

# A Study on Teacher Student Relationship With Respect to Selected Variables

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## Abstract

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. This research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers offer them the chance to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. Teacher student relationship is the nature and quality of children's relationships with their teachers play a critical and central role in motivating and engaging students to learn. Teacher-student relationships are typically defined with respect to emotional support as perceived by the student and examined with respect to their impact on student outcomes. This section will focus more on the importance of teacher-student relationships. A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information. Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment.

**Keywords: Teacher, student, relationship, learning**

## INTRODUCTION

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. This research is to investigate how a supportive relationship between teachers and students in the classroom can improve the learning process. By having a good relationship with students, teachers offer them the chance to be motivated and feel engaged in the learning process. Students will be engaged actively in the learning instead of being passive learners. The student teacher relationship is very important factor for children .Student spent almost 5 to 7 hours a day with a teacher for almost 10 months in a year. Positive relationship is essential for children to give better results .A teacher should be a friend, philosopher, guide & facilitator. Real purpose of education is not fetching bread & butter alone but it is something more than that.

In olden days of India, the guru-shishya tradition, or parampara ("lineage"), denotes a succession of teachers and disciples in traditional Indian culture and religious such as Hinduism, Jainism, Sikhism and Buddhism. It is the tradition of spiritual relationship and mentoring where teachings are transmitted from a guru teacher"(Sanskrit:) to "disciple"(Sanskrit:)or chela. Such knowledge whether it be Vedic. Be Vedic Agamic Architectural, musical or spiritual, is imparted through the developing relationship between the guru and the disciple. It is considered that this relationship, based on the genuineness of the guru, and the respect which is not based on age or how old on looks, commitment, devotion and obedience of the student, is the best way for subtle or advanced knowledge to be conveyed. The student eventually masters the knowledge that the guru embodies.

In the early oral traditions of the Upanishads, the guru-shishya relationship had evolved into a fundamental component of Hinduism. The term "Upanishad" derives from the Sanskrit words "upa" (near), ni (down) and "sad"(to sit)-so it means "sitting down near" a spiritual teacher to receive instruction. The relationship between Krishna and Arjuna in the Bhagavad Gita portion of the Mahabharata, and between Rama and Hanuman in the Ramayana, are examples. In the Upanishads, gurus and disciples appear in a variety of settings (e.g. a husband answering questions about immortality; a teenage boy being taught by

Yama, Hinduism's lord of Death) sometimes the sage women, and the instructions may be sought by kings. In the Vedas, the knowledge of Brahman (brahmavidya) is communicated from guru to shishya by oral lore.

Within the broad spectrum of the Hindu religion, the guru-shishya relationship can be found in numerous variant forms including tantra. Some common elements in this relationship include:

- The establishment of a teacher/student relationship
- A formal recognition of this relationship, generally in a structured initiation ceremony where the guru accepts the initiate as a shishya and also accepts responsibility for the spiritual well-being and progress of the new shishya.
- Sometimes this initiation process will include the conveying of specific wisdom and/or meditation techniques.
- Gurudakshina, where the shishya gives a gift to the guru as a token of gratitude, often the only monetary or otherwise fee that the student ever gives. Such tokens can be as simple as a piece of fruit or as serious as a thumb, as in the case of Ekalavya and his Dronacharya.

Fundamentally speaking, selfish motives and profit are not at all part of a teacher-student relationship as this bond is far above the egotistical interests. There is no space for all these. In a traditional Indian setting there was a very pious guru-shishya culture where the guru or teacher used to transmit spiritual, Vedic, moral as well as academic teachings to his students. The word guru itself means a person who can enlighten the individual stuck in darkness (gu means darkness and ru means light). The objective of the entire education at that time was to transform a blank mind into a knowledgeable mind, balanced personality with high moral values. Students in return used to help gurus in their household work and the one who could afford it used to pay money as Gurudakshina. This mutual relationship was based on the intellect of the teacher and obedience of the students. In such a guru-shishya relationship, everything was left on the shoulders of an able guru who, by acting as a creator, used to shape his disciples or students.

But today's scenario is no longer the same. It is completely different, many suicide cases of school-going kids, molestation and rape cases, and other school-related crime clearly show that something is wrong at a very large scale. If we flip the pages of newspapers then we will find much news of these kinds. There was a 10<sup>th</sup> class student in Chennai who committed suicide after being thrashed and stripped by the teacher. One student does not spare their teachers. News of students beating their teachers can be heard all across India. Some rich students are absolutely arrogant and do not respect or pay attention to what their teachers say. It is not just one but a combination of many factors that are causing this change. Today, teaching is no longer a duty but a way to earn money. Teachers after schools and colleges take private tuitions and encourage their students to take these classes.

