THE IMPORTANCE OF STUDENT-TEACHER RELATIONSHIP IN THE LIVES OF BEd FIRST YEAR STUDENTS IN SAGAING UNIVERSITY OF EDUCATION

Zin Nwe Than[*]

Abstract

Students' relationships with their teachers can be a crucially important influence, affecting students' connection to school, motivation, academic performance, and psychosocial well-being (Fredriksen & Rbodes, 2014). The purpose of this study was to explore the importance of student-teacher relationship in the lives of BEd first year students in Sagaing University of Education (SUOE). Out of BEd first year students, 200 students were selected as participants for the study. Quantitative data, gathered through the Class Maps Survey (CMS) which was developed by Beth Doll and associates (2007, cited in Knoell, 2012), provided an understanding of the student-teacher relationship from the perspective of first year students in SUOE. In this questionnaire, 53 items were included and they were divided into 8 dimensions such as *"Believing in me", "My teacher", "Taking charge", "My classmates", "Following the class rules", "Talking with my parents", "I worry that",* and *"Kids in this class".* Based on the results of this study, it was found that male and female students rated that they often conducted eight dimensions of student-teacher relationship. Although there was no significant difference in only one dimension of student-teacher relationship, *"Following the class rules"*, there were significant differences in 7 dimensions between perceptions of male and female students. On the other hands, all students from different age levels perceived that they often conducted eight dimensions of student-teacher relationship. Similarly, all students who were studying different types of specialized subjects perceived that they often conducted eight dimensions of student-teacher relationship. However, there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their age levels and different types of specialized subjects. All in all, the literature review and results of this study found that teacher-student relationships are crucial to student success.

Keywords: relationship, student-teacher relationship

Introduction

Receiving a quality education is an important cornerstone in the lives of every individual. A quality learning environment is achieved when the classroom or other learning environment displays high levels of support for learning. In classroom environments, positive relationships are formed between teachers and students as they work cooperatively in an encouraging atmosphere (Berk, 2006, cited in Liberante, 2012). A good deal of literature provides evidence that strong relationships between students and their teachers are essential to the development of all students in school (Hamre & Pianta, 2006; Birch & Ladd, 1998, cited in Gablinske, 2014).

On average, students spend six and a half hours at school each day for 180 days throughout the year. Therefore, it comes as no surprise that teachers have an enormous amount of influence on their students. This influence, or power, can significantly impact the learning environment, which, in turn, affects a student's achievement in school. The most powerful weapon teachers have, when trying to foster a favorable learning climate, is a positive relationship with their students (Boynton & Boynton, 2005; cited in Varga, 2017). Therefore, a

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[*] Dr, Associate Professor, Department of Educational Theory, Sagaing University of Education

good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn.

Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, para.1, 2009, cited in Da Luz, 2015). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment.

When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement. Students who perceive that their teachers are more supportive have better achievement outcomes. (Gehlbach et al., 2012; cited in Varga, 2017). Students who feel their teacher is not supportive towards them have less interest in learning and are less engaged in the classroom (Rimm Moreover, Kaufman & Sandilos, 2012; cited in Varga, 2017).

Empirical evidence on the importance of good teacher-student relationships for student outcomes is strong, with a large number of studies conducted during the last 20-30 years (Hughes, 2012; Newberry and Davis, 2008; Roorda et al., 2011, cited in Fosen, 2016). Good teacher-student relationships are linked to higher levels of student participation, as well as reducing disruptive behaviour, absences, and dropout (Cornelius-White, 2007, cited in Fosen, 2016). A negative relationship between teacher and student, marked by chronic conflict, is on the other hand associated with underachievement (Spilt et al., 2012a, cited in Fosen, 2016). Therefore, strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006, cited in Gablinske, 2014).

By keeping in view the importance of student-teacher relationship, the present study is designated to investigate the important role of student-teacher relationship in the lives of BEd first year students in SUOE. Although it is likely to have shortcoming and weakness, the researchers believe that this study will help teacher educators of SUOE in the development of a better understanding and appreciation of the importance of student-teacher relationship which is vital for effective implementation of the educational objectives.

