

# Teacher Student Relationship Quality Impact on Behavior Problems, Academic Competence and Intervention

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## Abstract

A 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. Teacher and student relationship play a fundamental role in children's *social, emotional, and academic development and predict academic and social performance*. Improving students' relationships with teachers has important, positive and long-lasting implications for both *students' academic and social development*. Solely improving students' relationships with their teachers will not produce gains in achievement. Students who have *close, positive and supportive relationships* with their teachers will attain higher levels of achievement than those students with more conflict in their relationships. Thus intervention should aims to foster teachers' awareness of (negative) internalized emotions and beliefs in order to improve closeness and positive affect, and to reduce conflict and negative affect in teacher-child relationships.

## Introduction

A 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 students better, providing choice and encouraging the students to become stronger learner's every day. By doing these teachers show respect to their students, valuing their individuality by being polite (Coristine S *et al.* 2022).

Having a positive relationship with students helps them become more successful in the classroom as well as makes classroom a safe and welcoming environment for all. Teachers play a fundamental role in children's *social, emotional, and academic development*. Not only do teachers act as role models for children, but also the quality of teacher-child interactions plays a significant role in children's developmental outcomes. Relationships are fundamental resources for children. Teacher- child relationship in is closely linked to the *quality of*

*emotional relationship* between them. Secure teacher-child relationship helps children acquire *positive attitudes and expectations towards others and become socially competent*. The quality of children's relationship with teachers can *predict academic and social performance*. Positive teacher-child relationship acts as a protective factor for children's social skills. Conversely, insecure relationships lead to negative social competence.

Understanding teacher-child relationships can guide teacher preparation and professional development, increase teachers' awareness of children's characteristics that affect their performance in school, and help teachers endorse high-quality relationship with children. Among the factors contributing to the development of positive teacher-child relationships are *children's characteristics, teachers' characteristics, and the quality of social environment*. Research has explored the association between conflictual teacher-child relationship and children's *maladjustment and school disengagement, lower language and academic skills, higher internalizing and externalizing problems and problematic behavioral styles*.

## Two significant factors influencing the teacher-student relationship

### Teacher labelling

- Refers to the process of teachers observing their students and putting them into broad categories - in other words, labeling them. These labels can be created *based on the student's attitude to and behavior in school*, but also on their ethnicity, social class, or gender, as some integrationist sociologists argue. In the latter case, the labels are very much ingrained in *stereotypes*.
- The labels teachers impose can influence the ways students view themselves, both in connection to school and the ways they interact with the other students. According to teacher-labeling theory, labels can affect students'

attitudes to school as well as their academic achievement.

### Self-fulfilling prophecy

- The concept of the *self-fulfilling prophecy* is very closely linked to labeling theory. It is the idea that individuals accept the labels bestowed on them (even if they don't actually 'fit'), they start behaving that way, thus making them come true.
- If a student is labeled intelligent and high-achieving, they will become so as a response to being labeled intelligent and high-achieving. On the other hand, if a student is labeled as unintelligent and rebellious, they will act accordingly.

### Importance of teacher student relationship

- ❖ Because most children spend a large portion of their waking hours in preschools and schools, their daily transactions with teachers and other children powerfully influence their development.
- ❖ Recent research has demonstrated clear links between these interactions and children's developmental outcomes.
- ❖ Children's relationships with their teachers have been viewed as a social-emotional source of provisions that either help or hurt children's chances of doing well in school (Hamre & Pianta, 2005).
- ❖ Research on the quality of emotional relationships among teachers and children associates *positive classroom climates* with *greater self-esteem, perceived cognitive competence, internal locus of control, mastery motivation, school satisfaction, academic performance* and *less acting-out behavior*.
- ❖ In contrast, more negative, conflictual classroom relationships have been associated with *poor peer relations, poor academic focus, and higher levels of aggression*. Teachers play a key role in these interactions.
- ❖ For example, teachers who practice good listening skills (e.g., *making direct eye contact, paraphrasing, acknowledging comprehension*) in their interactions with children and who are able to teach these skills and provide real-life, real-time examples increase the chances that children will use these skills in their

interactions with others. But it is not merely the practice of good listening skills by the teacher or any given child that is important—it is how the use of these skills reflects a set of transactional social processes enabling teachers and children to develop closer, more intimate relationships and a more responsive classroom overall (Tseng & Seidman, 2007).

### Intervention

- ✓ Improving students' relationships with teachers has important, positive and long-lasting implications for both *students' academic and social development*. Solely improving students' relationships with their teachers will not produce gains in achievement.
- ✓ However, those students who have *close, positive and supportive relationships* with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.
- ✓ Thus, intervention should aim to foster teachers' awareness of (negative) internalized emotions and beliefs in order to improve closeness and positive affect, and to reduce conflict and negative affect in teacher-child relationships.

### Conclusion

The quality of the teacher-child relationship significantly influences a child's emotional and academic development. Positive interactions foster a supportive learning environment, while negative dynamics can hinder growth and behavior. A strong teacher-child relationship positively impacts both behavior and academic achievement. When teachers build trust and understanding with their students, children are more likely to exhibit better behavior, higher motivation, and improved academic performance. Conversely, poor relationships can lead to increased behavioral issues and lower academic outcomes. Supportive teacher-child interactions help create a positive learning environment, enhancing overall student success. Effective communication and empathy from teachers are crucial for addressing students' needs and promoting their development. Therefore, investing in quality relationships is essential for fostering both behavioral and academic growth.

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