UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

"ANALYSIS OF THE AFFECTIVE TEACHER-STUDENT RELATIONSHIP AND ITS INFLUENCE IN THE ACADEMIC PERFORMANCE OF STUDENTS AT TENTH YEAR "C" IN THE UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" FROM THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE FIRST QUIMESTER IN THE ACADEMIC YEAR 2018-2019"

AUTHOR:

Kevin Santiago Quinchiguango Alvear

TUTOR

PhD. Mónica Torres Cajas

ACADEMIC YEAR

2019

CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL

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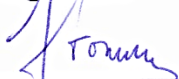
Research presented as a part of requirements to obtain the degree of "Licenciado en Ciencias de la Educación, Profesor de Inglés." It has been approved by the Commite Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

Mgs. Mónica Cadena **Directora de Carrera**	_____ Signature
PhD. Mónica Torres **Tutor**	_____ Signature
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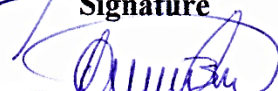
CERTIFICACIÓN

Que, **TOALOMBO LLAMBO TANNIA SELENA** con CC: **1803860111**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"DETERMINE THE EFFECTIVENESS OF JOURNALS USE AS A STRATEGY IN ORDER TO TRAIN THE PRODUCTIVE LANGUAGE SKILLS (SPEAKING AND WRITING) AT NINETH GRADE OF ELEMENTARY SCHOOL, CLASS "A" IN THE UNIDAD EDUCATIVA PCEI DE FORMACIÓN ARTESANAL "CRUZADA SOCIAL" FROM RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE SECOND QUIMESTER IN THE ACADEMIC YEAR 2017-2018"** que corresponde al **dominio científico:** desarrollo socioeconómico y formación profesional y alineado a la **línea de investigación:** educación superior y formación profesional. El citado trabajo cumple con todos los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud certifico la presentación del mismo, con por consiguiente autorizo continuar con el proceso.

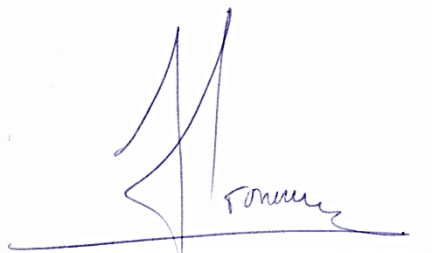Riobamba, 20 de febrero de 2019

PhD. Monica Torres Cajas
TUTOR

C E R T I F I C A C I Ó N

Que, **QUINCHIGUANGO ALVEAR KEVIN SANTIAGO** con CC: **1725292310**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF THE AFFECTIVE TEACHER-STUDENT RELATIONSHIP AND ITS INFLUENCE IN THE ACADEMIC PERFORMANCE OF STUDENTS AT TENTH YEAR "C" IN THE UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" FROM THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE FIRST QUIMESTER IN THE ACADEMIC YEAR 2018-2019"** que corresponde al **dominio científico:** desarrollo socioeconómico y formación profesional y alineado a la **línea de investigación:** educación superior y formación profesional, cumple con el **5%,** reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 20 de febrero de 2019

PhD. Monica Torres Cajas
TUTOR

THESIS AUTHOR

The content of this research is under the single responsibility of the author Kevin Quinchiguango, students' Language School, with the following theme:

"ANALYSIS OF THE AFFECTIVE TEACHER-STUDENT RELATIONSHIP AND ITS INFLUENCE IN THE ACADEMIC PERFORMANCE OF STUDENTS AT TENTH YEAR "C" IN THE UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" FROM THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE FIRST QUIMESTER IN THE ACADEMIC YEAR 2018-2019"

The contents, thoughts, analysis and conclusions are those of the author and correspond to the National University of Chimborazo.

Riobamba febrero, 2019

………………………………

Kevin Santiago Quinchiguango Alvear

C.I: 1725292310

DEDICATORY

The present work is dedicated to God and La Virgen del Quinche, who have gave me the strength to achieve my goals. To my mother, Olguita for every single advice that helped me to improve myself. To my father, Luis Fabian, who has guided me in the right way. To my sister, brother and my nephew who have been the motor to keep going during my professional training. To my fiancée, Tannia, who helps me to give my best every single day and give me the necessary support without interest in order to reach my goals. Especially to PhD Mónica Torres who taught me how to be a good English teacher through her methodological steps, also for her direction, knowledge and collaboration which allowed the development of this research.

Kevin Quinchiguango

ACKNOWLEDGEMENTS

To my thesis tutor Dra. Mónica Torres. PhD, to all the teachers at Languages School, to my friends and classmates for their help and support in each stage of the profession. Thanks to the tenth year "C" of the Unidad Educativa "Vicente Anda Aguirre" for the support and motivation provided during the investigation.

