

Importance of Student-Teacher Relationship

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I. INTRODUCTION

A student-teacher relationship in the educational mainstream is the positive relationship between learners and educators in an effort to build trust and respect between the two parties. Most educators focus on improving parent engagement to boost student learning. Despite parents' significant role in the student's daily life in schools, teachers and educators should focus more on student engagement. The more learners are self-motivated, the more they prepare to handle academic issues. Educators can use one of the best approaches in encouraging and motivating learners to achieve educational goals by building a meaningful teacher-student relationship. Nowadays, teachers employ this approach despite the many challenges of adopting the approach in schools and institutions.

Also, behavioral or learning disorders may lead to a poor relationship between educators and learners. Despite the challenges teachers and educators encounter in improving the student-teacher relationship, one thing everyone should understand is that all education stakeholders have a role in ensuring the relationship is developed. They are building a positive rapport with learners and educators, and establishing themselves as mentors is one of the best ways to combat chronic absenteeism. Learners will be ready to attend classroom sessions when they know teachers care for their welfare. The ability to care for and understand the diversity of learners will help teachers improve student engagement. In doing so, learners will excel well in their academics. This paper discusses the importance of teacher-student relationships in education mainstream.

Importance of Student-Teacher Relationship

Teachers and educators should employ engagement strategies such as knowing students on a personal level because it helps boost their relationships with students. Creating a positive relationship between learners and teachers compels learners to trust on direction teachers will show them. The student-teacher relationship can be achieved by encouraging and motivating learners to

take education seriously. As stated, a positive relationship between teachers and learners is essential in an effective classroom setup (Xu and Qi 12). To be precise, student-teacher relationships are significant in long-term and short-term education. Some qualities that define a positive relationship between teachers and learners may include a safe learning environment, a positive attitude, timely praise, and good communication. The following points illustrate the importance of this relationship in education mainstream.

Student-teacher relationships help in creating a thriving classroom environment

Creating a positive classroom environment can result in academic excellence. In the educational mainstream, teachers are responsible for ensuring students learn in a conducive environment that will favor learning. Teachers are responsible for ensuring students perform better in their exams. Thus, educators are advised to employ all possible strategies to ensure learners achieve the best grades. The student-teacher relationship is the first strategy teachers, and educators should often employ in the long academic run. Strong relationships between teachers and students can dramatically enhance the level of motivation (Kurdi & Archambault 213). In turn, motivation will promote learning and foster performance. Learners with a strong relationship with teachers are always active in classroom activities. Moreover, the learners will always have stronger social skills and positive behaviors that will create a thriving classroom environment. Unlike motivated students, demotivated students find it difficult to adapt to the classroom environment. Such learners will often withdraw from activities taking place in the classroom setup. Motivates students will always achieve greater grades that show some progress.

According to Kurdi & Archambault (225), a strong positive relationship between learners and teachers expresses an element of care and support. When positive relationships thrive between learners and teachers in a classroom environment, students will feel the presence of teachers. Education ministers and governments should consider

emphasizing Student-teacher relationships as a strong approach to helping learners meet their desired goals. Besides, the leaders in the educational system must ensure learners stay connected with the institutions. This exercise can be achieved by making significant decisions and structuring time for educators to help students achieve learning objectives. School managers should always monitor to determine the kind of relationship certain teachers build with students.

Under normal circumstances, bad Student-teacher relationships contribute to poor performance. Therefore, educational managers and leaders should encourage positive Student-teacher relationships in classrooms. Schools that have developed a positive relationship between learners and teachers have been associated with higher academic excellence. Thus, educational stakeholders should work together to ensure that classroom teacher are provided with the required materials that will help them foster good relationships. Without teacher motivation, positive Student-teacher relationships might be a tale with no meaning (Kurdi & Archambault 225). For this reason, all educational stakeholders have a significant responsibility to play towards creating a thriving classroom. Students' success starts with the educational system's top leaders before the responsibilities are delegated to teachers.

