

TEACHER- STUDENT RELATIONSHIP

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ABSTRACT: *The purpose of this study is to investigate teacher student relationship from the students' point views in Umm- Alqura University. Data was collected by A questionnaire that was distributed on (293) on both female (171) and male (122) students. Students ranged from freshmen (65), juniors (87), sophomores (84) and seniors (57) in both the education (162) and scientific (131) fields. The questionnaire distributed consisted of 25 items on a likert scale ranging from strongly agree to strongly disagree. Data was then analyzed and the results showed no significant difference found among students' gender, college and year of study.*

KEYWORDS: Teacher, Student, Relationship.

INTRODUCTION

Teacher-student relationships are important for the success of both teachers and students. Literature over the last 30 years has increasingly documented the importance of student-teacher relationships in improving student motivation, learning, and achievement (Davis, 2003). Student-teacher relationship affects how students act and serve in schools and how they respect and not respect their teacher. Marzano (2003) stated that students will not accept rules and procedures if the foundation of a good relationship is lacking. He goes on to say that relationships are perhaps more important at the elementary and junior high levels than at the high school level. The relationship between the teacher and the student is going to affect the students from different aspects social, academic achievement and other aspects (Jones, 1995 & Weare, 2000, Kyriakides, 2005).

The relationship of teacher students is a basis for a better classroom atmosphere that was once for the teacher only. The teacher was the leader (active) and the student a listener (passive), but now a days things have changed because students are now allowed to take role in the classroom, students are allowed to ask and discuss, in other words there is communication now between the teacher and the student. As it is known communication between the teacher and the students is the first step to provide a good relaxing classroom atmosphere (Boynton et al, 2005).

The teacher is not going to be able to understand all the students' problems but will at least provide them with care, with attention to get the student feel that the teacher is close. The more the teacher connects or communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

Teachers communicating with students and being available in them will establish a good positive relationship. Available in the sense that they are there to help students out, fulfill their needs, to listen to their personal and emotional problems (Good & Brophy, 2000).

If we are serious about standards, we must become serious about emotions too and look again at the organizational conditions and professional expectations that can increase emotional understanding between teachers and their students as a basis for learning. By focusing only on cognitive standards themselves, and the rational processes to achieve them, we may, ironically, be reinforcing structures and professional expectations that undermine the very emotional understanding that is foundational to achieving and sustaining those standards. (Hargreaves, 2000;p. 825)

The relationship between student and teacher can vary depending on many characteristics. Students come from different back grounds so as the teachers. The relationship that exists between the two should be formal but at the same time welcoming. Formal in the sense that teacher should respect their students and vice-versa and should be flexible not strict follow rules of the university but not to be too rigid. There should be understanding of what is needed from the student or the teacher in order to complete the course in a successful, understanding manner. Teachers or professors should not be judgmental or negative because this certainly does not create a positive image of teachers or students (Garcia, 2008).

The teacher student relationship should be a positive one. McInerney & McInerney, 2006 indicated that having a good positive attitude allows for learning to take place. To create a positive relationship in the classroom the teacher and the student should have qualities of good communications, respect in a classroom, and show interest in teaching from the point of view of the teacher and learning from a student. The students in this relationship are looking for a teacher to respect a teacher to learn from, a teacher whom they can take as a leadership, in other words they are not looking for a friend but a teacher who is a model a teacher who is an educator and who is professional in his/her field(Gordon, 2008).

An important issue that should also be remembered by teachers is that they should respect their students and care for them. Teachers' care is considered by many to be the base for effective teacher student relationships (Elias et al., 1997; Powell, 2000). Teacher care enables students to feel important, accepted, and respected and thus they are more likely to express themselves freely and take risks in their learning because they feel safe and that they will be affirmed. Doing what is mentioned from care, respect and understanding will get the students to like and appreciate them and they are willing very much to work very hard to please their teachers, by studying more and by behaving better in the classroom and more. So the good and positive relationship between the teacher and the students is what gets students to do well in the classroom than the rules that are usually set (Lan& Lanthier, 2003; Boynton et al, 2005).

Purpose of study

The purpose of investigating the teacher students' relationships from the students point views is in order to help improve the students teachers relationship, because it is important for teaching and learning to take place also because it has been proven that the better the relationship between the teacher and the students the more relaxed and better achievement the students acquires as shown in (Hill and Hawk, 2000,Kyriakides,2005) where they showed that a positive relationship is considered a prerequisite for learning to take place. Also to help teachers understand their own behavioral dimensions that will assist them in becoming more effective classroom educators.

