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**Djillali Bounaama University, Khemis Miliana  
Faculty of Letters and Foreign Languages  
Department of Foreign Languages**

**THE TEACHER STUDENT'S RELASHIONSHIP AND IT'S IMPACT  
ON STUDENT'S ACHIEVEMENTS**

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD  
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**Candidate:**

Maas Radhia

Bessekri Wassila

**Supervisor:**

Belkhir Meriem

**Board of Examiners:**

Name Surname

President

Name Surname

Supervisor

Name Surname

Examiner

# **THE TEACHER STUDENT'S RELASHIONSHIP AND IT'S IMPACT ON STUDENT'S ACHIEVEMENTS**

## **Declaration**

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Maas Radhia

Bessekri Wassila

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## **DEDICATION**

Thanks to Our families are also among those who gave us a special encouragement and help to get our master degree .A special thanks to my father ,mother and my ante to whom I ask our god to give health .A special thank is also for our daughters because they are the first cause who makes us finish our studies .

We have made lasting our friends on this beautiful journey because they give us a push to finish in success, which we will never forget.

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I should like to thank my supervisor, my teachers ....the Department of Foreign Languages of Khemis-Miliana University, This dissertation is an outcome of a work of two hard and successful years .IN those latter years we confronted a lot of people who helped us to succeed .We cannot put this work without giving a special thanks to our teachers who worked with us as if they are working with their small family . Special thank is given to MS Belkheir who is the supervisor of our dissertation and who gives us the light and the candle to represent a good dissertation. Special thank also is given to MR ALILI .MR HABBICH .and all teachers who give us even a small information in our domain.

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## **Abstract**

In this study, we will put a light on the affective domain of student teacher relationship by using a case study design. Latter is putting light on the right manner of how the teacher can build a good and a strong relationship with student's .As well as, specific components to the interactions considered very important for the student-learning environment.

The result of this study is considered as an important experience in building and maintaining a strong relation between the teacher and the student surely based on results and findings. In this case study a light is put on four major points and categories those latters are representing an interpersonal framework for the learning environment.

In this case study we are going to use the Quantitative method because we are focusing on how to make each student and teacher understand the importance of building a strong relationship with each other. Our goal is in conducting this study is to give more examples to reinforce this sacred relationship and to make the teacher understand the ways and the methods to reinforce and guard this strong and deep relationship between he/her and the students .By indicating specific methods and factors which could provide specific information to an educational learning community .

## **Résumé**

Dans cette étude, nous mettrons en lumière SUR le domaine affectif de la relation élève-enseignant en utilisant une conception d'étude de cas. Ce dernier met en lumière la bonne manière dont l'enseignant peut construire une bonne et forte relation avec l'élève. Ainsi que des composants spécifiques aux interactions considérées comme très importantes pour l'environnement d'apprentissage de l'élève.

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Le résultat de cette étude est considéré comme une expérience importante dans la construction et le maintien d'une relation solide entre l'enseignant et l'élève, basée sur des résultats et des découvertes. Dans cette étude de cas, une lumière est mise sur quatre points et catégories principaux, ces derniers représentant un cadre interpersonnel pour l'environnement d'apprentissage.

Dans cette étude de cas, nous allons utiliser la méthode quantitative car nous nous concentrons sur la façon de faire comprendre à chaque élève et enseignant l'importance de construire une relation solide les uns avec les autres. Notre objectif est en menant cette étude est de donner plus d'exemples pour renforcer cette relation sacrée et de faire comprendre à l'enseignant les voies et les méthodes pour renforcer et préserver cette relation forte et profonde entre lui et les élèves. En indiquant des méthodes spécifiques et les facteurs qui pourraient fournir des informations spécifiques à une communauté éducative d'apprentissage.

## ملخص

في هذه الدراسة ، سوف نلقي الضوء على المجال العاطفي للعلاقة بين الطالب والمعلم باستخدام تصميم دراسة الحالة. يسلط هذا الأخير الضوء على الطريقة الجيدة التي يمكن للمدرس من خلالها بناء علاقة جيدة وقوية مع الطالب. بالإضافة إلى المكونات الخاصة بالتفاعلات التي تعتبر مهمة جدًا لبيئة تعلم الطالب.

تعتبر نتيجة هذه الدراسة تجربة مهمة في بناء والحفاظ على علاقة قوية بين المعلم والطالب ، بناءً على النتائج والنتائج. في دراسة الحالة هذه ، يتم إلقاء الضوء على أربع نقاط وفتات رئيسية ، تمثل إطارًا شخصيًا لبيئة التعلم.

في دراسة الحالة هذه ، سنستخدم الطريقة الكمية حيث نركز على كيفية إقناع كل طالب ومعلم بأهمية بناء علاقة قوية مع بعضنا البعض. هدفنا في إجراء هذه الدراسة هو إعطاء المزيد من الأمثلة لتعزيز هذه العلاقة المقدسة وجعل المعلم يفهم طرق وأساليب تقوية هذه العلاقة القوية والعميقة والحفاظ عليها بينه وبين الطلاب. من خلال الإشارة إلى الأساليب والعوامل المحددة التي يمكن أن توفر معلومات محددة لمجتمع التعلم التربوي.

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## **List of Abbreviations**

**U.S:** United States Of America

**Lge:** Language

**PCSTRS:** Private College Student Teacher Relationship Scale

**STR:** Scholar Instructor Relationships

**ECC:** Extended Core Curriculum

**TVI**

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# THE TEACHER STUDENT'S RELASHIONSHIP AND IT'S IMPACT ON STUDENT'S ACHIEVEMENTS

## General Introduction

The relationship that the teacher build with his/her student has an important impact on the student achievement or learning ,that is why we decided to make this dissertation in which we will give a case study that put light on the measuring teacher effectiveness by using standardized test scores . A huge research is focusing on that subject in the way of showing the effectiveness of the teacher in the student's achievements and learning and its important role in the society as an educator.

The main focus of this study is the role that student teacher relationship has on students academic motivation .This study begins by looking some of the factors that affect the academic achievements .In addition the results of this study are discussed along with suggestions for increasing students academic motivation within the context of the student teacher relationship .Teacher counselors and schools administrations all seem to spend a lot of time and energy in trying to understand why some students are not academically successful .Some of the reasons can be explained by looking at the students home life support and efforts .One aspect of student motivations seems to be how teachers affect their students level of motivation .[1]

This topic has not widely researched nor has it been done therefore, this current study will look at the relationship between student teacher and students motivation .This study will ask for the student voice to investigate this topic . [1]

The relationship between the student and the teacher and the student academic achievements is complex in order to begin to understand several factors will be investigated .High teacher expectations ;students perceptions that their teachers care about them and look for their benefits .Teachers has to support the students and build a good relation with them under the title of friendship and careless .Teachers must support the feedback of the students .They must have the sense of belonging and they must put into consideration the age of the

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students . [2]In this study a specific methodology will be followed in order to find answers to the research questions and hypothesis .Certain tools are made and worked on to reinforce the methodology follows such as :interviews ,data analysis which derive results and findings .

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## Chapter One, Introduction

### 1. Background of the Study

Teachers play an important role in the academic achievements of the students throughout the forming schooling BACKER .GRANT and MORLECK 2008 .Most research regarding teacher student relationship investigate the elementary years of schooling .Teachers have the only opportunity in helping students in their academic career and social development at all levels of schooling BACKER 2008 .MORRIS 1998 .CARROT .Teachers students relationship enable students to feel safe and secure in their learning environment ,and also for their social and academic skills BACKER 2008 .CONNOR 2011 .SILVER .ARMSTRON and ESSEX 2005 .Teachers who support students in their learning environment and in their social skills can positively impact their social and academic outcomes BACKER 2008 .CONNOR 2011 .Statement of the Problem.

### 2. Rationale of the Study

Such as other researchers BACKER2008 .SILVER 2011and CONNOR 2005 have recently spotlighted the research–practice ,a gap in the management of the classroom is emerged . the role of teaching in eliminating this fissure has been neglected. We examine the research–teaching gap in classroom management by exploring how research can inform our teaching and how teaching can enlighten our research. We also advance practical implications for addressing the research–teaching gap in our field. Ultimately, we believe a tighter link between research and teaching is critical to enhancing student learning about the value of research and to give them—our future managers—the skills they will need to be good practical teachers of research.a gap noted in existing research regarding student–teacher relationship has multiple factors related to the student as a person, on the one hand and educational policy, school improvement practice, and teacher gap between school climate research.

### 3. Aim of the Study

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This study is intended to provide investigation which examine the association between students and teachers perceptions of the quality of their relationship .The present study aims to investigate the effect of the quality of teacher student relationship on academic achievement and adaptive behaviors during thr relevant school transition.

## **4. Research Questions**

- 1.How can the teacher student relationship affect the academic achievement of the student ?
- 2.What is the influence of teacher student relationship on learning ?
- 3.What is the relation between the affective teacher and student achievement ?
- 4.How can the teacher improve the students achievements ?

## **5. Hypothesis (ses)**

In the light of the research questions, it is hypothesized that:

- 1.Students academic success is due to a good relationship with their teachers
- 2.Teachers who communicate with their students positively have good impact on their social and academic skill
- 3.Teachers job satisfaction is positively related to the students academic success

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## **6. Research Methodology and Tools**

This was a quantitative research because we depict the phenomenon under concern in the form of numerical data to be interpreted using statistical analysis. In gathering the data, we only take one time of data collection, thus making the study a cross-sectional design study .From the research strategy point of view, this study can also be classified as explanatory research because this study aims to explain the moderating role of the teaching experience on the relationship between the teacher-student relationship and teacher well-being This research targeted the middle school teachers as the participant, which coming from both junior and senior high school. The sampling method used was convenience sampling. Link to the questionnaire was distributed to fellow middle school teachers under the researchers' network. The use of the online platform was also in conjunction with the emergence of the COVID-19 pandemic so that researchers could not take samples directly to schools.

## **7. Structure of the Dissertation**

Before engaging in any experimental work, I give some theoretical foundations meant for establishing concepts needed for methodological and interpretative decisions. Chapter 1 deals with a general introduction of the study divided into a background of the study, rational, aim of the study, hypothesis and research methodology and tools.

The second chapter deals with the literature review. As first, we have the overview, second the relationship between English language and the Algerian society, third the state of the student teacher relationship, four poor relationship divided into insensitive of student needs, bullying by teachers, crossed lines and mixed signals, at last the problematic behavior. Fifth, strong relationship divided into the student teachers relationship's impact on the learning environnement and teacher's and student's role in a classroom. To finish with the management of the classroom.

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Chapter three starts by an overview, research designe, theoretical framework, general characteristics of the paticipants, statements of researcher as instrument, data analysis as an end the ethical issues.

In Chapter four we find interviews and observations of the research, the research questions, presentation of results, and delivering intructions and essential components. To finish with a general conclusion and list of references and citations.



