UNIVERSITY OF TURKU

Education Students, Pre-Service and In-Service teachers' perception of their interaction in classroom and their suggested or used strategies to develop the quality of relationship with students

SANAZ GOLBAZI
Faculty of Education
Department of Teacher Education
Master's Thesis
Education and Learning
May 2021

The originality of this thesis has been checked in accordance with the University of Turku quality assurance system using the Turnitin Originality Check service.

UNIVERSITY OF TURKU
Faculty of Education
Department of Teacher Education
GOLBAZI, SANAZ
Master's Thesis, 87 pages, 8 appendix pages
May 2021

Abstract

The purpose of this research is firstly to examine the general profile of Education Students', Pre-Service, and In-Service teachers' perceptions towards their interaction behavior in the classroom. Secondly, the knowledge and practices that Education Students, Pre-Service, and In-Service teachers use to improve or sustain the relationship with students have been investigated. Finally, the link between self-reported interaction behavior and theoretical/practical knowledge has been explored. In order to get a better understanding of the results, a mixed-method approach has been utilized. 56 multinational people answered the Australian version of the QTI questionnaire and 9 participants attended the interview.

The results of interpersonal self-evaluation reports in the quantitative section showed that the participants considered themselves to have the highest Understanding of interactional behavior with students, which has also been resembled in the qualitative research results. Put it another way, the suggested or used strategies targeted Understanding students were more important than the other scales in the qualitative section. However, the In-Service group had a significantly higher mean on the Understanding scale than the Education Students in the quantitative phase. The second highest self-reported interaction behavior that appeared from the quantitative results was Helping/Friendly. At the same time, this scale has also appeared as the second frequent interaction from the participants in the qualitative phase. Leadership and Responsibility/Freedom interaction behaviors appeared as the third and fourth highest means, respectively, according to the self-report of quantitative results from participants. The emergence of these scales at the third and fourth levels of importance can explain the reason they each appeared as the least frequent in the qualitative phase.

Key Words: Teacher-Student Relationship, Teacher Sensitivity, Caring Relationship, Model for Interpersonal Teacher Behavior

Acknowledgment

I would like to express my very profound gratitude to the following people, without whom I would not have been able to complete this research.

First of all, I would like to thank my supervisor, Koen Veermans, for his dedicated support and guidance from the beginning to the last step of conducting this research. He inspired me to be professional and think outside of the box while doing this project. Without his continues support and help, the purpose of this project would not have been accomplished.

I am also thankful to all academic crew at the University of Turku especially at the Faculty of Education who helped me in doing this research. Especial thanks are also given to Anna Väre, Coordinator at the faculty of Education, who were patiently motivating me in going forward in studies and doing the research even when going appeared so tough. My appreciation also extends to Marjaana Veermans and Maikki Pouta who helped me in the process of data collection.

The last but not least, I cannot forget to thank my family who were helping and supporting me during all stages of my studies away from home country. I could not manage to finish this degree without their unconditional support.

List of Figures and Tables

Table of content

Chapter 1

Introduction

Human relationships have a broad meaning and include any kind of interaction between people. Therefore, it can be said that interpersonal communication is a type of human relationship that is established between two or more people.

While this type of communication is also important in education, it has not attained the attention that it deserves, probably both because of its complexity and because it cannot be directly related to academic learning outcomes.

Even though changes in the views on learning, from behaviorist, through cognitivist, constructivist to socio-constructivist, have broadened the view on the context in which learning occurs, the emphasis in curriculum design and research has remained more on developing students' knowledge and Teacher-Student interaction in the context of learning than on Teacher-Student Relationships or "Pedagogical Caring" as named by Wentzel (1997). Consequently, teachers are still unaware that creating a positive relationship with students is as essential as delivering curriculum content (Lourdusamy & Khine, 2001; Evertson & Weinstein, 2013).

It is essential because the learning process and academic achievement are inherently associated with both cognitive and social psychological factors (Hallinan, 2008). A classroom is a complex system of interactions and relationships between teachers and students. So teaching and learning are inevitably influenced by various factors such as cognitive, social, cultural, affective, and curricular (Calfee & Berliner,1996).

Within this view, learning activities are always intertwined with the communication styles and interpersonal sentiments (Goh & Fraser,1998), making the interpersonal skills of the teacher one of the determinants of the learning environment (Doyle, 1986, as cited in Maulana, Opdenakker, den Brok & Bosker,2011) and Teacher-Student Relationships an essential part of teaching and learning (Andrzejewski & Davis 2008). As a result, it can be argued that the quality of the learning environment depends partly on the Teacher-Student Relationship (Levy & Wubbels 1992).

The idea of social-psychological relationships as an essential aspect of the learning environment stems from their educational, behavioral, and social consequences (Hughes & Chen, 2011). In this regard, Wai-shing (2008) even stated this stronger as "Good communication and relationships are the foundation for transforming a classroom into a learning community where pupils embrace a spirit of acceptance, respect, and security"(p.123). Other researchers have also purported that the interpersonal skills of teachers and establishing a positive atmosphere in the classroom are precursors of learning (Levy, Wubbels, Brekelmans & Morganfield, 1997).

There is also empirical evidence for these relations that further discussed the positive and negative impact of Teacher-Student interaction on various outcomes. For example, Hughes, Luo, Kwok & Loyd (2008) found that Teacher-Student Relationship quality, as the main aspect of the classroom context, can forecast children's positive academic achievement. This is also supported by research investigating the correlation between Teacher-Student Relationships, students' motivation, and academic achievement that found a positive correlation between these variables (Passini, Molinari, & Speltini,2015).

Recent reviews have also shown that high-quality interpersonal transactions play a significant role in students' motivation, social outcomes, and subsequent school adjustment (Ryan & Patrick, 2001). Additionally, consistent with the previous studies, researches show that provisions of a supportive Teacher-Students Relationship are the vital underpinning of students' academic motivation, engagement, and achievement (Martin & Dowson,2009).

In contrast, lack of high-quality interaction and Emotional Support would exacerbate the risk of negative emotions such as anxiety (Ahnert, Harwardt-Heinecke, Kappler, Eckstein-Madryc & Milatzc,2012) and fear of failure, which will reduce students' academic achievement (Guo, Piasta, Justice & Kaderavek,2010).

Keeping the issue mentioned above in mind, the role of the teacher in achieving educational goals and creating a positive environment for learning should not be underestimated. Teachers are an essential determinant of the general classroom atmosphere and of creating a positive or negative climate. Sarason (1999) has endorsed this discourse by presenting teaching as performing art. The author justified this claim first by presenting the purpose of school and schooling as to help the students "to learn more, to develop more and to experience personal and cognitive growth" (p.154), concluding that to achieve these laudable goals, the performing artistry of the teacher is crucial. Three features of artistry teachers are required to undergird these overarching goals, according to the author.

The first one is recognizing and respecting the individuality of each student, considering the differences, and creating a secure environment in which students feel safe enough to voice their feelings and thoughts. The second feature of an artistry teacher is his ability to mastery the subject matter and the capability to identify when and where the students might have difficulty and, as a result, need support. In this regard, Sarason refers to teachers as a preventer rather than a repairer of problems. Teven & Hanson (2004) called this teacher ability as one characteristic of a competent teacher and said a competent teacher is the one who knows what he is talking about, explains complicated subjects understandably, and has the ability to answer students' questions. Finally, according to Sarason (1999), an artistry teacher is the one who takes advantage of different approaches to stimulate and reinforce the students to learn.

Despite all of the above, according to Claessens, van Tartwijk, Pennings, van der Want, Verloop, den Brok & Wubbels (2016) there is a significant difference between the self-schemas of novice and veteran teachers' relational matters. This different self-evaluation by novice and experienced teachers can affect the interpretation of students' behavior and, as a result, their relational strategies.

While Teacher-Student interaction and relationships have been researched, research about strategies to initiate, develop, change, or maintain this relationship with students is more limited. Therefore, by considering the issue that improving Teacher-Student Relationship is the first step toward addressing students' emotional and relational needs and involving students in learning activities according to Wubbels & Levy (1993), additional research is needed to better understand the practices that would help to qualify the emotional climate of the learning environment.

As a result, this research plans to shed more light on the perception of Education Students, Pre-Service and In-Service teachers of their interpersonal behavior in addition to relational strategies

they used or would suggest making the quality of classroom from a relational perspective, mutually productive and supportive for both teachers and students.

Statement of Problem

When a student demonstrates behavior in the classroom, either appropriate or inappropriate, the question for the teacher, according to Wubbels (1985), is why this student is behaving like this. In most cases, without apparent need, this question remains unanswered, but in some cases, e.g., a change in behavior or problematic behavior, the teacher may address it more explicitly. In this case, the teacher might follow up with another question, for instance, to find out whether this student is behaving like that only in his classroom. If that is the case, the teachers might look for certain communication patterns in their interaction that may cause this behavior in that specific student (Wubbels et al.,1985). In other words, if part of the reason for the student's behavior comes from the interaction with the teacher, this process is referred to as circularity in communication by Wubbels & Levy (1993).

Circularity implies that the behavior of each person in the communication influences the pattern of behavior in the other persons in the communication. In other words, the behavior of each individual in the communication reciprocally influences the other. Wubbels & Levy (1993) defined this as "Circularity implies that all aspects of a system are intertwined. Changes in one will not only affect the others but will then return like ripples of water moving between river banks. Thus, circular communication processes develop, which not only consist of behavior but which determine behavior as well" (p.1). In the educational environment, this implies that the teacher's behavior influences the behavior of students and vice versa (Wubbels, Brekelmans & Hooymayers,1991).

Within the above description of circularity in communication, it can be said that a friendly behavior from one of the participants in the communication will stimulate a similar behavior on the other side of the communication and, as a result, create a reciprocal and pleasant atmosphere and consequently strengthen the relationship (Bygdeson-Larsson, 2006). For example, similar to attachment theory which will be elaborated more in chapter 2 of this thesis, the social support conceptual model postulates that students' perception of caring and Emotional Support from the teacher has impact on their subsequent adjustment to school. Put it differently, students' appraisals of teachers' Emotional Support will lead to perceived competence, social skills, and coping (Sarason, Sarason & Pierce,1990).

Moreover, a significant point that may have been omitted or less considered in the justification and explanation of Self-Determination Theory by researchers is the importance of this view is teacher job satisfaction. As far as the Teacher-Student Relationship is a dyadic connection between teacher and student, teachers' basic needs fulfillment is as important as students. Since the accomplishment of teachers' basic psychological needs from students, supervisors, and colleagues will promote their intrinsic motivation and occupation commitment (Wagner and French, 2010).

However, Wubbels & Levy (1993) reported that novice teachers have difficulty initiating and maintaining a constant relationship with their students. Thus it seems important, especially for novice and prospective teachers, to be able or learn to modify undesirable circular communication in order to prevent the appearance or to strengthen negative Teacher-Student Relationship.

In the asymmetric relationship between students and teacher in the classroom, the teacher's capability to find out the child's emotional and social clues, read the request for support from students' actions based on their individual differences, and be able to respond to the child's signals sensitively by providing tailored Emotional Support are important predictors for the development of stable positive relationships (Pianta,1999; Sabol & Pianta, 2012). This is even more important for altering negative relationships. Therefore, knowledge about pedagogical strategies that will help the teacher improve the quality of relationships with students in the classroom environment seems essential to support high-quality relationships with students (Emmer & Sabornie 2014).

While it has been recognized by researchers that developing teachers' professional knowledge plays an important role in enhancing Teacher-Student Relationship (Derksen, 1994 as cited in Wubbels & Brekelmans, 2005), it has also been noted that little attention is given to these aspects in teacher training (Goodlad, 1990), leaving starting teachers underequipped to create a high-quality relationship or to sustain stable positive relationships with their students (Higgins, 2011). As can be seen from the previous sections, much of the research in this context dates back more than 20 years, and newer research (e.g., Higgins, 2011) does not suggest dramatic changes for the positive. So this research assumed it would be valuable to assess the present-day situation both in school and in teacher training.

Statement of Purpose

Therefore, the present study intends to extract:

A)   Education Students 'and Pre-Service/In-Service Teachers' self-perception of their interaction

B)   Relational knowledge and pedagogical strategies they used or would like to use in order to build a relationship with students.

In other words, this research will firstly focus on the self-evaluation of interaction with students rated by Education Students, Pre-Service, and In-Service teachers. Secondly, the knowledge and practices that Education Students, Pre-Service, and In-Service teachers draw upon and utilize to improve or sustain the relationship with students will be investigated. Finally, the link between self-reported interaction behavior and theoretical/practical knowledge will be investigated. In order to achieve the objectives of this research, the following questions are posed in this study.

1-What is the perception of Education Students, Pre-Service and In-Service Teachers about their interaction behavior in the classroom?

2-Is there any difference between the perception of Education Students, Pre-Service and In-Service Teachers about their interaction in the classroom?

3-What are the pedagogical strategies used or suggested by Education Students, Pre-Service and In-Service Teachers to sustain or improve relationship status with students?

Chapter 2: Review of the Literature

Key Terms within the study

Considering the different approaches of researchers in Teacher-Student interaction and relationship studies, it can be said that there is no comprehensive definition of the expression in the research literature in the field. With this in mind, it is essential to note that in most of the texts and researches on this subject, the two terms Teacher-Student Interaction and Teacher-Student Relationship have been used interchangeably. Therefore, at this point, it seems necessary to mention a distinction in this regard.

According to the description provided by Emmer & Sabornie (2014), the moment-to-moment interaction between students, which is known as the micro-level, is the primary engine of the Teacher-Student Relationship, known as the macro level. In other words, there is an interplay between the micro and macro level in the classroom environment. In this regard, Emmer & Sabornie stated that "Such processes at the micro-level might over time had caused a vicious cycle of deteriorating Teacher-Student interactions, leading at the macro level to worsening relationships from the onset to the end of the year" (p.375).

In general, it can be said that the Teacher-Student Relationship as a dyadic, multifaceted, complex system (Goodnow,1992), includes sending and receiving all verbal and non-verbal interactions in a reciprocal fashion that are established between the teacher and the student in the classroom (Jones,2000, as cited in Wai-shing,2008), and misunderstanding or ignoring any of these cues can be a barrier to relationship development.

From another side, some researchers relied on the quality-based definition of Teacher-Student interaction and relationship in order to delineate these two concepts. For example, Wilkins (2014) posited that a high-quality Teacher-Student Relationship encompasses support, care, respect, understanding, interest, and teacher sensitivity.

Pianta, Steinberg & Rollins (1995), by using the self-report Teacher-Student Relationship Scale known as STRS, counted this relationship as positive when supportive, warm, and affectionate behavior is present. Conversely, they assumed a relationship negative when hazards and stressors such as conflict and struggle exist in the communication.

Pianta, La Paro, & Hamre (2008) made use of an observational tool called Classroom Assessment Scoring System, abbreviated as CLASS, to measure Teacher-Student interactions quality in a classroom setting from different lenses with the purpose to help teachers enhancing the overall relational quality with their students. The authors grouped assessing the interactional relationship between teacher and students under three domains as Emotional Supports, Classroom Organization, and Instructional Support. Pianta and his colleagues considered a Teacher-Student interaction as Emotionally Supportive when a positive climate, including respect and warmth, is dominant over a negative climate as punitive control, sarcasm, and disrespect. Furthermore, an interaction is Emotionally Supportive when the teacher is sensitive and considers the students' perception and needs into account. Looking at the Teacher-Student interaction quality from the lens of Classroom Organization, Pianta et al. (2008) stated that making rules and expectations clear and keep consistency as the characteristics of a productive Classroom Organization. They explicitly stated that a high productive Classroom Organization that affects interactional behavior

is resembled as a "well-oiled machine" in which everybody knows what is expected of them and how to do it. Moreover, a planned and prepared teacher who is ready for activities and has materials accessible for presentation in the classroom helps to improve the quality of Classroom Organization and subsequently the relational statues. Last but not least, the dominant interaction between teacher and student is categorized as Instructional Support according to Pianta et al. (2008). This domain focuses on the approaches that the teacher implements to maximize students' engagement through expanded involvement, providing opportunities to be creative and generate their own ideas in addition to the provision of frequent feedback and finally, making the learning meaningful by relating the concepts to students' actual life.

By considering all of the issues mentioned above, it can be concluded that all teachers' interactional behaviors and support concerning students is the basis for communication and developing relationships. The type of behavior determines the quality and direction of the relationship atmosphere toward either positive or negative, which affects teaching and learning quality.

Two other terms that need clarification on the subject of Teacher-Student Relationship as they play a central role in this thesis are the concept of "Caring Relationship" and "Teacher Sensitivity".

To elaborate on the first term, Gay (2018) stated that "Caring interpersonal relationships are characterized by patience, persistence, facilitation, validation, and empowerment for the participants. Uncaring ones are distinguished by impatience, intolerance, dictations, and control." (p.63). Additionally, according to McLaughlin (1991), creating a caring atmosphere in the educational environment is not accomplished only through building rapport with students but also through innovative pedagogy and engaging curriculum. Baker, Bridger, Terry & Winsor (1997) pointed to the consequence of such a caring approach in relationship to define the concept. They stated that a caring approach to schooling would affect students' sense of worth and self-acceptance in a positive way.

According to Nel (1992), ethics of a caring relationship in communication can be accomplished in four ways:1 - Modeling: in which the teacher shows how to care in the relationship by creating a caring relationship with students. 2 - Dialogue: which helps the participants of the communication to get more knowledge of each other (e.g., when the teachers engage the students to have informal conversations). 3 - Practice: through the provision of opportunities to gain the skills in caregiving. 4 - Confirmation: which happens through reinforcing of caregiving by affirming and encouraging.

Gay (2018) continued that in order to have a caring relationship with students, it is necessary that teachers be involved in the students' lives. This last statement refers us to the meaning of a sensitive teacher. It means that a caring relationship can be achieved in the presence of a sensitive teacher.

Pianta, La Paro & Hamre (2008) defined a teacher as sensitive when he or she is aware of the students' needs and, in a consistent pattern of responsiveness, matches his or her support based on students' expectations and skills. According to the authors, these teachers provide help in an effective and timely manner that addresses the students' problems and concerns. Due to this secure climate that has been provided by sensitive teachers, students consider their teacher as the source of support and appear to seek for their support in comfort. They take the risk and share their ideas, work freely and comfortably on their own, and would like to cooperate in groups.

Reeve (2006) defined the concept of teacher sensitivity with a new term as "Attuned Teacher." He stated that an attuned teacher is the one who listens to students' needs and expectations carefully, knows about students' emotions, attitudes, and engagement levels during a learning activity, and can recognize if they have learned the lesson or not.

Finally, in order to redefine the characteristics of a supportive and caring teacher giving the results of research that has been conducted by Wentzel (1997) would be beneficial. In this research, students' descriptions of caring and supporting teachers have been examined. The results showed that students characterized teachers as supportive and caring when they 1- demonstrate democratic styles in communication that provide autonomy when they call for students' participation and input 2- Consider students individuality and recognize the student as a unique learner with particular academic skills and problems, then develop expectations for students' behavior based of these individual differences 3- Provide constructive feedback instead of being punitive and critical 4- model a "caring" attitude or positive and prosocial behavior while teaching or making the class interesting, in their instructional approaches and interpersonal behavior.

Prelude to the human relationship in Education

Goodnow (1992), in his article, referred to classroom environment and education as a dynamic, complex, and social system. According to him, "Education is fundamentally a social and interpersonal process" (p.177). Therefore, by considering the fact that interpersonal transactions would likely happen in a social context as school, it is necessary to have a clear understanding of the phenomenon as a vital part of educational psychology.

Some other researchers also believe that learning happens in the social context. Put it another way, learning cannot be defined without a social context, integrated within an organized, dynamic process, and happens in a society of people rather than within individuals (Goodnow,1992).

This perception is in line with the socially elaborated learning of Vygotsky (1980). According to him, learning is a social process. In other words, social interactions determine learning in human beings. Vygotsky posits that the relation between the individual and the society has never frozen polarities, and like a river and its tributaries, this relationship combines and separates the different elements of human life.

The second perspective is also echoed by research emerging from the Developmental System Theory. As the name of this perspective implies, it considers Teacher-Student Relationship as a system applied to child development, which is posited by Ford & Lerner (1992). In some ways, developmental system theory is very similar to Vygotsky's "Zone of Proximal Development," where the Teacher-Student Relationship in the classroom context regulates the performance of a particular skill within ZPD (Pianta,1999). In another part, Pianta (1999) explicitly counted children as a developing system in a context and added that the behavior in one domain could not be conceptualized without relation to the other domains.

According to the definition provided by Pianta (1999), "Systems are units composed of sets of interrelated parts that act in organized, interdependent ways to promote the adaptation or the survival of the whole unit. Classrooms, schools, reading groups, disciplinary practices, child-

teacher relationships, literacy behaviors, and families each are, or can be, systems of one form or another" (p.24).

Given the above description of the concept of system and its approach in the Teacher-Student Relationship as the prime source of developmental change, we can say that relational matters between teacher and student are influenced by different factors where each factor including individual, family, classroom, and community attributes, all are interconnected continuously and have to impact on the relational process (Pianta,1999).

Additionally, considering the concept of the term "System" in justifying Teacher-Student Relationship, we can say that it provides alternative ways to view and expound the behavior of a student or teacher in the classroom environment. For example, students' maladaptive behavior or lack of concentration cannot be explained without considering all of the determinants in the system.

Furthermore, the discipline-related behavior of a teacher can be related to many other diverse properties of the system, including teachers' age, gender, beliefs and attributes, years of experience, well-being, roles and regulations of the school, and many more. These examples explicitly state that multiple influences always determine behavior, Pianta (1999). However, the main focus of this research is teachers' self-evaluation of interactional transactions, training, theoretical and practical knowledge that will affect their discipline-related behavior and relational strategies.

Why does the Teacher-Student Relationship matter? The role of the teacher in the lives of themselves and students

Research has shown that interpersonal relationships between teacher and student can affect both teachers as well as the student in school. According to Spilt, Koomen & Thijs (2011), it can be said that teachers who have a healthy and appropriate relationship with their students report higher job satisfaction and commitment. In other words, we can say that one by-product of the high-quality Teacher-Student Relationship is the teacher's well-being. This view has been reinforced by the research results carried out by Klassen, Perry & Frenzel (2012). In this study, the researchers examined the impact of Teacher-Student Relationships on teachers' wellbeing. Drawing on 1049 teachers in 3 studies, the results revealed that a satisfying relationship with students leads to higher levels of engagement and positive emotions.

Despite the fact that the high-quality Teacher-Student Relationship affects teacher's well-being, considering the opposite of this issue is also of particular importance, especially when we introduce the teacher as an influential person in the children's scholastic lives. This means that teacher's well-being has an impact on their classroom practices and interaction with students, which will affect the quality of relationships with them in addition to the impact on children's socioemotional adjustment. For example, Hamre & Pianta (2004) conducted research on 1217 female caregivers to examine the relationship between caregivers' self-reported depression symptoms and their interactional quality with young children. The result showed that more depressed caregivers showed less sensitivity and more negative interactional behavior.

From another side, as stated before, the Teacher-Student Relationship has a considerable impact on students. It should be noted at this point that students' lives are not only limited to school and they bring the results of their personal and family life experiences with them every day they come to school, which also affect their emotion and social behavior at school (Erickson, Egeland & Pianta,1989). However, having a good relationship with the teacher in the learning environment can buffer and compensate for many of the students' problems. This agenda can be accomplished in case of having a sensitive teacher. In this regard, Sabol & Pianta (2012) posited that "A sensitive teacher may reshape children's relational models, and subsequent behavior and relationships." (p.2014).

This idea is in line with the explanation of developmental system theory that discussed before and counted relationship as a multilevel system in which each level as family, community, and the rest influences the relational process of children. For instance, children may struggle with parents' marital strife or divorce, single parent treatment, maltreatment, social or emotional deprivation, or homelessness. Experiencing such dire, chaotic, and compromised circumstances in children's personal life will affect the interaction and behavior of students in the educational environment and will naturally lead to their academic failure (Pianta,1999).

However, the school can play a crucial role in improving the psychological health of its students, according to McNeely, Nonnemaker & Blum (2002). This idea has been restated in the article by S Yoon (2002). According to this author, when there is no emotional connection between parents and children at home or this connection has problems, the teachers' sensitivity and provisions of Emotional Support in the educational environment play a significant role in children's adaptation and can prevent further problems. In this regard, Liew, Chen & Hughes (2010) also conducted research on 761 children who were predominantly from low-income and ethnic minority backgrounds. Their findings showed that good Teacher-Student Relationships could serve as a compensatory factor and protect children from unfavorable home environments.

Additionally, in this section, it is necessary to point out the importance of the longitudinal effects of the Teacher-Student Relationship on students' relational development and adjustment over time. Pursuing this idea, Ladd & Burgess (1999) researched to examine the relationship adjustment of 399 children from kindergarten through second grade. The results of this research revealed that children who had relational problems with their teachers participated less in classroom actives and, as a result, achieved less comparing to their counterparts. It also showed that the early academic problems of children with problematic relationship schemas continued to long-lasting academic risks over time. From this example, we can conclude that establishing a good relationship with students in the first years of education can diminish or impede future relational or educational problems. Figure 2.1 summarizes the issues related to the definitions of the terms and their consequences on teachers' and students' lives and finally on teaching and learning.

Figure 2.3. Key terms within the study and its impact on students, teachers, teaching, and learning quality
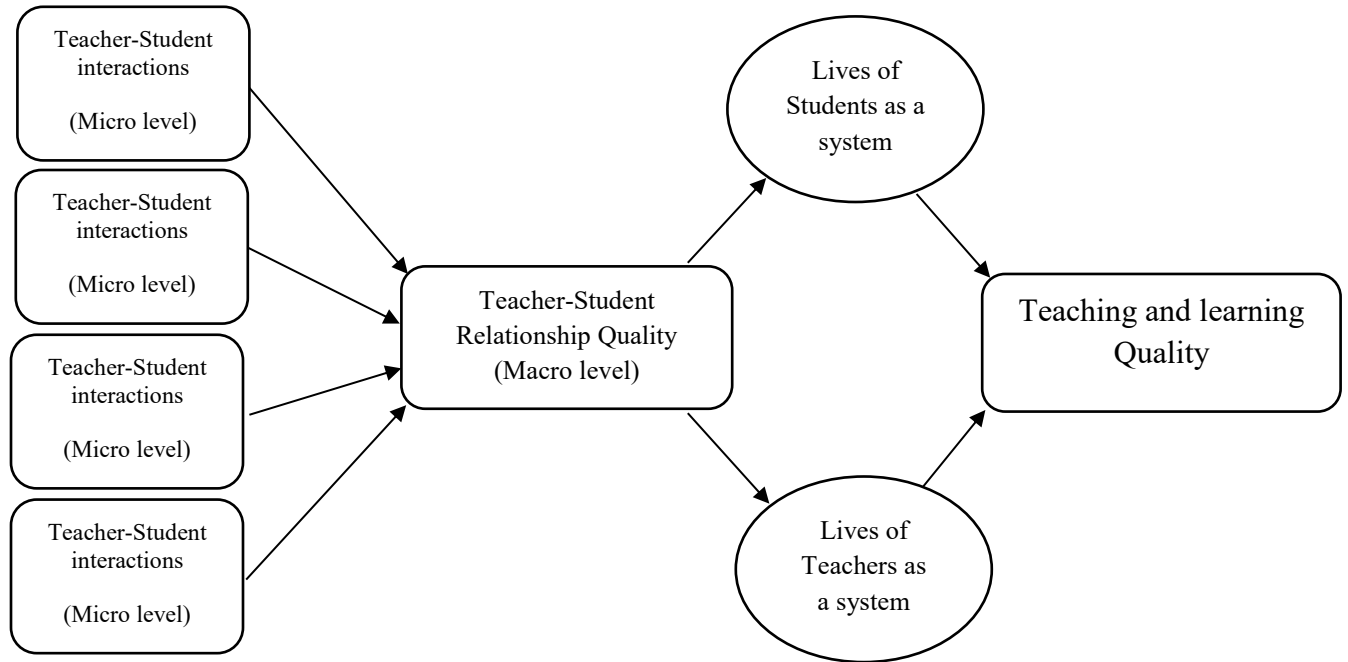
Theoretical Perspectives of Teacher-Student Relationship

Within the body of literature in education and psychology regarding the nature and quality of Teacher-Student Relationship in human development, multiple and diverse theoretical perspectives have been adopted in this effort in order to explain the phenomenon. Some of the more prominent perspectives are Attachment Theory (Bowlby, 1969), Self-Determination Theory (Ryan & Deci,2000), and Social Support Theory.

However, Wentzel & Miele (2009) pointed out that all of these approaches shared a great deal of conceptual overlap and used a causal approach. Regarding the conceptual overlap, it can be said that Emotional Support and a sense of relatedness are the important issues in all of these models, according to Sabol & Pianta (2012). Considering the issue of causal approach, it can be said that all of these frameworks conceptualize the level of emotional closeness and the security that is associated with Teacher-Student Relationship as the causal predictor of student's motivation, adjustment, and outcome, according to Wentzel & Miele (2009). The authors explicitly said in their book that "Secure and Emotionally Supportive relationships and interactions are believed to result in the sense of belongingness and relatedness in children that in turn support a positive sense of self, the adoption of socially desirable goals and values, and the development of social and academic competencies."(p.309).

