

## **Student-Teacher Relationship: an Analysis of the Perception of Sixth Grade Students in the Elementary Private and Public School**

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### **Abstract**

This study was designed to explore the “student-teacher relationship: an analysis of the perception of sixth-grade students in the elementary private and public school of Lahore city.” A mixed method design was utilized (an explanatory method); a sort of plan that helps the researcher to compose qualitative information with an end goal to clarify the quantitative information. The participants in this investigation were sixth-grade students, for the most part, 11 to 12 years old, which were selected randomly. Through the Class Maps Survey (CMS), quantitative information was gathered. Quantitative data was based on measure of academic achievement (two terms test results) & Class Map survey (CMS Questionnaire). The qualitative, information was collected by semi-organized lineup interviews with 20 students who had also completed the CMS. The findings suggested that those students who have a positive and strong relationship with their teacher tend to achieve their educational goals successfully.

*Keywords:* Sixth-grade students, Student’s Perception, student-teacher relationship

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## **Introduction**

Student-teacher relationships are also multifaceted systems. There is rising belief that a positive relationship between teachers and students leads to an encouragement among students to learn and discover. (Becker & Luthar, 2002; Pianta, Hamre, & Stuhlman, 2003; Stipek, 2004; in Wentzel, 2009). When a child enters proper school settings, either in kindergarten otherwise in preschool, relations with teachers supply the groundwork for flourishing change and adjustment to the societal and educational environment. Many educational philosophies are stranded in the conviction that education is a societal procedure.

Furthermore, relations among the teachers might be imperative for kids who exhibit untimely educational or conduct problems. Student-teacher relationships depend on inestimable possessions on student's learning and their schooling occurrence. It is important that students and teacher have a quality relationship. The researches indicate that this is problematic that students perceive differently from teachers. In the past decennium, relations among the students and teachers have acknowledged an immense compact of interest in the literature. Therefore, didactic researchers and theorists began to the supporter that schools be converted into a sitting room the focal point on the development of kids and rising optimistic relations among the students and teachers (McLaughlin & Talbert, 1993; Noddings, 1992). The years between 11 and 12 untimely teenage years—are an era of essential advances that ascertain child's sagacity of uniqueness. The main purpose of selecting the sixth-grader students for the research is that it is an instant of marvelous change and innovation.

At present, more needs to be acknowledged about the sketch for kids relations with their teachers throughout their premature teenage years of schooling (Lynch & Cicchetti, 1997). Because that is the time when students develop additional modification among the ages of 10 to 14, rather than at any other time in their life. (Swaim S. & Fager, 2002). The objective of this study was to discover and explore the dynamic issues related to the learner-educator relations throughout the perception of learners in two extremely dissimilar institutions. Based on the finding of this study, expectation was to learn from to provide some tangible targets to the teachers, school's administrators, and education departments. That could promise building confidence among students and improve their learning skills.

## **Research Question**

What is the position of the student-teacher relationship take part in the learning of sixth graders,

in the elementary private and public school of Lahore?

### **Quantitative Research Questions**

1. How do learners rate their student-teacher relationship (among their present teachers of sixth grade) as measured by the Class Maps Survey (CMS)?
2. What is the degree of dealing with learner success (Measure of Educational Achievement) relate among range scores from the Class Maps Survey (CMS)?

### **Qualitative Research Questions**

3. How do sixth-grade students explain their student-teacher relationship among their present sixth-grade teachers?

### **Mixed Methods Research Question**

4. How do the semi-organized interviews investigate the student's reactions on the student-teacher segment of Class Maps Survey?

### **Methodology of Research**

In this, study an explanatory mixed method design is used. Plano Clark and Creswell (2006) provided the description of mixed methods, which will help the same as a guideline for the existing study. The participants in the contemporary study are sixth-grade students, usually 11 to 12 years of age, from one private school and one public school in the area of Model Town, Lahore city, which is selected randomly.

Quantitative data is collected by the Class Maps Survey (CMS), is a series of 5 items, unidentified students survey that is easy to administer, code and analyze and CMS is based on a questionnaire on the four-point Likert scale. The student's assess data that is generated through the CMS analyze in support of correlations among the student's attainment information as calculated by evaluating of educational achievement. Quantitative database on Measure of academic achievement (two terms test results) & Class Map survey (CMS Questionnaire). In the qualitative, data is gathered by partially structured follow-up interviews by the sixth-grade students who have complete the CMS. The questionnaire data is additional explored by semi-organized interviews among the twenty students of sixth grade. Quantitative data are analyzed through Variance, with reference to the mean scores of the learners-educator segment of the CMS. An analysis of the force of the Pearson correlation flanked by the reaction on the five items of the learner-educator segment of the CMS and learner attainment. Qualitative data is analyzed through the organization of data, code into the theme.

