Value of Understanding and Accepting for the Students of Professional Studies

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Abstract
The art of effective teaching is the information should reach the students in proper way. And it interest to the students. The need of these two to assess the value of understanding and accepting between teachers and students, know the importance of teachers–students interactions within the learning environment. And to know the importance of a teacher for the student's success in their career. The way of selections are based on interactiveness, ice breakers, communications and link experience. Here, the modes of catagories of students divided like excellent, good, fair and poor and the analysis are interpreted and discussed.
Key words: Value; Understanding; Accepting; Evaluation technique; Teaching Practice

1. Introduction

In this competitive world both students and teachers are forced to aim only in achieving excellent percentage in the academics. There is no time for them to think about the value of student- teacher relationship. Improving student- teacher relationships has a positive and long-lasting implication for student's academic and social development. Now a day, hard work is necessary to achieve our goals in life. But working all the time without any relaxation tends to make a person dull. Proper relaxation is absolutely necessary to keep our minds always fresh[1]. Often children are made to study continuously so as to get good results in examinations. But this rather tends to make a child just a bookworm with no social abilities[2]. That is why we stress extracurricular activities such as swimming, volley ball, basketball etc. in school routine[3]. A balanced scheme of work and relaxation is the proper way to keep the mind fresh. Students spend approximately 5 to 7 hours a day with a teacher for almost 10 months[4]. All of us have gone through schooling, and if fortunate had a favorite teacher. For many students the teachers helped them to achieve their goals. As the years go the student might forget their achievements. But the positive impression had been created by the teacher on them was never forgettable and this impression may be one that has a life-long effect[5]. A positive relationship between the student and the teacher is difficult to establish, but can be found for both individuals at either end. The qualities for a positive relationship can vary to set a learning experience approachable and inviting the students to learn[6]. A teacher and student who have the qualities of good communications, respect in a classroom, interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom[7]. We would be focusing on the relationship between the students and teachers. When compared to school going children, college student need to have better relationship with the teacher because that is the stage when they actually learn positive attitude from the teacher which is useful for them for their entire life. This research clearly demonstrated that when a positive relationship exists, students are more motivated to learn, more actively participate in their learning and the learning is likely to be more effective. Children have different strategies for learning and achieving their goals. A few students in a classroom will grasp and learn quickly, but at the same time there will be those who have to be repeatedly taught using different techniques for the student to be able to understand the lesson[8]. On the other hand, there are those students who fool around and use school as entertainment. Teaching then becomes difficult, especially if there is no proper communication. Yet, teachers, creating a positive relationship with their students, will not necessarily control of all the disruptive students[9]. The key is, teachers need to continuously monitor the student in order for him or her to be aware of any difficulties the student is having. Understanding the child's problem, fear, or confusion will give the teacher a better understanding the child's learning difficulties. Once the teacher becomes aware of the problems, he or she will have more patience with the student, thus making the child feel secure or less confused when learning is taking place in the classroom[10].

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere for a classroom environment. Of course a teacher is not going to understand every problem for every child in his or her classroom, but will acquire enough information for those students who are

struggling with specific tasks[11].The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly. The teacher needs to understand that in many schools, especially in big cities, children come from different cultures and backgrounds[12]. A teacher then needs to understand the value of the students' senses of belonging, which can be of greater value and build self-worth for minority students. If the teacher demonstrates an understanding of the student's culture, it will provide a better understanding between the teacher and the student. The example above demonstrates the feelings the child has towards the teacher leading to inhibiting the child from learning. The reasons for children to be yelled at vary from teacher to teacher, but shouting should not be the solution for children who find education a difficult process or simply lack of learning experiences, but sometimes teachers find yelling at the child as the only quick solution.

Therefore, those teachers who demonstrate respect towards their student, automatically win favour by having active learners in their classroom. The arrogant or offensive teacher will lack these positive qualities due to his or her lack of control over the children. Teachers should assert that they should also be treated with. Children who are teased or bullied by other children find themselves being victimized by their peers. Children who have become victims of this nature find learning difficult[13]. They will be stressed out not only by trying to achieve academically, but also because the names they have been appointed by their classmates are destructive, demeaning, and destroy self-esteem. Therefore, it is important for teachers to have children respect each other. Usually, a type of lesson involving with self-esteem can be an excellent activity for children who are involved in this destructive nature. For teachers conducting a classroom and shaping the minds of the young students, teachers who communicate effectively with their students should give appropriate and helpful feedback to their students. Interaction between the student and teacher becomes extremely important for a successful relationship through the entire time of a school year[14]. A close, but limited relationship between the student and teacher can be helpful for those students who are shy, and find speaking in front of the classroom difficult or children who have low self-esteem. The tension these students hold in a classroom will have the confidence they had always wanted, but never achieved due to not having a good relationship with the teacher[15].