Significance of the Study

Teaching nowadays is filled with challenges and opportunities, but also with changes. In learning and teaching practices, relationships occur between teachers and students and between students and their peers. Research provides evidence of the importance of students' relationships to their successful school experience (Cullen & Monroe, 2010; Libbey, 2004; Marshall, 2004; Mathieson & Banerjee, 2010; McGrath & Noble, 2010; McLaughlin & Clarke, 2010; Murray-Harvey, 2010, cited in Maing, 2017).

The student-teacher relationship is one of the most powerful elements within the learning environment. Student-teacher interactions are not only influenced by a number of aspects including gender, but in turn also influence a students' academic outcomes and behavior. Supportive and positive relationships between teachers and students ultimately promote a sense of school belonging and encourage students to participate cooperatively in classroom activities (Hughes & Chen, 2011; cited in Liberante, 2012). Students who have positive relationships and interactions with others tend to be more successful at school and in their future life (Hoffman, 2009; Osterman, 2000, cited in Maing, 2017).

In other words, good teacher-student relationships are linked to higher levels of student participation, as well as reducing disruptive behaviour, absences, and dropout (Cornelius-White, 2007, cited in Fosen, 2016). A negative relationship between teacher and student, marked by chronic conflict, is on the other hand associated with underachievement (Spilt et al., 2012a, cited in Fosen, 2016). Overall, the quality of teacher-student relationships is associated with students' motivation to learn (Roorda et al., 2011, cited in Fosen, 2016). Therefore, it is necessary to study importance of student-teacher relationships which can greatly influence on the lives of students.

Purpose of the Study

The general purpose of this study is to examine the importance of student-teacher relationship in the lives of BEd first year students in Sagaing University of Education (SUOE).

The specific purposes of this study are as follows:

(1) To explore the differences in perceptions of students on student-teacher relationship according to their gender,

(2) To find out the differences in perceptions of students on student-teacher relationship according to their age levels, and

(3) To examine the differences in perceptions of students on student-teacher relationship according to their specialized subjects.

Research Questions

1. Are there any significant differences in perceptions of students on student-teacher relationship according to their gender?

2. Are there any significant differences in perceptions of students on student-teacher relationship according to their age levels?

3. Are there any significant differences in perception of students on student-teacher relationship according to their specialized subjects?

Definitions of Key Terms

1. **Relationships:** The way in which two or more people are connected through their interactions; relationships can be defined as either positive or negative (Varga, 2017).

   • **Positive Relationships:** These relationships include teachers who think about their practice and search for ways to improve it. These teachers give students power and choice in the classroom. These teachers make their students feel a sense of belonging.

   • **Negative Relationships:** These relationships include teachers who do not foster a welcoming environment. They hold all the power and students do not feel a sense of belonging or control.

2. **Student-Teacher Relationships** are defined as caring and authentic relationships between teachers and the students (Knoell, 2012). In this study, student-teacher relationship was measured by eight dimensions such as *Believing in me, My teacher, Taking charge, My classmates, Following the class rules, Talking with my parents, I worry that, and Kids in this class* included in Class Maps Survey (CMS) developed by Beth Doll and associates (2007, cited in Knoell, 2012).

Scope of the Study

1. This study is geographically restricted to SUOE.

2. The participants of this study are students who are attending at BEd first year course at SUOE in 2016-2017 AY.

Review of Related Literature

- **Importance of Student-Teacher Relationship**

Students' ability to connect with their teachers is one attribute that can make a great difference in students' learning achievement. Pianta (1999, cited in Da Luz, 2015) defines the student-teacher relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their students." When students feel that their teachers are supportive, trustworthy people, they tend to create a connection with their teachers and start to see their teachers as someone who is there to protect them and give them all the chance to enhance their learning and in the same time behave well.

The relationships that teachers develop with their students have an important role in a student's academic growth. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008, cited in Gablinske, 2014). In other words, the relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences. Teachers can influence students' social and intellectual experiences via their abilities to instill values in children such as the motivation to learn; by providing classroom contexts that stimulate students' motivation and learning; by addressing students' need to belong; and by serving a regulatory function for the development of emotional, behavioral, and academic skills (Da Luz, 2015).