## Quantitative Analysis and Results:

**Table 1: Descriptive Statistics of Class Map Survey (CMS)**

### Believe in Me

	Statements	Mean	Std. Deviation
Q1	I can do my work accurately in this class.	3.65	.694
Q2	I can do and in addition most children in this class.	3.52	.697
Q3	I can enable different children to comprehend the work in this class.	3.17	.858
Q4	I can be a decent learner in this class.	3.49	.805
Q5	I can do the diligent work in this class.	3.71	.544
Q6	I can get excellent grades when I make a decent attempt in this class.	3.61	.606
Q7	I realize that I will study what is educated in this class.	3.55	.669
Q8	I hope to do very fine when I job durable in this class.	3.65	.581

*Source: Developed by the researcher*

It is concluded that majority of the statements are shown satisfied. So, they are agreed.

### About Teacher

	Statements	Mean	Std. Deviation
Q9	My educator listens precisely to me when I talk.	3.72	.725
Q10	My educator causes me when I require offer assistance.	3.63	.735
Q11	My educator regards me.	3.48	.657
Q12	My educator likes having me in this class.	3.36	.879
Q13	My educator makes it amusing to be in this class.	2.68	.819
Q14	My educator supposes I make a decent showing concerning in this class.	3.27	.838
Q15	My educator is reasonable to me.	3.37	.773

*Source: Developed by the researcher*

It is concluded that majority of the statements are shown satisfied. So, they are agreed.

### Captivating Charge

	Statements	Mean	Std. Deviation
Q16	I need to find out about the things we study in this class.	3.62	.674
Q17	In this class, I can think about what my mark will be point at which I had over my work	2.91	1.053

Q18	I labor as hard as I can in this class.	3.59	.679
Q19	I find and fix my errors previously handing over my work.	2.55	.735
Q20	I study because I desire to and not simply, because the educator instructs me to.	3.51	.747
Q21	When the work is hard in this class, I continue attempting until the point that I make sense of it.	3.57	.681
Q22	I recognize the stuff I study in this class will assist me outside of school.	3.34	.833
Q23	I can tell when I commit an error on my work in this class.	2.71	.990

*Source: Developed by the researcher*

It is concluded that majority of the statements are shown satisfied. So, they are agreed.

### **Follow the class's set of laws**

	<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q24	Most children work discreetly and serenely in this class.	2.67	1.085
Q25	Most children in this class pay attention deliberately when the educator gives instructions.	3.08	1.050
Q26	Most children take after the standards in this class.	2.90	.977
Q27	Most children in this class focus when they should.	2.96	.914
Q28	Most children do their job when they should in this class.	3.05	1.064

*Source: Developed by the researcher*

It is concluded that majority of the statements are shown satisfied. So, they are agreed.

### **Students in This Class**

	<b>Statements</b>	<b>Mean</b>	<b>Std. Deviation</b>
Q29	Children in this class contend a great deal with each other.	2.88	1.105
Q30	Children in this class single out or ridicule each other.	3.42	.718
Q31	Children in this class bother each other or call each different name.	2.23	1.208
Q32	Children in this class hit or push each other.	2.25	1.219
Q33	Children in this class say terrible things in regards to each other.	2.08	1.231

*Source: Developed by the researcher*

It is concluded that majority of the statements are shown satisfied. So, they are agreed.

**Table 2: Pearson Correlations of CMS & Academic Achievements**

		QQ	Urdu1	English1	Urdu2	English2
QQ	Pearson Correlation	1	.147	-.076	.152	.009
	Sig. (2-tailed)		.122	.427	.110	.925
Urdu1	Pearson Correlation	.147	1	.469**	.850**	.531**
	Sig. (2-tailed)	.122		.000	.000	.000
English1	Pearson Correlation	-.076	.469**	1	.476**	.838**
	Sig. (2-tailed)	.427	.000		.000	.000
Urdu2	Pearson Correlation	.152	.850**	.476**	1	.555**
	Sig. (2-tailed)	.110	.000	.000		.000
English2	Pearson Correlation	.009	.531**	.838**	.555**	1
	Sig. (2-tailed)	.925	.000	.000	.000	

*Correlation is significant at the 0.01 level (2-tailed).*

*Items coded as 1 = Never, 2 = Sometimes, 3 = Often, 4 = Almost Always*

*Source: Developed by the researcher*

Above table shows, the relationship between class Map Survey (CMS) and students' academic achievement is analyzed through using Pearson product-moment correlation coefficient. Here is a powerful positive correlation.

