



Teacher-Student Relationships: A Critical Analysis of the Students Outcome and Psychological Well-being

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Abstract

The purpose of this research is to investigate the type of relationship between students and the teacher in the classroom and out of class room to improve the learning process. Psychological well-being refers to an optimal mental health (happiness, satisfaction, joy, self awareness and social connection etc.). A negative prediction of teachers towards student and students towards teacher delimited their upcoming learning outcomes. Positive student - teacher relationship improve mental health and academic advantage (Admin 2017). Currently, the type of requirements needed in a classroom are judged on the perspective of the students. The study is qualitative in nature and includes interviews with randomly selected samples. The study was conducted on a sample of 60 students 30 teachers from the vicinity of University of Allahabad in Prayagraj and Lucknow University in Lucknow of Uttar Pradesh. Survey results show that students want an interactive classroom environment and also want a discrimination-free education.

Key Words: Academic-Advantage, Student-Teacher, Relation Education, Discrimination.



Introduction

One of the best public initiatives for advancing national development is education. The process of obtaining or providing systematic teaching, particularly at a school or university, is also known as education. Traditionally teacher-student relationships being constructed on believing that the teachers possessed the basic power and know what is best for the students; students were taken into account as inactive recipients of instruction who immediately say yes to instructional objectives without querying (Castejou & Martinez, 2001). Throughout the time, computer technology has provided a less stressful atmosphere for the students. The authoritarianism with the “Guru-Shishya” is gone for good. The element that anxiety is lacking, Students desire to grow fundamentally. For this reason, its significance of the teacher’s position has increased. One important aspect of education is the interaction between instructors and learners. It affects academic achievement, influences the learning environment, and is crucial to one's own growth. To promote efficient learning in the modern education system, which frequently evolves owing to societal shifts and technology breakthroughs, it is crucial that educators understand these dynamics. The bonds that educators form with their pupils are crucial to their development as scholars. According to Hallinan (2008), learning refers to a process which incorporates both social and psychological.

Psychological components and both procedures must be taken into account if the goal is to maximize performance in school (p. 271). In the circumstances of student-teacher relationships, psychological well-being applies to the emotional, social, and cognitive elements that support an encouraging educational atmosphere. As the studies show, the interaction between students and teachers is critical to educational progress and emotional well-being. Positive connections promote trust, mutual respect, and a sense of belonging, which leads to better academic performance, emotional stability, and social development (Cornelius-White, 2007; Eccles & Roeser, 2011). Teachers who serve as role models and mentors improve students’ resilience and help them navigate problems efficiently (Bandura, 1997; Hattie, 2009). This includes a student's sense of security, involvement, and support, all of which can boost motivation and academic.



Significance of the Study

A study always significantly represent in the society always. We have founded many studies which is correlated with students achievement, teachers job satisfaction, teachers motivation, student motivation and some relationship between students-teachers at elementary level but not such study which told about teacher and student relations at higher education. A substantial body of research shows that all students' growth in the classroom depends on the presence of positive relationships between teachers and students (Hamre & Pianta, 2006; Birch & Ladd, 1998). Hamre & Pianta state that having a good rapport between students and teachers is a valuable a tool for learners. They recommend that maintaining a happy relationship Students can work independently when they have an instructor because kids are aware that in the event of issues, they may rely on their teacher. The instructor will identify the issue and address it when kids walk in interactions with teachers in traditional educational environments offer the basis in order to successfully acclimate to the academic and social environment (p. 49).

Background of the Study

The relationship between a teacher and student is fundamental to education and has a big impact on both the academic and personal growth of the pupils. This dynamic has historically changed as a result of societal shifts and different educational ideologies. Education was frequently one-on-one in antiquated societies like Greece and China, with professor's directly imparting knowledge to students in private settings. Philosophers such as Socrates laid the foundation for interactive learning by emphasizing discussion and critical thinking. The connection became more structured as education systems got more formalized, particularly in the 19th and 20th centuries. The growth of public education brought attention to the value of educators as mentors and role models who support students' social and emotional growth in addition to their academic progress.

The complexity of the interaction between a teacher and student is acknowledged today. Students' motivation, engagement, and general success are impacted by effective relationships, which are based on communication, respect, and trust. Teachers work hard to establish welcoming settings that promote cooperation and understanding while



accommodating the various needs of their students. According to Prof. Sahoo, “Student and teacher relationships are always like a father and son or daughter and father.” As some other educationists advocate, its relation is very pure and true; no one can destroy it. According to Prof. Tayagi, some teachers are responsible for the bad behavior of students; sometimes an egoistic nature also plays a significant role in the bad behavior of students towards teachers. Prof. Mishra (2016) says if honesty is teaching and solving student’s problems, then no matter how they behave, it’s always positive. Prof. P.K. Astaline says to solve student’s problems and try to understand their emotions. Kumar, A. Studies from 2018 to 2020 show that caste-based teachers give more priority to students of a particular caste. This gives rise to mental torture among students of other groups and castes. Professor Vikram Harijan had clarified that at Allahabad University, marks are given on the basis of caste. It also shows what the student’s relationship is with the teachers and how the teachers of a particular caste are related to those of a particular caste. An ideal teacher never discriminates against their students.

