

## **Teachers' Perceptions on Effects of Teacher-Pupil Relationships on Pupils' Behavior in Public Primary Schools in Langata Sub-County, Kenya**

<sup>1</sup>Kiyapyap Gladys, <sup>2</sup>Kigwilu Peter Changilwa, <sup>3</sup>Achola Gordon

<sup>1</sup>Kisii University, Kenya

<sup>2</sup>United States International University- Africa, Kenya

<sup>3</sup>Jomo Kenyatta University of Science and Technology, Kenya

---

**Abstract:** *The study investigated effect of teacher-pupil relationships on pupils' behavior in public primary schools in Langata sub-county. Three teacher-pupil relationships: closeness, conflict and dependence, were interrogated. A 28-items questionnaire was administered to 73 teachers. Significant differences in mean scores of teachers' perceptions were found for "closeness" and "conflict" relationships, and no significant difference was found for "dependence" relationships. Moderate and negative closeness relationships were observed when teachers rated "good" pupils and "bad" pupils respectively; negative and moderate conflict relationship for "good" and "bad" pupils respectively; and moderate dependence for both "good" and "bad" pupils respectively. The study established that teachers' perceptions differ on aspects of closeness and conflict relationships but converge on aspect of dependence relationships. As such, there is need to encourage teachers to foster positive teacher-pupil relationships, reduce their conflicting relationships with pupils and mold the pupils to acquire independence in future. Future studies should explore variables such as teachers' gender, age, and teaching experience to capture the richness of teacher-student relationships within the classroom environment. Finally, the study calls for a more comprehensive study encompassing other variables be conducted in order to fully interrogate the causal factors pupils' behavioral development.*

**Keywords:** *closeness, conflict, dependency, pupils' behavior, teachers' perceptions, teacher-pupil relationship*

---

### **I. Introduction**

#### **1.1 Background to the Problem**

A multiplicity of social problems in the society can be traced to the prevalent incidences of violence, truancy, frequent strikes and other antisocial behaviors in schools. However, schools are expected by and large to incubate pupils' ultimate development by inculcating societal values [1]. Some of the predisposing factors for such antisocial behaviors in schools include lack of religious and pastoral influences, lack of moral and value formation, blame and disrespect towards teachers and, most importantly, teachers' lack of time for students as some of the causes of violence and unrest in schools [2].

These arguments seem to attribute the students' negative behaviour to the role played by the school, churches, home and the wider society. Given the fact that the school is the epicenter of change, liberation and conservation of what is considered to be the norms of the society, there is a tendency to expect the school to singly mold pupils into acceptable members of the society both behaviorally and intellectually while relegating the contributory roles of the home, church and society. As posited, the school is expected to be the place where growth and development of an individual occurs [3]. Thus as extensions of the home, schools are expected to nurture an all-round development of the child, in addition to performing their core functions.

However, school factors especially educational leadership, high expectations for student achievement, frequent evaluation of student progress, a safe and orderly climate and an emphasis on teaching basic skills are associated with student achievement [4]. Ordinarily, learners are left in the hands of the teacher who facilitates the learning process. As noted, what separates effective from ineffective leaders is how much they really care about the people they lead [5]. Therefore, teachers are expected to transcend the task of transfer of knowledge, skills and attitudes and build good relationships with learners.

Teacher-student relationships are important for a number of reasons. Firstly, teacher-student relationships greatly influence students' ability to adjust to school, to do well at school, and to relate to peers [6, 7, 8]. Secondly, teacher-student relationships have an impact on classroom management and affect learning process [9]. Furthermore, a stable teacher-student relationship impacts positively on a student's developing sense of self and promotes resiliency in them [10]. Other studies have revealed that teacher-student relationships play an important role in students' academic achievement, school engagement, self-esteem, and general socio-emotional well-being [11, 12, 13]. Other authors contend that effective teachers are those who, in addition to

being skilled at teaching, are attuned to the human dimension of classroom life and can foster positive relationships with their students [14, 15].