**Table 3: Correlation of seven items of student-teacher relationships segment of the CMS and growth in student attainment.**

**Pearson correlation of 7 items with growth in:**

7 items on students-teacher segment of CMS	Urdu 1	English 1	Urdu 2	English 2
Listen precisely	.022	-.103	.049	-.074
Helps me	-.012	.019	.014	-.027
Regard me	.134	-.032	.147	.011
Likes me	.300**	.084	.241**	.119
Fun in class	.007	-.011	.021	-.064
Decent showing of me	.195*	.009	.124	.008
Reasonable to me	.177*	.107	.120	.114

*Correlation is significant at the 0.05 level (1-tailed).*

Items coded as 1 = Never, 2 = Sometimes, 3 = Often, 4 = Almost

Always Source: Developed by the researcher

The information was assembled via the student-teacher segment of the Class Maps Survey (CMS) after that was analyzed in favor of correlations among enlargement of learners proved from the first administration of the English and Urdu semester test and second administration of English and Urdu semester test. Above table presents, that it is positively correlation between seven items of CMS and academic achievement growth

## Qualitative Analysis and Results

**Table 4: 1. Depict your educator? How would you feel about the relationship that you have with your educator?**

Major Theme	Sub Theme	Responses	No. of responses	
Student- Teacher relationship	depiction of teacher	good and loving	1,2,3,8,9,10,11,13,15,17,18,19,20	
		teaches well	1,2,5,8,14,17,18,20	
		good relation	1,4,7,11,14	
	Student interpretation about teacher	good behavior		2,4,5,6,13,17,20
			Punctual	2
		Wears decent and stylish clothes	1,2,4,7,8,9,11,12,15,16,17,18,20	
		appreciates the students	3,6,10,19	
		never underestimate nil students	3,15	
		Active	4	
		how to behave with others	4,7,13,16	
		hard working	5	
		builds confident	5	
		polite and softhearted	6,8,12,14,18	
religious thought	7,9,16			

Source: Developed by the researcher

The question was, depict your educator and how would you feel about the relationship that you have with your educator? In responses, R1,2,3,8,9,10,11,13,15,17,18,19,20 gave response about

teacher's good behavior and loving attitude. Overall, the responses declared that they have a good relationship with her or his teacher.

**Table 5:2. My educator listens precisely to me when I talk? It would be ideal if you disclose to me why you replied in this manner or a possibly time when your educator listened precisely to you?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher listen to me precisely	Pay attention	difficulty in my studies	1, 2,3,5,7,9,10,17,19,20
		Problem solve	1,2,5,7,8,10,15,17,19,20
		discussed to my teacher	2,3,16,18
		asked any question	4,6,8,11,15,17,20
	Depend on her availability	replies to me	4,8,9,16,18,19
		Ignores if she is busy	6,12,13,14
		gives her attention to me	11,14
	Pay attention to other students	13	

*Source: Developed by the researcher*

In response to the question, my educator listens precisely to me when I talk? The interviewees gave the response in two different opinions; pay attention or depend on her availability. Most of the above respondents are agreed that her or his teacher listened to them carefully if they have any problem they said to their teacher and teacher solved the problem. Only a few respondents told that sometime teacher ignored us if she was busy.

**Table 6:3. My educator causes me when I require offer assistance? It would be ideal if you disclose to me why you replied in this manner or a time when your educator supported you when you needed assist?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher helps me when I need	Help when someone Hurt	class fellows hurt	1,20
		gives punishment to class fellow	1,20
	Help in studies	solve any problem regarding my education	2,4,7,9,10,11,12,13,16
		gives me extra time	2,5,10,17,19
		cannot understand meaning of any word	3,5,17
		help me in any problem	6



	helps us in the class and outside the class	8,10,18
	need pencil or pen	14
Depend on her accessibility	busy than she ignores	15

Source: Developed by the researcher

For the question, my educator regards me when I require assistance? Some interviewees said that Teachers helped when someone hurt them and mostly told to teacher helped them in their studies. So regarding this question mostly respondents have agreed that teachers helped them when they need.