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## Chapter Two, Literature Review

### 1. Overview

Student-Teacher Relationships are the interactions between a student and teacher in a classroom with the content that is before them. Positive teacher-student relationships have these characteristics **BACKER 2005** .A teacher's role is to make informed and intelligent decisions about practice to achieve various outcomes with and for students in their classes. [3] A teacher's role according to **CONNOR 2011** is to make judgments about how best to help their students learn in the environments in which they teach. They generally do so competently, thoughtfully, and with appropriate caution, in consideration of their own values and those of their students and other stakeholders. [3] Teachers are aware that their decisions might not achieve the intended outcomes. They monitor the impacts of their decisions over time, evaluate the results, and respond flexibly as necessary. Teachers reflect on their practice to grow and improve. As they do this, their experience informs their intuition for decision-making, and they become better at it. In general, teachers are thoughtful, caring, knowledgeable, and skilful individuals. [4]

Teachers are specialists in education, in the subjects that they teach, in their teaching contexts, and in their students, and can use their expertise and experience as well as evidence to make informed decisions about their teaching practice. The question that is relevant to teachers is not so much about the effectiveness of their actions, as about the potential educational value of what they do. [4]

### 2. The relationship between English Ig and the Algerian society

Algeria is a culturally and linguistically diverse North African country. Its population is around 38 million and its size is over 2 million km<sup>2</sup>. There are two main distinct groups of people among the Algerian population: Algerian Arabic speakers and Berber speakers. Among the Berbers, there are the Chaoui, the Kabyles, the Mozabites, and the Tuareg ethnic groups. There are also several varieties of Algerian Arabic, though there is less variation amongst them compared with variation among the Berber varieties. About 30% of the Algerian population consists of Berber native speakers. Language users speak a variety of Arabic known as Derja, a variety of Berber, and/or French. Code-switching using a Berber variety, Derja, and French is common among Berber speakers. The majority of native dialectal Arabic speakers do not speak Berber; thereby code switching among dialectal Arabic and French only.

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The spread of English in a competitive linguistic environment. According to **Abid-Houcine (2007)**, while French is still omnipresent, English enjoys tremendous favor among Algerians, a situation not unlike that in Morocco (Marley, 2005). In, 2004, France launched a massive program to train, 2000 Algerian French teachers, culminating in as many Master's Degrees. The French Language Doctoral School is implemented in several Algerian universities, offering degrees officially recognized by France and Algeria. Algerian and French professors supervise theses and dissertations. The brightest students receive scholarships to further their studies in France. In addition, the French Embassy donates books to university libraries and supports the publication of books in French (**Abid-Houcine, 2007: 6–7**). The UK also engages in academic and cultural exchange with Algeria. For example, according to the Huff Post Algeria (2014), eight of the prestigious Chevening scholarships were granted to outstanding Algerian professionals for MA programs in British universities. One of the goals is to build a professional network and promote development in Algeria. Some of the most encouraged specializations include economics, politics, and various engineering programs. Britain also plans to prepare 500 Algerian PhD students in British universities between 2015 and 2020. [5]

For insight into the role of the United States in the spread of English in Algeria, two of the 13 programs that the US Embassy offers to Algerian citizens. I selected these two particular programs because they are focused on promoting mutual understanding between cultures. Additionally, my sister and I participated in one of them, NESAS UGRAD, and thus I am very familiar with it. Common across the many programs is the focus on increased mutual understanding between the people of the United States and those of other countries. One key take-away is that one of the forces behind the spread of English in Algeria is the US Embassy's involvement in cultural and academic exchange programs. These programs are aimed at the building of a strong civil society that could cooperate with the US, develop participants' home countries economically and beyond, and reduce conflict in the region. Such opportunities are also available for study in France, as well as other European universities. Erasmus Mundus is just one example

capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries. [6]

From my personal experience, I have observed a friendly competition to recruit Algerian students to European and American universities, aiming at improving ties between various

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countries, promoting education, socio-economic wellbeing, and mutual understanding, and reducing conflict.

A helpful concept in gaining insight into the nature of Algerian users of English is that of a 'cline of bilingualism.' According to **Kachru (1978, 1990)**, standardized or educated English users of a given region usually speak a sub-variety of that educated variety. Examples of these sub-varieties in Algeria, as referred informally to by some, include Berglish and Derjish. These two terms refer to the combination of Inner Circle British or American English combined with linguistic characteristics of local Algerian languages like Berber and Derja. An equivalent of these English sub-varieties in Algeria could be compared to Konglish in the Republic of Korea. On the cline of bilingualism, the competence of Derjish users could be measured to be closer to zero since the competence of its users tends to be basic. While they have a limited ability to use the language, they usually are unable to use it in such serious circumstances as a lengthy professional phone call in the workplace. Professionals in the oil and gas industry in Algeria's southern Sahara desert, however, tend to be on either the central or the ambilingual point of the cline, as they need English regularly for professional purposes and in many instances receive formal language training to be able to reach the required level. In this section, I explore the characteristics and circumstances of various Algerian users of English to provide the reader insight into their cline of bilingualism as defined by **Kachru (1978)** and applied in **Berns (1988, 1992)**. I describe the forces that shape the formation of Algerian groups of English users and delineate their characteristics. [7]

### 3. The state of the student teacher relationship

Student–instructor relationships (STRs) had been tested through many research. However, an omission nevertheless exists, the prevailing scales aren't suitable for analyzing STRs in non-public schools due to the unique person of those schools. This paper gives the improvement and validation of Private-College Student–Teacher Relationship Scale (PCSTRS), the primary tool to assess scholar–instructor relationships (STRs) in non-public schools. The PCSTRS has six dimensions: trust, interaction, intimacy, care, approval, and comfort. In our predominant study, the validity and reliability of the six-component PCSTRS version have been demonstrated. The end result of inner consistency coefficient indicated the excessive reliability of the scale, and the end result of concurrent validity indicated the substantial correlational relationships among the PCSTRS with different STR measures. In supplementary study, the PCSTRS turned into administered to 360 individuals to affirm the applicability of PCSTRS and inspect the relation

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of STRs and college students` traits, performance, and wellbeing, in addition to the variations among the non-public faculty and the general public faculty on this relation; the analyses found out that there have been substantial variations in trust, intimacy, and care among non-public and public schools; effective correlations have been determined among STRs and self-esteem, self-efficacy, educational performance, extracurricular hobby involvement, and subjective wellbeing. Present studies first of all develops the PCSTRS, tested the reliability and validity, and offers the proposed homological community amongst associated constructs. Education is the inspiration of a rustic and has tremendous importance to people and society. As an essential studies subject matter with inside the fields of pedagogy and psychology, STR now no longer best displays the existence fashion of instructors and college students, however is also a barometer of the entire schooling fashion. In the instructional situations, STR performs a crucial function for scholar outcomes, with the advantages for educational achievement, effective have an effect on, motivation, and traits (Eccles et al., 1993, p. 342; Gehlbach et al., 2016; Lavy and Naama-Ghanayim, 2020). STR refers to “coordinated structures of transacting components, such that each instructor and scholar behaviors and traits tell those relationships” (Pianta, 1999, 2006, 2016; Ansari et al., 2020, p. 2). Arguing that STRs are greater than simply interactions, (Brinkworth et al. 2017, p. 2) described them as “instructors` and college students` aggregated and ongoing perceptions of 1 another, have an effect on closer to every different, and interactions over time; those perceptions are saved in reminiscence and manual destiny interactions with the alternative party” Although many research have tested STRs, an omission has been determined in phrases of the suitability of measurements for special scholar groups. Given the characters of personal schools and universities, the prevailing scale isn't always suitable for analyzing STRs withinside the context of personal schools (Yee and Fruchter, 1971; Pianta and Nimetz, 1991; Faith et al., 2018; Aboagye et al., 2019). Private university schooling is turning into more and more more not unusualplace worldwide. For example, over six million Chinese college students are pursuing full-time study (Liu, 2018). It is necessary, therefore, to increase a scale to as it should be degree STRs in non-public schools. Differences Between Private and Public Education The variations among non-public and public schooling had been broadly studied in current years. [8]

#### 4. Poor relationship:

Some students and teachers click right from the start, and other student-teacher relationships take time to develop. Unfortunately, there are occasions when teachers and students have long-lasting relationship problems. A poor relationship could be the result of a broken bond between

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them or an ongoing unresolved conflict that keeps the two from connecting. In a situation where the student poses no danger to a teacher, the teacher is often expected to establish a working relationship with the student. It's part of the teacher's role as an educator and mentor to exercise good judgment when dealing with students. [9]

### 5. Insensitive to student needs

According to **ROGERS 2016** Lack of teacher awareness leads to bad teacher-student relationships. Not all students respond to instruction in the same way, and some students require a separate teaching method. For example, a teacher may assume that a student who has never volunteered in a class is indifferent or indifferent. In reality, students may be visual learners who do not respond well to lecture-style instruction. If the teacher does not consider the educational needs of the individual student, problems with the teacher-student relationship arise. Personality, family background, thinking process, learning style, priorities, maturity, and academic goals influence the ability of each student to learn and engage with an educator. Teachers are encouraged to consider each student as an individual worthy of individual attention and professional and focused instruction, wherever possible. [9]

### 6. Bullying by teachers

Bullying by teachers leads to bad relationships with students. **Dr. Stuart Toemlow, MD**, a psychiatrist who directs peaceful schools and community projects at the Menninger Clinic in Houston, conducted an anonymous survey of 116 teachers from seven elementary schools. Surprisingly, 45% of teachers admitted that they were bullying their students. Twemlow defines teacher bullying as "**the use of power to punish, manipulate, or despise students beyond proper disciplinary action.**" When elementary, junior high, middle school, and even high school teachers are bullying students, their behavior leads to a dysfunctional teacher-student relationship. Students do not trust teachers who are bullying and do not feel that they are in their best interests. Some students blame teachers for bullying them or withdrawing altogether, but this is not a healthy or productive option. [10]

### 7. Crossed line and mixed signal

**GEGAS 1989** said that Teachers often send different messages to their students. Social networking, text messages, and online interactions between teachers and students complicate classroom relationships. In some cases, teachers are overly kind to their students and push the boundaries of professionalism, even when there is no sexual misconduct. For example, some

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students will accept Facebook friend requests and will not respect teachers who post their pictures of improper behavior. When the teacher's private life becomes part of the classroom environment, some students lose sight of the right boundaries.

