

## THE RELATIONSHIP BETWEEN THE TEACHER AND THE STUDENT IN THE TECHNICAL HIGHER EDUCATION

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**Abstract:** *Teacher-student relationship is one of the major problems of contemporary education, about which is often concerned the global pedagogical thinking, like that of our country. From the historical point of view, both in literature and in educational practice were outlined two opposing views on teacher-student relationship: one characteristic to the traditional pedagogy based on a unilateral communication from teacher to student, the other modern, which considers the student exclusively as the subject of education, without any guidance from the teacher. The contemporary pedagogy sees the teacher-student relationship as a profound relationship in which both partners work together continuously and in which is well established the status of each one of them: the teacher as an educational factor and the student as an object and a subject of the education.*

**Keywords:** *Humanization, Engineer, Teacher-student relationship, Feedback, Training.*

### THE CONCEPT „RELATED EDUCATION”

According to the „Pedagogical Dictionary” the pedagogical relationship refers to the specific education relationship between the adult and a child or a teenager in a systematic order „The construct contains descriptive and normative parts”. Descriptive are the statements about the relationship between teacher and pupils/students in terms of understanding, anticipation, perspectives, knowledge, skills, judgments, actions and indications about the interim of the pedagogical relationship. The pedagogical relationships should, however, be understood as some normative categories, the teacher has to be distinguished by certain characteristics. Then from a primary perspective, a normative one, the pedagogical relationship must meet the following criteria: recognition of the child's personality/student and individuality, his comprehensive and formative education, to claim the responsibility of each party (H. Schanb, K.G. Zenke, 2001 p. 240). This definition of pedagogical relationship emphasizes the role of the personality of the one who teaches and the responsibility of each actor in maintaining the educational relationships in which the student is formed. In the pedagogical relationship, the responsibility belongs to both subjects of the educational process. Teacher-student interaction requires active involvement of both parties in different proportions.

The relationship teacher – student impregnates and affects everything when it comes to teaching situations, especially as any relationship supposes the reciprocal control of behavior. At one extreme this relationship can be a battlefield, the teacher changing the „recipes” for forcing pupils/students to do what he wants, pupils/students changing "recipes" between them in order to escape. When this battle is won by the teacher, is said that he gets along well with pupils/students, and the losers are labeled as „good pupils / students”. When, on the contrary, the teacher loses, it's talked about a „weak class” and the „winners” are on the verge of repeating the year. When no one wins it is „a difficult class”. At stake is personal dignity of both sides. At the other extreme of the teacher-student relationship is a totally identified with the class teacher, fighting for it with the officials of the school and the inspector (S. Marcus, 1999, p. 11).

These are the two theoretic extremes of a continuum. In reality, teachers and students should neither be in a face to face conflict, nor identified, which would cancel the purpose of the educational act. Desirable, but also the most difficult to reach and to maintain is the middle position, because it is not sufficient theoretical knowledge of teaching science or just understanding but also the love for the students.

As an interpersonal relationship in the pedagogical relationship there is a interdependence between the teacher's and student's behavior in the sense that the action from a side causes a change in the behavior of the other. But through his privileged position the teacher can take the initiative of the interaction which causes reactions from students. He can make so that the behavior of the students would be, more or less, dependent on him and from his behavior to result the atmosphere of a group within the class. It is therefore

not an exaggeration to state that the construction of student autonomy depends heavily on pedagogical relationship, of the teacher's behavior.

From a historical point of view, both in literature and in educational practice were outlined two opposing views on the relationship between the teacher and the student. Both points of view (the first puts emphasis on the teacher's authority, and the second on the total freedom of the student) are, however, unilateral rejecting the possibility of achieving real communication between the two poles of the educational act. For the purposes of contemporary pedagogy, the teacher-student relationship is seen as a profound relationship in which both partners work together continuously and in which it is well established the status of each side: the teacher as an educative factor and the student as object and a subject of education.

Thus, the teacher, in order to realize his duty as an organizer and as a decision maker in establishing the educative strategies, as a mediator of the access to information and as a school performance evaluator has to know the psychology of the student to translate himself in the way of being, of feeling and acting of the student. He has to have the purpose of changing the place and role of the student in the educational act, to stimulate the activity and the engagement of the student in the process of his own formation.

As for the student, in his position as an object of the educative influence and as the subject of his own formation, there should be a dialectical relationship, the efficiency of the educative action being dependent on its degree of engagement and participation in the instructive-educative steps. The approach of the teacher-student relationship within the requirements of the formative education is necessary especially since in the educational practice, still linger some attitudes characteristic to the traditional education, according to which the student is treated as a passive object of education involved only unilateral in the assimilation of the information provided by the teacher.

