



# REVIEW OF RESEARCH

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## TEACHER & PUPIL INTERACTION – FACTORS WHICH STRENGTHENS AND IMPAIRING ADOLESCENT’S SELF-ESTEEM

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### ABSTRACT

Teacher and pupil interaction is a key factor in the development of a student’s self-esteem. It is essential for educators to be aware of the factors that can both strengthen and impair adolescent’s self-esteem. From the moment a student enters the classroom, their teacher has the ability to either build up or tear down their self-esteem. Positive teacher-student relationships can help foster a sense of security, self-worth and confidence in a student, while negative interactions can lead to feelings of worthlessness, insecurity and low self-esteem. It is important for teachers to be aware of the various factors that can affect adolescent’s self-esteem and to strive to create an environment that promotes the development of healthy self-esteem.



Self-esteem is regarded as one of the most important psychological traits that has remained relevant throughout human history. According to psychologists, self-esteem remains an important criterion of a person’s value across various age groups, as well as when human life objectives, successes, and needs change. Scholars studying the concept of self-esteem observe a drop in self-esteem throughout adolescence when compared to other age groups. The majority of psychological studies that show structural components of the self-esteem concept as well as factors of adolescent high self-esteem emphasise the importance of family, interpersonal interactions with peers, academic accomplishments, learning environment, and social skills.

Everyone knows that when it comes to getting along with others, communication is key. But what about when we’re talking to our students? How do we foster an environment where learning is accessible and engaging? As a teacher, one of the best ways to do this is by interacting with your students in a more personal way. Here are some ideas on how to do that! First, think about creating a space where you and your students can get to know each other on a more personal level. You can do this by having classroom discussions and asking questions that encourage interaction. This will help build a connection between you and your students and make your classroom more welcoming. Second, try to make your class as interactive as possible. While it’s important to be consistent and structure your class time, it’s also important to allow your students to have opportunities for engagement and participation. This can be anything from asking thought-provoking questions to letting students play learning games. By allowing your students to be active participants in their learning experience, they will be more likely to retain new information and make connections between different concepts. Last, encourage your students to share their thoughts and opinions. One way you can do this is by making the class a safe space where students feel comfortable sharing their ideas. Another way is to create a discussion board for your class where students can ask questions and discuss topics related to your course material. By making your classroom a more open environment, students will feel more comfortable sharing their own ideas and being open to new

*perspectives. These tips will help make learning more fun and engaging for you and your students! Do you have any tips on how to improve your classroom interactions?*

**KEYWORDS :** *learning environment, and social skills , human life objectives.*

## **INTRODUCTION**

Teacher-pupil interaction is an essential part of the educational process and is a key contributor to the learning process. It is the primary way in which a teacher transmits knowledge to students and provides guidance and support. Teacher-pupil interaction involves communication between both parties, including verbal and non-verbal communication, as well as active listening, observation and guidance.

The quality of the interaction between a teacher and student is essential for the academic success of the student. The teacher needs to be able to create a positive learning environment in which the student feels safe and secure, so that they can focus on their studies. The teacher should also be able to provide a stimulating and challenging learning environment that encourages the student to ask questions and take risks.

In order to ensure effective teacher-pupil interaction, the teacher should be aware of the student's interests and emotional needs, as well as their academic needs. The teacher should also be able to establish a positive relationship with the student and provide feedback in a timely and positive manner. The teacher should be aware of the student's individual strengths and weaknesses and be able to provide appropriate guidance to help the student achieve their goals.

It is also important for the teacher to be aware of the student's cultural and linguistic background, as this can affect the type of communication that is used. For example, if the student is from a different cultural background, the teacher should be aware of the different language and cultural norms that may be present. This will help the teacher to communicate more effectively with the student and provide a more comprehensive learning experience.

The introduction of technology into the classroom can also be beneficial in terms of teacher-pupil interaction, as it provides a platform for the teacher to interact with the student in an interactive and engaging way. Technology can also be used to deliver instruction and feedback in a more efficient manner and to provide the student with the resources they need to be successful.