2. Modes of Practice
2.1 Instructiveness
Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems and articulating what they have discovered. Each activity should provide students with opportunities to deepen their learning by applying concepts and articulating new knowledge[16]. These are activities that prompt students to write a response to an open question and can be done at any time during a class. Writing activities are usually 1-2 minutes, and can focus on key questions and ideas or ask students to make predictions. These activities give students the opportunity to organize their own thoughts, or can be collected by the teacher to gain feedback from the students. Advantages include developing students' abilities to think holistically and critically, and improving their writing skills [17].

2.2 Ice Breakers
Ice Breakers are the activity that encourages students to interact and talk to each other. They can be useful at the beginning of the semester: for example, asking students to introduce themselves to each other and what they would like to learn in the course. Advantages of icebreakers include: participation of each student, the creation of a sense of community and focusing students' attention on material that will be covered during the class period[18].

In a teacher-learner interaction classroom, it is the students who play the major role of the class and the teacher acts as a guide or an organizer. Therefore, the students have been given more opportunities to communicate with both the teacher and each other[19]. And more important, the students and the teacher appear to be in the equal position in class. With the relationship between teacher and student getting more and friendlier, the result of teaching and learning will be more and more effective and efficient[20].

2.3. Communications
The art of communication involves listening and speaking as well as reading and writing. Teachers need to be highly skilled in all these areas to excel in their profession. Proficient communicators receive information, understand and synthesize it and express themselves at a high level. They make excellent teachers because they are able to transmit knowledge, skills and values at the same time they communicate their caring for the students entrusted to their care. They help motivate students to learn[21].

Communication is both receptive and expressive. Teachers must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simpler parts and smaller steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability or learning style. They are able to

"read" their students and adapt to the needs of the individual. Effective communication includes transforming the boring into the interesting and having good presentation skills[22].

2.4. Link Experience

Students are another important element for the teacher to consider while using a pedagogical model. A skilful teacher figures out what students know and believe about a topic and how learners are likely to "hook into" new ideas. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning[23].

To help all students learn, teachers need several kinds of knowledge about learning. They need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts[24]. Teachers must be able to identify the strengths and weaknesses of different learners and must have the knowledge to work with students who have specific learning disabilities or needs. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration–how to structure interactions among students so that more powerful shared learning can occur; how to collaborate with other teachers; and how to work with parents to learn more about their children and to shape supportive experiences at school and home[25].
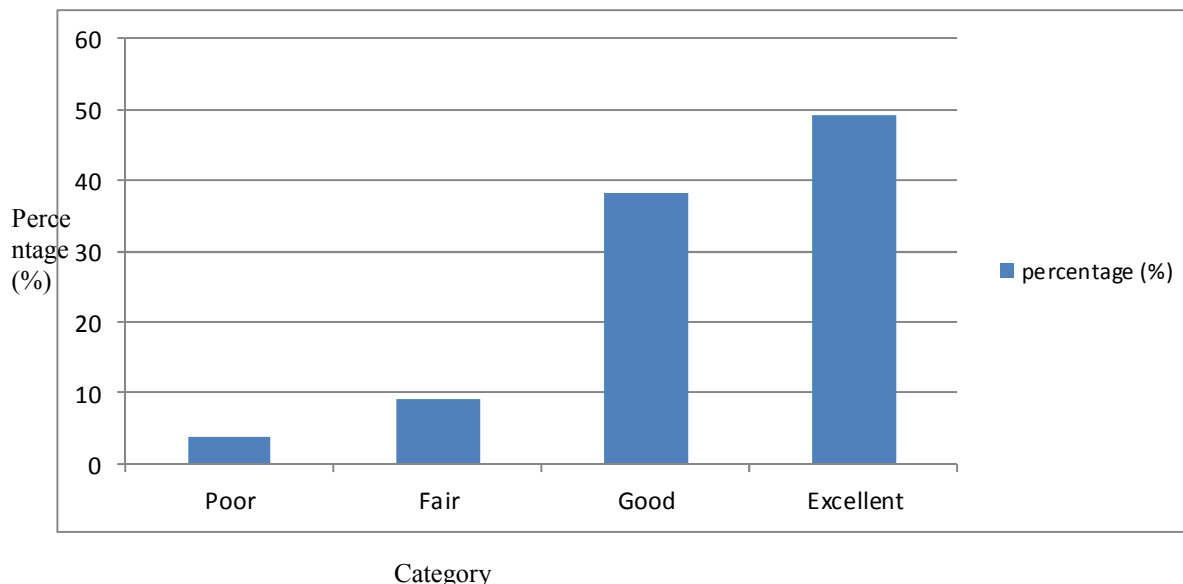
2. Materials and Methods