Attachment Theory

According to researchers (Bowlby, 1969), one of the most critical factors determining a person's personality traits in adulthood is his relationship with his caregiver or mother as the first emotional

and intimate relationship. Put it another way; It can be said that one of the determinants in the formation of personality in adulthood is the quality of attachment with the caregiver in childhood.

In general, attachment theory, as a fundamental need for close connections with others, can be defined as the emotional atmosphere that governs a child's relationship with their parents, especially mother or caregivers, which are characterized either as secure or insecure and will generate predictions for their future relationship with others like teachers in later life (Wentzel & Miele,2009). Put it differently, researchers who have examined the Teacher-Student Relationship from the lens of attachment theory considered this relationship as the extension of parent-child relational schemas and as a prototype for the subsequent social relationship that will guide children's non-parental interactions as teachers (Sabol & Pianta,2012). This idea has been confirmed in the research conducted by Cohn (1990). The findings of this research showed that boys with insecure attachment feeling with their parents or caregiver had more behavior problems with teachers comparing to secure counterparts.

Given the assumptions of this theory and considering that children's previous relational models with their parents will predict their future interactions with their teacher, a sensitive teacher can reform and reconstruct the students' relational model (Sabol & Pianta,2012). According to Reeve (2006), " This sensitivity allows the teacher to be responsive to students' words, behaviors, needs, preferences, and emotions."(p.232).

Self-Determination Theory

According to the Self-Determination Theory that has been described in detail by Ryan & Deci (2000), human beings have three essential and innate psychological needs, which can be counted as needs of relatedness, competence, and autonomy, all of which are essential nutrients for his optimal functioning, healthy development, cognitive growth, integrity, and well-being. In other words, these core psychological variables can be counted as the determination of behavior in human beings, as is also stated by Heider (1982). Based on the explanation provided by Ryan & Deci (2017) for Self-Determination Theory, human beings are inherently social beings. From this explanation, they concluded that even though these psychological needs are natural, in order to satisfy these propensities, they should be supported or undermined by the social context. They (Deci & Ryan,2014) also stated that in case of accomplishment of all these psychological needs in the social environment, a harmonious and high-quality social relationship with others would happen.

Considering the school as a social environment, this means that the social nature of school life can play the role of a need-supportive environment, and the need satisfaction of students at school can flourish social relationships. Ryan & Deci (2000) also stated that in the case of fulfilling students' propensities for competence, autonomy, and relatedness in the social context of school, they would be engaged more in pursuing the social and academic objects of the classroom. Figure 2.2 depicts this idea in a better way.

However, some teachers have difficulty implementing the Self-Determination Theory component into practice to accomplish the basic human psychological needs in education and learning.

Figure 4.2. Satisfaction of all human-being needs & emergence of high-quality social relationship with teachers
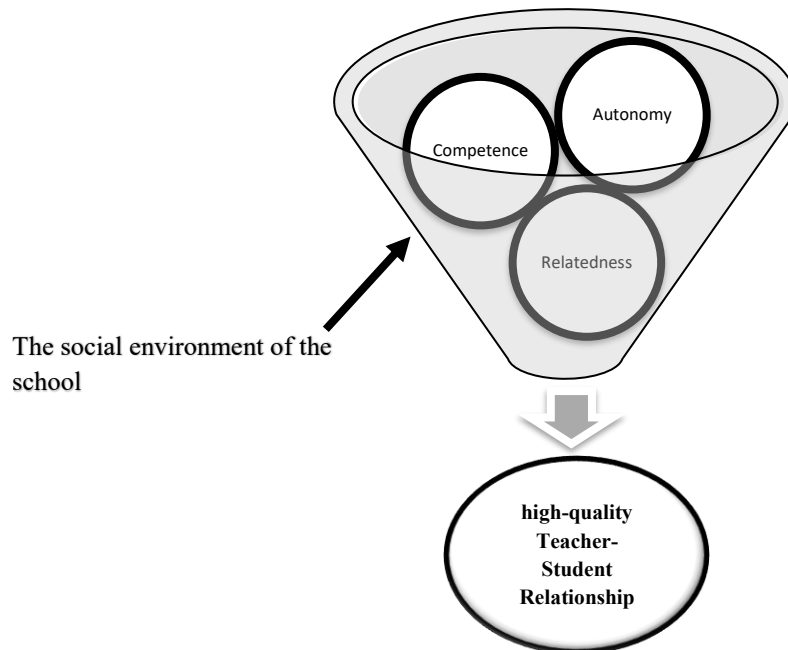
Among these three psychological needs, competence is designated to the need to achieve desired capabilities, outcomes, and goals and to experience mastery or succeeding at environmental challenges. Ryan & Deci (2017) defined the expression as "feeling effective in one's interaction with the social environment." According to the authors, when the sense of competence is satisfied in students, they are more encouraged to have persistence in the task accomplishment, and subsequently, their intrinsic motivation will flourish.

Additionally, Wentzel (2004) defined competence with more focus on context-specific outcomes. He elaborated more on the classroom competence as the degree to which students pursue school-related goals and values, as establishing a relationship with teachers and behave cooperatively with classmates, in addition to the level they are able to meet their personal values. To reiterate, Wentzel & Miele (2009) explicitly stated that "Students' school-based competencies are a product of social reciprocity between teachers and students."(p.305)

However, Wentzel (2004) hypothesized in his article that students need a motivator or reason to let them pursue their goals, either context-specific or personal values. He emphasized the quality of the interpersonal relationship with adults as a stimulator that engages students in pursuing their goals. According to Grusec & Goodnow (1994) & Wentzel (2004), children adopt the adults' goals and comply with their wishes, subsequently internalize those values and goals as their personal goals more actively, when they receive a responsive, secure, need nurturing and Emotionally Supportive interpersonal relationship. This idea has also been supported in longitudinal research on 248 students that examined the effect of support provision from teachers on students' goal pursuit from 6th to 8th grade (Wentzel,1997).

From another side, it can be said that part of competent exploration and capacity for exploring the world is based on the attachment theory foundation. The competence need is satisfied when this relational background of the child is supported at school by the teacher to the extent that it provides a secure base for exploration (Pianta,1999). In other words, contextual support can provide opportunities for people to achieve their goals and develop their personal attributes (Bronfenbrenner,1989, as cited in Wentzel,2004).

In line with the attachment theory perspective as the first emotional and intimate relationship with a caregiver that will guide children's non-parental interactions in the future, the other component of Self-Determination Theory as relatedness or belongingness means having a sense of psychological embeddedness or a secure connection with others as teachers, which provides emotional security for individuals to deal with their world actively (Martin & Dowson,2009).

According to researchers (Goodenow,1993 a & b), teachers can influence the quality of students' social and intellectual experiences by addressing children's need for belongingness, relatedness, or support and nurturance in the classroom. Stated differently, if students feel interpersonally approbated, valued, respected, included, and supported by others in the school's social environment, it can be expected that Teacher-Student Relationships can improve. Conversely, lack of these feelings causes a wide range of behavioral, emotional, and academic problems for students. For example, if the teacher follows the curriculum without considering students' needs, differences and satisfaction, there might be a separation of the students from the educational environment. Consequently, the lack of relatedness to the environment will diminish functioning and motivation, according to the findings of Bartholomew, Ntoumanis, Ryan, Bosch & Thøgersen-Ntoumani (2011). Put it differently, lack of teacher's supportiveness and caring to the needs and differences of the students, as one component of social relatedness, will thwart students' commitment to school and educational environment.

Additionally, the preference or dislike of the teacher over a certain number of students for various reasons can be the basis of alienating or ameliorating disengagement to school and the educational environment. According to Kagan (1990), caring less to some specific students by teachers or providing fewer opportunities for low achievers and at-risk students reinforces the negative self-image and can terminate school dropout. The author continues that for these students, academic success is considered unattainable, and they do not have a sense of belongingness to the educational environment.

The last but not least component of Self-Determination Theory is autonomy. Autonomy can be defined as the need to feel initiator, agentic, volition, and inner endorsements of one's intentional actions (Ryan & Deci,2000). Autonomy-supportive teachers are characterized as those who take students' needs and interests into account and create a classroom atmosphere with opportunities in order to let the students guide their behavior based on these internal states (Reeve, 2006).

Some researchers, as Ryan & Deci (2017), believe that autonomy support can be counted as the satisfaction facilitators of other psychological needs, whereas controlling context not only disturbs autonomy satisfaction but thwart the fulfillment of relatedness and competence needs. Put it differently; autonomy support is the predictor of all other basic needs. For example, in a research that has been conducted by Baard, Deci & Ryan (2004), the results of two workplaces tested a

Self-Determination Theory showed that employee's intrinsic needs for autonomy, competence, and relatedness are influenced by managers' autonomy support. In other words, there was a positive correlation between autonomy-supportive managers and employees' sense of autonomy, competence, and relatedness satisfaction.

In the educational context, Reeve (2006) states that "Autonomy support revolves around finding ways to enhance students' freedom to coordinate their inner motivational resources with how they spend their time in the classroom.". (p.231). Therefore, it can be said that the social context of school as an environment can help the fulfillment or thwart of autonomy, and the consequence would be either flourishing or destroying Teacher-Student Relationship. However, achieving an autonomous learning environment is possible in different ways. One conspicuous way to get to this target is to provide some opportunities to students for choice (Ryan & Deci, 2016). This idea has also been reinforced by the findings of research conducted on 278 high school students in 30 classrooms with 10 teachers by Patall, Dent, Oyer & Wynn (2013). According to the research results, provisions of choice by teachers had a positive correlation with students' autonomy need satisfaction.

However, according to Weinstein (1998), some teachers might be in challenge to enact in a caring way, giving autonomy and freedom to choose to students while being structured, achieving order, and follow the discipline. For example, in research, this writer explored prospective teachers' conceptions of caring and order using a questionnaire called "Teacher Beliefs Survey." The result showed that the participants had a dichotomous way of thinking about order and caring and considered the categories mutually exclusive. In this article, achieving order can be accomplished through specific management strategies as establishing rules while a caring relationship is characterized by nurturing, willingness to listen, and accessibility. This problem might arise due to the misconception of autonomy support with the removal of structure as they are frequently and erroneously equated with each other (Reeve,2006).

Additionally, living in a democratic society might be considered highly desirable for human beings for the purpose of being able to develop autonomous morality and a sense of responsibility. These features are correspondingly a necessity in an educational environment as well. This target would not be achieved by teaching in a top-down, heteronomous authoritative method, on the basis of teacher-centered strategy or using controlling-oriented discipline. On the contrary, to achieve this goal, it is essential that teachers apply cooperative strategies in order to encourage critical thinking, decision making, a sense of responsibility, and autonomy in students. For example, Ps (2005), in his article, suggested that assigning group work activities can give the chance to students to develop their knowledge which fosters their critical and independent thinking while taking responsibility in a group. He also stated that involvement in decision-making is an essential factor in autonomy development and provides the students some real-life practices that make them ready to be prepared as responsible citizens in a democratic society in the future.

From another side, Evertson & Weinstein (2013) speculated in their book that establishing a good relationship with students does not mean letting them do whatever they would like; otherwise, students are more interested in having a more organized classroom by setting limits and enforcing expectations. The writers defined order in the classroom as following activities required for a task within reasonable and acceptable boundaries. They pointed out that students respect more for

teachers who can manage to have a well-ordered classroom environment. However, the ways through which this order is fulfilled in the classroom are critical.

This idea has been reinforced by the findings of Haertel, Walberg & Haertel (1981) that examined 17,805 students. They found a positive correlation between students' learning outcome and classroom cohesiveness, goal-orientation, and satisfaction, while it is negatively correlated with classroom disorganization and friction.

Social Support Theory

The subsequent conceptual perspective that plays a vital role in the valence of Teacher-Student interaction and relationship is called the Social Support Theory. Even though many interpersonal constructs and processes fall under the category of social support, and each of these is related to people's well-being, according to Heller & Swindle (1983), there is conceptual confusion in defining the theory. Despite this ambiguity, the definitions share some common characteristics, and nearly all of them emphasized the provision of supportive behavior in social interaction from a provider to the recipient (Hupcey,1998). In the context of education as a social environment, the teacher is characterized as the support provider, and the student is the receiver of this support. These supportive acts convey the meaning to the receiver of the support that they are cared for, loved, esteemed, and accepted as a member of the social network stated by Cobb (1976) as cited in Uchino (2004). The provided support ranges from emotional, informational, and esteem support (Cutrona & Russell,1990).

Emotional Support can be provided with expressions or actions of caring, empathy, concern, trust, nurturance, and comfort, which conveys the meaning to the support receiver that they are valued and that the provider is available and accessible whenever they need it. Esteem support is a kind of resource that cultivates the sense of capability by providing individual feedback about the support receiver's skills and abilities. Finally, informational support refers to the provision of advice, feedback, or guidance in communication that can convey an emotional message to the recipient as well (Cutrona & Russell,1990).

Considering the issue of Teacher-Student interactions, it is important to pay attention that what support is needed by the receiver and provide particular or tailored support based on the needs and expectations of the student. In this regard, Dunkel-Schetter (1990, p.281) explicitly stated that "Before behaving supportively, an individual must recognize that the other person needs support and then determine what type of behavior is needed." Additionally, he stated that paying attention to the individual differences and unique characteristics of the receiver and sender of the support is important since these factors might affect the provision, acceptance, or rejection of the resources. For example, it is stated by Hupcey (1998) that psychological characteristics of the recipient as coping ability, in addition to the history of supportive interaction, can affect the way they request or accept the provided support. They stated that a distressed receiver with a low level of coping ability might be reluctant to ask for support, and if this happens in the long run, it might keep away the support provider.

The author also provided different models of social support interaction which explains some of the approaches that social network members provide or receive the support. These models can be transferred to educational context considering the teacher as "P" which stands for support Provider,

and student as "R" which stands for Receiver of the resources. The models are shown in Figure 2.3, and the explanation of each model is presented below.

Figure 2.3. Models of social support interactions (Adopted from Hupcey,1998)
Model a. Provider-Recipient model in which one teacher provides the support and tries to meet the needs of the students
Model b. Primary-Secondary provider model in which there is an assistant that helps the main teacher to meet the needs and expectations of the student
Model c. Multiple provider model in which more than one teacher is involved to support the students
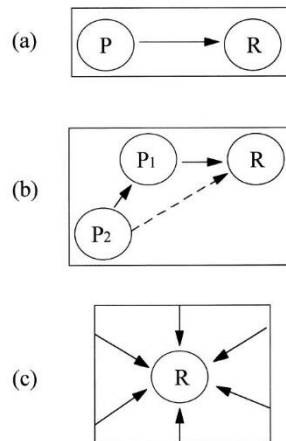
Factors contributing to the quality of Teacher-Student Relationship

As mentioned earlier in the research text, school is a complex social environment that is a microcosm of a larger social system (Solomon, Watson, Delucchi, Schaps & Battistich,1988). Therefore, by its nature, classroom quality and Teacher-Student Relationship as complex and multi-component system are always determined by multiple influences. Based on Pinta's (1999) triple system model, the Teacher-Student Relationship is influenced by three major connected components as Features of the Educational Environment, Features of Students and Teachers, which these factors as system themselves, can improve or weaken the relationship between teacher and student.

The first feature as Educational Environment can be counted as school hours in which teachers and students are in contact with each other, class size and the number of teachers and students in each class, school discipline policies or climate, teacher-centered or student-centered educational environment, and so on. All of these factors in the educational environment can affect the Teacher-Student Relationship. The next important factor is the Features of Students as their social skills, age, gender, grade level, etc. Put it another way, Pianta (1999) counted the developing child as a system. It means that school, which had been considered as a system before in this text, has some other components that are working as a system as well. Therefore, in order to explain the child as a system, recognizing the behavior through different developmental domains as motor, cognitive, emotional, which produce an integrated whole, is essential. The last but not least component of Pianta's triple framework is Features of Teachers as a system such as age, gender, years of teaching experience, beliefs and attributes, attachment histories, mental health or concerns as financial, family and marital problems, ethnicity, self-efficacy and images of themselves, training, practical

knowledge and so on. For instance, evidence supports the view that the attachment history of teachers influences their behavior and is a significant factor in the quality of the Teacher-Student Relationship (Kesner,2000).

Considering teachers as a system, Pianta (1999) in his book clearly stated that in order to understand and explain the discipline behavior of a teacher in the classroom environment, knowing some information about the school and its policies, teachers' history of experience, and the community in which they are working in is necessary. According to the writer, "One cannot understand or explain a teacher's interactions with students without understanding how those interactions fit within and are shaped by goals (implicit or explicit) of the school, the school system, or the community" (p.34).

All in all, to explain the Teacher-Student Relationship, a holistic level of analysis is required. From all of the mentioned above and by considering the fact that there is a dearth of research on practical knowledge and pedagogical strategies that teachers use in class, the focus of this study is to understand the link between self-reported interaction behavior by participants, categorized by their years of teaching experience, and their theoretical and practical knowledge which would affect the quality of the learning environment. In line with this idea, Emmer & Sabornie (2014) restated that the quality of Teacher-Student Relationships in the classroom environment is dependent on teacher practical knowledge. Furthermore, Pianta & Allen (2008) postulated that even though the classroom is a complex social system, providing teachers with developmental processes relevant to social intersections between teachers and students in addition to personalized feedback and support can alter Teacher-Student Relationship in a positive direction.

Criteria for an effective Teacher-Student Relationship based on Model for Interpersonal Teacher Behavior

In (1957) a clinical psychologist called Timothy Leary, as cited in Wubbels & Levy (1993), developed a model of interpersonal behavior which allowed for a graphic representation of all human interactions. After analyzing hundreds of patient-therapist dialogues in addition to the group discussions, Leary and his co-workers coded the discourses into sixteen categories, representing different kinds of interpersonal behavior which reduced to eight over time (Wubbels & Levy,1993). Building on the work of Leary (1957), Wubbels et al. (1985) developed a model for interactional teacher behavior. The conceptualization of this model as a system perspective can be explained along two dimensions depicted on an orthogonal plane labeled as proximity and influence (Figure 2.4). The proximity dimension, containing cooperation and opposition on the two sides of the continuum of behaviors, means the degree of closeness of two participants in the communication felt by communicators. The influence axis, including dominance and submission on the other two sides of the vector, is designated to the degree a person is controlling or directing the communication (Wubbels et al. 1985). Moreover, in an educational setting, the model of interpersonal behavior displayed by the teacher is also divided into eight equal behavior segments in a circular structure labeled as Leadership, Helping/Friendly, Understanding, Student Responsibility/Freedom, Uncertainty, Dissatisfaction, Admonishing, and Strictness (Figure 2.4). Each section is abbreviated with two letters dependent on the position of each interaction in the coordinate system. For example, CD means that the cooperation sector prevails over dominance in the cooperation-dominance quadrant. The teacher who shows more CD interaction behavior can

be seen as a teacher who is helping and friendly, showing interest, inspire confidence and trust (Wubbels et al.,1985). Referring back to the two dimensions of proximity and influence as described before and connecting them to 8 behavioral segments, it can be said that the higher proximity encompasses two quadrants as CD Helping/Friendly and CS Understanding, while on the other side, low proximity includes OD Admonishing and OS Dissatisfied sectors. Furthermore, high influence encompasses DO Strict and DC Leadership, whereas SO Uncertain and SC Student Responsibility freedom goes under the low influence. The graphic representation of human interaction, including two dimensions with eight quadrants, is shown in Figure 2.4.

Figure 2.4. Model for Interpersonal Teacher Behavior (Adopted from Wubbels et al.,1985)
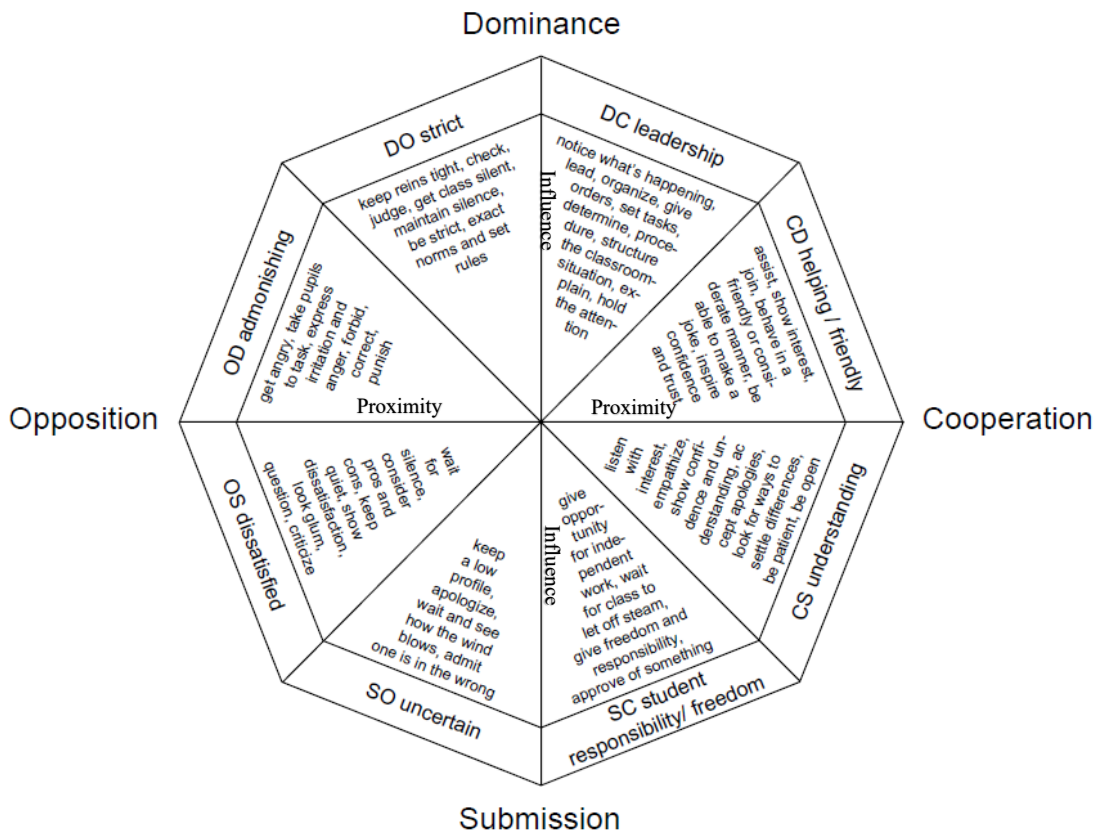
According to Marzano, Marzano, Pickering (2003), a teacher who has high cooperation considers the needs, expectations, and opinions of others and prefers group work instead of individual work. Even though these characteristics of teachers are undoubtedly positive traits, extreme cooperation would result in an inability to act without the input or approval of others. From another side, extreme opposition is characterized by active antagonism toward others. Therefore, according to what was explained, it is evident that neither endpoint of the continuum result in an optimal and healthy Teacher-Student Relationship. On the Influence axis, which includes dominance and submission on the other two sides of the vector, while high dominance encompasses lack of attentiveness and concerns for the student's interest, high submission is known by lack of clarity and purpose, according to Marzano et al.(2003). Again, it is stated by the authors that neither extreme dominance nor extreme submission is counted as an ideal Teacher-Student Relationship.

Finally, as it is depicted in Figure 2.5, Marzano et al. (2003) clearly showed that a balanced combination of dominance and cooperation, which does not include extreme levels of each trait, will guarantee the constructive Teacher-Student Relationship. This idea has been reinforced by Marzano & Marzano (2003), as cited in Choy, Wong, Chong & Lim (2014). They stated that exhibiting specific behaviors by teachers is the characterization of effective and healthy Teacher-Student Relationship. These behaviors include demonstrating an appropriate level of dominance and cooperation, in addition to being aware of student's needs.

Figure 2.5. Interaction between dominance and cooperation (Adopted from Marzano et al.,2003)
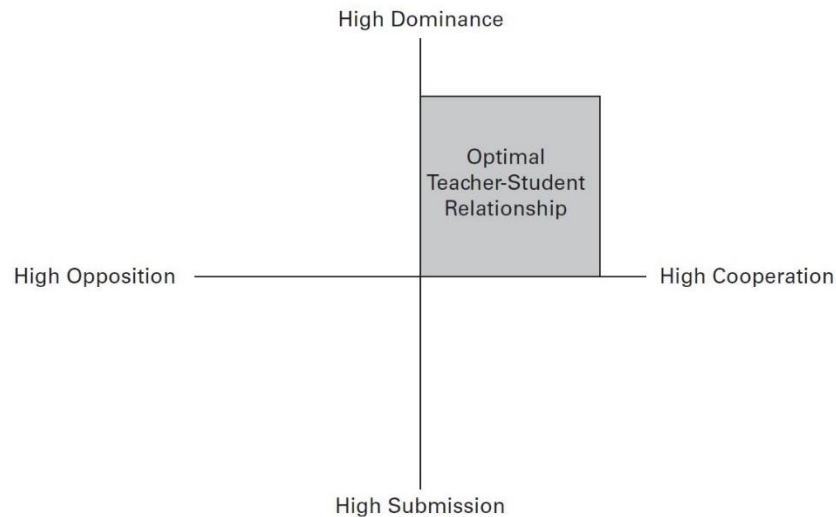
How to assess the Teacher-Student Relationship?

Among the research literature, researchers have used system perspectives to examine Teacher-Student Relationship. For example, there are some researchers who examined the relationship quality from students' perspective (Fisher, Den Brok, Waldrip & Dorman,2011), while some others considered teachers' viewpoint into account to explain the phenomenon (Yu & Zhu,2011). Some other researchers compared the perception of both teachers and students to achieve a better understanding of the similarities and differences (Levy & Wubbels,1992; Maulana, Opdenakker, Den Brok & Boske,2012). In addition to the fact that each of these studies may have examined the issue from different perspectives, they used an assessment device or tool to gather this information.

Researchers who have studied students' perspectives have mainly used interviews, several sets of questionnaires or both, such as the research carried out by Lee, Fraser & Fisher (2003). In order to elicit very young children's descriptions of their relationships with parents or on a limited basis with teachers, the doll story technique has been suggested by George & Solomon (1991), as cited in Pianta (1999). In this technique, as a semi-structured play interview, the child is placed in the educational environment like a classroom setting, and a doll will be given to him or her as well. Then the interviewer uses reflective techniques and asks the child to complete the story from the stem the interviewer offers. For example, the interviewer could say, "One of the kids in the class won't listen when the teacher said to be quiet. what happens next?". Series of stems that would appear as the answer will reflect child's representations of relationship with their teachers.

Experts that investigated teachers' viewpoints regarding their relationship status with their students take advantage of questionnaires as well as interviews. Among all of the questionnaires that have been used in this area, The Student-Teacher Relationship Scale (STRS; Pianta & Steinberg,1992) and Questionnaire of Teacher Interaction (QTI; Wubbels et al.,1985) are more frequent. Considering the importance of getting information from teachers regarding their relationship with students through the interview, Teacher Relationship Interview (TRI) accompanying a scoring system, developed by Pianta (1997), as cited in Pianta (1999), is more prominent. This semi-structured interview is designed to measure a teacher's relationship with a particular child in the classroom.

Finally, Observation tools have been developed with the purpose of gleaning information from outsiders' perspectives. As stated before, the Classroom Assessment Scoring System (CLASS) developed by Pianta et al. (2008), as one of the leading frameworks for research about the quality of classroom, is an observation instrument that analyses the Teacher-Student interaction in the classroom setting emphasizes on teachers' support and practices, underlying the three domains as Emotional Support, Instructional Support, and Classroom Organization.

Summary

At the beginning of the second chapter, key terms within the study have been provided with the purpose of giving a general guideline to the reader of this thesis to help their better understanding. Afterward, literature positioning the study of Teacher-Student Relationship has been reviewed and started with an introduction to human relationship. It is followed by the roles the teacher plays in the lives of themselves and their students. It is stated at this part that a positive Teacher-Student Relationship is beneficial for both teachers and students. Therefore, paying attention to this issue is very important. Next, multiple Theoretical perspectives of the Teacher-Student Relationship have been provided. The purpose of reviewing literature in this regard is that these theoretical frameworks are going to be used in analyzing data from interviews later in chapters 4 and 5.

Factors contributing to the quality of Teacher-Student Relationship are presented later and is going to be referred back later in chapter 4. Next, criteria for an effective Teacher-Student Relationship based on the Model for Interpersonal Teacher Behavior are provided in order to have a general idea about the optimal Teacher-Student Relationship. Then, methods and instruments for assessing Teacher-Student Relationship have been explained with the purpose of discussing more it in the methodology section.

Chapter 3: Methodology

   Introduction

This chapter will endeavor to describe the research design that has been used in this study. First, the population, sample, and the characteristics of participants will be discussed. Then the data collection process is explained together with the instruments that were used to collect data. Later, the approach for the analysis of the data in each phase is explained.

   Research Design

A mixed-method research design has been utilized to get a better understanding of the process and shed more light on specific dispositions of the participants by considering different angles of the research questions. According to Ary, Jacobs, Irvine & Walker (2018), using a mixed-method can be used in research to develop interpretations of the research results further and expand the breadth or depth of the research. The authors also stated that the goal of mixed-method research is to combine different methods in order to utilize the strength of one approach and offset the weaknesses of the other. In other words, the authors explicitly stated that "Mixing methods, in ways that minimize weakness or ensure that weakness of one approach does not overlap significantly with the weakness of another, strengthen the study." (p.590)

The first purpose of this research is to examine the perception of Education Students, Pre-Service, and In-Service teachers about their interaction behavior in the classroom. For this purpose, the Questionnaire of Teacher Interaction, known as QTI (Wubbels et al. 1985), has been adopted to assess participants' behaviors with students in the classroom environment.

