

Relationship Of Teacher And Student

The Impact of Teacher-student Relationships on the Learning Environment - Brittany Epps
2021

This mixed-methods study provided an examination of the perceptions of K-12 teachers (n = 39) and students (n = 276) in a small school district in Georgia concerning their student-teacher relationships. Findings indicated that teachers and students, both male and female, agreed about trust and alienation factors within the teacher-student relationships. There were significant differences in male and female students' perceptions about the role of communication within the teacher-student relationship and their teachers' viewpoints. Findings indicated that parents and lack of time are two of the main challenges to the teacher-

student relationship. Future studies could focus on identifying any differences in elementary, middle school, and high school students' perceptions about teacher-student relationships.

The Relationship between Secondary School Student and Teacher in the Vietnamese Educational Setting - Giap Binh Nga
2020-10-26

Essay from the year 2020 in the subject Sociology - Children and Youth, grade: 1.5, Vietnam National University Hanoi, language: English, abstract: The interaction between secondary school students and teachers is a crucial factor influencing educational experiences and personal development. This study addresses a notable gap in existing literature by

examining the cross-cultural validity of the Student-Teacher Relationship Scale (STRS) within the Vietnamese educational context. The quality of teacher-student relationships is widely acknowledged as pivotal for students' social-emotional, behavioral, and cognitive development. This research aims to investigate the dimensional structure of Closeness, Conflict, and Dependency within the adapted STRS in the unique cultural context of Vietnam. Several hypotheses are proposed, including the expected factorial validity of the survey as a measure of the relationship between secondary school students and teachers, significant differences in mean levels of Closeness, Conflict, and Dependency, correlations among latent factors of the STRS, a positive relationship between Dependency and Closeness, and the moderation of the effect of Dependency on Closeness by Conflict. Throughout the subsequent chapters, the literature,

methodology, results, and discussion offer insights into the intricacies of teacher-student relationships within the Vietnamese educational context. The study contributes valuable perspectives to the international literature on teacher-student relationships, considering cross-cultural, statistical, and practical dimensions. The findings aim to provide guidance for improving these relationships in the educational setting.

Dangerous Friend - Rig'dzin Dorje 2001-11-06

Although Tibetan Buddhism continues to grow in popularity, the crucial relationship between teacher and student remains largely misunderstood. *Dangerous Friend* offers an in-depth exploration of this mysterious and complex bond, a relationship of paramount importance in Tibetan Buddhist practice. According to Tibetan Buddhist tradition, the student must have complete trust in the teacher (the "dangerous friend") if he or she is to achieve any understanding. It

is the teacher's responsibility to uphold the integrity of the tradition, the basis of which is compassion for all beings, by transmitting it properly to an appropriate student. Likewise, it is the student's responsibility to meet the challenge of carrying on the lineage of teachings. By entering such a relationship, both teacher and student accept the burden of protecting those teachings by understanding them completely and correctly, by practicing them fully and faultlessly, and by transmitting them without omission. *Dangerous Friend* includes discussions of the following topics: • Meeting and recognizing an appropriate teacher. • Understanding the gravity of entering the teacher-student relationship. • Shifting one's approach from spiritual materialism to genuine Buddhist practice. • Accepting the challenge of being truly kind, honest, and courageous.

I'm Listening - Beth Pandolpho 2020

"In *I'm Listening: How Teacher-Student Relationships Improve Reading, Writing,*

Speaking, and Listening, author Beth Pandolpho extolls the virtues of strong student-teacher relationships, explains the numerous beneficial effects of these relationships, and provides a guide to building these relationships. As the author points out, many educators believe that building strong relationships with students is mutually exclusive with ambitious educational experiences and academic criticism. Not only is this untrue, but the opposite is the case. As such, this book demonstrates how educators can intentionally build strong relationships with their students. Through these relationships educators can create a classroom environment that is both welcoming to students and rigorously academic. Along with studying the research and theory that support the author's thesis, readers will also study numerous tools, strategies, and practices that can be utilized in the classroom to effectively build these relationships. Through this

