

STUDENT PERCEPTIONS OF TEACHER-STUDENT  
RELATIONSHIPS

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By  
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CERTIFICATION OF APPROVAL

STUDENT PERCEPTIONS OF TEACHER-STUDENT  
RELATIONSHIPS

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## ABSTRACT

The purpose of this study was to investigate high school students' perceptions regarding teacher-student relationships. High school students were given a survey with 15 statements regarding their perceptions on teacher-student relationships. They were also asked to provide their overall GPA, whether or not they had received at least one discipline referral during high school, and whether or not they participated in any extra and/or co-curricular activities while in high school. The data were analyzed using a chi square goodness of fit to determine if there were any significant differences among students regarding the survey responses. The majority of students hold positive perceptions regarding teacher-student relationships. However, the majority believe that teachers do not connect emotionally with students. A chi square for independence was used to determine if there were any significant differences in perceptions between groups when the factors of GPA, discipline referrals, and extra and/or co-curricular participation were considered. There were no significant differences between groups for all statements, except for one when GPA was considered. The results showed that a majority of the students with lower than the mean GPA are twice as likely to fear rejection and/or embarrassment when asking for assistance as compared to the students with at or above the mean GPA.



## CHAPTER I

### INTRODUCTION TO THE STUDY

#### **Background of the Problem**

Student-teacher relationships are an essential component of modern education. From elementary school to high school, a student spends approximately 13,000 hours with a teacher, 1,000 hours every year. The time that teachers have with their students provides life changing experiences for all students. The focus on academic achievement, an important aspect of education, is partnered with social-emotional growth in today's classroom environment (Romney, 2018).

In the past, a teacher simply imparted information. Students came to class, sat down, stayed quiet, raised their hand and regurgitated what was taught. Many teachers were autocratic rulers. This approach to teaching influenced the public's perception of the role of the teacher. This paradigm was accepted for many years. Lanier (1997, p. 13) observed "teachers no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners." Being the facilitators of information, teachers now provide resources, monitor progress, and encourage students to solve problems on their own. To accomplish this endeavor, teachers must develop relationships with their students.

Teachers must focus not only on their specified curriculum, but also on relationships with their students. Social-emotional growth of students may be equally as important as academic achievement. Academic achievement allows for economic opportunities in life; but, the pursuit of happiness also involves attaining social competence. “A teacher who is wise does not bid you to enter the house of his wisdom, but rather leads you to the threshold of your own mind” (Gibran, 1923, p. 62).

### **Statement of the Problem**

The lack of positive teacher-student relationships has presented a hurdle in the academic achievement and social-emotional growth of students across America. There are continual efforts to increase academic performance within the educational institutions; however, positive one-on-one relationships with students is often overlooked. Students do not listen to teachers they do not trust; and they do not trust teachers they do not like (Pierson, 2017). The research on positive teacher-student relationships is essential to the academic achievement and social-emotional growth of the nation’s youth.

### **Research Question**

What are the perceptions of high school students regarding teacher-student relationships?

## **Null Hypotheses:**

### **Null Hypothesis 1**

There are no significant differences in the distribution of survey responses among high school students regarding their perceptions of student-teacher relationships.

### **Null Hypothesis 2**

There are no significant differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have an at or above the mean GPA and students who have a below the mean GPA.

### **Null Hypothesis 3**

There are no significant differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have received at least one office disciplinary referral in high school and students who have never received an office disciplinary referral in high school.

### **Null Hypothesis 4**

There are no significant differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have participated in school extra and/or co-curricular activities and students who have never participated in school extra and/or co-curricular activities.

## **Significance of the Study**

The purpose of this study is to determine the perceptions of high school students regarding teacher-student relationships. The results of this study may

encourage educators, parents, counselors, and administrators to re-evaluate the relevance of positive teacher-student relationships to student learning.

### **Limitations and Delimitations**

This study will be limited to 110 students chosen at a high school located in the Central Valley of California during the 2019-2020 academic school year. Gender and grade level of students will not be considered.

### **Definition of Terms**

A definition for each of the following terms has been included to provide clarity for the reader:

**Teacher:** A person who teaches high school for students, grades ninth through twelfth.

**Student:** A person who attends high school in grades ninth through twelfth.

**Relationship:** A connection or association.

**Academic Achievement:** Cumulative GPA and completion of educational benchmarks such as secondary school graduation.

**Social-Emotional Growth:** Understanding the feelings of others, controlling personal feelings and behaviors, and getting along with peers.

### **Summary**

The teacher-student relationship has changed in the last 25 years. Teachers do more than just impart knowledge to students. They have become facilitators of learning. Facilitating requires a different type of student-teacher relationship. As the youth are changing, so must the teacher's role. The attitudes of the students and the

teachers regarding their roles in school are an important aspect of attaining academic knowledge and social-emotional growth. This study will determine the perceptions of high school students at a Central Valley California high school regarding teacher-student relationships. The following chapter will include contemporary research on the importance of the teacher-student relationship.

## CHAPTER II

### REVIEW OF LITERATURE

#### **Introduction**

The purpose of this study was to determine the perceptions of high school students regarding the effects of teacher-student relationships on academic achievement and social-emotional growth. Several questions regarding positive teacher-student relationships and their effects on student academic achievement and social-emotional growth are answered through a variety of research and educational studies.

#### **Teacher-Student Relationships**

The Kirby Hall Educational Institute (2017) found that the teacher-student relationship is a bond that can have lasting effects on the youth. They argued that positive teacher-student relationships create less behavioral problems, increase overall academic success, and enhance social and emotional well-being. For years, the role of the teacher was an informer, one who imparts knowledge to their students. In today's modern classroom environment, a teacher is an "educational guide" leading students to the threshold of their own minds (Gibran, 1923).

Kirby Hall (2017) contended that teachers are able to affect classroom behavioral problems by reducing student alienation and helping students feel as if they are part of a group, part of a team. Obsuth, et al. (2016) made a case that the positive teacher-student relationship is vital to the social and emotional well-being of

students. They found that students with a positive teacher relationship displayed 56% less defiant behavior in the classroom. This dynamic transferred to outside of the classroom as well, finding that students exhibited 38% less aggressive behaviors and 18% more prosocial behavior toward their peers.

The positive teacher-student relationship not only creates an environment that contributes to appropriate behavior but can also have a positive impact on academics. Hattie (2009) found that teachers who generate positive teacher-student relationships are more likely to have above average positive effects on student achievement. A positive teacher-student relationship can create a mood within the classroom where “students are not afraid to take risks and understand that making errors are all part of the learning process” (Whitaker, n.d.). Waterford Educational Upstart Program (2009) argued that positive teacher-student relationships combat chronic absenteeism and students are more likely to attend a class if they believe the teacher cares about them. A student in class is a student that can learn.