Overall, teacher-pupil interaction is an essential part of the educational process, as it helps to create a positive learning environment and contributes to the academic success of the student. Through effective communication, observation and guidance, the teacher can ensure that the student receives the best instruction and support possible.

## **GOAL AND RESEARCH METHODOLOGIES**

It was hoped that by conducting a qualitative study, it would be possible to find out what personal attributes and moral principles of a teacher boost teenage self-esteem. Qualitative research questions were developed in order to better comprehend the phenomena under investigation and to expose individual students' interpretive experience-based explanations resulting from scenario analysis. Adolescents were asked to recall and explain an event in which they felt respected, significant, and valued, and vice versa.

## **FINDINGS AND OUTCOMES**

When good teacher attitudes toward students are present, 49.7% of teenagers feel relevant, valued, and respected, according to an analysis of self-esteem building conditions. Positive attitudes toward instructors are conveyed through compliments (19.8%), respect for students' opinions and attitudes (11%), and acceptance and recognition of students' talents. Academic successes (i.e., favourable assessments, positive test evaluations, and "tough topics") are important to 25.7% of students. Pupils also noted the importance of positive and public teacher remarks, in addition to the importance of good assessments. A healthy interaction with peers is obviously important for teenagers' self-esteem. Being a part of a team or a leader (5.1%) causes 11.7% of students to feel valued and

respected. Surprisingly, the favourable attitude of peers compared to the good attitude of the instructor towards the child (49.7%) accounts for just 16.8%, implying that it has a weaker influence on teenagers' self-esteem. The disparity in data obtained can be explained by the fact that the teacher's formal and informal evaluations, attitude, and feedback toward the pupil are extremely important for the pupil himself, because these factors have a significant impact on the formation of peers' attitudes and intercommunion.

While reviewing study data on events that undermine adolescents' self-esteem, it was discovered that 32.8% of students felt underappreciated, humiliated, and unrewarded as a result of bad teacher attitudes. Unappreciation or devaluation of students' efforts, contempt for students' opinions, rudeness, unpleasant comments, and imitation are all signs of a negative teacher's attitude. Attention should be made to students' attention on teachers' public comments about their failures and behaviours, as well as to castigation and disparagement of a student in front of the class.

Table 2. Personal qualities and moral values of a teacher strengthening adolescent's self-esteem.

Category	Subcategory	(%)	
Respect (46.1)	Tactful and polite communication with pupils	14	
	Being interested in pupil, attention towards pupil	13.9	
	Polite communication with pupils	7.3	
	Equivalent, partnership communication	7.3	
	Address pupil by a name	3.6	
Tolerance, goodwill (14.6)	Tolerance towards pupil's opinion, approach	7.3	
	Comprehension	5.1	
	Goodwill	2.2	
Support, encouragement, assistance (24.9)	Support and assistance for a pupil	8.8	
	Compliment, support	16.1	
Confidence, belief in pupil (8.7)	Trust in pupil, confidence	3.6	
	Belief in pupil, his/her future perspectives	5.1	
Objectivity, impartiality (6.6)	Objectivity, impartiality	6.6	
POSITIVE AND OTHER BEHAVIOURS	71.1	POSITIVE IMPACTS, LOW PROGRESSIVENESS	9.9
Positive relationship with peers	16.8	Negative relationship with peers	28.5
Positive teacher's attitude towards pupil	49.7	Negative teacher's attitude towards pupil	32.8

Although students were not questioned about people who helped or hurt their self-esteem while the study was being carried out, when recounting these circumstances, teenagers cited people who hurt their self-esteem. When asked to describe scenarios that boost their self-esteem, students indicated instructors (45%), peers (38%), family members (13%), and managers and coaches (4%). As a result, by naming instructors as people who are strongly associated with self-esteem building events, students affirmed the importance of the teacher's personality in the process of self-assessment. Teachers (26%), parents (9%), and classmates (65%) were all associated with self-esteem lowering events. Adolescents said that the following peer behaviours hurt their self-esteem: ridicule, humiliation, gossip, rumours, and ignoring. Following an evaluation of a teacher's personality impact on students' intercommunion, it can be claimed that one of the most important responsibilities of a teacher is class management, as well as control and regulation of circumstances that violate students' self-esteem and dignity.

