

**STUDENT-TEACHER RELATIONSHIP**

**Baxtiyorova Mohichehra**

*a second-year*

*Student of Samarkand State Institute Of Foreign Languages.*

*Samarkand, Uzbekistan.*

**Annotation:** *Student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all.*

**Abstract:***This study examined relationships between students' perceptions of the school social environment and student outcomes, using U.S. data from the Program for International Student Assessment 2000. The sample comprised 3748 fifteen-year-old 9th and 10th graders from 147 schools. The two-dimensional approach of parenting typology was here applied to the school environment. The results partially supported the advantage of authoritative schools with high levels of both demandingness (academic press) and responsiveness (the teacher–student relationship). Supportive teacher–student relationships and academic press were significantly related to behavioral and emotional student engagement whereas only the teacher–student relationship was a significant predictor of reading performance. The effects of the teacher–student relationship on student outcomes were not contingent on academic press of the school.*

**Keywords:** *Strategies, higher education, secondary education, development, primary education, student, teacher.*

**Introduction:**

The present study investigated relationships between students' perceptions of the school social environment and student outcomes (i.e., engagement at school and academic performance). To understand the relationships, the two-dimensional approach of parenting typology was applied to the school social environment. The two dimensions are demandingness (academic press) and responsiveness. Research indicates

that 25–60% of U.S. students are disengaged from school<sup>1</sup>. This phenomenon is not unique to the United States and appears to be common and widespread. In a study using data from the Program for International Student Assessment 2000 Willms found that 25% of students in the 43 countries studied reported a low sense of belonging, and 20% of students reported low participation. Lack of student engagement at school is a serious concern for educators and policy makers because disengaged students are more likely to struggle academically, to drop out of school, and to have problem behaviors. Researchers and educators (e.g., Lee & Smith, 1993) have emphasized the significant influence of schools on student engagement and academic performance. Student engagement is a multifaceted concept. Researchers have identified several components of student engagement. Although there is no consensus on which of these components is important, most studies have included behavioral and emotional components. Behavioral engagement refers to the students' participation in academic and nonacademic activities at school. Emotional engagement refers to the students' sense of belonging at school and identification with school. Student engagement is a robust predictor of student success at school. Studies have reported a positive association between student engagement and academic achievement regardless of race, gender, and socio-economic status. Highly engaged students are also less likely to drop out of school. Taking a developmental perspective, academic failure and dropping out are not isolated events but the result of a long-term process of disengagement from school. Thus, enhancing student engagement may help prevent these poor student outcomes. Through many of our experience that each of us had, during our schooling period, we could relate to many stories that we have heard or read or encountered personally about teachers and student relationship. Many of these stories have shown us that the effect of a good relationship turn a student around and changed his or her life. There are thousand of stories about students who were in verge of failing or were being expelled from school for good as a result of their bad behaviors and unacceptable performances. However, a good friend who happened to be their teachers came to their rescue. Teachers and their students have a special relationship; what they do affects each other. Teachers and students can't survive without one another since there would be no teacher without any student. Based on this special relationship, a certain expectation has been

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<sup>1</sup> <https://ecampusontario.pressbooks.pub/educ5202/chapter/the-importance-of-student-teacher-relationships/>

developed in the classroom environment. Gradually, some spoken or unspoken rules and systems have been established between these two individuals which exist till now. On the surface, the main aspect of this relationship has been founded, typically on responsibility and obligation that these individuals feel about each other, yet, in depth there are other elements into teacher and student's relationship which work more than obligation. Although, the nature of teacher and...show more contents. The qualities of a good teacher are endless, never the less. Nevertheless, among these, we can mention few basic traits that an educator has to have, in order to be called a capable teacher<sup>2</sup>. Qualities such as, kindness, self control, duty, reliability, sportsmanship and truthfulness are among the many of characteristics of a good educator who wants to have a nurturing and nourishing relationship with students. For example, the kind and reliable teachers are always available for their students mentally and physically; They spend many of their precious time after school to help a students learn a subject matter. student-teacher relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners everyday. By doing this teachers are showing respect to their students, valuing their individuality and being polite. Having a positive relationship with your students helps them become more successful in the classroom as well as makes your classroom a safe and welcoming environment for all. Good teacher-student relationships can positively impact student behaviour in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning Advantages of a Student-Teacher Relationship

Student- teacher relationships have displayed many advantages in the classroom. To start, students who share a positive relationship with their teacher develop stronger social-emotional skills. In addition, these students are more likely to absorb an increased amount of academic knowledge Positive teacher-student relationships have cascading benefits. The result of a strong student-teacher relationship is that it allows students to feel confident through exploration and taking risks in their academic tasks. In short, students who have a positive student-teacher relationship