Teachers' perceptions and beliefs about learners have been found to affect learners' behaviours [16, 17]. Moreover, teacher attributions have significant implications for teachers' perceptions of their own responsibility for students' performance as well as their subsequent behaviour towards students [18, 19]. As relates to pupils' behaviour, teacher-pupil relationship has been identified to have a significant influence on pupils' overall school and behavioral adjustment [20], academic achievement [21], positive affect and attitude [22] as well as motivation [23]. Moreover, positive teacher-pupil relationships are linked to behavioural competence and better school adjustment [24] while negative teacher-pupil relationships are related to academic and behavioral problems in pupils [25].

Therefore, positive teacher-pupil relationships are necessary for effective teaching and learning [26, 27] and contribute to pupils' school adjustment, including socio-emotional, behavioral, and academic functioning [25, 28, 29]. It is argued that positive teacher-pupil relationships contribute to an improved sense of job satisfaction among teachers [30]. Other authors [14, 15] posit positive teacher-student relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation. Further, evidence from qualitative studies suggests that positive teacher-pupil relationships with teachers reduce school dropout [31, 32, 33]. Other researchers have found that conflict and dependency on teacher-student relationships are related to unfavourable outcomes such as negative school attitude and avoidance to attend school [34] and hostile aggression [35]. On the contrary, students who enjoy a close and supportive relationship with a teacher work harder in the classroom, persevere in the case of difficulties, accept teacher direction and criticism, cope better with stress, and attend more to the teacher [36, 37].

## **1.2 Statement of the Problem**

Previous studies on teacher-pupil relationships have focused heavily on instructional aspects of the relationship, and largely ignored the social and emotional aspects of teacher-pupil relationship [7, 28]. At present, relatively little is known about the extent to which teachers agree on their perceptions on the quality of their relationships with pupils, and about how these relationships are associated with student's school behaviour. This study helps to address this gap by exploring teachers' perceptions of teacher-pupil relationships in relation to the pupil behaviour. The pupil behaviour (categorized as "good" pupil or "bad" pupil) was used as the dependent variable while the teacher-pupil relationships (close, conflicting and dependent) constituted the independent variables of the study.

## **1.3 Research Questions**

The specific questions that were addressed in the study were:

- (i) What is the perceived effect of teacher-pupil relationship on pupil behavior when the relationship is perceived as close?
- (ii) What is the perceived effect of teacher-pupil relationship on pupil behavior when the relationship is perceived as conflicting?
- (iii) What is the perceived effect of teacher-pupil relationship on pupil behavior when the relationship is perceived as dependent?

## **1.4 Research Hypotheses**

The following hypotheses were formulated in order to measure the effect of teachers' perceptions on teacher-pupil relationships on pupils' behaviour:

H<sub>1</sub>1: There is a significant difference in the mean scores of teachers' perceptions of teacher-pupil closeness relationship for "good" and "bad" pupils.

H<sub>1</sub>2: There is a significant difference in the mean scores of teachers' perceptions on teacher-pupil conflict relationship for "good" and "bad" pupils.

H<sub>1</sub>3: There is a significant difference in the mean scores of teachers' perceptions on teacher-pupil dependence relationship for "good" and "bad" pupils.

## **II. Methodology**

The study adopted an ex-post- facto design that sought to establish the extent to which teacher-pupil relationships influenced pupils' behaviour in primary schools. The design was used because the independent variable (teacher-student relationships) had already occurred and could not therefore be manipulated. The population for the study comprised all public primary school teachers in Langata Sub-county, Nairobi County. There were 292 teachers (32 males and 260 females) in these schools.

The study site comprised 13 public primary schools (four slum schools and 9 non-slum schools) and proportional stratified random sampling was used to select two slum schools and four non-slum schools. The

teachers in the sampled schools were further stratified on the basis of gender and simple random sampling was used to select the participants from each of the gender strata. A total of 73 teachers were selected for inclusion in the study. Some researchers [38] recommend a minimum of 30 participants for an ex-post facto research.

