

Original Article



Investigating the Impact of the Teacher's Emotional Relationship with Students

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ABSTRACT

The present study has investigated the effect of the teacher's emotional relationship with the students. One of the important challenges in mathematics education is the lack of positive emotional communication between teachers and students. Unfortunately, this has caused negative thoughts and views in the minds of students and their parents regarding mathematics lessons. The continuation of this process, which means inconsistency in effective communication, has led to disinterest and even hatred and disgust of many people towards mathematics lessons. The first goal of a math teacher in the atmosphere of this course should be to establish a friendly and supportive relationship with students. Such a goal can only be achieved by the interaction between the teacher and the student. The first few days of school and the first meetings of students with the teacher are very important in this regard. Therefore, he paid special attention to it. New teachers usually hear from older teachers not to laugh in front of them until the students respect them. Because they believe that students should fear the teacher in order to respect him, but motivational theorists say that you should show students that you are interested in them and that they can trust you and if they need any help, you refer. Unlike pilots and architects or surgeons, teachers have not received intensive training in the skills of their profession.

Introduction

Every teacher wants his students to be active, motivated, and engaged in the learning process. However, sometimes students are reluctant to participate. These are students who do not answer questions, hang their heads down, or refuse to participate in class activities. Sometimes they

don't seem interested at all [1]. A teacher's understanding of students who are not interested in learning and how to involve them in class activities plays an important role in the success of these students and their academic progress. Teachers can be effective in developing students' sense of effort by delegating the responsibility of managing the class, motivating collective activities, by

recognizing and applying other areas of interest. Likewise, the teacher can strengthen the sense of self-confidence, existential independence, creativity, and initiative of his students or make these fields more fruitful by his encouragement. In addition, the teacher can become a suitable model for the students in terms of ethics, behavior, honesty, and other desirable human qualities and establish his existential and moral effect in the child's mind sometimes until the old age of life [2]. The teacher's role in the formation of the student becomes more effective and fruitful when he has close and frequent cooperation with the student's parents and in the form of a mutual relationship, the teacher receives information about the child's behavior and temperament from the parents and they receive tips about his educational issues from the teacher. acquire and think together to solve his problems. Such coordination can work in different ages and directions of the student's growth and development, such as observing discipline, healthy competition with siblings, teaching health issues, and his sexual and behavioral maturity. According to M.J. Gadlage (2010), the ideal emotional atmosphere of the class is an atmosphere in which students are active, not passive [6]. The active method makes children's intellectual and moral personality flourish and organizes intellectual exchanges, makes a person to create and innovate, increases his motivation and desire, and leads to real learning, but in the passive method of learning. It does not really happen, although it is possible, students get to know more content and commit more content to their memory, which only leads to rhetoric and the person will not internalize the content [3].

Ways to Reduce Failure in Education

Providing compensatory aid for students who are unable to complete their studies. In such a case, the initial step is to give the student the opportunity to experience success, even at a low level. This helps to increase their self-esteem and gain a more positive attitude towards school. It is important to determine whether the child's problem is caused by more fundamental personality problems or not,

because in such cases, it is necessary to initially solve such problems. For example, the existence of anti-social behaviors that lead to creating problems in the relationship between teacher and student and finally leads to the creation of anti-social behaviors [5].

While experience and success often have a beneficial effect on incompatible behaviors and improve educational affairs. The precise expression of educational goals, the use of verbal encouragement, the use of tests and grades to create motivation, providing interesting and fresh stimuli, presenting material from easy to difficult, avoiding creating inappropriate competitions among students, using various teaching methods can effectively help teachers in motivating students.