The second target of this research is to extract the participants' knowledge about the pedagogical strategies they used or would like to use to sustain or improve the Teacher-Student Relationship. In order to achieve this goal, a researcher-made interview consisting of 13 questions has been used. The design of the questions for the interview was inspired by attachment theory, Self-Determination Theory, social support theory, and Model for interpersonal teacher behavior.

In the end, the link between the self-reported interaction behavior by participants and their theoretical and practical knowledge will be investigated in chapter 5 of this study.

   Population and sample

The study used a non-random, purposive, convenience procedure for accessing the members of the target population and asking them to fill in the questionnaire. The interview participants have been selected from the volunteers who filled out the questionnaire.

Webropol (an application to design a questionnaire) was used to implement the questionnaire and collect data for the quantitative section of the study. In total, 56 multinational people answered the Australian version of the QTI questionnaire involving 15 Education Students who had no experience of teaching but had already taken some courses in the field of Education, 17 Pre-Service teachers who had little or no teaching experience, 24 In-Service teachers who had at least one-year teaching experience.

For the qualitative part of the study, the researcher set a time with volunteers, and they attended a 1 hour and 30 minutes' interview session. The participants were 2 men and 7 women, including 3 Education Students, 3 Pre-Service teachers, and 3 In-Service teachers.

Data collection procedure

All of the data for this study have been collected during the second semester of the 2019-2020 academic year. It took two months to collect both the quantitative and qualitative data.

As said in the quantitative part, Webropol application has been used to collect data. In some cases, the link has been sent to the accessible population and asked them to fill out the survey if they are interested. Later, the researcher asked for some university teachers' help. They either sent the link to their students, or the researcher went to the teacher's class and presented a QR code that volunteers could answer the questionnaire after scanning the code. The questionnaire consisted of 48 questions in English about teacher interaction with students contacting a consent letter accessible in Appendix 3, and filling out the questionnaire took 20 minutes. To encourage the respondents to give honest answers, the survey was designed anonymous. The questionnaire is provided in Appendix 4.

In the qualitative section, a 1 hour 30 minutes semi-structured, in-depth researcher-made interview in English consisting of 13 questions, available in Appendix 2, has been conducted with volunteers by the researcher. After agreeing with the participant about the interview session date and time, the researcher booked a room at the library of the University of Turku before attending the interview and shared the information with the participants. Additionally, to receive reliable data, the researcher sent a consent letter to the participant's email address before the interview session and told them to sign the paper if they agreed with the consent letter clauses. This consent letter makes sure that the participants attend the interview voluntarily, and the researcher promised the anonymity of the interview. The consent letter is available in Appendix 1.

At the beginning of the interview, the researcher asked for permission from the participant to record the interview. Therefore, the whole procedure has been recorded by Voicea application with the purpose of using them later in data analysis. In order to increase the reliability and validity of the qualitative results, short notes were taken by the researcher during the interview. The interview began with a brief introduction about the interviewer and continued with 13 open-ended questions asking for participants' suggested or used strategies regarding interpersonal behavior with students. If participants could not understand the questions or could not recall any strategies, the researcher rephrased the questions or tried to give some examples. Finally, to thank the interviewees, a small gift has been given to participants at the end of the session.

Instruments

As stated before, this mixed-method research used two instruments in two phases to extract information from the participants. The data collected through these instruments will be used later in the data analysis of the study. In the quantitative phase, the data were collected through an existing questionnaire to measure participants' perceptions of their interaction. Besides, a researcher-made interview was conducted in the qualitative section to understand participants' pedagogical strategies of their relationship with students. The following section looks at each

phase of the study separately. Information about the development of each instrument, validity, and reliability, in addition to the ways that data is going to be analyzed, will be discussed in detail.

Phase 1: Survey with the QTI

Questionnaire of Teacher Interaction, known as QTI, which has been developed according to Model for Interpersonal teacher behavior, measures secondary students' and teachers' perceptions of teacher interpersonal behavior. The instrument is a self-reporting, multiple-choice 48 items feedback inventory that employs 5 points Likert rating scale worded according to five levels of behavioral intensity from never to always, developed by (Wubbels et al. 1985). It seems necessary to mention that the original QTI instrument is a Dutch version consisting of 77 items. There is also an American version, including 64 items. Additionally, by considering the fact that there might be different perspectives in understanding relational matters in the classroom, three forms of the QTI, including student's version, teacher's actual and ideal version, are available in order to get the perception of different participants. For example, the student model investigates the students' perception of their teacher's interpersonal behavior. The teacher model examines teachers' self-perception about their actual or ideal interpersonal behavior with students. However, by considering time limitations, the shorter version consisting of 48 items (Fisher, Henderson & Fraser,1995) and the teacher's actual instrument model has been used in this study. Therefore, it is believed that as a self-evaluation instrument, QTI can help the participants to reflect on their educational practices and would help them to improve their professional skills.

Cronbach's Alpha Reliability Indices of QTI for previous studies

Even though QTI is nearly 20 years old, it has been used extensively in various educational contexts. According to Wubbels & Brekelmans (2005), it has been translated into English, French, German, Hebrew, Russian, Slovenian, Swedish, Norwegian, Finnish, Spanish, Mandarin Chinese, Singapore Chinese. The validity and reliability of the teacher version instrument also have been examined in different countries as well. Table 3.1 provides a list of some published studies that show the QTI validity and reliability results based on teachers' responses.

Table 3.1. The examined Internal consistency of QTI based on teachers' responses in its different versions and adoptions

Country	Item N	Participants N	Leadership α	Helping/Friendly α	Understanding α	Responsibility α	Uncertainty α	Dissatisfied α	Admonishing α	Strict α	Reference
Australia	48	72	.88	.92	.88	.79	.78	.84	.79	.72	Newby, Rickards & Fisher (2001)
Netherlands	77	91	.89	.76	.77	.87	.90	.86	.78	.80	Wubbels (1985)
US	64	31	.75	.74	.76	.82	.79	.75	.81	.84	Wubbels & Levy (1991)
Hong Kong	40	94	.68	.67	.63	.48	.62	.53	.65	.57	Yu & Zhu (2011)
Indonesia	57	55	.78	.67	.80	.54	.66	.56	.60	.52	Maulana, Opdenakker, Den Brok & Bosker (2012)
Singapore	48	200	.84	.70	.86	.62	.76	.68	.73	.66	Lourdusamy & Khine (2001)
Israel	48	50	.83	.79	.82	.78	.57	.66	.75	.69	Kremer-Hayon & Wubbels (1992)

Quantitative Data Analysis Procedure

In the quantitative section of this research, SPSS computer program version 25 was used in the data analysis of the quantitative section. Descriptive statistics, including frequency, mean and standard deviations, are used to present comprehensive and valuable information from the data that allows answering question one of this study. Research question two will be answered based on the Analysis of Variance (ANOVA) comparing Education Students, In-Service and Pre-Service Teachers.

Phase 2: Interviews

The choice for the interviews was twofold. First, narrating the relational strategies that participants have experienced during their teaching time or learned in their educational programs provides the perspective of the study participants. Second, this narration procedure can help them to move the knowledge from implicit to explicit and can help their professional growth. In the same vein, Clemente & Ramírez (2008) contended that "……it offers the possibility of going from the irrational to the rational, from unawareness to awareness, from the implicit to the explicit, from ignorance and custom to knowledge and reflection" (P.1257).

The interview questions were created in the process of designing, discussing, and revising, then tested in a pilot interview. Designing the interview questions has been inspired by theoretical perspectives of Teacher-Student Relationship as Attachment Theory, Self-Determination Theory, Models of Social Support Theory in addition to the concepts of teacher sensitivity and caring relationship. Furthermore, the behavioral segments from The Model of Interpersonal Teacher Behavior, used in QTI, have been considered into account while producing the interview questions.

The pilot test was conducted with an In-Service teacher with the aim to check and improve the quality of the questions and to get an idea about the length of the interview in order to be able to anticipate the required time in real interviews. Based on the pilot, some questions were rephrased for better understanding, and one question was added. In the end, there was a 13 questions interview consisting of 1 question of general difficulty or compliment they have experienced in the classroom regarding Teacher-Student Relationship, 8 questions about participants suggested or used relational pedagogies in the classroom environment. 2 questions about the participant's pedagogical knowledge and information base, have been raised. Finally, 2 ancillary questions devoted to the recommendation about relational matters for those who read the results of this study. The purpose of the 2 ancillary questions was to give opportunities to the respondents to raise more ideas or to add something that has been missed in interview questions. The list of the questions is available in Appendix 2.

However, the purpose of the whole interview questions was to understand pedagogical strategies through the lens of theoretical perspectives of Teacher-Student Relationship, teacher sensitivity, caring relationship, model of interpersonal teacher behavior in addition to respondents' pedagogical knowledge and information base as stated before. The estimated time for the interview was 1 hour and 30 minutes, but some interviews lasted shorter than expected, and some took 30 minutes longer than 1 hour and 30 minutes.

As part of data collection in the qualitative section was in Corona time, one participant attended the interview, again in a booked library room, while she was wearing a mask and the researcher also avoided shaking hand with the participant. Additionally, since there was public fear of disease in the society, the researcher preferred to start the conversation for some minutes with the interviewee about the news in this regard to reduce the pressure and to make the participant sure that the researcher is aware of the risks of this illness and she has tried to follow the hygienic tips.

The interview started with icebreaking as the researcher started to talk about herself as an In-Service teacher and some personal experiences in teaching in addition to her field of study at university. Then, the purpose of the study was introduced, and participants were asked whether they have read and agree with the consent letter that had been sent by email to them one day before the interview session. If they did not have time to read the consent letter before coming to the interview session, one paper consent letter was provided at the interview session. The researcher also obtained verbal permission from the participant to tape-record the interview and assured to use codes instead of names in transcribing the data and promised the confidentiality of the information one more time.

After Icebreaking and assigning the interviewee's code (e.g., Speaker 6), the participant has been asked about her or his years of experience in order to categorize later as Education Student, Pre-Service or In-Service teacher in qualitative content analysis. The questions started from the general question asking about participants' constraints or difficulty they experienced or thought they might face in the classroom regarding interaction and relationship with students.

The rest of the questions were developed based on theoretical perspectives of Teacher-Student Relationship as Attachment Theory, Self-Determination Theory and Social Support Theory, teacher's sensitivity, and caring relationship. Besides, the traces of QTI in developing the interview questions are also apparent. In the end, two open-ended questions have been devoted to the participant's recommendation for users of the research results about Teacher-Student relational pedagogies that would help to improve the quality of the classroom environment.

Qualitative Data Analysis Procedure

As stated before, an inductive template approach within the content analysis framework has been adopted to interpret the data in this section. Content analysis was used to gain some idea of how different participants handle the same phenomena differently.

The data analysis procedure of the qualitative section of this research, which started one week after the last interview, followed 6 steps, inspired by Rubin & Rubin (2005), Ary et al. (2018), Patton (2002), shown in Figure 3.1. The stages include 1-Familiarization and Immersion 2-Reduction 3-Convergence and Divergence 4- Validity and reliability 5- Finding association to the literature 6-Reporting

The first stage is initiated to get to know the data. This process started by listening to the audio recorded data repeatedly and carefully in order to get a general acquaintance with the interviews and what people are saying. As stated before, this research made use of the Voicea application to record the participants' voice which transcribes the text automatically as interviewees are talking. Therefore, the process of verbatim transcribing was proofreading by the researcher at this stage. The process of listening and proofreading the recorded voice by the author took 8 hours which

resulted into 134 pages of Microsoft Word software. At the same time of proofreading transcribed data, some notes indicating key ideas and first impressions of the researcher have been made in margins of the transcripts which helped the researcher in developing codes later. After proofreading and making the required changes on the transcribed text by Voicea application, the researcher read the data line by line to get an understanding of the respondents' answers to each question then organize and synthesize the answers.

Figure3.1. Qualitative Data Analysis Steps
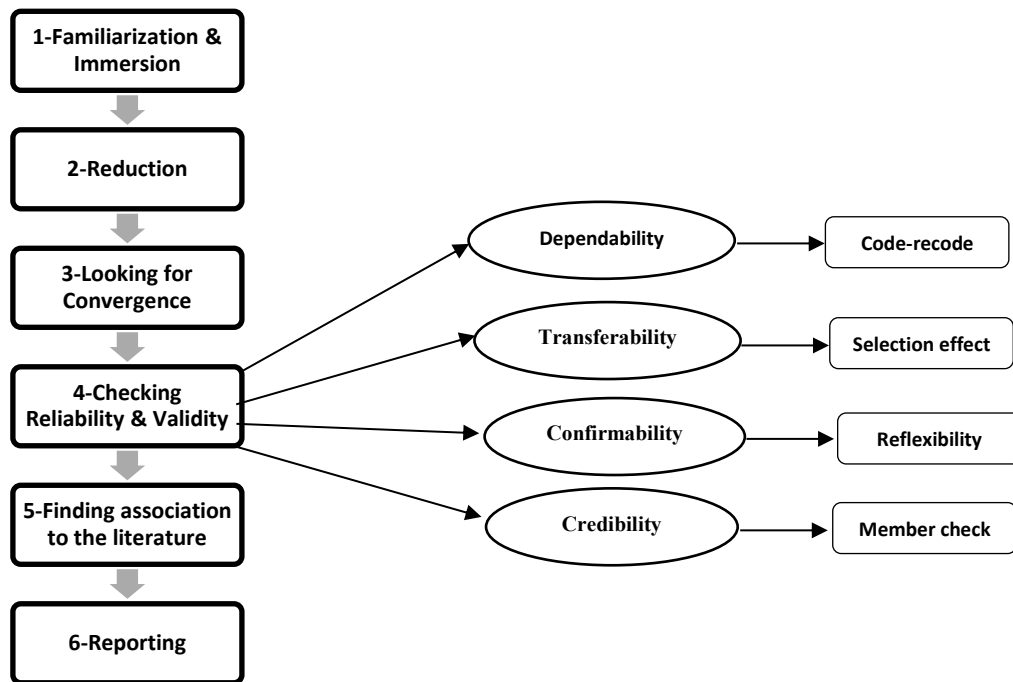
The purpose of the second stage was to reduce and organize the data into understandable units. In other words, the researcher tried to develop concepts from the raw data retrieved from the first stage with the purpose of providing a reasonable reconstruction of the collected data. This process helped the researcher break down the data into segments or codes that referred to the same topic, marked them by highlighting, and then assigned tentative categories to the data segments. It also helped to figure out labels for each block of information. However, in creating each code, it has been considered that at least two interviewees pointed out the same idea.

At the convergence and divergence stage, the researcher looked for relevance, overlapping components, and patterns between the ideas and concepts that dovetail in a meaningful way according to Patton (2002), resulted from the second stage in order to give a deeper meaning to the data and determine recurring themes. The themes represented pedagogical strategies mentioned by participants to build, maintain or develop a good relationship with students. Through this process, the author could make sense of what the speakers said to develop plausible explanations and create justification for research questions.

However, the author knew that the codes and themes that emerged at this stage might not conform with codes and themes that another researcher would use to organize the same data. This idea has

been restated by Patton (2002) as "because each qualitative study is unique, and the analytical approach will be unique. Because qualitative inquiry depends, at every stage, on the skills, training, insights, and capabilities of the inquirer, qualitative analysis ultimately depends on the analytical intellect and style of the analyst" (p. 433).

From another side, according to Ary et al. (2018), even though data analysis in qualitative research does not follow any rules, this does not mean that the researcher can rely only on his or her personal understanding and feeling in interpreting the data. In other words, even though there are no rules in the interpretation of qualitative data, the importance of consistency in findings, referred to as trustworthiness or dependability, and making valid interpretation of raw data should not be underestimated.

In order to accomplish this purpose, at the 4th stage, this research made use of standards of rigor in qualitative research stated by Ary et al. (2018) to make sure of the reliability and validity of the qualitative data analysis procedure. The process of ensuring the reliability and validity of data analysis encompasses 4 levels, including 1-Dependability or trustworthiness and consistency of the findings. 2-Transferability or the applicability of the results. 3-Confirmability or the objectivity and neutrality of the findings. 4-Credibility or the truth value of the study to see if there is a consensus over research findings or better to say whether the research findings are a correct interpretation of the respondents' views through member check.

This research has used a code-recode strategy at the first level of rigor in qualitative research in order to assess dependability and enhance reliability. So, at the first round in dependability level, this research made use of the interrater agreement. For this purpose, the researcher made use of Nvivo software, and a total of 31 codes emerged. Then, the researcher left the data analysis procedure aside for 2 weeks and reviewed the codes after the stated time again. This time a total of 25 codes emerged as some codes were integrated with other codes. In the second round, in order to improve the interpretation of the coding and check interrater agreement, one impartial outsider has been asked to debrief the data. For this purpose, 5 random transcripts have been reviewed by the second coder using the labels identified by the researcher, and a total of 21 codes appeared at this stage, which showed 88% consistency according to the percent agreement equation provided by Syed & Nelson (2015) as below. Finally, the resulted codebook included 4 Themes consisting of 21 Codes.

$$P_A = \frac{N_A}{N_A + N_D} \times 100$$ NA Is the total number of agreement

ND Is the total number of disagreement

At the second level, in order to improve the transferability of this research, even though generalizability is not a goal in qualitative research according to Ary et al. (2018), it has been tried to provide an adequate description about the participants (e.g., Demographic Information) to assist the reader in determining transferability. Additionally, in order to improve the degree of transferability 3 groups of participants, including Education Students, Pre-Service, and In-Service teachers, have been selected to avoid selection effects.

Considering the fact that the researcher is an In-Service teacher, the bias in collecting and disposition in interpreting data might affect the validity of this research. Therefore, at the third level, the researcher tried to enhance the confirmability of the findings through reflexibility in

order to avoid the imposition of the researcher's perspective and keep impartiality at different points in the process of doing this research. For this purpose, the researchers tried to make use of Gilgun's (2010) suggestions, as cited in Ary et al. (2018), to lend credibility to the findings and reduce bias at different stages of doing this research as much as possible. According to Gilgun, the process of reflexibility encompasses questioning the bias of our reflection in doing the research and writing down relevant thoughts and emotions. The researcher tried to be as impartial as possible in doing the research by reflecting on the possible dispositions; however, one hundred percent neutrality in conducting research or eliminating the influence of the researcher is impossible due to the researcher's experiences in education as an In-Service teacher in addition to her role in collecting data and possible reactivity in conducting interviews, which will be mentioned as a limitation of this research at the end.

The final level happened after writing the report. For the purpose of increasing credibility, all the interviewees have been told that they can have access to the research results when it is ready, and they are going to be informed of the process in case they are interested in reviewing the report. One member of the research who participated in the interview was interested to see the results. So she was asked to review and criticize the results and accuracy of quoted transcription to check whether she agrees with the interpretation in order to get feedback about findings and identify misconceptions or inaccuracies. However, the purpose of this level from the researcher's perspective was mainly to demonstrate courtesy to the participant by sharing the research results and the importance of their contribution to achieving these results.

Chapter 4: Results and Discussion

Introduction

The principle goal of this thesis is firstly to extract educational students' and teachers' information and knowledge about their interaction perception and secondly, derive relational knowledge and pedagogical strategies they used or would like to use in order to build a relationship with students.

In the previous chapter, the preparation for the study was discussed. In this chapter, all the findings of the quantitative and qualitative sections will be provided and examined in detail. The data were obtained from the QTI scale for the quantitative part and a 13 questions researcher-made interview for the qualitative section in an effort to answer research questions. Moreover, an analysis of the results and discussion will be presented in each section separately.

Analysis of the Quantitative Data

This study, in the quantitative part, was undertaken in order to fulfill the following two objectives. First, it investigated the perception of Education Students, Pre-Service and In-Service teachers about their interaction behavior in the classroom, and second, it explored any significant differences between these three groups' perceptions towards their interaction behavior in the classroom. In order to answer the two research questions raised in the quantitative part of this study, descriptive statistics and one-way between-groups ANOVA with Post-Hoc test were used to analyze the data. Except for the first research question, which is a descriptive one, the statistical analyses run for the other research question require normality of the data, which was probed using skewness and kurtosis indices and their ratios over the standard errors.

Table 4.1. Descriptive Statistics; Testing Normality of Data

TeacherEX	Education Students (n= 15)				Pre-Service (n=17)				In-Service (n=24)			
	Skewness		Kurtosis		Skewness		Kurtosis		Skewness		Kurtosis	
standard error		.58		1.12		.55		1.06		.47		.91
	stat.	ratio	stat.	ratio	stat.	ratio	stat.	ratio	stat.	ratio	stat.	ratio
Leadership	-.14	-.26	-.80	-.71	.61	1.11	-.39	-.37	.83	1.8	1.20	1.31
Understanding	-.91	-1.58	-.03	-.03	-.86	-1.56	-.32	-.30	-.45	-.95	-.77	-.84
Uncertain	.22	.39	-.55	-.49	.34	.63	-.82	-.77	.03	.08	.11	.22
Admonishing	.78	1.35	.24	.22	.89	1.63	-.22	-.21	.37	.79	.11	.12
Help/Friend	-.76	-1.32	-.32	-.29	-.51	-.93	-.10	-.10	-.66	-1.40	-.08	-.09
Res/Free	-.21	-.36	-1.25	-1.12	.11	.20	-.53	-.50	.08	.18	-.51	-.56
Dissatisfied	.72	1.25	-.46	-.41	.72	1.31	-.00	.00	.22	.46	-.59	-.64
Strict	.42	.74	-.72	-.64	.34	.62	-.89	-.84	.19	.40	.22	.25

The ratios of skewness and kurtosis over their standard errors are analogous to Z-scores; thus, they can be interpreted like standardized scores (Field, 2018). The resulting z-scores can be compared against values that you would expect to get if skew and kurtosis were not different from 0. "So, an absolute value greater than 1.96 is significant at $p < 0.05$, above 2.58 is significant at $p < 0.01$ and above 3.29 is significant at $p < 0.001$" (Field ,2018; p.139). As displayed in Table 4.1, the absolute values of the ratios were lower than 1.96; hence normality of the data has been met.

Cronbach's Alpha Reliability Indices of the QTI

Cronbach's alpha reliability indices for the 48 items questionnaire with eight scales of interaction behavior in the classroom were as follows; Leadership (α = .60), Helping/Friendly (α = .85), Understanding (α = .73), Responsibility/Freedom (α = .63), Uncertain (α = .80), Dissatisfied (α = .75), Admonishing (α = .70), and Strict (α = .60).

To evaluate the above-mentioned reliability indices, reference can be made to Dörnyei and Taguchi (2009) and DeVellis (2016) as .70 is the adequate reliability index for an instrument. Based on these criteria, only 5 scales had appropriate reliability indices, i.e., Helping/Friendly, Understanding, Uncertain, Dissatisfied, and Admonishing. These conclusions were further supported by George and Mallery (2019), who stated that "There is no set interpretation as to what is an acceptable alpha value. A rule of thumb that applies to most situations is; .9 = excellent, .8 = good, .7 = acceptable, .6 = questionable, .5 = poor and .4 = unacceptable" (p.244). So, based on these criteria, the reliability indices for three of the scales, i.e., Leadership, Responsibility/Freedom, and Strict, were questionable.

Since Cronbach's alpha is less than expected, Item-Total Correlations (Table 4.2) were computed to check if any of the items had negative contributions to their scales. Despite the fact that some of the items showed low contributions, i.e., less than .30 (Pallant,2016; Field,2018), the results showed that none of the items had a negative contribution to their scales. However, some scales would have higher alpha in case of deleting some questions. So, the questions that are highlighted in yellow in Table 4.2 have been removed since they had very low values. Next, the alpha score has been calculated again, which is shown in table 4.3.

Table 4.2. Item-Total Statistics

Corrected Item-Total Correlation															
Leader		**Help/Friend**		**Understand**		**Res/Free**		**Uncertain**		**Dissatisfied**		**Admonish**		**Strict**	
Q1	.38	Q25	.61	Q2	.12	Q26	.55	Q3	.58	Q27	.54	Q4	.58	Q28	.45
Q5	.68	Q29	.54	Q6	.58	Q30	.16	Q7	.69	Q31	.62	Q8	.66	Q32	.33
Q9	.25	Q33	.60	Q10	.50	Q34	.39	Q11	.70	Q35	.50	Q12	.14	Q36	.44
Q13	.29	Q37	.70	Q14	.65	Q38	.43	Q15	.55	Q39	.68	Q16	.68	Q40	.13
Q17	.28	Q41	.74	Q18	.60	Q42	.47	Q19	.43	Q43	.32	Q20	.54	Q44	.31
Q21	.16	Q45	.56	Q22	.47	Q46	.17	Q23	.44	Q47	.36	Q24	.12	Q48	.30

According to the new data after deleting the questions with low values in Item-Total Correlations, the new alpha for the new questionnaire consisting of 41 items has been provided in table 4.3. As it is visible below, after deleting some questions from each scale, the value of alpha has been improved.

Table 4.3. New Cronbach's Reliability Indices for 41 items after deleting questions with low Corrected item-total Correlation; Scales of Interaction Behavior

Interaction Behavior	Cronbach's Alpha α	N of Items
Leadership	.62	5
Help/Friend	.85	6
Understanding	.79	5
Res/Free	.70	4
Uncertain	.80	6
Dissatisfied	.76	6
Admonishing	.86	4
Strict	.62	5

Quantitative Findings by Research Questions

To answer the first research question, the general profile of Education Students', Pre-Service, and In-Service teachers' perceptions towards their interaction behavior in the classroom, has been examined. For this purpose, descriptive analysis has been conducted. Table 4.4 summarized the results of these descriptive statistics for the new questionnaire consisting of 41 items on the eight scales in three groups.

Table 4.4. Descriptive Statistics; Scales of Interaction Behavior by 3 Groups

Interaction Behavior	Education Students Mean (n= 15)	Pre-Service Mean (n=17)	In-Service Mean (n=24)
Leadership	3.53	3.77	3.65
Help/Friend	3.78	3.99	4.27
Understanding	3.94	4.34	4.53
Res/Free	2.90	2.95	2.70
Uncertain	2.47	2.34	1.97
Dissatisfied	2.35	2.16	1.75
Admonishing	1.98	1.76	1.61
Strict	2.84	2.88	2.73

Figure 4.1. Means on scales of interaction behavior in the classroom by 3 Groups
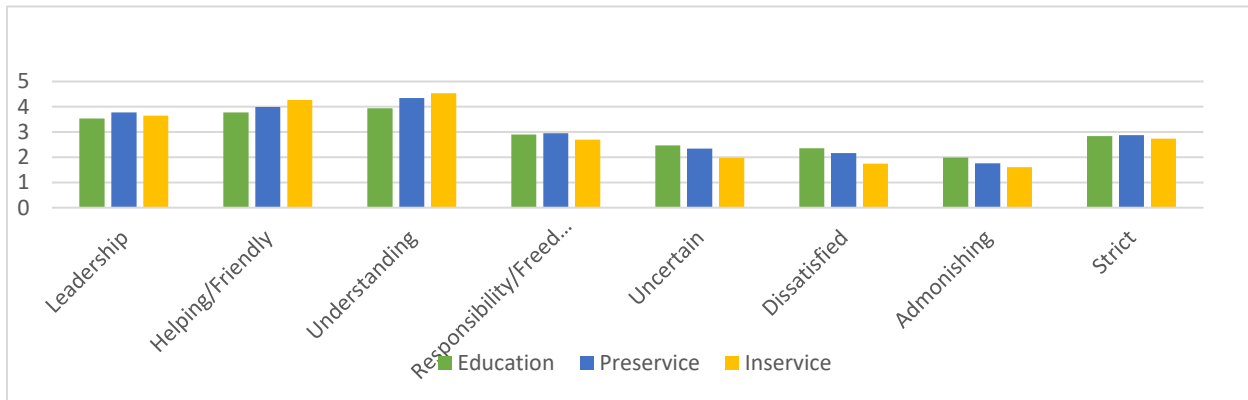
Based on these results, depicted in Figure 4.1 as well as 4.2, Education Students (M = 3.53), Pre-Service (M = 3.77) ,and In-Service (M = 3.65) had almost the same means on leadership.

Among the participants, the In-Service group (M = 4.27) had the highest mean on Helping/Friendly, while Education Students (M = 3.78) and Pre-Service (M = 3.99) groups had almost the same means.

Pre-Service (M = 4.34) and In-Service (M = 4.53) groups had almost the same mean on Understanding while Education Students (M = 3.94) had a lower mean in this sector. It is necessary to mention that the mean score for this scale is the highest among other interactional behavior for all three groups.

The Education Students (M = 2.9), Pre-Service (M = 2.95) and In-Service (M = 2.70) teachers had almost the same means on Responsibility/Freedom.

The Education Students (M = 2.47) and Pre-Service group (M = 2.34) had fairly close means on the Uncertain scale. The In-Service group had a lower mean of (M =1.97).

The Education Students (M = 2.35) had the highest mean on Dissatisfied among other groups. This was followed by Pre-Service (M = 2.16) and In-Service (M = 1.75) groups.

All three groups had the lowest mean among other interactional behaviors on Admonishing. Among the groups, the In-Service participants (M = 1.61) had the lowest mean on Admonishing, while Education Students (M = 1.98) and Pre-Service (M = 1.76) groups had almost the same means.

