BUILDING POSITIVE TEACHER - STUDENTS RELATIONSHIP

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ABSTRACT

The aim of this article is to present how to build positive relationship between teacher and students in the classroom. The role of the teacher is not just to deliver knowledge to the students but also build positive relationship with them. Many studies have examined the importance of teacher-students relationships for students’ learning outcome and students’ motivation to learn. The design of this research was descriptive qualitative research. The collection of the data was done through documentations and interview. The research found that teacher must build positive relationship with the students in order to increase students’ academic outcome and their motivation that needed to be successful in both academic and life lessons. Therefore, it should be the goal of every teacher to build positive teacher-students relationship in the classroom.

Key Word— teacher-students relationship

INTRODUCTION

The most important element in learning process is a teacher. Teacher is a person who works in educational institute to help students acquire knowledge, competences, and values. Teacher has many roles. The most common roles a teacher in the classroom is to teach knowledge and to provide information that related to subject matter to students. Teacher also plays an important role to create classroom environment that relates to teacher and students relationship. If teacher creates a warm and happy environment, students are more likely to be happy. If students sense the teacher is angry, students may react negatively to that and it will impact to learning process. The relationship created by teacher can be either positive or negative. Furthermore, Temel (1988) stated that the purpose of the teacher is not just to deliver knowledge and taking exams but also the teacher takes on the role of organizing, managing, counseling, observing and evaluating and in order to achieve the purposes, the teacher has to involve the student through building positive relationship. Thus, the teacher is expected to build positive relationship with the students.

Positive teacher-student relationship is an open communication as well as emotional between students and teacher. It can be form as mutual acceptance, understanding, warmth, closeness, trust, respect, support, care and cooperation. When students first time steps in the classroom, they try to make relationship with people around them especially the teacher. If teacher starts to understand his/her students there will be positive relationship, because when students have problems on school they can speak freely with their teachers and they can find solution together. If the relationship and communication between a student and a teacher is positive the student will have more respect to the teacher and the will pay more attention in the classroom. But if the relationship is negative, then going to school will be the biggest nightmare for the students. Thus, students have to respect the teachers and teacher have to care the students for positive relationship between them.

Positive teacher-student relationships impact to students’ academic achievement and their motivation to learn. Students who have positive relationship with their teacher feel motivated and supported to learn. Students are more engaged when they have a positive relationship with the teacher and they tend to work harder in the classroom. Positive relationship will help the students who are shy,
with low self-confidence or find speaking in front of the classroom is difficult. Through positive relationship with the teacher, they might gain some confidence. Therefore, positive teacher-student relationship improves classroom management and create classroom atmosphere more secure and comfortable. So, positive relationship between the teacher and the students are important for a successful learning because it will influence the students’ attitudes towards the learning.

Unfortunately, the positive relationship between teacher and student is difficult to build. This is because most of teacher still do not aware about the importance of positive relationship between teacher and students. The teacher just focus on how to transfer knowledge to the students but he/she ignore about classroom environment. Based on the problem, it is shown that most of teacher still face the problem in building positive relationship with the students. Therefore, this article will present how to build positive relationship between teacher and students in the classroom.

The Important of Teacher-Students Relationship

Teacher-student relationship plays important role in students’ attitude toward learning, and the relationships can impact their academic outcome. By building positive relationship, students will be motivated, will feel secure which make students interested to learn. Moreover Hargreaves (1994; 835) stated that,

“Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy”.

It means that good teaching involves good communication between the teacher and students and also among students. It is not just delivering knowledge to them. Therefore, teachers’ roles can be important to the effectivity of the language learning. Teachers need to be supportive. A teacher is one who can create a positive classroom environment, who encourages students. Teacher also is one who can build positive relationship between students and involve them in learning process. Hence, teaching and learning process are more than just an academic setting, it also involves values to learn about life.

Teacher–students relationship significantly impact students’ academic outcome. Many studies (Birch & Ladd, 1997; Hughes, Gleason, & Zhang, 2005; Pianta, 2001) have pointed that positive teacher-student relationships are high in closeness like mutual respect, caring, and warmth between teachers and students. Furthermore based on the result of research in one public university in Malaysia, it show that the outcomes of positive teacher-student relationships resulted in increased motivation level and also increased in academic achievement. It also show that students were taught by their favorite teacher to achieve excellent grades in the classroom. It seems that close relationship with the teacher helps motivate the students in their learning in school. Hence, a teacher who is approachable, friendly and helpful will make learning process easier and less stressful.