A questionnaire was prepared which consist of 20 questions. It was distributed among the optometry students of Sri Ramachandra University. A grading system of four categories, Excellent, Good, Fair, Poor were done. The students were asked to tick a category of their choice. The data was collected and analyzed using SPSS software.
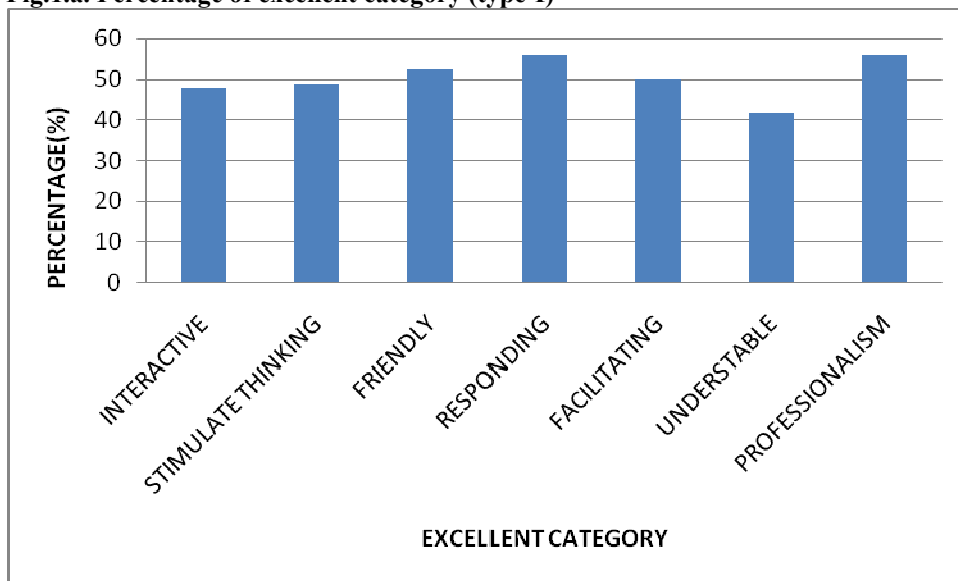
3. Results and Discussion

84 Students from the Department of Optometry in Sri Ramachandra University participated in the study. After the data collection, descriptive analysis was done by using SPSS software. The mean value was taken for each category. A clear picture about the value of understanding and accepting between the students and teachers was emerged through the graph given below.

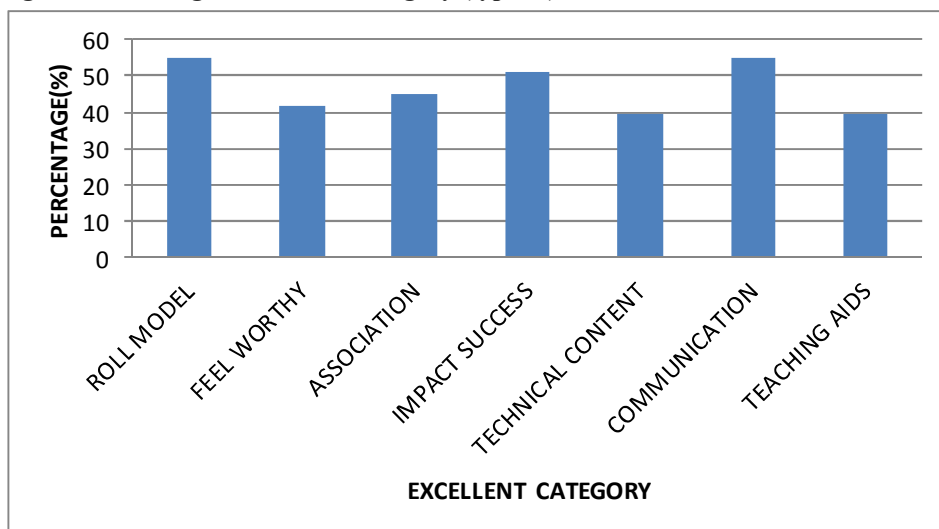**Fig.1. Percentage of excellent, good, fair and poor categories.**

In this study the authors;Fig.1., we have assessed the relationship between the teachers and students. Out of 100%, 49.19% of students selected the 'excellent' category in the questionnaire, followed by 38.23%of students selected the 'good' category. Only 8.99% and 3.59% of students selected the 'fair&poor' categories.
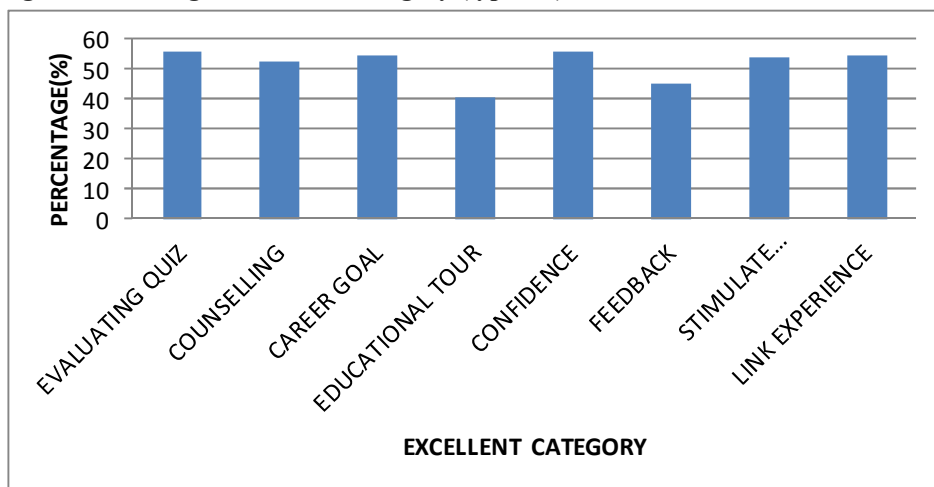
Fig.1.a. Percentage of excellent category (type-I)