Da Luz (2015) conducted the relationship between teachers and students in the classroom: communicative language teaching approach and cooperative learning strategy to improve learning for his master degree. It investigates how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers can offer to students chances to be motivated and feel engaged in the learning process and students will be engaged actively in the learning instead of being passive learners.

A good classroom environment is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy and confident members of the classroom community and make them feel part of the learning process. The classroom environment consists of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (Trickett & Moos, 1973; cited in Da Luz, 2015).

Similarly, Gibb (1961) and Hays (1970, cited in Da Luz, 2015) state that "classroom communication climate is dependent largely on whether students consider their instructors to communicate with them in either a supportive or a defensive manner". Darling & Civikly (1987, cited in Da Luz, 2015) supported this finding by saying that "When instructors communicate with their students in a supportive manner, they establish a classroom climate in which

communication is efficient and characterized by few distortions, effective listening behaviors, and clear message transmission". On the other hand, "when instructors communicate with their students in a defensive manner, they establish a classroom climate in which students feel threatened and react by engaging in resistance, rebellion, and defiance". Therefore, students' reaction towards learning depends on how they feel engaged or not by their teacher. Research in the area of motivation indicates that the quality of teacher student relationships affects students' emotional and behavioral engagement in school.

- **Dimensions of Student-Teacher Relationship Used in this Study**

According to self-determination theory of motivation (SDT), there are three universal, innate psychological needs: autonomy (ownership, responsibilities, and self-actualization), belongingness (close relationships, interpersonal regard, and support), and competence (feeling capable to bring out desired outcomes and effectively cope with challenge). This theory has been widely applied to the study of motivation and well-being, and fulfillment of these basic needs for students contributes to intrinsic motivation and academic motivation and achievement (Spilt et al., 2011, cited in Varga, 2017). Teachers can fulfill these needs by building and maintaining relationships with their students. Students need to experience an emotional involvement from their teachers—to know their teachers care and can provide structure and support.

In this study, a survey of student-teacher relationships perceived by students from SUOE was conducted by modifying the instrument "*ClassMaps Survey (CMS)*" developed by Beth Doll and associates (2007, cited in Knoell, 2012). In this questionnaire, 53 items dividing into eight dimensions such as *Believing in me, My teacher, Taking charge, My classmates, Following the class rules, Talking with my parents, I worry that, and Kids in this class* were included to explore the student-teacher relationships.

(i) Believing in Me

The subscale *Believing in me* is about students' self-efficacy. The literature has shown the contribution of self-efficacy on students' learning outcomes. Thus it was considered that this subscale was very important to use in looking at students' learning self-efficacy.

Research shows that students with higher academic self-efficacy, regardless of earlier achievement or ability, work harder and persist longer; have better learning strategies, such as personal goal setting or time monitoring; and are less likely to engage in risky behaviours that negatively affect school success while controlling self-esteem according to Jonson-Reid who wrote the article "Academic Self-Efficacy among African-American Youths: Implications for School Social Work Practices" in the January 2005 issue of the *Journal Children and Schools* (Martin, 2005). Therefore, teachers must provide opportunities for students to feel good about their ability to succeed academically.

(ii) My Teacher

The teacher is a person or an agent who plays a crucial role in a classroom and school. Teachers play an important role in student-teacher relationship. In the classroom, teacher must have mutual respect and cares about students' responses. This section reflects the emotional connections between the teacher and students and considers how well the teacher manages their instructional times. Teacher needs to response his/her students' academic and emotional needs (Knoell, 2012). Again, teacher praises the good performance from high expectation students and

accepts poor performance from low expectation students. Teacher is always fair to all students. There should be no bias.

Similarly, Strong (2002, cited in Knoell, 2012) suggests praising students, reinforcing positive behaviors and establishing trust helps to build caring and respectful student-teacher relationship. So, teachers who know his/her students formally and informally not only know their learning styles and needs but also their personalities, likes, and dislikes and personal situations that might affect performance in school.

(iii) Taking Charge

The subscale Taking Charge related to students' self-determination in their learning. It is about their capability in managing or directing their own learning. For teachers or educators, it is essential to get information about the level of their students' self-managing in their learning.

