

LEARNING RESPECT'S ORIGIN AND ITS ROLE IN STUDENT'S LEARNING DEVELOPMENT

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Respect is a positive attribute that can be easily identified when it is present and equally easily identified when it is absent. It is an essential component of human interaction's social and emotional fabric. It is also a behavior toward others that manifests itself in various forms of interaction. Relationships built on mutual respect, as opposed to forceful respect, facilitate understanding of others' perceptions. This ability to comprehend and coordinate opposing viewpoints is at the heart of both morality and rationality.

Mutual respect exists equally in cooperative relationships in which children are required to listen to one another and explain their own perspectives. This type of interaction makes it easier to consider all points of view and reach a mutual understanding. In cooperative relationships, rules are based on mutual agreement rather than authoritarian rules imposed from the outside, often without understanding.

According to Piaget, all young learners do not regard respect as a fear of authority, and this changes with the development of mutual respect. Relationship structures based on various forms of respect either impede or enhance the learning process of others' perspectives. Recognizing various perspectives is not only a matter of individual social intellectual growth; it also includes the nature of the relationships that learners experience, which impacts their capacity to understand the positions of others. Cooperation based on mutual respect promotes mutual understanding and is the source of equality and fairness.

Respect is also visible in conversational pragmatics and politeness, which are shaped by concern for others' sense of identity and dignity. Examples of these respectful ways of communication can be found in the act of gratitude and avoidance of enforcing them on others (Turnbull, 2003). Concern for others is noticeable, for example, in the manner in which queries are formed so that they can be denied and in the manner in which requests are declined without jeopardizing the dignity of others (Brown & Levinson, 1987; Turnbull, 2003). Thus, respect is built into the social norm in the way that others are recognized as human beings. Respect is demonstrated through thoughtful consideration, acknowledgment, and concern for the integrity of others. Failure to respond to others or communicate appropriately with them can be perceived as a lack of respect.

It becomes more dynamic as an aspect of interaction, involving an evaluation of people and their merits. Respect, however, should not be restricted to those who have achieved great things. Respect, based on equality and dignity, must be widely acknowledged in the learning setting and expanded on the developmental implications of respectful collaboration. A teacher, for example, can and should respect his or her students, despite their lower status, for their abilities, competence, enthusiasm, and perseverance in pursuing their areas of interest. To do so, teachers must respectfully recognize children's questions or challenges and be willing to admit that they may not know all of the answers. Teachers can help their students explore a topic by valuing and respecting their students' interests and questions. This may also encourage students to develop a critical and reflective mindset. Thus, respect is both social and emotional in how others are regarded, but it also becomes intrapersonal as they master aspects of social interaction in their learning development.

Respect has behavioral implications for how others are valued. Respect in terms of equality and fairness is thought to be positively related to social behavior and negatively related to interpersonal violence. Consideration of the positive consequences of giving

respect necessitates consideration of the effects of disrespect. The absence of respect from others negates a sense of identity, as seen in racial prejudice, mistreatment, and stigma. Because the self is so important in connecting with others in terms of giving and receiving equal opportunity, this identity is preserved through mutual acknowledgment of respect. Respect varies greatly from person to person. In extreme cases, a lack of respect can result in discrimination, which has been documented in some cases. In human relationships, respect is an essential component. Respect must be visible in every human interaction as it develops, immersed in the workings of communicative pragmatics and politeness.

Respect can be applied in a variety of ways, and teachers can instill respect in their students by using a variety of concrete social situations. Respect for another person can look different from one person to another depending on a variety of factors. In the same way, the likelihood of someone feeling disrespected varies depending on their unique perspective. We can teach general ways to demonstrate respect in the school setting by teaching the following skills, with the understanding that it is a continuous learning process:

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- Paying attention and listening when someone is speaking
- Waiting respectfully for a turn to act or speak in any discourse (i.e., Raise your hand to indicate that you want to speak)
- Recognizing guidelines or rules to follow
- Being honest at all times
- Showing compassion to others
- Providing assistance to others in the school community
- Collaborating with colleagues
- Maintaining a safe body in the presence of others
- Making appropriate eye contact and body language when someone is speaking
- Respecting others' boundaries

References:

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