From Fig.1.a., we found, 40 (47.6%) students haveopted for the option,their teachers were interactive in the class. 41(48.8%) students have opted for the option, their teacher was not friendly with them.47(56%) students have opted for the option, their teachers responded and clarified their doubts.42(50%) students have opted for the option their teacher's teaching facilitating was good. 35(41.7%) students have selected the category "EXCELLENT" for the teacher's teaching methods and have also mentioned that they have a good understanding of the subject.47(56%) students mentioned that their teacher bringing professionalism on them.
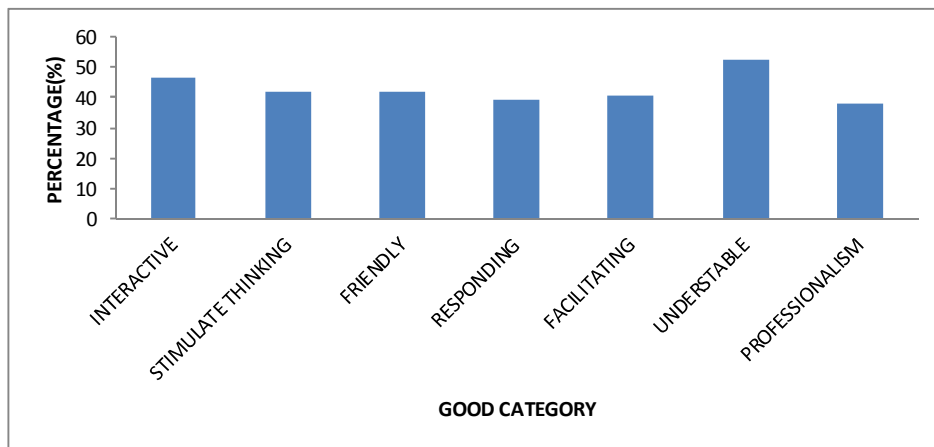
Fig.1.b. Percentage of excellent category (type-II)

In this analysis (Fig.3.1.b), we found, 46 (54.8%)students have opted for the option,their teacher was a good role model for them. 35(41.7%) students have opted for the option, their teacher has ever made them feel worthy.38(45%) students have opted for the option, their association with the teacher was important.43(51.2%) students have opted for the option the association between the teachers and students has impact on students success. 33(39.3%) of students have selected the category "EXCELLENT" for the teacher's technical content, 46(54.8%) of students for their teacher communication skills and 33(39.3%) of the students said that their teacher used non printing teaching aids for them.

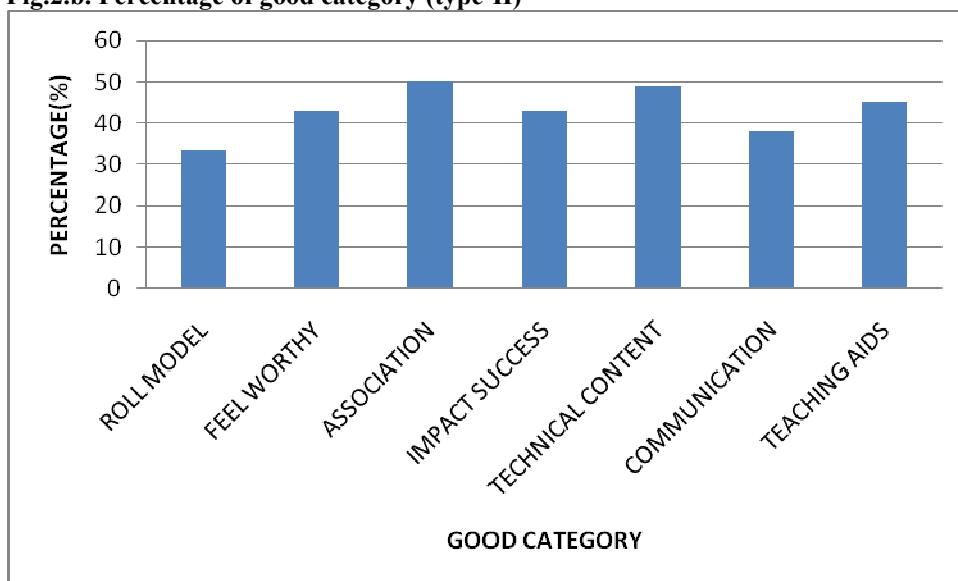**Fig.1.c. Percentage of excellent category (type-III)**