The relationship helps students create self-worth as well as improve student mental health.

Understanding the diversity of students helps in creating student self-worth. Teachers are crucial players in ensuring students understand their self-worth in the education system. Teachers or educators should value students based on their abilities and strengths. Biasness in some students will demotivate and kill morale. Teachers and educators should not have the audacity to compare students. The comparison may lead to unnecessary criticism from other students. Thus, teachers have delegated the responsibility of teaching learners to accept diversity (Chesnut 7). Self-worth or esteem is crucial because it helps in helping learners' positivity. Learners should have positive self-worth because it impacts almost every aspect of their lives. Not only does that self-worth improve academic excellence, but it also plays a positive role in strengthening social skills and cultivating lasting relationships.

According to Longobardi, et al. (22), a positive relationship between learners and educators is effectively achieved when peers have adequate self-worth. Teachers should equip learners with higher self-worth to accept mistakes and disappointments. Self-worth is a lifelong necessity

that can be enhanced over time but can be easily damaged by simple mistakes. Regarding mentors, the feedback offered to learners plays a crucial role in developing individual self-worth. Overly-critical feedback can hurt students badly. The feeling will then kill their self-worth. Positive feedback will help in motivating learners. What learners hear about them will build or damage their self-worth. Thus, teachers should always embrace positive rewards and reinforcement because it helps build self-worth. Moreover, positive rewards and reinforcement will help improve students' academic level. This concept means that teachers play an integral role in fostering Student-teacher relationships. It is from the relationship that learners can realize the task beforehand.

Learners with low self-worth find it difficult to adapt to classroom situations. In situations where learners develop negative feelings towards certain teachers because of the behavior of the teacher towards the learners, learners often withdraw from the teacher's sessions (Chesnut 9). Therefore, teachers and educators are responsible for ensuring learners develop their self-worth in the academic journey. Students realize their abilities and strengths through self-worth, leading them to academic excellence. Teachers and educators can use helpful and encouraging feedback to appraise students without favoritism. Teachers should, at all costs, avoid assigning value to students with their feedback using statements like "you're good in mathematics." When using goal-oriented feedback, teachers will positively influence self-worth.

Student-teacher relationships decrease behavioral problems and foster academic success.

In situations of poor Student-teacher relationships, some common behavioral problems that one can keenly observe from students may include lateness in classroom sessions, side conversations, grade grubbing, and cheating. Positive Student-teacher relationships help increase children's engagement with school activities and improve academic performance. Moreover, the relationship will help reduce the learner's externalizing behavior prevalence. Teachers and educators who create a positive relationship with learners encourage a conducive environment that favors student emotional development (Kurdi & Archambault 216). Learners who are pressured to achieve certain tasks with certain deadlines tend to misbehave or get involved in psychological problems. Some learners will always look disturbed under certain school environments, not because they like it, but due to the pressures they cannot withstand. A transactional child development

perspective emphasizes the need to investigate the impacts of student behavior on the quality of the relationship developed between learners and teachers as learners actively participate in shaping their surroundings.

Effective communication between learners and teachers will help foster a positive relationship. Through communication, teachers and educators will easily determine the behavior of learners. Communication helps teachers create a significant connection with students. In doing so, learners will always love the teacher. In the educational mainstream, all education stakeholders should be responsible for helping children towards their academic success. Learners with strong bonding with teachers tend to excel well than learners with no bonding (Longobardi, et al. 20). Leaders like teachers can reciprocate the results of such a relationship in the performance. Teachers and educators should take charge of classroom and school activities to control behavioral problems. Failure to control some students' behaviors may disrupt other students' concentration. The most effective approach teachers can employ in controlling such behavioral problems is developing a positive teacher-student relationship.

Student-teacher relationships give learner confidence to employ the skills learned in their future responsibilities.