It can be said that the teacher-student interaction is influenced by existing relational systems in the group class. The socio-emotional climate existing here affects the students' behavior, their self-image. In this sense, the learning process, in addition to cognitive aspect involves cooperation and sociability. They are formed due to specific group class relations and may encourage and stimulate or on the contrary, to stop or inhibit the open and free communication between the teacher and the students.

In this paper we aim to highlight the following data:

- ✓ a few moments in the development of the teacher-student relationship in traditional and modern school;
- ✓ the types of teacher-student relationships in the contemporary society was another important point in our analysis;
- ✓ the realization of a study on the mutual perceptions of the relationship between the two partners in order to humanize the relationship between them.

Table 1 below shows the keywords that characterize traditional and humanized school.

**Table 1:** The key words that characterize the traditional and the humanized school.

<b>Traditional school</b>	<b>Umanized school</b>
<b>Key-words</b>	
Competition	Cooperation
Classifications, awards and penalties	Encouragements, self learning, tolerance, responsibility
Listening	Participation, involvement
Transmission, reception	Analisis, manifestation, conversation
Restraint	Liberty

There are no good or bad students – it is the teacher's problem to educate them, to refine them and bring to light the virtues of each one of them, helping them to discover their potential abilities, to give weight and value to their words, taking care always that this exercise is complete.

To provide a teacher-student relationship, based on cooperative relationships, on direct communication and guidance to encourage the individualization of the work, is a premise for productive after schoolwork.

The modern didactics changes the vision of the student, putting him in the spotlight, aiming to make it interactive subject, co-participant and co-author of his own formation.

The teacher has to guide, mentor, and facilitate the instruction and the education.

G. Leroy says that „**the process of education starts when you teacher learn from the student, when you, translate yourself in his place, and you understand what he understood in the way he understood**”.

The work of the teacher is primarily to ensure pupil/student with the resources, the key that will help him in his learning process (A. Sangra, 2001, p. 3).

## TYPES OF TEACHER - STUDENT RELATIONSHIPS

The teacher – student relationship can be seen from many points of view (M. Zlate, 1972):

- a) strict didactic (in the process of teaching and listening);
- b) methodological-pedagogical (selection, organization and the prioritization of the teaching methods);
- c) psychological (the two partners are regarded as some state ensembles, processes and their characteristic mental attributes).

A closer analysis of the interactions within the class/group revealed several types of relationships between teachers and students. Among them, we can mention:

- ✓ communication relationships;
- ✓ management relationships;
- ✓ socio-affective relationships.

a) **Communication relationships** can also be of several types. So based on the teaching functions performed there are:

- of transmission, itself, the information (to explain new terminology, the statement of facts, interpretation of statements, expression of views, etc..)
- of structuring the information and concentration of the attention on the subject or on the work procedures;
- of requesting of some verbal or physical relationships from the students, stimulating their focus on issues etc.;
- of student's response to the teacher's requests;
- of reaction, acceptance, rejection, modification, extension, etc., of what has been said before;
- of assessment by the teacher of the student's answers etc.;
- of expression of some affective states (satisfaction, pleasure, annoyance, contentment, amazement, etc.).

b) **The relationships of management** of the class activity. They may establish limits of directing rigorously and the boundaries of the students' independence. Therefore, they can be:

- ✓ **relations of domination by the teacher**, managed to create a „climate” of authority.

The emphasis in this case fall, on directing and order, on severe constraint and scolding of the students, on the stimulation of unconditional obedience, on the obedient acquiring knowledge, on their passive reception, on remembering and not thinking, on the suppression of the will of initiative, of independence, of creativity. Such relationships are unidirectional (the teacher decides, orders, gives commands - the student obeys, listens and executes) and conflicting, arousing feelings of aversion to the students by the teacher. The authoritarian professor is conservative, lack flexibility, is rigid, and does not take account of experience, interest and pupils judgment in realizing the pursued goals; the authoritative teacher appreciates the reproduction of the acquired knowledge without putting value on the originality or the authenticity of the students' thinking. Kenneth Moore, believes that authoritarian teacher's behavior can be described by the following verbs: to punish, to impose, to criticize, to use a sharp voice, to dominate, to inspire fear, to humiliate, to be harsh to require mandatory, to pressure.

- ✓ **the democratic relationships** - assume a new position towards the student, towards the ways of training and education and personality formation. Democratic teacher is essentially the empathetic type of teacher. The teacher's behavior is based on the tendency to integrate himself in the classroom's climate, to identify himself with the students' life and activity, his leading role is achieved through teaching methodology, such as to encourage the active participation of students, continuously enhance independence and their initiative, their spirit of responsibility, he suggests more than impose, stimulates more the interest and the curiosity, encourages the manifestation of spontaneity and creativity.