Teacher student relationship is the nature and quality of children's relationships with their teachers play a critical and central role in motivating and engaging students to learn. Teacher-student relationships are typically defined with respect to emotional support as perceived by the student and examined with respect to their impact on student outcomes. This section will focus more on the importance of teacher-student relationships. A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information. Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment.

## REVIEW OF LITERATURE:

Wentzel, (2009) Defined teacher student relationship is the nature and quality of children's relationships with their teachers play a critical and central role in motivating and engaging students to learn. Teacher-student relationships are typically defined with respect to emotional support as perceived by the student and examined with respect to their impact on student outcomes.

Banner and Cannon (1997) describe the complexity in defining exactly what it means to be a fruitful teacher, we think we know teaching when we encounter it, yet we find it impossible to say exactly what has

gone into making it great. The situation is further extremely complex when considering if teaching is an art or a science. As stated by McEwan (2002), an ample amount of research exists showing that content and caring are not exclusive commodities; effective teachers focus both the relationship.

**McEwan (2002)** makes the case quite effectively expressing successful teachers appear to be those who are... 'Human' in the fullest sense that they word. Their classrooms seem to reflect very small enterprise operations in the sense that they are more open, spontaneous, and adaptable to change.

According to **Doda and Knowles (2008)** when asked to respond to the query, "what should middle school teachers know about middle school students?" roughly 2,700 middle school students from various communities from across North America responded unquestionably that they desired "healthy harmonious and rewarding relationships were most generally "characterized by compassion, respect, personalization, fellowship, and friendship" according to **Doda and Knowles (2008)**, one student response captured it best : the key being a good teacher is to know the kids. You have to know every single one and have a relationship with every single one. I think that one thing that really allows me to work hard knows that my teacher knows where I am in life at that moment. If they don't know me, I will tend not to work as hard for them.

**Saul (2005)**, who interviewed two groups of Canadian students from the Atlantic coast as well as the Pacific coast, found that all students interviewed for the study noted the vital importance of the student-teacher relationship to their success. The most quote came from Tali who said "the teacher needs to be willing to have a relationship, and not just be assessing us. It makes a big difference if they take the time to understand how you are feeling, if they understand and connect"

## OBJECTIVES OF THE STUDY

1. To study the influence of management of the students on teacher student relationship
2. To study the influence of category of students on teacher student relationship
3. To study the influence of type of college on teacher student relationship
4. To study the influence of gender on teacher student relationship
5. To study the influence of location on teacher student relationship
6. To study the influence of stream of the course teacher student relationship
7. To study the influence of medium on teacher student relationship
8. To study the influence of religion on teacher student relationship
9. To study the influence of type of family on teacher student relationship
10. To study the influence of type of father occupation on teacher student relationship
11. To study the influence of father educational status on teacher student relationship
12. To study the influence of Mother educational status on teacher student relationship

## HYPOTHESES

1. There will be no significant difference in opinion of students towards teacher student relationship with respect to the management of the students
2. There will be no significant difference in opinion of students towards teacher student relationship with respect to the category of the college.
3. There will be no significant difference in opinion of students towards teacher student relationship with respect to type of college
4. There will be no significant difference in opinion of students towards teacher student relationship with respect to gender of the students
5. There will be no significant difference in opinion of students towards teacher student relationship with respect to location of the students
6. There will be no significant difference in opinion of students towards teacher student relationship with respect to stream of the course students
7. There will be no significant difference in opinion of students towards teacher student relationship with respect to medium of the students
8. There will be no significant difference in opinion of students towards teacher student relationship with respect to religion of the students

9. There will be no significant difference in opinion of students towards teacher student relationship with respect to type of family
10. There will be no significant difference in opinion of students towards teacher student relationship with respect to type of father occupation
11. There will be no significant difference in opinion of students towards teacher student relationship with respect to type of father educational status
12. There will be no significant difference in opinion of students towards teacher student relationship with respect to type of Mother educational status

## METHODOLOGY

There are various methods of conducting a research study but in the present study, an appropriate method is selected by keeping in view the purpose of the study, nature of the problem and kind of data necessary for its study. The purpose of the present study is to analyze the teacher student relationship of junior college students in Telangana State. For this purpose, investigator has employed descriptive survey method. This method is concerned with the surveying, description and investigation of the problem.