**Table 7:4. My educator regards me? It would be ideal if you disclose to me why you replied in this manner or a time when your educator showed regard for you?**

Major Theme	Sub Theme	Responses	No. of responses
My teacher regards me	Behavior of teacher	Appreciate me	1,2,8,17,18,20
		Says salaam to me.	1,7,16
		says good words to me in front of my class	2,10,17,20
	Way of talking	praises me in front of my parents	3,19
		never scolds me on mistake	4,5
	Depend of her frame of mind	treats me very politely	5,6,10,11
		prefers other students	9
scolds me in front of class		12,13,14	

Source: Developed by the researcher

The question was, my educator, regards me? The interviewees gave the answer in different opinions; behavior of the teacher, way of talking and depend on her frame of mind. Therefore, the concerning of behavior of teacher R 1, 2, 8, 17, 18, and 20 said that teacher appreciated us that gave the feeling of respect. So according to above table mostly respondents felt respect when their teacher appreciated, said salaam, praised and talked them in a polite manner. Only a few respondents felt that their teacher did not respect them when she scolded or gave prefer to other student.

**Table 8: 5. My educator likes having me in this class? It would be ideal if you disclose to me why you replied in this manner or an example when your educator showed you that they like having you in this class?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher likes having me in this class	Teacher's appreciation	because of my good behavior	1,7,10,16
		got good marks	1,10
		says good words for me in front of my other class fellows	2,17
	Teaches good manners	says to me to help class fellows	2,20
		My teacher forgave me	3,5,7,9,16,19
		perform well in studies and games	4
	Depend of her disposition	Punishment me	6,8,11,12,13,14,18
		gives some favor to other students	15

*Source: Developed by the researcher*

For the question, my educator likes having me in this class? Some interviewees said that teacher's appreciation gave us feeling of that she likes me. According to above responses, few respondents felt that teacher's disposition (punishment and gave too much favor to other students) gave them feeling that teacher did not like them but the majority of respondents felt that teacher liked them.

**Table 9:6. My educator makes it amusing to be in this class? It would be ideal if you disclose to me why you replied in this manner or a time when your educator made it amusing to be in this class?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher makes fun in this class	makes fun in different situation	story having a moral lesson hidden	1,6,11,13
		teacher tales funny jokes	2,6,11
		gives some activities to us	9,11,13
	fun must be more important	does not make fun	3,4,10,15,17,19
		lack of fun activities	5,7,8,12,14,16,17,18,20
		some activities must be plan for our entertainment	7,8,14,16

*Source: Developed by the researcher*

In response to the question, my educator makes it amusing to be in this class? The R 5,7,8,12,14,16,17,18 and 20 gave the information that there was lack of fun activities in their class. Accordingly, above responses majority of the respondents said there was no fun in their class and they all needed funny activities during the studies.

**Table 10:7. My educator supposes I make a decent showing concerning in this class? It would be ideal if you disclose to me why you replied in this manner or a time when your educator let you know that you did an excellent work in this class?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher supposes I make a decent showing	teacher appreciation	Says good remarks for me.	1, 3, 5, 9, 10, 12, 13, 15, 16, 17, 19, 20
		my good behavior	2
		to help someone	4,7
	Depend on performance	my involvement in the class activities	6
		praises me or praises me not	8,11,18
		punishes me	14

*Source: Developed by the researcher*

The question was my educator supposes I make a decent showing concerning in this class? Generally, mostly respondents responded that when their teacher appreciated or praised them, that time they thought they do a good job in class.

**Table 11:8. My educator is reasonable to me? It would be ideal if you disclose to me why you replied this manner or a time when your educator treated you comparatively?**

Major Theme	Sub Theme	Responses	No. of responses
Teacher is fair to me	Mostly fair	treats me like her child	1
		gives us moral and holy education	1, 3, 8, 11, 13, 14, 16, 18, 19
		appreciates me	5
		helps me.	6, 10
		treats all students equally.	9
		gives her full attention to her students	7
	Sometime not fair	gives too much favors to other kids.	4,12,15
		did not trust me	2,17,20

*Source: Developed by the researcher*

The question was my educator is reasonable to me? Subsequently most of the respondents felt that their teacher was fair to them, only a small number of respondents said sometimes they felt the teacher is not fair.