Creating a positive relationship instills a sense of confidence among learners. Learners tend to gain confidence from teachers and educators with a mutual relationship. Student-teacher relationships boost trust among students. In turn, learners understand the content that will be beneficial in the aftermath of life. Teachers can apply the following approaches to boost self-esteem and confidence in learners. Educators should praise and acknowledge learners' accomplishments. Learners with little or no confidence tend to focus on the negative aspects of what they do (Longobardi, et al. 23). Teachers and educators should normalize appraising and acknowledging learners for any positive thing done. This approach helps students to know that teachers are paying attention. Appraising and reinforcing positively help in motivating learners to achieve more educational goals. Secondly, teachers and educators should create realistic expectations. Teachers should be realistic about what learners can achieve. While it will be good for all learners to achieve higher, it might be difficult for some.

Teachers should take note of students' abilities and accomplishments and help students achieve even greater goals than anticipated. Setting manageable and achievable goals for students will help students gain confidence. In turn, confidence

will help improve Student-teacher relationships. Thirdly, embracing a growth mindset will give learners confidence. Mistakes are inevitable among students because nobody is perfect. Individual learners with low confidence levels tend to focus on failures rather than successes. (Xu and Qi 12) For this reason, the students do not see any academic progress. Effective teachers often use mistakes and successes to convey crucial information to learners. It is of great importance for teachers to always remind students that their shortcomings do not define them. Thus, they should reassure students of their support to move forward on their academic journey. In doing so, learners will develop confidence in the importance of the concepts learned in the classroom.

Learners will develop confidence in the student-teacher relationship's ability to conquer the world. Therefore, it is the responsibility of teachers to ensure students' mindset is developed in a manner that motivates personal development (Madigan & Kim 104). This concept will help the learners face the world successfully upon completing school. Also, students will develop confidence only when teachers are not biased. Teachers should not compare students because it demoralizes them when comparing two extreme students. Every student has individual strengths and weaknesses that differ from one student to another. Finally, learners tend to gain confidence from their teachers with an increased sense of ownership.

According to Kurdi & Archambault (25), teachers and educators who often urge students to take ownership of their learning by providing opportunities for decision-making plays a significant role in fostering student confidence. While it might be difficult for teachers and educators to guide students to the anticipated answer, teachers should prompt learners to reach the answer on their own. Sometimes it is crucial to guide students through the assignment and leave them to complete it independently. This idea will help in boosting learners' sense of pride in learning. In turn, the relationship between the teacher and student will develop confidence.

Positive Student-teacher relationships improve not only academic performance but also school engagement.

Student-teacher relationship plays a crucial role in improving learner performance. The relationship improves classroom academic performance. Studies on the Student-teacher relationship show that learners with positive relationships with teachers have better achievement outcomes on various subjects in classrooms and school in general. Educators can easily adopt the

following strategies through a positive relationship between teachers and students in achieving high-level academic performance (Longobardi, et al. 22). The first approach teachers can employ to achieve higher academic standards is improving student communication. Academic performance can be guaranteed if positive communication between learners and teachers.

Classroom interaction between learners and teachers is the richest resource for learning. Nevertheless, the Student-teacher relationship is useful for teachers and students to share additional information that helps improve academic performance. For instance, teachers may need to share deeply detailed information (Madigan & Kim 102). This act only occurs between teachers and students with a close relationship. The student-teacher relationship helps teachers to focus on improving their teaching approaches. Interaction between students and teachers will teachers determines the extent learners have understood concepts. In doing so, teachers will revise their teaching methods to advance content delivery. Also, the Student-teacher relationship helps in reducing student absenteeism. Student hundred percent class attendances will help improve academic performance. Finally, a positive relationship between learners and teachers will help create and share assessments. In doing so, students will work hard to better their academic performance.