These are multi-directional relationships: of cooperation, of support to self-activity, of indirect influence, of cooperation, proving to be more effective and consistent with the principles of democratizing the school and our society. According to Kenneth Moore, democratic teacher's behavior can be described by the following verbs: to be friendly, to encourage, to help, to persuade, to be open to influence, to be firm, to stimulate, to direct, to be careful.

- ✓ **indulgent relationships** (laissez-faire - to let it to be done) focus on the free development of the student, to leave the conduct of his work to the chance, considering that any intervention of a closed thinking is felt by the individual as a threat.

In this sense is denied any form of authoritarian intervention of the teacher, guidance or orientation to learning, training (pedagogical liberalism). But here the pedagogical liberalism misunderstood, pushed to anarchy and disorder because the teacher does not intervene lenient than only when the educational situation threatening to escalate into conflict, etc.).

c) **Socio-affective relationships** we point out that between teacher and pupils/students may experience spontaneous feelings of attraction or rejection, sympathy or antipathy, acceptance or non-acceptance, etc. In general, when the teacher comes to the class just as simple transmitter of information, concerned only with their reception, without any vibration emotional, affective - class relations become traumatic for the students and the more so, as the students are younger. Those mentioned here are intended to highlight the variety of types of relationships that can be establishes between teacher and pupils/students in the educational process and their implications many and what they may have on learning outcomes and school education.

## **HUMANIZING THE TEACHER-STUDENT RELATIONSHIP**

The humanization and personalization of educational interaction involves substantial restructuring of the role of the teacher, the teacher „is the person who creates the conditions for the pupil/student to behave in a certain way, to put issues and tasks of knowledge, stimulate and maintain student activism investigator / student” (I. Neacsu, 2000):

the teacher is not just the person who proposes content, gives lessons, make tasks but stimulate and maintain student activism investigator creates conditions for him to behave in a certain way, to discover and to put matters;

to orient to specific student interests and capabilities is its attention to the achievements and creations. Teachers must possess the qualities necessary centering mainly on the expectations, demands, the needs and interests of students;

the teacher must be able to be a double and work from his perspective and the group, be able to guess the order interpersonal characteristics of students collecting adequate capacity preferential relations between students, the anticipated social attitudes of students in relation to future learning situations.

In our era, deeply computerized, the man has found a new „partner” computer inter-human relationships has its specificity. A quality interpersonal relationship involves an attitude of mutually beneficial partnership in which partners give and receive what they are given alternative or what they lack and obvious that each man has „pluses” and „minuses”.

A prerequisite for effective teacher-student relationship is the manifestation of the sense of responsibility that must prove each role and its status (A. Pasca, 2012, p. 8).

Investigations carried worldwide on the impact of education on social development come to show us that it is essential that the idea of forming man to inspire a philosophy of preparing him for a life in relation to complex modern cohabitation requirements or declare that thus fall outside reality. Both prospective education and its performance is emerging as ideas coming from their position and project requirement shall be based pedagogy to develop his own theory demanded an education intended to form man throughout his life size, and in accordance with the requirements of the third millennium, found a much greater extent in science and technology imperatives designed in indissoluble unit.

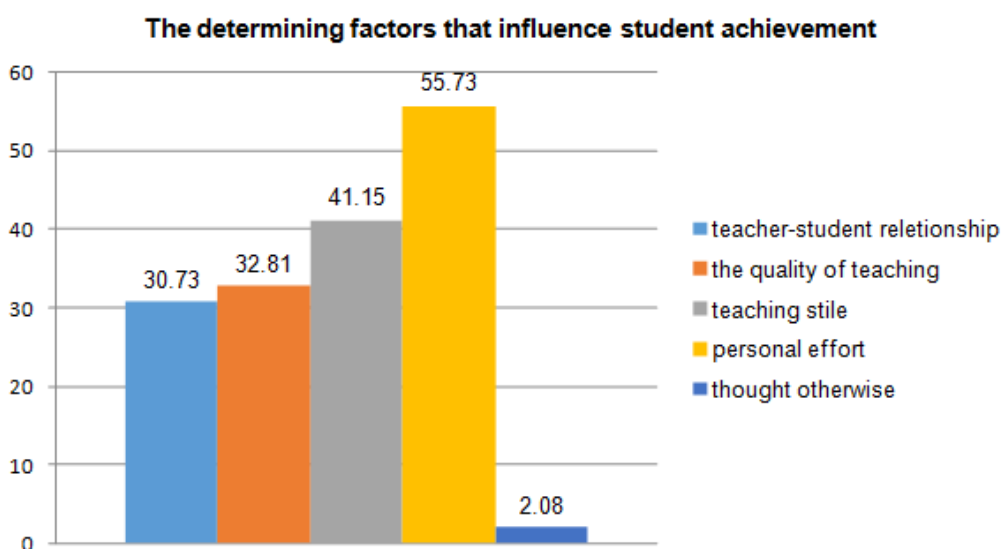
The questionnaire conducted in the educational institution were obtained following relevant data: the question which determinants that influence student success in school, 55.73% of respondents said that personal effort is the most important, 41.15% - teaching style, 32.81% - 30.73% and the quality of teaching - the relationship between teacher / student and only 2.08% thought otherwise (figure 1).