Last but not least, Education Students (M = 2.84), Pre-Service (M = 2.88), and In-Service (M = 2.73) teachers showed almost the same means on Strict behavior.

Figure 4.2. Self-evaluated general profile of 3 groups on the eight scales of Interaction behavior

| Education Students | Pre-Service Teachers | In-Service Teachers |
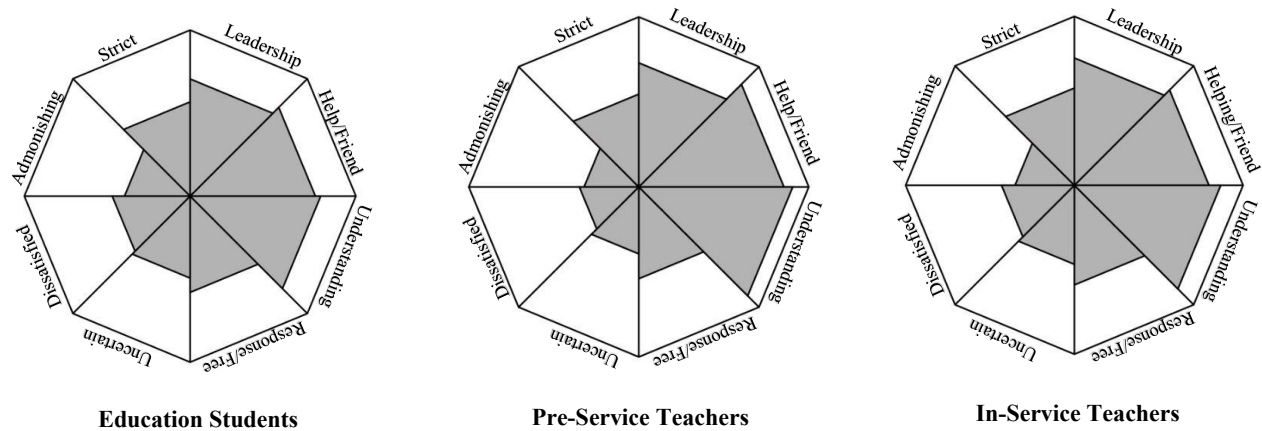
Due to the small sample size in each group, a one-way between-groups ANOVA with Post-Hoc test was run to compare the Education Students, Pre-Service and In-Service Teachers' means on the eight scales of interactional behavior in the classroom with the purpose to probe the second research question.

Besides the assumption of normality which was discussed under Table 4.1, ANOVA also requires that the samples are obtained from populations of equal variances to test the null hypothesis. Put it differently; it requires the groups' variances to be roughly the same, i.e., homogeneity of variances. The results have been displayed in Table 4.5.

Table 4.5. Levene's Test Homogeneity of Variances; Scales of Interaction Behavior in Classroom by Groups

Interaction Behavior	Levene Statistics df1=2, df2=53	Sig.
Leadership	4.3	.01
Helping/Friendly	7.2	.00
Understanding	2.6	.80
Responsibility/Freedom	.8	.46
Uncertain	1.4	.24
Dissatisfied	4.7	.01
Admonishing	4.7	.01
Strict	1.3	.26

Based on the results obtained from Levene's Test (Table 4.5), it can be said that the assumption of homogeneity of variances, $p > .05$, was met on Understanding (F $(2, 53) = 2.6$, $p = .08$), Responsibility/Freedom (F $(2, 53) = .8$, $p = .45$), Uncertain scale (F $(2, 53) = 1.4$, $p = .24$) and Strict (F $(2, 53) = 1.3$, $p = .26$). However, the assumption of homogeneity of variances was violated on Leadership (F $(2, 53) = 4.3$, $p = .01$), Helping/Friendly (F $(2, 53) = 7.2$, $p = .002$), Dissatisfied (F $(2, 53) = 4.7$, $p = .01$) and Admonishing (F $(2, 53) = 4.7$, $p = .01$).

In case of assumption is violated, Tabachnick and Fidell (2014) suggested reducing the alpha level to .025 or .01, rather than the controversial .05. They noted, "Violations of homogeneity usually can be corrected by the transformation of the DV scores. Interpretation, however, is then limited to the transformed scores. Another option is to use untransformed variables with a more stringent alpha level; for a nominal alpha, use .025 with the moderate violation and .01 with severe violation" (p.86). Considering the above-mentioned and to reduce the chance of Type 1 error, the results of the ANOVA, i.e., Table 4.7 to Table 4.8, were reported at a more conservative alpha level as .01 levels of significance.

Table 4.7 displays the main results of the ANOVA. Due to the small sample size, Pillai's Trace scores, which is a more robust statistic (Pallant,2011), have been used in analyzing the results of the multivariate test of significance.

Table 4.6. Multivariate Tests; Scales of Interaction Behavior in Classroom by Groups

Effect	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's Trace	1.2	16	94	.22	.17

Pillai's Trace scores (Table 4.6) show (16, 94) = 1.2, p =.22 > .01, Partial η^2 = .17, representing a large effect size. According to categorization of Gray and Kinnear (2012) for effect size, Partial Eta Squared effect size is reported as follows; .01 = weak, .06 = moderate and .14 = large.

Therefore, it can be said that there were not any significant differences between the three groups' overall means on the eight scales of interaction behavior in the classroom. Thus the first null hypothesis as "There is not any difference between the perception of Education Students, Pre-Service and In-Service teachers about their interaction in the classroom," was supported, although the results should be interpreted cautiously due to the large effect size value of .17.

However, due to the large effect size, this thesis investigated further and made use of the Test of between-subjects effect output of SPSS (see Table 4.7). As stated before, we will consider our results significant only if the Sig. Value is equal to or less than .01. So the results in table 4.8 show that there is a significant difference in Understanding (Sig.=.00) and Dissatisfied (Sig.=.01) variables.

Table 4.7. Tests of Between-Subjects Effects; Scales of Interaction Behavior in Classroom

Dependent Variable	F	Sig.	Partial Eta Squared
Leadership	.86	.42	.03
Helping/Friendly	2.38	.1	.08
Understanding	5.39	.00	.16
Responsibility/Freedom	.69	.5	.02
Uncertain	3.23	.04	.10
Dissatisfied	5.03	.01	.16
Admonishing	1.18	.31	.04
Strict	.32	.72	.01

Due to the significant difference that appeared in table 4.8 on Understanding (Sig.=.00) and Dissatisfied (Sig.=.01) variables, this thesis conducted Tukey Post Hoc Test in order to obtain more information and find out where exactly the differences occurred among the groups. As it is shown, there are significant differences between the three groups' means on two of the scales. The results have been presented in table 4.8.

Table 4.8. Tukey Post Hoc Test results

Dependent Variable	(I) TeacherEX	(J) TeacherEX	Mean Difference (I-J)	Sig.
Understanding	Education Students	Pre-Service	-1.97	.11
		In-Service	-293*	.00
	Pre-Service	In-Service	-.96	.50
		Education Students	1.97	.11
	In-Service	Pre-Service	.96	.50
		Education Students	2.93*	.00
Dissatisfied	Education Students	Pre-Service	1.13	.65
		In-Service	3.59*	.01
	Pre-Service	Education Students	-1.13	.65
		In-Service	2.45	.09
	In-Service	Pre-Service	-2.45	.09
		Education Students	-3.59*	.01

Based on these results and the between-groups results displayed in Table 4.7 and 4.8, it can be said that:

A: There were not any significant differences between Education Students (M = 3.53), Pre-Service (M = 3.77) and In-Service (M = 3.65) groups' means on Leadership scale (F (2, 53) = .862, p =.42> .01, partial η^2 = .03), representing a weak effect size.

B: There were not any significant differences between Education Students (M = 3.78), Pre-Service (M = 3.99) and In-Service (M = 4.27) groups' means on Helping/Friendly scale (F (2, 53) = 2.388, p=.1 > .01, partial η^2 = .08), representing a moderate effect size.

C: There were significant differences between Education Students (M = 3.94), Pre-Service (M = 4.34), and In-Service (M = 4.53) groups' means on Understanding scale (F (2, 53) = 5.39, p = .00 < .01, partial η^2 = .17), representing a large effect size. To find out where these differences lie, Tukey post-hoc comparison tests has been used. The results shown in Table 4.9, indicated that the In-Service group had a significantly higher mean than the Education Students (Mean difference = 2.93, p = .00 < .01).

D: There were not any significant differences between Education Students (M = 2.9) Pre-Service (M = 2.95) and In-Service (M = 2.70) groups' means on Responsibility/Freedom scale (F (2, 53) = .69, p =.5 > .01, partial η^2 = .025), representing a weak effect size.

E: There were not any significant differences between Education Students (M = 2.47), Pre-Service (M = 2.34) and In-Service (M = 1.97) and groups' means on Uncertain scale (F (2, 53) = 3.237, p = .04 > .01, partial η^2 = .11), representing a moderate effect size.

F: There were significant differences between Education Students (M = 2.35), Pre-Service (M = 2.16) and In-Service (M = 1.75) groups' means on Dissatisfied scale (F (2, 53) = 5.03, p = .01 ≤ .01, partial η^2 = .16), representing a large effect size. The results of the Tukey post-hoc comparison tests (Table 4.9) indicated that the Education Students had a significantly higher mean than the In-Service group (Mean difference = 3.59, p = .01 ≤ .01).

G: There were not any significant differences between Education Students (M = 1.98), Pre-Service (M = 1.76) and In-Service (M = 1.61) and groups' means on Admonishing scale (F (2, 53) = 1.18, p = .31 > .01, partial η^2 = .04), representing a weak effect size.

H: There were not any significant differences between Education Students (M = 2.84), Pre-Service (M = 2.88) and In-Service (M = 2.73) and groups' means on Strict scale (F (2, 53) = .32, p =.72 > .01, partial η^2 = .01), representing a weak effect size).

Qualitative Findings Dissemination and Discussion

As discussed in the quantitative section of this research, Self-evaluated general profile of 3 groups on the eight scales of Interaction behavior has been examined. In order to get a better understanding of the participants' interactional behavior, this thesis has decided to conduct an interview with the purpose of making a better connection between the self-reported general profile and the used or suggested interactional behavior or theoretical and practical strategies.

In this section, the empirical details of findings and interpretation of the interview questions regarding interactional behavior and pedagogical strategies suggested or used by Education Students, Pre-Service and In-Service Teachers is provided. The connection between the findings of these two research methods would be elaborated more in chapter 5 of this study.

As stated before, designing the interview questions was based on a combination of the Theoretical Perspectives in Teacher-Student Relationship and Teacher Sensitivity in addition to the Model for Teacher Interpersonal Behavior. Therefore, the data analysis will be based on the general understanding of all questions targeting theoretical perspectives, Teacher Sensitivity, and Model for Teacher Interpersonal Behavior. Furthermore, the main findings of the study will be elaborated with reference to the previous researches. It is necessary to mention at this point that, in analyzing the data in the qualitative section of this research, there is not a clear boundary between the codes and themes, and there might be some overlaps between them.

Looking back at data patterns, referring to the emergence of each code's frequency by each group, as stated in chapter 3 of this study, revealed 4 predominant themes, consisting of total 21 codes, which will be presented and elaborated in the upcoming section. Considering 3 different groups in answering the interview questions, the general outline of the comments and the nature of emergent codes is as Table 4.9. Additionally, a table containing the theme and its related interpretive codes will be provided at the beginning of each theme description.

Table 4.9. The general outline of the comments and the nature of emergent codes

Themes	Codes	Education Students	Pre-Service teacher	In-Service teacher
1-Safe Learning Environment	1.1-Keep the promise	0	0	**2**
	1.2-Involve students in the classroom management	0	2	1
	1.3-Teacher approaches the students first	0	1	1
	1.4-To be fair to everyone	1	0	1
	1.5-Mistakes are acceptable	2	1	3
	1.6-First impression	0	1	1
	1.7-Mastery of the content	0	2	1
2-Support teachers' well-being & pedagogy	2.1-Considering teachers' salary	2	0	0
	2.2- Having an assistant	2	0	0
	2.3-Regulate Emotions	2	1	1
	2.4-Need for teacher training	2	1	1
	2.5. Pedagogical knowledge & information base	3	3	3
3-Social Aspects of Learning	3.1-Consider the reason for the problem	1	1	2
	3.2-Appreciation is important	1	2	1
	3.3-Individual Dialogue	0	0	**2**
	3.4-Modified Approach	2	2	3
4-Cognitive Aspects of Learning	4.1 -Authoritarian teacher	2	1	1
	4.2-Group work activities	2	0	1
	4.3-Moving from easy to difficult	1	1	1
	4.4-Encourage freedom to choose	3	2	3
	4.5-Provide rational	1	2	0

Theme 1-Safe Learning Environment

The first significant theme that emerged from interviews regarding suggested or used strategies to build positive Teacher-Student Relationship is creating a Safe Learning Environment or specifically Building Trust. The justification of this theme is based on the proximity dimension from the Model for Interpersonal Teacher Behavior, which is depicted in Figure 2.4. As stated in chapter 2 of this study, proximity means the degree of closeness of two participants in the communication felt by communicators (Wubbels et al. 1985). However, the higher proximity encompasses two sectors as Helping/Friendly and Understanding. This justification lays the foundation for the connection between the quantitative and qualitative findings, which will be discussed in more detail in the next chapter.

The importance of this theme even becomes more prominent when we analyze it from attachment theory as a fundamental need for close connections with others. Drawing from the literature,

according to Pinta's (1999) triple system model, individual students are known as systems by themselves, which are a subset of a larger system influencing Teacher-Student Relationship. These individual children bring to school their histories of secure or insecure relational background, which might affect their trust toward the teacher. Therefore, it can be said that distrustful students are more prone to have a problem in establishing trust toward teachers. However, as is stated before, a sensitive teacher can counteract children's bad relational models and subsequent behavior. Putting it another way, the inspiration of confidence and a sense of trust in the student by a sensitive teacher will lead to a closer relationship with students and create higher proximity.

Even though the concept of making trust or creating a safe learning environment may seem vague and might have a broad meaning in the classroom environment, some researchers counted it as a critical indicator of Teacher-Student Relationship that can lead to academic achievement as well as stated by Imber (1973). According to Ennis & McCauley (2002)."Trust involves a fragile web of relationships nurtured through positive daily interactions" (p.149).

Imber (1973) claimed in his article that building trust with students is dependent on some variables and can be achieved when there is "Confidence in an individual's words and actions, an expectancy that a person will do what he promises (reliability), dependability, responsibility, trustworthiness, confidentiality, and a security that arises from a communication of these variables" (p.145). Moreover, according to Weinstein & DeHaan (2014), in the existence of a trustful relationship, the participants in the communication freely express their opinions, share their fears and mistakes in a non-defensive open interaction. Looking back at the factors mentioned by Imber (1973) in order to build trust, some of those variables appeared in the codes that led to the determination of this theme.

For example, based on the interviewee's responses which are provided below, we can say that creating a trustful and safe atmosphere, the existence of an Understanding and Friendly teacher is necessary, which facilitates the higher proximity of teachers and students, as shown in Figure 2.4. These issues will be elaborated more under some codes of this theme.

Table 4.10. Theme 1 and its related interpretive codes

Theme 1	Codes
Safe Learning Environment	1.1-Keep the promise
	1.2-Involve students in the classroom management
	1.3-Teacher approaches students first
	1.4-To be fair to everyone
	1.5-Mistakes are acceptable
	1.6-First impression
	1.7-Mastery of the content

1.1-Keep the promise

Putting the same views together, two speakers who were both In-Service teachers emphasized the importance of keeping the promise and showing confidence by following up on what the teacher is saying. These interviewees pointed out the importance of teacher reliability and dependability

to keep a promise from students' perspective, which is in line with Imber's (1973) idea regarding the ways to build a trustful environment in the classroom. They also stated that if the teacher does not fulfill the promise, the students will not follow the teachers' words anymore. Put it differently, the trustworthiness of teachers would diminish, from students' perspective after a while, if they do not follow what they said before, and this would affect their closeness or proximity and consequently relational matters (refers to CS Understanding domain in the Model for interpersonal teacher behavior, see Figure 2.4). This idea has been reinforced in the findings of research conducted by Bruney (2012). The qualitative results of Bruney's (2012) research showed that teacher authenticity and predictability could be counted as some factors that contribute to the establishment of trust and students' belief in their teachers. The researcher also concluded that a well-developed trust could lead to a proper and effective Teacher-Student Relationship. The utterance of one speaker is as below:

> *"One of kind of, the, the advice very important, advise to be a teacher that you have to keep your promise, and then they will trust you. If you say something but the next day, you forgot, they would never trust you. They think ah the teachers to tried to catch the attention, but she will never do it. So, If I say something, I have to remember, like, tomorrow, if you don't do the test or don't do the assignment, I will call your parents. I would do it and I did it. So I keep my promise about punishment and even if I say, okay. If you've gotten, the highest score in my class, I will give you this gift and I have to do it. So try to keep the promise as much as possible. That's why you have to remember what you say, then that you have to be careful what you promise to students. "*(Speaker 6-In-Service Teacher)

1.2-Involve students in the classroom management

Looking at the data patterns (Table 4.9) revealed that 2 Pre-Service and 1 In-Service teacher considered the student's involvement in the classroom management as one strategy to improve Teacher-Student Relationship. This strategy is in line with the idea provided by Pianta et al. (2008) for defining high-quality Teacher-Student interaction through the lens of Instructional Support. It is stated that expanded involvement of students in classroom activities can maximize students' engagement and sense of competence.

Among the statements of interviewees, one Pre-Service teacher mentioned assigning duties to students by letting them be part of setting rules in the process of classroom management in order to set some norms that students and teachers mutually agree. This self-disciplinary approach has also been advised by Evertson & Weinstein (2013) to reduce students' transgressions in the classroom.

This idea can be justified in different ways. Firstly, when the teacher asks the students themselves to be responsible in classroom management through setting rules, he is making a balance between cooperation and dominance which does not include extreme levels of each trait and is an effective way to establish an optimal Teacher-Student Relationship, according to Marzano et al. (2003) (see Figure 2.5). This way, the teachers are neither controlling by imposing rules and determining the activities to students nor antagonism toward students' ideas. This idea stated by the below participant implicitly when he said:

> "*In order to get to this target, they should be part of making rules. Because first, you give them the sense that you trust to their capabilities. Second, the teacher is not like the boss in*

the classroom and they have a rule also." (Speaker 9-Pre-Service teacher)

Next, this duty assignment through decision making, cultivate autonomous morality and sense of responsibility in students as factors of Self-Determination Theory and fosters students' social cognitive growth. Therefore, it can be said that it helps the students to develop their metacognition ability about their own social process, in line with their cognitive ability according to Goodnow (1992). This is also covertly stated by the below participant when he said:

> "*Then, when they start doing something, you can always refer to them that, you said that, you made this rule for how to behave and now you are responsible for what you said. Now, you are against, you are going against it. You are responsible for what we agreed. Probably will work I've, I've learned from my own colleagues.*" (Speaker 7-Pre-Service teacher)

This finding also corroborates prior evidence stated by Ps (2005) as involvement in decision making is an essential factor in autonomy development, and it also gives the students this opportunity to practice some real-life activities, make them ready to be responsible citizens and consequently make democratic societies as stated by the same speaker.

> "*In a way, it is kind of involving them in the process of classroom management and setting the rules that makes them ready also for their future.*" (Speaker 7-Pre-Service teacher)

Two other interviewees mentioned the importance of involving students in classroom management and giving some responsibilities (in line with SC student Responsibility/Freedom, see Figure 2.4) in different ways. They pointed out when students are not motivated to attend the class or do the activities, it would be helpful to assign some duties of a teacher, albeit small, to them. These duties can range from helping the teacher to helping the other classmates. One respondent explicitly stated that this duty assignment gives the sense to the students that they are special and important to the teacher. Given that building trust and improving Teacher-Student Relationship are formed over time and not in one day (Ennis & McCauley,2002), a sensitive teacher can shape or reshape the basis of a student's feelings and behavior. As stated before, a sensitive teacher reads the children's emotional clues, as being unmotivated, which is mentioned by the below speaker, and tries to respond by offering tailored Emotional Support, according to Pianta (1999) and Sabol & Pianta (2012). Therefore, a sensitive teacher, by involving students in classroom management, not only takes advantage of students to do some of his responsibilities and reduces his burden of doing too much work but gives them a sense of competence in addition to tailored Emotional Support.

> "*You can ask your student, any kind of help for example if you're making a presentation and you see that there is someone like very, very smart, not motivated student. You just ask them. Well, can you. Can you please help me for example, to pass the slides or so it's so minor that you might laugh at it but it makes them feel so important. Like you are or you can help your teacher and teacher is might be someone who also needs help and it is actually a help, when you are busy with other things why no giving some works to student?*" (Speaker 4/In-Service teacher)

1.3-Teacher approaches the student first

The speakers stated that in order to improve the status of the relationship, it is necessary that the teacher be accessible, initiator in making rapport, and get closer to the students to see if they need

any help or if they have any questions. This strategy can be justified through the Emotional Support provision by a sensitive teacher demonstrated as the willingness to listen and accessibility, according to Weinstein (1998). It is also stated by Murphy (2016) that caring by a sensitive teacher means being accessible. He also added that "A dimension of accessibility is the willingness to help"(p.245), which is in line with two sectors of proximity dimension as (CD Helping/Friendly and CS Understanding, see Figure 2.4)

However, almost all respondents agreed that in providing the Emotional Support, history of supportive interaction in addition to the psychological characteristics of the students as help-seeking tendencies, copping ability, autonomy, and shyness, might determine whether support is requested or not, which is also stated in the literature by Hupcey (1998).

One responded stated that this unwillingness to initiate the communication with the teacher might be due to bad relational experiences with previous caregivers, (referring to Attachment Theory) that affected the mindset of a student and does not let them trust the teacher. This idea has been reiterated by Ennis & McCauley (2002). The authors stated that the students, as a system, come to school with their histories of discrimination, violence, or abuse that might cause the emergence of distrustful students who have a problem in initiating and reciprocating trust within classroom communities. In this case, the sensitive teacher reconstructs the attachment history and gives a sense of security to the student by initiating the communication and make sure that the teacher is available there to help the students whenever they need it. As stated by the below respondent, when the teacher consistently models a caring attitude (Wentzel,1997) within a trusting relationship and empathy, the students eventually adopt the same behavior and start trusting the teacher (Solomon, Watson, Delucchi, Schaps & Battistich,1988).

> *"I usually try to make sure that students can get to me if they need me. So, I just said that if you need any help, or if you have any questions feel free to ask me, I always keep saying that. But even though I say that, they don't really come to me for asking help. It doesn't mean that they don't need me. But they are kind of, you know, feel awkward to go to the teacher and ask some questions that they might feel uncomfortable with asking help from teachers. I think this might be, that some of their previous teachers answered them in an inappropriate way so they do not, they do not feel comfortable.*
>
> *So I approach them first. So I go to one or a group of students asking that like, ummm asking that in their face that do you need any help? Or, if there is everything, okay if you don't really understand, just find me come to me after class or something. Mm. If I Just say that thing to the whole class they listen, but they don't really do. So, Yes. I approach them first to see if they need any help then I think they get used to it and learn how to seek for help easier."*
> (Speaker 4-In-Service Teacher)

Finally, the utterance of speaker 6 as an In-Service teacher restated the importance of being a sensitive teacher by modeling a caring attitude and read the students' clues from their eyes and behavior. Additionally, the respondent highlighted the protective role of teachers in initiating the communication by approaching students first in order to buffer students' personality weaknesses, like shyness, that is a barrier to the improvement of relational matters. This issue can also be justified through the Modified Approach code under Social aspects of the Learning theme which will be discussed later. However as stated before, there is not an absolute boundary between codes in justifying qualitative research.

"You have to notice the eyes. So, you look at the eye, you know, who is the one who needs help without saying and who..., they talk with their eyes during your lecture, you know exactly who needs help after the lecture. You come to them and talk to them and they will show you all. I don't understand.

So I have some students after every lecture. I come to ask them to check their note and ask them with the point they don't understand so kind of volunteer ask them first. And then later later they get used to with that and they come to talk to me. And they also open to other students too. They can ask the next one. So I have to come to, you have to know who needs help and you have to figure it out by yourself." (speaker 6 / In-Service teacher)

1.4-To be fair to everyone

According to the definition provided by Evertson et al. (2013), a trusting relationship between teacher and students is not only accomplished through providing emotionally warm behavior but also through the provision of an environment in which students are treated fairly by teachers. This interactional fairness can be accomplished through impartiality and treating everyone equally in the classroom, demonstrating concern for all students, and treating all politely as stated by Rodabaugh (1996).

Additionally, creating a fair atmosphere paves the path to building trust in the relationship through the sense of security which is infused to the participants of the communication. The utterance of Speaker 6, clearly showed the importance of being fair with everyone, its connection to making a secure environment and subsequently creating a trustful atmosphere in which positive Teacher-Student Relationship can flourish.

"I treat everyone in the fairway that for example, if someone makes a mistake, you punish no matter who they are. So that's fair fairness. And that's why, when when the student, they feel that the teacher to be fair to everyone. They would trust you and this trust will definitely will affect the relational matter" (speaker 6 / In-Service teacher)

Regarding the concept of impartiality in interactional matters, it was also previously mentioned in this thesis that intentional or unintentional favoritism of teachers over a certain number of students for different reasons may result in differences in interactions. Therefore, this teacher behavior, especially with marginal or at-risk students, might thwart the sense of belongingness, reinforces the negative self-image of students, and result in alienating to school and educational environment as stated by Kagan (1990). This explanation translates to the utterance of one interviewee which revealed the same concept. This speaker criticized herself as having preferences over some students while she was in communication with students. She added that this biased behavior was upsetting the balance of interaction with students and counted it as a barrier to the improvement of relational matters with students. However, this self-acknowledging, which was the one main purpose of this study, can also be counted as a step toward change.

"I think that as a teacher, I will very often fight with my preferences. For example, I had the preference for good students. Even though I was trying not to show this but somehow I was a little biased. I mean that because I liked them so much, this whole thing was affecting the atmosphere in the classroom. But for the ones that were not good students, they didn't make an effort. For example, there was as student who was come to the class without books

and not notebooks. So it, it's very difficult for me to not be biased. Yes, and to treat him like that. I mean that make a balance between all the students is difficult. Some are my favorite and some others are not and when they make a mistake, I cannot make a balance in my interaction." **(**Speaker 1-Education Student)

1.5-Mistakes are acceptable

A common code voiced by 5 interviewees was the importance of acknowledging students that mistakes are expected and accepted and they are not going to be punished or humiliated due to making errors. It is important to note that all three groups of participants including Education Students, Pre-Service, and In-Service teachers agreed on the importance of this issue. Nearly all of the respondents pointed out that establishing a safe environment, in which students feel secure to ask questions as many times as they need, is the prerequisites of a trustful and friendly learning atmosphere (Referred to CD Helping/Friendly, see Figure 2.4) and this environment provides the students more opportunities for learning.

In this regard, Christenson, Reschly & Wylie (2012) speculated the mindset of effective educators in their book as those who understand that students' fear of failure and feeling embarrassed of making mistakes is one of the biggest obstacles to their learning. Therefore, effective teachers must try their best to lessen these feelings. They stated that reinforcing a feeling of competence is possible through lessening the fear of failure in students.

However, considering the fact that Teacher-Student interactions involve sending and receiving all verbal and non-verbal messages in a reciprocal fashion, as stated before, teacher interactional behavior in case of students' errors and the way of addressing students' mistakes, conveys a strong message to students, (Hunter,1969, as cited in Marzano, Marzano & Pickering, 2003). For example, Wai-shing (2008) stated in his article that fault-finding statements will diminish reciprocal communication and moves students to the defensive phase or will cause their maladaptive behavior.

From the above mentioned and by looking at the speakers' statement, it can be concluded that the teacher's interaction in the face of students' mistakes can determine the student's sense of competence and confidence in addition to their perception of the classroom atmosphere regarding trustworthiness, security, and friendliness. Two samples of interviewees' statements with the same ideas have been provided as below.

Sample 1

"For example, for me, the background I'm coming from, in school, if you ask the questions you are considered a stupid. So, for me, it's really important to feel safe that okay, if I ask a question, It's not awkward. I mean, though, nowadays, I know that it is not, but still that feelings, which I have to, for me, it's really important to know that asking question is not bad. Through this way I can trust the teacher and the learning environment. I think some disobedient at school from some students is because that they are afraid to be humiliated by others due to their mistakes so they do abnormal actions and break the rules and regulations. This way the teacher might lose the control of the class and therefore the class is neither structured nor friendly." (Speaker 2 –Education Student)

Sample 2

> *"At least one thing I can think on is that you need to establish right from the beginning that it's OK to make mistakes and it's going to take time over things. I think a lot of children, especially with math, come from primary schools, where math teachers want getting the right to answer and if you get the wrong answer, then you're in trouble .This will diminish the confidence and trust of the students to the teacher and classroom and they might to start doing maltreatment. "*(Speaker 4-In-Service teacher)

1.6-First impression

This code was identified when two interviewees spoke about the importance of the teacher's role and students' perceptions of their behavior at the first session of interaction. They stated that the teacher's behavior at the first encounter with students, either helping, friendly, respectful, trustful, or the opposite, is the cornerstone of students' perception regarding their teacher's behavior and actions in subsequent sessions. This idea has been reinforced by Brooks (1985). The writer explicitly stated that the first impression of the teacher's interactional behavior sets the tone for subsequent sessions and probably might extend to the rest of the year. In line with the mentioned statement, Brekelmans, Sleegers & Fraser (2000) posited that students will shape their tentative perception of the teacher's behavior and relational pattern after the first session and this impression would be difficult to change later. Wai-shing (2008), in his article, also counted making a good impression in the first time of meeting as one way that can be helpful to promote Teacher-Student Relationship.

