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The importance of the teacher-student relationship and the effect of students' learning

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Abstract.

The teaching process is one of the most complex and sensitive processes in terms of education. It includes many areas through which this process can function. To create a better and more efficient learning process, relations must first be formed between the two key subjects of the process, the teacher and the student. A healthy relationship between these subjects is the main step in creating an ideal learning process. It provides a safe environment and confidence work and perform without pressure. When the classroom in which teaching takes place is a safe and supportive environment, students are more motivated and stimulated to learn and actively collaborate with teachers and peers. Thus, the role of the teacher is essential to them. Knowing that the relationship between teachers and students affects the way learning develops in the classroom, the quality of students, and their motivation to learn, this study will focus on the importance of the teacher-student relationship and the impact of this relationship on the learning process. Furthermore, these supportive relationships with teachers can play an important developmental role during the transition periods of education.

By providing specific and empirical evidence, the results of the study help identify factors related to teacher-student interactions and confirm the importance of this relationship.

Keywords: teacher-student relationships, emotional support, classroom management, motivation, classroom environment, learning strategy, lesson organization.

This study aims to explain the impact of the teacher-student relationship and it has been conducted in three Kosovo Schools and the achievement of its goals is based on the findings of the questionnaires piloted with a group of 40 teachers working in these three elementary schools "Elena Gjika", "Asim Vokshi", "Green School" and 250 students of the same elementary schools of grade 9. The aim was to gather teachers' and students' perceptions of the supportive relationship and how this relationship might affect students' learning and their interest in the learning process. By providing specific and empirical evidence, the results of the study help identify factors related to teacher-student interactions and confirm the importance of this relationship.

Keywords: *teacher-student relationships, emotional support, classroom management, motivation, classroom environment, learning strategy, lesson organization.*

1.Introduction

Creating a warm and productive environment in the classroom is quite reasonable because the socio-emotional climate that a teacher is capable of creating and offers potential students to see themselves fit, worthy and confident in the classroom. It also incorporates them into a part of the students, making them feel part of a process. The ability of students to connect with rubber teachers is an attribute that can make a huge difference in student achievement. Pianta (1999) was assigned to teach student lessons, as "the case has an emotion created by the future interactions of their students' teachers". When students feel that teachers are supportive and trustworthy, they have made connections to their teaching and see teachers as the person who keeps students and do not want to have the opportunity to grow.

Many Murray & Pianta (2009) believe that soil structure can foster a positive within the classroom. From a well-managed classroom environment and student safety, they were forced to ensure that behavioral expectations were clearly expressed and constantly

reinforced. Land settings and student opportunities to develop a sense of trust and comfort with all members of the classroom community. Land cultivation environments also give teachers more as such to achieve and achieve in terms of my classroom fulfillment, because teachers in this environment have the freedom to engage in more positive interactions with students than in other assignments of discipline. For this reason, this study identifies the various factors that create a conducive classroom environment and an effective learning process. Also affect the characteristic affective characteristics, which result as a result of proper relationships between teachers and students. So the study clarifies the importance of student learning in such a lesson and works to create such action.

2. The importance of teacher-student relations

It is important to have a teacher who cares about the needs and strengths of the students. Also, a teacher, who creates supportive relationships with his students, offering them opportunities to show themselves during the learning process. Participation in the learning process makes students feel comfortable and free to interact in the classroom. In this way, the improvement of their teaching skills is achieved. A teacher who cares for his students transmits knowledge affectively and has good interaction with them. In addition, he or she offers students the opportunity to make emotional connections. Allen, Gregory, Mikami, Lun, Hamre & Pianta (2013) suggest that "improving the quality of interactions between teachers and students in the classroom depends on a solid understanding of the nature of effective teaching for students." The emotional connection created between students and the teacher makes students feel good in the classroom and in relation to their teacher. This feeling is essential for the success or failure of the student, because it plays a key role in defining his achievements. Classroom organization is the way teachers lead the class to achieve certain goals, which includes how teachers physically organize the classroom for learning. Learning support is important to help teachers provide strategies and support that will best help them to distinguish lessons and meet all student needs. At the same time to promote their engagement in the learning process.

3. Perspectives on teacher-student relations

There is a diverse range of perspectives in the field of interactions between teachers and students that have been researched over the past decades. However, they share some fundamentally different principles. What follows in this literature review is a sample of these perspectives as they relate to the effect that teacher-student interactions have on the learning environment including findings and implications, organized by categories of researchers.

3.1. Educational perspective

"What do the positive relationships between teachers and students in the classroom look like?"

Downey (2008) conducted a study that synthesized educational research on the factors that influence academic success. The rationale for the study was to examine classroom practices that made a difference for all students, but in particular, for students at risk for learning failure. What was determined was that a teacher's personal interaction with his students made a significant difference.

The recommendations from Downey's analysis were that "students need teachers to build strong interpersonal relationships with them, focusing on students' strengths while maintaining high and realistic expectations for success." The main starting point of

these relationships should be based on the care, cohesion, trust and respect established between teachers and students. Downey concludes that "the study served as a powerful reminder that everyday interactions between teachers and students in the classroom are important." In addition to him, other researchers in this field such as: Marzano, Cazden, Langer agree that the interaction between teacher and student has a significant impact on student learning in the classroom.