Curriculum

The curriculum can be divided into three groups: "Expected curriculum, implemented curriculum, and learned curriculum." There is ample evidence that curriculum demand is effective in academic achievement. In brief, it can be stated that if students have the opportunity to learn something, they will usually learn it, and if this opportunity is not provided to them, they will be deprived of learning it. In other words, the greater the demand in the expected curriculum, assuming other factors constant, the more children will learn. Many developing countries have curriculum planning centers [5]. Although in many countries, curricula have been developed nationally to get rid of the influence of past colonial powers, this situation still does not exist in the curricula of some countries, or on the other side of the spectrum, it is similar to what is in other countries. Countries do not pay enough attention to children's learning, especially in reading, mathematics and science. Curricula need to be carefully reviewed and adjusted and care should be taken to ensure that schools teach children at least what graduates need to start working, students should also have the necessary foundation to be able to learn after leaving school, continue, and educate quickly the content that will be taught to them later, acquired in school [2]. Several

programs such as the educational integration and production work or the addition of pre-professional subjects to curricula have been tested and experienced. Evaluation of such programs, as long as the problem of unemployment is not solved, the self-employment of graduates is not encouraged, or the required resources are not increased, it seems hopeless. According to some studies, what is potentially more profitable for self-employment of adults in rural and urban areas is literacy and calculation skills, agricultural knowledge, or to some extent scientific knowledge. From the viewpoint of educational issues, some of these professional training programs have more or less interesting results if the teachers have a high work motivation and have linked the teaching of scientific subjects with the teaching of theoretical subjects for a better understanding of those subjects. Their success, in fact, largely depends on the resources they have at their disposal. Curricula are often criticized and considered the cause of lack of academic progress. Usually, many factors are involved in this matter, and the lack of knowledge of the teacher is clearly one of the problems that is the reason for the failure of curricula in some countries [1]. The language of education and the language in which educational materials and books are written are other issues. For example, after independence, Nigeria adopted English as the language of instruction in the first grade of primary school. In an area where people speak Yoruba, the child should initially learn the local language, and then Yoruba, and thereafter enter a school where instruction is in English. For example, an English-speaking child who enters a school where they teach in Japanese. Studies in the Yoruba and Hausa speaking areas of Nigeria show that children learn more when they are taught in the local language than when they are taught in English. Of course, changing all educational materials or rewriting them in local languages is expensive. On the other hand, the use of the local language may become a political issue. Because some groups may not accept the use of another group's language and as a result this problem remains unsolved in many countries. After all, national exams should reflect what is being addressed in the curricula

because teachers teach based on the content of exam questions. In all these activities, the curriculum planning center should play a decisive role [4].

The Importance of Communication Skills

Many researchers have tried to investigate the factors affecting academic achievement, have conducted a study in this field, which we will describe in the following. Two very important factors that found effective in academic progress are intelligence and motivation on student's academic progress.

Intelligence and Its Effect on the Academic Progress of Students

Students who have ability and skill in language and mathematics are known as the most intelligent students, and this has been investigated in the American society and stated in this way [5]. Lavin, in research that has studied the correlation between intelligence and the progress of different courses, has come to the conclusion that the correlation between them is +50%. Of course, this amount may decrease in high school and university courses because the changes and dispersion of people's intelligence scores in those educational periods are more limited and decrease [6].

Motivation and Its Impact on Educational Progress

Many students have similar abilities and talents, but each one works differently in academic progress, but it can be pointed out that having different motivations in each person causes Academic progress is different and this motivation is the same inner state of people that leads him to his goals [7]. Therefore, when a student or any other person is motivated, it makes his/her behavior dynamic and is considered among the cases of academic progress [8].

Motivating Students and Creating Interest

Perhaps one of the most practical ways is to motivate and interest students. Of course, this

can be the most difficult aspect of becoming a teacher. Students who are not motivated, or are not interested in lessons, do not learn well, do not retain information correctly, do not participate in class, and even have destructive behaviors. A student may not be interested and motivated to study for several reasons. He may feel that he is not interested in the subject, that the teacher's methods do not appeal to him, or that he is distracted by external factors. You may even notice; a disinterested student takes lessons hard and needs special attention [5].