### 8. Problematic behavior

The main cause of discrepancies between teachers and students is rude **BACKER 2005**, rude, or disrespectful behavior. Teachers are often responsible for this type of violation, but students are also guilty. Teachers who disturb students, blame them for class problems, ignore their personal needs, criticize them in front of their classmates, and show indifference bring great disadvantages to them. Teachers should always strive to show gratitude, respect, kindness, and patience. Being impatient, yelling at students, and expressing anger frequently leads to a stressful and unhealthy teacher-student relationship. Similarly, students who show contempt, slander teachers, or ignore well-meaning instructions contribute to tense relationships. [10]

### 9. Strong relationship

Most people have a teacher they like, but some teachers didn't like very much. What causes us to still value those relationships and have a strong respect and affection (and sometimes shivering disgust) for the individuals who are responsible for serving? The answer is very simple. In this way, space was given for the development, nurturing and development of student-teacher relationships. The ability to build positive and strong relationships between students and teachers may seem like a daunting task at first, according to **CONNOR 2011**, but it can be easily achieved by creating a strong learning environment. Learning is not a one-way process. In an effective learning environment, everyone involved learns from each other. When a student learns a particular subject from a teacher, the teacher learns how to improve her teaching skills and make lessons more interesting by gaining insights from her students. In this way, both sides learn from each other. **ROGER.T 2016** Many qualities define positive relationships and open up ways to build strong student-teacher relationships. These include good communication, a secure learning environment and mutual respect, a positive and patient attitude, student equality and timely admiration. A teacher who becomes a "favorite" is a teacher who has a certain amount. Not all students are the same. Some are quick to understand the concepts being taught and actively participate in the learning process, while others are shy, indifferent, and even totally destructive. This puts the teacher on additional responsibility to create an atmosphere that facilitates an interesting learning process. A teacher like a sculptor or student, a soft clay ready to be molded into a masterpiece. **As Aristotle once said, "Those who**

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**raise children well should be more respected than those who give birth. These only gave them life, and they were the art of living well."** So what do you need for the ? How can you make a difference in the classroom that creates a lasting and strong relationship between students and teachers? Below are four timeless elements of a strong student-teacher relationship. 4 A timeless element of a strong student-teacher relationship. [11]

### **a. Consistent communication**

Consistent communication is the most important element as it helps to build a bond between the two. Teachers who design teaching methods to understand student problems and interact with them can see success, but it requires communication as well as observation. Of course, teachers cannot understand all the problems of every child in the classroom, but the general idea captured by the insights into the problems and behaviors is great for designing good two-way communication. It will help. The better the teacher's communication, the more likely it is that the student will be able to learn quickly and effectively.[12]According to **FILIZ and KAYA 2013**

### **b. Emotionally Safe Learning**

Space creating an open learning environment where different opinions are equally respected and free from the fear of ridicule by colleagues and teachers is to build a good relationship between students and teachers. Students need to feel safe when asking questions, safe in the belief that they won't be taunted or criticized and that their question or comment will be answered with patience and respect. [12]

### **c. Mutual Respect, Trust, & Feedback**

Mutual respect and trust are at the foundation of any lasting relationship. Student-teacher interaction that is based merely on academic progress or behavior management creates inhibitions within a student and stifles true relationship-building. Those teachers that show respect towards their students and a keenness to help them through their difficulties become the object of respect themselves and trigger a drive among students to learn and make their teachers proud. Telling students that they have the ability to do well and praising them often with smiles, words of approval, patient conversation, and even celebratory applause will all lead to motivating a student further and accomplishing more. [12]

### **d. True Equity**

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Disparity in learning is a barrier to academic performance. Whether you're talking about technology access, access to literature, or related socioeconomic trends, equity matters.

This extends to the relationship between those leading learning environments (primarily teachers and administrators) and those being led (primarily students). Creating favorites and focusing on those individuals can create resentment among others who feel marginalized and left out. Focusing equally on all students in class will no doubt lead to a powerful student teacher relationship for everyone. [12]

## **10. The student teacher relationship's impact on the learning environment**

As the trainer on your lecture room, the teacher have got the functionality to set the priority with expectations. If the teacher shape a effective trainer pupil dating and feature excessive expectations, your lecture room will observe in shape and turn out to be a effective and supportive area with motivational learners. according to **DIENER.E 1994** Teachers who aid their college students of their mastering surroundings can undoubtedly effect their social and educational outcomes, that's critical for the long-time period trajectory of college and ultimately employment. Consider surveying your college students to peer their long-time period goals. Provide college students with self-paced Nearpod training designed for his or her particular profession interests. Conference with them personally to evaluate their wishes and aid their ideas. [11]

The affiliation among instructional development and a effective trainer pupil dating is college students` motivation and choice to learn. Students who understand their dating with their trainer as effective, heat and near are inspired to be greater engaged in college and to enhance their instructional achievement. [12]

In fact, did you realize that scholars who went from low trainer closeness to excessive trainer closeness drastically expanded in math competencies over the transition year, from standard to center college. A trainer pupil dating is as critical as all of the coaching techniques and theories you discovered in college. [11]

## **11. Teacher's role in the classroom**

If the teacher never worked with a visually impaired student, he may be concerned about having a visually impaired student in your class. Even if he have worked with visually impaired students in the past, you need to understand that each student has their own needs and different needs. Even students with the same visual diagnosis have different visual abilities, different



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backgrounds, and different academic abilities and experiences. Class Teachers are responsible for teaching students the core curriculum and working with them for visually impaired students (TVIs) and other support staff to meet their special needs. The role of the class teacher is to lead the classroom in a way that meets the individual needs of each student in the class. This includes encouraging learning and supplementary activities, coordinating and coordinating with support staff, using different teaching methods, and adapting teaching to all students. The class teacher is responsible for the entire academic program for each student. [13]

As a general education teacher, class teachers are responsible for teaching the core curriculum (literacy, math, science, social studies, etc.). TVI provides students with the knowledge and skills they need to attend the class, rather than duplicating what the class teacher teaches. TVI teaches students specific areas and skills related to visual impairment that are critical to successful education, including: B. Read and write Braille using tools and skills for independent living. In the field of visual impairment, these are part of what is known as the Extended Core Curriculum (ECC). Communication between the Class teacher and TVI is important. By discussing future classes in advance, you can discuss the adjustments and adjustments needed to access the class. It is also important to make the material readily available to TVI so that the TVI can convert the material into an accessible format. [13]

If a student has a paraprofessional collaborator, it is imperative that the class teacher be in direct contact with the student. Paraprofessionals may enhance instruction, but paraprofessionals are usually not certified teachers and it is the teacher's responsibility to recognize that the student understands the content. It is also important to provide clear guidelines to associate experts and discuss as a team what accommodations will be accepted. Idea. [14]

If the case has students with multiple disabilities, it may be useful to conduct a vision survey with the teacher and teacher assistant to understand the student's current understanding of the vision. My ex-colleague Tricia Noel, a teacher of visually impaired students who has worked with visually impaired and low vision students with multiple disabilities, allows her to print. Created a survey. If you have a book for visually impaired students. **Susan, Spangin**. If there are visually impaired students in the classroom: Teacher's Guide. American Foundation for the **Blind, 2002**. Written for teachers, this guide describes how to work effectively with visually impaired students and introduces specific devices that students can use. [15]

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## 12. Student's role in the classroom

Teachers encourage students to become leaders in classroom management, but with minimal guidance you can complete this skill. Here are the roles of the students and how to encourage them as class leaders. [15]

### a. Contribution to class culture and accountability

Education values the ability of students to answer teachers' questions. But it may be more important to measure their ability to ask their own big questions — and more importantly, to measure their willingness to Make students feel comfortable (in honor) asking intriguing questions. Go one step further and ask students to share their desired classroom norms. Keep in mind that when students are asked to contribute to the rules of the class, they not only feel seen and heard, but are more likely to be accountable to each other. For teachers, this can mean less teacher-student orientation and more peer-to-peer course modifications. Students should always be aware that they are part of the learning community. Each person is responsible for their actions in a way that values building a safe and positive classroom. As a teacher, i can create these opportunities in the following ways:

- Have students come up with homework ideas on topics
- Have students share different approaches and thinking processes to solve problems
- Problem-based learning-find problems for solutions that divide classes into smaller groups[16]

### b. Other responsibilities

Identifying student roles and responsibilities should begin when the student first arrives in the learning environment. So open the door to students who have more ideas about the roles and responsibilities they want to take on. Inviting students to strategic learning partners will validate their role in the classroom and increase their self-confidence. The following is a list of 10 additional responsibilities that students should fulfill in the classroom. Following teachers , Maintaining discipline in the classroom , Keeping the school clean and tidy , Helping by cleaning up materials after the class , Participating in activities organized in the school , Decorate the classroom with charts, posters, etc. Yes, students play an important role in managing schools and classrooms, but it doesn't start with that. Ultimately, guiding others begins with guiding yourself. Our responsible self-management lessons cover all of these basics, including the use of resources such as time, energy, possessions, money, talents,

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thoughts, actions and emotions. Respecting your resources and shaping student behavior not only reduces student misconduct, but also builds a supportive class community. [16]

## **13. Management of the classroom**

Classroom management techniques have been shown to improve classroom behavior, build relationships for a better class community, and promote a positive classroom environment where student learning is the greatest collective goal.

Try these effective classroom leadership strategies with your students to become happier and more effective teachers. [17]

### **❖ Ideal behavior of the model**

Many studies have shown that modeling is effective in teaching students how to behave in different situations, so make it a habit to show what you want to see.

An easy way to model behavior is to have a mock conversation with the principal, another teacher, or a student support worker in front of the class. Talking about a test or other relatable topic, be sure to:

1. Use polite language
  2. Maintain eye contact
  3. Keep phones in your pockets
  4. Let one another speak uninterrupted
  5. Raise concerns about one another's statements in a respectful manner
  6. After, start a class discussion to list and expand upon the ideal behaviors you exemplified.
- [18]

### **❖ Let students help establish guidelines**

Young students sit in rows, raising their hands to answer the teacher's question. Encourage all students to help you build classroom expectations and rules, as you'll generate more buyin than just telling them what they're not allowed to do. [19]

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This is especially essential for new teachers. Begin discussions at the beginning of the school year or on the first day of the semester by asking students what they should and shouldn't skip in terms of proper behavior.

At what point is the phone OK and not OK? What is the permissible noise level during class?

This may seem like a preparation for failure, but depending on the structure of the class, it can be shocked by some of the rigor of the proposed rules. Anyway, the discussion should lead to mutual understanding and respect for the culture of the classroom. [19]

### **❖ Document rules**

Remember the mutually respected policy.

Print and distribute the list of rules generated by the class discussion, similar to the distribution of the syllabus. Then check the list with your students. This emphasizes the fact that you respect their ideas and intend to obey them. And when a student breaks a rule, it'll be easy for you to point to this document. [20]

They will likely want to post these rules up in your classroom — if you haven't already — for occasional reference. If you're feeling creative, you can include the rule list in a student handbook with important dates, events and curriculum information, too. [20]

### **❖ Avoid punishing the class**

Address isolated discipline problems individually instead of punishing an entire class, as the latter can hurt your relationships with students who are on task and thereby jeopardize other classroom management efforts. [21] Instead, make a friendly call to a specific student. Example:

"Stop talking to or disturbing other students" instead of "Do you have a question?"

Instead of "Be careful and stop cheating while I'm talking", "Do I need to help focus?"

This basic approach allows you to maintain a friendly attitude while immediately admitting inappropriate behavior. [21]

### **❖ Encourage personal initiatives**

According to **HARM** Students are standing with their teacher in front of the classroom and talking to their sitting classmates. Encourage growth thinking and add diversity. For example, if you're reading a specific chapter in a textbook, propose that they read the following one too.