A Likert questionnaire designed for the study was an adapted, pilot tested and standardized teacher-student relationship behaviour scale of Pianta [39]. The questionnaire had three sections: Section A contained demographic questions such as teacher's gender, age, and teaching experience and responsibility at school; section B had the teacher-student relationship (with two subscales for teachers' perceptions about "good" and "bad" learners) and the last section sought the teachers' suggestions on how to improve students' behaviour through teacher-student relationships. Items 1, 4, 5, 6, 9, 11, 18, 19, 23, 27, 28 of the scale measured teacher-student closeness, items 2, 3, 7, 13, 15, 16, 17, 21, 22, 24, 25, 26 measured teacher-student conflict and items 8, 10, 12, 14, 20 measured teacher-student dependency. Each of the subscales had 28 items which were ranked on a 5-point Likert scale that was rated as follows: Definitely does not (1); Not really (2); Neutral (3); Applies somewhat (4) and Definitely applies (5). The instrument was piloted on 12 teachers and using the Cronbach Alpha coefficient, the internal consistency of the items in the questionnaire was found to be 0.81 at 0.05 level of significance. This indicated a good internal consistency of the Likert scale hence the scale was adapted for the study. An alpha equal to or greater than 0.8 is considered as having good internal consistency [40].

The data analysis process consisted of two methodologies, Likert-type and open-ended item analysis. The Likert scale was clustered into three namely; closeness, conflict and dependence. A high score in the teacher-student relationship (4 or 5) showed a positive/secure and/or close relationship between the teacher and the student, a low score (1 or 2) showed more of conflict and/or dependence relationship while a middle score (3) showed a moderate relationship. Means were obtained for each of the clusters and a t-test computed for the teacher-student relationship scale scores at alpha level of statistical significance = 0.05. The open-ended item, which was constructed to capture the teachers' suggestions on how teacher-student relationships can improve students' behaviour, were first categorized and then coded in terms of the teachers' responding rates. These were then analyzed in form of percentages.

### III. Results

Out of the 73 questionnaires that were administered to the teachers, only 55 were returned. Hence the questionnaire return rate was 75.3 percent. About 85.5 percent of the teachers were females while 14.5 percent were males. Majority of the teachers (80%) were aged over 35 (M = 40; SD = 12.7). In terms of teaching experience, 52.7 percent of the teachers had a relatively long teaching experience (at least 20 years) compared to 23.6 percent who had a less than 10 years teaching experience (M = 16; SD = 7.4).

The results of teachers' perceptions on pupils' behaviour and hypotheses testing are as shown in Tables 1a, 1b and 2 respectively.

**Table 1a:** Teachers' perceptions on their interactions with "good" pupils

SCALE A (Good Pupil) Item	Rating						
	1	2	3	4	5	M	SD
<b>Closeness</b>							
1. I share an affectionate, warm relationship with this child	5	7	2	8	29	4.0	1.4
4. If upset, this child will seek comfort from me	29	8	4	4	3	1.8	1.3
5. This child is uncomfortable with physical affection or touch from me.	18	11	7	7	3	2.3	1.3
6. This child values his/her relationship with me	8	3	4	8	26	3.8	1.5
9. When I praise this child, he/she beams with pride	4	2	3	4	36	4.3	1.2
11. This child spontaneously shares information about himself/herself	3	5	5	9	28	4.1	1.3
18. This child tries to please me	1	12	4	9	23	3.8	1.3
19. It is easy to be in tune with what this student is feeling	19	17	6	7	2	2.1	1.2
23. I've noticed this child copying my behavior or ways of doing things	3	6	4	6	28	3.8	1.9
27. This child openly shares his/her feelings and experiences with me.	3	3	6	13	25	4.1	1.2
28. My relationships with this child make me feel effective and confident	2	4	4	3	35	4.4	1.2
<i>(For these 11 items, M = 3.5; SD = 1.3)</i>							
<b>Conflict</b>							
2. Despite my best efforts, I'm uncomfortable with how this child and I have gotten along	22	21	4	2	1	1.8	0.9
3. This child and I always seem to be struggling with each other	25	19	3	3	1	1.7	0.9
7. Dealing with this child drains my energy	27	20	2	3	0	1.6	0.8
13. This child feels that I treat him/her unfairly	31	11	2	1	2	1.6	1.0
15. This child whines or cries when he/she wants something from me	21	10	11	5	3	2.2	1.2
16. This child sees me as a source of punishment and criticism	31	17	2	0	0	1.4	0.6
17. This child easily becomes angry at me	26	14	7	3	0	1.7	0.9
21. This child remains angry or is resistant after being disciplined	11	18	12	3	5	2.4	1.2
22. When this child is misbehaving, he/she responds well to my look or tone of voice	5	3	7	10	24	3.9	1.3