Although motivating students can be a difficult task, the results are worth it. Motivated students are more excited to learn and participate in lessons. Simply put, teaching a class full of interested students will be more enjoyable for both students and teachers. Some students themselves have the necessary interest and motivation and the love of learning can be seen in them, but even students who do not have this interest themselves, a great teacher can make learning happy for them and inspire them to use their abilities [7]. How is compatibility created in the relationship between teachers and students? Adaptability in communication can change education. This adaptation not only affects teaching difficulties, but also deeply affects learning. A work that has been formed in many of our schools and all its power is given to children and enriches their character and gives honor and reward to their lives [8]. Teachers, like pilots, architects, or doctors, have received intensive training in their profession. Therefore, when they enter the classroom, they are expected to have experience and skills in the complex issues of human relations. In the course of their daily activities, teachers are asked to:

- (1) To motivate learning, encourage autonomy [2].
- (2) Strengthen self-esteem, create self-confidence [3].
- (3) Reduce the intensity of anxiety, eliminate fear, and decline despair [4].

Teachers need a lot of communication skills. A teacher who has a clear and aware mind shows sensitivity to the meaning and concept of words. He knows that the subject of the lesson

that the student learns often depends on the teacher's work style. He is aware of emotions and has appropriate speech through which he conveys understanding to the student. He is allergic to communication that spoils the student. He avoids blaming and embarrassing the student and hates insulting him. His speech is free of any destructive conversation and wrong and wrong expression [6]. Consistency in communication is a form of achievement and requires learning and practice and self-discipline. This involves a lot of practice. The claim that in a good relationship one can say whatever one wants without harming anyone is a comforting claim, but it is wrong. It is believed that when a person is healthy, he can eat anything without being harmed.

An Effective Approach to Homework

Most of the teachers' time is spent on giving assignments and looking at assignments. Many of the comedies and tragedies of the class are rooted in these assignments. The student learns to lie about his homework, copy from his friends, lose his homework on the way to school, or leave it at home [8]. In one of the schools, effective processes were created to solve problems related to student homework, which are mentioned in this article. A student who fails to complete or bring in homework must officially write a note stating what has not been done and when it will be done. It is never asked, why? It is assumed that the student had his own reasons [9]. They do not put him in a stapler to invent plausible excuses and plausible lies. His letter is attached to his file and when the homework is done, the letter is returned to the student. Therefore, each student is responsible for his own case. The proof of effort or lack of work is his own handwriting. The student is given motivation and opportunity to improve his background [10]. Parents often do not know what they can do to help students with their homework. When they receive an unfavorable note from the teacher, they get a little upset and may punish the student, which is a wrong way. It is necessary to provide the necessary guidance in this field from a caring teacher in various parent meetings. When parents get too involved

with their children's homework and grades, the student may rebel and become the laziest student in the class. Parents should teach students that everyone in the family has a certain responsibility and is obliged to do it well, and doing homework is also the student's responsibility and should do it properly [11].

Conclusion

The first goal of a teacher should be to establish a favorable, friendly, and supportive relationship with students. Such a goal can only be achieved by the interaction between the teacher and the student. The first few days of school and the first meetings of students with the teacher are very important in this regard. Therefore, special attention should be paid to it. New teachers typically hear from older teachers not to laugh in front of students until they respect them. Because they believe that students should be afraid of the teacher to respect him, but motivation theorists say that in the first days, show the students that you are interested in them and that they can trust you and if needed any help please refer to you. The main goal is that the teacher should appear as a mature and reliable person for the students. Fortunately, there are many ways to do this any interaction with students is effective in strengthening or weakening their perception of the teacher. Therefore, the teacher cannot only dedicate a certain time of the day to communicate with his students, but also the effort for a positive relationship should include all the time of the teacher and the students. Education will have no meaning without creating a relationship. At the very beginning of their work, teachers realize that the way they communicate with students is very important. They ask themselves, should he nurture the students and love them or should he be strict and expect a lot from them? Should you approach the students, or distance yourself from them? However, it is recommended that teachers pay attention to the effect of their communication style on the formation of students' motivational tendencies. Relationships based on love, respect, and mutual trust between the teacher and the

student make the student not dependent on the teacher and increase his academic motivation.

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