When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the student has on the relationship and the classroom environment, which ultimately contributes to achievement (Gehlbach et al., 2012, cited in Varga, 20017). Therefore, a strong teacher-student relationship allows students to feel competent to make greater academic gains.

(iv) My Classmates

This scale of six items assesses whether or not a student has friends to interact with throughout their entire school day especially when children typically practice interpersonal relationship skills during leisure time, such as lunch and recess. Peer relationships, like most social interactions, have the potential to be either powerfully harmful or protective (Jenkins, J., Madigan, S., & Arsenault, L, 2015, cited in Chapla, 2018). Children and adults are more likely to perceive the classroom and school climate favorably when they have a sense of relatedness and belonging, and for many children, peer relationships are often highly motivating and reinforcing aspects of school attendance(Doll et al., 2014; Ladd et al., 2009 Chapla, 2018).

(v) Following the Class Rules

The subscale *Following Class Rules* is about students' behaviour in a classroom. The behaviour displayed by students within the learning environment is influenced by many variables including the 'perceived value' of their work. Learners tend to show little interest in activities they do not value, as the activities may not build on their background knowledge, or may fail to demonstrate links with other key learning areas (Schunk & Zimmerman, 1997, cited in Liberante, 2012). This may in turn contribute to the development of "non-disruptive off task behaviour" (Porter, 2007: 39, cited in Liberante, 2012) or 'disruptive behaviour' within the classroom setting, in turn impacting on both the class teacher as well as other students.

Whether students are in college, high school, middle school or elementary school, their teachers establish good classroom discipline which is essential to each child's success, confidence and well-being. A classroom with a good set of class rules will have many benefits. Students will know what to expect and understand the learning tasks better. Things in the classroom will run more smoothly with less confusion. And; students will have a clear sense of what it takes to perform (Liberante, 2012).

(vi) Talking with My Parents

The subscale *Talking with My Parents* is about the children's relationships with their parents. This subscale assesses communication between home and school from student perspectives by asking them to rate how their caregivers talk with them about or support academic performance. When caregivers regularly talk with and support their children in meeting their learning goals, their children are more likely have positive achievement outcomes and complete school (Buerkle, Whitehouse, & Christenson, 2009, cited in Chapla, 2018). Supportive caregiver behaviors include appropriate monitoring of leisure and homework activities, shaping the self-regulatory skills needed to plan and complete tasks, and giving nurturing feedback on how well they are meeting desired learning goals (Doll et al., 2014, cited in Chapla, 2018).

(vii) I worry that…

The subscale *I Worry That* relates to students' feeling of being worried about peer aggression. Worrying is a waste of time and energy. It drains mental energy and worrying too often can lead to high blood pressure, heart problems and other physical health issues (Maing, 2017).The issue of being worried in the classroom or at school is very important to be aware of, especially by teachers or school staff, so that support can be given to the students who feel very worried about being at school. Immediate preventive actions might be provided. College or University is a stressful time for many students as they go through the process of adapting to new educational and social environments. There can be a variety of things that are causing a student to worry or it could just be one thing that is making him worried about his friend.

(viii) Kids in This Class

The subscale *Kids In this Class* is about students' relationships with each other (peer conflicts). All teachers are faced with a large number of challenges within the classroom. In every classroom, problematic behavior is bound to occur. Especially, students will often distract other students, or roam the classroom in attempt to find more interesting alternative. Daniels identifies that misbehaviour could result from the "student's inability to understand the concepts being taught" (1998: 26, cited in Liberante, 2012).

Understanding the cause of a certain behavioral problem is the first step toward solving it for teachers. Problematic students are most likely simply communicating a need. This could be the need to escape a situation they don't feel comfortable in, or the need to obtain something. To promote good behavior among all students, it is important that teachers provide attention to generally desired behavior and not bad behavior.

Methodology

Research Method

Descriptive research method was used in this study.