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When they deliver their subsequent presentations to preview the next chapter on your behalf, you may find that other students want a bit more work as well. [22]

### **❖ Offer praise**

Praise students for jobs well done, as doing so improves academic and behavioral performance, according to **BACKER 2005** a recent research review and study. When it is sincere and references specific examples of effort or accomplishment, praise can: Inspire the class, Improve a student's self-esteem, Reinforce rules and values you want to see. Perhaps more importantly, it encourages students to repeat positive behavior. Let's say a student exemplifies advanced problem-solving skills when tackling a math word problem. Praising his or her use of specific tactics should go a long way in ensuring he or she continues to use these tactics. Not to mention, you'll motivate other students to do the same. [22]

### **❖ Use nonverbal communication**

Help teachers stand in front of the classroom and speak with hand gestures. Enhance content delivery and supplement words with actions and visuals to help students focus on their lessons.

Many differentiated educational strategies and techniques are rooted in these methods of communication. For example, if you operate a learning station that is divided into sections of a classroom where students rotate, you can offer different non-audio content types. This includes videos, infographics, and physical objects such as counting coins. [22]

### **❖ Tangible rewards**

Teachers give high fives to students who have finished their work, which is one of the classroom management strategies to reward good behavior. Another motivational and behavioral enhancement technique is to reward specific students at the end of each lesson in front of the class.

Suppose some students actively listen, answer questions, and ask themselves throughout the lesson. Before the class is over, go to their desk and give them a raffle ticket. Say aloud what each student did to win a ticket to help others learn. On Friday, they can submit their tickets every week for a chance of prizes that turn into a chance to choose a game for the next class party from candies. [23]

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## ❖ Write a positive letter and make a call

Keep your students happy in and out of class by happily astonishing your parents, making positive phone calls and sending free letters home.

Notifying parents when an opportunity arises from academic or behavioral progress has a trickle-down effect. They generally congratulate their students. Your child will probably come to class for more positive feedback. This can also tempt parents to invest more in their s learning and open the door to homeschooling. Such education is an essential element of culturally attractive education. [23]

## ❖ Enthusiasm for content and lesson plans

Teachers stand in front of the class and try to excite themselves by seeing the interesting parts of the lesson of the day. This works well regardless of grade, such as elementary, junior high, or high school. Preview the particularly exciting parts to start the lesson and get your students interested from the beginning. When the bell rings and the student takes a break, review the class-wide agenda listing the highlights of the day. This includes things that inspire curiosity, such as group assignments and compelling content. Example: "Learn the following all day long." How to speak like a teacher (sentence pattern) [23]

Reasons for not knowing who won the lottery (probability), What all presidents of the United States had in common (social analysis), The goal of this leadership approach is to get students immediately interested in your agenda and thereby discourage cheating. [24]

By doing these activities, free learning time begins to benefit different learners. This should contribute to the overall involvement in the classroom. [24]

## ❖ Creating a Group Contract

According to **FAITH .L and KAYA 2013** The teacher advises two students answering questions together. By creating a contract that everyone has signed, including guidelines, we will help the student group work smoothly and effectively. The group contract should be based on the expectations students have of each other and the expectations you have of them. You can gather class ideas by discussing what the ideal group members do and how they behave.

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After creating the contract, encourage students to think about the consequences of violating expectations.

You will be accountable to each other by having each group sign a new version of the contract prior to the assignment and project. [25]

### **❖ Assign an open project**

Encourage students to work on open-ended projects that don't require a specific product so that they can show their knowledge in a naturally compelling way.

This begins by providing the class with a broad list of project ideas and asking each student to choose one. Be sure to provide a rubric that clearly defines your expectations for each project. By attracting and challenging students, you will find out:

Work and learn at your own pace

Actively participate in appropriate content

Show knowledge as effectively as possible

These benefits allow students to really look forward to new projects. [25]

### **❖ Informal ratings are given only two points.**

The teacher sits at the desk and evaluates the student's assignments. Recall that the work had a capital "F" in red ink. You were probably too upset to see bugs and feedback. The same is true when students see the same thing.

Therefore, consider avoiding standard assessments for informal and formative assessments.

Instead, it just shows whether the student met or failed. Next, we will show the struggling students a clear path to improvement. For example, a classmate who did not meet expectations and a classmate who met expectations are paired to perform evaluation and practical activities. If you are confident that the fighters understand the important concepts, encourage them to speak to you. It provides a new assessment that they can use to demonstrate their abilities. [26]

### **❖ Use EdTech that adjusts to each student**

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Give students who struggle to process your content opportunities to try **educational technology that adapts to their needs**. There are many games and platforms that use adaptive learning principles to detect a given student's skill deficits, serving them content to help overcome them. [26] For example, Prodigy Math adjusts its content to help students in grades 1 to 8 address their trouble spots. It also offers feedback to help them solve specific mistakes, as they answer questions that use words, charts, pictures and numbers.

### ❖ Interviews with students

Interview students who are not academically involved or who show prosocial behavior to learn how to engage better with them. [26]

Set each student aside for a few minutes when doing study stations or large group activities. Ask:

- What helps your focus ?
- Who they work for ?
- Your favorite type of lesson ?
- Favorite activity in class ?
- What types of exercises can help you remember important lesson points?

Record their reactions to identify activities and approaches that attract them, thereby limiting classroom disruption. [26]

Quickly Respond to Inappropriate or Inappropriate Behavior the teacher sits with a student who is behaving fraudulently and discusses his behavior as one of the teaching management strategies. Do not hesitate if you need to deal with improper or off-task behavior, especially if the student violates the documented rules.

Taking action sooner or later helps prevent negative emotions from getting worse, whether between students or between you and the student. Failure to act can lead to even worse behavior and unnecessarily difficult conversations. But keep in mind, it's usually best to talk to students personally. Studies have shown that punishing students in front of peers has "limited value." [27]



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## ❖ Consider peer teaching

Use peer teaching as a classroom management strategy if high performers find it helpful in motivating and educating students who are destructive and struggling.

Peer Educational Activities, etc. B. Bringing students together as a reading companion is especially useful for students who are not confident and have weak interpersonal skills.

Authoritative research suggests that tutors improve their self-esteem and interpersonal skills by providing feedback. Students can ask questions and ask for immediate explanations, which is an advantage. Later studies of at-risk students have confirmed these benefits. You'll have to spend some time teaching your peer tutors how to communicate properly with your tutor, but you'll find that the benefits are worth the job. [27]

## ❖ Game of personal learning plan

Young students are sitting at their desks, smiling and working with tablets. Studies such as recent studies from South Korea have shown that this keeps them engaged and inspiring, so by implementing those plans, students are involved in their personal learning plans.

Consider the following gamification strategies.

Scoring System Adjustments Gives experience points (XP) along with traditional scores for tests and assignments by setting goals for students to achieve a certain amount of XP per unit. For example, if a student gets 60% in a quiz, give that student 6,000 XP. You can also award XP for completing additional assignments, attending classes, and other things that show effort in learning. Using the stage Subjects and units are called stages. The first few terms have a clear meaning to you, but students may not understand how they are combined. If they are gamers, they will understand that they need to overcome previous challenges to reach the next level. We emphasize this by defining specific tasks as prerequisites for reaching the next level of learning. If these strategies work particularly well for individual students, they should have similar success when used as a class-wide student management technique. [27]

## 14. Conclusion

To finish with a good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all student and to the

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evidence of an academic failure .The teacher must influence the student in a strong and good manner in order to get his love and trust .

The student teacher relationship are valuable resources for students .They suggest that having a positive relationship with the teacher allows students to be able to work on their own because they know they can count on their teacher if problems arise .

To conclude ,talking with the teacher and conducting observations in the classroom is very important ,it will provide unique information for designing interventions .We conclude that forming strong relationships with teachers allows students to feel safer and more secure in school setting ,feel more competent ,make more positive connections with peers ,and make greater academic achievements .

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## Chapter Three, Methodology

### 1. Overview

In this methodological part we will deal at first with the study design in which we search to find the effectiveness in using a single case study design .As second, we will deal with the framework and the setting where the research take place .Third, we will give the main characteristics of the participants of our research .To reinforce our research we used interviews, some electronic sources and ethical issues.

After, we will pass to deal with the fourth chapter where we will discuss the findings; then,we will give samples of transcript statements ;For instance, interviews transcript and observational coding .After that ,we will move to the results of our findings in which we find the classroom climate ,the classroom layout ,teacher interactions ,and the delivering .

### 2. Research Design

In this research study, I seek to explore the affective domain of teacher effectiveness using a single case study design. Case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) over time, through detailed, in-depth data collection (Creswell, 2013). Yin (2009) writes that the case study's unique strength is its ability to deal with a full variety of evidence sources such as documents, artifacts, interviews, and observations – beyond what might be available in other types of qualitative methods. He declares that use of the case study strategy has a distinct advantage when a

'how' or 'why' question is being investigated about a contemporary event over which the investigator has little or no control. The case study method allows investigators to retain the holistic and meaningful characteristics of real-life events (Yin, 2009). Yin writes that "case study research involves study in a real life context or setting"

Stake (1995) purports that qualitative researchers seek to understand a case –to appreciate the uniqueness and complexity of it, its embeddedness and interaction with its contexts

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Stake contends that the real business of case study is particularization, not generalization -- we take a particular case and come to know it well. He says qualitative study capitalizes on "ordinary ways of making sense" (p. 72). According to Stake, cases seldom exist alone, if there are phenomena in one, there are probably more somewhere else.

Creswell (2009) says "often the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative)" (p. 3). That being the case, my use of the qualitative research method to determine a teacher's affective acumen as opposed to evaluating her by her students' test scores would seem like a 'best fit'.  
[28]

### **3. Theoretical Framework**

#### **Social Constructivist**

Most contemporary qualitative researchers promote the belief that knowledge is constructed rather than discovered (Stake, 1995). Social constructivists seek understanding of the world using open- ended questions so participants can construct the meaning of a situation (Stake, 1995, 2010; Creswell, 2009). A major tenet of a constructivist researcher is to look at the processes of interaction among individuals, focusing on the specific contexts in which people live and work. The researcher's intent is to make sense of or interpret the meanings others have about the world (Creswell, p. 8).

The qualitative method in this study is derived from a constructivist viewpoint. Blumer (1978) believes that one has to immerse oneself in a situation in order to know what is going on in it. Creswell (2009) discusses several assumptions regarding constructivism that have a direct impact on how I designed my research inquiry. One premise of the constructivist theoretical framework is that "meanings are constructed by human beings as they engage with the world

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they are interpreting” (p.8). Constructivists focus on deeply understanding specific cases of a phenomenon under examination.

My goal in conducting this study is to provide more specificity and greater empirical groundings for how these relationships are created. Identifying specific factors associated with teacher-student interactions will provide valuable information to an educational learning community. After completing an ecological study on teacher-student relationships and behavior problems, O'Connor et al. (2011) concluded that, in regard to teacher education, their study demonstrates the importance of “fostering elementary school teachers’ awareness of the role of their relationship with students and provides teachers with information as to how to support high quality relationships with their students” (p. 152).