24. When this child arrives in a bad mood, I know we're in for a long and difficult day.	3	21	7	10	7	2.9	1.2
25. This child's feelings toward me can be unpredictable or can change suddenly.	8	16	3	15	7	2.9	1.4
26. This child is sneaky or manipulative with me. (For these 12 items, $M = 2.2$ ; $SD = 1.1$ )	11	22	11	3	2	1.8	1.6
<b>Dependence</b>							
8. This child appears hurt or embarrassed when I correct him/her	13	17	12	3	4	2.3	1.2
10. This child reacts strongly to separation from me	8	9	5	12	16	3.4	1.5
12. This child is overly dependent on me	12	16	9	4	8	2.6	1.4
14. This child asks for my help when he/she does not really need help	10	10	10	6	11	3.0	1.5
20. This child expresses hurt or jealousy when I spend time with other children (For these 5 items, $M = 2.9$ ; $SD = 1.4$ )	3	13	13	11	8	3.2	1.2

**Table 1b:** Teachers' perceptions on their interactions with "good" pupils

SCALE B: Bad Pupil Item	Rating						
	1	2	3	4	5	M	SD
<b>Closeness</b>							
1. I share an affectionate, warm relationship with this child	10	13	4	10	17	3.2	1.4
4. If upset, this child will seek comfort from me	14	9	7	9	11	3.1	1.5
5. This child is uncomfortable with physical affection or touch from me.	9	22	6	9	8	2.7	1.3
6. This child values his/her relationship with me	15	11	7	3	12	2.7	1.6
9. When I praise this child, he/she beams with pride	9	6	6	10	22	3.6	1.5
11. This child spontaneously shares information about himself/herself	26	10	4	6	3	2.0	1.3
18. This child tries to please me	4	13	9	14	10	3.1	1.7
19. It is easy to be in tune with what this student is feeling	4	17	9	9	11	2.9	1.3
23. I've noticed this child copying my behavior or ways of doing things	3	19	13	8	5	2.9	1.1
27. This child openly shares his/her feelings and experiences with me.	16	15	5	9	6	2.5	1.4
28. My relationships with this child make me feel effective and confident (For these 11 items, $M = 2.9$ ; $S.D = 1.4$ )	2	12	4	15	20	3.7	1.3
<b>Conflict</b>							
2. Despite my best efforts, I'm uncomfortable with how this child and I have gotten along	5	17	12	4	14	3.1	1.4
3. This child and I always seem to be struggling with each other	8	13	7	10	15	3.2	1.4
7. Dealing with this child drains my energy	9	12	1	15	13	3.2	1.5
13. This child feels that I treat him/her unfairly	5	7	7	9	24	3.8	1.4
15. This child whines or cries when he/she wants something from me	19	8	10	10	6	2.6	1.4
16. This child sees me as a source of punishment and criticism	7	11	3	17	15	3.4	1.4
17. This child easily becomes angry at me	2	7	9	20	14	3.7	1.1
21. This child remains angry or is resistant after being disciplined	0	6	6	15	23	4.1	1.0
22. When this child is misbehaving, he/she responds well to my look or tone of voice	6	9	5	13	16	3.5	1.4
24. When this child arrives in a bad mood, I know we're in for a long and difficult day.	2	13	7	15	14	3.5	1.2
25. This child's feelings toward me can be unpredictable or can change suddenly.	3	7	12	14	16	3.6	1.2
26. This child is sneaky or manipulative with me. (For these 12 items, $M = 3.4$ ; $SD = 1.3$ )	3	7	9	17	14	3.6	1.2
<b>Dependence</b>							
8. This child appears hurt or embarrassed when I correct him/her	5	10	5	16	17	3.6	1.3
10. This child reacts strongly to separation from me	9	11	10	9	14	3.2	1.4
12. This child is overly dependent on me	14	10	8	13	5	2.7	1.4
14. This child asks for my help when he/she does not really need help	14	6	11	15	7	2.9	1.4
20. This child expresses hurt or jealousy when I spend time with other children (For these 5 items, $M = 3.1$ ; $SD = 1.3$ )	4	11	21	10	7	3.1	1.1