Adolescents were also asked which teacher behaviours boost and which undermine their self-esteem. As a result, the following teacher behaviour features that boost a student's self-esteem may be identified (Table 2): respect for a student, tolerance and goodwill, support, encouragement, confidence, objectivity, and impartiality.

Almost half of the students (46.1%) stated that instructors might show their appreciation by respectful behaviour, which is defined as delicate, courteous, attentive, and equivalent communication. According to the table, 24.9% of students believe that instructors' praise, support, and aid boost their self-esteem.

According to Barkauskaite (2001), no conversation can take place or be successful unless there is prior confidence. When instructors trust them, students feel significant and important, according to

their comments (8.7%). The establishment of a reciprocal trusting atmosphere is important because instructors' trust in students allows more independence and responsibility while enforcing varied responsibilities and obligations. According to Myers (2008), confidence in students and high expectations notably benefit students who are struggling or underperforming and who benefit from good professor's Attitude has a big influence.

Students cite instructors' objectivity and impartiality (6.6%) as qualities that boost their self-esteem. According to the comments of students, it is crucial to feel favourably and equally appraised and accepted, and that your attempts to learn are observed and appreciated without bias.

According to the findings of the performed research, one of the most major causes of misunderstandings, disagreements, and learning failures between instructors and students is uneven and urgent communication, as well as prevailing contempt for the pupils' personalities. The viewpoint of Barkauskaite (2001) that everyone may be a teacher or a learner at any time is crucial for the formation of equitable and partnership relationships. This is predicated on the notion that everyone has some knowledge and that everyone needs to acquire more. When education is built on the interaction of the superior (the teacher) and the inferior (the pupil), control issues eventually arise, i.e., can students be trusted to do what is best if their professors will not control them? The response is dependent on how human nature is seen; if it is regarded as trustworthy, the control function will be reduced. The key to an analogous teacher-pupil relationship is reflexive self-regulation, which drives students to take responsibility for their actions.

Pupils also emphasised the importance of teacher expectations in the process of self-esteem building. Myers, Willse, Villalba (2011) investigated the role of expectations of social environment and discovered that teacher's attitude towards pupil correlates with pupil's learning results: "teachers are of high opinion about successful pupils". This is largely because "teachers know what their pupils are capable of and how they learn". According to Petty (2006), increased expectations of a teacher encourage straggling or lagging students, on whom positive instructors' attitudes have a significant influence. Instructor expectations influence student accomplishment in the direction specified by the teacher. Furthermore, studies have shown that students who are self-conscious receive less time and support, as well as less attention, less compliments from teachers, and are frequently chastised. The responses of adolescents to teacher behaviour that lowers their self-esteem were categorised

Table 3. Personal qualities and moral values of a teacher impairing adolescent's self-esteem

Category	Subcategory	(%)
Disrespect (74.1)	Disrespectful behaviour, offences, malice, cynicism	43.5
	Non-communication, failure to agree	9.5
	Autoeratic, categorical behaviour	7
	Familiarity	4.7
	Arrogance, egocentricity, conceit	4.7
	Being strict on other, but not on oneself	4.7
Intolerance (28.5)	Intolerance and ignoring of pupil's opinion	28.5
Criticism, ignoring (52.2)	Constant criticism, emphasis on misbehaviour	38
	Malice, hostility	9.5
	Apathy, ignoring	4.7
No-confidence (11.4)	No-confidence, disbelief in pupil	11.4
Unfairness, partiality (66.3)	Teacher's "Omniscient Syndrome"	26
	Intercomparison of pupils	24.9
	Acceptance and hostility towards particular pupils	15.4

according to the teacher's personal traits and moral principles that have the greatest impact: disrespect, intolerance, continual criticism, ignoring, no-confidence, injustice, and partiality. The final detrimental influence on teenage self-esteem has been recognised as teacher disrespect (74.1%), criticism and ignoring (74.1%), unbelief in pupil, injustice (5.8%), no-confidence (11.4%), and intolerance (66.3%).