In this analysis we found that, 47 (56%) students have opted for the option, their teachers used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Class room presentation and participation. 44(52.4%)students have opted for the option, their teacher provides guidance counseling in academic and non-academic matters   in or outside the class .46(54.8%) students haveopted for the option their teacher helped them in realizing their career goals.34(40.5%) of students haveopted for the option, their teacher organized   an educational tour for them. 47(56%) students have opted for the option, their teacher bringing self- confidence on them.38(45.2%) students have opted for the option,their teacher gave a Good feedback on their homeworks and projects and have also mentioned that feedback can improve a lot in their future.45(53.6%) students haveopted for the option, their teacher stimulated their knowledge to thinking and also 46(54.8%)   students mentioned the teacher had a skill of linking their life experience to the subject are depicted in Fig.3.1.c.

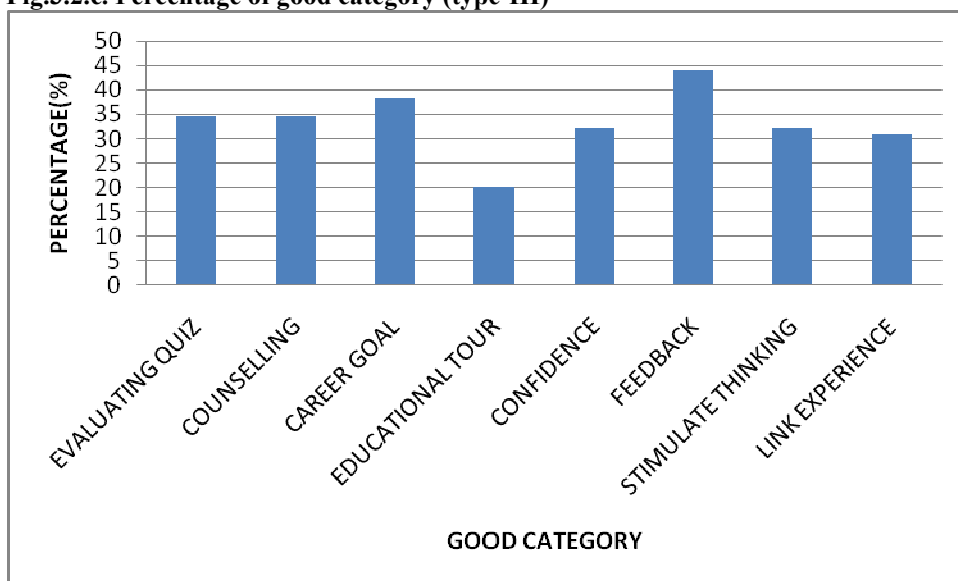**Fig.2.a. Percentage of good category (type-I)**

In this analysis (Fig.2.(a)) our study we found, 39 (46.4%)   students have selected the category "GOOD" for the teachers interactiveness in the class. 35(41.7%) of students haveopted for the option, their teacher stimulated their knowledge to thinking, 35(41.7%) of students have opted for the option, their teachers was friendly with them.33(39.3%) students have opted for the option, their teachers responded and clarified their doubts.34(40.5%) students have opted for the option, their teacher's teaching facilitating was good. 44(52.4%) students have opted for the option,   their teacher's teaching methods was good and have also mentioned that they have a good understanding of the subject, 32(38.1%) students have opted for the option, their teachers bringing professionalism on them.

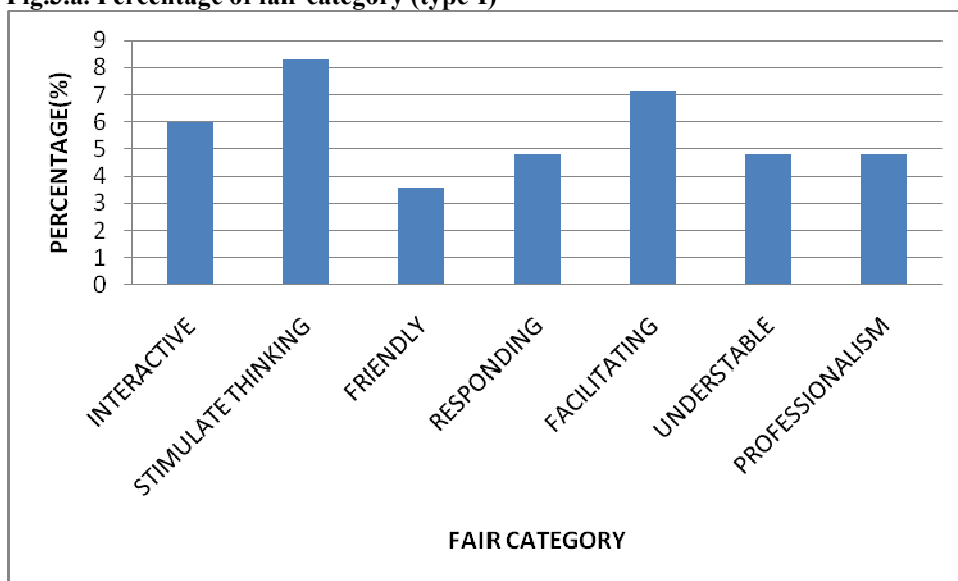**Fig.2.b. Percentage of good category (type-II)**