The tool **Teacher Students Relationship Scale (TSRS)** is constructed by the researcher. It consists of 55 items. It has been standardized by the researcher after carrying out a pilot study. The co-efficient of reliability was 0.93, the validity of the tool was found to be 0.96.

## DATA ANALYSIS AND INTERPRETATIONS

**1 Management Vs Teacher student Relationship:** The influence of management on teacher student relationship is presented in the table-1

Table-1: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their management

S. No	Management	N	Mean	SD	t-value	Level of Significance
1	Private	549	218.70	16.83	6.342	Significant
2	Govt	451	212.18	15.34		
Total		1000				

The table-1 reveals that the mean scores of Private students is 218.70 and Govt' students is 212.18 on their opinion towards teacher student relationship, the SD value of Private and Govt Students are 16.83,15.34 respectively. The t-value found to be 6.342, which is significant 0.01 level. Hence, the null hypothesis is rejected. It is concluded that there is highly significant difference in the opinion of students on teacher student relationship in relation to management.

**2. Category Vs Teacher student relationship:** The influence of category of students on teacher student relationship is presented in the table-2.

Table -2: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their category.

S. No	Category of the college	N	Mean	SD	F-value	Level of Significance
1	Co- education	307	214.32	16.32	3.040	Not significance
2	Boys	376	217.36	17.51		
3	Girls	317	215.35	15.27		
Total		1000				

The table-2 shows that the mean score values of co-education is 214.32, The mean score value of boys is 217.36, The mean score value of Girls is 15.279; The F-value of the scores found to be 3.040 indicates that there is no significance in the opinion of the students regarding category of college. Hence, the null hypothesis “there will be no significant difference in opinion of students towards teacher student relationship regarding the category of the college has been accepted at 0.05 level. It can be concluded that the opinion of the Intermediate students towards the teacher students’ relationship among the students regarding the category of college has same opinions.

### 3. Type of the college Vs Teacher student relationship

The influence of type of college on teacher student relationship is presented in the table-3.

Table -3: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their type of college.

S. No	Type of the college	N	Mean	SD	t-value	Level of significance
1	Day	488	212.22	15.11	6.844	Significant
2	Residential	509	219.20	17.00		
<b>Total</b>		<b>1000</b>				

The table-3 reveals the mean scores of Day scholar students is 212.22 and residential students is 219.20, where the SD values of day and residential students are 15.11, 17.00 respectively; the t-value 6.844, which is significant at 0.01 level. Hence, there is a significant different in the opinions of intermediate students towards teacher student relationship with regard to their “type of college has been rejected. It can be calculated that the attitude towards teacher student relationship of intermediate students of Day scholars is lower than the students of the residential.

### 4. Gender Vs Teacher student relationship

The influence of gender of the students on teacher student relationship is presented in the table-4.

Table-4: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their gender.

S. No	Gender	N	Mean	SD	t-value	Level of significance
1	Male	509	215.73	18.01	0.086	Not Significant
2	Female	490	215.82	14.79		

The table-4 reveals that the mean score of male students of intermediate is 215.73 and mean scores of female students is 215.82, where the standard deviation (SD) values are 18.01 and 14.79 respectively for both male and female students on teacher students relationship. The t-value indicates 0.086 which is not significant even at 0.05 level. Hence there is no significant difference in opinion of students towards their teacher their teacher student relationship therefore the formulated null hypothesis there will be no significant difference in opinion intermediate standards towards teacher student relationship with regard to their gender has been accepted. It can be concluded that no significant difference has been found between male and female students in their attitude towards teacher student relationship.

### 5 Location Vs Teacher student relationship

The influence of location of the students on teacher student relationship is presented in the table-5.

Table-5: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their Location.

S. No	Locality	N	Mean	SD	t-value	Level of Significance
1	Rural	555	213.63	15.90	4.678	Significant
2	Urban	445	218.49	16.84		

The table-5 shows the influence of location of intermediate students towards the opinion of teacher student relationship reveals the mean score of rural students is 213.063 and urban students is 218.49 respectively where as the SD values of rural and urban students are 15.90 and 16.84 the t-value indicates 4.678 which is significant at 0.01 level . Hence, there is a significant difference in the opinion of intermediate students towards teacher students relationship with regard to their “location” has been rejected. It can be calculated that the attitude towards teacher student relationship of intermediate students of rural is lower than the students of the urban location

## 6. Stream of course Vs Teacher student relationship

The influence of stream of the course students on teacher student relationship is presented in the table-6.

Table-4.1.5: Table 4.1.3: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their Stream of the course.