Kevin Quinchiguango

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RESUMEN

El principal objetivo de esta investigación fue el análisis de la relación afectiva maestro-estudiante y su influencia en el desempeño académico de los estudiantes del décimo año "C" en le Unidad Educativa "Vicente Anda Aguirre" de la ciudad de Riobamba, Provincia de Chimborazo, durante el primer quimestre en el año académico 2018- 2019. Esta investigación empleo el método cualitativo. La información recolectada por el investigador fue mediante tres instrumentos: una encuesta de estudiantes, una encuesta de maestros y una hoja de observación para el investigador, las cuales fueron desarrollados durante los cinco meses estimados para este estudio. Los resultados mostraron que debido a la relación deficiente entre el profesor y los estudiantes, ellos no consideraron al profesor como un mentor lo cual no les permitió desempeñarse adecuadamente en clase. Si bien es cierto, los alumnos son considerados como agentes activos en el proceso de aprendizaje, sin embargo esta investigación ha concluido que los estudiantes fueron agentes pasivos lo cual evidencio la falta de una buena relación emocional entre el maestro y los estudiantes porque el profesor no se dio cuenta de su actitud distante en la clase.

Palabras Clave: relación afectiva, maestro - estudiante, influencia en el desempeño académico.

ABSTRACT

The main objective of this research was the analysis of the teacher-student affective relationship and its influence on the academic performance of students at tenth year "C" in the Unidad Educativa "Vicente Anda Aguirre" from the city of Riobamba, Chimborazo Province, during the first quimester in the academic year 2018-2019. This research employed the qualitative method. The information collected by the researcher was through three instruments: a students' survey, a teacher's survey, and an observation sheet for the researcher, which were developed during five months estimated for this study. The results showed that due to the deficient teacher-student relationship, they did not consider the teacher as a mentor which did not allow them to perform accurately in class. While it is true, students are considered active agents in the learning process, however this research has concluded that students were passive agents which evidenced the lack of a good emotional teacher- students relationship because the teacher was not aware of his distant attitude in the class.

Key Words: Affective relationship, teacher - student, influence on academic performance.

Mgs. Mónica Cadena
DIRECTORA DE CARRERA

INTRODUCTION

The amazing world that the teaching and learning process constitutes, and the volatile generation of students who assist to the school have obligated the teachers to re-think the teaching epistemology and so a metamorphosis in their professional subjectivities has occurred. The typical student who is considered as a mere receptor of information, a passive person who does and accepts what the teachers say, since they are the authorities in the classroom, is no longer in today's class.

Their needs, interests and goals have shifted, their way to perceive the life and their way to socially interact are not the same. Their reality and contexts differ so much to those by which their teachers were immersed in. Therefore, it is assumed that the teachers' roles, methodologies, academic resources and principally their way to interact with their students, have to change too. Researches done around the world state that a good communication in the classroom evoke an optimum affective relationship between teacher and students and among students and so students' willingness and academic performance is enhanced (Cornelius-White, 2007).

It is evident the importance of fostering a good affective relationship between teacher and students, since on this factor mainly depends, the success or failure of students' academic performance. Every single teacher agrees with this conception, but not always they do something to know if really, their students are motivated, if the students themselves consider to the teacher a friend or an authority, hardly ever teachers reflect about their pupils' necessities, interest or desires. This fact has made that, even when the issues involving education are no longer the same, the process continues to have the same characteristics of the traditional system.

Realizing this fact is not a complex work; in a normal class, at any educational institution in Ecuador, in any work-day, we can find a teacher standing in front of the class and students sit in rows, rectangular overcrowded classrooms, panoptic buildings and a strict disciplinary demanding which is a synonym of being quiet and static. The teacher and students relationship is reduced to a classroom interaction in which the first gives information and the others receive, write down and memorize. There is no interpersonal

encounters in which students and teachers share their expectations, problems, dreams, goals, and etcetera.

This fact is reflected in the "Unidad Educativa Vicente Anda Aguirre" which is located in the city of Riobamba, in the Chimborazo province. In this institution, the researcher along some observations, noticed that the relationship between teachers and students have some symptoms of not being the proper to a desirable teaching and learning environment. It seems that their relationship is strictly academic, their communication mainly is unilateral, the students do not have any participation in the decision making process, and the only encounter where they interact with each other is in the classroom.

