



Improving student's relationship with teachers to provide essential support for learning

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Introduction:

Improving student's relationships with teachers has important, positive and long lasting implications for both students' academic and social development. Solely improving student's relationship with their teachers will not produce gains in achievements. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievements than those students with more conflict in their relationships.

The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Positive teacher student's relationships draw students into the process of learning and promote their desire to learn (assuming that the contact material of the class is engaging, age-appropriate and well matched to the student's skills).

High quality academic instruction is a design to be appropriate to student's educational levels. It also creates opportunity for thinking and analysis, uses feedback effectively to guide students' thinking and extend students' prior knowledge.

What do good teacher-students relationship look like and why do these relationships matter: teachers who foster positive relationships with their students create classroom's environment more conducive learning and meet student's developmental emotional and academic needs. Here are some examples of closeness between a teacher and student: a high school student chooses to share the news that he recently got a part in community play with his teacher because he knows that his teacher will show genuine interest in his success.

Positive teacher student relationships contribute to school adjustment and academic social performance: positive teacher- student relationships evidenced by teachers reports of low conflicts, high degree of closeness and support, and little dependency- has been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students resiliency in academic performance.

How to develop positive relationships with students:

This category contains elements directly related to the affective domain of student growth brought about by faculty/student interaction. Psych, ego individual worth are all intricately bound within this framework.

1. Learn the name of each student as quickly as possible and use the students name in class. Based upon the atmosphere you want to create.
 - a. Call on students by their first names.
 - b. Call on students by using Mr., Mrs., Miss, Ms.
2. Tell the students by what name and title you prefer to be called (Prof., Dr., Mr., Mrs., Ms., first name).
3. At the end of each class period, ask one student to stay for a minute to talk (compliment on something)
4. Instant of returning test, quizzed, themes in class, ask students to stop by your office to pick them up. This presents an opportunity to talk informally with students.
5. Get feedback periodically from students on their perception of your attitudes towards them, your personal involvement etc.
6. Socialized with students as your 'style' permits by attending their clubs or social activities by walking with them between classes.
7. Conduct a personal interview with all students sometime during the semester.
8. Provide positive reinforcement whenever possible; give students a respectful answer to any question they might ask.

General classroom management: - this section focuses literally on the day to day operation of your classes the items as a group emphasized planning, orderliness and general good sense.

1. Circulate around the class as you talk or ask questions. This moment creates a physical closeness to the students. Avoid standing behind the lecture stand and behind the desk for the entire period. Do not allow the classroom to setup artificial barriers between you and the students.
2. Give each student a mid-term grade and indicate what each student must do to improve.
3. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
4. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some of the interpersonal activities listed elsewhere.
5. List and discuss your course objectives on the first day. Let students know how your course can fit in with their personal/career goals.
6. Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedure to secure the material and take them to the area.
7. If the subject matter is appropriate, use a pre-test to determine their knowledge, background, expertise, etc.
8. Vary your instructional techniques (lecture, discussions, debate, small groups, films, etc).

In addition we can use some more points in mind

1. Show your pleasure and enjoyment of students.
2. Interact with students in a responsive and respectful manner.
3. Offer students help (e.g., answering questions in timely manner, offering support that matches students' needs) in achieving academic and social objectives.
4. Helps students reflect on their thinking and learning skills.
5. Know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.
6. Avoid showing irritability or aggravation toward students.
7. Acknowledge the importance of peers in schools by encouraging students to be caring and respectful.

Be aware that you are modeling behavior for your students whether intentional or not.

Students notice your interaction style. They notice whether you show warmth and respect toward them, to other students and to adults at your school. Often, they will model their own behavior after your behavior. Students notice the methods you use to manage strong emotions. They notice positive strategies, such as taking a deep breath or talking about your frustrations. Likewise, they notice negative strategies, too, such as yelling at students or making mean or disrespectful joke about colleagues. Be aware that students will often adopt the ways that you use. (jones, bouffard, & weissbourd, 2013)

Know your students: knowing your students interests can help you create examples to match those interests. If your student, who loves basketball, come to you with a question about a math problem, you might respond to her with a problem involving basketball.

Knowing a students' temperament can help you construct appropriate learning opportunities. If a girl in your class is particularly distractible, you can support her efforts to concentrate by offering her a quieter area in which to work.

Give students meaningful feedback: notice the way that you give feedback to your students. If a possible, watch a video of your own teaching. It will be very helpful for you and improve the quality of your teaching.

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