Therefore, in addition to what mentioned, respondents reinforced the idea and pointed to the teachers' responsibility as a sensitive teacher (Referred to CS Understanding, see Figure 2.4) to plan and predict the ways through which they want to impress their students in the first session and create a positive climate in which a sense of trust, respect, closeness, connectedness, warmth, and nurturance is conveyed to students. It is in such a positive environment that students feel secure, are more intended to participate in classroom activities, and pursue social and personal goals.

> *"I think first impression is always important. So, I think the first impression must be friendly. For example, in the first session, you might you introduce yourself and one by one you talk to them. You ask their names. What they study. What are their majors? So you talk with them and then they. They feel comfortable with you. If it starts this way, it will continue till the end of semester this way, they will see you not as some authority or something like that, or figure like you will be an authoritative teacher or Yeah. Someone who kind of knows more than you and who is eligible to teach you not as an authority figures. Okay. A person who is next to you not in front of you and understands you. Well, as I said, the first impression during the first class, you show your good sides friendly sides, talk with everyone, you create. good relations with all of them and then you show the respect. Respect is mutual. If you show respect for them, they will also show the respect."* (Speaker 9-Pre-Service teacher)

1.7-Mastery of the content

From the 2 participants' comments, one can determine that mastery of content is as important as the teachers' methodology in teaching. The interviewees mentioned that apart from all whichtheirs

been said so far about teaching methods and its importance in creating a positive environment, from their perspective, mastering the subject matter is still at the forefront in terms of importance in creating such an environment. They stated that when the teacher is uncertain about the content and do not have sufficient knowledge, the students do not consider the teacher as the source of information anymore. Therefore, the sense of dependability and trust in the teacher declines. This is consistent with Imber (1973) statement again as building trust with students is accessible through having sense of dependability to the teacher. The emergence of this code also reminds the characteristics of a competent teacher by Teven & Hanson (2004), that has been explained in chapter two as the one who knows what he is talking about, explains complicated subjects in an understandable way and has the ability to answer students' questions.

From another side, the speakers said that when the teacher does not have complete coverage of the subject matter, they cannot understand when the students have a problem or need help. Consequently, they cannot provide the required Instructional Support (Referring to CD Helping /Friendly, See Figure 2.4). This interpretation has already been mentioned in chapter 2 by Sarason (1999) as the features of artistry or competent teachers that can maximize the learning.

According to Sarason (1999), the teachers should have enough knowledge of the subject matter in a way that can read the cues of students' needs, difficulties and be able to mediate and prevent the occurrence of the problem. When this support does not happen due to uncertainty of the teacher, the students start maladaptive behavior because they are bored or confused and this will thwart the order in the classroom as stated by the below speaker. In such an atmosphere, the teacher starts to control the misbehavior by imposing some strict rules and controlling in an authoritative strategy which all lead the Teacher-Student Relationship in the negative direction.

> *"Being interested in the subject and having enough knowledge about that subject is one thing that affects the relationship between teacher and student I think. For example, once I had to go to another colleagues' class, a history class, because he could not manage to come to school for some reason and it was the history class where I had the biggest behavioral problems and I don't know if it was because I'm not as comfortable as a history teacher. The subject, but, um, I haven't taught as much of it. I'm not as comfortable in the history classes and did not have complete coverage of the content. I'm just going to Mr… class and there's not that same sort of connection you get when they realize that you are not familiar with the content. I mean I could not help the students efficiently or let say, I was not able to read their minds if they had a problem comparing to my math class. So I think kids will understand quickly that the teacher is not certain enough about the subject he or she is talking. Then they start to misbehave because they are bored and it is natural I think. Then it might happen that I behave in a very harsh way because I want to control disobedient"* (Speaker 4-In-Service Teacher)

Theme 2 - Support teachers' well-being & pedagogy

The second noteworthy theme that came into the view from the interviews, pointed out the importance of teachers' support in pedagogy and well-being, which can be achieved in different ways, and has an impact on teachers' interactional behavior and relational matters with students. This is in line with what has been stated in chapter 2 while elaborating about the role of teachers in the lives of themselves and their students. Looking back at the mentioned section in chapter 2, it has been explained that not only high-quality Teacher-Student Relationship affects teacher's

well-being but this teacher well-being has an impact on their classroom practices and interaction with students which will affect the quality of relationship with them.

The importance of this theme becomes even more tangible by referring to the meaning of circularity in communication. As it is mentioned previously in the literature review, the application of Self-Determination Theory in justifying the teachers' well-being and health has been neglected or underestimated. Considering the fact that Teacher-Student Relationship is a dyadic connection between teacher and student, and teacher well-being has a significant impact on students' lives in different ways, the fulfillment of their basic needs is as important as students. It is also said that the accomplishment of these psychological needs either from students, supervisors, or colleagues will cause commitment to work and job satisfaction according to Wagner & French (2010), which results in better interactional behavior in a classroom environment. Therefore, paying attention to the well-being of teachers and meeting their psychological needs is of particular importance. The importance of paying attention to teachers' well-being, which can be achieved in different ways, was even appeared in the respondent's answers.

Table 4.11. Theme 2 and its related interpretive codes

Theme 2	Codes
Support teachers' well-being & pedagogy	2.1-Considering teachers' salary
	2.2- Having an assistant
	2.3-Regulate Emotions
	2.4-Need for teacher training
	2.5-Pedagogical knowledge & information base

2.1-Considering Teachers' Salary

Even though at the first glance the appearance of this code might look unrelated to the theoretical and practical strategies that can be used in order to improve the quality of the relationship between teacher and student, we can see an indirect correlation between the variables after looking at the comments. It is necessary to mention that only Education Students pointed out the importance of salary in the condition of their well-being.

According to the interviewees, a well-paid salary affects the teachers' motivation, attitude, and commitment to work. They counted satisfactory financial incentives, as a stimulator of their positive interactional behavior with students in the classroom that will increase their productivity. In other words, the happier and more motivated the teachers are in the learning environment, which can be achieved through a stimulator as salary, the better they treat the students and subsequently the quality of relational issues. This idea can be supported by referring back to the definition provided for the concept of a System in communication. As stated, the discipline-related behavior of a teacher and their effectiveness is dependent on many diverse properties of the system, one of which is their well-being and job satisfaction. This job satisfaction and sense of security can be improved by external motivators, like financial incentives, as stated by speakers. Congruent with the mentioned statement, the results of research conducted by Inayatullah & Jehangir (2012) show that there is a positive correlation between teachers' motivation and their job performance.

Another issue that is important to mention at this point is that the emergence of this code was after asking question 0 (asking for constraints and difficulty in improving the relationship), and question 9 (asking for other ways that can help to enhance the interaction quality) of the interview. It means that one respondent found the issue of salary as one of the difficulties he knows when he thinks of job commitment and relational issues with students. The other respondent mentioned the importance of this factor that affects his feeling and energy to devote himself to students individually. Therefore, we can say that the existence of external motivators is essential for Education Students in order to feel satisfied and secure in the workplace.

Sample 1

"It depends also, on salaries because when it goes teaching these places, we were not well paid so it was not like, it was not the best of me I was doing. Also I was trying to do my work and follow some study guide, but then I wouldn't have extra energy for individualized kinds of treatments and teaching.

So I think the well-being of the teacher, so I mean, it matters when you want to make extra effort to improve this relationship with the students that I felt as a difficulty during the very short period of my teaching experience. Maybe this was one of the main reasons I decided to quit. "(Speaker 1-Education Student)

Sample 2

"I think the money issue should be solved that I think teachers should be paid appropriately but in many countries, they are not. And I think even though it sounds really harsh in a way, but we all need to feel safe in our personal life I think, and money is part of it. I mean the well-being of teachers are is kind of issue that affects the student teacher relationship I think so." (Speaker 3-Education Student)

2.2-Having an assistant

According to participants' comments, only 2 Education Students recognized the importance of having an assistant in the classroom as an approach that can maximize the quality of classroom and relational issues between teachers and students. They stated that having more than one teacher in the classroom, gives them this opportunity to divide the tasks between themselves, so they have more time and energy to pay individual attention to students, increase their focus on learners to determine their needs, and subsequently provide the appropriate support. They stated this individual attention to students, due to the presence of assistance, will cause better results in students' socioemotional in addition to academic achievement and this result will satisfy the sense of competence in teachers. Therefore, the teachers' well-being would increase, and conversely, their workload and stress tension at work will decrease.

The justification of this expression is not only through Pianta's (1999) triple framework as a feature of the educational environment but also it is congruent with what is stated by Hupcey (1998) as models of social support interaction which explains some of the approaches that social network members provide or receive the support. Amongst the 3 models that have been presented in Figure 2.3 of this thesis, Model B and C, as Primary-Secondary provider model and Multiple provider model, are consistent with the concepts of this section that emerged from the respondents' answers. Based on the conceptualizations of these models, there is one or more than one assistant that helps

the main teacher to meet the needs and expectations of the student and is involved in the provision of support.

On the other hand, the importance of teacher assistant deployment in the classroom becomes more prominent when we examine its dual impact on the teachers as well as students. For example, in a study that has been conducted by, Blatchford, Bassett, Brown, Koutsoubou, Martin, Russell & Rubie-Davies (2009), the researchers used a large-scale analysis to address the impact of teacher assistant deployment on teachers and students. The result showed that the existence of teacher assistants in the classroom decreased teachers' stress levels and increased their job satisfaction. Furthermore, they found out that this teacher job satisfaction is related to improvement in students learning and behavior due to increased attention given to students individually and providing appropriate and in-time support.

All in all, from the emergence of this code by Education Students we can conclude that having an assistant in the classroom is one way to enhance teachers' well-being that affects their behavior and interaction in communication with students.

Sample 1

"I know that in Finland there is this system of having an assistant in a classroom and I consider it a very good model that there was a teacher who is responsible for the curriculum, and then there's an assistant in the classroom and the assistant is dealing with more personal stuff. So that's the person who's responsible for creating this atmosphere of course teacher as well. But the main responsibility of the teacher is just the curriculum, and the responsibility is divided that there is no one person who needs to take care of everything, but it's kind of a team and the workload is less for the main teacher. By this, I mean that having an assistant in the classroom can help to have a more pleasant and friendly atmosphere for both sides of the communication because teachers are closer to students." (Speaker 3/Education Student)

Sample 2

"I don't think it can be compared with other countries, in no way. Because here in Finland, it seems that the teachers responsible about everything. But they have a lot of help. But for example in my country there is no, there are no resources. There is no one else than teacher to help. There is nothing but too much stress for teachers. I mean teachers who have that assistance and having resources would affect the way that the teacher is behaving in the classroom." (Speaker1 /Education Student)

2.3-Regulate the emotions

Looking at the literature on this subject, many researchers as Day & Qing (2009), have found a correlation between teachers' emotional feelings and their sense of well-being, classroom climate including Teacher-Student Relationship, and the quality of their teaching. The authors pointed out that teacher's well-being is a pivotal condition for their effectiveness in the learning environment. However, different factors can influence teachers' feelings and emotions. For example, Frenzel, Goetz, Stephens & Jacob (2009), stated that students' behaviors relative to classroom goals can be an influential factor in determining teachers' emotions. Referring to the reciprocal influence of

behavior in communication, identifying the factors that affect teachers' emotions in the classroom environment can play an effective role in determining how to support teachers' well-being and the quality of their teaching.

From another side, the emergence of this code in justifying the Teacher-Student Relationship cannot be explained without pointing out Pianta's (1999) triple system model. As stated in chapter 2, relational matters between teacher and student are influenced by three different factors, as features of teachers, students, and school, where each factor as a system, has an impact on the relational process. Among these factors, we can say teacher's emotional intelligence and emotion regulation strategies play a significant role in directing relational matters with students. Given that student behavior and what happens in the classroom is unpredictable, this in-the-moment ability in decision making, reflecting on the action, and controlling behavior in interaction with students can be constructive to sustain and possibly improve the relational issues.

In this regard, 2 participants asserted that it is important to learn how to regulate their emotions if they want to deal with maladaptive behavior and consequently move the relationship in a positive direction. They stated that if they outburst quickly in dealing with maladaptive behavior, it can lead to the thwart of the interaction and relationship. However, both of the respondents declared to use a responsive strategy as taking a breath (Referring to CS Understanding sector while they are patient, see Figure 2.4), in order to regulate their emotions. In other words, the respondents made use of responsive emotion regulation strategy to avoid Admonishing behavior and with the purpose to accomplish their profession in an optimal way and develop or maintain their supportive relationship with students.

Sample 1

> *"I would suggest just if there is an anger or something, just stop, what are you doing. Take a break, but I don't really know if it's possible to convert during the lecture, but at least stop and calm yourself down.*
>
> *So, I think it would really help because when they're, when the emotions are going on, it's really hard to control them. So I think it's really okay to stop. And I don't know how, but somehow trying to stop the process of emotions, and then it will be easier to think more clearly than just explore or anything."* (Speaker 2- Education Student)

Sample 2

> *"Sometimes I have been really angry. When I was teaching my students, I had a very interesting class of seventh graders last year. They were very in that age of teenage world where they were testing things. They had their hormones trying to show that, Yeah, now we're grown-ups. We can do whatever we want. I remember in one class; they were too loud. They weren't listening to me. They were yelling, they were saying really rude things to each other. I kinda felt angry. When I asked them nicely, several times, and they wouldn't hear me. I raised my voice a little bit, asked them to be quiet. It didn't work and I felt that I'm getting really angry. My hand started shaking, but I didn't want to lose it.*
> *So, I had to step out of the classroom myself. As for myself, and I had to be in the corridor for maybe like, twenty, thirty seconds, just calm down. Tried to breath. Yes. Because I knew*

that if I am in the classroom, It's not gonna be nice. If I say there something nasty is gonna happen. I'm gonna scream or I'm gonna hit something on the table, so it's not gonna and it's not gonna make the situation better." (Speaker 5-In-Service Teacher)

From another side, 1 Education Student and 1 Pre-Service teacher pointed to the importance of self-awareness that helps to regulate emotion in a better way in addition to its effect on improving well-being and building a healthy relationship with students. They stated that when the teacher is aware of his emotions, he is more capable to control behavior and consequently control the message conveying to the students either verbal or nonverbal and this will improve his well-being as well as students' well-being. This idea is in line with the definition provided by Jennings & Greenberg (2009), for the concepts of "Self-Awareness and Social-Awareness". The authors stated that when the teacher has self-awareness competency, they recognize their emotional strengths and weaknesses, know the ways to regulate them as well as having a realistic understanding of their capabilities, while through social awareness competency, teachers are capable to recognize and understand the emotion of student (referring to CS Understanding, See Figure 2.4) which makes them build strong bonds with them through mutual understanding. This self and social awareness, first of all, make the teacher capable of regulating his emotions autonomously which satisfies the psychological need of teachers according to Schultz & Ryan (2015), as cited in Roth, Vansteenkiste & Ryan (2019). Secondly, it helps the teachers to empathize with the students, act as a sensitive teacher, and call upon that awareness while they are in the social environment of the classroom. Therefore, we can conclude that as teachers increase their self-awareness and social awareness, so does their understanding and sensitivity and this sensitivity helps them to be responsive to students' emotions according to Reeve (2006), result in constructing an emotionally caring environment for the student.

Looking back at the Model for Interpersonal Teacher Behavior (see Figure 2.4), it seems that the use of this strategy happens mostly in the CS Understanding sector while the teacher shows more cooperation (empathy and understanding) in order to avoid Admonishing behavior.

Sample 1

"I try to be aware what am I feeling and why am I feeling. It becomes better with practice, but, awareness, that's one thing. Then I asked myself usually, Okay. What do I feel and what caused it? This will help you also to be aware of the students' feelings and can respond the appropriately. Once you are able to recognize the emotions, I think. The other part of it is to learn what to do with them.

I think the quicker you're able to realize those feelings, the faster you're able to recognize they are happening and you don't give them too chance to escalate so then you don't need to really even deal with the strong anger or anything like that." (Speaker 3-Education Student)

Sample 2

"First of all a teacher has to know himself or herself and this is applicable for any other aspect of life. You have to first reflect on who you are. What do you feel. How do you control your emotions, your negative and positive sensations? Because if you don't know yourself, you cannot control what happens inside you and outside you. A person who cannot control

those things cannot be a teacher, because a teacher is essentially a person who controls some kind of process.

This is even something that is present in Greek philosophy. Know yourself, because the person who knows himself or herself has control over a lot of things, like feelings, even those things that are unexpected, if you know, how can you react you can face them." (Speaker 9/Pre-Service teacher)

Finally,1 Pre-Service teacher noted the importance of learning emotion regulation strategies in order to prevent biased evaluation of students' performance. He stated that all teachers are human beings and there might be the case that a teacher does not like a student for no specific reason. He stated that the teachers should learn to regulate their feelings in order to behave objectively rather than subjectively especially when it comes to student assessment since this biased behavior will affect the interaction with the student and they will understand it. Therefore, this teacher's subjective behavior can be the start of maladaptive behavior from students.

The result of this respondent refers back to the concept of circularity in education as explained in chapter 2. It means that the biased behavior of the teacher will affect the ways she is interacting and assessing students' performance. This subjective behavior from the teacher influences the students' pattern of behavior as well, and they might start maladaptive actions. In long term, this pattern of interaction between teacher and student will affect the relational matter and will have an impact on the well-being of both sides.

"I remember my didactic teacher from the University. Once she told us that You will be teachers, but don't be scared if you feel, my God, I hate that student I cannot stand Their face I feel this person irritate and I don't like this girl. She said that's the most normal thing. Cause you are a human being and you are not programmed to like every everyone and to be liked by everyone. So if you profoundly dislike a student, then nothing will happen, but don't be don't be scared because that's normal.

But that is not normal when you assess his performance on the basis that you like him or not yeah, that's another thing. As soon as you start to assess students based on this bad feeling they will recognize it and might start to behave differently. So you have to put your problems, or your emotions outside the door of the classroom, because at the moment that you enter the classroom, you are responsible for the emotions of your students.

But as long as you are in the classroom, these negative things cannot be there, because otherwise you, your capacity of being a teacher will be affected, because you will put forward your subjectivity before your objectivity, and the teacher cannot do that. Those are not criteria of evaluating the students, so you have to be very balanced emotionally to leave your problems outside the door." (Speaker 8-Pre-Service teacher)

2.4-Need for Teacher Training

With reference to the literature, the emergence of this code, especially from the Education Students' point of view, did not seem far-fetched. To start the issue in this regard, restating what is mentioned by Higgins (2011) can be beneficial. According to him, universities and education programs left the novice teachers underequipped to create high-quality relationships or to sustain stable positive relationships with their students. This equipment need, from novice teachers'

perspective, are many and ranges from the provision of theoretical knowledge to practical training opportunities which give them the chance to examine and apply the theoretical concepts as postulated by Darling-Hammond (2010).

Along the lines of what stated, the data collected from the interviewees made it evident that the respondents considered teacher training as one important component to improving Teacher-Student Relationship, through the development of teacher's well-being, which has been neglected or underestimated by their universities. This code has been announced by 2 Education Students,1 pre-service and 1 In-Service teacher. They stated that most universities and education programs just provide theoretical information about classroom management and effective interactional behavior with students which are mostly discrete and abstract without providing adequate conceptualization.

> *"I think what you have studied is theoretical part. Sometimes at the time of studies I had the feeling that this information is not practical and it is not feasible but I think if they let me to experience what they told me into a real classroom I could have a better understanding. So I think training is very important. Then you could see what's really going on inside the classrooms and how you can apply what you have learned at school into realities and this way before being a real teaching, they will have enough time to reflect on what you have seen in class and what you have studied and how to combine them. I think, on the job training experience, gives you, more than you have studied."* (Speaker 9/Pre-Service Teacher)

One participant explicitly stated that there was a big discrepancy between what she expected as an educator and her actual teaching experience during the first years. Although this respondent did not talk about the destruction of her self-confidence, sense of competence, motivation, and its consequences on her well-being due to facing this discrepancy, many researchers, Ingersoll & Smith (2004), have proved that this reality shock can be the main reason for leaving the teaching occupation. Kim & Cho (2014) defined the concept of "Reality Shock" as the gap that the teacher educators might see between what theoretical things they have learned at university and the reality they might face during the first year of teaching. Therefore, the writers suggested that in order to avoid this reality shock, the exposure of teacher educators to practical training experiences is as important as providing them theoretical content.

> *"Well, I think pre-service teachers, they actually come to the real school scene and they face with a lot of things. I mean, they are thrown into a real school situation, they will realize that things they learned from textbook are very different from the things they are experiencing at school. When I was a pre-service teacher, I only learned things from the textbook. I did not have chance to experience by myself. But after I became a teacher, after I went to school for the first time, everything was really different."* (Speaker 5-In-Service teacher)

All in all, to justify the importance of teacher training through the lens of Self-Determination Theory, we can say that when the teacher educators learn theoretical concepts at university, it is necessary to equip them with "how to do" skills through practical teaching experiences at school. When they learn how to do what they have learned through trial sessions of teaching, inevitably they have more self-competence and certainty can manage the classroom in a way that improves the relational status between themselves and students.

"I think this is quite funny, because my bachelor background is becoming a teacher, and during the three years, we didn't have anything, which is sad and depressing. We had just a theory so we didn't really learn or learn how to communicate with the students or we even haven't met students during three years. So, I see myself without enough confidence if I enter classroom now. So, as you mentioned my first experience was these courses here at the university and I think I found many things like shocking." (Speaker 2/Education Student)

2.5-Pedagogical knowledge & information base

The last code of this theme appeared when the respondents have answered questions 10 and 11 of the interview. Even though the utterances that led to the emergence of this code do not refer to specific pedagogical strategies to improve or sustain Teacher-Student Relationship, they still provide useful information.

When the respondents were asked if they are familiar with any intervention strategies (e.g., banking time, my teaching partner, dog therapy), almost all of the respondents stated that they have never heard about any intervention strategies specifically the ones mentioned in the question. 2 respondents stated that they have heard about some intervention strategies either in their studies or from others but they had never the chance to implement them or see the result if some of their collogues have implemented them. One In-Service teacher claimed that teachers unknowingly use interventional methods, while they do not know the specific name of the strategy, to improve the relationships with students during classroom management and when dealing with students. This utterance resonates with the idea of implicit and explicit use of pedagogical knowledge and information base. However, while there might be nothing wrong with implicitly used strategies, the reflection, implication, and consequently justification of these implicit pedagogical strategies is difficult.

"But of course teachers have been doing that, but they don't know what they are doing if like, what they're doing have kind of name. So, I mean, they are doing unconsciously or by experience without knowing the names. Without having to get training." (Speaker 4/In-Service teacher)

Another In-Service teacher stated that due to the conservative and traditional nature of education in her country and the reluctance of teachers to use new methods, it is less possible to get acquainted with intervention strategies.

"In my country it is very traditional way. We don't know about new methods because you know. I mean the education in my country is very conservative that we are not willing to change if something come and ask us to change. We just do it for in a way that we have to do it to. So intervention is the thing that I never or might even call it or that concept would never survive because we have to go back to the old way anyway. So how do you see it? When they do not want to change, they do not provide new information also. So most teachers in my country are not familiar with intervention strategies to improve relationship or other things." (Speaker 6/In-Service teacher)

One respondent stated that even if there might be some opportunities to attend the training courses, she believes the programs are too theoretical and less likely to implement in real situations.

"Well, I am not sure, I think I passed some courses referring to this issue that we are talking about, I mean this relationship issue and they named it probably with some name, as I remember, but even at that time I was thinking these strategies are too idealistic, I mean they are just theory and rarely it happens in the classroom you can follow them, you know, the class and the students are unpredictable. So I call them theoretical not practical in real classroom. But this is my idea. Maybe somebody has used it. I have no information about it" (speaker 1/Education Student)

Question 11 of the interview asked teachers if they attended any intervention programs that would help them to improve relational matters with students. The main purpose of this question was to figure how the strategies presented in the previous section were learned by the participants. The results showed that 7 interviewees out of 9 respondents never attended any official training programs that would help them to get familiar with the innovative pedagogical strategies to improve the quality of relationship with students. They stated that their Pedagogical knowledge and information base arise either from their personal experience during teaching while they encountered a problem and by trial and error found the solution or through informal discussion with colleagues during the break time or informal settings at school like a lunchroom.

"But teachers, like my co-teachers or other teachers around me are the good source. They, they talk about their strategy. How can they figure out, how can they solve problems between teachers and their students? And they tell about their experiences and I hear their experiences and then I tried to use their experiences in my like my case. But most of the discussion happens quickly when we are in our break time which I think is not enough. I see sometimes I need somebody's support to solve the problem in my class." (Speaker 5/In-Service Teacher)

Theme 3 – Social Aspects of Learning

Elaborating on this theme can be started with what is stated before by Sarason (1999). According to the author, the purpose of school and schooling is to help the students to learn more, to develop more, and to experience personal and cognitive growth. He continued that one way to achieve this agenda is recognizing and respecting the individuality of each student, considering the differences, and creating a secure environment in which students feel safe enough to voice their feelings and thoughts. This personal regard for students addresses the proximity dimension of the Model for Interpersonal Teacher Behavior according to Marzano et al. (2003). One way to recognize and respect the students according to Sarason (1999) is to know the mind and hearts of the learners.
This idea has also been developed in a more detailed sense by introducing the term "Teacher Advocacy" by Fennimore (1989), as cited in Grieshaber & Cannella (2001). Teacher Advocacy is defined as:

"A personal commitment to active involvement in the lives of children beyond remunerated professional responsibilities with the goal of enhancing the opportunities of those children for optimal personal growth and development" (p.4).

The reference to the concept of teacher advocacy becomes more profound when we return to the definition of "social awareness" by Jennings & Greenberg (2009) which has been previously

presented. To reiterate, through social awareness competency, teachers are capable to recognize and understand the emotions of students which makes them build strong bonds with them through mutual understanding. It means that advocate teachers, who consider and respect the social aspects of learning, read the emotional cues of each individual student with empathy, and are responsive to their needs and expectation individually.

Additionally, this advocacy for the students, overlaps in some parts with the definition provided for the concept of caring relationship and teacher sensitivity in addition to characteristics of an understanding teacher or CS Understanding sector of Model for interpersonal teacher behavior (See Figure 2.4) According to Gay (2018), a caring relationship is the one that the teacher is involved in the lives of students. Additionally, according to the definition provided for sensitive teachers previously by Pianta, La Paro & Hamre (2008), a sensitive teacher listens carefully, is aware of the students' needs, and tries to matches his or her support based on students' expectations and skills in a responsive way.

All this being the case, the advocacy for students through individualism, teacher sensitivity, understanding, and creating a caring atmosphere has been stated by the respondents of this research which mostly refers to the CS Understanding sector of the Model for Interpersonal Teacher Behavior, as it is depicted by Figure 2.4, in which teacher listens with interest, shows understanding, looks for ways to settle differences and is open and patient. One respondent added that this advocacy for students can be counted as a catalyst of students' psychological needs satisfaction which can be achieved in different ways, improve their academic achievement in addition to their socio-emotional performance and consequently the relational quality with teachers. Providing pedagogical strategies which satisfy the social aspects of learning as individualism and advocacy for students in the classroom environment seem necessary from the respondent's perspectives. Some of these methods appeared in the codes voiced by the below respondents.

Table 4.12. Theme 3 and its related interpretive codes

Theme 3	Codes
Advocate for the students	3.1-Consider the reason for the problem
	3.2-Appreciation is important
	3.3-Individual Dialogue
	3.4-Modified Approach

3.1-Consider the reason for the problem

A common code, that has been voiced by 1 Education Student,1 Pre-Service, and 2 In-Services teachers, was the importance of recognizing and considering the personal life of each individual student. They stated that there must be always some stories about why people act how they act and it is the responsibility of the teacher to look at the issue more broadly, tries to find out the reason for the problem, and consequently provide the required support.

The appearance of this idea that has been uttered by the respondents can be justified by referring back to the concepts of developmental system theory, attachment theory in addition to teacher sensitivity.

Mentioning the related literature in this regard, previously counted students as a developing system within the social context of school and added that the behavior in one domain cannot be conceptualized without relation to the other domains. In other words, the student's behavior and relational matters with teachers in the domain of school cannot be justified without considering the other domains as individual, family, community, etc. Therefore, looking at all the reasons in the students' behavior as the system is necessary which provides teachers, alternative ways to view and expound the behavior of a student in the classroom environment.

For example, bad relational matters with previous teachers or caregivers, which can be justified through the concept of attachment theory, can be counted as one reason for students' maladaptive behavior. This idea has been revealed in the utterance of one speaker. Moreover, the specific behavior might be due to social or emotional deprivation, homelessness, or drug abuse that appeared in the words of another respondent.

However, all of the speakers mentioned that it is the responsibility of the teacher to try to understand the reason of the problem in relational matters (Refers to CS Understanding, see Figure 2.4) and students' specific behavior in order to find a solution to repair and drive the relational issues to the positive direction. This reaction to the students' behavior is consistent with the characteristics of caring relationship and advocate teachers who are involved in the lives of students individually. Therefore, in such an Emotional Support climate with the help of a sensitive teacher, the psychological health of students in addition to their relational issues with the teacher will improve.