In addition, most of the relationships between teacher and students continue even after they have finished schools. When students asked why they like the teacher, they said that their teacher being more like a friend than a teacher. If the teacher became unfriendly, harsh and short-tempered. It will be difficult for students to approach their teacher. Moreover, Davis (2003; 207) stated that,

“Operating as socializing agents, teacher can influence students’ social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students’ motivation and learning; by addressing students’ need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills. Moreover, supportive relationships with teacher may play an important developmental role during the transition to and through middle school. Therefore, developing relationships with an early adolescent presents unique challenges to middle school teacher “

It means that, it is important to have a teacher who cares for their students’ needs and strengths, and who holds a supportive relationship with their students, giving them the same chances and opportunities to participate in the learning process. These opportunities make students feel
comfortable and free to interact in the classroom and improve their academic skills. A teacher who has a positive relationship with the students and cares about them can deliver knowledge affectively.

A positive relationship between teacher and students is needed to create safe classroom environments. It also gives students confidence to learn without pressure and they become motivated to learn. According to Christophel (1990), students will learn if they want to learn. In other words, if students are motivated to learn, they will put forth more time and energy into the learning process. When the classroom has positive, safe and supportive environment, students feel motivated to learn and actively collaborate with the teacher. Thus, the teacher’s role is vital to build positive relationship.

Motivation can be defined as state and trait. State motivation is motivation a student experiences toward a particular class, task, or content area at a particular time. State motivation is highly influenced by the situation and can vary from time to time. Trait motivation is generally more enduring and refers to a student’s innate motivation toward learning. This distinction is important because it suggests that teacher can have a positive impact on students’ state classroom motivation. Keller (1987) developed the ARCS model of motivation that identified four conditions necessary for influencing students’ motivation to learn.

- **Interest/attention**
  Regularly capturing students’ attention has been considered the initial step in motivating students to do a particular task. In other words, if students pay attention in class, they are more likely to be involved and put forth effort to learn.

- **Relevance**
  Making course content relevant to students satisfies certain needs such as the need for affiliation and/or achievement.

- **Expectancy/confidence**
  Positive expectancies, or confidence, may be developed by communicating to students what is expected of them and providing reassurances that they can succeed at the task.

- **Satisfaction**
  The last condition necessary for students’ motivation is satisfaction. When students feel satisfied with the outcomes of their effort they will continue to be motivated.

As noted in many studies, positive teacher–child relationships is essential for students’ academic outcome and students’ motivation to learn. According to McLaughlin, Aspden, and McLachlan, there are some teaching practices that can be used to build positive relationships.

- Teachers ask questions about children’s home lives and experiences and make connections between center life and home life.
- Teachers get to know children’s interests, strengths, and needs using a variety of strategies.
- Teachers interact with children at their level and make eye contact as appropriate.
- Teachers greet each child every day.
- Teachers use children’s names and help children learn each other’s names.
- Teachers know something unique about each child and recognize strengths in every child.
- Teachers give physical and verbal comfort and affection to soothe children when they are upset or unsettled.
- Teachers share information about themselves and their interests and experiences.
- Teachers look out for children who are not likely to seek teacher time or attention and take care to connect with each child throughout the day.
- Teachers use a variety of strategies to celebrate children’s accomplishments and proud moments (e.g., high-fives, hugs, praise, showing other teachers and children, sending information home to families).
- Teachers are aware of sensitive times for children (e.g., morning transition from home to center) and work closely and responsively to ensure a sense of safety and security.
- Teachers are aware of children’s connections to different staff and prepare and support children (and families) when there are temporary or longer term changes in staff.
- Teachers attentively listen to children’s ideas and communications; if busy, teachers respond to children and let them know they will connect with them at a later point.
- Teachers keep commitments and promises to children and apologize if broken or amended.
- Teachers join children in play and have sustained conversations and interactions.
- Teachers have fun and can be playful with children.
- Teachers give children positive attention and communicate warm positive feelings toward children (for no particular reason other than to be with them).
- Teachers make sure departure is a pleasant experience for children and families (e.g., not rushed, hugs, good-bye, and time to share).
- Teachers uphold children’s sense of self in all interactions

The practices above are the list of everyday actions and interactions that can be used by teacher to build positive relationship with students to feel connected, safe, and secure so they can be competent and confident learners.

**Building Positive Teacher-Students Relationship**

**Teacher Should Engage Students in Frequent Social Conversation**

Teacher can build positive relationship with the students by having conversations about their lives outside of school. Teacher may ask students questions about how things are going in other classes, in their after-school activities, or at home. It is important for teacher to show interest in students by spending time listening their problem and remembering key information such as the subject or the class that the student is having a hard time. By talking about their lives outside of school, it will make students more comfortable. Teacher can easily show interest by saying something such as, “I’m really interested in hearing more about that. Let’s talk about it some more after we are done with this.” When teacher available to students who are having a hard time, it can build positive relationship.

