

# ПОДГОТОВКАТА НА УЧИТЕЛИ И СОЦИАЛНИ ПЕДАГОЗИ



## В НАВЕЧЕРИЕТО НА ЕВРОПЕЙСКАТА ИНТЕГРАЦИЯ



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## A POSITIVE RELATION BETWEEN THE TEACHER AND THE PUPIL IN TEACHING – A CONDITION FOR A MORE SUCCESSFUL TEACHING

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### **Abstract**

*Interaction in teaching is a process influenced by many factors and it is determined, among other things, by the relation of the teacher towards the pupil. The theoretical-empirical findings indicate that a teacher will establish a successful relationship with a pupil if it is based on the following: knowing each other, mutual respect and understanding, sincerity and empathy. Relations to pupils do not lose their currency. With its stratified structure and conditioning by many factors, this relation was and still is the subject of numerous researches. This relation between the teacher and the pupil is also the subject of our research. The results show differences in teachers' opinions about the question which factors determine the positive relationship with the pupil in the teaching process.*

**Key words:** teacher, positive relation, favorable climate in the classroom.

In fact, teaching represents a communication process of guiding, transmitting and receiving of verbal and non-verbal messages from the teacher to the pupil and the other way round. In that case, we can speak of interactive communication in teaching. This interaction in teaching is a process influenced by many factors and it is determined, among other things, by the relation of the teacher towards the pupil. The theoretical-empirical findings indicate that a teacher will establish a successful relationship with a pupil if it is based on the following: knowing each other, mutual respect and understanding, sincerity and empathy. In order to be successful, the teacher must have a developed interest in pupils and to be able to understand them (Bratanić, 1993). The relationship between the teacher and the pupil is good when there is: a) openness – it is so easy to be direct and sincere to each other; b) caring – when both persons know that the other respects him/her; c) mutual dependence – contrary to dependence; d) independence – allowing each person to develop his/her uniqueness, creativity and individuality; e) mutual satisfaction of needs – not one need is satisfied on the account of the needs of the other person (Gordon, 1998).

Relations to pupils do not lose their currency. With its stratified structure and conditioning by many factors, this relation was and still is the subject of numerous researches. This relation between the teacher and the pupil is also the subject of our research. To be more concrete, we directed our research to establishing the factors that determine the positive relationship teacher-pupil in teaching in elementary schools in R. Macedonia. The aim of our research was directed to examining the teachers' opinions about the question which factors determine the positive relation teacher-pupil in teaching. In this sense the research task was to examine the elementary school teachers' attitudes and opinions (respectively from the first to the fourth grade and from the fifth to the eighth grade) about which factors determine the positive relation teacher-pupil in teaching. The research was realized in 6 city elementary schools and 6 village elementary schools, comprising 60 teachers (12 from I to IV grade and 48



from V to VIII grade). In our research, we started from the following supposition: teachers do not have unified opinions and attitude about the factors that determine the positive relation teacher-pupil in teaching. The results were statistically processed and shown in further text.

*Table 1. Teachers' evaluation of the factors that determine the positive relation teacher -pupil in teaching*

Answer category	Mark expressed in points	%	Rank
Pleasant and friendly relationship with the pupil	254	15,83	6
Understanding and respect of the pupil's personality	278	17,33	2
Clear, interesting and convincing presentation	268	16,71	3
Objectivity in marking	282	17,58	1
Discipline in the class	257	16,02	5
Help in learning	265	16,52	4
Total	1604	99,99	

Teachers think that the primary factor that determines the positive relationship with the pupil is the objectivity in marking. Understanding and respect for the pupil's personality are in the second place, and, obviously, the third place belongs to clear, interesting and convincing presentation of the teacher. We suppose that this is the result of teachers' thinking about the fact that an objective mark of the pupil's achievement is the reflection of the respect for the pupil's personality, which in turn creates conditions for a positive relationship between the teacher and the pupil. On the other hand, teachers think that help in learning on their part, as well as discipline in the class, and even less the friendly attitude do not essentially determine the positive relationship teacher-pupil. We supposed that teachers in the first and second four years of elementary school do not have equal attitudes and opinions about the factors determining the positive relationship with pupils in teaching. That is why we compared their evaluations.

Table 2 shows how much the evaluation of factors determining the positive relation teacher-pupil coincide for these two groups of teachers (I-IV grade and V-VIII grade)

Teachers from I to IV grade evaluate the factors influencing the positive relation teacher-pupil in a different way. In their opinion, in establishing positive relations with pupils the first place belongs to understanding and respect of the pupil's personality, then pleasant and friendly relationship with the pupil, as well as objectivity in marking. Teachers from V to VIII grade have an opposed opinion. Namely, they think that objectivity in marking is the primary factor, which means understanding and respect of the pupil's personality. What is interesting for us is the fact that both groups of teachers think that the factor of helping pupils in learning is not significant for creating a positive relationship with the pupil, and it takes the fifth place, i.e. the fourth in the lists. As for the factor of discipline in the class, according to both groups of teachers it is at the bottom of the lists. The calculated value of the correlation rank is 0.31 and shows a low level of coincidence in the evaluation of teachers from I to IV grade and teachers from V to VIII grade.

*Table 2. Differences in evaluation of factors determining the positive relation teacher – pupil with teachers from I-IV grade and V-VIII grade*

Category of answers	teachers from I-IV grade			teachers from V-VIII grade		
	Mark expressed in points	%	Rank	Mark expressed in points	%	Rank
Pleasant and friendly relationship with the pupil	56	17,39	2	198	15,44	6
Understanding and respect of the pupil's personality	59	18,32	1	219	17,08	2
Clear, interesting and convincing presentation	53	16,46	4	215	16,77	3
Objectivity in marking	54	16,77	3	228	17,78	1
Discipline in the class	48	14,91	6	209	16,30	5
Help in learning	52	16,15	5	213	16,61	4
Total	322	100		1282	99,98	

$$\square=0,31$$

### Conclusion

The research data analysis shows that teachers nevertheless have unified attitudes related to the factors determining the positive relationship with the pupil in teaching. In our opinion, the positive relationship between the teacher and the pupil in teaching is the primary condition for creating a favourable climate for learning in the classroom. All this marks out the road to success in teaching as a process of joint work of teachers and pupils.

### References:

1. Bratanić, M.(1993), Mikropedagogija, Zagreb:Školska knjiga
2. Gordon, T. (1998), Kako biti uspešan nastavnik, Beograd: Kreativni centar