Sample 1

> *"I think paying attention to personal issues and children's' background is part of developing relational matters in the classroom. Since when you as a teacher consider each student individually and get to know their personal life and background, it helps to get closer to the students. For example, I had some students who had lots of social problems and behavioral problems because they came from low families with delinquency. They were living in poverty. Some of them at risk of being excluded from society. So you can imagine it.*
>
> *After a while I got to know each individual students and their personal life problems. This helped me to get closer to them and after a while they were more interested into classroom environment."* (Speaker 8-Pre-Service Teacher)

Sample 2

> *"It's important to see every student individual, for example, if some student doesn't behave well one day, to try to understand why because there is usually some reason. So, I mean to have some empathy with the students, because I think, at least at elementary and high school, it's quite difficult age for them because they are like, discovering who they are and, like, having, maybe some drama at home with friends. So I think to be empathetic and find out the reason of the problem is really important"* (*Speaker 2-Education Student*)

3.2-Appreciation is important

One of the codes that emerged from examining the statements of the interviewees, including 1 Education Student,2 pre-Service, and 1 In-Service teacher, is the need for encouragement and

appreciation. The respondents said that the teacher can create a positive atmosphere in the classroom and foster a sense of capability and competence in students through appreciation and encouragement which is in line with the esteem support provision of social support theory. They stated that providing in time positive feedback, advice, or guidance for students, even if they could not manage to reach their final target, is a kind of reward that will encourage the students to believe in themselves, develop their intrinsic motivation, and give them persistence to continue the task and reach the level they are desired, even though it might look challenging for them.

Congruent with the results that emerged from the utterance of the respondents, Ryan & Deci (2017) in their book clearly stated that provisions of positive detailed feedback especially in the form of "verbal rewards", correlates positively with competence need satisfaction, and intrinsic motivation. Put it another way; in line with what is mentioned by the respondents, Ryan & Deci (2017) claimed that positive feedback enhances intrinsic motivation in students through enhancing the sense of mastery or competence.

Even though all respondents implicitly asserted that the provision of this informational support, which also conveys an emotional message according to social support theory, is individually but one respondent explicitly stated that she provides this positive feedback through individual sessions. These individual sessions helped her to pay more attention to the students during the break time or after the official class time when the teacher has more free time. Additionally, she mentioned that she will approach the students first to see their stage of learning and progress by looking at the task they are doing at the moment.

To interpret this result, first of all, according to Bakadorova & Raufelder (2018), lack of appropriate and sufficient opportunities to receive detailed feedback from the teacher for each individual student might threaten the student's sense of competence. Therefore, a sensitive teacher who cares about student's needs handles individual sessions to provide enough detailed feedback and Instructional Support to students.

Additionally, this approach can be justified through the framework of advocacy for students and referring back to the concept of social awareness. When the teacher is handling individualized sessions for providing feedback, not only she is satisfying the student's sense of competence and evoke intrinsic motivation but also she tries to recognize the student's learning stage, respect them individually, and helping to find the right direction. Next, when the teacher approaches student to see their level of progress or in case of having any difficulties by asking them directly or looking at their eyes, the teacher is understanding the emotion of the students, if they are demotivated or stuck in a task, and can help in a better way. The emergence of the mentioned cases can be seen in the opinion of the respondent below.

> *"In individual sessions, like the session for individual students. So, during the session, I meet, one student at a time, and I try, I give them a lot of supporting and encouraging comments because, during the class, I don't really have time for that.*
>
> *So, after the class, or during the break, I just call one student at a time and try to have a conversation with them. And then, at that time, I gave that a lot of positive feedback so that they know my teacher is believing in me. Otherwise, they don't realize it. If I don't express them, they never realize it so. But during the class, of course, I try to approach them and then look at what they are doing right now. So if they are going in the right direction or they*

have any problem. I can see their eyes. Then give them a lot of good comments if they are going in the wrong direction, I tried to like, guide them in a certain way.

I have experienced it myself also, so I tried to do it in my class. I had a better result after the positive feedback, after a while and I believe the reason was that I the teacher instilled the sense of capability and I was, you know, I was more motivated and liked the class more." (*Speaker 9-Pre-Service teacher*)

However, another interviewee, in addition to pointing out the need for the provision of positive feedback and its importance in enhancing the student's sense of capability and motivation, noted the necessity of providing this positive feedback in the right way and in the right amount. She stated that when you give the students false hope or appreciation, they would not put more energy to improve because they think they are already at the correct stage. This will thwart their sense of competence and damage their self-esteem when they face the reality in the future and understand that they are not capable enough to do some tasks or activities.

The same respondent also mentioned the importance of providing the right quantity of appreciation in order to do not make the students conditional to getting appreciation for whatever improvement they make. In this regard, Wai-shing (2008) pointed to a similar issue by referring to the "potential perils of praise and appreciation". He stated that the provision of too much appreciation will make the student dependent on extrinsic motivators. The author concluded that in order to prevent this problem, much care should be given to the quality of providing appreciation rather than quantity.

"if you see that the student is struggling or failed to do something in a way, be honest with him or her, and say I think that this is not working. So, like, how can we work on it, but not tell them that, Oh, it's okay. Everything is all right, Don't worry. So, do not give them false hope or false feedback. Of course, there should be appreciation for very small things but you should be careful about the time and quality and quantity of the praise and, and the activity that you are praising. Otherwise, they think they are doing right because you told them so by false appreciation and do not try to improve.
I think also if you appreciate somebody more than expected they might be dependent on umm what is said that appreciation and it makes them conditional. Then they will not after a while if they do not get a large quantity of appreciation. "(Speaker 5/In-Service Teacher)

3.3-Individual Dialogue

During the interviews, 2 In-Service teachers expressed some issues related to showing personal interest toward students as one strategy that addresses proximity and would help them to improve the concept of individualism by reading the heart and mind of the students. Put it differently, the teachers accomplish the advocacy for students through dialogue which helps them to be involved in the lives of their students. The speakers stated that this method helped them to recognize, concern, and respect the individuality of each student. Through this way they could share some aspects of personal lives, consequently showing personal interest in the things the students do, like, or dislike rather than focusing only on academic work. One respondent explicitly stated that taking advantage of free activities and individual dialogues, that might happen outside of the classroom environment, makes her capable to know the students better and develop cultural knowledge without student's direct attention.

This individual dialogue during break times, which the respondent mentioned, makes to reflect on the second approach stated by Nel (1992), which is mentioned in chapter 2 of this thesis, in order to accomplish the ethics of caring in the relationship. The author pointed out in his book that it is necessary that the caregiver knows the cared-for through informal dialogue. It is also stated that the carer can respond more effectively when they know and understand the needs of the cared-for through informal conversation.

Being involved in a community in which the teacher talks to the students about their personal things and at the same time listens to the student's voice individually regarding the issues beyond academic works as stated by both of the respondents in this section, are in line with the characteristics of a caring teacher which has been provided by Gay (2018) and McLaughlin (1991) as well.

Additionally, carrying out these informal conversations leads to the creation of an individualized and caring atmosphere which makes the teacher and student emotionally closer and consequently enhances emotional security as stated by the respondent. This idea is somewhat congruent with Wentzel (2016) statement as "Secure and Emotionally Supportive relationships and interactions are believed to result in a sense of belongingness and relatedness in children that in turn support a positive sense of self, the adoption of socially desirable goals and values, and the development of social and academic competencies" (p.217).

Sample 1

"I think taking an interest in things they do outside of your classroom is very important. So if you know that that child is a soccer player, and you know that the school team played a match yesterday, then when they come and you ask them, how did your match go? Good, I heard your team scored two goals. Congratulations. You know, things like that or if someone mentions to you that their dad was in a car accident and it's like you ask them, how's he doing? And just sort of remembering things about them that remind them that you care about them. You consider their individuality and their indeed individual interest individual lives that you care." (Speaker 4/In-Service Teacher)

Sample 2

"Sometimes we have more free activities or outside because we spend a lot of time outside as well during the break times. During that time especially, I may just talk to students individually about their music tastes about movies about their culture, and family situation. Something not related to the curriculum but rather to their personal life. Then I can understand them better and maybe later arrange the class activities that are related to their culture or interest. Something, something like, exactly like a person to person we may talk about friends about the countries they visited what they like, what kind of food they like I have had, then they feel they belong to the community. For example, during the break time, they just come up to me to say that, Oh, I heard this joke, it's really funny. I want to share it with you. When they will start telling me a joke so they feel comfortable and feel cared for." (Speaker 5-In-Service Teacher)

3.4-Modified approach

2 Education Students, 2 Pre-Service, and 3 In-Service teachers were involved in the emergence of this code. However, 4 of the results appeared after asking question 0 about any constraints or difficult things that they faced or think of in making positive relationship with students. These 4 respondents stated that when they enter the classroom they will meet different students with their individual and unique interests, expectations, and needs which can be justified by referring back to Pianta (1999) who counted children as a developing system.

They said that at some point they find it quite difficult or even impossible to meet every student's expectations, adjust the approach and support in a way that fits everybody's requirement and consequently can satisfy their needs. Thus, from the respondents' perspective, it is necessary to provide pedagogical strategies that recognize, concern, and respect the individuality of each student, which is in line with Sarason's (1999) statement about the characteristics of a sensitive teacher that are effective in achieving educational goals. However, they find it difficult to provide a modified approach even though they figured out that it is not possible to put all the students in the same pot and treat them equally.

> "*The biggest difficulty for me is that you, you never know what will be the expectations and the difficulty is that you kind of need to adjust on a minute by minute basis sometimes or you need to, you need to realize that, like, okay, what I planned doesn't really appeal to this group. It doesn't work and then the difficulty is that you need to figure out a balance in how to engage people and consider their expectations otherwise. So that's the biggest difficulty for me."* (Speaker 3 Education Student)

Congruent with the definition provided by Reeve (2006) for the concept of "Attuned Teacher", 2 other respondents emphasized that it is the responsibility of the teacher to be intuitive, know the students individually and listen to their needs and expectations carefully in order to provide an individualized approach and appropriate support that can satisfy their needs. One respondent overtly stated that when the students recognize that you listen to them and consider their perception and voice into account when preparing the lesson plan, they feel respected and related to the educational environment and this need satisfaction by considering the individual differences, improves the quality of Teacher-Student Relationship.

> *"That was the part of the motivation that we studied. Of course, everyone has different interests, and the curriculum is written in a way that if it doesn't, it cannot incorporate everyone. So. I would say that it's the teacher's responsibility to make sure everyone is interested. So you don't, you cannot give one thing to everyone because people are different and have different personalities. Different interests, so the teacher must in a way, recognize and know students who are interested in the what, who have what kind of interest. The teacher should know about Students' interests yes. And then if you have a topic, then you can modify that topic to different needs, then you will see how students' progress and behavior will change. Mm. they feel you respect them when providing this modified lesson plan. Then for sure, it affects the relationship condition"* (Speaker 9-In-Service teacher).

Finally, one respondent referred to psychological characteristics of the students (e.g., shyness), which highlights the importance of individualized approach, as a predictable variable in a support request, acceptance, or rejection which is also reinforced by Hupcey (1998). The author claimed

that providing individualized Emotional Support can be beneficial for those students who are reluctant to start a rapport with their teacher due to shyness or lack of coping ability and autonomy. These shy students due to their passive, quiet, and compliant character are more hesitant to engage in social interaction and generally, less likely to initiate communication (Arbeau, Coplan & Weeks,2010).

This idea, which overlaps at some points with code 1.3 as "Teacher approaches students first" under the "Safe Learning Environment" theme, is in line with the research results that have been conducted by Rudasill & Rimm-Kaufman, (2009), on 819 first grade students. The research result provided evidence that children's shyness is directly related to the frequency of child-initiated interactions. In other words, they concluded that shyer students tend to initiate fewer interactions with their teachers and this predicted less Teacher-Student closeness. They also stated that shyer students might be at risk of becoming invisible in the classroom in long term.

> *"I tell them directly that I'm here to help them to study. So anything related to study that you don't understand at any point come to talk to me. But the thing is, if you just say it to the student, they would never come to ask you, especially some students. They're very shy to do it. Some students can come to talk to ask you, but some students, they're very shy. So, you have to listen and read their minds.* (Speaker 6 / In-Service teacher)

Theme 4 – Cognitive Aspects of Learning

The fourth pervading theme with its 5 interpretive codes pointed out the importance of cognitive aspects of Learning and autonomy support. As stated before in chapter 2 of this thesis from Reeve (2006), "Autonomy support revolves around finding ways to enhance students' freedom to coordinate their inner motivational resources with how they spend their time in the classroom" (p.231). Moreover, referring back to Ryan & Deci (2017), The authors in their book claimed that autonomy support can be counted as the satisfaction facilitators of other psychological needs as competence and relatedness. In line with this idea, nearly all of the respondents at the interview, either overtly or covertly, mentioned the importance of students' autonomy support in order to meet the other needs of students and consequently make a positive relationship with students.

Additionally, the codes constituting this theme were mostly happening through 3 sectors of the Model for Interpersonal Teacher Behavior (see Figure 2.4) as CD Helping/Friendly, CS Understanding, and SC Student's Responsibility/Freedom.

However, some of the participants mentioned that they have or had a problem considering the cognitive aspects of learning as providing a balanced behavior in controlling and autonomy support or in other words keeping a balance between dominance and submission in line with the dimensions of the Model for Interpersonal Teacher Behavior. (See figure2.4). Put it another way, the mentioned participants were uncertain to what extent provide freedom and give responsibility to students for their own activities (representing SC Student's Responsibility/Freedom sector of Model for Interpersonal Teacher Behavior, see figure 2.4) and to what extent be strict (representing DO Strict sector of Model for Interpersonal Teacher Behavior, see figure 2.4) in classroom management and interactional behavior. They, especially Education Students, stated that sometimes they have a problem managing the classroom in an autonomy-supportive approach while being structured.

Their point of view regarding their ability or desire to keep the balance in submission and dominance, which will be elaborated more in the below section, reminds the statement from Weinstein (1998), when he said that some teachers might be in trouble to behave in a caring way, support autonomy and give freedom to choose to students while being structured, achieving order and follow the discipline. As stated before, this problem might arise due to the misconception of autonomy support with the removal of structure as they are frequently and erroneously equated with each other (Reeve,2006).

Table 4.13. Theme 4 and its related interpretive codes

Theme 4	Codes
Cognitive Aspects of Learning	4.1 -Authoritarian teacher
	4.2-Group work activities
	4.3-Moving from easy to difficult
	4.4-Encourage freedom to choose
	4.5-Provide rational

4.1-Authoritarian teacher

The emergence of this code stemmed from the utterance of 2 Education Students,1 Pre-Service and 1 In-Service teacher. Almost all of the participants considered the issue of "Not being an authoritarian teacher" and the importance of teachers' understanding of this concept as one of the prerequisites for giving authority to students and consequently improving the relationship with them. They mentioned that the teacher should be somebody who is next to the students as a mediator not as an omniscient who is controlling, checking, and judging as the characteristics of high dominant teachers (see sectors DO Strict and DC Leadership in Figure 2.4). In other words, they did not believe in high influence and low proximity in interaction and relationship.

> *"I think what would really help the relationship between the teacher and the students is to change it a little bit from the power play to, to this more, I'm not really sure how to name it, but this kind of dynamic where the teacher, it's not seen, uh, someone who has the power to punish you, but is what we are talking nowadays quite a lot, in education that it should be a guide or a helper. Who is like guiding you through knowledge, and not necessarily punishing you for doing what you are supposed to do. Teachers should understand this issue and if they believe the teacher should be the God of the class they should change their idea. It is not working anymore nowadays"* (Speaker 3/Education Student)

One Education Students gave an example of her experience during the studies and mentioned how her authoritarian teacher used to teach them in a top-down or teacher-centered authoritative method in which the students were listening to the subjects passively. She stated that during her experience in that class she could not feel any connection with the teacher. She also mentioned that this kind of authoritarian teachers do not care about student's feeling and understanding or in other words the controlling approach (high Influence) prevails closeness (proximity). It means that DO Strict and OD Admonishing prevails CD Helping/Friendly and CS Understanding (see Figure 2.4). This finding has also been supported by some researchers. For example, Plax & Kearney (1990) in their article postulated that utilizing the "we-they" culture by teachers in classroom management will result in Teacher-Student alienation.

*"I can see, only as a student, what was the most difficult thing for me was that there was no connection with the teacher. The teacher just came like a boss. He or she was talking about the topic, which we should do, and then he went out of the class so there was no interaction with the, with the students, which I kind of felt that it was just you, just throw that information to us. I mean it was totally top-down and we were not included and he didn't really care, if we understood it, if we were interested he or she didn't add any extra information. So it was just pure giving the information. That's it. So, it was like, missing this interaction, or just I mean that what I experience that would like teachers who just… I mean they just said us said us the information they explained, and they didn't really like care if we understand, if we don't understand it." (*Speaker 2/ Education Student)

However, the In-Service participant of the research sample referred to her belief about the concept of authoritarian teacher as one of her difficulties in establishing Teacher-Student Relationship. This speaker stated that at the time of her education as a student, she learned that the position of a teacher in the classroom is higher than students and consequently her belief and behavior at the moment, as an In-Service Teacher, is affected by that time in a way that she thinks the authoritative interaction with students is what she is supposed to be. In other words, her previous teacher interaction and belief about classroom management and control, set the cornerstone for her subsequent attitude toward classroom management even though she knows this authoritative behavior might thwart students' autonomy.

Referring back to Pianta's triple framework, features of teachers as a system such as their attributes and beliefs, learned from previous teachers in this case, explain the future discipline behavior of a teacher in the classroom environment. Therefore, as stated before, in order to explain a teacher's interactions with students and lead the relationship toward a positive direction, a clear understanding of teachers' backgrounds and beliefs is necessary.

*"For me, especially as a teacher, we're taught when we were very small that teacher is the high level and students should obey them. I grow up with that belief that we have to respect teacher and when we become teacher, we have to do something and let them to respect us. So, of course, I, I'm a teacher, I would try to do my best to be the teacher, and the teacher will have the student, and just that I will go not go beyond that limitation like hang out with them, or somehow like be friends with them outside the class that's not my job. I think this belief is a complaint for me regarding Teacher-Student Relationship. I know that due to this attitude I might limit students' freedom but this is something that I cannot change sometimes." (*Speaker 6/ In-Service Teacher)

4.2-Group Work Activities

3 participants including 2 Education Students and 1 In-Service teacher, counted group work activities as an approach that can develop students' sense of autonomy, competence, and relatedness which will lead to the improvement of the Teacher-Student Relationship. One respondent stated that giving this opportunity to students to work in groups not only takes a little bit of pressure of her but also students can learn from each other and the sense of cooperation will develop in them. She also mentioned this group work activity, by reducing controlling behavior from the teacher, give the students freedom, responsibility, and opportunity to work independently from a teacher with the help of classmates (in line with SC Students' Responsibility/Freedom sector of Model for Interpersonal Teacher Behavior, see Figure 2.4) and this helping each other in group

work activities can satisfy students' psychological needs of autonomy, competence, and relatedness.

> *"I allow and encourage my kids to work in pairs or in groups quite often. Even if they each have to do the exercises and produce a page of writing, they sit in groups of four in the way of laying out the desks and they're encouraged to work together and help each other and talk to each other because. I find that they learn a lot more if they're explaining and talking about it and discussing it with each other. And also they're helping each other and that also takes a little bit of pressure off me. Because often, they can answer a question together that they couldn't do by themselves and that's something that I have to help them with. This way I gave them the responsibility that develops their autonomy. I call it kind of competence building experience also because the students who helped others also get competency feeling and those who have been helped feel they are belonged to the group.* (Speaker 4/In-Service teacher)

However, two respondents stated that the group work activities would not be productive and constructive if the teacher just put the students in groups and ask them to work together. Based on personal experience, one respondent mentioned that some prerequisites are needed to achieve a better result from group work activities. The respondent posited that it is the responsibility of the teacher to make sure that the students know the process and procedure of the group work activities, are familiar with the social skills of collaboration, and make them understand that the effort of all group members is needed to achieve success. The above-mentioned has been reiterated by Fraser & Walberg (1991). The authors postulated that providing group work activities for students and ask them to do an assignment together does not guarantee a productive result. They continued that to have a high-quality collaboration, the participants are required to be taught about the social skills of collaboration as communication, conflict management, decision making, and leadership. They also introduced the concept of "positive interdependence" in which the group members realize that the success of the group is dependent on the efforts of each individual member of the group which is also in line with the statements of the below speakers.

Sample 1

> "*But Kind of putting the students into groups needs some prerequisites I think. Because some people, like me, might not have this experience of teamwork before. So they might not really be aware of what that means. In teamwork, students learn that they are there together and if someone has a problem and you're better at something, it's valuable to help them.*

> *But the sensitivity that the teacher has to create in them is really important before starting to use teamwork. The students should understand the meaning and procedure of working in a group.*

> *Otherwise, like in my country when we had group work at school, there's more active people are usually better students will just take over and the rest is there. Oh, we're so lucky we have them in our group because they do all the work. The reason is that the students do not have the sensitivity and did not learn the procedure because no one really told us how to work in a group work.*

The students should learn that the outcome is our common outcome and the most important thing really is to include everyone. Because even people who, for some reason are less skilled or worse in this particular activity, they can bring some other value to the group." (Speaker 3/ Education Student)

Sample 2

"I think that also sort of built a class environment where it's not about competition, it's about working together and it's not about like getting it right. At the first time it's about sort of working through it and thinking of the options and seeing how far you can get working together" (Speaker 4-In-Service teacher)

Finally, one Education Student pointed to her uncertainty as to whether this using group work activity is beneficial for students or not. She mentioned that if she becomes a teacher she is not sure if she can control the class while giving freedom to students to do the activities in group work. She also believed that putting the two concepts of giving freedom in group work activities and having a structured classroom together, seems idealistic and far from the truth. Referring back to what is stated at the beginning of this section, the mentioned participant was uncertain to what extent provide freedom and give responsibility to students for their own activities (representing SC Students' Responsibility/Freedom sector of Model for Interpersonal Teacher Behavior, see figure2.4) and to what extent be strict (representing DO Strict sector of Model for Interpersonal Teacher Behavior, see figure 2.4) in order to keep the structure.

"Well, I had not mush experience in teaching, but I really think group work activities for small children is impossible. I am sure that they will not do the activities. I mean they might do something else or even if they do, it is possible that they do it wrong. And because there are lots of students in the classroom I am sure I cannot check all of their assignments and there would be wrong answers. So you see group work activities and having structure do not fit in one container. I think it is too idealistic if you want to be a teacher for very young children, or maybe I have not learned. I don't know." (Speaker 1-Education Student)

4.3-Moving from easy to difficult

Another code that is a subset of the "Support Autonomy" theme and is expressed by 2 Education Students, 1 Pre-Service and1 In-Service teacher, is providing the assignments to students from the easiest one to more difficult and complicated in order to make a secure environment which will improve the relational matters. One respondent stated that thinking about task difficulty and providing well-tailored assignment which is consistent with the student's level of knowledge, will give them the feeling of capability in coping with challenges, thereupon improves their sense of competence, develops their self-esteem and evoke their self-regulatory learning that results in a secure and caring environment in which learning process will happen with better results.

To elaborate more about the issue of creating a caring environment through considering task difficulty and moving from easy to difficult, referring back to the definition of the "caring" concept as stated in chapter 2 while defining the key terms within the study would be beneficial. According to McLaughlin (1991), a caring relationship will not occur only through making a positive rapport with the student but also altering the curriculum and the learning environment in a way that keeps the students engaged in learning, can help to the creation of this caring atmosphere. Therefore,

according to the point made by the interviewee, when the teachers provide the tasks from easy to difficult, not only will meet the students' sense of autonomy and competence but also the sense of engagement and motivation will be satisfied.

> *"The subject I teach can be very difficult for some students actually for most of the students they feel difficulty what I teach. So I will try to make things easier for them to understand. I don't want them to feel intimidated and feel afraid of the subject they're studying. So I will try to make them feel very comfortable atmosphere and, for example, I, even though I am might teach very complicated task, I will bring a lot of examples to help them understand.*
> *As a personal experience, I think if students feel comfortable in the learning environment they are more motivated to create their own learning style and are more interested to rely on themselves in the process of learning than just wait for the teacher to come and solve the problem for them or tell the answer directly."* (Speaker 2-Education Student)

Another respondent referred to herself as a mediator that helps the students at the first stages of solving a problem or doing assignment (referring to CD Helping /Friendly, see Figure 2.4) and stated that she provides tasks that students can do individually without her help, then she will provide more complicated tasks but provide support and help. She continued that gradually the students become independent in solving the problem and can do the tasks independently. Through this approach, she believed that she could enhance the sense of autonomy in students while fostering a sense of creativity and curiosity. However, she mentioned that even using this approach needs careful task assignment and provision of a task that is at the knowledge level of students.

Even though the interviewee did not overtly refer to the concept of Zone of Proximal Development in the presentation of her strategy, nevertheless she covertly explained the approach through the framework of ZPD as developed by Vygotsky (1980). This zone of proximal development refers to the gap that exists between what the learner already knows and can do independently and what he does not know and will master with the help of a teacher. Through this method, the teachers rely on the student's present information and by providing new opportunities, will move toward the unknown to develop the new skills or knowledge. However, the existence of guidance in the development of the latter stage is necessary in order to get positive results.

On the other hand, this moving from easy to difficult through ZDP gives a sense of autonomy to students as they feel they can do the assignment without the help of the teacher after they have mastered the task. Furthermore, as stated before, having a sense of autonomy is the predictor of all other basic needs. It means that this autonomy satisfaction is the facilitator of competence and relatedness. When the students feel that they can do the tasks with the help of a teacher and later without the aid, it gives a sense of belongingness to the educational environment and classroom instructions, all of which appeared also in the statement of this interviewee.

> *"To have a secure environment, where they can feel they are connected to the instruction, at first, I explore the level of the students' knowledge and try to provide easy tasks that everybody can do with her existing information. Ummm, this makes them happy especially when they are at a very young age. Then, I provide, for example, assignments that they can do with teachers' help, but gradually they just moved from teachers' help to their own autonomy and develop their creativity in finding new ways to solve the problem. So just*

they gradually become like distance from teachers help so finally they can do things by themselves.

To achieve that thing, it's a really important thing to choose like select the assignment very carefully. So, I have to think about a level of assignments, like, how hard it will be for students and I really carefully choose the assignments that they have to do and first I will just provide easy assignments and gradually giving them more complicated and more difficult assignments. This way they are not afraid of task difficulty and the environment does not go toward scary or fearful because of task difficulty." (Speaker 5- In-Service teacher)

4.4 - Encourage Freedom to Choose

The emergence of this code appeared while 8 respondents of the interview pointed to the issue of giving options to students to choose. The justification of this code and its relevance to autonomy support can be explained through what has been stated at the introduction of theme 4 from Reeve (2006) as well as chapter 2 of this thesis. According to Reeve (2006) "Autonomy support revolves around finding ways to enhance students' freedom to coordinate their inner motivational resources with how they spend their time in the classroom" (p.231). In the same vein, participants of this study pointed to similar issues. They stated that giving freedom to students would have different benefits for students. For example, one participant stated that when the students have options to choose in what to study they have more interest in the activity and you, as a teacher, can step aside from the dominance section and give the responsibility of learning to students. Additionally, she added that this freedom to choose to provide a safe atmosphere in the classroom in which students feel secure to express their ideas actively. This opinion has been reiterated by Marzano et al. (2003). The authors stated that giving students the freedom to set some of their own learning goals and to get their input into account about what they want to learn gives them a sense of collaboration and relatedness. Additionally, they posited that giving students this authority and freedom not only increases their interest in learning and doing activities but also sends the message that you are paying attention to their interests and incorporating them into your instruction.

> *"So I usually try to listen to them in a way that sometimes, I might give them certain options that, for example, now we can do either this exercise, or we can do this reading or if you have ideas, what else we could do about this topic feel free to do that. So, in that way, I am expecting that they will be a little bit more active and also interested.*
>
> *Then let's say, sometimes we also have that kind of projects that we have group work. They are free to, let's say, I might give them a topic, for example, winter and they are free to choose the format. It can be singing it can be performing. It can be poster or drawing something. So I want them to take a big more active role than I tell you who do these."*
> (Speaker 5-In-Service Teacher)

The importance of this strategy in improving Teacher-Student Relationship and meeting psychological needs becomes even more important when we refer back to the description of Figure 2.4. As it is explained, the influence axis from the model for Interpersonal Teacher Behavior, including dominance and submission on the two sides of the vector, designated to the degree a person is controlling or directing the communication according to Wubbels et al. (1985). However, high dominance not only means showing teacher strong leadership in terms of behavior but also

in terms of the content addressed in class (Marzano et al.,2003). So when teachers ask students to do their assignments according to the prescribed approaches designated by teachers and do not give the students the authority and freedom to choose the way they would like to or feel more comfortable to solve the problems in doing assignments (e.g., solving a math problem in different ways), they do not elicit students' inferences and hypotheses into account which will lead to the thwart of autonomy, competence, and relatedness.