Lastly, Waterford Educational Upstart Program (2009) reasoned that a positive teacher-student relationship may raise a student’s intrinsic motivation to learn. Students become active participants in their education. Teachers can lead students to the “threshold of their own mind” (Gibran, 1923). Konishi and Wong (2017) claimed that by becoming emotionally knowledgeable, students will be better at interacting with others and will be able to manage difficult emotional situations and have better mental health.

The High Tech High Media Arts charter school in San Diego learned that through positive teacher-student relationships, teachers communicated projects and assignments with more clarity, cultivated classrooms with more student dialogue during discussion oriented lectures, and created a more collaborative learning environment (Sparks, 2019). The European Journal of Psychology of Education found a teacher's relationship with students was the best predictor of how much joy the teacher experienced at work (as cited by Sparks, 2019). Hussain, Nawaz, Nasir, Kiani, and Hussain (2013, p. 3) asserted that "teachers can better adjust themselves in the system and work for the mutual benefit of the students and themselves."

The teacher-student relationship is a vital part of a student's growth academically and social-emotionally. As stated above, the positive teacher-student relationship influences behavior in and out of the classroom environment, affects academic achievement, and enables teachers to become more effective at their job. Hussain et al. (2013, p. 3) further stated a "positive teacher-student relationship creates understanding between the teacher and student, increases the confidence level of the students, produces mutual respect and obedience in the students."

Research provides evidence regarding the importance of positive teacher-student relationships and its effects on academic achievement and social-emotional growth, which have encouraged further studies regarding the facets of an environment that foster a positive teacher-student relationship. Meador (2019) identified the following ten facets of cultivating a positive teacher-student relationship: provide structure, teach with enthusiasm and passion, have a positive attitude, incorporate



humor into lessons, make learning fun, use student interests to your advantage, incorporate story telling into lessons, show an interest in students' lives outside of school, treat them with respect, and go the extra mile.

Students will respond positively to structure in the classroom (Meador, 2019). Teachers without structure lose instructional time as they remedy the little hiccups within any lesson. Meador (2019) stated that establishing clear expectations and classroom procedures is an essential part of a structured classroom. "Each day should be loaded with engaging learning activities with little to no downtime" (Meador, 2019, para. 3).

Meador (2019) suggested a multifaceted approach when delivering lessons in order to foster positive teacher-student relationships in the classroom setting such as teaching with enthusiasm, passion, humor, and stories. Meador (2019) stated that teachers who are excited about their content create students who are excited about the content. As a student's excitement increases so will the learning. "If you are not excited, why should your students be excited?" (Meador, 2019, para. 4).

Also, Meador stated that humor is a vital part of the lesson. Learning should not be boring! Appropriate jokes, role playing by portraying a character or getting into silly costumes will create laughter within the classroom. Students will respond to humor and will enjoy coming to your class. Laughing is fun. And when students are having fun, they will learn. No one wants to spend their time listening to boring lectures. Creating lessons that are both engaging and entertaining will capture the

attention of students and give them an opportunity to take an active role in their education and ownership of the learning process (Meador, 2019).

One other facet of the lesson plan that Meador suggested is the teacher's ability to incorporate story telling into lessons. Everyone loves a good story. Stories allow a lesson to transcend the walls of the classroom. And a good story "will allow students to make connections that they may not have made otherwise" (Meador, 2019, para. 10).

All these parts of a successful lesson and classroom will permit the relationship between teacher and student to grow. As teachers laugh with their students and learn with them as well, the resulting interactions create a bond with students. The bond creates an opportunity to get to know one's students. As the teacher learns more about the students they interact with, the more a teacher will be able to incorporate stories, humor, activities, and passion within his or her classroom.

Also, Meador (2019) stated that teachers need to show an interest in the lives of students outside of the classroom such as attending sporting events, talking to them about their interests, and breaking bread with students. Showing an interest in students' lives will allow a teacher's lesson plan to blossom by providing lessons that are centered around students' interests. Showing an interest in the lives of students will reflect a teacher's willingness to go the extra mile.

Meador (2019) stated that going the extra mile will help ensure that students are successful. As teachers get to know their students and create positive relationships with them, teachers will be reminded that students have much going on

outside of the classroom. Teachers must take this into consideration when assigning projects and homework. Students have not only academic struggles but also home struggles and stress. Often students need simple necessities like clothes, food, and household items. Going the extra mile often involves donating items and working with students after they are out of the classroom. Teachers never learn these aspects of their students' lives without establishing a relationship.

The aspects of creating a positive teacher-student relationship as stated by Meador (2019) allow for opportunity to create positive teacher-student relationships. In order to fulfill the stated criteria, Meador suggested that what is essential to this equation is a teacher's consistent ability to be positive and show respect. Everyone has bad days. But teachers must not allow bad days to interfere with their lessons. Teachers create relationships involving resentment if they bring their personal issues into the classroom (Meador, 2019). Teachers must respect the time that each student is giving to the class. Teachers will not always receive the same generosity and respect, but teachers must be the change they wish to see in the world. A teacher must show respect in the face of disrespect and show positivity when negativity abounds.

Teachers that foster positive relationships with their students create an environment that promotes academic achievement and social-emotional growth. Thoreau (1854) stated, "I did not teach for the good of my fellow man, but simply for a livelihood, this was a failure" (p. 55). Josephson (1992) argued that who we teach is more important than what we teach.

## Research Studies

Martin and Collie (2019) conducted a study on positive and negative teacher-student relationships. The purpose of the study was to explore the relative balance of negative and positive teacher-student relationships in the academic lives of high school students, operationally defined in this study as “aspirations”. Also, the study examined the role of this relational balance in predicting a student’s level of school engagement. The study involved a longitudinal sample of 2,079 students from 18 Australian high schools.

The average socioeconomic status of the student population was slightly above the national average. Just over half of the students were girls and 115 responded yes, when asked if they had been formally diagnosed with a learning disability. Each student responded to a survey in the latter part of the school year in 2014 and again one year later in 2015. With less than 70% retention, by this point in each school year, the students were believed to have sound basis upon which to rate their relationships with their teachers. There were 819 students that completed the survey in grades 7 and 8, 698 students in grades 8 then 9, 562 students in grades 9 then 10 and a total of 369 students with a non-English speaking background. This study received the appropriate ethics approval from the University of New South Wales, the author’s institution (Martin & Collie, 2019).

A correlational analysis was performed to determine if a relationship existed between positive teacher-student relationships and student aspiration and school engagement, hypothesizing that positive teacher-student relationships will be

positively correlated with student aspiration and school engagement. The researchers also performed a correlational analysis to determine the relationship between negative teacher-student relationships and student aspiration and school engagement, hypothesizing that negative teacher-student relationships will be negatively correlated with student aspiration and school engagement (Martin & Collie, 2019).