LITERATURE REVIEW

The researcher have searched for studies about the topics of teacher students relationship and it was clear that there are many studies regarding this issue whether national or international studies. Some of these studies done were studies done by Gorinski, Ferguson, Wendt-Samu, & Mara, 2008; Hawk & Hill, 2000; Ocean, 2005, Bosworth, 1995; Eccles, 2004; Ladson-Billings, 1990, and many more. Below are some of the studies that also have highlighted the relationship between the teacher and the student.

A study done by Aultman et al (2009) investigated the teachers' perspectives of their relationship with their students as well as how they described and negotiated relationship boundaries. The results showed a typology of 11 categories of boundaries. The most idea that appeared was showing care along with maintaining a good productive level of control in the classroom. Another study that studied the teacher students relationship was a study done by (Riley, 2009) where he gathered his data from a larger research project that had asked eleven questions about the nature of the teacher students relationship

The attachment styles of 291 pre-service and experienced elementary and secondary school teachers were examined using the Experience in Close Relationships Questionnaire (ECR). The results from this questionnaire showed significant differences in the teacher type (elementary versus secondary), experience, age and gender. Clay & Breslow (2006) conducted a study on why students don't attend classes by using an email survey on a five point likert scale. on students attitudes toward attending lectures found out that there are many reasons why students don't attend and most importantly were the lectures' quality and clarity, followed by conflicting deadlines for other classes, the professor's use of relevant examples, and the professor's ability to engage and entertain the students. The results also found that students' attitudes toward lectures vary widely, from "never miss my lectures" to "my lectures are worthless", with most responses falling somewhere in between. Most students reported they try to attend lectures, and usually do, missing them from time to time as the result of academic, extracurricular, or personal conflicts with the teacher. And this was also shown in (Birch & Ladd, 1997; Klem & Connell, 2004) that teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning.

A study was done by Khine & Atputhasamy (2005) where they investigated a total of 25 (8 Male and 17 Female) trainee teachers' self-reflection about their interpersonal behavior with their class, and the perceptions of students on their teachers' behavior in the class. To gather the data The Questionnaire on Teacher Interaction (QTI) was administered to measure the trainee teachers self-perception of interpersonal behavior while they were engaged in their classes. The teachers in their turn administered the questionnaire in their classes to measure the students' perception of their teacher's interpersonal behavior. The students' perceptions were measured in 25 classes taught by the trainee teachers in secondary schools. It involved a total of 994 students comprising 497 male and 497 female who are studying in secondary schools. The result showed differences between self-perception of teachers and students' perception of teacher interpersonal behaviors in the class. The result shows that there are some significant differences in how the teachers see themselves and the way students viewed them. Trainee

teachers considered themselves more favorably in the helpful/friendly and understanding dimension of interpersonal behavior and less favorably in the admonishing and strict dimension than their students.

Brekelmans (2005) conducted a study where he investigated the teacher students' relationship in secondary schools from a 25 year program. To gather the data the studies used the questionnaire on teacher interaction (QTI) and the results showed that teacher students' relationships are suitable for high students. It also concludes that the QTI is insufficient to really prove its usefulness

Godfrey et al (2001) in their study examined the perceptions of Aboriginal middle school children (Year 5 to 10) to the treatment and care they receive at school, the manner in which the school welcomes them, their attitude to school attendance and school management and their concerns regarding the attitudes of teachers towards them. The data was collected by distributing a 73 item questionnaire which identified their attitudes to number of educational factors. It was distributed on 471 Aboriginal students from rural and urban areas in Western Australia the ages of the students ranged from 10 years to 17 years. The results showed that Aboriginal students responded highly positively on a number of significant features in regard to their schooling with the exception of their teachers' attitudes toward them. The analyses indicated the need for teachers to form strong relationships with Aboriginal students to ensure their educational success.

The teacher should be a good source for the students, being nice to the students and respecting, encouraging and understanding them all this will help motivate the students to do better. Ferguson, 2002; Fisher & Rickards, 1996; Fisher, Waldrip, & Chuarch, 2003 showed that Teacher encouragement, help, understanding, and friendliness have been found to be important for student motivation and achievement therefore it is clear that the teacher student relationship is an important factor in affecting the students.

It is obvious from the literature that when there is a good relationship between the teacher and the students teaching will take place, in other words teaching will be successful, Gordon training international (2008) in their report sated that " The factor that contributes the most is the quality of the teacher-student relationship. It's more important than what the teacher is teaching or who the teacher is trying to teach".

METHOD:

Sample:

The sample of the study were students from Umm- Alqura University. The total number of students was (n=293) both gender male and female. The male were a total of (n=122) and the female a total of (n=171) ranging from freshmen to sophomores in both the education and scientific colleges.

Research Questions:

- 1- Does the students' teacher relationship differ according to students' Gender?
- 2- Does the students' teacher relationship differ according to Students College?
- 3- Does the students' teacher relationship differ according to students' Year of study?