In this regard, 7 respondents commented that, in order to reduce dominance and controlling behavior over students, they let the students do the assignment in their own way. For example, Chemistry and Math teachers in addition to one student with Programming class experience stated that there are always different ways of solving problems. So they never ask the students to follow the teacher's strategy to solve the problem. In other words, they stated that the teacher should encourage the students to use their own capabilities and ideas to solve the problem. They continued that through this way they do not involve themselves in problem-solving and let the students improve their creativity through which they feel competent and autonomous. This expression is in line with the findings of the research conducted by Patall, Dent, Oyer & Wynn (2013) which referred to it in chapter 2. They also found that provisions of choice by teachers had a positive correlation with students' autonomy need satisfaction.

> *"I also had this experience last semester with one teacher. They said from the beginning that whatever solution we will do, it's gonna be ok as long as it works, as long as it's like, serves the purpose, it doesn't matter how we will do it.*
>
> *It was programming. So in programming, it's like, it doesn't really matter how we write the code that's on us cause it's working. But I think it was very important for me as a learner that this teacher from the beginning, and basically on every lecture throughout the semester was telling that okay, it doesn't matter how you write it. What matters is that it works, so in certain tasks, I think it's also important from the beginning to communicate to the students that, It's like, you are free and can use your own capabilities and your own ideas, and as long as the outcome is something which we agree on, then it's fine and then, what we did on that course, which I'm talking about, we also went through some solutions and as I mentioned before different solutions where appreciate it so this appreciation showing that, okay, you can do it differently and all of those solutions are good.*
>
> *So it is important to underlying, what should be the outcome, not how to get there or even underline that it doesn't matter how you get there as long as you can present it or justify it, and then your outcome is what we agreed on, and I think that's important."* (Speaker 3- Education Student)

Finally, one respondent posited her difficulty in giving freedom to students to choose. The speaker recalled her experience as a student at school and mentioned that during her studies there were some teachers who used to ask the students opinion about the day's type of activity but she remembered that they could never come up to an agreed opinion and it was the case that at the end the teacher was mad at the chaos in the classroom and used to silent the whole students with a loud shout. This memory made her believe that giving freedom to students will thwart teachers' autonomy and they would not have control over the classroom and students anymore. So, even though she believed that giving autonomy to students would have a positive impact on them but she was uncertain about the correct way or correct amount. These results remind the issue stated

before by Weinstein (1998) as some teachers might be in trouble to behave in a caring way, support autonomy, and give freedom to choose to students while being structured, achieving order, and follow the discipline.

> *"Well, the problem that I think I might have in future if I become a teacher is that due to my small body, students do not take me seriously that much, especially if I give them the freedom they choose, the class would be all in trouble after some minutes.*
>
> *I remember my student age also. I had one teacher that used to ask us what we would like to do at the first two sessions of the school year. But we could never get an agreed solution that everybody would like it, and we started to argue with each other and the whole class was in chaos. The first session the teacher was silent but when the second time it happened was so angry and lost the control of the class. I could see she never asked for our opinion again and we had to do whatever she asked us to do after that. So I am not sure if this is the right way. Of course at the university level it is different because we have learned how to agree with each other but at the school age I don't know."* (Speaker 3/Education Student)

4.5 - Provide rational

3 respondents as 1 Education Student and 2 Pre-Service teachers stated that it is natural that students would not be interested or motivated to do the activities or assignment since attending the school is involuntary and doing homework is demanding work. Therefore, it is the responsibility of the autonomy-supportive teacher to provide a rationale for the students by communicating the value of education and reminding them that even though learning is challenging but it is rewarding as well. The respondents mentioned that through this strategy they could provide meaning for students' learning and when the value and concept of learning is institutionalized within them, they are more likely to generate self-determined motivation toward learning. One respondent explicitly stated that she has used this method to give the responsibility of learning to students and instill a sense of autonomy in them.

In a similar fashion, Reeve (2006) in his article stated that it is natural that some requested activities by the teacher might be unappealing or uninteresting for students. However, an autonomy-supportive teacher provides convincing and satisfying rationale through articulating the use, value, importance, and personal advantages in doing the task or assignment that justifies an investment of effort. The author continues that the provision of satisfying and convincing rationale and communicating value with students by an autonomy-supportive teacher helps the students to understand the reason for their effort in doing the uninteresting activity and will generate self-determined motivation.

> *"Considering the issue that schools are involuntary and nobody wants to be there and do the assignments, I think it is important that you as an autonomy-supportive teacher explain to them that why is this knowledge important for them and how they can use it, especially with adults. It's one of the most important things, but I think it works also with kids that they should know why they are learning this. And the more you create a kind of meaning for them or let them create a meaning how they can use this. They are more motivated and feel more responsibility for learning the material and I think they will be actually learning it*

autonomously. When they understand the benefits of something it is more probable that they choose it autonomously" (Speaker 3 – Education Student)


Qualitative Findings

The third research question is going to be answered through the emergence of 4 pedagogical themes and 21 codes that appeared after asking 13 questions of the interview.

The first theme (see Table 4.10) that appeared as one important indicator of Teacher-Student Relationship was "Safe Learning Environment". The justification of this theme is firstly through attachment theory when the speakers talked about "Teacher approaches the student first". They stated that distrustful students are more reluctant to initiate communication. This unwillingness to initiate the communication with the teacher might be due to students' bad relational experience or insecure attachment with adults. Therefore it is the responsibility of the sensitive and understanding teacher (referring to CS Understanding, see Figure 2.4) to provide Emotional Support based on the psychological characteristics of the students by their willingness to listen and accessibility in order to create a trustful atmosphere. Secondly, some other respondents made the issue of involving students in the classroom management more prominent (a balanced combination of DC Leadership and CD Helping/Friendly, see Figure 2.4) where teachers are neither controlling by imposing rules and determining the activities to students nor antagonism toward students' ideas. Additionally, the respondents believed that the sense of autonomy and competence will flourish by using this duty assignment and involving students in classroom management (referring to SC student Responsibility/Freedom, see figure 2.4). Thirdly, from the respondent's point of view, teacher's positive interaction in the face of students' mistakes is a prerequisite of a trustful, safe, and friendly learning atmosphere (referring to CD Helping /Friendly, see Figure 2.4) in which sense of competence and confidence is infused to students. Next, creating a fair atmosphere by impartiality in interactional matters which paves the path to building trust in the relationship and improves the sense of belongingness especially with the marginal or at-risk students. Then, improving the mastery of content emerged by the respondent's answers through which the students consider the teacher as a source of information who can provide the required Instructional Support (referring to CD Helping /Friendly, see Figure 2.4) and consequently dependability and trust toward teacher will increase. However, some respondents pointed out the first impression of teachers and stated that the teacher's behavior at the first encounter with students is the cornerstone of students' perception regarding their teacher's behavior and actions in subsequent sessions. Therefore, they pointed to the teachers' responsibility as a sensitive teacher (referring to CS Understanding, see Figure 2.4) to plan and predict the ways through which they want to impress their students in the first session and create a positive climate in which a sense of trust, respect, closeness, connectedness, warmth, and nurturance is conveyed to students. Finally, keeping a promise, showing confidence, and be as authentic as possible which are prerequisites of creating a safe learning environment and building trust toward students were mentioned by the respondents that again refers to the CS Understanding domain in the Model for Interpersonal Teacher Behavior (see Figure 2.4).

Generally speaking, it seems that the suggested or used strategies stated by respondents within the first theme as Safe Learning Environment, firstly can be justified through attachment theory, secondly through the satisfaction of psychological needs, and finally it happens within 4 segments

of Model for Interpersonal Teacher Behavior (DC & CD from balanced Teacher-Student Relationship, CS and SC) as it is shown in Figure 4.3.

Figure 4.3. Segments of interpersonal teacher behavior emerged from Theme 1
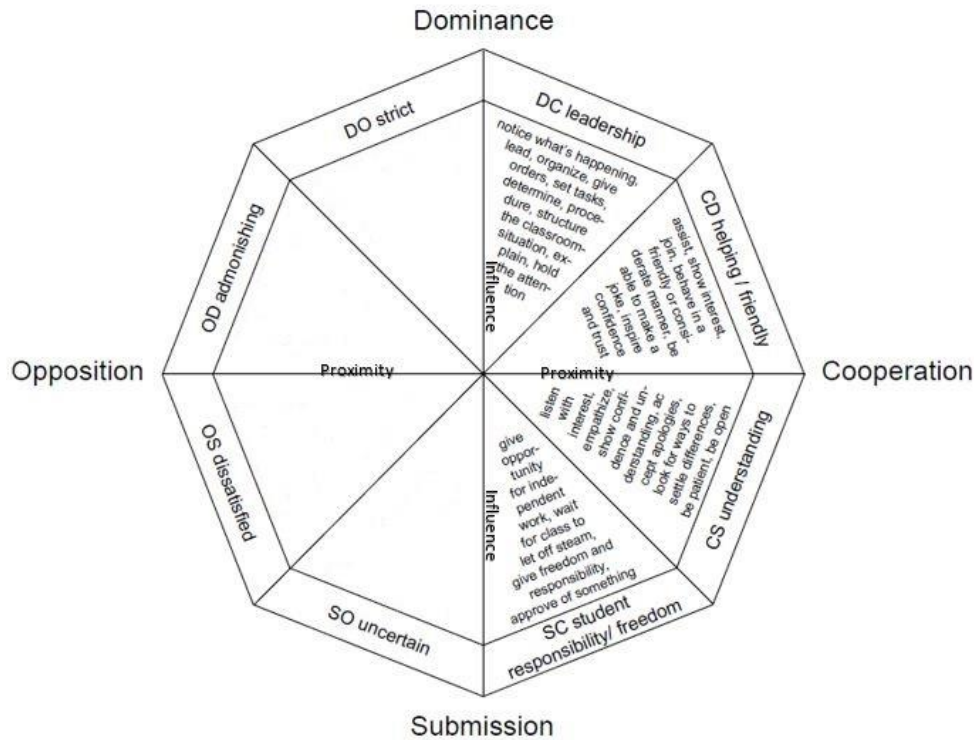
The second theme as Support teachers' wellbeing & pedagogy (see Table 4.11) by pointing to the concept of circularity in communication, from one side, noted the important impact of teacher well-being and fulfillment of their basic psychological needs, which can be achieved in different ways, on teachers' practices, interactional behavior and relational matters with students. Among different ways to improve teacher well-being, the respondents pointed out the importance of learning emotional intelligence and emotion regulation strategies by teachers in addition to improving teachers' self and social awareness. The use of this strategy happens mostly in the CS Understanding sector (see Figure 2.4 & 4.4), while the teacher shows more cooperation, empathy, understanding, and is patient, in order to avoid admonishing behavior. Furthermore, satisfactory financial incentives have been counted as an external stimulator that improves job satisfaction and commitment or in other words teachers' well-being that affects the ways they interact with students in the classroom. Even though this issue cannot be counted as one strategy, but the respondent counted it as a compliment that affects their well-being and consequently their commitment to work and building a positive relationship with students. Next, by referring back to the concept of "models of social support interaction" (see Figure 2.3), the importance of having an assistant in class has been raised as an approach that can maximize the quality of classroom and relational issues between teachers and students. The interviewees mentioned that the existence of assistants in the classroom decreased their workload and stress level and consequently increased their sense of competence and well-being. On another side, teachers' support through the provision of teacher training sessions and internships has been raised. It has been mentioned that training sessions or internship periods can help the teachers to prevent reality shock. Therefore, from participants' point

of view, the training classes have been counted as one important component to improve Teacher-Student Relationship, through the development of teacher's well-being and satisfaction with basic psychological needs. However, the data revealed that almost none of the respondents attended any official training classes and they have never heard about any intervention strategies specifically the ones mentioned in the interview question as Banking Time, My Teaching Partner, and Dog Therapy even though all respondents had their educational background in the fields of education or teaching. So the suggested or used strategies they stated to answer the interview questions all stemmed either from their personal or colleague's experiences.

Figure 4.4. Segments of interpersonal teacher behavior emerged from Theme 2 & 3
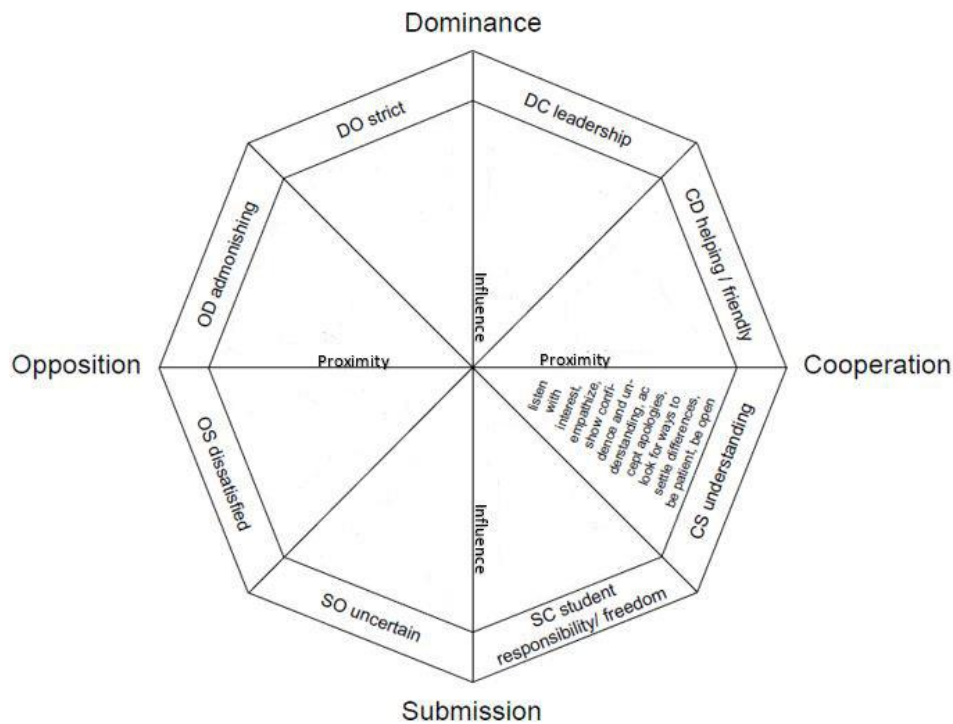
The third theme as "Social Aspects of Learning" (see Table 4.12) emphasizes the importance of social aspects of learning through advocacy, individualism, teacher sensitivity and creating a caring atmosphere that has been stated by the respondents of this research. This personal regard for students through involvement in the lives of children addresses more proximity and less influence and specifically CS Understanding sector of the Model for Interpersonal Teacher Behavior as it is depicted by Figure 2.4 & 4.4. According to the interviewees, recognizing and considering the personal life of each individual student happens when the teacher considers the reason for the problem especially when the importance of the concept of children as a developing system is considered. Additionally, providing positive, detailed, in-time, and individualized feedback or appreciation in the form of verbal reward meet the competence need satisfaction of students and develops their intrinsic motivation. This informational support through individualized sessions, which also conveys an emotional message according to social support theory not only is satisfying the student's sense of competence and evoke intrinsic motivation but also helps the

sensitive teacher to respond to students carefully through social awareness. Next, according to respondents, the concept of advocacy for students can be fulfilled through individual and informal dialogue regarding the issues beyond academic works which helps the teachers to be involved in the lives of their students. Carrying out these informal conversations leads to the creation of an individualized and caring atmosphere which makes the teacher and student emotionally closer and consequently enhances emotional security as stated by the respondent. Finally, providing a modified and tailored pedagogical approach, by a caring and sensitive teacher who looks for ways to settle differences (referring to CS Understanding, see Figure 2.4 & 4.4), has been counted as another strategy within the domain of "Social Aspects of Learning" that satisfies the relatedness sense and improves the quality of Teacher-Student Relationship.

All in all, the emergence of this theme with its interrelated codes can be justified within the developmental system theory, meet the competence need satisfaction, and addresses the CS Understanding sector of the Model for Interpersonal Teacher Behavior as it is depicted in Figure 2.4 & 4.4.

The fourth theme (See Table 4.13) referred to Cognitive Aspects of Learning and pointed out the importance of students' autonomy support by teachers. The codes constituting this theme were mostly happening through 3 sectors of the Model for Interpersonal Teacher Behavior (see Figure 2.4 & 4.5) as CD Helping/Friendly, CS Understanding, and SC Student's Responsibility/Freedom. Even though providing a balanced behavior in controlling and autonomy support was a difficulty for some participants, the importance of not being an authoritative teacher, behaving in a caring way (Referring to CS Understanding), and do not have a controlling interaction which is a prerequisite for giving authority, responsibility and freedom to students (Referring to SC Student Responsibility /Freedom), was more dominant between the answers. However, the teacher's mindset or belief is important in accomplishing this agenda. Some respondents made use of group work activities which not only fosters a sense of autonomy, competence, and relatedness but also reduce controlling behavior from the teacher and will give freedom, responsibility, and opportunity to students to work independently from the teacher (Referring to SC Student Responsibility /Freedom). However, to achieve a better result from group work activities, the compliance of some prerequisites, as introducing the process and procedure of the group work activities to the students and making them familiar with the concept of positive interdependence in which the effort of all group members is needed to achieve success, seems necessary. Provision of assignments to students from the easiest one to more difficult through ZDP with the help of teacher as a mediator (Referring to CD Helping/Friendly) is another strategy that provides a secure and caring atmosphere in which not only the sense of autonomy, as the facilitators of other psychological needs, will be satisfied but also the sense of competence, belongingness, creativity and curiosity in addition to engagement and motivation will be met. Some respondents referred to the approach they use to address the content while giving freedom to students for choosing classroom activities in order to keep away the teacher from the dominance section and give the responsibility of learning to students. (Referring to SC Student Responsibility/Freedom) that also sends the message that the teacher is paying attention to the students' interests and incorporating them into the instruction and classroom management (Referring to CS Understanding). Finally, due to the involuntary nature of schooling which might be unappealing or uninteresting for most of the students, it is the responsibility of a sensitive teacher to provide rationale in which students can institutionalize the value and importance of their effort in doing the uninteresting activity. This

process will generate self-determination motivation and instill a sense of autonomy in students according to interviews.

Figure 4.5. Segments of interpersonal teacher behavior emerged from Theme 4
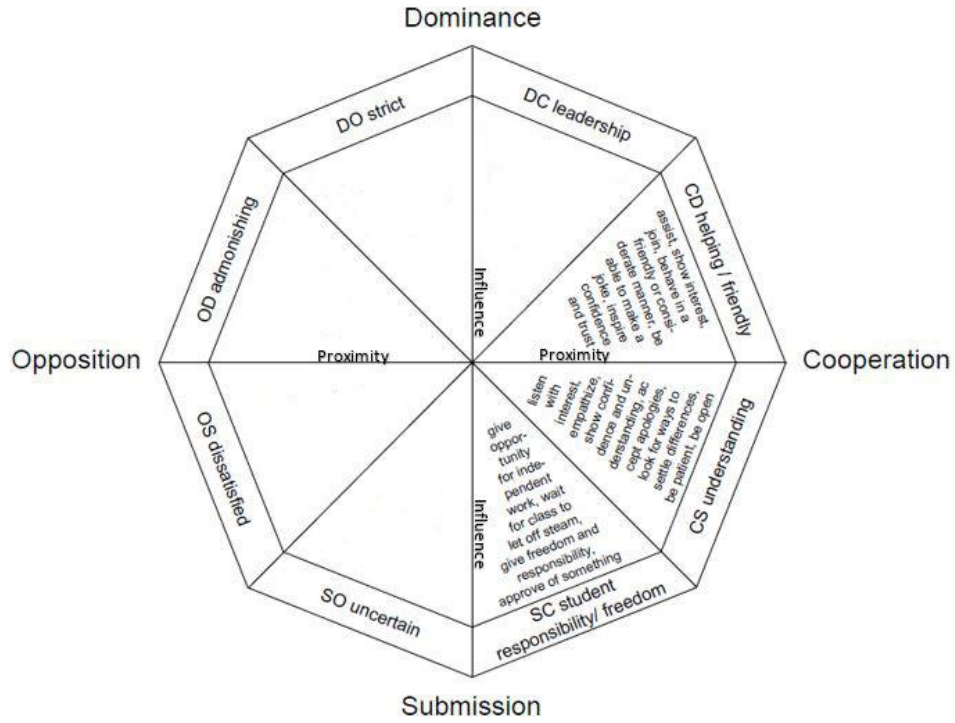
Chapter 5: Overall Discussion and Conclusion

Introduction

In the last chapter of this thesis, the key findings are presented. Eventually, the strength and limitation of the study and some suggestions for further studies have been reviewed. As stated in previous chapters, the information gleaned from this study in both of the quantitative and qualitative sections is based on self-reflection by Education Students, Pre-Service and In-Service Teachers.

Findings

As stated before, in order to have an adequate understanding of the Teacher-Student Relationship, it is necessary to conceptualize and describe this relationship in different ways. According to Pianta (1999), "This is a critical step in bridging the theory of child-teacher relationships with applications in the classroom" (p.88). Therefore, in addition to mix method approach that has been used in this study, it had been decided at this section of the study to move to a higher level of thinking and understand the link between self-reported interaction behavior by participants resulted from the quantitative phase and their suggested or used strategies, in the qualitative section, which they believed would affect the quality of the learning environment and consequently relational matters.

The connection of the two phases of this research can be done by comparing the means of interactional behavior (Referring to Table 4.5 & Figure 4.2) and the frequency of their appearance on Figures (4.3, 4.4 & 4.5) representing the results of the qualitative section. The results of interpersonal self-evaluation reports in the quantitative section showed that the participants considered themselves as having the highest Understanding of interactional behavior with students (see Table 4.5 & Figure 4.2) which has also been resembled in the qualitative research results, depicted in all Figures 4.3, 4.4 & 4.5, showing that Understanding scale is the most frequent interaction from the participants' perspectives. Put it another way, the suggested or used strategies targeted Understanding students were more important than the other scales. The second highest self-reported interaction behavior that appeared from the quantitative results was Helping/Friendly while this scale has also appeared on two figures (see Figures 4.3 & 4.5). Furthermore, Leadership and Responsibility/Freedom interaction behaviors appeared as the third and fourth highest means, respectively, according to the self-report of quantitative results from participants. This means that after Understanding and Helping/Friendly, the sample group of this study considered themselves as having Leadership and Responsibility /Freedom behavior with the students. The emergence of these scales at the third and fourth levels of importance can explain the reason they each appeared only in one Figure (see Figure 4.3 for Leadership and 4.5 for Responsibility /Freedom) in the qualitative phase.

Even though the participants expressed that they had or showed the other four interaction behaviors as Strict, Admonishing, Dissatisfied, Uncertain with students, according to the results collected from the QTI questionnaire, none of them appeared in the qualitative section figures. The absence of these behaviors in the qualitative part attracts more attention, especially when we refer to Strict behavior. As stated previously from Marzano & Marzano (2003), as cited in Choy et al. (2014), demonstrating an appropriate level of dominance (Leadership & Strict) and cooperation (Helping/Friendly, Understanding) is the characterization of effective and healthy Teacher-Student

Relationship. This nonappearance of the appropriate level of dominance, which encompasses Strict behavior as one factor, from respondents' answers might be due to different reasons. One possible reason might be that the respondents did not consider the accomplishment of the appropriate level of Strict behavior important in conducting the relational matters in a positive direction or creating a healthy Teacher-Student Relationship. Another reason which has also been referred to in the previous chapters of this thesis from Weinstein (1998) is that some teachers have difficulties behaving in a caring way, support autonomy, and give freedom to students while being structured, achieving order, and follow the discipline (Representing Strict and Leadership behavior). This means the respondents did not know or did not consider how to make a balance between giving responsibility/Freedom to students while they are structured. This issue might arise due to the misconception of autonomy support with the removal of structure (Strict and Leadership) as they are frequently and erroneously equated with each other. It might also be the case in this study that the participants have not learned to make a balance between giving responsibility/Freedom to students while being structured. This has been stated by some participants while they asserted that they had a problem considering the cognitive aspects of learning as providing a balanced behavior in controlling and autonomy support or in other words keeping a balance between dominance and submission in line with the dimensions of Model for Interpersonal Teacher Behavior. This explanation has also been reinforced when we refer back to the participants' responses to Question 11 of the interview which asked whether they attended any intervention programs that would help them to learn and improve relational matters with students. The results showed that 7 respondents out of 9 expressed that never attended any official training programs that would help them to get familiar with the innovative pedagogical strategies to improve the quality of relationship with students.

Limitations of the study

Even though utilizing a mixed-method in conducting this research can be counted as its strength, the current study, of course, has some inherent limitations.

The first limitation is related to the QTI questionnaire that has been used in this study. Comparing the alpha score for 48 items QTI questionnaire appeared in other countries (see Table 3.1), with low Cronbach alpha on some scales in the current study (e.g., Leadership and Strict alpha lower than .7; see Table 4.3), we assume that the issue might be related to the multinational background of the sample population of this study. This issue has also been repeated previously in other researches if we look back at Table 3.1 providing reliability indices of other countries. As it is visible, the alpha score in some countries is clearly lower than the others. From these examples, we can say that the differences that can be observed here quantitatively most likely have a qualitative origin which we could not realize if we had only a quantitative approach in this study. Therefore, due to the multinational background of the sample population of this study, the results derived from this research are from different ethnic and cultural perspectives. Consequently, some care should be given when interpreting the results of this study in the quantitative section or when drawing a general conclusion from the suggested strategies in the qualitative part.

Regarding the threats to internal validity in this research, the concept of mortality would be one limitation of this study in the quantitative section. By considering the fact that participants had access to the Webropl link of the questionnaire in the quantitative section of the research, they were free to answer the questions in their convenient time which can be counted as a strength.

According to statistics of Webropol, 104 people started responding to the questionnaire; however, for some reason they left the inventory unfinished and dropped out of the survey. In the end 56 submitted answers were available for data analysis.

Strengths of the study

This research has made its effort to impose the triangulation of the study as much as possible in different ways with the hope to decrease the biases arising from using one single method in collecting or interpreting data in addition to giving more explanation to research questions.

Firstly, take advantage of mixed-method research design was one strength of this study that helped to develop interpretations of the research results further and get more explanation for the research questions. However, some may comment on imposing triangulation through observation as a potential approach to get additional information of teachers' interactional behavior with students or used relational approaches in a classroom context. This research made use of interviews instead of observation because the author believed that observation cannot exploit feelings, thoughts, and intentions. Furthermore, with the time limitation that this research had and considering three different groups of participants whom some (e.g., Education Students), had not a real classroom to teach, it was impossible to observe behaviors that took place.

Secondly, the utilization of computer software and applications in collecting, organizing, and analyzing the data at both phases is another strength of this research from different aspects. Using Webropol application in the quantitative data collection process, made the researcher capable to have access to more participants, spending less time and money. Furthermore, compared to the paper questionnaire, making use of the Webropol application, given this opportunity to participants to answer the questions in their convenient time. Using Viocea application in collecting data and Nvivo software in organizing and interpreting data in the qualitative part also helped the researcher to spend less time and doing the process faster and more accurately.

Next, the researcher's involvement with the project as an In-Service teacher can be counted as one strength of this research to collect relational strategies of the participants in the qualitative section. However, it could also entail a risk in terms of bias towards the data that would influence the interpretation. To prevent such bias in the data analysis, two people that were not involved/invested in the research assisted in the classification process of the interview data.

Then, by considering the fact that both instruments were administered only once for each participant and it did not change along the way of collecting data, the risk of instrument decay has been reduced. Additionally, analyzing the qualitative open-ended questions has been done many times to reduce the fatigue consequence in classifying information. Two other people also helped the researcher in the interpretation of the results in the qualitative section that decreased the risk of decay.

Last but not least, observance of research ethics has been a priority in this research from the beginning. For this purpose, providing consent letters and assuring the participants of anonymity and confidentiality in collecting and reporting results at both phases were at the forefront of this research.

Suggestions for future studies

Since the results of this study have been based on self-evaluation and self-reflection of the participants' cognition of their interpersonal behavior with students, it is plausible that their perception stemmed from their ideal interpersonal behavior rather than actual (e.g., the appearance of Strict behavior in quantitative and its nonappearance in qualitative results). Therefore, future studies are suggested to compare the differences and similarities of teachers' self-report of their interaction behavior or used strategies in the classroom with students' perceptions either through interview or survey. A comparison of the perceptions would make it clear either the teachers' self-report is shaped by their ideal or actual interpersonal behavior.

Even though we have gained some initial insights into strategies, this insight can serve as a foundation for future research by separating the groups in order to get more information and compare the effect of experience on perception or behavior. Another obvious direction for future research would be longitudinal studies to find out how much experience would change the teachers' perception or behavior.

In addition to longitudinal research, experimental studies and changing the teaching and learning environment deliberately can help to understand the cause of some changes in students' behavior or the effects on teachers' interaction. Providing workshops for teachers and see the changes in their behavior or conducting intervention strategies can provide valuable information in the area of Teacher-Student Relationship in the future.

Considering that most of the research in the area of Teacher-Student Relationship has been on school students and teachers, a chasm still exists in our knowledge regarding the nature and quality of interaction and relationship at the university level. So, it is suggested that researchers endeavor to add more information to this area by choosing the university professors and students as their sample population.

On a general level, the results of this study may open a window to teachers or to a broader level, to all those who are involved in education for potential strategies that can be used as systematic attempts in the future in order to improve the quality of the learning environment and create a more desirable classroom. In other words, the results may be beneficial in decision making, education reform, or generally career development plans in future researches. However, it is obvious that there is no single verdict that can be prescribed for or applied to the classroom with predictable effects and all the approaches regarding Teacher-Student Relationship are dependent on the context as teachers' and students' cultural repertoire or the values and resources of the school.