Currently, research on aspects of teaching related to quality in classrooms suggests that teachers’ attitudes and beliefs about children are important factors in predicting excellence of education

(Pianta et al., 2002). A teacher’s personal interactions with his or her students can make a significant difference for students who are at risk for academic failure -- the importance of teachers’ relationships with these students cannot be overstated (Downey, 2008).

The use of an illuminative case allowed this researcher to observe how a teacher demonstrates the practice of building student and teacher relationships so other educators can learn from this exemplary and information-rich case. A single case study design will allow for use of replication logic in describing findings. My intent is to elicit my participant’s view on what are important and/or essential components to developing strong student teacher relationships.

Qualitative interviews are conversations in which a researcher gently guides a conversational partner in an extended discussion, eliciting depth and detail about a research topic by following

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up on answers (Rubin & Rubin, 2005). Rubin & Rubin discuss a variety of qualitative interview structures depending on the focus. Because of the nature of my focus questions, I chose a semi-structured (or focused) format where questions are developed and used “once patterns begin to emerge to obtain more specific knowledge about your research topic” (2005). Through skillful questioning, an interviewer will determine the next question based on carefully listening to the previous answer. A skillful qualitative researcher is one who can quickly adapt to a situation that was totally unexpected (Rubin & Rubin, 2005; Creswell, 2009; Patton, 2002).[27]

Qualitative research is sometimes defined as interpretive research – investigation that relies heavily on observers defining and redefining the meanings of what they see and hear (Stake, 1995,

2010). He recommends that the researcher provide an opportunity for vicarious experience, using a narrative style of reporting, with rich ingredients for this vicarious experience.

Triangulating the data collected will help increase confidence that what is observed and heard has been correctly interpreted. In this study, data triangulation included conducting interviews with the teacher, classroom observations to corroborate interview data, looking at student work samples after teacher intervention, observing and recording teacher-student interactions, and reviewing correspondence. [28]

The purpose of this case study is to explore factors of those teacher-student relationships that contribute to the development of a student's learning environment. This study addressed the following research questions: What specific components of the teacher-student interactions are most essential to a learning environment? How does this teacher describe her process for building relationships with her students?

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The results of this case study are practical in nature and include a description of affective characteristics and strategies employed by this teacher that influence the learning environment.

## **4. Setting for the Study**

The research setting for this case study is a large public elementary school in a quiet neighborhood setting in East Bay Rhode Island with approximately 700 students and 75 teachers. The school houses pre-k through grade 5 students and is the only elementary school in town. [29]

The classroom population is diverse, with students of various ethnic and economic backgrounds from this community in East Bay Rhode Island. There are students who have individual education plans for learning difficulties, and personal literacy plans for reading difficulties. Many of the students qualify for free and reduced lunch which puts them in a low socio-economic status.

My purposeful sampling of this classroom generated rich data for interpretation and analysis. [29]

## **5. Sampling Design**

In this qualitative study, I used purposeful sampling with an illuminative case, interviewing, and observing this district 'lab teacher' who exhibits highly effective teaching strategies. In this district, Lab Teachers are regular education classroom teachers who have been specially trained in teaching strategies by the math and literacy coaches in the district, in specific content areas such as Mathematics and Language Arts. In addition to the content area training they have received, these lab classroom teachers are also continuously mentored by the math and literacy coaches, whereby their instructional practices are observed and critiqued. After the periods of observation, the teachers receive specific feedback designed to move their classroom practice forward. [29]

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These teachers have spent years perfecting their craft using current best practices and instructional models. "Finding interviewees with the relevant, first-hand experience is critical in making your results convincing" (Rubin & Rubin, 2005, p. 68).

Rubin & Rubin propose that, in order to be able to build a theory that has broader implications, a researcher should select interviewees that assure confidence in extending findings beyond the immediate research setting.

### **6. General Characteristics of the Participant**

The teacher in this study is an elementary school "Lab Classroom" teacher. This distinction means that she is recognized, in the district she teaches in, as an innovative and master teacher in one or more instructional areas. Teachers with this distinction have been specially trained and coached in a content area, such as math, in order to open their classrooms for other teachers in the district to learn from. [29]

I have worked with this teacher in my capacity as a previous administrator in her building and have seen first-hand her teaching practices. Although I am no longer her administrator, this participant exemplifies teaching practices worthy of study. My selection of this teacher fits the criteria of an illuminative case to study and has the capacity to generate information-rich data for the present inquiry.

As participants/members of a Lab Classroom, the teacher and students in this study are accustomed to having people in their classroom observing them, and so are able to remain engaged in their learning and appear remarkably unaffected by the outside observers in the classroom. Because participants are accustomed to blocking outside interference, this setting will enhance my ability to obtain reliable data to analyze. [30]

### **7. Statement on Researcher as Instrument**



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In qualitative research, the researcher is the instrument, and as such, brings bias into the process. Patton (2002) posits that “the human factor is the great strength and the fundamental weakness of qualitative inquiry and analysis – *a scientific double edged sword*” (p. 433). Patton’s advice is to “do the very best with your full intellect to fairly represent the data and communicate what the data reveals given the purpose of the study” (p. 433).

Stake (1995) describes qualitative case study research as highly personal research. He says researchers are encouraged to include their own personal perspectives in the interpretation. Because all research depends on interpretation, one of the main qualifications of a qualitative researcher is experience, according to Stake (1995). He contends we need to use this experience to “know what leads us to significant understanding, recognizing good sources of data, and testing the robustness of our interpretations” (p. 50).

That being the case, this researcher is currently an elementary school principal in northern Rhode Island. My role in this case study will be shaped by my previous experience working in the field of elementary education for the last twenty years, seven of those years as a building administrator in three diverse districts. My teaching experience as a special educator afforded me the opportunity to be embedded in a variety of classrooms, working alongside teachers in grades kindergarten through five, providing student support. I believe these experiences have given me unique insight, understanding, and knowledge of teaching and learning. I also know that these experiences have shaped certain biases (the scientific double-edged sword), although every effort will be made on my part to remain neutral as a qualitative researcher and let the data shape my analysis and interpretation.

Although I conducted this study from the position of administrator, my purpose is to gather information that will enhance the field of education, not as that of an evaluator of teachers. This purpose was made clear to the study participant before the investigation began. The participant

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was also given a statement of purpose detailing the intent of my role in the study as well as her role. The statement of purpose made clear that it was because of her distinction of Lab Teacher that she has been chosen to participate in this case study as an illuminative; information-rich case. [31]

As a former administrator and teacher in this school, and as both a supervisor and colleague to this teacher in the past, the challenge for me and for the teacher was to remember to define our roles in this study as that of researcher and study participant. I need to be mindful that my role is now that of impartial observer and to remind the participant in the study of my purpose for being in the classroom. This will be a paradigm shift that we need to stay mindful of. A strength I bring to this study is that as an administrator and evaluator of teachers, I have received professional training by the Rhode Island Department of Education in objective observation techniques and objective feedback strategies based on evidence of what was seen and heard during an observation. This training, entitled *Workshop for Personnel Evaluating Teachers*, occurred over three consecutive summer sessions and included the following instruction and guidance:

- Gathering and Sorting Data* using an Observation Template;
- Interpretation* of the evidence gathered via Close Rubric Analysis & Calibration process;
- Developing feedback* based on the evidence and data gathered;
- Delivering feedback* in an objective manner.

This training and its resulting application through the administrative evaluation process strengthens my researcher investigation practices by grounding my assertions and analysis

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through previous theory and application in the data obtained through interviews and observations. [31]

I also consider my previous role as an educator to be a strength as the researcher conducting this study in that I have years

of experiences in classrooms working alongside teachers. Yin (2009) writes that a qualitative researcher should use their own prior, expert knowledge to demonstrate awareness of current thinking and discourse about the case study topic. Stake (1995) also writes of the importance of a researcher's experience as it increases the ability to recognize good sources of data and leads to significant understanding and robust interpretations [32]

## **8. Data Collection: Sources and Procedure**

Data were collected and analyzed using the suggested practices and sources recommended by Yin (1994, 2009) and Stake (1995, 2010).

### **Sources**

A case study database was created and includes the following sources of data:

1) *Archival records*: I reviewed archived records of e-mail correspondence, memoranda, letters to parents, grading/progress reports, personnel files that pertain to the study being investigated. The conditions under which these records were produced as well as the accuracy of the records have been documented by the researcher.

2) *Interviews*: interview protocols were developed that focused on my case study topic using the responsive interviewing model (Rubin& Rubin, 2005). The goal of responsive interviewing is a solid, deep understanding of what is being studied. To obtain this depth "the researcher must follow up, asking more questions about what was initially heard" (Rubin & Rubin, 2005). Semi-structured questions guided the line of inquiry and answers were recorded on the interview

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protocol form with emergent follow up questions also recorded. Every attempt was made to make sure questions were asked in an objective, unbiased manner.

3) *Direct Observation*: An observation protocol was developed that focuses on events occurring in real time during field visits. Detailed notes, photographs, and observations were recorded on the observation protocol with the date, time and setting recorded for each observation.

4) *Member Checking*: A copy of the information obtained from the interviews and observations was provided to the interviewee for accuracy of interpretation and correction if necessary. The participant reviewed the data, as well as the interpretation of the researcher.

5) *Data triangulation* from the above sources provides corroborating evidence of the topic being studied and creates a chain of evidence to support the case study conclusions. According to Stake (2010) evidence is an attribute of information and contributes to understanding and conviction. As such, it should be valid and relevant and allow people to attain a deeper conviction of how something works. [27]

### **Procedure**

The following formal case study protocol was developed to enhance the reliability of this case study research.

The participant completed an initial audio-taped interview, and then a follow-up interview was conducted for clarification purposes. The interviews were semi-structured, using prepared interview questions with clarifying or probing question interspersed by the interviewer. [33]

A general interview guide was used with semi-structured interview questions in an emergent design format developed to gain information from the interviewee. Follow-up questions designed to clarify and refine analysis were developed based on the unique responses of the

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participant. The questions for the interview guide were designed to be interpretive and were drawn from a review of the literature. [33]

Following the interview, classroom observations were conducted using the Marzano Observational Protocol (1999) (see Appendix A) and the Teacher Expectations for Student Achievement (TESA) Protocol (see Appendix G) to gather further evidence to corroborate information obtained during the interview. These observations occurred during a variety of content areas and at various times of day.

Follow-up interviews were conducted to address researcher questions that came up during the observations and needed further clarification. These interviews lasted approximately twenty to thirty minutes each. [33]

## 9. Data Analysis

Patton (2002) advises “because each qualitative study is unique, the analytical approach will be unique. Because qualitative inquiry depends, at every stage, on the skills, training, insights, and capabilities of the inquirer, qualitative analysis ultimately depends on the analytical intellect and style of the analyst” (p. 433).