In our study(From Fig.3.2(c)) we found, 28 (33.5%) students have opted for the option, their teacher was a good role model for them. 36(42.9%) students have opted for the option the teacher has ever made them feel worthy.42(50%) of students have opted for the option, their association with the teacher was important.36(42.9%) of students have opted for the option, their association between the teachers and students has impact on students   success. 41(48.8%) students have selected the category "GOOD" for the teacher's technical content, 32(38.1%) of students for their teacher communication skills and 38(45.2%) of the students opted for the option that their teacher used non printing teaching aids for them.

Fig.3.2.c. Percentage of good category (type-III)

In our study (Fig.3(a)) we found, 29 (34.5%) of students have opted for the option that their teachers used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Class room presentation and participation . 29(34.5%) of students have opted for the option the teacher provides guidance counseling in academic and non-academic matters   in or outside the class .32(38.1%) of students have opted for the option their teacher helped them in realizing their career goals.17(20.2%) of students have opted for the option, their teacher organized an educational tour for them. 27(32.1%) of students have opted for the optionthier teacher bringing self- confidence on them.37(44%) of students have opted for the option the teacher gave a Good feedback on their home works and projects and have also mentioned that feedback can improve a lot in their future.27(32.1%) of students have opted for the option their teacher stimulated their knowledge to thinking and also 26(31%) of students mentioned the teacher had a skill of linking their life experience to the subject.
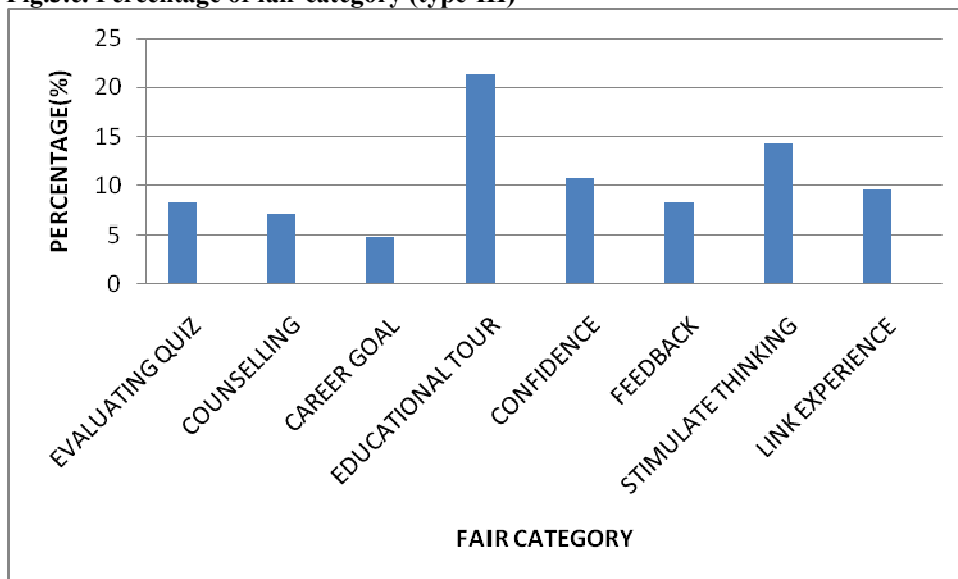
Fig.3.a. Percentage of fair category (type-I)

From Fig.3 (b), In this analysis the authors found, only5 (6%) of students have selected the category "FAIR" for the teachers interactiveness in the class. 7(8.3%) of students have opted for the option that their teacher stimulated their knowledge to thinking .3(3.6%) of students have opted for the option that the teacher was not friendly with them.4(4.8%) of students have opted for the option the teachers responded and clarified their doubts.6(7.1%) of students have opted for the option the teacher's teaching facilitating was good. 4(4.8%) of students have opted for the option the teacher's teaching method was fair.4(4.8%) of students mentioned that their teacher bringing professionalism on them.