**Table 12:9. Are there any inquiries that you addressed past that you have thought of something that you might want to incorporate? Truly or NO**

Major Theme	Sub Theme	Responses	No. of responses
More about teacher	Good manners	Religious	1,5,7
		Gives moral education.	1,11,15,16
		regular teacher	9
		Tell us rules and regulation	2,10,17,20
		Inspire of her dressing.	3,19
		like art work	14
		keep it confidential	6,13
	Mostly reply no	No answer	4,8,12,18

*Source: Developed by the researcher*

The researcher asked respondents he or she wanted to include more about his/her teacher. R 6 and 13 wanted that whatever they said please keep it confidential. For this

R 6 said, “what I said above please keep it confidential”. As a researcher, I gave him fully confident that all conversation would be confidential and no one will know about any answer. Respondents 4, 8, 12 and 18 said they did not want to include more.

**Table 13: 10. Is there something else that you can educate me regarding your educator or the relationship that you have with her? Truly or NO**

Major Theme	Sub Theme	Responses	No. of responses
More about relationship with teacher	good relation	just like my mother	1
		good behavior	2,9,10,12,14,15,17,20
		friendly nature	3,4,5,7,8,11,16,18,19
		Enjoy studies in her company	10
	Answer in no	No more	6,13
		make me bore	12

*Source: Developed by the researcher*

The question was, is there something else that you can educate me regarding your educator the relationship that you have with her? Most of the respondents responded that they have good relationships with their teacher. So according to above respond mostly respondents have a good and strong relationship with their teacher because of teacher's good behavior and friendly nature.

### **Discussion of Findings**

This research study explores many significant results from the student perception of the teacher-student relationship and student achievement that necessitate for supplementary studies and researches. According to the mean score result of Class Map Survey is that majority of the statements are shown satisfied by the students. Because of students analysis the relations among their educators by a lens system that is painted via previous knowledge among their father or mother and compeers, that might be the version for person differentiate in many elements, as well as learner inspiration (Davis, 2003.inGriffing, 2006. pg 14).

The first question, how do learners rate their student-teacher relationship as measured by the Class Maps Survey (CMS) it is clear that students have the sturdy relationship with their teacher. As declared in an article from the American Psychological Association, "those students who have close, positive, and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships." (Hughes, kwok, 2007). The research reveals that those students who have a positive and strong relationship with their teacher they achieve their educational goals successfully. As well, learners who observe and distinguish their teachers as give that lofty levels of those manifold supports as well lean to follow suitable societal and educational objectives more often than the learner who does not (Wentzel, 2002).

The second question, dealing with student success (Measure of Educational Achievement) relate among range scores from the Class Maps Survey (CMS). The result of table 6 shows that Class Map survey and students' educational achievement are positively correlated with each other. The value of the relations among a teacher can shield the teenager from the academic crash (Pianta, Steinberg, & Rollins, 1995). Additionally, researches indicate that positive associations within educators and learners can create dissimilarity within educational achievement or collapse (Chaskin, 1995, in LaPlante, pg21).Results from a quantity of investigation point out that an optimistic relation among educator is connected among superior to predictable or higher

results for equal learners in danger and not in danger samples (Pederson, Faucher, & Eaton, 1978; Werner and Smith, 1980; Garmezy, 1994).

The qualitative question, 'how do sixth-grade learners explain their student-teacher relationship among their present sixth-grade teachers'? was asked to depict about educator. Most of the respondents responded without stinting and told a lot about their teacher. Therefore, all the respondents declared that they have a good relationship with her or his teacher. First finding is that students observe her or his teacher keenly. They noticed the teacher's dressing style, talking way, behavior, confident, regulation, caring attitude, hardworking and so on. Consequently, research acknowledges students are influenced by perceptions of their teacher's fairness, capability, helpful and sustain nature, at the same time the temperament of the learner and educator relations that consequence (Stipek, 2002 in Nugent, 2009). The second finding is that teacher behavior either positive or negatives its impact on student learning, development or achievement. The classroom teacher is a fundamental part of the learning process. He or she has a direct impact on students in the classroom. A teacher's attitude whether negative or positive it affects students. (Wangdi, 2008 in McGregor, 2011.pg, 4).

Therefore, the integration of the both methods information explores significant results that not mere are sustained as findings of but also built ahead existing research on teacher-student relationships.