Population and Sample

The target population of this study was BEd first year students from SUOE. Among them, 200 students (49.63 %) were randomly chosen as participants. Out of 200 students, 100 (50%) were male students and the remaining 100 students (50%) were female students. Concerning the age dispersion, 145 students (72.5%) were 17 years old, 49 students (24.5%) students were 18 years old, and 6 (3%) students were19 years old. Similarly, 35 students (17.5%) took art subjects, 106 (53%) took science subjects, and 59 (29.5%) took combined subjects as their specialized subjects.

Research Instrument

In this study, a survey of students from SUOE was conducted by using the *"ClassMaps Survey (CMS)"* developed by Beth Doll and associates (2007, cited in Knoell, 2012). Although the original survey used a 4-point Likert scale namely Never, Sometimes, Often, Almost Always, 5-point Likert scale including Never, Rarely, Sometimes, Often, and Always was used to explore the perceptions of students on their student-teacher relationship in this study.

Before field testing the instrument with a sample of students, this instrument was reviewed by a panel of experts. Out of all BEd first year students, a sample of 50 students (25 male students and 25 female students) was randomly selected for pilot study. In order to measure the reliability of instrument, the Pearson product-moment correlation method (***Average Item Total Correlation)*** was used for internal consistency reliability. The average correlation coefficient of student-teacher relationship was 0.753.

Data Collection and Analysis

After taking permission from the responsible persons, questionnaires were distributed to selected students from SUOE on 14th August, 2017 and collected those questionnaires after lasting five days. Data obtained were listed by gender. Using SPSS, descriptive statistics such as mean values and standard deviation were calculated for dimensions of student-teacher relationship. In addition, independent samples *t*-test and analysis of variance (ANOVA) were also used to determine if gender, age, and specialized subjects taken by students caused a difference in student-teacher relationship.

Findings

Table 1 shows the means and standard deviations for dimensions of student-teacher relationship perceived by male and female students.

Table 1 Means and Standard Deviations for Dimensions of Student-Teacher Relationship Perceived by Male and Female Students

Dimension	Gender	N	Mean	SD	Remark
Believing in me	Male	100	3.90	.429	often
	Female	100	4.07	.363	often
My teacher	Male	100	3.78	.482	often
	Female	100	4.04	.377	often
Taking charge	Male	100	3.73	.494	often
	Female	100	3.91	.411	often
My classmates	Male	100	4.02	.597	often
	Female	100	4.24	.550	often
Following the class rules	Male	100	3.71	.599	often
	Female	100	3.81	.508	often
`	Male	100	3.27	.777	sometimes
Talking with my parents	Female	100	3.66	.809	often
I worry that	Male	100	3.60	.757	often
	Female	100	3.84	.757	often
Kids in this class	Male	100	3.19	.702	sometimes
	Female	100	3.42	.671	sometimes
Student-Teacher Relationship	Male	100	3.65	.335	often
	Female	100	3.87	3.05	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Based on the perceptions of male and female students, they **often** perform six dimensions of student-teacher relationship such as *"Believing in me", "My teacher", "Taking charge", "My classmates", "Following the class rules"* and*" I worry that"*. Similarly, one dimension of student-teacher relationship, *"Kids in this class"* is **sometimes** performed by male and female students. However, male students sometimes perform and female students often perform concerning the *"Talking with my parents".* All in all, male and female students **often** perform eight dimensions of student-teacher relationship according to their perceived mean values of *"Overall Student-Teacher Relationship".*

In order to study whether there were significant differences in perceptions of student-teacher relationship according to their gender, independent samples *t*-test was employed to analyze the data. According to Table 2, there were significant differences in seven dimensions of student-teacher relationship such as *Believing in me* (*t*=-3.049, *df*=198, *p*=.003), *My teacher* (*t*=-4.295, *df*=198, *p*=.000), *Taking charge* (*t*=--2.858, *df*=191.717, *p*=.005), *My classmates* (*t*=-2.774, *df*=198, *p*=.006), *Talking with my parents* (*t*=-3.464, *df*=198, *p*=.001), *I worry that* (*t*=-198, *df*=336, *p*=.027), and *Kids in this class*(*t*=-2.410, *df*=198, *p*=.017) between perceptions of male and female students.