So, the students realize that only through personal effort they can achieve perfection. But do not forget that for an incentive and motivate students to work is very important and attractive personality of the teacher by his attire, readability and style of teaching applied, the quality of teaching and not least the relationship between teacher and student, often regretfully longer Meet and currently being authoritative Teacher, which causes him to lose student interest and desire to do the book and taught himself matter.

A style preference of students on the relationship between teacher and students was distributed as follows: for freestyle was delivered 46% of respondents to the Democrat - 43% for the authoritative - 9% and only - 2% of respondents wanted other styles than the above (figure 2).

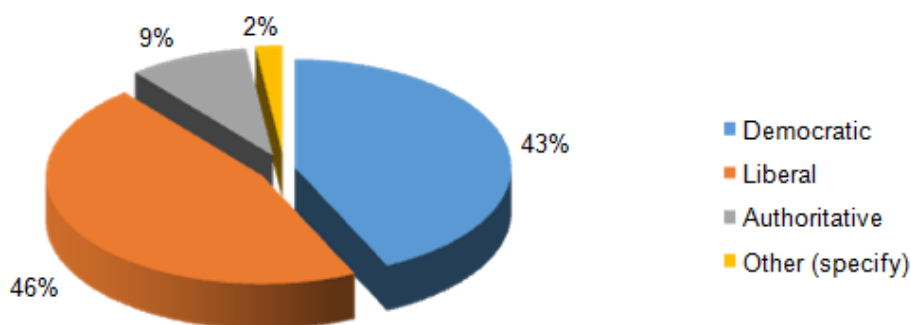
While the teachers believe that the relationships style encouraging/motivating the student to learn is: 55% Democrat, 20% liberal, authoritarian 21% and only 4% cited other styles (figure 3). From the data presented it can be concluded that the preferential relations style both for students and for teachers is democratic style. Although now it tends to avoid the exercise of authority over the students, but from the data below shows that the authoritarian style is currently in the process of education, which gives department managers thought and institutions of higher education to train teachers and familiarize them with the new trends in science education in the country and worldwide.

In summarizing the above analysis, we can say that the democrat style is that style that encourages/motivates the student to learn and be successful in school, but it is also the style that should prevail in the teacher-student relationship, which characterizes the relationship According teacher with student teachers.



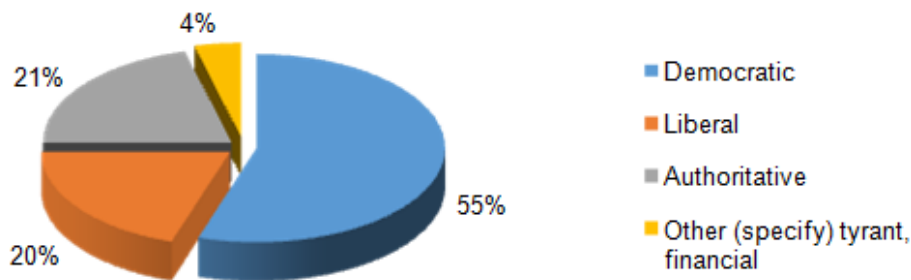
**Figure 1:** Diagram showing the share of determinants that influence student success in their view

**Favorite Styles of student teacher relationship**



**Figure 2:** Diagram showing the style preferences of students on the relationship between teacher and students

### Teacher-student relationship styles that promote/motivate students to learn



**Figure 3:** Diagram showing the teachers view the relationship between teacher and student style that motivates the student to learn

### CONCLUSIONS

The process of education is essentially a process of communication, it is important to acquire skills to communicate. Both teacher and student must be open to others and willingly to „give” and „receive”, abandoning the prejudice that „yes” is more valuable than „receive”.

The professor may be considered, metaphorically speaking, a well charged battery with expert information and some experience of life, and the student is a battery that is being „loaded” in school.

In such a possible applicative vision, the analysis that we realized can only be a starting point, a stimulus for future, research in the broad issues of human inter knowledge. From this point of view, we note that we do not claim to have exhausted the topic under discussion; this study can only be a reference point for certain theorizing concepts.

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