The results of the analyses found that students with positive teacher-student relationships scored higher in aspiration and school engagement,  $p < .001$ . Also, the researchers found that students with negative teacher-student relationships scored lower in aspiration and school engagement,  $p < .001$ . The ratio of positive and negative teacher-student relationships when compared between the two school years when each student completed the survey was positively correlated with school engagement,  $r = .24, p < .001$  and aspirations,  $r = .30, < .001$ . Overall, the results of the study suggest that when students reported more positive teacher-student relationships they tended to experience greater school engagement and higher aspirations in their academic lives (Martin & Collie, 2019).

Cheung (2019) conducted a study on positive teacher-student relationships and the impact on parental involvement in adolescent school adjustment. The purpose of this study was to examine the role of positive teacher-student relationships as a potential mechanism underlying the association between parental involvement and adolescents' school functioning. The study involved 383 early adolescents.

The researcher selected six public middle schools in urban settings. Four in the same school district and two schools belonged to two additional and different

school districts. An opt-in consent procedure was used. Invitation letters were sent to a sample of approximately 600 students and their parents; 65% provided permission for their child to participate. The participants completed a questionnaire three times in the course of 18 months. The participants reported on their parents' involvement and relationships with teachers (Cheung, 2019).

Two core sets of analysis were conducted using a latent Structural Equation Modeling (SEM) framework and a 7-point Likert scale. The first set focused on the associations among parents' involvement in children's learning and the extent to which adolescents perceived their schoolwork as valuable. The second set focused on the relationship between positive teacher-student relationships and parental involvement in their children's learning (Cheung, 2019)

The results of the analyses showed a positive association between parents' involvement and adolescents' relationships with their teachers,  $p < .01$ . In addition, parents' involvement was positively associated with the value adolescents placed on school, their school engagement and perceived competence,  $p < .01$ . Similarly, teacher-student relationships were associated with adolescent school engagement and perceived competence,  $p < .01$ . Although the pattern of associations was suggestive, the researchers were unable to determine the effects of the associations based on the results. Overall, the study merely suggested the relevance of positive teacher-student relationships and their positive effects on parental involvement, adolescent school engagement, perceived academic competence, and adolescents' perceived value of school (Cheung, 2019).

Yu, et al. (2016) conducted a study on adolescents' perceptions of positive teacher-student relationships. The purpose of this study was to identify key interactions and characteristics of high-quality positive teacher-student relationships. The study involved 41 youth who either attended a public middle or high school, a private Catholic school or one military high school.

The researchers conducted a two-part longitudinal study on youths in grades 7 to 11 who were recruited from after-school programs, schools, and community-based sites in a small Southeastern region of the USA. The selected participants completed a survey about themselves, their after-school activities, and their relationships with adults. A subsample of 41 students was purposefully selected from the survey sample to participate in the longitudinal portion of the study, including two interviews twice a year. Because the participants were underage at the time the survey and interviews were conducted, both parent consent and student assent were obtained (Yu, et al., 2016).

The interviewers asked the 41 purposefully selected participants to nominate a non-parental adult, a VIP, who they count on and is there for them, believes in and cares deeply about them, inspires them to do their best, and influence their choices they make. Participants were asked what they normally did with their VIP, what they talked about, why they felt close to their VIP, and how they knew the VIP respected them. In order to assemble a more well-rounded picture of each participant, the interviewer also asked questions regarding negative interactions, conflicts, and changes in closeness during the course of the relationship. In addition, each

participant was asked to nominate an “other adult” whom they spent much time with but did not feel as close to. The researchers individually coded each interview. Upon completion of coding, the researchers compared codes and recognized common similarities in their coding process (Yu, et al., 2016).

Two main themes were derived from the analysis of the data. The first theme focused on teachers noticing comprises, teachers acknowledging students’ presence in and outside of the classroom, such as calling on students to answer questions during class and informal greetings in the school hallway. They found that participants stated that the “little” and “normal” things teachers did to notice them created a relationship of closeness and respect. The second theme underscored teacher investment as “moving beyond surface-level interacting and connecting with students through encouragement of growth and learning” (Yu et al., p. 345). Students described these kinds of interactions when they felt like their teachers “really cared” for them or offered “extra help” and accommodated their needs and listened (Yu, et al., 2016).

Participants also noted additional benefits from their VIP relationships. Many students noted an increase in academic achievement, a gaining of knowledge that helped them with their college applications, an enhanced sense of well-being, and an environment that fostered different, positive and infectious learning. Other students stated they wanted to work harder because of the care and support of their VIP. Overall, the study suggested that positive teacher-student relationships are beneficial on multiple layers of a youth’s life (Yu, et al., 2016).



Allen (2017) conducted a study on positive teacher-student relationships. The purpose of the study was to investigate how teachers perceive the influence of cultural care and inviting practices on their relationships with students of color. The study was performed at a K-5 urban elementary school in Pennsylvania.

Allen utilized volunteers in acquiring her data, a social worker, five learning support teachers, a fifth-grade math teacher, and a second-grade teacher. All of the teachers were placed in a PLC, (Professional Learning Community), that focused on equity and care for students, and cultural care and inviting practices within the classroom. Each teacher participated in semi-structured interviews, self-reflection, and intermittent peer observation. The self-reflections and peer observations were individually completed throughout the duration of the research. The participants were interviewed individually prior to participation in the specified PLC for four reasons, to gain knowledge of their background, to remind participants of the purpose of the study, to provide a baseline for further reflection, and to be part of the planning for the PLC interventions of cultural care and inviting practices. Upon completion of the school year, each teacher was interviewed again to gain participants' perspectives on the influence of intervention tactics on the topic of cultural care and inviting practices. The interviews, participants' reflection and observation notes were analyzed using an open-coding system to identify common themes (Allen, 2017).

Several findings resulted from the research. First, the teachers perceived that they must listen with intentionality, recognize students' basic needs, and recognize students' presence in order to facilitate positive teacher-student relationships.

Second, teachers must continually reflect upon their work and personal life to gain self-awareness and allow for more opportunities to foster positive teacher-student relationships. Also, the researcher noted one unexpected outcome. Students were more likely to engage in discussions regarding race and culture in the classrooms of the teachers who participated in a PLC focusing on cultural care and inviting practices and interventions. Overall, the results of this study suggested that creating positive teacher-student relationships in the classroom is beneficial to the general academic achievement of the students (Allen, 2017).

Satter (2015) conducted a study on students who display challenging behaviors and their perceptions on what influences teacher-student relationship quality. The purpose of the study was to identify students' perceptions of what teachers can do to foster positive teacher-student relationships. The study was performed at three alternative public schools in the Midwest. Two of the schools were for students with disabilities who exhibit challenging behaviors.