Table 2 Independent Samples *t*-Test Results for Dimensions of Student-Teacher Relationship Perceived by Male and Female Students

Dimensions of Student-Teacher Relationship	*t*	Mean Difference	*df*	*P*
Believing in me	-3.049	-.171	198	**.003**
My teacher	-4.295	-.263	198	**.000**
Taking charge	-2.858	-.184	191.717	**.005**
My classmates	-2.774	-.225	198	**.006**
Following the class rules	-1.273	-.100	198	.205
Talking with my parents	-3.464	-.389	198	**.001**
I worry that	-2.228	-.234	198	**.027**
Kids in this class	-2.410	-.234	198	**.017**
Student-Teacher Relationship	-4.974	-.225	198	**.000**

On the other hands, there was no significant difference in only one dimension of student-teacher relationship, *"Following the class rules"* between perceptions of male and female students. However**,** the findings of *"Overall Student-Teacher Relationship"* (*t*=-4.974, *df*=198, *p*=.000) showed that there was a significant difference in perceptions of student-teacher relationship between male and female students.

Table 3 shows the means and standard deviations for dimensions of student-teacher relationship perceived by students according to their age levels. According to Table 3, there were different perceptions in one dimension of student-teacher relationship such as *"Talking with my parents"* among age levels of students. Students who were 17 and 18 years old answered that they **sometimes** perform it but students who were 19 years old answered that they **often** perform it.

All students who were different age levels perceived that they **often** perform in six dimensions of student-teacher relationship such as *"Believing in me", "My teacher", "Taking*

charge", "My classmates", "Following the class rules" and *"I worry that"* and sometimes perform in one dimension, *"Kids in this class"*. However, they **often** perform the eight dimensions of student-teacher relationship according to the mean values of *"Overall Student-Teacher Relationship"*.

Table 3 Means and Standard Deviations for Dimensions of Student-Teacher Relationship Perceived by Students according to their Age Levels

Dimension	Age	Mean	SD	Remark
Believing in me	17	4.00	.389	often
	18	3.95	.443	often
	19	3.83	.492	often
My teacher	17	3.89	.470	often
	18	3.94	.401	often
	19	4.07	.381	often
Taking charge	17	3.83	.449	often
	18	3.76	.509	often
	19	4.04	.351	often
My classmates	17	4.16	.563	often
	18	4.03	.623	often
	19	4.36	.695	often
Following the class rules	17	3.73	.553	often
	18	3.80	.551	often
	19	3.93	.734	often
Talking with my parents	17	3.46	.830	sometimes
	18	3.40	.781	sometimes
	19	4.02	.588	often
I worry that	17	3.65	.797	often
	18	3.87	.654	often
	19	4.26	.428	often
Kids in this class	17	3.30	.688	sometimes
	18	3.33	.712	sometimes
	19	3.00	.769	sometimes
Student-Teacher Relationship	17	3.75	.335	often
	18	3.76	.350	often
	19	3.94	.369	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Again, Table 4 illustrates the ANOVA results for dimensions of student-teacher relationship perceived by students according to their age levels. The findings showed that there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their age levels in SUOE.

Table 4 ANOVA Results for Dimensions of Student-Teacher Relationship Perceived by Students according to their Age Levels

Dimension		Sum of Squares	df	Mean square	F	P
Believing in me	Between Groups	.217	2	.108	.657	.520
	Within Groups	32.483	197	.165		
	Total	32.700	199			
My teacher	Between Groups	.249	2	.125	.610	.545
	Within Groups	40.294	197	.205		
	Total	40.543	199			
Taking charge	Between Groups	.485	2	.242	1.134	.324
	Within Groups	42.131	197	.214		
	Total	42.616	199			
My classmates	Between Groups	.956	2	.478	1.411	.246
	Within Groups	66.727	197	.339		
	Total	67.683	199			
Following the class rules	Between Groups	.355	2	.178	.571	**.**566
	Within Groups	61.258	197	.311		
	Total	61.613	199			
Talking with my parents	Between Groups	2.070	2	1.035	1.568	.211
	Within Groups	130.081	197	.660		
	Total	132.151	199			
I worry that	Between Groups	3.490	2	1.745	3.046	.050
	Within Groups	112.845	197	.573		
	Total	116.335	199			
Kids in this class	Between Groups	.601	2	.300	.620	.539
	Within Groups	95.478	197	.485		
	Total	96.078	199			
Student-Teacher Relationship	Between Groups	.202	2	.101	.878	.417
	Within Groups	22.687	197	.115		
	Total	22.889	199			