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book, readers will learn how to create a sensitive, caring, and engaging classroom that will provide students with the support they need to develop emotionally and persevere through difficult and demanding coursework"--
The Influence of Teacher-Student Relationships and Feedback on Students' Engagement with Learning - Roger Wood 2018-06-11
This book presents a potential hierarchy between the three basic psychological needs central to Self-Determination Theory (SDT). Findings from the author's research suggest that the motivation to exercise autonomy is an outcome that is cumulatively influenced by the perceived quality of the teacher-student relationship and students' perceived competence within specific learning contexts and with a specific teacher. These findings are the basis for three hypotheses regarding students' motivation to engage with learning activities. The first is that perceived competence is informed by and reciprocally

informs the quality of the teacher-student relationship. The second is that students' perceived competence and the quality of the teacher-student relationship have a combined impact upon students' autonomous motivation. The final point is that a teacher can be autonomy supportive both prior to and during activities where students have opportunities to exercise their autonomy. Such autonomy support includes the influence of teacher feedback upon students' perceived competence and their subsequent motivation to autonomously engage with learning activities. This research begins to unravel such motivational interplay through an SDT-informed model, which is used as the basis for discussing the specific influence of teacher feedback and autonomy support upon students' engagement with learning activities in formal learning settings. The findings and model are worthy of further testing and development, as part of the

wider agenda of student engagement, wellbeing and positive psychology prevalent in educational research, education psychology, and the philosophy of social motivation. *Teacher-Student Relationships* - III Zarra, PhD Ernest J. 2013-04-08

Teachers and teenage students are becoming involved in inappropriate sexual relationships, often leading to devastation and arrest.

Teacher-Student Relationships: Crossing into the Emotional, Physical, and Sexual Realms addresses the reasons these relationships develop, considers the roles of modern technology in the development, and offers solutions from within the profession.

Attachment Theory and the Teacher-Student Relationship - Philip Riley 2010-09-13

Explains how adult attachment theory offers different ways to examine professional teaching relationships, classroom management and collegial harmony. This book highlights the key aspects of teacher-student relationships that

teachers and teacher educators should know.

The Palgrave Handbook of Positive Education - Margaret L. Kern 2021

"The approaches outlined in this volume will help expand the narrow focus on academic success to include psychological well-being for students and educators alike. It is a must-read for anyone interested in how positive outcomes such as life satisfaction, positive emotion, and meaning and purpose can be optimized in the educational settings." -- Judith Moskowitz, PhD MPH, Northwestern University Feinberg School of Medicine, USA, IPPA President 2019-2021 This open access handbook provides a comprehensive overview of the growing field of positive education, featuring a broad range of theoretical, applied, and practice-focused chapters from leading international experts. It demonstrates how positive education offers an approach to understanding learning that blends academic study with life skills such as

self-awareness, emotion regulation, healthy mindsets, mindfulness, and positive habits, grounded in the science of wellbeing, to promote character development, optimal functioning, engagement in learning, and resilience. The handbook offers an in-depth understanding and critical consideration of the relevance of positive psychology to education, which encompasses its theoretical foundations, the empirical findings, and the existing educational applications and interventions. The contributors situate wellbeing science within the broader framework of education, considering its implications for teacher training, education and developmental psychology, school administration, policy making, pedagogy, and curriculum studies. This landmark collection will appeal to researchers and practitioners working in positive psychology, educational and school psychology, developmental psychology, education,

counselling, social work, and public policy. Margaret (Peggy) L. Kern is Associate Professor at the Centre for Positive Psychology at the University of Melbourne's Graduate School of Education, Australia. Dr Kern is Founding Chair of the Education Division of the International Positive Psychology Association (IPPA). You can find out more about Dr Kern's work at www.peggykern.org. Michael L. Wehmeyer is Ross and Mariana Beach Distinguished Professor of Special Education; Chair of the Department of Special Education; and Director and Senior Scientist, Beach Center on Disability, at the University of Kansas, United States. Dr Wehmeyer is Publications Lead for the Education Division of the International Positive Psychology Association (IPPA). He has published more than 450 peer-reviewed journal articles and book chapters and is an author or editor of 42 texts. .