The researcher used purposeful sampling and selected 17 students, grades 5 through 12, from two alternative public schools and placed them in two focus groups. The researcher then purposefully selected five teachers from a different alternative school and placed them in a third focus group to compare students' and teachers' perceptions of what teachers can do to foster positive teacher-student relationships. A semi-structured interview was used for the focus groups. The interview questions were designed to address the primary research questions:

R1. How do students who exhibit challenging behaviors define positive teacher-student relationships? And, how do their perceptions compare with teacher perceptions?

R2. How do students who exhibit challenging behaviors define negative teacher-student relationships; for example, what factors do they believe contribute to negative relationships? And, how do their perceptions compare with teacher perceptions?

R3. Is there any indication that students perceive that teacher behaviors, student choices in classrooms, and students' self-efficacy influence teacher-student relationship quality? And, how do their perceptions compare with teacher perceptions? (Satter, 2015).

Each focus group was asked with open-ended questions to allow for further probing depending on the responses from the group. Also, the student focus groups were asked to create a concept map to allow more participation by all group members. Each focus group was interviewed for approximately one hour and all responses were audio taped.

After the transcription of the audio taped responses, the researcher coded the interview's response data using a constant comparative method to continually compare the codes until categorical themes developed across the focus groups' data. The researcher met with each focus group for a follow-up session to share the emerging themes and receive feedback regarding the validity of the themes.

R1. The following themes emerged as factors that students believe contribute to positive teacher-student relationships: teachers using a calm tone when disciplining, teachers offering support to students with problems they encounter, teachers relating to students and their interests, teachers actively listening to students' concerns, and teachers demonstrating respect by showing trust.

R2. The following themes emerged as factors that students believe define and contribute to negative teacher-student relationships: teachers demonstrating inequality towards disciplining students, teachers breaking trust, teachers not using active supervision in the classroom, teachers removing students from the classroom, and teachers restraining students.

R3. Categorical themes emerged. Regarding self-efficacy, some students thought they had little control over their own behaviors and that teachers should just "deal" with it. While others believe they could influence teacher-student relationships. Regarding power and conflict, the responses varied. One student stated that she controlled the teachers, saying, "he knows not to zero me out cause he got cussed out" (as cited by Satter, 2015, p. 85). However, other students perceived they had less control and they appreciated when teachers offered choices in the classroom. One student stated, "it makes me feel like I'm important" (as cited by Satter, 2015, p. 85). Teachers provided varied responses as well regarding power and conflict. Some teachers noticed the importance of providing students the opportunity to feel a part of the classroom learning environment but shared examples of how this strategy did not work for all students. Regarding transactional interactions, both

teachers and students identified the following specific interactions as contributing factors to teacher-student relationships: teacher-student pendulum of control within the classroom, level and amount of course work, and teacher and student commitment to teacher-student relationships. Overall, the study provided evidence of the importance of positive teacher-student relationships.

### **Summary**

This chapter provided a review of the literature regarding the effects of positive teacher-student relationships on academic achievement and social-emotional growth of students. The next chapter will present the methods used to collect and analyze data for the purpose of determining the effects of positive teacher-student relationships on academic achievement and social-emotional growth of high school students.

CHAPTER III  
METHODS AND PROCEDURES

**Introduction**

The purpose of this study is to determine the perceptions of high school students regarding teacher-student relationships. This chapter will present an overview of the sample population, instrumentation, data collection, and statistical analysis.

**Sample Population**

This quantitative study consisted of 110 high school students. The study was conducted at a high school located in the Central Valley of California. The total population of this study consisted of seniors who were enrolled during the 2019-2020 academic year. A nonprobability sampling strategy was used to select students who are convenient. The participants of this study completed a survey that shared their opinions regarding the effects of teacher-student relationships. The results of this study cannot be generalized beyond this demographic population.

**Instrumentation**

For this study, data were collected through a paper and pencil survey (See Appendix A). The survey was comprised of 15 statements that reflect the perceptions and opinions of students regarding teacher-student relationships. Participants were asked to select responses that best describe their perceptions and opinions using a 4-point Likert-type scale (*1 = strongly disagree, 2 = disagree, 3 = agree, and 4 =*

*strongly agree*). Also, students were asked to provide an estimation of their high school GPA, whether or not they have received a disciplinary referral in high school and whether or not they have participated in extra and/or co-curricular activities in high school. The survey was submitted to the California State University, Stanislaus Institutional Review Board (IRB) for approval.

### **Data Collection**

An informed consent letter (See Appendix B) was sent to parents of each participant that explains the purpose of this study, underscores confidentiality of responses, and requests consent for their student's participation. Also, an assent letter (See Appendix C) was provided to the student participants, which explains the purpose and objective of the study and that their involvement is anonymous and voluntary. There were no incentives offered for participation in this study and all participants were administered the survey during allotted time in English class.

### **Statistical Analyses**

A chi-square goodness of fit was used to determine if there are significant differences in the distribution of survey responses among high school students regarding their perceptions of student-teacher relationships. A chi-square of independence was used to determine if there are differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have an at or above the mean GPA and students who have a below the mean GPA. Adding the individual GPAs of all the respondents and dividing by the total number of respondents determined the mean GPA. A chi-square of

independence was used to determine if there are significant differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have received at least one office disciplinary referral in high school and students who have never received an office disciplinary referral in high school. A chi-square of independence was used to determine if there are significant differences in the distribution of survey responses regarding perceptions of student-teacher relationships between students who have participated in extra and/or co-curricular activities while in high school and students who have never participated in extra and/or co-curricular activities while in high school. The alpha level for all analyses was set at  $<.05$ .

### **Summary**

Chapter 3 presented an overview of the sample population, instrumentation, data collection, and statistical analysis. Chapter 4 presents the findings as they relate to the purpose of this study.



## CHAPTER IV

### RESULTS

#### **Introduction**

The purpose of this study is to determine the opinions and perceptions of high school students regarding student-teacher relationships. Chapter four presents the analysis of survey responses from 110 high school students who participated in this study. This chapter discusses the inferential and descriptive analyses of the responses to 15 survey statements.

#### **Inferential Analysis Among Students**

Students who participated in this study were asked to rate on a 4-point Likert-type scale (1= strongly disagree, 2= disagree, 3= agree, and 4= strongly agree) their perceptions of student-teacher relationships. A chi-square goodness of fit was used to analyze the first set of survey data. The level of significance was set at  $p < .05$ . Table 1 displays the computed chi-square and probability values. The analysis yielded a significant difference in the distribution of responses for each of the 15 survey statements.