**Table 2:** Results of Hypotheses Testing

Teacher-Pupil Relationship	Pupil type				
	"Good" Pupil		"Bad" Pupil		t
	M	SD	M	SD	
Closeness	3.5	1.3	2.9	1.4	2.33
Conflict	2.2	1.1	3.4	1.3	-5.23
Dependence	2.9	1.4	3.1	1.3	-0.78

In comparing teacher-student closeness and pupil behaviour, the null hypothesis was rejected and we concluded that there exists a significant difference in teachers' perceptions about the effect of teacher-pupil relationships on the behaviour of pupils for "good" and "bad" pupils. Moderate teacher-pupil relationships were

observed for teachers when they rated "good" pupils ( $M = 3.3$ ;  $SD = 1.3$ ) and negative teacher-pupil relationships when they rated "bad" pupils ( $M = 2.9$ ;  $SD = 1.4$ ).

As concerns teacher-pupil conflict relationship, the null hypothesis was rejected and we thus concluded that teachers' perceptions on teacher-pupil conflict relationships differ for "good" and "bad" pupils. The study found a negative teacher-pupil conflict relationship for "good" pupils ( $M = 2.2$ ;  $SD = 1.1$ ) and moderate teacher-pupil conflict relationship for "bad" pupils ( $M = 3.4$ ;  $SD = 1.3$ ).

When teacher-pupil was measured on the dependence dimension, we failed to reject the null hypothesis hence we concluded that there is no significant difference in the mean scores of teachers' perceptions on teacher-pupil dependence relationship for "good" and "bad" pupils. The results showed an almost equal dependence on the teacher by both "good" and "bad" pupils ( $M = 2.9$ ;  $SD = 1.4$  and  $M = 3.1$ ;  $SD = 1.3$  for "good" and "bad" pupils respectively). Indeed, the teachers seemed to concur on the statement that "the child reacts strongly to separation from me" ( $M = 3.4$ ;  $SD = 1.5$ ,  $M = 3.2$ ;  $SD = 1.4$ ).

Finally, teachers were asked to recommend strategies for enhancing positive pupil behavior through teacher-pupil relationships. Among the major suggestions raised were: enhancing guidance and counseling programs for all pupils especially those with problems (77.3 %), encouraging pupils to participate in co-curricular activities (66.7 %), giving incentives and rewards for good pupil behaviour (63.7%). Other suggestions included using child centered learning (60%), being more friendly/showing love and making pupils feel secure (38.2%), occasionally inviting resource persons to talk to the pupils (37.5 %) and talking to pupils' parents and/or guardians when necessary (37.5 %).

#### **IV. Discussion**

The finding on the teachers' perceptions on effect of close teacher-pupil relationship on pupils' behavior parallels those of authors [36, 37] who reported that pupils who enjoy a close and supportive relationship with a teacher attend more to the teacher, an indication of close relationship with the teacher. Similarly, the finding further confirms author [15] position that positive teacher-student relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation.

However, the teachers' perceptions on conflicting teacher-pupil relationship were found negative for "good" pupils and moderate for "bad" pupils. This finding suggests that teachers endeavour to avoid conflicting situations with their relatively "good" pupils more than with "bad" pupils. This is not entirely surprising, as past studies have found that teachers would prefer to avoid the unfavorable outcomes conflict has on students such as negative school attitude, avoidance to attend school and hostile aggression [21, 35].