[Do You Know What You Look Like?](#) - Jack Levy 2005-08-15

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Educational researchers from Holland, USA, Australia and Israel look at an important element of teacher behaviour - that is the interpersonal actions which create and maintain a positive classroom atmosphere. The book uses systems theory and family therapy to analyze what happens in classrooms.

Teacher-student Relationships: Causes and Consequences -

Jere E. Brophy 1974

Transforming the Teacher-student Relationship - Ruth Marcus Bounous 1996

Relationship-Driven Classroom Management - John M. Vitto 2003-03-14

Positive teacher-student relationships are an important factor in increasing student achievement and motivation as well as decreasing a student's risk of dropping out, substance abuse, bullying, and violence. Learn how to proactively and positively manage your classroom and students and build on their inherent strengths and talents.

Relationship-Driven Classroom Management is the only book to combine resiliency, classroom management, and discipline into one user-friendly format suitable for all teachers. The chapter material covers both preventive strategies and reactive strategies, including: Attributes of relationship-driven teachers Strengthening relationships with students Teaching and modeling social-emotional skills Cultivating student responsibility Creating and implementing effective consequences Building relationships with difficult and resistant students

The Role of Teacher-student Relationships as They Pertain to Teacher Well-being - Rocco N. Greco 2020

Strong teacher-student relationships serve as an effective generator of teacher well-being. Teaching can be an emotionally exhausting career that can lead to high levels of teacher stress, burnout, and teacher attrition. While multiple factors contribute to this, management of classroom behaviors plays a large role in

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teacher stress. The restorative role of positive teacher-student relationships has received far less attention in the research. This study explores teacher-student relationships through a multiple-methods inquiry in order to help explain the processes that lead to improved teacher well-being. A survey of 276 suburban K-12 teachers yielded quantitative evidence that strong teacher-student relationships decrease teacher stress and increase job satisfaction. Qualitatively, interviews yielded a deeper understanding of the underlying mechanisms related to how teacher-student relationships facilitated positive teacher well-being. Beliefs related to teacher-student relationships, the sense of teacher accomplishment and appreciation, and the use of relationships to leverage better classroom behavior out of students emerged.

Teaching Yoga - Donna Farhi
2016-08-01

Drawing on decades of experience in training yoga teachers, Donna Farhi offers

the first book to set professional standards for yoga teachers. Teaching Yoga explores with depth and compassion a variety of topics both practical and philosophical, including how to create healthy boundaries; the student-teacher relationship (including whether a sexual relationship is acceptable); how to create physical and emotional safety for the student; what is a reasonable class size; how much a class should cost; and how to conduct the business of teaching while upholding the integrity of yoga as a philosophy, a science, and an art.

The Relationship Between Teachers and Students in the Classroom - Fredson Soares dos Reis da Luz 2015

The aim of this research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and

feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. I wish to investigate how using communicative approach and cooperative learning strategies while teaching do affect and improve students' learning performance. To achieve these goals qualitative data collection was used as the primary method. The results show that teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. Students benefit and are motivated when their teachers create a safe and trustful environment. And also the methods and strategies teachers uses, makes students feel engaged and stimulated to participate in the learning process. The students have in their mind that a positive relationship with their teachers

positively impacts their interest and motivation in school which contributes to the enhancement of the learning process.

The Importance of Connectedness in Student-Teacher Relationships - Irene García-Moya 2020-05-15

This book argues for the importance of connectedness in student-teacher relationships during adolescence and advocates a more holistic and proactive approach to wellbeing in education.

