel cared for and have the chance to feel strong emotions. Educators are responsible for building relationship with students that are not surface level or academically focused. Students should feel that their educator is someone they can trust and communicate freely with. The lack of empathy displayed by an educator can result in a poor student- teacher relationship.

Ways to Build A Student-Teacher Relationship

There are many ways and tips that can be used to build a strong student teacher relationship. One way that a strong student teacher relationship can be created is by making it apparent that the teacher cares about the student.

.(6 ways to Build Strong Teachers- Students Relationship with SEL, 2022)

This can be done by talking with your students, such as asked about their day . Another way could be by listening to your students, this can be done by hearing their opinions, talking into account their interest, and by learning each student's unique learning style.

As well you can develop mutual trust with your students, such as providing them with Choices and always having their best interest in mind.

In addition, you always have to be respectful and fair with each and everyone of your student. You can ensure this by not picking favourites and having the same corrected behaviour for each student. furthermore you can get to know your Students and their families. This can be done by paying attention to your student during class and offering them opportunities to talk or share what they want about their families.

Lastly , by giving your students positive words of encouragement and Constructive criticism. This is important due to the fact that it creates trust with your students, as they know they can rely on you to be honest. Of course, There are many other alternative ways to build a positive student- teacher relationship, but these are some great examples of how to start.

Teacher-Student Relationship and university students

A Significant body of research focusing this on the importance of Various factors on students successful study progress can be found in the higher education literature from recent decades. Teacher Student relation can be regarded as a precondition of successful learning for all student, but seems to be of particular relevance. For at risk student in term of study retention or drop-out decisions. These studies Teacher Student Relations in higher education have largely arisen from the need to explain and prevent the phenomenon of student drop-out. Research Palmer, O'Can and Owens. (2009) shows that the likelihood of remaining od university was higher for students who developed a sense of belonging to the university, as there study satisfaction was Connectedness. Increased through Along with the dearth of longitudinal studies, absence of Comprehensive empirical research on Teacher Student Relations and its relevant & for students learning must be addressed. Most of the reported studies originate from Anglo-

American Countries, with the majority of the research stemming from USA & researchers. The dominance of USA-based research is also evident in school research. A meta analysis (Roorda, Koomen, Spilt, Cart, 2011) shows that of the 92 empirical papers dealing with TSR at school between 1990 and 2011, 77 were Based on Samples from the USA.

In Summary, longitudinal and experimental studies on the association between student leaning factors and TSR across different Countries – relying on the comparable framework are needed.

Discussion and Conclusion

The overall aim of this paper was to provide an overview of research relating to Teacher Student Relation in higher education. TSR has emerged as an important construct in educational research within School and pre-school setting, but remains largely neglected in higher education research. This review... higher-education research be regarded relevant construct as a in higher education as well, as it clearly affects students successful study progress, including factors such as course satisfaction, retention, learning approaches and achievement •

We conclude that Teacher Student Relation should be regarded as a relevant research for higher education. Several Fruitful avenues for future research have been identified. These are Presented in the following section as a heuristic Framework, which may be useful in guiding future research endeavours on teacher student relation in higher education.

A Heuristic framework and Possible agenda for future research on Teacher Student Relation in higher education

This review has identified three main area for future research: One involves the conceptualization and definition of the multifaceted construct of TSR, while the other two address the antecedents and consequences of TSR.

In sum, we argue that TSR in higher education represent a relevant and promising area for future research in the field of higher education. Such research is expected to contribute to our understanding of the factors influencing the quality of learning and teaching in higher education (e. g. Kreber & carton, 2000, Trigwel & Shale, 2004).

One of the greatest challenges will be to develop shared theoretical and conceptual understandings of Teacher student relation as a Precondition for meaningful & scientific Communication, theorising and Conceptualisation, as well as for study design. A second challenge will be to develop method that can capture the complex, dynamic and context-specific phenomena under investigation. The heuristic framework outlined here represented an attempt to map possible future research agendas.

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