Students highlight public humiliation and offence while demonstrating examples of instructor behaviour that lowers self-esteem. 12.5% of students consider their teacher's disrespectful behaviour

to be a factor lowering their self-esteem. Such comments highlight the need of self-control and self-possession as one of the most important characteristics of a skilled teacher. Self-control of the teacher is equally vital for the educational influence on students during difficult and challenging situations. It is critical for a teacher's professional activity to adhere to emotional discipline, i.e., Negativity is absolutely discouraged, as is emotional neutrality or positivity. 6.6% of students say that instructor derision, ridicule, or irony has harmed their self-esteem: "hidden mockery (irony) in teachers' comments, when these phrases are applied to you, no one speaks your name, but everyone knows it", "malicious mockery", "derision". Such teacher behaviour is especially detrimental since it reinforces and legitimises the phenomena of bullying in the classroom.

When adolescents are compared to peers who emphasise their flaws, their self-esteem suffers. 2.9% of students said behaviours like "showing that I am inferior in comparison to others," "comparison with a tablemate," "comparison with other pupils," and similar ones hurt their self-esteem. The modern teaching/learning idea stresses the avoidance of comparing students' successes with one another; instead, teaching/learning results and pupil conduct should be compared with his/her prior achievements. The capacity of teachers to grasp and delve deeply into their various attitudes, interests, and ways of thinking is extremely vital for teenagers. 2.9% of students say their teacher's lack or unwillingness to comprehend, tolerate, or accept other appearances or ways of thinking lowers their self-esteem. Adolescents' reactions to assessments and criticism are particularly sensitive, failure is unpleasant, and they often perceive only faults in themselves, according to educationalists and psychologists who have researched the era. It is apparent that a teenager who is often criticised and ignored by his or her instructor would feel useless, and his or her self-confidence and self-esteem will suffer. 30.7% of students reported that instructor criticism and disdain lower their self-esteem.

Teachers should, without a doubt, communicate with students about underachievement or inappropriate behaviour, but it is also crucial to encourage them to think that setbacks can be overcome. It is vital to have faith in the student and to be enthusiastic about his or her talents. It is not advisable to minimise a student's achievements and prospects. 5.8% of students reported that their professors lack trust in their talents and capabilities. 5.8% of students reported that their self-esteem is harmed as a result of their teacher's biased assessment and behaviour. To eliminate bias in the assessment process, it is critical to familiarise students with the evaluation criteria and enable them to reason about the fairness of decisions and assessments.

## CONCLUSION

Implemented research indicated that opinion and assessment offered by instructors are just as valuable to students as opinion and evaluation expressed by peers. Positive and public attention, appraisal, and encouragement from a teacher are particularly important for teenagers. In circumstances of criticism, negative feedback, and remarks, students emphasised the need of instructor secrecy and individual consultation. The findings of the study suggest that educational teacher-pupil interaction and relationships with peers are important for adolescent self-esteem. More often than not, teachers are participants in situations that strengthen adolescents' self-esteem, while peers are participants in situations that impair adolescents' self-esteem. Inadequate physical experience and academic performance are crucial for teenagers' self-esteem only when they are the source of poor interactions with other students and instructors.

Scientific literary study and student reactions lead to the conclusion that the teacher's personality and skills, rather than teaching techniques, are the most important factors in the learning process. Teachers mentioned in their comments that the efficacy of teaching/learning techniques and means is dependent on the roles of the instructor and the pupil, as well as the teaching activity way. The modern teaching approach is distinguished by immediate effects, such as pupil attention and aid, initiative encouragement and support. Scientific literary study and research reveal that academic activity receives the most attention, and pupils' personalities are identified based on academic activity.

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