On the contrary, the finding on mean scores of teachers' perceptions on dependent teacher-pupil relationship showed an almost equal dependence on the teacher by both "good" and "bad" pupils. This resonates with past studies that found dependency on teacher-pupil relationships is related to unfavorable outcomes such as hostile aggression [35]. More importantly, the findings are indicative of the need for teachers to indiscriminately show equal treatment to both types of pupils since they are overly dependent on the teachers for their development.

#### **V. Conclusion**

In conclusion, the study established that teachers' perceptions on their relationships with pupils differ on closeness and conflict relationships but converge on dependence relationships. As such, there is need to encourage teachers to foster positive teacher-pupil relationships as this ultimately influences the future behavior of the pupils. The study recommends a more comprehensive study encompassing other variables in order to fully appreciate the causal factors pupils' behavioral development.

#### **Acknowledgements**

We are highly indebted to colleagues for their unwavering encouragement and insightful discussions, without which the completion of this study would not be possible. Special thanks go to the teachers for their willful participation in this study. They graciously cooperated in completing the questionnaires for the study.

#### **References**

- [1] Institute of Policy Analysis and Research, Radical reform for Kenya's education sector: Implementing policies responsive to Vision 2030, IPAR Policy View 2008, 4.
- [2] Kenya Episcopal Conference, Catholic Bishops' message on the wave of unrest in schools, July 23, 2008.
- [3] S.M. Kyungu, Leadership and discipline: the role of prefects in schools, Proceedings of the National Conference on Student Leadership, Delinquency, Guidance and Pastoral Care in Schools (Kenyatta University, 1999).
- [4] Reynolds, R. Bollen, B.P.M. Creemers, D. Hopkins, L. Stoll, and N. Lagerweij, Making schools effective: linking school effectiveness and school improvement (London: Routledge, 1996).
- [5] M. Fullan, Leading in a culture of change (San Francisco, CA: John Wiley & Sons, 2001).
- [6] D. Entwistle, L. Hayduk, Lasting effects of elementary school, *Sociology of Education* 61, 1988, 147-159.
- [7] R.C. Pianta, Enhancing relationships between children and teachers (Washington, DC: American Psychological Association, 1999).