Data were analyzed following the steps outlined by Rubin & Rubin (2005) for Responsive Interviewing analysis techniques:

- 1) *Recognition*: finding the concepts, themes, events, and topical markers in interviews;
- 2) *Clarify and Synthesize*: through systematic examination of the different interviews to begin understanding of the overall narrative;
- 3) *Elaboration*: generating new concepts and ideas after clarification and synthesis;

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4) *Coding*: systematically labeling concepts, themes, events, and topical markers, giving them a brief label to designate each and then marking in the interview text where they are found;

5) *Sort*: sorting the data units and ranking them and building relationships toward a theory. [27]

## 10. Interview Guide

A general interview guide was used with semi-structured interview questions in an emergent design format developed to gain information from the interviewee. The questions for the interview guide were designed to be interpretive and were drawn from a review of the literature.

A Responsive Interviewing protocol was developed with follow- up questions and probes. This allowed the researcher to ask additional questions to explore the particular themes, concepts, and ideas introduced in the initial interview. Probes were also part of the responsive interviewing protocol I used as a technique to keep the conversation going in order to complete an idea, fill in a missing piece, or request clarification. [27]

## 11. Terms of Validity and Reliability

Credibility and authenticity are major components of validity in qualitative research. Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent.

In regard to validity with qualitative research, Stake (1995) created a list of 'Things to Assist in the Validation of Naturalistic Generalizations' (p. 87).

1. Include accounts of matters the readers are already familiar with so they can gauge the accuracy, completeness, and bias of reports of other matters;

2. provide adequate raw data prior to interpretation so that the readers can consider their own alternative interpretations.

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3. describe the methods of case research used in ordinary language including how the triangulation was carried out.

4. make available information about the researcher and other sources of input (p. 87).

Stake believes it is the responsibility of the researcher to assist readers to arrive at high quality understandings of the findings. The researcher's analysis and interpretations have to parallel that of the readers'.

Triangulating different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes adds validity to the study (Patton, 2002; Creswell, 2009; Yin, 2009; Stake, 2010) and also serves as support for Stake's 'high quality of understandings' (p. 88) that he asserts a researcher must obtain.

I have used multiple sources of evidence to collect my data, keeping careful notes and using a credible subject who is considered a model teacher in the district. My interpretations are well grounded in the data I collected employing triangulation in my design consideration. I was persistent in my observations in order to generate rich data for analysis and interpretation. [34]

### **12. Ethical Issues**

Deyhle et al. (1992) argue that "research in education, whether quantitative or qualitative, is basically applied research. The results of such research almost always have immediate or potential practical applications or implications" [35]

Ethical issues are serious concerns for all qualitative researchers mostly because of the relationships that are developed. "Unique ethical considerations are inherent in designing a qualitative study because the success of such research is based on the development of special kinds of relationships between researchers and informants" (p. 618). My relationship to this study participant began as a fellow teacher and it was the development of a close personal

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relationship that allowed me to obtain important information. Being mindful of Deyle, et al.'s (1992) caution regarding how information is gained and divulged, I was explicit in describing the purpose of my investigation with this study participant. [35]

While many qualitative researchers (Stake, 1995; Yin, 2009; Deyle, et al., 1992) understand that there are no set 'ethical rules' in place for qualitative researchers to follow, best practice dictates that mindful and reflective strategies should be at the forefront of the study design. To that end, my interaction with this study participant included opportunities for questions, clarification of process, and assurance of confidentiality. [35]



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## **13. Conclusion**

This chapter ventured on a discussion of As I indicated in Chapter Three, my initial interview questions were drawn from a review of the literature. I asked questions about purposeful design of the classroom and followed up with specific observation because Marzano (2003) considers classroom organization an essential element to student and teacher relationship building. I was interested in finding out how this teacher organized and set up her classroom each year and her rationale for doing so.

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## Chapter Four, Findings

### 1. Overview

The chapter demonstrates In this chapter I analyze interview statements and observation data using protocols that reflect components of effective teacher – student relationships as described in the literature review. The data have been sorted, coded, categorized, and reviewed for relevance. The analysis process I used is a hybrid of case study analysis methods guided by Stake (1995, 2010), Yin (2003, 2009) and Rubin & Rubin (2005). [27]. This single case study produced a synthesis of information that guides the classroom teacher in this study in the development and maintenance of her relationships with her students. The resulting analysis and interpretation provides a description of major themes that developed regarding strong teacher student relationships, as well as, specific components to the interactions considered essential for her students' learning environment. Stake (1995) says there are two strategic ways that researchers gain meaning about cases. One is through direct interpretation and the other, through aggregation of instances until something can be said about them as a class (p. 74). He purports that both of these strategies are necessary with case study analysis with the most important meanings coming from reappearance over and over.

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## 2. Interview and Observation

I interviewed the participant in this study on three separate occasions. The purpose of the first interview was to have her describe her process for building a relationship with her students and share any anecdotal evidence she had to support what she was saying.

This initial interview was followed up with a classroom observation where I took field notes pertaining to verbal and physical interactions the teacher had with her students, as well as the physical layout of the classroom. I used this information as part of my triangulating process.

The second interview was to listen for more depth and detail, and to clarify observation data. By listening for key ideas, words, or evolving themes that I felt were important to my research questions, I used this interview to probe for meaning in order to gain clarity and precision in my interpretation of the data being gathered. At this point I was listening for specific components of the teacher's interaction with her students that she considered essential to the learning environment she created. Another shorter observation followed. This information would allow me to begin to answer my second research question, which was 'to describe the process this teacher uses for building relationships with her students'.

The third meeting with my participant was to gain more specific triangulating data; and to ask for student work samples with teacher feedback notes, copies of emails to parents, grading data, and ask final questions before beginning my analysis and interpretation.

### *Analysis of Findings*

Yin (2003) says "data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study" (p. 109). He suggests that every investigation should have a general analytic strategy to guide decision-

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making. For guidance in analyzing my data, I turned to Rubin and Rubin (2005) and their analytic strategies.

Rubin and Rubin write that data analysis is the process of moving from raw interviews and observations to evidence-based interpretations; the objective being “to discover variation, portray shades of meaning, and examine complexity” (p. 202). To begin this data analysis interview text is broken down into data units and then, the units that refer to the same topic are combined. Rubin & Rubin define data units as blocks of information that are examined together. Once these data units are established, the coding process continues by labeling each data unit and sorting these codes into single categories. According to Rubin and Rubin “using published literature to suggest concepts and themes by which to code is perfectly legitimate as it will help you relate your findings to what others have already written” (p.209). That being the case, for categorical aggregation I used portions of the Teacher Expectations for Student Achievement (TESA) rubric and Marzano’s Observation Protocol (Appendix G and A) categories that were specific to teacher relationships with students. TESA is an interaction model and rubric based on the research of Thomas Good and Jere Brophy (1974, 1976) that pertains to teacher and student relationships. Marzano’s (2009) protocol is well-grounded in his research on teacher effectiveness and teacher relationships with students. During the sorting and labeling process, using these categories gave me the ability to have clarity and consistency that was well grounded in research.

I began with a line-by-line analysis of what the teacher was saying as she answered my interview questions. I asked myself “What is this particular comment an example of”? Using Marzano’s Protocol response statement: “I can see the computers, the book cases, the work table, etc.” was initially coded as Occupying Entire Room. “I can look up and comment and provide feedback” was initially coded as Monitoring the Room.

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My analysis also included reduction by checking each statement for relevance to the research questions. Table 1 provides an example of relevant interview statements and observation data, and how they were initially coded using Marzano's Short Observation Protocol (2009). This protocol (Appendix A) is organized to represent three different categories which include nine elements of specific observable behaviors and interactions. Specific questions in each category and possible examples of evidence guide the use of this protocol. Marzano recommends only using this protocol if you have a clear understanding of *The Art and Science of Teaching* (Marzano, 2007) – which I do from my doctoral coursework and attending Marzano workshops.

**Table 1: an example of relevant interview statements and observation data**

*Sample of Transcript statements coded using Marzano Protocol*

*Interview transcript coding in parenthesis*

students	learning	courtesy with
<u>Latency:</u> Teacher allows student enough time to think over question before assisting or ending opportunity to Respond	<u>Reasons for Praise:</u> Teacher gives useful feedback for the students' learning performance.	<u>Personal Interest &amp; Compliments:</u> Teacher asks question, gives compliments, makes statements related to a student's personal interest
<u>Delving:</u> Teacher provides additional information to help student	<u>Listening:</u> Teacher applies active listening techniques with students	<u>Touching:</u> Teacher touches student in a respectful, appropriate and

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respond		friendly manner
<u>Higher Level Questioning</u> Teacher asks challenging questions that require more than simple recall	<u>Accepting Feelings:</u> Teacher accepts students' feelings in non-evaluative manner.	<u>Desisting:</u> Teacher stops misbehavior in a calm and courteous manner

### Observational coding in bold text in parenthesis

**I:** "What affective qualities do you think a teacher needs to have to be a good teacher?"

**R:** Patience, lots of structure, and providing information so the students know what they need to learn.

They need to know what is expected of them And then you need to follow through and constantly monitor to make sure they are doing what you've asked them to do. I can't stress the importance of structure and patience -- structure in every aspect of structure. Understanding what it is in every moment of the day of what you need to be doing. I think about the needs of students and also a lot about personalities. The tone of your voice is very important.

You need to choose words that are kind and caring such as "I love you but this is wrong."

You also need to tell the student why he/she is being disciplined so they can make better choices.

I teach through the use of humor. You kind of figure out the child and learn what they need.

There are a lot of things I have invested in to help children be successful.

**I:** You talked about 'community' in your classroom; how do you build a sense of community in your classroom? Why is that important?

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**R:** You begin building trust and expectations in the beginning of the year. Building accountability helps to establish trust and responsibility.

We have meetings to discuss whatever is affecting the class at the time and we discuss it together. We don't meet every day but for example if something happened at recess we will get together and discuss it as a class. Rules are established using whole class discussion. We create expectations together and consequences together -- I think that is a key part of it. Also, all my materials are organized and labeled so kids take what they need. It's important they know where the materials are they need and can easily access them. Everything is 'community' -- take what you need. Students have jobs and apply for the classroom jobs -- gives them a sense of ownership of the classroom. It's building a community that everyone is a part of. I call parents and build a relationship with parents. Phones are in the classroom so I can call parents from the classroom -- building a partnership with the parents. I also do a lot of emailing (to parents). [35]

**I:** "Ok so if you have something you want to discuss you call a class meeting"?

**R:** Yes so we can all discuss it together and look at what rule was broken, whose feelings were hurt, etc. So we're all on the same page and working together.

**I:** Describe the physical arrangement of your classroom. Is that purposeful?

**R:** Yes, definitely, it's not random.

First let's talk about how I group my class and the physical location. Physical arrangement is purposeful. They are sitting in teams and I think that is important. They start at the rug, then to the computers, then the work table, then their seats, or with me at the table. Students work in 'teams' and desks are grouped that way so they work collaboratively.