Literature Review

Rani (2018) In order to enhance the educational process, the purpose of this paper is to ascertain the nature of the interaction that exists between the teacher and the students in the classroom. Students' opinions currently determine that what kinds of requirements are necessary in a classroom. The research is qualitative in nature and involves interviews with samples that were chosen at random. A sample of sixty students from the surrounding districts of Panchkula, Haryana, and Punjab University Chandigarh were used in the study. The survey's results indicate that students desire an engaged learning environment in the classroom.

Gablinke (2014) This study of University of Rhode, Island. Using a single case study approach, this research study investigated the affective domain of teacher-student relationships. This is based study is based on four primary school. Qualitative method used in this study and find factor associates with teacher and student. A synthesis of the data from this one case study was created to direct a classroom. The investigation and interpretation that followed offered a summary of the main concepts that emerged with regard to effective



teaching, student relationships in addition to certain elements of the exchanges seen as necessary for the learning environment of the students.

Uzoamaka (2023) The study looked into the relationship between a student's academic achievement and their instructor in Enugu South Local Government Area. The study was led by two particular objectives and two research questions. The research design used in the study was survey. With a sample size of 200, the study's population consists of all the primary school instructors working in the 1,420 public primary schools within the study area. A structured questionnaire was the tool utilized to collect the data. Experts validated the instrument. To assess the reliability coefficient of 0.75, Cronbach alpha was employed. Mean score analysis was performed on the data. The results demonstrated that the majority of primary school teachers schedule time for pleasant chart engagement.

Connection to this Study

My role in this study is shaped by my previous experience, working in the field of secondary school education for the five years, two of those years as a building administrator in three different districts with diverse student populations. My teaching experience as a language and social science educator afforded me the opportunity to be embedded in a variety of classrooms, working alongside teachers and providing student support. My ten years experience on the campus of Allahabad University and time-to-time visits its affiliated college as students and teacher educators. My two year experiences on the campus of Lucknow University in the teaching-learning process. My experience is not a single standard my journey of experience start from elementary school to post graduation and now it's continue at research level. I believe these experiences have given me unique insight, understanding, and knowledge of teaching and learning. I also know that these experiences have shaped certain biases, though every effort will be made on my part to remain neutral as a qualitative researcher and analytics data interpretation.

Hypotheses

The researcher has noticed for a number of years that certain Universities and its affiliated college performances are falling down of expectations and some students get good



marks and some whose present is good but get poor marks. Thus, the researcher wondered what was missing from the constructive relationships in the classroom these days. A theory was proposed that:

1. An educator ought to use a new technology-based teaching approach in place of the outdated, conventional one, not student friendly.
2. Teacher's nature and discriminative behaviour is cause of student's anxiety, overwrought aggressiveness.
3. Teachers should build a friendly relationship with students because they are responsible for them. It will encourage them to continue and make them more Proficient in picking up their knowledge.

Data Collection/Methodology

In this qualitative research, researcher investigates many research papers, magazine and news paper. In this research, researcher used purposes sample technic. Researcher used as a sample 60 students and 30 teachers of two universities. Through mobile interview technology researcher got information of students and teachers. Which qualitative information founded by researcher through that he interpreted his findings and relations, through percentage analysis interpretation of results according to responses.

Delimitation

The study is delimited to undergraduate and graduate students, despite our best efforts.

- The second delimitation was that I devoted much time to the survey. It took only 2-3 years to conduct the study.
- Another delimitation was the low number of samples i.e. 60, the samples were restricted to two university and only.
- Gender-wise separate study was not taken into account; rather responses were taken in combined.

Teacher-student relationships are important



Academic achievement: Improved academic performance often comes as a manifestation of beneficial relationships between teachers and students. Students are more encouraged to engage fully in the learning process when they feel understood and supported. Also support this concept (Silins and Murray Harvey, 2013). Students also play a significant role in this dynamic by actively participating and demonstrating respect, which enhances the mutually beneficial nature of these connections. These interactions are further improved by classroom management, inclusion, and teacher emotional intelligence training, which lower stress and promotes collaborative learning environments (Marzano et al., 2003; Mccalla & Scull, 2022).