**Teacher Should Listen Students’ Thought**

Teacher can build positive relationships during academic times of the school day. One way to do that is by providing opportunities for students to share their views and thoughts on academic subjects. Teacher should try to make learning more meaningful to students, by incorporating aspects of their and the students’ real lives and going with the flow of students’ ideas during discussions, also indicate a greater regard for their students.

**Teacher Should Make The Class Interesting**

Teacher can build relationship with students by making interesting class. Relationship between the teachers and students need to be friendly. Students need to cooperate with their teachers more, so students can learn more about suitable subject. The teachers need to find the best way to present the subject to the students, the presenting need to be something which can interest the students in some interesting and close way to them. This is because when the class is boring, students don't try to learn much. But in class where is fun and interesting students can learn much more and they don't need to try hard to understood the lessons. When they have teachers who are fun and interesting people which they try to present the subject on the interesting way, students will love the subject and cooperate with teacher as much as possible, so they learn a lot of other things which are connected to the subject.

**Teacher Should Call All Students Equitably**

Teacher should call the students equitably to build positive relationship with them. Calling on all the students in your class rather than a select few will also help keep students on task and decrease problems in the classroom. It is important that teacher monitor themselves to be certain that they are providing all of your students with response opportunities. Teacher also should make certain that he or she is not calling exclusively on students who have good mark but also on students who have not good mark. Thus, it is important be sure that before the end of the discussion teacher called on all her/his students so as to make the discussion more equitable.
**Teacher Should Understand Students’ Problem**

Sometimes the teacher should talk about common problems and break the atmosphere of roiling, rolls and discipline, because the life of a young learners is not just school lessons. It is good to have good teachers which can explain some problem about lots of things. The teachers should have understanding for the problems of the students and should be ready to discuss about them and offer help and support.

**Teacher Should Tell Students They Have the Ability to Do Well**

Another way to build positive relationship with students is by directly telling them they have the ability to do well. When teacher tell to students that they have confidence that they can handle a difficult assignment or improve their behavior, it is a very powerful way. Every student needs to have at least one significant adult in his or her life who believes that he or she can do well. Teacher should have positive expectations for her/his students. When teacher tell students that they do well, it can help to build their confidence in learning process. Students need to know that their teacher respect them and have confidence in them.

**Teacher Should Correcting Students in Appropriate Way**

Correcting and disciplining students for inappropriate behaviors is a necessary part of every teacher’s job. Teacher can actually build positive relationships when correct students. The goal in correcting students should be to have them reflect on what they did. It should not be that they think, “I hate my teacher. I'm going to be sure I don't get caught next time.” The difference in students' reactions to being correcting is often related to the way in correct them. It is also important to keep that teacher should correct students in private because public correction can foster feelings of anger and embarrassment. Teacher also should stay calm and avoid frustration. It is necessary have a “cooling-off period” before correcting student.

**Teacher Should Use Humor in the Classroom**

Humor can be an effective way to build positive teacher-students relationship. When teachers share a laugh or a smile with students, they help students feel more comfortable and motivated to learn. Humor will brings enthusiasm, positive feelings, and optimism to the classroom. Even it is not naturally funny, it still can lighten things up a bit. Not only will it make you more approachable, it will also help put students more at ease in the classroom. Teachers can use humor to bring content to life through games, parody, or comical voices. Students respond to their teacher’s playfulness and appreciate the effort he or she puts into making a lesson fun.

**CONCLUSION**

Building positive relationships with students promotes a successful teaching and learning process. However, to build the positive relationship between teacher and students need much time because this is a work in progress. Teacher should aware about the importance of positive teacher-students relationship because it is has crucial role to students’ academic outcome. Hence, teacher need to care, know and understand her/his students. Connecting with the students in the school will allow teacher to have opportunity of knowing how and when to address her/his students’ needs. It is teacher responsible to help and guide the students so they can overcome the problem in school and in the real world.

Teacher should provide opportunities for students to involve in students creating classroom rules and expectations, as this facilitates the classroom management process. When students are involved in creating classroom rules and expectations they will follow the rules and be more responsible for their actions. The teacher-students relationship must be built because students are very instinctive and will sense whether or not their teacher are on their side. Once positive relationship has been built in the classroom it becomes a safe classroom environment so students can learn personally, socially, emotionally, and academically under the direction of their teacher.
REFERENCES


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