- [8] Sztejnberg, P. Brok, Den, and J. Hurek, Preferred teacher-student interpersonal behaviour: Differences between Polish primary and higher education students' perceptions, *Journal of Classroom Relationship*, 39, 2004, 32-40.
- [9] A Klem, and J. Connell, Relationships matter: linking teacher support to student engagement and achievement, *The Journal of School Health*, 74(7), 2004, 262-273.
- [10] R.C. Pianta, and D. Walsh, *High-risk children in schools: Constructing and sustaining relationships* (New York: Routledge, 1996).
- [11] J.S. Eccles, Schools, academic motivation, and stage-environment fit, in R.M. Lerner, L. Steinberg (Eds), *Handbook of adolescent psychology* (2nd ed.) (Hoboken, NJ: John Wiley & Sons; 2004, 125-154).
- [12] R.F. Ferguson, *What doesn't meet the eye: understanding and addressing racial disparities in high achieving suburban schools* (Wiener Center for Social Policy, John F. Kennedy School of Government: Harvard University, 2002).
- [13] D.L. Fisher, B.G. Waldrup, and D. Chuarch, Identifying better primary teachers using student-teacher relationships. *Proceedings of the annual meeting of the National Association for Research in Science Teaching* (Philadelphia; 2003).
- [14] T. Good, and J. Brophy, *Looking in classrooms* (8th ed.) (New York: Longman, 2000).
- [15] B. Larrivee, *Authentic classroom management: creating a learning community and building reflective practice* (2nd ed.), Boston, USA: Pearson education, Inc; 2005).
- [16] D.J. Pepler, J.D. Smith, and K. Rigby (Eds) *Looking back and looking forward: Implications for making interventions work effectively* (UK: Cambridge University Press, 2004, 307-24).
- [17] C. Siu, *Pre-service teachers' attitudes about school bullying: a new perspective* (University of Calgary, Calgary, 2004).
- [18] N. Tollefson, Classroom applications of cognitive theories of motivation, *Educational Psychology Review*, 12, 2000, 63-83.
- [19] S. Mavropoulou, and S. Padelidu, Teachers' causal attributions for behavior problems in relation to perceptions of control, *Educational Psychology*, 22, 2002, 191-202.
- [20] J.A. Baker, T. Terry, R. Bridger, and A. Winsor, Schools as caring communities: a relational approach to school reform, *School Psychology Review*, 26, 1997, 276-588.
- [21] S. Birch, and G. Ladd, The teacher-child relationship and children's early school adjustment, *Journal of School Psychology*, (35), 1997, 61-79.
- [22] E.A. Skinner, and M.J. Belmont, Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year, *Journal of Educational Psychology*, 85(4), 1993, 571-581.
- [23] J.P. Connell, and J.G. Wellborn, Competence, autonomy, and relatedness: A motivational analysis of self-system processes, In M.R. Gunnar, and L.A. Sroufe (Eds), *Self processes and development: The Minnesota symposia on child development* (Hillsdale, NJ: Erlbaum, 43-78, 1991).
- [24] R.C. Pianta, M.S. Steinberg, and K.B. Rollins, The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment, *Development and Psychopathology*, 7(2), 1995, 295-312.
- [25] B. K. Hamre, and R.C. Pianta, Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade, *Child Development*, 72(2), 2001, 625-638.
- [26] M. Arthur, C. Gordon, and N. Butterfield, *Classroom management: Creating positive learning environments* (Southbank, Victoria: Thomson, 2003).
- [27] D. McInerney, and V. McInerney, *Educational psychology: constructing learning*, 4th ed (Frenchs forest, NSW: Pearson Education Australia, 2006).
- [28] J. Baker, Teacher-student relationship in urban at-risk classrooms: Differential behaviour, relationship quality, and student satisfaction with school, *The Elementary School Journal*, 100(1), 1999, 57-70.
- [29] K.R. Wentzel, Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence, *Child Development*, 73(1), 2002, 287-301.
- [30] L. Goldstein, and V. Lake Love, love, and more love for children: Exploring pre-service teachers' understandings of caring, *Teaching and Teacher Education* 16(8), 2000, 861-872.
- [31] R.G. Croninger, and V.E. Lee, Social capital and dropping out of high school: Benefits to at risk students of teachers' support and guidance. *Teachers College Record*, 103(4), 2001, 548-582.
- [32] V.E Lee, and D.T. Burkam, Dropping out of high school: the role of school organization and structure, *American Educational Research Journal*, 40(2), 2003, 353-393.
- [33] C. Murray, J. Naranjo, Poor, black, LD and graduating: an investigation of factors and processes associated with school completion among high risk urban youth. *Remedial and Special Education*, 29, 2008, 145-160.
- [34] S. Birch, and G. Ladd, Children's interpersonal behaviours and the teacher-child relationship, *Developmental Psychology*, 34, 1998, 934-946.
- [35] C. Howes, C. Hamilton, and C. Matheson, Children's relationships with peers: differential associations with aspects of the teacher-child relationship, *Child Development*, 65, 1994, 253-263.
- [36] M. Little, and R. Kobak, Emotional security with teachers and children's stress reactivity: A comparison of special education and regular classrooms, *Journal of Clinical Child and Adolescent Psychology*, 32, 2003, 127-138.
- [37] K.R. Wentzel, Social relationships and motivation in middle school: the role of parents, teachers and peers, *Journal of Educational Psychology*, 90, 1998, 202 - 209.
- [38] J.T. Roscoe, *Fundamental research statistics for the behavioural sciences*, 2nd ed (New York: Holt Rinehart & Winston; 1975).
- [39] R.C. Pianta, Patterns of relationships between children and teachers: association with classroom and home behavior, *Journal of Applied Developmental Psychology*, 12(3), 1994, 379-393.
- [40] D. George, and P. Mallery, *SPSS for windows step by step: a simple guide and reference*, 4th ed (Boston: Allyn & Bacon; 2003).