Table 5 shows the means and standard deviations for dimensions of student-teacher relationship perceived by students according to their specialized subjects. When studying the perceptions of students who took different specialized subjects on their student-teacher relationship, they **often** perform six dimensions of student-teacher relationship such as *"Believing in me", "My teacher", "Taking charge", "My classmates", "Following the class rules"* and *"I worry that"* but they **sometimes** perform in one dimension, *"Kids in this class"*. On the other hands, they have different perceptions in one dimension of student-teacher relationship, *"Talking with my parents"*. The perceptions of students who were studying arts and combined subjects indicated that they **often** perform it but perceptions of students who were studying science subjects indicated that they **sometimes** perform it. In conclusion, students who were studying different specialized subjects **often** perform the eight dimensions of student-teacher relationship based on the mean values of *"Overall Student-Teacher Relationship"*.

Table 5 Means and Standard Deviations for Dimensions of Student-Teacher   Relationship Perceived by Students according to their Specialized Subjects

Dimension	Subject	N	Mean	SD	Remark
Believing in me	Art	35	3.88	.391	often
	Science	106	3.98	.397	often
	Combined	59	4.04	.424	often
My teacher	Art	35	3.99	.364	often
	Science	106	3.87	.458	often
	Combined	59	3.93	.485	often
Taking charge	Art	35	3.92	.352	often
	Science	106	3.83	.448	often
	Combined	59	3.75	.536	often
My classmates	Art	35	4.23	.573	often
	Science	106	4.09	.588	often
	Combined	59	4.14	.582	often
Following the class rules	Art	35	3.86	.637	often
	Science	106	3.75	.543	often
	Combined	59	3.70	.531	often
Talking with my parents	Art	35	3.58	.840	often
	Science	106	3.37	.785	sometimes
	Combined	59	3.54	.848	often
I worry that	Art	35	3.83	.612	often
	Science	106	3.75	.765	often
	Combined	59	3.61	.840	often
Kids in this class	Art	35	3.19	.736	sometimes
	Science	106	3.37	.711	sometimes
	Combined	59	3.25	.637	sometimes
Student-Teacher Relationship	Art	35	3.81	.349	often
	Science	106	3.75	.325	often
	Combined	59	3.75	.361	often

1.00-1.49=never 1.5-2.49=rarely 2.5-3.49=sometimes 3.5-4.49=often 4.5-5.00=always

Table 6 represents the ANOVA results for dimensions of student-teacher relationship perceived by students according to their specialized subjects. According to the Table 6, there was no significant difference in all dimensions of student-teacher relationship perceived by students according to their specialized subjects in SUOE.

Table 6 ANOVA Results for Dimensions of Student-Teacher Relationship Perceived by Students according to their Specialized Subjects

Dimension		Sum of Squares	df	Mean square	F	p
Believing in me	Between Groups	.522	2	.261	1.598	.205
	Within Groups	32.178	197	.163		
	Total	32.700	199			
My teacher	Between Groups	.377	2	.189	.925	.398
	Within Groups	40.166	197	.204		
	Total	40.543	199			
Taking charge	Between Groups	.627	2	.314	1.472	.232
	Within Groups	41.968	197	.213		
	Total	42.616	199			
My classmates	Between Groups	.515	2	.257	.755	.471
	Within Groups	67.168	197	.341		
	Total	67.683	199			
Following the class rules	Between Groups	.533	2	.267	.860	.425
	Within Groups	61.080	197	.310		
	Total	61.613	199			
Talking with my parents	Between Groups	1.731	2	.866	1.307	.273
	Within Groups	130.420	197	.662		
	Total	132.151	199			
I worry that	Between Groups	1.215	2	.607	1.039	.356
	Within Groups	115.120	197	.584		
	Total	116.335	199			
Kids in this class	Between Groups	1.021	2	.510	1.058	.349
	Within Groups	95.057	197	.483		
	Total	96.078	199			
Student- Teacher Relationship	Between Groups	.167	2	.054	.464	.630
	Within Groups	22.782	197	.116		
	Total	22.889	199			