Emotional Well-Being: Students' psychological well-being can be enhanced through a solid rapport. Approachable and empathic educators help promote the establishment of a safe environment where kids may express themselves without worrying about being evaluated. Learner centered atmosphere warm supporting relationship with students (Strahan and Layell, 2006).

Motivation and Engagement: Teachers who connect with their students can ignite a passion for learning. Students are more motivated when they feel their interests and aspirations are acknowledged.

Behavioral Outcomes: Good relationships can lead to better classroom behavior. Students who respect and trust their teachers are less likely to engage in disruptive behavior.

Present Difficulties

Although the value of a solid teacher-student relationship is acknowledged, the current educational system however faces a number of obstacles:

Big Class Sizes: In many learning settings, teachers find it challenging to create profound connections with each student in their class. Personalized care becomes a major challenge.



Pressure from Standardized Testing: A strong focus on standardized testing may cause people to give priority to content delivery over fostering relationships. Instructors could experience pressure to put test preparation in advance of the needs of each individual student.

Cultural and Socioeconomic Elements: A diverse classroom contains issues related to a range of cultural backgrounds and socioeconomic situations. To build understanding and trust with all of their students, teachers need to negotiate these difficulties.

Dependency on Technology: The growing dependence of technology in the classroom and online learning could affect interpersonal relationships. Technology may enhance learning, though it can also make it more difficult to create rapport.

Techniques for Improving the Bond between Teachers and Students:

Individual Attention: Teachers should strive to know their students personally. This can be facilitated through small group work, one-on-one meetings, or informal check-ins.

Inclusive teaching practices: Incorporating culturally responsive teaching methods helps bridge gaps between diverse student backgrounds and fosters a sense of belonging.

Professional Development: Training teachers in interpersonal skills and emotional intelligence can enhance their ability to connect with students effectively.

Feedback Mechanisms: Creating avenues for student feedback in the classroom environment allows teachers to adapt their approaches and proactively address student concerns.

Community building: Encouraging a collaborative classroom environment through team-building activities can foster positive relationships among students and between students and teachers.

Discussion of Finding

1. The results were consistent with those of Ihe (2009), who believed that being friendly with students is the greatest approach to bring forth their finest qualities. and give them a sense of belonging. Results from research question two showed that some



educators mistreat their pupils because incorrectly addressing a query; they frequently thank the student for responding accurately by posing the query to the whole class. People to applaud the pupils. The results also showed that frequently, the teacher punishes the bright student by using the feeble ones each time they respond to any question improperly. They frequently provide pupils with supplies such as pencils and practice books, etc., when they provide accurate answers to questions. Lastly, the results showed that educators frequently beat their students for responding incorrectly to posed questions.

2. First hypothesis finding is that there is significant relationship between new technology and teacher – student relationship.
3. Second hypothesis finding is that there is significant relationship between teacher discrimination behaviour and students learning.
4. Third hypothesis finding is that there is significant relationship between friendly attitudes of teachers towards students out comes.

Dainik Bhaskar newspaper reports of August 2024 that in India 70% of research scholars are in depression and 8% of students need medicine. Its reason is unemployment and pressure from teachers and supervisors. The hectic atmosphere of the department and other member's bad behavior are related to their work. Some teacher's attitudes are so bad they treat students or scholars as labor first, telling them to work and then listening to them. If anyone has a special knowledge of any field or technical expertise, he or she does not share it easily with anyone, first making them slaves and then giving them little support in their work.

Conclusion

We come to the conclusion that there is a positive correlation between teacher and student relationships. Although this study might not be extremely beneficial to educators, it could potentially provide a lot of knowledge regarding strategy or preparation for building positive relationships with students and teachers. Instructors need to consider or apply several strategies in order to enhance the learning environment in the classroom. There is always work to be done in the give-and-take interaction between teachers and students. They should remember that strong interpersonal relationships are more essential to both high levels of



productivity and academic success. The survey's results demonstrate how important interaction is to the teaching-learning process. Students are motivated to learn more when they have these sensations. Regarding the perception of teachers, one of the MA I students said, "Teachers should not be like leaders; instead, they should be simple people from whom one is not afraid, and teachers will help the students to overcome difficulties and always present themselves as helpers, guides, mentors, and good friends. Positive teacher-student relationships are very beneficial for student's achievement and psychological well-being. The quality of the relationships between teachers and students can be improved through interventions that promote emotional and mental well-being, such as mindfulness practices, physical activities, and gratitude cultivation (Jennings et al., 2011; Bailey et al., 2009; Froh et al., 2010).

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