Table 1

*Responses: Inferential Analysis*

Perceptions of high school students regarding student-teacher relationships	Pearson Chi Square Value	P
Your teachers...		
SA: Provide Emotional Support	82.5	.01*
SB: Provide Academic Support	108.12	.01*
SC: Care About Social Well-Being	66.73	.01*
SD: Care About Academic Well-Being	86.78	.01*
SE: View Students as an Important Part of the Classroom	48.89	.01*
SF: Motivate	78.87	.01*
SG: Guide in Positive Direction	57.93	.01*
SH: Motivate Through Inspirational Teaching	55.07	.01*
SI: Engage in Meaningful Activities	32.47	.01*
SJ: Generate Positive Perceptions	76.37	.01*
SK: Allow for Assistance Without Fear	53.86	.01*
SL: Connect Emotionally	91.67	.01*
SM: Make Positive Comments	85.90	.01*
SN: Acknowledge Effort	72.82	.01*
SO: Possess Positive Attitudes	40.20	.01*

\*p&lt;.01

**Descriptive Analysis Among Students**

Frequencies and percentages for the various levels of agreement per statement were calculated. Table 2 represents a summary of the descriptive analysis. The majority of students either agree or strongly agree with survey statements A, B, C, D, E, F, G, H, J, K, M, N, and O. The majority of students either disagree or strongly disagree with statements I and L.

Table 2

*Responses: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	3	2.0	33	30	64	58.0	10	9
SB: Provide Academic Support	2	1.8	9	8.1	72	65.4	27	24.5
SC: Care About Social Well-Being	2	1.8	36	32.7	58	52.7	14	12.7
SD: Care About Academic Well-Being	1	0.9	19	17.4	67	61.4	22	20.1
SE: View Students as an Important Part of the Classroom	0	0	16	14.5	71	64.5	23	20.9
SF: Motivate	1	0.9	16	14.5	64	58	29	26.3
SG: Guide in Positive Direction	2	1.8	25	22.7	58	52.7	25	22.7
SH: Motivate Through Inspirational Teaching	5	4.5	47	43.1	46	42.2	11	10.1
SI: Engage in Meaningful Activities	12	10.9	47	42.7	37	33.6	14	12.7
SJ: Generate Positive Perceptions	2	1.8	46	42.5	53	49.1	7	6.6
SK: Allow for Assistance Without Fear	4	3.6	29	26.3	57	51.8	20	18.1
SL: Connect Emotionally	13	11.8	70	63.6	21	19.1	6	5.4
SM: Make Positive Comments	2	1.8	31	28.4	65	59.6	11	10.1
SN: Acknowledge Effort	4	3.7	41	37.9	56	51.8	7	6.4
SO: Possess Positive Attitudes	0	0	26	23.8	67	61.4	16	14.6

**Inferential Analysis Between Groups (GPA)**

A chi square for independence was used to determine if there are significant differences in the distribution of responses to the survey statements between students with GPA's at or above the mean (3.31) and students with GPA's less than the mean. The level of significance was set at  $p < .05$ . The results of the analysis showed no significant differences in the distribution of survey responses between the two groups of students except for statement K. There was a significant difference between the two groups regarding the statement, Allowing for Assistance Without Fear ( $p < .05$ ). See Table 3.

Table 3

*GPA: Inferential Analysis*

Perceptions of high school students regarding student-teacher relationships	Pearson Chi Square Value	P
Your teachers...		
SA: Provide Emotional Support	4.227	.238
SB: Provide Academic Support	0.341	.952
SC: Care About Social Well-Being	0.635	.888
SD: Care About Academic Well-Being	0.418	.936
SE: View Students as an Important Part of the Classroom	4.451	.108
SF: Motivate	2.181	.536
SG: Guide in Positive Direction	0.200	.978
SH: Motivate Through Inspirational Teaching	3.598	.308
SI: Engage in Meaningful Activities	1.079	.782
SJ: Generate Positive Perceptions	2.316	.509
SK: Allow for Assistance Without Fear	9.521	.023*
SL: Connect Emotionally	1.291	.731
SM: Make Positive Comments	0.830	.842
SN: Acknowledge Effort	1.996	.573
SO: Possess Positive Attitudes	0.262	.877

\*p&lt;.05

**Descriptive Analysis Between Groups (GPA)**

A majority of the students in both groups (one group with GPA's at or above the mean of 3.31 and the other with GPA's less than the mean of 3.31) agree with statements A, B, C, D, E, F, G, K, M, N, and O. As for statement K, there was a significant difference between the two groups. A significantly higher majority of the students with GPA's at or above the mean of 3.31 either agree or strongly agree with statement K, teachers allow for assistance without fear of rejection or embarrassment, compared to the students with GPA's of less than the mean of 3.31. Although there was no significant difference between groups for statements H, I, and J, further discussion is warranted. Fifty percent or more of the students in both groups either

agree or strongly agree with statement H, teachers motivate students through inspiring learning. Over 50% of the students in both groups either disagree or strongly disagree with statement I, teachers engage in meaningful activities. Over 50 percent of the students in both groups either agree or strongly agree with statement J, teachers generate a positive perception held by students. See Tables 4 and 5.

Table 4

*At or Above Mean GPA: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	2	3.0	23	34.3	38	56.7	4	6.0
SB: Provide Academic Support	1	1.5	5	7.5	45	67.2	16	23.9
SC: Care About Social Well-Being	1	1.5	24	35.8	34	50.7	8	11.9
SD: Care About Academic Well-Being	1	1.5	12	17.9	42	62.7	12	17.9
SE: View Students as an Important Part of the Classroom	0	0	7	10.4	43	64.2	17	25.4
SF: Motivate	1	1.5	8	11.9	41	61.2	17	25.4
SG: Guide in Positive Direction	1	1.5	15	22.4	36	53.7	15	22.4
SH: Motivate Through Inspirational Teaching	2	3.0	31	47.0	25	37.9	8	12.1
SI: Engage in Meaningful Activities	8	11.9	26	38.8	25	37.3	8	11.9
SJ: Generate Positive Perceptions	2	3.0	29	43.9	32	48.5	3	4.5
SK: Allow for Assistance Without Fear	2	3.0	14	20.9	43	64.2	8	11.9
SL: Connect Emotionally	7	10.4	42	62.7	15	22.4	3	4.5
SM: Make Positive Comments	1	1.5	20	29.9	39	58.2	7	10.4
SN: Acknowledge Effort	2	3.0	25	37.3	37	55.2	3	4.5
SO: Possess Positive Attitudes	0	0	16	24.2	41	62.1	9	13.6

Table 5

*Below Mean GPA: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	1	2.4	8	19.5	26	63.4	6	14.6
SB: Provide Academic Support	1	2.4	4	9.8	26	63.4	10	24.4
SC: Care About Social Well-Being	1	2.4	12	29.3	22	53.7	6	14.6
SD: Care About Academic Well-Being	1	2.4	7	17.9	24	58.5	9	22.0
SE: View Students as an Important Part of the Classroom	0	0	9	22.0	27	65.9	5	12.2
SF: Motivate	0	0	8	19.5	21	51.2	12	29.3
SG: Guide in Positive Direction	1	2.4	9	22.0	21	51.2	10	24.4
SH: Motivate Through Inspirational Teaching	3	7.3	14	34.1	21	51.2	3	7.3
SI: Engage in Meaningful Activities	4	9.8	19	46.3	12	29.3	6	14.6
SJ: Generate Positive Perceptions	0	0	18	43.9	19	46.3	4	9.8
SK: Allow for Assistance Without Fear	2	4.9	14	34.1	14	34.1	11	26.8
SL: Connect Emotionally	4	9.8	28	68.3	6	14.6	3	5.6
SM: Make Positive Comments	1	2.5	9	22.5	26	65.0	4	10.0
SN: Acknowledge Effort	2	5.0	16	40.0	18	45.0	4	10.0
SO: Possess Positive Attitudes	0	0	9	22.0	25	61.0	7	17.1

**Inferential Analysis Between Groups (Discipline Referral)**

A chi square for independence was used to determine if there are significant differences in the distribution of responses to the survey statements between students who received at least one discipline referral while in high school and students who did not receive a discipline referral while in high school. The level of significance was set at  $p < .05$ . The results of the analysis showed no significant differences in the responses to survey statements between the two groups. See Table 6.