Fig.3.b. Percentage of fair category (type-II)

From Fig.3 (c) we found, 8(9.5%) of students have opted for the option that thier teachers is a good role model for them and also 8(9.5%) of students have opted for the option the teacher has ever made them feel worthy.3(3.6%) of students have opted for the option their association with the teacher was important.5(6%) of students have opted for the option the association between the teachers and students has impact on students success. 7(8.3%) of students have selected the category "FAIR" for the teacher's technical content, 5(6%) of students for their teacher communication skills and 11(13.1%) of the students opted for the option that their teacher used non printing teaching aids for them.
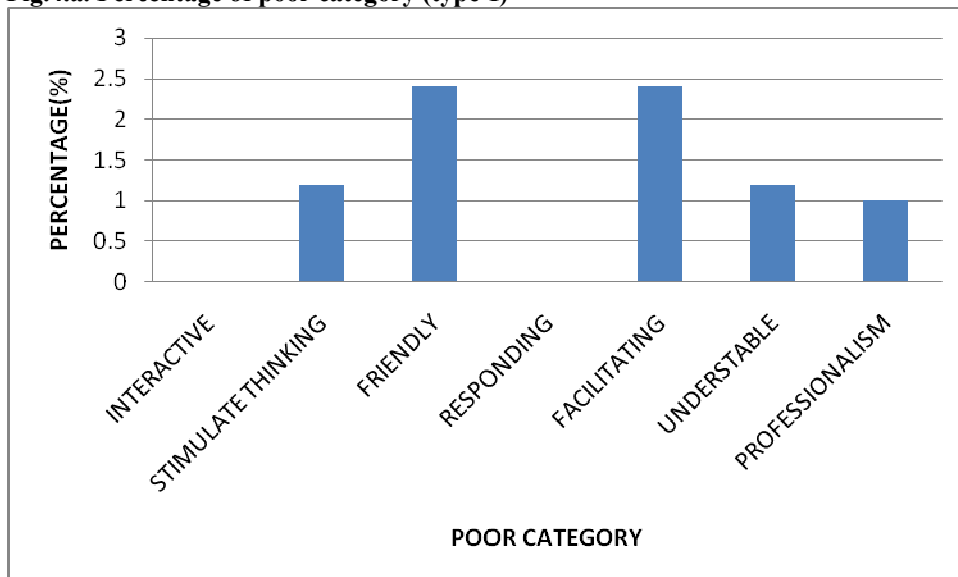
Fig.3.c. Percentage of fair category (type-III)

In our study we found, 7 (8.3%) students have opted for the option, their teachers used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Class room presentation and participation . 6(7.1%) students have opted for the option, their teacher provides guidance counseling in academic and non-academic matters in or outside the class .4(4.8%) students have opted for the option, their teacher helped them in realizing
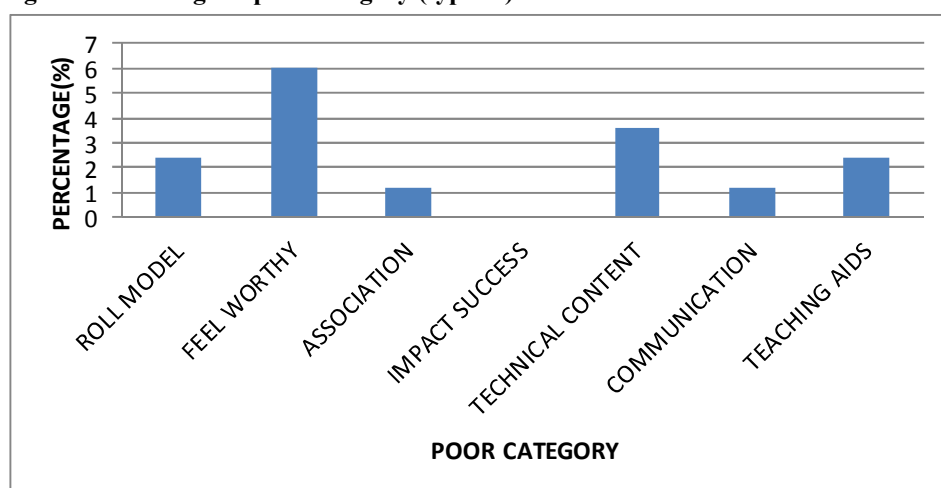
their career goals.18(21.4%) students have opted for the option, their teacher organized an educational tour for them. 9(10.7%) students have opted for the option, their teacher bringing self- confidence on them.7(8.3%) of students have opted for the option, their teacher gave a Good feedback on their home works and projects and have also mentioned that feedback can improve a lot in their future.12(14.3%) of students have opted for the optiontheir teacher stimulated their knowledge to thinking and also 8(9.5%) of students mentioned the teacher had a skill of linking their life experience to the subject are depicted in Fig. 4(a).