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Physical arrangement of the room is such that nothing is blocking my view from anywhere in this room. I can see the computers, the book cases, etc. so I can look up and comment and provide feedback.

**I:** Why is this important?

It's a structure thing - because it helps them and I don't have to do a lot of directing.

They know where they are going after each station and it follows a logical sequence. Everything is labeled and easily identified for the students. I don't have to keep telling them where to go; they just follow the classroom instruction activities. All materials are organized and labeled so kids take what they need. It's important they know where the materials are that they need and can easily access them.

Coding interview comments like "All materials are organized and labeled so kids take what they need. It's important they know where the materials are that they need and can easily access them" and "I arrange my room so nothing is blocking my view" led me to make it a point to observe the physical classroom environment and placement of furniture, equipment, and materials with an eye toward how that contributed to the teaching and learning environment. When asked to describe the physical arrangement of the classroom, I asked if it was important to how she taught and to her relationship with her students. Her response was "it is definitely important, it is not random". My observation supported interview comments that the students' ability to anticipate the next step in their learning was an effective teaching strategy as it allowed for lengthier instructional time with little to no interruptions and fostered the students' sense of ownership of the classroom environment they were learning in. The observational code that corresponded with the interview line codes was "classroom traffic patterns". This analysis led to a category of Classroom Layout with Purposeful Design. [35]



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I used the memo writing process to help me thoroughly analyze the codes I had developed through the line analysis of the interviews. One memo notation I made regarding the physical environment of the classroom that the teacher created was how important that appeared to be in supporting student learning as it extended the instructional time without interruptions. Students didn't need to keep asking the teacher what to do next or where their materials were.

*Memo notation:* In creating the student's classroom learning environment, an area of importance is the physical placement and design of the classroom furniture and materials. A purposeful design can support instruction and student learning both academically and behaviorally.

I then returned to my interview transcript and observation data and analyzed each line looking for relevant data using the Teacher Expectations for Student Achievement (TESA) Interaction Model (Appendix G). In this model, there are fifteen teacher interactions arranged in three categories with five actions in each category. This model also has specific criteria and examples of possible evidence for inclusion in each category.

The three categories are Response Opportunities, Feedback, and Personal Regard. Table 2 provides an operational definition of the corresponding teacher interaction for each category.

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**Table 2 : TESA Interaction Model**

<b>Response</b>	<b>Feedback</b>	<b>Personal</b>
<p><b>Opportunities</b></p> <p><u>Equitable Distribution:</u> Teacher provides an opportunity for all students to respond</p>	<p><u>Affirm/Correct:</u> Teacher gives feedback to students about their classroom performance</p>	<p><b>Regard</b></p> <p><u>Proximity:</u> Significance of being physically close to students as they work</p>
<p><u>Individual Help:</u> Teacher provides help to individual</p>	<p><u>Praise:</u> Teacher praises the students'</p>	<p><u>Courtesy:</u> Teacher uses expressions of</p>

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Table 3 provides a sample of interview statements and classroom observation notes that corresponded to each TESA category and action.

**Table 3:** *Interview and observation codes using TESA interaction model.*

<p><b>Response Opportunities Equitable Distribution</b></p> <p>Uses 'sticks' in a pull names to answer teacher questions.</p> <p>Students determine</p> <p>"Sam, I'm going to ask you to pick a friend to explain".</p>	<p><b>Feedback</b></p> <p><b>Affirm/Correct</b></p> <p>So in your own words, what did you learn?</p> <p>Great job finding two important discoveries using details to explain.</p> <p>drawing a picture it makes it easier to count if you arrange the items into an array.</p>	<p><b>Personal Regard</b></p> <p><b>Proximity</b></p> <p>Teacher kneels at and gets on their eye level to talk to them providing feedback during instruction.</p> <p>Teacher leans over the student like an embrace to talk and provide feedback and directions.</p>
<p><b>Individual Help</b></p> <p>Jake, honey, when you divide a circle you have to start in the center.</p>	<p><b>Praise</b></p> <p>Kailey nice job looking at Mrs. R while she talks.</p>	<p><b>Courtesy</b></p> <p>Thank you honey</p>
<p><b>Latency</b></p> <p>Teacher makes students think before they can answer by directing</p>	<p><b>Reasons for Praise</b></p> <p>To reinforce expected behavior during direct</p>	<p><b>Personal Interest &amp; Compliments</b></p> <p>Who else is in the karate club? What</p>

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them to 'turn and talk' to their	instruction time.	is this called?
----------------------------------	-------------------	-----------------

who answers next –

When you are

ready to explain their answer.		Show us what to do --(occurred during an
<b>Delving</b>  Explain that to me I'm confused – did she actually ...?  My question now is	<b>Listening</b>  about home and things he liked to do and he said he liked (Intentionally looking for a motivator)  I just paid attention to them (to determine what they needed to learn).	<b>Touching</b>  Grace's hair while she's asking a question.
<b>Higher-Level Questioning</b>  Inferring – Do you think you	<b>Accepting Feelings</b>	<b>Desisting</b> Teacher quietly puts her finger to her lips and makes eye contact with the student for

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		listening? How do I know? (Students respond with a description of expected listening behaviors ie. Looking at
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Once the line-by-line interview and observation coding was completed, using both the Marzano and TESA protocols for guidance, I began looking for patterns in the coded data in order to sort them into categories. I started the process of categorizing my codes, being mindful of Glaser's (1967) concerns of forcing data into preconceived categories. He stresses that the data need to have enough relevance to be admitted into a category.

Stake (1995) advises that "with instrumental case studies, the need for categorical data and measurements is greater as important meanings come from reoccurrence over and over" (p.78).

Once all the transcript and observation notes were coded and categorized, the process of convergence began where I looked for relationships within my coding across both protocols. I began to look for overlapping components of categories from both protocols in order to determine recurring themes describing what my participant considered most essential to building teacher and student relationships as well as key components considered essential to an effective learning environment. Once these core elements emerged from the data, I synthesized the categories integrating the overlapping elements of each into contextual themes with supporting concepts. Classroom observations helped further refine and support my coding to see where they converged with a recurring regularity, connecting and overlapping into one category.

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According to Patton (2002), qualitative analysis is not about providing numeric summaries, it is transforming data into findings. "Although no one formula exists for that transformation, guidance

is offered in making sense of massive amounts of raw data that will allow the researcher to identify significant patterns and construct a framework for communicating the essence of what the data reveal" (p. 432).

Searching for patterns and convergence between the interview and observation data allowed me to construct a framework of categories for interpretation purposes.

Figure 1 illustrates the data analysis steps taken to create the resulting contextual categories. These steps are a composite of the analytic strategies of Stake (1995, 2010), Yin (2003), and Rubin & Rubin (2005). All had comparable methods of analysis for case study research following the basic tenets of grounded theory; however, there were specific components to each researcher's methodology that I considered a good fit to answer my research questions.

### **3. Research Questions**

The research questions guiding this study are:

1. What specific components to teacher and student interactions are essential to a learning environment?
2. How do teachers describe their process for building relationships with their students?

When writing the case study report, Stake (1995) suggests organizing the report in a way that contributes to the reader's understanding of the case. He recommends including vignettes into case study reports so the readers "immediately start developing a vicarious experience" of the case being studied (p.123).

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The following composite of related concepts is created from the recurrence and overlapping of interview transcripts and observation data. Through the process of convergence, I merged relevant data from corresponding categories in the Marzano and TESA protocols into one contextual category. Following the suggestion of Stake (1995) I used pre-established codes initially, then combed through the data again separately looking for new categories to create. He says "important meanings come from reoccurrence over and over and by isolating these repetitions, critical evidence of our assertions emerge" (p. 78).

After careful analysis of my data, four primary categories emerge in answer to research question #1: What specific components to teacher and student interactions are essential to a learning environment? These four primary concepts include critical components within that provide support for these concepts. I used recurring evidence from teacher interview statements and classroom observation notes, as well as corresponding criteria in each protocol to support the creation of each contextual category.

## **4. Presentation of Results**

The four specific categories are Classroom Climate, Classroom Layout, Teacher Interaction, and Instructional Delivery. They reflect a composite of several aspects of Marzano's protocol and the TESA Interaction Model that were considered essential to the study participant. The essential components were included in each category due to a preponderance of evidence after the convergence process was completed.

### **Contextual Category 1: Classroom Climate**

#### **Classroom Climate -- Essential Components**

Build trust with students

Set clear and consistent expectations

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Create consistent routines and procedures

Create consequences for behavior together

Build a sense of community within the classroom

Create student 'jobs' for sense of ownership of classroom

Classroom climate refers to the culture of respect and caring the classroom inhabitants have that is purposely created by the teacher. This category begins the relationship-building process and was created from the convergence of components of Marzano's Sections I and III, and TESA Interaction Model section Personal Regard.

The research participant explained that for her, building a relationship with her students begins with the classroom environment. She purposely creates a climate of community within her classroom that her students feel an integral part of. As she explains:

You have to build trust between yourself and your students. Building accountability helps to establish trust and responsibility. Little things like being held accountable for your behavior and for completing your job. Students have classroom jobs they have to apply for. It gives them a sense of ownership of the class. She tells them "it's your classroom you don't have to ask me".

They also earn privileges and rewards all the time. It's all positive and helps to foster independence. The classroom climate also includes clear expectations that are established together through consistent routines and procedures. She explains:

We create expectations for behavior and consequences together as a class in the first week of school. I think that is a key part of creating my classroom climate.



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I don't go in and tell them these are the rules, we establish them together. Providing information so the students know what they need to learn is also very important. They need to know what is expected of them.

When the teacher has to address an unexpected behavior, she refers the student back to the established expectations by saying, for example:

You are telling me this is what you are doing. However, if we are working in a group how should it look? What should I see? What should it sound like?

The participant stated that she adjusts student behavior calmly and courteously, reinforcing the culture of respect and rapport that has been created and maintained. She wants her personal regard for her students to be clearly evident to them through consistent adherence to the established routines and procedures.

### **Contextual Category 2: Classroom Layout with Purposeful**

#### **Design**

Classroom layout refers to the physical environment of the classroom and reflects the purposeful placement of furniture, equipment, and materials to support student learning. This category reflects the relationship the teacher purposefully creates with her students as they interact within their learning environment. This category is created from the convergence of components of Marzano's Section I and the researcher's interview and observation data.

#### **Classroom Layout with Purposeful Design**

#### **Essential Components**

Work Stations, Organization of Materials, Traffic Patterns, Physical Space

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The participant discussed the physical placement of desks, computers, bookcases, rug, and materials the students would need to complete their work. In her words, "it is not random"; it is the building block to how she and her students interact with each other and with their learning environment. She describes the purposeful layout of the physical space in her classroom and her rationale for it this way: My rug takes up a large area of my room because they need somewhere to sit together during whole group instruction --pair sharing, listening, and constantly turning and talking to other students. Bookshelves run parallel to the computer station so students on the rug playing a math game are not distracted by the computer people. A long table is set up with materials students need like highlighters and sticky notes so students have a quiet place to work and spread out.

