

Effects of Non-Cordial Relationship between Teachers and Students of Secondary Schools on Teaching-Learning Process

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ABSTRACT

As a matter of fact, teacher-student relationship provides a unique entry point for educators and others working to improve the social and learning environments of schools and classrooms. The focus of this review is on the effects of non-cordial relationship between teachers and students of secondary schools on teaching-learning process. In view of this, the work examines relationship and types of relationships; factors affecting student-teacher relationship; ways of improving teacher-student relationships, as well as the benefits of positive student-teacher relationships. It is revealed that the child should be made to feel free, be at ease, active in class, yet remain disciplined. Based on this, the study concludes that there is every need for a positive coexistence between the teacher and his students.

Keywords: *Teacher-student relationship, non-cordial relationship*

INTRODUCTION

The issue of lack of teacher-student relationship in Nigeria secondary schools cannot be overemphasized. As such, the teacher-student relationship is very important for both the teacher and the students. Hence, students spend approximately 5 to 7 hours every day with a teacher for almost 10 months in a year. In a similar view, Hamre and Pianta (2001) also notes that students spends at least one-quarter of their walking hours in schools, most of it in classroom, one of the most proximal and potentially powerful settings for influencing children and youth. A sizeable literature provides evidence that strong and supportive relationships between teachers and students are fundamental to a healthy development of all students in schools (Birch and Ladd, 1998). Student's relationship and interactions with teachers either produce or inhibit developmental change to the extent that they engage, meaningful challenge and provide social and relational supports.

Therefore, a positive relationship should be established between the two parties or individuals at either ends. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the student to learn. A teacher and student who have the qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom. Communication between the teacher and student serves as a connection between the two, which provides a better atmosphere for a classroom environment (Tyoakaa, 2014). Of course, a teacher cannot understand every student's problem in his or her classroom, but can acquire enough information about those students

who are struggling with some specific tasks or difficulties. The teacher needs to understand that in many schools, especially in big cities, children come from different cultures and backgrounds. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student. This also demonstrates the feelings the students have towards the teacher leading to inhibiting the student from learning (Thomas, 2000). Furthermore, the reason for students to be yelled at vary from teacher to teacher, but shouting should not be the solution for students who finds learning a difficult task, but sometimes most teachers finds yelling as the only quick solution, thereby creating a negative impression of them before those students. But of a truth, those teachers who demonstrate respect towards their students, automatically wins favour by having active learners in their classrooms.

It has also been observed that teachers who are in the classroom every day have experienced at one time or the other the students who are disruptive and or finds learning boring, they should also understand that if this behaviour continues in the classroom and if they do nothing to prevent this from happening in the name of maintaining a positive or cordial relationship then, the end result will be so disastrous to both parties. Also in the views of Locke, one of the great philosophers of the school of educational thoughts, as cited by Akinpelu (1981) in his major educational ideas on methods of educating or teaching, emphasizes on good methods of education, that the child should be made to feel free, be at ease, active in class, yet remain disciplined. The purpose, for which this study was conducted, is to critically examine the extent to which non-cordial relationship between teachers and students can adversely affect the teaching-learning process in Nigeria secondary schools. In view of this, the study sets to identify factors affecting teacher-student relationships, ways of improvement and point out various benefits of positive teacher-students relationships.

It is hoped that the result of this study, to a large extent will provide relevant information that may be useful in solving some issues about students and their relationship with their teachers. More so, it will assist policy makers in educational sector, whom by the virtues of their positions are programme planners, to enhance a well defined cordial relationship between students and their teachers. Lastly, this study would also provide firsthand information on the effects of non-cordial relationship between teachers and students of secondary schools in Nigeria.

Relationship and ways of Improving teacher/student Relationship: Relationship in a simple term is an interaction between two or more people. The Macmillan Dictionary (2009) defines it as the way in which two or more people or things are connected with or involve each other. To Clement (2004), relationship is meant to be interaction between individuals who can be expressed as friendship, affection, frequency of meeting, co-operation and open communication. There are different types of relationships, but of all these, they can be narrowed down to two: Good and Abusive relationships. A good relationship is one in which the interactions are satisfying to and healthy for all concern. An abusive relationship is a relationship in which the interactions are physically, mentally, or

emotionally harmful to one or both partners. However, the type of relationship that exists between teachers and students should be warm and friendly, so as to bring about effective transfer of learning among them and consequently students improved academic performance (Allen J. and Allen C., 2009). According to Brophy (1986), race, socio-economic status, gender, temperament, and type of relationship the student had with his/her primary school teacher or nursery care giver are capable of affecting the teacher-student relationship, teaching-learning process, as well as the entire educational sector.

Davidson (2004) observes that classroom relationship to a large extent is determined by the kind of relationship that exists between the teacher and the students in the classroom. For effective teaching and learning to take place, teachers should as a matter of necessity create classroom environment that will exhibit trust between the teachers and students, which is a critical vehicle for conveying or improving students' understanding of his subject and overcoming some disadvantages or barriers. According to Jones V. and Jones L. (1981), teachers are encouraged to blend their warmth and fairness towards the students in their classroom, but with realistic limits.

Furthermore, student's relationships with teachers have important, positive and long lasting implications for students' academic and social development. Solely improving student's relationship 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 with more conflicting relationships. If a student feels a personal connection to a teacher and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of that teacher, show more engagement in the academic contents presented, display better classroom behaviour, and achieve at higher levels academically. In a similar development, positive teacher-student relationship draws students into the process of learning and promoting their desire to learn. It is important to note however that during the course of such relationships, especially among advanced students and teachers, the temptation of taking undue advantage of the students always come to mind but the teacher should have good self control so as to overcome such situation which certainly will come. Such relation should be selfless and not selfish.

Benefits of Positive Student-Teacher Relationship

Positive student-teacher relationships serves as a resource for student at risk of school failure, whereas, conflict or disconnection between students and teachers may compound that risk (Ladd and Burgess, 2001). Although the nature of these relationships changes as students mature. Furthermore, even as the school places increasing attention on accountability and standardized testing, the social quality of student-teacher relationships contributes to both the academic, social and emotional development of the student (Gregory and Weinstein, 2004). Therefore, any student who has a positive relationship with his or her teacher is capable of deriving the following benefits.

1. Teachers show their pleasure and enjoyment of students.

2. Teachers/students interact in a responsive and respectful manner.
3. Teachers offer students needed, especially in their areas of difficulty.
4. Teachers help students to reflect on their thinking and learning skills.
5. Teachers know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels.
6. Teachers seldom show irritability or aggravation towards students.

CONCLUSION

It has been argued that, students relationships with teachers is fundamental to their success in school, as well as the entire teaching and learning process, and as such, these relationships should be explicitly targeted in a school-based prevention and intervention efforts. There is indeed a need for a positive student-teacher co-existence in the classroom for effective teaching and learning to take place, thereby creating conducive learning environment in order for the message to be properly and effectively passed across.

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