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HPT Arts & RYK Science College

Prin. T. A. Kulkarni Vidyanagar, Nashik - 422 005, (M.S.), India
Presently Affiliated to Savitribai Phule Pune University, Pune
NAAC Re-Accredited 'A' Grade, ISO 9001-2008 Certified College

— VENUE —



SMRK-BK-AK Mahila Mahavidyalaya

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Essential Human Values in Teacher for Peaceful Teacher-Student Relationship : An Experience Study

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Abstract:

Effective teaching or counselling is as much about relationship as it is about 'technical' proficiency. Yashwantrao Chavhan Maharashtra Open University, Nashik is an Open Education University. Around 7 lakhs students enrol each year to various programmes of University. One of the main role of a teacher in the University is to counsel each and every student who visits the University for any of his/her query or problem, in concern with his/her programme learning. The author examines the values of teachers that reflect teacher-student relationships, and poses the question as to whether there are specific teacher values that are necessary for maintaining peace, by the way of interaction among the peers and through own experiences. This question is addressed by focusing on the counselling strategies involved in the major approaches concerned with the teacher values necessary for effective counselling and problem solving.

Introduction:

One consistently overlooked factor in the human values in education debate is the impact of the teacher's own personal values, and the way these values are expressed while interacting with the students. In 1971, Postman and Weingartner, in *Teaching as a Subversive Activity*, argued superficially that all prospective teachers should have to undergo psychotherapy in their teacher education, that they should have to prove that they have experienced at least one loving relationship with another human being. Such a task is certainly problematic as it implies provision for a teacher's personal as well as professional development, and involves a consideration of the values that inform the teacher's practice. Addressing the problem of determining the impact of teacher values while counselling in general involves seeking answers to two related questions:

1. Is effective counselling the expression of a general set of teacher personal values that inform teacher behaviours and relationships with students?
2. Are there specific teacher values that inform quality values education?

Before focusing on these questions it is necessary to establish that counselling is values-laden. In one sense teachers are inevitably social and moral educators. Whatever institutional restraints exist within an educational organisation, teachers are faced with taking positions on a variety of social and emotional issues, and are therefore developing values that are informed by these challenges. Just as teachers bring and develop a variety of professional and personal values to peaceful student relationships, the students also bring a variety of values from the home. These will include varying expressions of tolerance, respect for others, social conscience and personal responsibility. So relationship is a dynamic process that is informed by the values of both students and teacher (see Adelbjarnardottir 2010; Brophy and Good 1974).

Open University teachers working at head quarter are mainly concerned with development of programmes and policies. Hence they are not regularly and constantly involved in teaching. The students are in continuous contact with the teachers at study centres. For critical and unusual problems, the students have to meet the university teachers. The students are already in a stress when they approach university because of their unsolved problems at the study centres; hence

it becomes more important to handle the students with lots of care. This involves the tolerance and patience. Here the human values of university teachers are at stake.

Tirri's (2010) recent research on teacher values that inform professional ethics and relationship identifies caring and respect, professionalism and commitment, and cooperation. For Tirri (2010, 156), caring and respect are the most 'evident emotional expressions' apparent in meeting the needs of individual students. Clement (2010, 43) unravels student perceptions of 'caring teachers' claiming that they interact democratically and encourage reciprocity in communication, deal with students equitably and respect them as persons, account for individual differences when formulating expectations, offer constructive feedback, give appropriate support and feedback, have high expectations of students, and model motivation in regard to their own work. Professionalism and commitment are apparent in the planning for, and the demonstrable support given to students, and cooperation is evidenced in promoting caring and respect for each other and working as co-learners in the classroom. Two of the arguably more enduring profiles of teacher qualities/values that are desirable in establishing teacher-student relationships to optimise learning are those of Carl Rogers (1969) and Paulo Freire (1998). Those of the former present an ideal of the teacher and human being as emotionally and psychologically stable, and are described by the author as Realness, Accepting, Trust, Humility, Lovingness, Courage, Tolerance, Decisiveness, Patience, Joy of living

Author of this paper discussed and observed about the above mentioned 10 human values related to teacher –student peaceful relationship, among the peer group of 15 teachers in YCMOU, time to time. The observations were made while the discussions about particular problems of the students and the reactions of the teachers on those issues. Author collected various experiences in different problem cases of the students. The opinions and views collected through the observations and discussions are gathered and analysed.

Findings:

- Realness: 90% of the peer group didn't accepted that though teacher is also a human being whose own feelings are going to be affected, still then they don't impose on the students.
- Accepting, Trust: 95% agreed that they trust the students and their difficulties and try to solve in person.
- Humility: 90% teachers agreed that they try to know their limitations in solving the problems and don't become defensive.
- Lovingness: 95% teachers agreed that they try to understand the problems and help to solve them.
- Courage: 60% teachers agreed that they are not able to accept and conquer the fear of disrespect from the students when they are not able to solve those.
- Tolerance: 65% teachers agreed that they respect the difference between different kind of students and between the teacher and the students, and try to always remain tolerable.
- Decisiveness: 70% teachers agreed that they could give the decisions to the students for the problem solutions. But many of the times the problems are interlinked in a system hence it becomes difficult to provide the decisions.
- Patience: Though there is always tension between patience and impatience, 85% teachers agreed that they try to hold their patience.
- Joy of living: As mentioned above, the student of the university always reaches to the university when those cannot be solved at the study centres, or regional centres of the university. Due to the situation, students are already in aggressive moods and hard to handle. They expect their problems should be solved immediately because there is no another way after university teachers. Teachers have to handle such stressful situations

almost every day but 80% teachers said that they still enjoy their work.

Conclusion:

From the findings it seems that majority of the YCMOU teachers can maintain the peaceful student –teacher relationship in concern with realness, trust, humility, lovingness and joy of living. As described earlier, the student with problems always reach to the last point i.e. YCMOU teacher when he/she is already irritated hence sometimes it becomes difficult to remain tolerant, patience, and courageous.

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