Work stations are areas created for specific purposes such as writing, math, science experiments, or time with the teacher for small group lessons. Work stations can also be specifically designed for a particular student who has unique needs. As this teacher participant describes it, Some children can't sit still and I noticed 'she' didn't like being around people while working so I made adjustments for her to accommodate her learning style and created a space she could go where she was more comfortable in the classroom – behind my desk.

Traffic patterns are also purposely created in the classroom to create a consistent flow from one part of the lesson, or work station, to another. The participant explains that this consistency lends itself to a sense of ownership of the classroom and personal responsibility for their work. It also allows her to interact with her students. As the teacher describes, Physical arrangement is purposeful. I wanted class stations. They are in teams and I think that is important. They start at the rug, then to the computers, then the work table, then their seats, or with me at the table. Physical arrangement of the room is such that nothing is blocking my view from anywhere in this room.

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I can see the computers, the book cases, etc. so I can look up and comment and provide feedback. According to the study participant, this ability to provide periodic feedback as students are working allows her to interact with her students in a purposeful way and provides opportunities for teacher and student interactions that are essential to student learning. As for classroom supplies and materials, the study participant indicates that:

All materials are organized and labeled. Kids take what they need. It is important they know where the materials are that they need and can easily access them. Everything is 'community' – just take what you need.

During a follow up interview, the study participant explained that she directs students to where all the necessary supplies and materials are during the first week of school. Labels are reviewed with the students so she is confident all understand the task. The teacher indicates that she will make a game of it so that finding where the appropriate materials and supplies are becomes part of their routine. This process lends itself to being part of a community of learners that the study participant builds as part of her relationship with her students.

### **Contextual Category 3: Teacher Interaction Behaviors**

Teacher interaction behaviors refer to specific actions that allow for positive communication between the teacher and her students. There were eight identified practices that this teacher exhibited during observation and explained during interviews; all considered essential to teacher and student relationships in a learning environment. This category is created from a convergence of Marzano's Section III and TESA Interaction Model *Feedback*, and *Personal Regard*.

#### **Teacher Interactions**

- Tone of Voice

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- Proximity to Students
- Feedback to Students
- Personal Discourse
- Active Listening
- Use of Humor
- Use of Praise

The research participant described in interviews, and demonstrated during observations in the classroom, how she used humor, praise, and a mild even tone of voice consistently when interacting with her students.

“Kailey nice job looking at Mrs. R while she talks”.

“You need to be stern but caring”.

“The tone of your voice is very important”. “You need to choose words that are kind and caring”.

“Use of humor helps with relationships with students. I use humor a lot when interacting with my students”.

“I teach through the use of humor”.

Active Listening techniques were explicitly taught and modeled by the teacher. This example was observed during whole group instruction and recorded in my observation notes:

Teacher asks “Was Ellen listening? How do I know?” (Students respond with a description of expected listening behaviors i.e. looking at speaker, etc. and then follow them.)

Proximity to students refers to being within arm's length of the student. Many instances of proximity were witnessed during observations. When the class was on the rug for

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whole group instruction, very often the teacher would sit cross legged on the rug with the students as part of their circle and instruct from that position. Of note were the following examples:

Teacher kneels at the student’s desk and gets on their eye level to talk to them providing feedback during instruction.

Teacher leans over the student like an embrace to talk to them and provide feedback and instruction.

Personal discourse was also considered an essential component to how this teacher built and maintained her relationship with her students often sharing her own personal stories and pictures of her family and pets with her students. The study participant believed this made her students feel like they were an important part of her life outside of school as well as in the school setting. She did not want her students to feel a “disconnect” between them and her family.

Feedback is continual throughout the day for this teacher. Everything about her instructional time and classroom layout is organized so she can have frequent contact with her students as they are learning. In her words, “You need to figure out the child and learn what they need. I look at student work and decide what to teach and how to teach it. I give students constant feedback”.

### **Contextual Category 4: Delivering Instruction**

Delivering Instruction category contains specific methods of interaction between teacher and student during instructional time that build on the teacher - student relationship as it applies to learning. This category is created from convergence of Marzano’s Section I and III and TESA Interaction Model *Feedback and Response Opportunities*.

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The interaction between the teacher and student that affects the learning process is a powerful use of relationship building in the classroom. These essential components of the interaction between teacher and student have a direct impact on the instruction and learning that occurs at every moment of engagement.

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## 5. Delivering Instruction- Essential Components

<b>Scanning and Monitoring</b>
<b>Wait Time</b>
<b>Student Interests</b>
<b>Active Listening</b>
<b>Physical Movement</b>
<b>Motivating Student</b>
<b>Equitability</b>
<b>Animated Delivery of Instruction</b>
<b>Re-Teaching</b>

As stated previously, scanning and monitoring the students in this classroom is continual and serves to let the students know that the teacher is actively engaged in their learning at all times and that she is available to them for assistance and guidance. She says, "I am always looking at what the groups are doing and I'm commenting so they know I am aware of what is going on. You have to know your kids to know what they can and can't do. When they are ready for you, you need to be able to act".

Creating learning opportunities that captivate student interests is also a purposeful act for this teacher and reflects the relationships she has built with her students. She is engaged in 'active listening' throughout the day to capture student interests.

I think about the needs of students and also a lot about their personalities. You kind of figure out the child and learn what they need. There are a lot of things I have invested in to help children be successful. I listened to them talk about home and things they liked to do and use that information to motivate them and create lessons.

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Equitability refers to a student's equal chance to be part of a lesson, activity, or response to a question. This participant uses 'sticks' in a can to randomly pull names to answer teacher questions and participate in an activity. Other students can also determine who answers next, for example, "Sam, I'm going to ask you to pick a friend to explain". According to the study participant: "kids like when their peers notice them and their work; it provides positive reinforcement for them" and promotes relationship building.

The study participant uses movement and animated voice to deliver instruction and maintain student engagement in the instruction. Some examples of this that were observed by this researcher were:

- frequent movement breaks that incorporate yoga stretching practices – "let's stand and stretch real quick because we have to move on to math".
- sitting on an exercise ball during lessons instead of a chair
- teacher moving from group to group in animated conversation
- having a student demonstrate a two minute exercise from their karate class
- sprinkling fairy dust (glitter) on students "hocus, pocus, focus" to maintain

Focus Re-teaching is also an essential component to the learning environment and is built on the relationship between the teacher and student. When asked what she does when students 'don't get it' she replied: "Sometimes I just stop them and try it a different way, if they are not getting it still I keep trying different ways until they do. I finally figure out what works for them". "Sometimes I go home and go on line and research thinking 'OK they didn't get this so what is another way I can do it' then I re-visit it the next day". Instruction is persistent until the desired level of learning has occurred.

**Research Question 2:** How do teachers describe their process for building relationships with their students?



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In answer to research question 2, the study participant had this to say as she described her process for building relationships with her students.

1). She begins by building trust with her students and their parents from the first day of school. This is accomplished through frequent contact and active listening to get to know her students and their families. She shares her own personal stories and pictures with her students to draw them into her life and make them feel a strong connection to her. She introduces herself to parents and guardians and solicits their help to volunteer in the classroom, thereby drawing them into the teacher and student's classroom environment. This relationship building allows them to feel an integral part of the classroom. Examining emails to parents as triangulating evidence corroborated how the parents feel supported by the teacher. Both the student and their parents view the relationship as a partnership. Students realize they have a role and responsibility in that partnership and it is to become learners and complete their school work. The teacher states that "building accountability helps to establish trust and responsibility". A phone in the classroom allows for immediate contact with a parent if there is a problem. The study participant indicates that this immediate parent contact reinforces the relationship between the student and teacher because they realize how invested she is in the child's learning and how invested their parents are in their learning. The study participant offers this anecdotal support: "This year I have a student struggling in math so his mother and I do a lot of communicating and she is helping out at home as well. I give her the information. Part of the mother's problem was that her child was coming home with homework and she didn't know what he was talking about and didn't know how to help him. I went online to Google image and inserted that in her email and sent it to her so she could see what we were talking about in class and now she can help her child".

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In addition, the teacher sends home support materials to parents to assist with homework and to reinforce the daily learning. She points out that this adds to the relationship building process because students feel supported and parents feel that the teacher knows their child well. All are invested in this community of learners the teacher has created.

2). The study participant describes her next steps in the process as establishing rules and consequences together that address expected behavior in the classroom. This behavior includes interaction between teacher and student, as well as, student and student. She does not dictate the rules to her students.

“I don't go in and tell them these are the rules”.

I tell them “my number one job is to keep you safe and help you learn”. We create expectations together and consequences together.

This collaborative process of creating group norms together allows the students to feel ownership of the classroom and feel cared for by the teacher to keep them safe. The study participant considers this another key component to building a strong relationship with her students that will enhance the learning environment she is purposefully creating.

3). A system for privileges is collaboratively created that students can earn for working hard. Privileges are based on student interests and also serve as motivators to get school work completed. When asked how she knew which privileges would be effective motivators to entice students to work harder, she replied:

“I just paid attention to them”. I noticed this student kept buying a certain privilege so I would prompt him saying “just do 2 sentences and you will get another nickel toward buying the iPad privilege. This then increases the output for his learning and using the privilege as a motivator to get him to do it.

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4). This participant reports that she intentionally studies student behaviors in order to anticipate potential problems either behaviorally or academically so she can be proactive in her response. She gives this example regarding a student who is behaviorally difficult but academically average:

I watch Sam for behaviors that would indicate he is approaching shorting out, then I give him a break. I give him frequent breaks during the course of a lesson because I'm not going to ask him to do something when he is in that state. The teacher is able to anticipate and respond effectively to this student because of the purposeful relationship she built with him that is based on observational data she gathers on each student. According to the study participant, this allows the student to continue working productively after each break, and allows the other students to continue working productively because a disruption in the classroom learning environment was averted.

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## **6. Conclusion**

To finish with , this study helps us in discovering the major point from which we can build a paraprofessional student which has a sense of responsibility towards what he's doing.

The student teacher relashionship can be tested by using the points above, to form a stable student who will have a strong academic achievements and social psychologic improvement.

The methodology and the tools used were used before by significant researchers such as Rubin, & Rubin, and Backer which helped us in discovering those utile methods that we used in our study.

To conclude, the student teacher relationship helps the emergence of a paraprofessional and a useful student who will be a good positive teacher in the future.

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## **General Conclusion**

To finish with a good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all student and to the avoidance of an academic failure .The teacher must influence the student in a strong and good manner in order to get his love and trust .

The student teacher relationship are valuable resources for students .They suggest that having a positive relationship with the teacher allows students to be able to work on their own because they know they can count on their teacher if problems arise .

To conclude ,talking with the teacher and conducting observations in the classroom is very important ,it will provide unique information for designing interventions .We conclude that forming strong relationships with teachers allows students to feel safer and more secure in school setting ,feel more competent ,make more positive connections with peers ,and make greater academic achievements

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