S. No	Type of Stream	N	Mean	SD	F-value	Level of significance
1	M.P.C	582	215.60	15.60	0.561	Significant
2	Bi.P.C	399	215.89	17.93		
3	Others	19	219.63	11.13		

The table 4.6.0 level that the mean scores of students of course (M.P.C) is 215.60 (Bi.P.C) is 215.89 and there is (219.63) and standard deviation of (M.P.C) is 15.60, (Bi.P.C) is 17.93, others is 11.13 respectively. The F-test of the students indicates 0.561 which is significant at 0.01 level . Hence, there is significant difference in the opinions of intermediate students towards teacher student relationship therefore the formulated null hypothesis “there will be no significance or no difference in opinions of students towards teacher student relationship regarding the stream of course. It can be calculated that the opinion of intermediate students of other stream is higher than the (Bi.P.C) and (M.P.C) students towards teacher student relationship.

## 7. Medium Vs Teacher student relationship

The influence of medium of the students on teacher student relationship is presented in the table-7.

The table -7: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their medium.

S. No	Medium	N	Mean	SD	t-value	Level of significance
1	Telugu	297	217.75	18.24	2.454	Not significant
2	English	703	214.96	15.65		

The table-7 shows the mean scores of Telugu medium and English medium are 217.75 and 214.96 respectively; the standard deviations are 18.24 and 15.65 respectively. The obtained t-value 2.454 is less than the table value as standard value at 0.01 level, which is not significant.

Hence, the formulated null hypotheses “there will be no significant in the opinions of students towards teacher student relationship regarding the medium of the course of intermediate students “has been accepted. It can be concluded that the opinion of the intermediate students of Telugu medium and English medium students has no different.

## 8. Religion Vs Teacher student relationship

The influence of religion of the students on teacher student relationship is presented in the table-8.

Table-8: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their religion

S. No	Religion	N	Mean	SD	F-value	Level of significance
1	Hindu	875	215.75	16.33	153.01	Not Significant
2	Muslim	115	215.83	18.02		
3	Christian	10	218.30	13.56		

The table- 4.1.8 reveals that the mean scores of students of Hindu is 215.75, Muslim is 215.83, Christian is 218.30; the S.Ds of Hindu, Muslim, Christian students are 16.33, 18.026, and 16.503 respectively. The calculated F value 0.56 is less than the table value at 0.05 level of significant. Hence, the null hypothesis is accepted.

It can be concluded that there is no significant difference among the opinion of Hindu, Muslim and Christian intermediate students on teacher students’ relationship.

## 9. Type of Family Vs Teacher student relationship:-

The influence of type of family of the students on teacher student relationship is presented in the table-9.

Table-9: Shows the mean differences, SD, t-values on Teacher student relationship in relation to their type of family

S. No	Type of Family	N	Mean	SD	t-value	Level of significance
1	Nuclear	863	215.56	16.07	1.12	Not significant
2	Joint	136	217.27	159.02		

The table-9 shows that the mean scores of opinions of students of Nuclear family is 215.56 and joint family is 217.27; the standard deviation of the opinions of students from nuclear family 16.07 and joint family 159.02 respectively ; the obtained t-value 1.12 is less than the table value at 0.05 level. Hence, the null hypothesis is accepted that there will be no significant difference in opinion if students towards the teacher student relationships. It can be conducted that there is no different in the opinions of students of intermediate towards the teacher student relationship with regarding to the type of family of both nuclear and joint family.

### 1. Type of father Occupation Vs Teacher student relationship :-

The influence of type of father occupation of the students on teacher student relationship is presented in the table-10.

Table-10: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their type of father occupation.

S.No	Type of Father occupation	N	Mean	SD	F-value	Level of Significance
1	Farmer	876	215.43	16.08	7.987	Significant
2	Govt. employee	102	215.24	19.66		
3	private employee	05	235.00	.000		
4	Others	07	321.88	4.225		

The table-10 reveals that the mean scores of the students with father's occupation farmer is 215.43. Govt. Employee is 215.24, private employee is 235.00 and that of the other is 321.88; The standard deviations of the fathers having occupation as farmer is 16.08, Govt. employee as 4.225 respectively; the calculated F-value 14.306 is indicating that there is highly significance in the opinion of the student of intermediate towards teacher student relationship among the fathers having the different occupation like farmer, govt. employee, private employee, others. Hence, the null hypothesis is rejected that "there will b no significance in the opinions of students regarding the occupations of fathers.

It can be concluded that there is highly significance in difference in opinion of the intermediate students towards student teacher relationship regarding the occupation of their fathers.