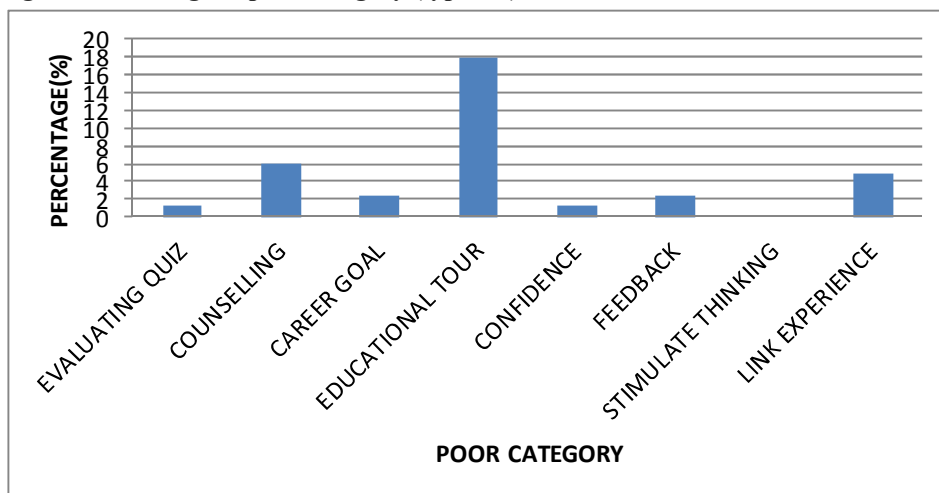**Fig.4.a. Percentage of poor category (type-I)**

In this study Fig. (4.(b)) we found, none of students have selected the category "poor" for the teacher's interactiveness in the class. only 1(1.2%) of students have opted for the option that their teacher stimulated their knowledge to thinking ,2(2.4%) of students have opted for the option that the teacher was not friendly with them, none of students have opted for the option the teachers responded and clarified their doubts.2(2.4%) of students have opted for the option the teacher's teaching facilitating was good. 1(1.2%) of students have opted for the option the teacher's teaching method was poor.1(1.2%) of students mentioned that their teacher bringing professionalism on them.

Fig.4.b. Percentage of poor category (type-II)

In this analysis, we found in Fig.4.(c), only 2(2.4%) of students have selected the "poor" category for the teachers is a good role model for them and also 5(6%) of students have opted for the option the teacher has ever made them feel worthy.only1 (1.2%) of students have opted for the option their association with the teacher was poor. None of students have selected the category "poor" for the association between the teachers and students has impact on student's success. 3(3.6%) of students have selected the category "poor" for the teacher's technical content, 1(1.2%) of students for their teacher communication skills and 2(2.4%) of the students opted for the option that their teacher used non printing teaching aids for them.

Fig.4.c. Percentage of poor category (type-III)

In our study we found, only 1 (1.2%) of students have opted for the option, their teachers used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Class room presentation and participation . 5(6%) students have opted for the option, their teacher provides guidance counseling in academic and non-academic matters in or outside the class .2(2.4%) students have opted for the option their teacher helped them in realizing their career goals.15(17.9%) students have opted for the option their teacher organized an educational tour for them. 1(1.2%) students have opted for the option their teacher bringing self- confidence on them.2(2.4%) students have opted for the option, their teacher gave a Good feedback on their homeworks and projects and have also mentioned that feedback can improve a lot in their future,none of students selected the poor category for the teacher stimulated their knowledge to thinking and also (4.8%) students mentioned the teacher had a skill of linking their life experience to the subject.

Teachers play an important role in determining students' perception of personal success. The importance of developing positive relationships with students has been demonstrated in this research project. This research clearly demonstrated that when a positive relationship exists, students are more motivated to learn, more actively participate in their learning and the learning is likely to be more effective. A large majority of the students responded that teachers are very important to their success and the influences of those relationships are long lasting .This study also assessed the teacher care by illustrating how much the class was interactive, interesting, stimulate knowledge etc. The purpose of this study was not only to evaluate the value of understanding and accepting but also to establish the importance of the relationship between the teacher and the students. In our study we found the relationship between the teachers and students. Out of 100%, 49.19% of students selected the 'excellent' category in the questionnaire, followed by 38.23%of students selected the 'good' category. Only 8.99% and 3.59% of students selected the 'fair&poor' categories. The strong and the supportive relationship with the teacher allows student to make greater academic gains. 46(54.8%) of students have selected the category, "Excellent" for the teacher's communication skills. They also mentioned that their teacher is a good role model for them and also helped them in realizing their career goals. Lauren Liberante's study concluded that, a positive relationship between teachers and students is the fundamental aspect of quality teaching and student learning. 42(50%) of the students have selected the category 'GOOD' for the association with the teacher is important. 26(31%) of the students have opted for the option the teacher had a skill of linking their life experience to the subject. Robin averill's study concluded that, Caring teacher-student relationships focused on enhancing learning offer a pathway towards maximizing motivation and achievement. Kay Hawk's study concluded that**,** an effective teacher/student relationship will be conducive to learning for most students from all socio-economic group.

5. Conclusions
The development of positive teacher- student relationships is important in current the learning environment. Those relationship hasan immeasurable effects on students academic performance and behavior. Teacher also needs time to understand their student's individual capability. The association between teachers and students can be helpful for the students to improve their communication skills, which is an essential skill required for the students to prove their talents in this competitive world.

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