

Student-Teacher Interpersonal Relations Role in Carrier Advancement

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Abstract

Background: This study aims to examine the concept of student-teacher relationships and their interaction with respect to senior secondary students. It also explores the facets and significance of interpersonal relationships on students' development.

Method: A survey was conducted among senior secondary students to gather data regarding their perceptions of student-teacher relationships.

Findings: The results indicate that the majority of senior secondary students agree or strongly agree that their teachers demonstrate genuine care and concern for their well-being and academic progress. Students also perceive that their teachers create a supportive and inclusive classroom environment, provide constructive feedback and guidance, and respect and value their strengths, interests, and ideas.

Keywords: *Interpersonal Relations, Teacher, Student, Carrier*

Introduction

Student-teacher interpersonal relations play a significant role in advancing a student's career. A positive and supportive relationship between students and teachers can profoundly impact academic performance, personal development, and future career prospects. Teachers who develop strong relationships with their students often take on the role of mentors. They can provide valuable guidance and support, helping students navigate their educational journey and make informed decisions about their career path. Mentors can offer insights into different career options, provide advice on building necessary skills, and help students identify opportunities for growth and development (Tsigilis, N. et al 2023)

Positive student-teacher relationships foster a sense of motivation and engagement in the learning process. When students feel connected to their teachers, they are more likely to be actively involved in their studies, participate in class discussions, and take initiative in pursuing their career goals. Teachers who create a supportive environment and show genuine interest in their student's success can inspire them to strive for excellence. In addition, building strong relationships with teachers can open doors to valuable networking opportunities. Teachers often have extensive professional networks and can connect students with industry professionals, guest speakers, or alums who can provide insights into specific careers or offer internships and job opportunities. These connections can be instrumental in advancing a student's career prospects and expanding their professional network (Zheng, F. 2022).

Literature Review

(Martin, A. J., & Dowson, M. 2009) examines the link between involvement, inspiration, and academic success in interactions with others. It explores how a student's desire, participation in instruction, and

academic achievement may be impacted by the standard of connections between them and their professors. The authors highlight the importance of positive teacher-student relationships in fostering a supportive learning environment. When students feel connected to their teachers and perceive them as caring and supportive, they are more likely to be motivated to learn and actively engage in the educational process. Positive relationships with teachers can contribute to students' sense of belonging, self-esteem, and overall well-being, which are crucial for academic and career advancement.

(Brekelmans, M., et al 2002) The article examines the relationship between the teacher experience and the teacher-student relationship in the classroom environment. The authors conducted a study of 120 teachers in the Netherlands, who were divided into three groups based on their experience: novices (less than five years of experience), experienced (5-15 years of experience), and veterans (more than 15 years of experience). The authors collected data on the teachers' perceptions of their teaching behaviour, their students' perceptions of their teaching behaviour, and the classroom environment. The study's results showed that teacher experience was positively related to the teacher-student relationship. Their students perceived the more experienced teachers as more supportive, caring, and understanding. They were also perceived as being more democratic and less authoritarian. The more experienced teachers also created a more positive classroom environment characterized by a sense of belonging, cooperation, and trust.

Frymier, A. B., & Houser, M. L. (2000) article examines the teacher-student relationship as an interpersonal relationship. The authors define an interpersonal relationship as "a dyadic relationship characterized by mutual liking, respect, and trust" (p. 208). They argue that the teacher-student relationship is interpersonal because it involves two people interacting with each other in a close and personal way. The authors review the research on the teacher-student relationship and identify several factors that contribute to the quality of the relationship. These factors include teacher immediacy, teacher supportiveness, and student perceptions of the teacher's competence. The writers also cover the effects of teacher-student interaction on learning. According to the creators, teacher-student interaction is crucial to how well pupils learn. They contend that kids who like working with their professors will likely be motivated, interested in their studies, and accomplish better. The authors also argue that the existence of the teacher-student bond may aid in developing crucial social-emotional competencies in kids, including interpersonal interaction, figuring out solutions, and resolution of disputes.

Objectives

- To examine the concept of student-teacher relationships and their interaction concerning senior secondary students.
- To explore the facets and significance of the interpersonal relationship of senior secondary students and teachers on the student's overall development.

Research Methodology

The current study utilized a descriptive research method to investigate the relationship between teachers and students and its effect on carrier advancement. The research was conducted using a quantitative approach, and primary data were collected from students of the senior section. The study

aimed to analyze the impact of interpersonal relationshipson students and teachers.Using random sampling techniques, a five-point Likert scale was used to collect data from a sample of 50 selected students. However, only 47 respondents could be contacted.

Data Analysis

The acquired data were examined by the researcher using the MS Excel program. The study's findings were statistically analyzed by determining the mean and the standard deviation.

Sr. No.	Questions	Responses					Statistical Analysis	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.
		Frequency	Frequency	Frequency	Frequency	Frequency		
1	My teacher shows genuine care and concern for my well-being and academic progress.	15	10	8	9	4	2.44	2.33
2	"My teacher creates a supportive and inclusive classroom environment where I feel comfortable expressing my thoughts and opinions."	24	10	4	6	3	2.02	1.93
3	"My teacher provides constructive feedback and guidance that helps me	13	19	5	8	2	2.7	2.42

	improve my learning and performance."							
4	"I feel that my teacher respects and values my individual strengths, interests, and ideas."	16	9	6	8	8		2.6 2.57
5	The positive relationship I have with my teacher has had a significant impact on my overall personal and academic development.	16	14	7	5	5		2.34 2.21

Result and Conclusion

Based on the objectives of the study, which aimed to examine the concept of student-teacher relationships and their interaction concerning senior secondary students and explore the facets and significance of interpersonal relationships on students' overall development, the findings reveal positive perceptions among senior secondary students regarding their relationships with teachers. The results indicate that the majority of students agree or strongly agree that their teachers demonstrate genuine care and concern for their well-being and academic progress. Students also perceive that their teachers create a supportive and inclusive classroom environment, provide constructive feedback and guidance, and respect and value their strengths, interests, and ideas. Additionally, students believe that their positive relationships with their teachers significantly impact their overall personal and academic development.

These findings highlight the importance of solid student-teacher relationships in the senior secondary educational context. When students perceive their teachers as caring, supportive, and respectful, it fosters a positive classroom climate where students feel comfortable expressing themselves, engaging in learning, and seeking guidance. Such relationships contribute to students' well-being, motivation, and academic success. The results suggest that positive student-teacher relationships should be prioritized in educational practice. Strategies to enhance teacher-student interactions, such as providing professional development on building rapport and communication skills, creating inclusive classroom environments, and promoting constructive feedback, can be implemented to

strengthen these relationships. Furthermore, the study underscores the need for ongoing support and recognition of student-teacher relationships' role in facilitating students' overall development.

This research emphasizes the significance of student-teacher relationships in the senior secondary educational setting. It underscores the positive impact of these relationships on students' well-being, engagement, and academic growth. The findings provide valuable insights for educators, administrators, and policymakers to promote and nurture positive student-teacher relationships as an essential component of students' overall development and success.

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