## 2. Type of Mother Occupation Vs Teacher student relationship

The influence of type of father occupation of the students on teacher student relationship is presented in the table-11.

Table-11: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their type of father occupation.

S. No	Type of Mother occupation	N	Mean	SD	F-value	Level of significance
1	Farmer	827	214.36	16.132	14.306	Significant
2	Govt. employee	85	215.64	19.840		
3	private employee	02	235.00	.000		
4	House wife	83	229.47	.918		
5	Home maker	02	217.50	7.778		
6	Others	01	233.00	-		

The table-4.1.11 shows that The mean score values of students having their mother occupation as farmer is 214.36, govt. employee is 215.64, private employee is 235, house wife is 229.47, Home maker is 217.50 and others = 233.00 respectively; The standard deviations of student having their mothers occupation as farmer is 16.132, govt. employee 19.84 private employee 0.000 and that of house wife = 0.918 and home makes is 7.778 and other is zero. The F-value of the about table is 14.36 indicating highly significance in the opinions of students towards teacher student relationship regarding the occupation of their mother. Hence, mull hypothesis "There will no significant difference b/w the opinions of intermediate students regarding the occupation of their mother.



It can be concluded that there is highly significance in difference in opinion of the intermediate students towards student teacher relationship regarding the occupation of their mothers.

### 3. Father Educational Status Vs Teacher student relationship

The influence of type of father educational status of the students on teacher student relationship is presented in the table-12

Table-12: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their father educational status.

S. No	Father education status	N	Mean	SD	F-value	Level of Significance
1	Illiterate	664	214.95	15.92	7.956	Significant
2	Primary	262	214.95	18.37		
3	Secondary	38	225.39	10.36		
4	Graduation	19	221.00	9.06		
5	Post graduation	10	233.60	4.08		
6	Others	7	235.14	1.46		

The table-12 reveals the calculated value of "F" is 7.956 is greater than the table value at 0.000 level off significance. Hence, the null hypothesis there is no significant difference in the opinions of intermediate students towards the teacher student relationship regarding the educational status of their father is rejected.

It is calculated that there is significant difference in the opinion of intermediate students towards student teacher relationship regarding the educational status of their father.

### 13 Mother Educational Status Vs Teacher student relationship

The influence of type of Mother educational status of the students on teacher student relationship is presented in the table-13.

Table-13: Shows the mean differences, SD, F-values on Teacher student relationship in relation to their Mother educational status.

S. No	Mother education status	N	Mean	SD	F-value	Level of Significance
1	Illiterate	774	214.80	16.113	7.955	Significant
2	Primary	168	216.68	18.59		
3	Secondary	43	223.84	10.87		
4	Graduation	10	223.60	4.94		
5	Others	05	223.60	1.94		

The table reveals the calculated value of "F" is 7.955 is greater than the table value at 0.000 level off significance. Hence, the null hypothesis there is no significant difference in the opinions of intermediate students towards the teacher student relationship regarding the educational status of their mother is rejected. It can be concluded that there is significant difference in the opinion of intermediate students towards student teacher relationship regarding the educational status of their mother.

## Conclusions

- It can be concluded that there is highly significant difference in the opinion of students on teacher student relationship in relation to management
- It can be concluded that the opinion of the Intermediate students towards the teacher students' relationship among the students regarding the category of college has same opinions.
- It can be calculated that the attitude towards teacher student relationship of intermediate students of Day scholars is lower than the students of the residential.
- It can be conducted that no significant difference has been found between male and female students in their attitude towards teacher student relationship.
- It can be calculated that the attitude towards teacher student relationship of intermediate students of rural is lower than the students of the urban location
- It can be calculated that the opinion of intermediate students of other stream is higher than the (Bi.P.C) and (M.P.C) students towards teacher student relationship.
- It can be concluded that the opinion of the intermediate students of Telugu medium and English medium students has no different.
- It can be concluded that there is no significant difference among the opinion of Hindu, Muslim and Christian intermediate students on teacher students' relationship.
- . It can be conducted that there is no different in the opinions of students of intermediate towards the teacher student relationship with regarding to the type of family of both nuclear and joint family.
- It can be concluded that there is highly significance in difference in opinion of the intermediate students towards student teacher relationship regarding the occupation of their fathers.
- It can be concluded that there is highly significance in difference in opinion of the intermediate students towards student teacher relationship regarding the occupation of their mothers.
- It is calculated that there is significant difference in the opinion of intermediate students towards student teacher relationship regarding the educational status of their father.
- It can be concluded that there is significant difference in the opinion of intermediate students towards student teacher relationship regarding the educational status of their mother.

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