Modern educational research has found that student engagement and disengagement directly influence learning outcomes. The relationship between teachers and students is crucial in improving school engagement. Improving student and school engagement in students' academic journey is crucial. Learners will always feel good and motivated when engaged in decision-process in the institution. Playing an active role in making major decisions that affect an institution's operations boosts students' learning habits and behaviors. Higher attendance rates and lower dropout rates play a crucial role in achieving greater academic outcomes. A situation whereby a learner works with the teacher frequently and receives more constructive criticisms will help understand how performance can be improved. A Positive Student-teacher relationship helps students to behave well (Xu and Qi 10). The following are approaches teachers use in creating a positive relationship with students. First, teachers can show pleasure and enjoyment to students. This concept helps in boosting school engagement. Secondly, teachers can offer help to students in answering challenging questions. Also, teachers can develop a positive relationship with students by helping them reflect on their learning and thinking skills.

The student-teacher relationship encourages innovation among students.

A developed Student-teacher relationship will help learners learn more from teachers who are their mentors. Creative students with strong positive relationships with teachers are guided to employ their creativity to achieve more in life. For instance, students with a strong positive relationship with teachers are guided to participate in exhibitions (Madigan & Kim 101). Teachers and students come together and determine an innovation that students will showcase in exhibitions. Through guidance and encouragement, students will develop creative and innovative skills that will help a country solve issues affecting the general population. Learners might invent solar systems that can produce alternative electricity through a positive relationship between teachers and students. After developing a positive relationship between teachers and learners, the following are ways teachers can use to boost innovation among learners in the following ways.

First, Teachers should encourage and motivate learners to have self-reflection. This concept requires students to reflect on various concepts learned initially and combine them to create something tangible. Self-reflection allows educators to evaluate what failed and what succeeded in a classroom. Teachers and educators should ask learners open-minded questions. These questions will help students navigate possible solutions to come up with the right answers. In the process, teachers should not pose easy and meaningless questions but rather challenging questions (Longobardi, et al. 23). In doing, learners will think beyond their ability to try and produce the correct answers to the questions. Finally, teachers can create an innovative environment by creating a flexible learning environment. A flexible and innovative environment means places where learners can manipulate various instruments.

Teachers should take students away from the normal environment. For instance, learners can be taken to the geothermal branch, where they will learn innovative ways of producing electricity. This process can only be achieved when learners are free to interact with teachers. Therefore, the Student-teacher relationship can help in improving creativity among learners (Kurdi & Archambault 220). Also, teachers and educators can use a problem-finding approach. Instead of problem-solving, educators in the educational mainstream can help learners look at the world by finding answers using a problem-finding approach. Problem-finding helps students to think beyond their ability in trying to solve difficult questions. In doing so, they become creative and innovative.

II. Conclusion

Educators and teachers create a lifelong learner's goal by embracing a positive relationship with teachers. Educational objectives cannot be achieved if there is enmity between learners and teachers. Higher mental functioning is socially formed and culturally transmitted with increased learner engagement. Student-teacher relationship plays a significant role in fostering learners' social and academic levels. Further, the relationship helps teachers understand the weaknesses and strengths of their learners. By understanding learners, mainstream education teachers and educators can help learners learn and grasp educational concepts effectively. From the points above, one can easily conclude that the Student-teacher relationship is crucial for both learners and teachers. The approach will help teachers achieve their academic objectives easily without involving any other complicated approach. It can be concluded that the Student-teacher relationship may lead to a positive classroom experience. Learners are often motivated to achieve educational objectives when teachers are loved.

Some of the challenges that have made it impossible for teachers and educators to adopt the approach in education mainstream may include but are not limited to the following. First, the approach may fail to work or perform the desired duty because many students fail to attend classroom sessions. Chronic absenteeism has made it difficult for teachers and educators to create a relationship that will help achieve educational goals. Secondly, learners from under-resourced families are more likely to develop poor relationships with teachers. One of the reasons that will lead to this problem might be the biasness teachers and educators may have towards these students. For this reason, students often perform well in subjects through teachers they love. Therefore, creating a positive relationship will help learners to inquire more often than just scaring them. Hence, school administrators and leaders should always ensure teachers perform their best to maintain a positive relationship and boost academic performance.

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