Table 6

*Discipline Referral: Inferential Analysis*

Perceptions of high school students regarding student-teacher relationships	Pearson Chi Square Value	P
Your teachers...		
SA: Provide Emotional Support	3.242	.356
SB: Provide Academic Support	3.717	.294
SC: Care About Social Well-Being	1.347	.718
SD: Care About Academic Well-Being	2.603	.457
SE: View Students as an Important Part of the Classroom	0.524	.769
SF: Motivate	0.707	.950
SG: Guide in Positive Direction	2.391	.495
SH: Motivate Through Inspirational Teaching	1.956	.528
SI: Engage in Meaningful Activities	4.797	.187
SJ: Generate Positive Perceptions	5.135	.162
SK: Allow for Assistance Without Fear	2.629	.452
SL: Connect Emotionally	0.502	.918
SM: Make Positive Comments	1.051	.789
SN: Acknowledge Effort	0.488	.921
SO: Possess Positive Attitudes	2.539	.281

\*p&lt;.05

**Descriptive Analysis Between Groups (Discipline Referral)**

A majority of the students in both groups (one group that received at least one discipline referral while in high school and the other group that did not receive a discipline referral while in high school) agree with statements A, B, C, D, E, F, G, K, M, and O. Although there was no significant difference between groups regarding statements H, I, J, and L, further discussion is warranted. Fifty percent or more of the students in both groups either agree or strongly agree with statement H, teachers motivate students through inspiring learning. Over 50% of the students in both groups either disagree or strongly disagree with statement I, teachers engage in meaningful activities. Over 50 percent of the students who have received no disciplinary referrals in high school either agree or strongly agree with statement J, teachers generate a

positive perception held by students, while over 50% of the students who have received at least one disciplinary referral disagree or strongly disagree. A majority of the students in both groups agree with statement L, teachers connect emotionally. See Tables 7 and 8.

Table 7

*Did Not Receive a Discipline Referral: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	3	3.5	25	29.1	52	60.5	6	7.0
SB: Provide Academic Support	1	1.2	9	10.5	56	65.1	20	23.3
SC: Care About Social Well-Being	1	1.2	27	31.8	46	54.1	11	12.9
SD: Care About Academic Well-Being	1	1.2	13	15.1	55	64.0	17	19.8
SE: View Students as an Important Part of the Classroom	0	0	12	14.0	57	66.3	17	19.8
SF: Motivate	1	1.2	12	14.0	49	57.0	23	26.7
SG: Guide in Positive Direction	2	2.3	18	20.9	48	55.8	18	20.9
SH: Motivate Through Inspirational Teaching	4	4.7	36	42.4	38	44.7	7	8.2
SI: Engage in Meaningful Activities	11	12.8	33	38.4	29	33.7	13	15.1
SJ: Generate Positive Perceptions	1	1.2	33	38.8	46	54.1	5	5.9
SK: Allow for Assistance Without Fear	3	3.5	24	27.9	46	53.5	13	15.1
SL: Connect Emotionally	11	12.8	54	62.8	16	18.6	5	5.8
SM: Make Positive Comments	2	2.3	23	26.7	52	60.5	9	10.5
SN: Acknowledge Effort	3	3.5	32	37.2	45	52.3	6	7.0
SO: Possess Positive Attitudes	0	0	21	25.0	53	63.1	10	11.9



Table 8

*Did Receive a Discipline Referral: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	0	0	8	33.3	12	50.0	4	16.7
SB: Provide Academic Support	1	4.2	0	0	16	66.7	7	29.2
SC: Care About Social Well-Being	1	4.2	9	37.5	11	45.8	3	12.5
SD: Care About Academic Well-Being	1	4.2	6	25.0	12	50.0	5	20.8
SE: View Students as an Important Part of the Classroom	0	0	4	16.7	14	58.3	6	25.0
SF: Motivate	0	0	3	12.5	15	62.5	6	25.0
SG: Guide in Positive Direction	0	0	7	29.2	10	41.7	7	29.2
SH: Motivate Through Inspirational Teaching	1	4.2	11	45.8	8	33.	4	16.7
SI: Engage in Meaningful Activities	1	4.2	14	58.3	8	33.3	1	4.2
SJ: Generate Positive Perceptions	1	4.2	14	58.3	7	29.2	2	8.3
SK: Allow for Assistance Without Fear	1	4.2	5	20.8	11	45.8	7	29.2
SL: Connect Emotionally	2	8.3	16	66.7	5	20.8	1	4.2
SM: Make Positive Comments	0	0	8	34.8	13	56.5	2	8.7
SN: Acknowledge Effort	1	4.3	10	43.5	11	47.8	1	4.3
SO: Possess Positive Attitudes	0	0	5	20.8	13	54.2	6	25.0

**Inferential Analysis Between Groups (Extracurricular Participation)**

A chi-square for independence was used to determine if there was a significant difference in the distribution of responses to survey statements between students who participated in extra and/or co-curricular activities while in high school and students who did not participate in extra and/or co-curricular activities while in high school. The level of significance was set at  $p < .05$ . The results of the analysis showed no significant differences in responses between the two groups. See Table 9.