3.2. Psychological point of view

"How are good relations between teachers and students noticed and why are these relationships important?" "What effect does a positive relationship with teachers have on a student?" Sarason (1999) sees teaching as an interpretive art and discusses the "art of teaching" and the role that teacher interaction plays in creating a productive learning environment. He argues that, after World War II, when teachers were trained, education increasingly focused on the subject to the detriment of pedagogy, "the obligation of the teacher to know who the student is and makes the subject interesting, motivating and compelling for students Theirs". He asks "are there no characteristics of a good teacher that can be observed when the teacher interacts with children?". Such a candidate would be someone capable of understanding, motivating and guiding the intellectual development as well as the socio-personal development of children. Sarason claims, "If you do not know the minds and hearts of students, you overturn productive learning," this is the starting point of all learning. Sarason claims to have three key characteristics for productive learning; the first is recognizing and respecting the individuality of the student. The second is for the teacher to know the topic should be sufficient to determine when the student may have difficulty and be able to mediate to prevent difficulties from occurring. The third principle is that the teacher is constantly looking for ways to engage and stimulate the student so that he / she wants to learn. By building relationships with students, teachers can accomplish what Sarason claims the primary purpose of schooling is to motivate students to experience personal and cognitive growth. According to Sarason there is no system in place that evaluates how teachers interact with children. This is a big problem in the field of education, which will start to change during the next generation of students and teachers. Teachers need to build a relationship with their students, which builds trust, respect and an understanding of them as students. He considers it an essential component to teaching and learning - he requires teachers to be "both performers and smart psychologists".

3.3. Sociological perspective

"What is the contribution that the social aspects of school make to the child's education?"

Crosnoe, Johnson, & Elder (2004) investigated the effect that the 'alienation' of young people from the school community had on their teaching and school performance. Alienation is defined as the feeling of detachment from others. They claim that "student alienation contributes to learning problems that lead to problems at the societal level." They emphasize the need to consider more social aspects of schooling, such as the relationship that teachers create with their students. They studied whether an affective dimension of the relationship between teachers and students predicts learning progress and behavioral problems. In a study of adolescents in grades 7-12 it was found that positive teacher-student relationships were associated with their best outcomes both in terms of learning and behavior. Crosnoe et al. concluded that "students who had more positive views of their teachers were better off and had fewer problems at school". Their recommendation, based on these findings, is that the research should extend deeper into the teacher-student relationship; in particular, exploring the connection between the affective dimensions of these relationships. They consider good student-teacher relations as a resource for schools and that students should be promoted as such. Facilitating interpersonal relationships, from a sociological point of view, is important to keep students committed to the education process.

4. Impacts of teaching

Making a strong connection with a student results in deep and consistent learning (Flood, Lapp, Squire, & Jensen, 2003). According to Flood et al. (2003), there is a consensus among researchers that good readers have a plan to understand and use their metacognitive knowledge in a regular way to implement their plan - they use a thought process that can be learned. The process of thinking used to understand reading is very similar to the process involved in writing, in that of synthesis and analysis. The ability of a successful teacher to successfully learn these thinking strategies can result in a student with the skills of transferring knowledge that will prepare them for lifelong learning. Knowledge transferability, as discussed by Spiro et al. (1987), is a necessary skill if one is to gain complex knowledge and mastery beyond the superficial understanding of prior learning. Spiro et al. show that knowledge cannot be delivered only to students, it is necessary active involvement in acquiring knowledge along with "possible guidance from expert mentors". When teachers have sufficient knowledge of how their students learn, they can provide important guidance to students. This is achieved through the establishment of strong relations between the two parties. Downey (2008) also recommends using reciprocal teaching as an effective learning strategy which requires building strong interaction between teacher and student, as they "develop a research-oriented approach to learning". Building strong affective relationships with students would give teachers additional learning capacities that can foster learning from a range of student interests and their strengths. According to Hallinan (2008), learning is a cognitive and social process, as well as a psychological process. He reports that "research has shown that students who want school have higher academic achievement."

5. Conclusion and recommendation

A review of the literature shows the different disciplines of researchers, who have examined all the effects that building a strong teacher-student relationship has on the learning environment. While the emphasis on test scores, to determine the effect of teaching and learning, has been prevalent in the last decade. (No Child Left Behind Act, 2001). Thus, there is ample evidence from several sources to show that building a strong relationship with students contributes greatly to a successful learning environment. This study also shows how participants create a specially designed learning environment that has a positive effect on student learning. Study participants use the relationships that the teacher creates with students to improve the learning environment. Regarding the relationship between teachers and students, Marzano & Marzano (2003) warn not to be left as a causal relationship. They recommend that by using research-supported strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships, which will support achievements in the learning process. Through the study were created new opportunities to gain in-depth knowledge of teacher-student interaction and teacher thinking, which has a positive impact on the learning environment. Sarason (1999) states that the starting point of all learning is to know the minds and hearts of the students it teaches. So, even this study managed to evidence that the essence of a strong teacher-student relationship revolves around the effects of this relationship on teaching and learning that takes place in the classroom.

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