Combining education, psychology and health promotion perspectives, the book begins by providing an overview of theoretical frameworks in the study of student-teacher relationships and makes the case that good relationships with teachers are essential to students' wellbeing in school. The book then goes on to present the concept of connectedness and discusses the main challenges regarding its conceptualisation in school research. García-Moya draws on qualitative findings from the Teacher Connectedness Project

to offer an in-depth examination of the central attributes of student-teacher connectedness, as well as of the links between connectedness and authority from both students' and teachers' perspectives. This innovative project uses a synergistic approach to investigate the role of teachers as potential significant adults in students' lives. The final chapter offers a summary of the key practical implications for teachers and educators and makes recommendations for future research directions in this area. This book will be a valuable resource for researchers and educators alike, as well as for anyone interested in the ongoing concerns about student wellbeing in schools.

Interpersonal Relationships in Education: From Theory to Practice - David Zandvliet
2014-08-07

This book brings together recent research on interpersonal relationships in education from a variety of perspectives including

research from Europe, North America and Australia. The work clearly demonstrates that positive teacher-student relationships can contribute to student learning in classrooms of various types. Productive learning environments are characterized by supportive and warm interactions throughout the class: teacher-student and student-student. Similarly, at the school level, teacher learning thrives when there are positive and mentoring interrelationships among professional colleagues. Work on this book began with a series of formative presentations at the second International Conference on Interpersonal Relationships in Education (ICIRE 2012) held in Vancouver, Canada, an event that included among others, keynote addresses by David Berliner, Andrew Martin and Mieke Brekelmans. Further collaboration and peer review by the editorial team resulted in the collection of original research that this book comprises. The volume (while eclectic) demonstrates how

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constructive learning environment relationships can be developed and sustained in a variety of settings. Chapter contributions come from a range of fields including educational and social psychology, teacher and school effectiveness research, communication and language studies, and a variety of related fields. Together, they cover the important influence of the relationships of teachers with individual students, relationships among peers, and the relationships between teachers and their professional colleagues.

Attachment Theory and the Teacher-Student

Relationship - Philip Riley

2010-09-13

How teachers form and maintain classroom and staffroom relationships is crucial to the success of their work. A teacher who is able to accurately interpret the underlying relationship processes can learn to proactively, rather than reactively, influence the dynamics of any class. These

are skills that can be taught. This invaluable text explains how adult attachment theory offers new ways to examine professional teaching relationships, classroom management and collegial harmony: equally important information for school leaders, teacher mentors and proteges. Attachment Theory and the Teacher-Student Relationship addresses three significant gaps in the current literature on classroom management: the effects of teachers' attachment style on the formation and maintenance of classroom and staffroom relationships the importance of attachment processes in scaffolding teachers' and students emotional responses to daily educational tasks the degree of influence these factors have on teachers' classroom behaviour, particularly management of student behaviour. Based on recent developments in adult attachment theory, this book highlights the key aspects of teacher-student relationships that teachers and teacher educators should know. As

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such, it will be of great interest to educational researchers, teacher educators, students and training teachers.

The Teacher-Student Relationship - Jamgon

Kongtrul 2018-01-09

It is crucial for students of Vajrayana Buddhism to find an authentic wisdom teacher and know how to properly rely upon that teacher in order to awaken to their buddha nature and thereby attain full enlightenment. Fortunately, the topic has been thoroughly explored by Jamgon Kongtrul in the tenth chapter of *The Treasury of Knowledge*. This essential text clearly lays out what credentials and qualities one should look for in a wisdom teacher, why a wisdom teacher is necessary, and how the relationship between this teacher and disciple best develops once it is established.

Good Relationships in Schools - Monika Platz 2021-09-11

The relationship between teacher and student is an important element of school education and as such irreplaceable: If we want

schools to be good places for those who teach and learn there, we must make sure that the educational relationships between teachers and students are good, too. In research about school education, surprisingly little attention is paid to the normative dimension of the relationship between teacher and student. This lacuna points to a desideratum in the philosophy of education: More should be said about the normative structure of the teacher-student relationship, its role in teaching and learning, and its final value for teacher and student. Answering these fundamental philosophical questions is the core of this book. It offers a normatively rich concept of a good teacher-student relationship that is based on the analysis of two major relationship goods: trust and care. Moreover, the book explains the instrumental value of a good educational relationship for the student's achievement of epistemic aims of school education as well as the final value of such a

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relationship for teacher and student.

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