Table 9

*Extracurricular Participation: Inferential Analysis*

Perceptions of high school students regarding student-teacher relationships	Pearson Chi Square Value	P
Your teachers...		
SA: Provide Emotional Support	1.938	.585
SB: Provide Academic Support	6.160	.104
SC: Care About Social Well-Being	2.501	.475
SD: Care About Academic Well-Being	1.743	.627
SE: View Students as an Important Part of the Classroom	0.023	.984
SF: Motivate	0.701	.873
SG: Guide in Positive Direction	1.783	.619
SH: Motivate Through Inspirational Teaching	5.872	.118
SI: Engage in Meaningful Activities	4.286	.232
SJ: Generate Positive Perceptions	1.323	.724
SK: Allow for Assistance Without Fear	0.564	.905
SL: Connect Emotionally	1.909	.592
SM: Make Positive Comments	3.543	.315
SN: Acknowledge Effort	5.566	.135
SO: Possess Positive Attitudes	0.303	.859

\*p&lt;.05

**Descriptive Analysis Between Groups (Extracurricular Participation)**

A majority of students in both groups (one group who did participate in extra and/or co-curricular activities while in high school and one group who did not participate in extra and/or co-curricular activities while in high school) agree with statements A, B, D, E, F, G, K, M, N, and O. Both groups disagree with statement L, teachers connect emotionally with students. Although there are no significant differences between groups regarding the responses to the statements C, H, I, and J, further discussion is warranted. A majority of the students in both groups either agree or disagree with statement C, teachers care about the social well-being of students. Fifty percent or more of the students in both groups either agree or strongly agree with statement H, teachers motivate students through inspiring learning. Over

50% of the students in both groups either disagree or strongly disagree with statement I, teachers engage in meaningful activities. Over 50 percent of the students who have participated in extra and/or co-curricular activities in high school either agree or strongly agree with statement J, teachers generate a positive perception held by students, while over 50% of the students who have not participated in extra and/or co-curricular activities in high school disagree or strongly disagree. See Tables 10 and 11.

Table 10

*Did Participate in Extracurricular Activities: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	2	2.2	29	31.9	51	56.0	9	9.9
SB: Provide Academic Support	2	2.2	8	8.8	55	60.4	26	28.6
SC: Care About Social Well-Being	2	2.2	27	29.7	50	54.9	12	13.2
SD: Care About Academic Well-Being	2	2.2	14	15.4	56	61.5	19	20.9
SE: View Students as an Important Part of the Classroom	0	0	13	14.3	59	64.8	19	20.9
SF: Motivate	1	1.1	14	15.4	53	58.2	23	25.3
SG: Guide in Positive Direction	1	1.1	20	22.0	49	53.8	21	23.1
SH: Motivate Through Inspirational Teaching	3	3.3	36	40.0	40	44.4	11	12.2
SI: Engage in Meaningful Activities	11	12.1	35	38.5	32	35.2	13	14.3
SJ: Generate Positive Perceptions	2	2.2	38	42.2	45	50.0	5	5.6
SK: Allow for Assistance Without Fear	3	3.3	23	25.3	48	52.7	17	18.7
SL: Connect Emotionally	9	9.9	59	64.8	18	19.8	5	5.5
SM: Make Positive Comments	2	2.2	26	28.9	51	56.7	11	12.2
SN: Acknowledge Effort	2	2.2	38	42.2	45	50.0	5	5.6
SO: Possess Positive Attitudes	0	0	22	24.2	55	60.4	14	15.4

Table 11

*Did Not Participate in Extracurricular Activities: Descriptive Analysis*

Perceptions of high school students regarding student-teacher relationships	<u>Strongly Disagree</u>		<u>Disagree</u>		<u>Agree</u>		<u>Strongly Agree</u>	
	n	%	n	%	n	%	n	%
Your teachers...								
SA: Provide Emotional Support	1	5.3	4	21.1	13	68.4	1	5.3
SB: Provide Academic Support	0	0	1	5.3	17	89.5	1	5.3
SC: Care About Social Well-Being	0	0	9	47.4	8	42.1	2	10.5
SD: Care About Academic Well-Being	0	0	5	26.3	11	57.9	3	15.8
SE: View Students as an Important Part of the Classroom	0	0	3	15.8	12	63.2	4	21.1
SF: Motivate	0	0	2	10.5	11	57.9	6	31.6
SG: Guide in Positive Direction	1	5.3	5	26.3	9	47.4	4	21.1
SH: Motivate Through Inspirational Teaching	2	10.5	11	57.9	6	31.6	0	0
SI: Engage in Meaningful Activities	1	5.3	12	63.2	5	26.3	1	5.3
SJ: Generate Positive Perceptions	0	0	9	47.4	8	42.1	2	10.5
SK: Allow for Assistance Without Fear	1	5.3	6	31.6	9	47.4	3	15.8
SL: Connect Emotionally	4	21.1	11	57.9	3	15.8	1	5.3
SM: Make Positive Comments	0	0	5	26.3	14	73.7	0	0
SN: Acknowledge Effort	2	10.5	4	21.1	11	57.9	2	10.5
SO: Possess Positive Attitudes	0	0	5	26.3	12	63.2	2	10.5

### Summary

This chapter provided a review of the inferential and descriptive data analyses of high school student's perceptions regarding teacher-student relationships. Also included was inferential and descriptive analyses regarding whether or not a high school students' perceptions of student-teacher relationships have a relationship with GPA, discipline referrals, and participation in extra and/or co-curricular activities while in high school. The next chapter will present the conclusions, implications and recommendations for further research.

CHAPTER V  
CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR  
FURTHER RESEARCH

**Introduction**

The purpose of this study was to determine the perceptions of high school students regarding teacher-student relationships. Chapter 5 presents conclusions and implications of this study, and recommendations for further research.

**Conclusions**

A chi-square for independence was used to determine if there are differences in the distribution of survey responses among all students who were surveyed. The level of significance was set at  $p < .05$ . There were significant differences in the distribution of survey responses for all survey statements. A majority of the students either agree or strongly with thirteen of the fifteen survey statements and either disagree or strongly disagree with two of the statements.

A chi square for independence was used to determine if there were any significant differences in perceptions between students when the factors of GPA, discipline referrals, and extra and/or co-curricular participation were considered. There were no significant differences between groups for all survey statements when three factors were considered, except for one when GPA was considered. The results showed that nearly twice as many students with at or above the mean GPA do not fear

rejection and/or embarrassment when asking for assistance as compared to students with below the mean GPA.

### **Implications**

Connecting emotionally with students in the classroom is a vital part of the educational environment. Kirby Hall (2017) found that the emotional bond teachers create with their students can have long lasting effects in the students' life. The emotional bond that is created allows the students to have less behavioral problems, increased academic success, and enhanced emotional well-being (Kirby, 2017). Kirby (2017) found that students with positive teacher relationships felt part of a team and were more inclined to participate in classroom activities. Students who had below the average GPA in this study were more likely to feel embarrassed or have fear when asking for assistance. This threatens the overall learning experience for the student. This fear when paired with a lack of emotional connection with the teacher greatly hinders the learning of the student. The fear to ask for assistance and the student's perception that teachers do not connect emotionally with students begs the question, should educational systems include social and emotional well-being into their curriculum? The Mind and Life Institute an organization founded by the Dali Lama is doing just this. They argue that the heart of educating our children is recognizing that caring is the basis of moral, social, and ethical development (Jinpa, 2015). To care not only incorporates caring for others, but also self-care and receiving care.