Instrument:

To gather the data in order to achieve the aims of the study the researcher designed an instrument (questionnaire) .In order to design the questionnaire the researcher read the literature related to the subject of the study some of which were (Shively, Robins, Kurebayashi, Gerlt and Ryan, 2005; Lei, 2008 and McGhee, Lowell, and Lemire, 2007) and formed thirty statements to achieve the purpose of the study. The statements were then put in a questionnaire form.

Instrument Validity:

The questionnaire then was given to a number of faculty members in Umm- Alqura University in the college of education majoring in Measurement and Evaluation in order to evaluate the questionnaire that was designed by the researcher. The researcher then did slight changes by adding and deleting some of the statements in the questionnaire according to the comments that were given by those who evaluated the questionnaire, which got them down to twenty five (25) statements. The researcher then developed the questionnaire that consisted of two parts. The first consisted of general information related to the factors of the study which include the students' gender, year of study and grade point average. Where the second consisted of twenty-five statements that were put on a five point-likert scale ranging from strongly agree to strongly disagree. To make sure that the questionnaire achieves the aims of the study the reliability and validity of the questionnaire were checked.

These procedures could assess evidence for the instruments validity.

Instrument Reliability:

Cronbach alpha was calculated using a sample of (293) students as an evidence of reliability, the alpha coefficient is shown in table (1).

Cronbach	0.84020
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Statistical Analys

For the purpose of this study, data analysis was conducted using SPSS to calculate the means, standard deviation and t-tests in order to arrive at answers to the research questions. The following sections entail presentation of the results and a discussion of the results obtained through this analysis.

RESULTS

To answer the first research question which states "does the students' teacher relationship differ according to students' Gender" t-test was calculated as shown in table (1)

Table (1)**Students' teacher relationship differ according to students' Gende**

Gender	Mean	Std	T	df	Sig.
Male	59.9	5.5	1.221-	291	.223
Female	60.4	5.6	-5.3		

Table (1) shows no statistical difference in the mean scores between the male and female students with respect to their perception of their relationship with their professors as stated by (Baker, 2006) Teacher-student relationships are important to virtually all students. Students are all humans no matter what the gender is they all look for a positive relationship with whomever they deal with and as stated by (Boynton,m & Boynton ,c, 2005) that when students feel that they are valued and cared for as individuals, and that they are treated with respect, they tend to appreciate and like their teacher and have this positive teacher student relationship.

The second research question which sates "does students' teacher relationship differ according to students' major" the results for this question were also obtained by doing a t-test as shown in table (2).

Table (2): Students' teacher relationship differ according to students' major

Gender	Mean	Std	T	df	Sig.
Education	60.2	5.04	.486	291	628.
Scientific	59.9	5.06			

Table (2) shows no statistical differences in the mean scores between the education and scientific colleges in regard to their perceptions of their relations with their professors. Many of the studies mentioned previously indicate that students no matter what their field is, students are pleased with their teachers and have a good positive relationship if they are Helped and understood. Ferguson, 2002; Fisher & Rickards, 1996; Fisher, Waldrip, & Chuarch, 2003 showed that teacher encouragement, help, understanding, and friendliness have been found to be important for student motivation and achievement. Also Positive teacher-student relationships play an equally important role in students' success across all subjects, (McCombs & Miller, 2006). Students' social and emotional needs are present throughout the day and the year, regardless of the subject being taught.

As for the third research question which states "does students' teacher relationship differ according to students' year". The results were done using ANOVA as shown in table 3.

Table(3):Students' teacher relationship differ according to students' year

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	108.026	3	36.009	1.417	.238
Within Groups	7341.551	289	25.403		
Total	7449.577	292			

Table (3) shows no statistical differences in the mean scores between whether the students were freshmen, juniors, sophomores or seniors in regard to their perceptions of their relations with their professors. This is shown by Wright (2009) teacher/student relationships differ depending on the age and experience of the student , children are children and adults are adults. So teaching adults no matter what year they are in are treated the same by their teachers and look for the respect and understanding to build the positive relationship they look for.

This could be explained by whether you are talking about male or female, education college or scientific college students; or students year of study whether freshman, junior, sophomore or senior they are all students and seek a good relation with their professor.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the results in regard of the first second and third research questions showed nosignificant difference. And as explained earlier this is logical since the student is a human being and that it wouldn't differ what his gender or major or year of study is all he/she looks for is a good relationship with his teacher.

Furthermore, it should be remembered that these results were concluded based on the way the students perceived their relationship with their teachers. As known, there might be differences between students' perceptions and teachers' perceptions of the teacher student relation. Therefore, it is recommended to conduct further research to compare students and teachers perceptions of the teacher student relation.

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