Discussion and Conclusion

Discussion

Analyses of quantitative data collected from the study attempted to answer three research questions. **Research question one** examined whether or not there was any significant difference in perception of student-teacher relationship between male and female students. Based on the research findings, there were significant differences in perception of student-teacher relationship between male and female students, except only one dimension of student-teacher relationship. In other words, perceptions of female students on seven dimensions of student-teacher relationship, namely, *"Believing in me", "My teacher", "Taking charge", "My classmates", "Talking with my parents", "I worry that"* and *"Kids in this class"* , were higher than those of male students.

According to the findings, female students had more relationship with their teachers, classmates and parents than male students in SUOE. Both groups followed the classroom rules.

Research question two explored whether or not there was any significant difference in perception of student-teacher relationship as rated by students according to their age levels. When examining the levels of student-teacher relationships rated by students according to their age levels, five dimensions such as *"Believing in me", "My teacher", "Taking charge", "My classmates",* and *"Following the class rules"* were rated as high levels but one dimension of student-teacher relationship, *"Kids in this class",* was perceived as moderate level for them. Concerning the dimension of *"Talking with my parents",* students who were 17 and 18 years old rated as moderate level for them but students who were 19 years old rated it as high level for them. Again, students who were 17 years old rated as the moderate level for them but students who were 18 and 19 years old perceived it as the high level for them about the dimension "*I worry that*"..

Research question three investigated whether or not there was any significant difference in perception of student-teacher relationship as rated by students according to their specialized subjects. When investigating the levels of student-teacher relationship rated by students according to their specialized subjects, they often conducted the six dimensions of student-teacher relationship such as *"Believing in me","My teacher","Taking charge","My classmates", "Following the class rules"* and "*I worry that*" but they sometimes conducted the only one dimension such as *"Kids in this class"*. Again, it was also found that students who took arts and combined subjects perceived that they often conducted "*Talking with my parents"* but students who took science subjects perceived that they sometimes did it.

However, the mean values for "*Overall Student-Teacher Relationship*" perceived by all students who took different specialized subjects, they often conducted eight dimensions of student-teacher relationship. When studying the whether or not there were significant differences among perceptions of students according to their specialized subjects, there was no significant difference in all dimensions of student-teacher relationship. All in all, students who are studying art, science and combined subjects have a high level of student-teacher relationship.

Conclusion

Within the learning environment, importance needs to be placed on the development of positive teacher–student relationships, as these relationships have immeasurable effects on students' academic outcomes and behaviour. Through the literature review and surveys, it was obvious that a supportive relationship between teacher and students benefits the learning process. To more effectively develop relationships with their students, teachers should strive to provide a supportive environment that is built upon high expectations, positive encouragement, and a healthy dose of humor. Students will feel secure that the environment surrounded by caring teachers will allow them grow and develop their capacities, and give more of themselves to the enhancing of the learning process (Fosen, 2016).

Moreover, teachers need to develop caring relationships with their students in order to develop an in-depth understanding their learning needs and abilities; "they also need to establish an emotional link to motivate the student to participate actively in the learning process". Building genuine trustworthy relationships between teachers and students is pivotal in student capacity to

learn (Raider-Roth, 2005, cited in Baruney, 2012). All in all, student- teacher relationships play a very important role in the lives of BEd first year students.

In conclusion, effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence. Students perform well when they feel that the teacher is passionate about what they are teaching and pass security and confidence to the students. When teachers believes in students' ability to succeed it motivates them because students don't want to let them down but it also makes students believe that they are more capable than they even imagined (Koplow, 2002, cited in Da Luz, 2015). Crosnoe et al. (2004:57, cited in Gablinske, 2014) concluded that "students who had more positive views of their teachers did better and had fewer problems in school". Therefore, a teacher's personal interactions with his or her students can make a significant difference for students.

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