References

Ahnert, L., Harwardt-Heinecke, E., Kappler, G., Eckstein-Madry, T., & Milatz, A. (2012). Student–teacher relationships and classroom climate in first grade: How do they relate to students' stress regulation? *Attachment & human development*, *14*(3), 249-263.

Andrzejewski, C. E., & Davis, H. A. (2008). Human contact in the classroom: Exploring how teachers talk about and negotiate touching students. *Teaching and teacher education*, *24*(3), 779-794.

Arbeau, K. A., Coplan, R. J., & Weeks, M. (2010). Shyness, teacher-child relationships, and socio-emotional adjustment in grade 1. International Journal of Behavioral Development, 34(3), 259-269.

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning.

Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic need satisfaction: a motivational basis of performance and weil-being in two work settings 1. *Journal of applied social psychology*, *34*(10), 2045-2068.

Bakadorova, O., & Raufelder, D. (2018). The essential role of the Teacher-Student Relationship in students' need satisfaction during adolescence. Journal of Applied Developmental Psychology, 58, 57-65.

Baker, J. A., Bridger, R., Terry, T., & Winsor, A. (1997). Schools as caring communities: A relational approach to school reform. School Psychology Review, 26(4), 586-602.

Bartholomew, K. J., Ntoumanis, N., Ryan, R. M., Bosch, J. A., & Thøgersen-Ntoumani, C. (2011). Self-Determination Theory and Diminished Functioning: The Role of Interpersonal Control and Psychological Need Thwarting. *Personality and Social Psychology Bulletin*, *37*(11), 1459–1473. https://doi.org/10.1177/0146167211413125

Blatchford, P., Bassett, P., Brown, P., Koutsoubou, M., Martin, C., Russell, A., ... & Rubie-Davies, C. (2009). Deployment and impact of support staff in schools. Institute of Education, University of London.

Bowlby, J. (1969). Attachment and loss: retrospect and prospect. *American journal of Orthopsychiatry*, *52*(4), 664.

Brekelmans, M., Sleegers, P., & Fraser, B. (2000). Teaching for active learning. In New learning (pp. 227-242). Springer, Dordrecht.

Brooks, D. M. (1985). The teacher's communicative competence: The first day of school. Theory into Practice, 24(1), 63-70.

Bruney, G. (2012). The Importance of Developing Trust and Fostering Emotional Intelligence in the Classroom. *Ontario Institute for Studies in Education. Accessed March*, *5*, 2014.

Bygdeson-Larsson, K. (2006). Educational process reflection (EPR): An evaluation of a model for professional development concerning social interaction and educational climate in the Swedish preschool. *Journal of In-Service education*, *32*(1), 13-31.

Calfee, R. C., & Berliner, D. C. (1996). *Handbook of educational psychology*. Macmillan Library Reference USA, Simon & Schuster Macmillan.

Chiew Goh, S., & Fraser, B. J. (1998). Teacher interpersonal behaviour, classroom environment andstudent outcomes in primary mathematics in Singapore. Learning Environments Research, 1,199–229.

Choy, D., Wong, A. F., Chong, S. N. Y., & Lim, K. M. (2014). Beginning teachers' pedagogical skills and knowledge towards positive pedagogic Teacher-Student Relationships.

Christenson, S. L., Reschly, A. L., & Wylie, C. (Eds.). (2012). Handbook of research on student engagement. Springer Science & Business Media.

Claessens, L., van Tartwijk, J., Pennings, H., van der Want, A., Verloop, N., den Brok, P., & Wubbels, T. (2016). Beginning and experienced secondary school teachers' self-and student schema in positive and problematic teacher–student relationships. *Teaching and Teacher Education*, *55*, 88-99.

Clemente, M., & Ramírez, E. (2008). How teachers express their knowledge through narrative. *Teaching and teacher education*, *24*(5), 1244-1258.

Cohn, D. A. (1990). Child-mother attachment of six-year-olds and social competence at school. *Child development*, *61*(1), 152-162.

Cutrona, C. E., & Russell, D. W. (1990). Type of social support and specific stress: Toward a theory of optimal matching,319-376.In Sarason, B. R., Sarason, I. G., & Pierce, G. R. (1990). Social support: An interactional view. John Wiley & Sons.

Darling-Hammond, L. (2010). Teacher education and the American future. Journal of teacher education, 61(1-2), 35-47.

Day, C., & Qing, G. (2009). Teacher emotions: Well-being and effectiveness. In Advances in teacher emotion research (pp. 15-31). Springer, Boston, MA.

Deci, E. L., & Ryan, R. M. (2014). Autonomy and need satisfaction in close relationships: Relationships motivation theory. In Human motivation and interpersonal relationships (pp. 53-73). Springer, Dordrecht.

den Brok, P., Brekelmans, M., & Wubbels, T. (2006a). Multilevel issues in research using students' perceptions of learning environments: The case of the Questionnaire on Teacher Interaction. Learning Environments Research, 9, 199–213.

DeVellis, R. F. (2016). *Scale development: Theory and applications* (Vol. 26). Sage publications

Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. Routledge.

Dunkel-Schetter, C. (1990). Differentiating the cognitive and behavioral aspects of social support. Social support: An interactional view, 267-296.In Sarason, B. R., Sarason, I. G., & Pierce, G. R. (1990). Social support: An interactional view. John Wiley & Sons.

Emmer, E., & Sabornie, E. J. (Eds.). (2014). *Handbook of classroom management*. Routledge.

Ennis, C. D., & McCauley, M. T. (2002). Creating urban classroom communities worthy of trust. *Journal of curriculum studies*, *34*(2), 149-172.

Erickson, M. F., Egeland, B. & Pianta, R. C. (1989). The effects of maltreatment on the development of young children. In D. Cicchetti & V. Carlson (Eds.), Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect (pp. 647-684). New York Cambridge University Press.

Evertson, C. M., & Weinstein, C. S. (Eds.). (2013). *Handbook of classroom management: Research, practice, and contemporary issues*. Routledge.

Field, A. (2018). *Discovering Statistics Using IBM SPSS, Statistics for Statistics*. (5th ed.). London: SAGE Publications.

Fisher, D. L. (1997). Gender and Cultural Differences in Teacher-Student Interpersonal Behavior.

Fisher, D. L., Henderson, D., & Fraser, B. J. (1995). Interpersonal behaviour in senior high school biology classes. *Research in Science Education, 25*(2), 125-133.

Fisher, D., Den Brok, P., Waldrip, B., & Dorman, J. (2011). Interpersonal behaviour styles of primary education teachers during science lessons. *Learning Environments Research*, *14*(3), 187-204.

Ford, D. H., & Lerner, R. M. (1992). *Developmental systems theory: An integmtive approach.* Newbury Park, CA: Sage

Fraser, B. J., & Walberg, H. J. (1991). *Educational environments: Evaluation, antecedents and consequences*. Pergamon Press.

Frenzel, A. C., Goetz, T., Stephens, E. J., & Jacob, B. (2009). Antecedents and effects of teachers' emotional experiences: An integrated perspective and empirical test. In Advances in teacher emotion research (pp. 129-151). Springer, Boston, MA.

Gay, G. (2018). Culturally Responsive Teaching: Theory, Research, and Practice: Vol. Third edition. Teachers College Press.

George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference*. Routledge.

Goh, S. C., & Fraser, B. J. (1998). Teacher interpersonal behavior, classroom environment, and student outcomes in primary mathematics in Singapore. *Learning Environments Research*, *1*(2), 199-229.

Goodenow, C. (1993a). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, *30*(1), 79-90.

Goodenow, C. (1993b). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *The journal of early adolescence*, *13*(1), 21-43.

Goodlad, J. I. (1990). *Teachers for our nation's schools*. Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104.

Goodnow, C. (1992). Strengthening the links between educational psychology and the study of social contexts. *Educational Psychologist*, *27*(2), 177-196.

Gray, C. D., & Kinnear, P. R. (2012). *IBM SPSS statistics 19 made simple*. Psychology Press.

Grieshaber, S., & Cannella, G. S. (Eds.). (2001). Embracing identities in early childhood education: Diversity and possibilities. Teachers College Press.

Grusec, J. E., & Goodnow, J. J. (1994). Impact of parental discipline methods on the child's internalization of values: A reconceptualization of current points of view. *Developmental psychology*, *30*(1), 4.

Guo, Y., Piasta, S. B., Justice, L. M., & Kaderavek, J. N. (2010). Relations among preschool teachers' self-efficacy, classroom quality, and children's language and literacy gains. *Teaching and Teacher education*, *26*(4), 1094-1103.

Haertel, G. D., Walberg, H. J., & Haertel, E. H. (1981). Socio-psychological environments and learning: A quantitative synthesis. *British educational research journal*, *7*(1), 27-36.

Hallinan, M. T. (2008). Teacher influences on students' attachment to school. *Sociology of education*, *81*(3), 271-283.

Hamre, B. K., & Pianta, R. C. (2004). Self-reported depression in nonfamilial caregivers: Prevalence and associations with caregiver behavior in child-care settings. Early childhood research quarterly, 19(2), 297-318.

Heider, F. (1982). *The psychology of interpersonal relations*. Psychology Press

Higgins, C. S. (2011). *Teacher-Student Relationship development: A qualitative study of interpersonal connections in an early childhood classroom* (Doctoral dissertation, The Ohio State University).

Hughes, J. N., & Chen, Q. (2011). Reciprocal effects of student-teacher and student–peer relatedness: Effects on academic self-efficacy. *Journal of applied developmental psychology*, *32*(5), 278-287.

Hughes, J. N., Luo, W., Kwok, O. M., & Loyd, L. K. (2008). Teacher-Student support, effortful engagement, and achievement: A 3-year longitudinal study. *Journal of educational psychology*, *100*(1), 1.

Hupcey, J. E. (1998). Clarifying the social support theory-research linkage. Journal of advanced nursing, 27(6), 1231-1241

Imber, S. (1973). Relationship of trust to academic performance. *Journal of Personality and Social Psychology*, *28*(1), 145.

Inayatullah, A., & Jehangir, P. (2012). Teacher's job performance: The role of motivation. Abasyn journal of social sciences, 5(2), 78-99.

Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter?. NASSP bulletin, 88(638), 28-40.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of educational research, 79(1), 491-525.

Kagan, D. M. (1990). How schools alienate students at risk: A model for examining proximal classroom variables. *Educational Psychologist*, *25*(2), 105-125.

Kesner, J. E. (2000). Teacher characteristics and the quality of child–teacher relationships. *Journal of school psychology*, *38*(2), 133-149.

Kim, H., & Cho, Y. (2014). Pre-Service teachers' motivation, sense of teaching efficacy, and expectation of reality shock. Asia-Pacific Journal of Teacher Education, 42(1), 67-81.

Klassen, R. M., Perry, N. E., & Frenzel, A. C. (2012). Teachers' relatedness with students: An underemphasized component of teachers' basic psychological needs. *Journal of Educational Psychology*, *104*(1), 150.

Kremer-Hayon, L., & Wubbels, T. (1992). Interpersonal relationships of cooperation teachers and student teachers' satisfaction with supervision. *The Journal of Classroom Interaction*, 31-38.

Ladd, G. W., & Burgess, K. B. (1999). Charting the relationship trajectories of aggressive, withdrawn, and aggressive/withdrawn children during early grade school. *Child development*, *70*(4), 910-929.

Lee, S. S., Fraser, B. J., & Fisher, D. L. (2003). Teacher–student interactions in Korean high school science classrooms. *International Journal of Science and Mathematics Education*, *1*(1), 67-85.

Levy, J., & Wubbels, T. (1992). Student and teacher characteristics and perceptions of teacher communication style. *The Journal of Classroom Interaction*, 23-29.

Levy, J., Wubbels, T., Brekelmans, M., & Morganfield, B. (1997). Language and cultural factors in students' perceptions of teacher communication style. *International Journal of Intercultural Relations*, *21*(1), 29-56.

Liew, J., Chen, Q., & Hughes, J. N. (2010). Child effortful control, teacher–student relationships, and achievement in academically at-risk children: Additive and interactive effects. *Early Childhood Research Quarterly*, *25*(1), 51-64.

Lourdusamy, A., & Khine, M. S. (2001). Self-Evaluation of Interpersonal Behavior and Classroom Interaction by Teacher Trainees.

Lourdusamy, A., & Khine, M. S. (2001). Self-Evaluation of Interpersonal Behavior and Classroom Interaction by Teacher Trainees.

Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of educational research*, *79*(1), 327-365.

Marzano, R. J., Marzano, J. S., & Pickering, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.

Maulana, R., Opdenakker, M. C. J. L., Den Brok, P., & Bosker, R. J. (2012). Teacher–student interpersonal relationships in Indonesian lower secondary education: Teacher and student perceptions. *Learning environments research*, *15*(2), 251-271

Maulana, R., Opdenakker, M. C., den Brok, P., & Bosker, R. (2011). Teacher–student interpersonal relationships in Indonesia: profiles and importance to student motivation. *Asia Pacific Journal of Education*, *31*(01), 33-49.

McLaughlin, H. J. (1991). Reconciling care and control: Authority in classroom relationships. Journal of teacher education, 42(3), 182-195.

McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. *Journal of school health*, *72*(4), 138-146

Murphy, J. (2016). Teacher as Unit Leader: Defining and Examining the Effects of Care and Support on Children: A Review of the Research. Journal of Human Resource and Sustainability Studies, 4(03), 243.

Nel, N. (1992). The Challenge to Care in Schools: An Alternative Approach to Education.

Newby, M., Rickards, T., & Fisher, D. (2001). A Model of the Relationship between Teacher and Student Perceptions of Classroom Interactions.

Pallant, J. (2016). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.

Passini, S., Molinari, L., & Speltini, G. (2015). A validation of the Questionnaire on Teacher interaction in Italian secondary school students: The effect of positive relations on motivation and academic achievement. Social Psychology of Education, 18(3), 547–559. doi:10.1007/s11218.015.9300.3.

Patall, E. A., Dent, A. L., Oyer, M., & Wynn, S. R. (2013). Student autonomy and course value: The unique and cumulative roles of various teacher practices. *Motivation and Emotion*, *37*(1), 14-32.

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods.* Thousand Oaks, CA: Sage.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers*. American Psychological Association.

Pianta, R. C., & Allen, J. P. (2008). Building capacity for positive youth development in secondary school classrooms: Changing teachers' interactions with students

Pianta, R. C., & Steinberg, M. (1992). Teacher–child relationships and the process of adjusting to school.

Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom Assessment Scoring System™: Manual K-3*. Paul H Brookes Publishing.

Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. Development and psychopathology, 7(2), 295-312.

Plax,T.G.,& Kearney,P (1990).Classroom management: Structuring the classroom for work.In J.Daly,G. F riedrich,& A.Vangelesti (Eds.), Teaching communication: Theory,research,and methods (pp. 223–236). Hillsdale, NJ: Erlbaum.

Ps, M. (2005). How effective is school discipline in preparing students to become responsible citizens? Slovenian teachers' and students' views. *Teaching and Teacher Education*, *21*(3), 273-286.

Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The Elementary School Journal*, *106*(3), 225-236.

Rodabaugh, R. C. (1996). Institutional commitment to fairness in college teaching. New Directions for Teaching and Learning, 1996(66), 37-45.

Roth, G., Vansteenkiste, M., & Ryan, R. M. (2019). Integrative emotion regulation: Process and development from a Self-Determination Theory perspective. Development and psychopathology, 31(3), 945-956.

Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: The art of hearing data*. sage.

Rudasill, K. M., & Rimm-Kaufman, S. E. (2009). Teacher–child relationship quality: The roles of child temperament and teacher–child interactions. Early Childhood Research Quarterly, 24(2), 107-120.

Ryan, R. M., & Deci, E. L. (2016). Facilitating and hindering motivation, learning, and well-being in schools: Research and observations from Self-Determination Theory. *Handbook of motivation at school*, *96*.

Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.

Ryan, R. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, *38*(2), 437-460.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American psychologist, 55(1), 68. 55: 68–78. doi:10.1037/0003-066X.55.1.68

S Yoon, J. (2002). Teacher characteristics as predictors of Teacher-Student Relationships: Stress, negative affect, and self-efficacy. Social Behavior and Personality: an international journal, 30(5), 485-493.

Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher–child relationships. *Attachment & human development*, *14*(3), 213-231.

Sarason, B. R., Sarason, I. G., & Pierce, G. R. (1990). Traditional views of social support and their impact on assessment,7-26. In Sarason, B. R., Sarason, I. G., & Pierce, G. R. (1990). Social support: An interactional view. John Wiley & Sons

Sarason, S. B. (1999). *Teaching as a performing art*. Teachers College Press.

Solomon, D., Watson, M. S., Delucchi, K. L., Schaps, E., & Battistich, V. (1988). Enhancing children's prosocial behavior in the classroom. American Educational Research Journal, 25(4), 527-554.

Spilt, J. L., Koomen, H. M., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational psychology review*, *23*(4), 457-477.

Syed, M., & Nelson, S. C. (2015). Guidelines for establishing reliability when coding narrative data. Emerging Adulthood, 3(6), 375-387.

Tabachnick, B.G. and Fidell, L.S. (2014). *Using Multivariate Statistics*. (6th ed.). Boston: Pearson Inc.

Teven, J. J., & Hanson, T. L. (2004). The impact of teacher immediacy and perceived caring on teacher competence and trustworthiness. Communication Quarterly, 52(1), 39-53.

Uchino, B. N. (2004). Social support and physical health: Understanding the health consequences of relationships. ProQuest Ebook Central https://ebookcentral.proquest.com

Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Harvard university press, p.126

Wagner, B. D., & French, L. (2010). Motivation, work satisfaction, and teacher change among early childhood teachers. Journal of Research in Childhood Education, 24, 152–171.

Wai-shing, L. (2008). Enhancing communication and strengthening teacher-student relationships. In Classroom Management. Hong Kong University Press. (pp. 109-128). DOI:10.5790/hongkong/9789622098886.003.0006

Weinstein, C. S. (1998). "I want to be nice, but i have to be mean": Exploring prospective teachers' conceptions of caring and order. *Teaching and teacher education*, *14*(2), 153-163.

Weinstein, N., & DeHaan, C. R. (2014). On the mutuality of human motivation and relationships. In Human Motivation and Interpersonal Relationships (pp. 3-25). Springer, Dordrecht.

Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of educational psychology*, *89*(3), 411.

Wentzel, K. R. (2004). Understanding classroom competence: The role of social-motivational and self-processes. *Advances in child development and behavior*.

Wentzel, K. R. (2016). Teacher-Student Relationships. Handbook of motivation at school, 211-230.

Wentzel, K. R., & Miele, D. B. (Eds.). (2009). *Handbook of motivation at school*. Routledge.

Wilkins, J. (2014). The development of a scale to explore the multidimensional components of good student-teacher relationships. *Education Research and Perspectives*, *41*, 154.

Wubbels, T. (1985). Discipline Problems of Beginning Teachers, Interactional Teacher Behaviour Mapped Out.

Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher–student relationships in class. *International Journal of Educational Research*, *43*(1-2), 6-24.

Wubbels, T., & Levy, J. (1991). A comparison of interpersonal behavior of Dutch and American teachers. *International Journal of Intercultural Relations*, *15*(1), 1-18.

Wubbels, T., & Levy, J. (Eds.). (1993). Do you know what you look like? Interpersonal relationships in education. Psychology Press.

Wubbels, Th., Brekelmans, M. & Hooymayers, H.P. (1991). Interpersonal teacher behavior in the classroom. In B.J. Fraser & H.J. Walberg (Eds.), Educational environments: *valuation, antecedents and consequences*. Pergamon Press.

Yu, T. M., & Zhu, C. (2011). Relationship between teachers' preferred teacher–student interpersonal behaviour and intellectual styles. *Educational Psychology*, *31*(3), 301-317.

Appendices

Appendix 1/Interview Consent Letter

Research Topic: Pre-Service, In-Service teachers' and Education Students' perception of interpersonal behavior with students and used or suggested discipline strategies to enhance or sustain a good relationship with students.

Administrating Organization: University of Turku

Researcher's Name: SANAZ GOLBAZI

First of all, it is necessary to thank you in advance for accepting to take part in this interview. Hopefully, the results of this research would help some In-Service and preservice teachers in addition to administrators to improve the quality of their educational environment

This interview is conducted in order to get data for Master degree thesis in the Field of Education at University of Turku. It will last about 45 minutes.

I, Sanaz Golbazi as the author, would like to ask you possibly read the below consent information sheet and sign the paper which means your understanding of the research process and agreement of your participation

There is no right or wrong answer for the questions. The purpose of this research is only to get more information about possible strategies that teachers use or would like to use with students in classroom environment. So it is important to the researcher that you answer honestly.

The information that you are going to express your consent and sign the paper are as below:

-You, as volunteer participant, have the right to stop the interview or withdraw from the research process. You also have to right the leave the questions without answer in case you feel uncomfortable and ask the researcher to move to another question.

-This interview is going to be **audio-recorded** and transcribed in order to analyze data later for research purposes.

-The author promises to assign codes instead of using real names in the process of doing research in order to **keep the anonymity** of the participants.

-The data gathered from this interview will be **confidential** and the researcher promise to destroy both recorded voice and transcripts after getting grade for master thesis.

- You can have access to your audio record or transcript before the mentioned time by contacting the researcher.

-You have the permission to ask the researcher for the transcript of your audio record in order to check the accuracy and make any modification if you think is required.

-In addition to Master Thesis, it is possible that the researcher uses the data collected for this research in an article that will be published in future or some other type of publication; always considering the confidentiality and anonymity of the participants. By giving agreement on this

consent, you assert that you are aware of this and agree to use the data resulted from this research in future studies.

-You have permission to contact my Master Thesis supervisor (Koen Veermans, koevee@utu.fi) in order to ask any question about this research. You can also contact the researcher under email address as (sangol@utu.fi) in case of any concerns or if you need more information about research or the process of collecting data prior, during or after the research.

By signing this paper, you affirm that you have read the consent information that mentioned above and agree to participate in this research. Additionally, the researcher can record your voice during the interview in order to use the data later while keeping anonymity.

Participant Name and signature…………………… 	Date:…………………..

Researcher Name and signature……………………

Appendix 2/Interview guide

    A- Icebreaking
    B- Stating the Purpose of the Study
    C- Thank them for accepting the invitation to take part in this
    D- Ask them if they had read the consent letter sent by email (if not, one paper consent letter will be given to the participant to read)
    E- Informing them about the process of recoding voice and assign a code
    F- Ask about their history of teaching experience to divide them in one of the three groups of this research
    G- Asking for their strategies they use in their interaction with students as below questions

        0-What do you see as constraint or difficult things regarding Teacher-Student Relationship.

        1-Do you use or know any techniques to have a more structured and task oriented classroom and at the same time pleasant and friendly?

        2-What are your suggested techniques in order to have more organized and planned classroom that would prevent disorder in classroom and as a result less student confusion?

        3-How do you behave in your classroom to have a non-threatening and less fearful atmosphere in classroom environment? For example, regarding exams or test scores
- Are there any other techniques that you haven't tried yet?

        4-What steps do you take to give freedom to students to be responsible for their own activities?
- Do you think there would be some other ways that you have not tried yet?

        5-How do you regulate your emotions like anger or irritation in classroom?
- Do you think there would be any other strategies to regulate your emotions while working with students in classroom environment?

        6-What do you do to consider student' perception and voice into account?
- E.g., their feelings, understanding of subject matters
- What do you do to show you care about them and about their feelings?
- Can you name some other methods you have heard from your colleagues or read somewhere in order to consider students' perception and voice into account?

        7-What strategies do you take to show your trust toward students' capabilities?
- Can you mention some other techniques that you would like to try?

        8-How do you create a friendly and helping atmosphere in the classroom?
- Is there any other method to enhance this kind of atmosphere?

9- Do you think there would be some other ways that can help to enhance student teacher interaction?

10-Are you familiar with any intervention strategies like Banking Time, My Teaching Partner or Dog Therapy that are designed to promote Teacher-Student Relationship?

11-Have you ever attended to any intervention programs that would help you to learn and improve relationship quality with students?

12-Do you have any other recommendation for teachers to take into account in order to improve the quality of Teacher-Student Relationship in classroom environment?

Thank you for your time and answers.

Appendix 3/Survey participation consent letter

Education Students, Pre-Service and In-Service teachers consent letter

Research topic: Pre-Service and In-Service teachers' perception of interpersonal behavior with students and used or suggested discipline strategies to enhance or sustain a good relationship with students.

Administrating Organization: University of Turku

Researcher: Sanaz Golbazi

This consent letter is sent to you to ask for your voluntary participation in a research conducted by Sanaz Golbazi, a Master Degree student at Faculty of Education, University of Turku.

This survey is conducted to gain an understanding of Prospective and Experienced Teachers' perception about their interpersonal behavior.

For getting information in this regard, the researcher would like to ask you about your interpersonal behavior that you used as In-Service teacher or will use as a Pre-Service teacher by filling in a questionnaire. Answering **will be anonymous.**

The information that you are going to express your consent and sign the paper is as below:

-Your participation is **voluntary** and you have the right to stop or withdraw from the research process at any time. You also have the right to leave questions without answer.

-No name will be written on the questionnaire form, so all answers will be anonymous. Because of anonymity, answers can no longer be connected to anyone specifically after the questions have been answered and collected. Therefore, answers cannot anymore be removed from the research after the questionnaire have been filled and handed in.

- There is no right or wrong answer and you are asked to answer honestly about your behavior in class.

-In addition to Master Thesis, it is possible that the researcher uses the data collected for this research in an article that will be published in future or some other type of publication; always considering the confidentiality and anonymity of the participants. By giving agreement on this consent, you assert that you are aware of this and agree to use the data resulted from this research in future studies.

-You have permission to contact my Master Thesis supervisor (Koen Veermans, koevee@utu.fi) in order to ask any question about this research. You can also contact the researcher under email address as (sangol@utu.fi) in case of any concerns or if you need more information about research or the process of collecting data prior, during or after the research.

By declaring your agreement on this consent letter, you state that you have read and understood the information in this letter and would like to participate in this research.

TURUN YLIOPISTO

Questionnaire of Teacher Interaction

Please read consent letter and choose one of the options below:

……….. I agree to participate at this survey after reading the consent letter

………...I do not agree to participate at this survey after reading the consent letter

Please choose one of the options below"
I am a Pre-Service teacher and have few or no experience in teaching…….
I am already an In-Service teacher or have some years of teaching experience. Please specify years of experience…………….
I am studying in Educational fields and have no experience of teaching…………

This questionnaire has 48 questions about your behavior as a Pre-Service, In-Service or Education Students in the classroom .For each question, choose the number corresponding to your response.

For instance:

I get angry unexpectedly.

Never 1 2 3 4 5   Always

If you think that you always get angry unexpectedly, choose 5. If you think you never get angry unexpectedly, choose 1. You also can choose numbers 2, 3 or 4, which are in-between.

	Never				**Always**
1. I talk enthusiastically about my subject.	1	2	3	4	5
2. I trust the students.	1	2	3	4	5
3. I seem uncertain	1	2	3	4	5
4. I get angry unexpectedly.	1	2	3	4	5
5. I explain things clearly.	1	2	3	4	5
6. If students do not agree with me, they could talk about it.	1	2	3	4	5

7. I am hesitant.	1	2	3	4	5
8. I get angry quickly	1	2	3	4	5
9. I hold the students' attention.	1	2	3	4	5
10. I am willing to explain things again.	1	2	3	4	5
11. I act as if I do not know what to do.	1	2	3	4	5
12. I am too quick to correct students when they break a rule.	1	2	3	4	5
13. I know everything that goes on in the classroom.	1	2	3	4	5
14. If students have something to say, I will listen.	1	2	3	4	5
15. I let students boss me around	1	2	3	4	5
16. I am impatient.	1	2	3	4	5
17. I am a good leader.	1	2	3	4	5
18. I realize when students do not understand.	1	2	3	4	5
19. I am not sure what to do when students fool around.	1	2	3	4	5
20. It is easy for students to pick a fight with me.	1	2	3	4	5
21. I act confidently.	1	2	3	4	5
22. I am patient.	1	2	3	4	5
23. It is easy to make a fool out of me.	1	2	3	4	5
24. I am sarcastic.	1	2	3	4	5
25. I help students with their work.	1	2	3	4	5
26. Students can decide some things in my class.	1	2	3	4	5
27. I think that students cheat.	1	2	3	4	5
28. I am strict.	1	2	3	4	5
29. I am friendly.	1	2	3	4	5
30. Students can influence me.	1	2	3	4	5
31. I think that students do not know anything.	1	2	3	4	5
32. Students have to be silent in my class.	1	2	3	4	5
33. I am someone students can depend on.	1	2	3	4	5
34. I let students fool around in class.	1	2	3	4	5

35.I put students down.   1   2   3   4   5

36. My tests are hard.   1   2   3   4   5

37. I have a sense of humor.   1   2   3   4   5

38.I let students get away with a lot in class.   1   2   3   4   5

39.I think that students cannot do things well.   1   2   3   4   5

40. My standards are very high.   1   2   3   4   5

41.I can take a joke.   1   2   3   4   5

42.I give students a lot of free time in class.   1   2   3   4   5

43.I am severe when marking papers.   1   2   3   4   5

44.I seem dissatisfied.   1   2   3   4   5

45. Students are afraid of me.   1   2   3   4   5

46. My class is pleasant.   1   2   3   4   5

47.I am lenient.   1   2   3   4   5

48.I am suspicious.   1   2   3   4   5

Thank you for your participation