The question was how do the semi-organized interviews explore the learner's reactions on the student-teacher segment of Class Maps Survey (CMS)? The result of this study shows that the themes of seven items: listen precisely, helps me, regards me, likes me, fun in class, a decent showing of me and reasonable to me have the positive correlation with the academic achievement growth. Researches validate this notion, as it is acknowledged that students who have constructive, caring and helpful relations among their teachers have a propensity to be more successful academically (Niebur & Neibur, 1999). As a result, helpful and optimistic relations within educators and learners encourage a sagacity of educating interest and support learner to contribute agreeably and considerately into school tricks (Hughes & Chen, 2011, pg.278).

From the interpretation of interview information, first discovery is that students actually esteemed and valued at that time when teachers keenly heard and backed up them, help them and care them as well as supplied enjoyable and funny activities, yet demanding atmosphere where the intact class could study. The valuable relationship needs that teachers should be gracious,

polite, associated with learners, and responsible (Garcia, 1991; Zhang, 2004). That has been testified that teacher has a significant impact on students' educational achievement.

The teacher acts an essential job in academic attainment the reason is that the teacher is eventually accountable for translating rules and principles into action and principles depend on carry out through the relation and interaction with the students (Afe, 2001).

The second finding is that students in both schools, private and public, appeared to be further apprehensive with the behaviors, conversation style and treatment of teachers (how he or she treated them) as well as with the physical look of the teacher. The mainly imperative factor-affecting student education is the teacher. Teachers position on the edge of the transmission of information, ethics and attainments in the erudition procedure (Wright, Horn and Sanders 1997). According to Rivkin, Hanusheck and Kain (2005), therefore, if the educator's are unproductive, learners beneath the teacher's guidance will attain insufficient evolution academically.

The result of the study reveals that sixth-grade students assess and value those teachers who present a helpful, caring and sense of humor. There was lack of funny activities and students desired some fun during the studies. Whether articulated through humorous stories, through games, good connotation jests, that gentle sagacity of comedy transmits to learners that their educators are the human being from the entire sensation of the declaration (McEwan, 2002, p. 30; APA Work Group, 1997; McCombs & Whisler, 1997; Saul, 2005).

## **Conclusion**

This study revealed an inclusive glance on the student-teacher relationship by the blending of both quantitative and qualitative methods perspectives. Students of sixth grade in this research evaluated their teachers on the basis of student-teacher relationship elements as given in the Class Maps Survey (CMS). That evaluation exposed rank of worth as well as positive perception of learners about their educators that may lead to relations of love and respect. Moreover, this investigation has revealed the Class Maps Survey (CMS) to be a valuable instrument for getting learner perceptions of the learner-educator relations. This study also gave supplementary consistency and strength for the Class Maps Survey (CMS) among this gaze at to learner's perceptions of repercussion issues in sixth grade schoolrooms.

Finally, the investigation participants also furnished support for the demand to have educators extend profound and extraordinary relations among the learner. The results of this investigation must intention attitudes and behaviors; educators should focus upon to extra

efficiently build relationships with their students. As mentors and guides of learning, teachers must endeavor to supply an encouraging setting that will increase lofty potential, optimistic support, and a strong quantity of comedy. Last, correlation of student test results and teacher accountability has taken core phase in today's learning organization. Student-teacher relationships are reinforced by determined and constant attempt, mainly on the part of the teacher.

### **Recommendations for Future Studies**

Some recommendations are

- Correlation among the teachers and students require being affable and friendly. Learners want to collaborate among the teachers additional; through this, students can gain knowledge extra about the appropriate subject matter. As a researcher, I suppose that the teachers require to discovering the finest techniques and methods to represent the theme and subject matter to the students, that the representing require being amazing which can be significant for the learners in various motivating and attractive mode to them.
- Fun is important for students. Some classes where there are no funny activities students do not struggle to gain knowledge a lot. In that classroom where is entertaining and motivated student can be studied to a large extent? Therefore, learner does not want to try hard to understand the lessons. In fact, vigilant teachers are necessary to understand the nature of students and making the learning enjoyable.
- It is important that teachers and students should be associates and stay friendly. It can be merely if the entire educators are youthful, the reason is that youthful educators have various sympathetic attitudes for learners and at this point can be various gracious associations. Another side with the old teachers, it is extremely complex. It is not easy to say, although students are similarly scared of them. The classroom of older teacher is silent, no conversation and every learner should obeahs an expression of esteem. Yet, it is not a case among every older teacher, because here is some of teacher that have more sympathetic and understandings, than the young do.

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