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<sup>2</sup> <http://www.apa.org/education/k12/relationships.aspx?item=1#>

demonstrate a stronger performance in the classroom. Positive teacher-student relationships have cascading benefits. However, one of the most important impacts of a positive student-teacher relationship is the production of an environment that incorporates mutual respect. One way an educator can produce a strong relationship with a student is to explicitly define learning goals and expectations in a positive manner. This could look different for groups of students or individual students. The strong relationship will allow for educators to be aware of their students' learning and adjust their learning goals and expectations as needed (Admin, 2017). In the same manner, the educator should allow opportunities for students of all learning styles to participate in class discussions through oral and written communication. In addition to academic advantages, positive student-teacher relationships improve mental health and assist students in developing self-worth. Oftentimes, students look up to their educators as mentors. With this in mind, students are likely to feel pride when the educator encourages them in their learning and social interactions. Social competence, problem-solving abilities, autonomy, and a feeling of a bright future or purpose are protective elements that boost resilience, these all can be developed in a supportive teaching atmosphere. As noted, students benefit from positive student-teacher relationships. Likewise, educators benefit as well. While creating strong relationships with their students, educators are strengthening their own interpersonal and professional skills. By strengthening their interpersonal communication skills, educators are more likely to respond effectively to stressful situations. In addition, educators are able to form relationships with parents and coworkers. In summary, it can be noted that students and educators equally benefit from the creation of positive student-teacher relationships.

### Causes of Poor Student Teacher Relationships

Poor teacher-student relationships result from the instructor's lack of awareness. Some students require tailored educational approaches since they do not respond to learning in the same way as others. When a teacher fails to regard an individual student's educational needs, relationship problems between teachers and students arise. Each student's ability to learn and interact with educators is influenced by their personality, family backgrounds, mental processes, learning styles, priorities, maturity levels, and academic ambitions. When possible, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education. In addition, a poor student-teacher relationship will develop if the educator's main or only priority in the

classroom is academics. In correspondence with academics, students need to feel cared for and have the chance to feel strong emotions. Educators are responsible for building relationships with students that are not surface level or academically focused. Students should feel that their educator is someone they can trust and communicate freely with. The lack of empathy displayed by an educator can result in a poor student-teacher relationship. The Importance Of Student-Teacher Relationships: Short and Long Term

As stated, student-teacher relationships are highly essential in an effective classroom. Specifically, student-teacher relationships are important for students in their short term and long term education. <sup>3</sup>Student-teacher relationships are important in the short term because it creates a thriving classroom environment, helps students develop self worth and improves student mental health. In the same manner, these positive relationships may decrease behavioral problems and promote academic success. Student-teacher relationships help foster the academic success of students. With this being said, student-teacher relationships assist students in the short term. These relationships support students for the specific year they spend in that educational setting with the educator<sup>4</sup>. Likewise, a positive student-teacher relationship is very important in the long term because it gives students confidence as well as ensuring that they know that their ideas are valuable. In turn, this allows students to carry this confidence throughout their future years pursuing academics. Also, this confidence and recognition of self-worth can be seen in social and emotional aspects of the students life. Another long term effect is that positive teacher relationships teach students that mistakes are an indication that they are learning. Learning is ongoing and students are able to identify this through the production of positive student-teacher relationships. This type of relationship will foster confidence in the long-term for the student<sup>5</sup>. The reported magnitude of the effect of student engagement varies depending on the components of engagement that are examined. In a study by Willms, behavioral engagement was defined as attendance and punctuality and it had a moderate correlation with students' literacy skills at the school level. Further, a positive relationship between behavioral engagement and academic performance was found in studies that examined efforts in learning, attendance and extracurricular activities. The positive effect of behavioral engagement on academic performance seems to be more evident among academically resilient

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<sup>3</sup> <https://goucher.idm.oclc.org/login?url=http://search.proquest.com/goucher.idm.oclc.org/d>

<sup>4</sup> <http://dx.doi.org/goucher.idm.oclc.org/10.1007/s10648-011-9170-y>

<sup>5</sup> <http://journals.sagepub.com/doi/pdf/10.1177/0271121414565911>

students. For example, in a study of 925 low-SES minority students, Borman and Overman found that greater engagement in academic activities was a characteristic shared by all students who were deemed to be academically resilient, defined by having higher than predicted math scores (predictions were based on previous math scores and individual SES).

### REFERENCE

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