As teachers begin to realize the importance of connecting with their students, there may be dramatic changes in the overall curriculum in our educational system. Michael Josephson (1992) stated “it is not what we teach that is important, it is who we teach.” If teachers begin to focus on the individual student more and the outcome of their test scores less, as studies listed in chapter two of this paper suggest, there will be improvements in academic success, decreases in disciplinary problems, and more participation by students at their schools.

### **Recommendations for Future Research**

Future research on the relevance of student-teacher relationships may include the following:

1. Conduct a qualitative study on students’ perceptions to gain insight into the fundamental aspects of creating meaningful relationships within the classroom.
2. Conduct a qualitative study to determine methods teachers can utilize to create meaningful relationships with their students.
3. Conduct a quantitative study to determine if ethnicity is a factor that influences perceptions on student-teacher relationships.
4. Conduct a qualitative study of students’ perceptions regarding techniques teachers can utilize to decrease fear and risk of embarrassment among students when asking for assistance.

5. Conduct a quantitative study to determine the effects of strategies teachers utilize to decrease low performing student's fear when asking for assistance.



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## APPENDICES

## APPENDIX A

## TEACHER-STUDENT REALTIONSHIP SURVEY

Please read the following statements carefully. Circle the response that best describes your opinion. All responses are completely confidential.

Use the following opening sentence to answer all survey questions:

**On average, of all the teachers that I have had in high school, they...**

**A. Provide emotional support for all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**B. Provide academic support for all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**C. Care about the social well-being of all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**D. Care about the academic well-being of all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**E. View students as an important part of the classroom.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**F. Motivate students to do their best.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**G. Guide students in a positive direction for their personal growth.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**H. Motivate students through inspiring teaching.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**I. Engage students in meaningful classroom activities that are connected to real world experiences.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**J. Generate a positive perception held by all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**K. Allow students to ask for assistance without fear of rejection or embarrassment.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**L. Connect emotionally with all students.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**M. Make positive comments about students' ability to learn.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**N. Acknowledge students' effort through recognition or praise.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**O. Possess positive attitudes.**

1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree

**What is your estimated overall un-weighted high school GPA? \_\_\_\_\_**

**Have you ever received a disciplinary office referral in high school? Yes\_\_\_\_\_**

**No\_\_\_\_\_**

**Have you participated in sports and/or clubs in high school? Yes\_\_\_\_\_ No\_\_\_\_\_**



## APPENDIX B

### LETTER OF CONSENT

#### California State University, Stanislaus Parental Consent for a Minor to Participate in Research

##### *High School Student Perceptions of Teacher-Student Relationships.*

##### Purpose of the Research

The Principal Investigator, Ryan Tribble, is a student at California State University, Stanislaus conducting research for a master's degree in education.

The purpose of this research is to determine the perceptions of high school students regarding teacher-student relationships. I am inviting your student to take part in this research because he/she is a student at Turlock High School.

##### Procedures

If you agree to let your child participate in this research, the following will occur:

- Your student will be asked to complete a survey about opinions regarding teacher-student relationships.
- The survey will take approximately 10 minutes to complete.
- Your student will complete the survey in English class.

##### Potential Risks or Discomforts

There are no anticipated risks by participating in this research. However, participants may skip any objectionable questions and may end their participation at any time for any reason.

##### Potential Benefits of the Research

The research may foster a greater understanding of the various aspects of the educational environment that go beyond the curriculum.

##### Confidentiality

The information collected by the researcher will be protected from all inappropriate disclosure under the law. All information collected from the survey will be kept in a secure location. Only this researcher and his faculty advisor will have access to the data.

The researcher **will not** keep research data to use for future research or other purpose.

##### Costs

There is no cost to your student beyond the time and effort required to complete the procedure(s) listed above.

### Compensation

There will be no compensation for participating in this research.

There is no anticipated commercial profit related to this research.

### Participation and Withdrawal

Your student's participation is voluntary. He/She may refuse to participate or stop participation at any time without penalty or loss of benefits.

### Questions

If you have any questions about this research, you may contact me, **Ryan Tribble**, at 209-648-2546 or my faculty sponsor, **Dr. John Borba** at 209-667-3260.

If you have any questions regarding your student's rights and participation as a research subject, please contact the IRB Administrator by phone (209) 667-3493 or email [IRBAdmin@csustan.edu](mailto:IRBAdmin@csustan.edu).

### Consent

I have read and understand the information provided above. All of my questions, if any, have been answered to my satisfaction. I consent to allow my student to participate in this research. I have been given a copy of this form.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Name (printed) \_\_\_\_\_  
\_\_\_\_\_

Signature of person obtaining consent \_\_\_\_\_ Date \_\_\_\_\_

Printed name of person obtaining consent \_\_\_\_\_

## APPENDIX C

### LETTER OF ASSENT

#### California State University, Stanislaus Informed Assent to Participate in Research

#### *High School Student Perceptions Regarding Teacher-Student Relationships*

##### Purpose of the Research

The Principal Investigator, Ryan Tribble, is a student at California State University, Stanislaus conducting research for a master's degree in education.

The purpose of this research is to determine the perceptions of high school students regarding teacher-student relationships.

##### Procedures

If you decide to volunteer to participate in this research, the following will occur:

- You will be asked to complete a survey about your opinions regarding teacher-student relationships.
- The survey will take approximately 10 minutes to complete.
- You will complete the survey in your English class.

##### Potential Risks or Discomforts

There are no anticipated risks by participating in this research. However, participants may skip any objectionable questions and may end their participation at any time for any reason.

##### Potential Benefits of the Research

The research may foster a greater understanding of the various aspects of the educational environment that go beyond the curriculum.

##### Confidentiality

The information collected by this researcher will be protected from all inappropriate disclosure under the law. All information collected from the survey will be kept in a secure location. Only this researcher and his faculty advisor will have access to the data.

This researcher **will not** keep your research data to use for future research or other purpose.

##### Costs

There is no cost to you beyond the time and effort required to complete the procedure(s) listed above.

##### Compensation

There will be no compensation for participating in this research.

There is no anticipated commercial profit related to this research.

**Participation and Withdrawal**

Your participation is voluntary. You may refuse to participate or stop participation at any time without penalty or loss of benefits.

**Questions**

If you have any questions about this research, you may contact me, **Ryan Tribble**, at **209-648-2546** or my faculty sponsor, **Dr. Borba**, at **209-667-3260**.

If you have any questions regarding your rights and participation as a research subject, please contact the IRB Administrator by phone (209) 667-3493 or email [IRBadmin@csustan.edu](mailto:IRBadmin@csustan.edu).

**Assent**

I have read and understand the information provided above. All of my questions, if any, have been answered to my satisfaction. I consent to take part in this study. I have been given a copy of this form.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name (printed) \_\_\_\_\_

Signature of person obtaining consent \_\_\_\_\_ Date \_\_\_\_\_

Printed name of person obtaining consent \_\_\_\_\_