This study states that this fact hinder the possibility of developing a good performance of students. Since, it is impossible to know the students' needs, interests, levels, desires, etc., if there is not a good affective interdependence between the two principal characters of education. Therefore, the research focuses on analyzing the affective Teacher-Student relationship and its influence in the academic performance of students at Tenth Year "C" in the Unidad Educativa "Vicente Anda Aguirre" from the city of Riobamba, Chimborazo province, during the first quimester in the academic year 2018-2019. This topic was chosen because it seems to be the principal barrier for the accomplishment of the goals established for the English area; besides, it is linked to the English Teaching Methodology subject which, from its approach, defends the idea that a good relationship between teacher and students motivate and facilitate them to acquire the target language (Krashen, 1989).

The study belongs to the qualitative approach since it focuses on identifying the main reasons, opinions, and motivations delivered from the object of study which will be gathered in the contexts they appear. The method to be used is the ethnographic and as a technique a survey which was adapted from "Teacher-Student Relationship Questionnaire" proposed Brophy & Good (1974).

The research is considered to be meaningful due to it effectively describes the nature of the research problem and will provide the necessary information to support the decision making process at the moment to establish the policies for a good interpersonal relationship between teacher and students inside the classroom, as well as outside, in extracurricular encounters.

The present research will have four chapters which systematically present the research process and will facilitate a good comprehension of the statements:

- ❖ **Chapter I**.- It encloses the referential framework which is constituted by the problem statement, objectives and justification of the problem, in which it will be explained in detail the significance and the final target of the study.

- ❖ **Chapter II**. – It contains the theoretical-scientific information that supports the research, particularly the analysis, discussion and interpretation of the obtained results.

- ❖ **Chapter III**. – It covers the design, type and level of the research, methodology and techniques used in the data collection, analysis and interpretation process.

- ❖ **Chapter IV:** It contains the analysis and interpretation of results.

- ❖ **Chapter V:** It encloses the conclusions and recommendations.

CHAPTER I

1. REFERENTIAL FRAMEWORK

1.1.   RESEARCH PROBLEM

The deficient affective relationship between teacher and students affects the educational context in which the teaching-learning process takes place.

1.2.   PROBLEM DEFINITION

Harmer (1983) affirms that all teachers know that is easier to teach students who are motivated than to students who are not, in the same context Williams y Burden (1997) suggest that motivation is a state of cognitive arousal which provokes a decision to act or not from students. Fact that was deeply stated by Krashen (1989) in his "Second Language Acquisition Theory" particularly in the fifth hypothesis "Affective Filter" which states that a number of 'affective variables', that include motivation, self-confidence and anxiety, play a facilitative, but non-causal, role in second language acquisition.

The same author affirms that low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition (Krashen, 1989). This would be understood that when the filter is 'up' it obstructs language acquisition, on the other hand, if the filter is 'down' the process can go as desired.

This study supports the idea that teachers are the principal responsible in the establishment of a good affective relationship with students and that the influence of teacher's behavior on students' outcomes is important. In consequence the teachers' job goes further than just sharing, explaining or dictating a subject; the principal factor to change is adopting circular communication instead of vertical.

Unfortunately, this is an issue that is hardly ever considered; teachers in Ecuador not always are interested in their student's personal life and prefer to maintain only an academic relationship. Particularly, in the Unidad Educativa Vicente Anda Aguirre, the researcher after some observations, noticed that the relationships between teachers and students have some symptoms of not being the proper to a desirable teaching and learning environment.

Therefore, this research project is proposed with the objective to analyse how the affective Teacher-Student relationship influences on the students' academic performance; and so, meaningfully describe the nature of the research problem and provide the necessary information to support the decision making process at the moment to establish the policies for a good interpersonal relationship between teacher and students.

The study feasibility is guaranteed due to the researcher along his career have acquired the necessary professional tools to perform the investigation, the authorities of the institution in which the study will be applied are open and willing to collaborate, and the teacher and students of the Tenth Year "C" , as well. Moreover, the research counts with the necessary bibliographic, technological and economic resources to overcome it successfully.

1.3. PROBLEM FORMULATION

How does the affective Teacher-Student relationship influence on the students' academic performance?

1.4. GUIDING QUESTIONS

- How do students perceive their relationship with their English teacher?
- How does the English teacher self-evaluate the relationship with her students?
- How is the relationship between teacher and students in a regular class?

1.5.   OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze how the affective Teacher-Student relationship influences on the students' academic performance at Tenth Year "C" in the Unidad Educativa "Vicente Anda Aguirre" from the city of Riobamba, Chimborazo province, during the first quimester in the academic year 2018-2019

1.5.2. SPECIFIC OBJECTIVES

- To identify how students perceive their relationship with their English teacher.
- To find out the teacher's perception regarding to her relationship with her students.
- To determine how the relationship between teacher and students is in a regular class.

1.5.3. OBJECTIVES OPERATIONALIZATION

AREA OF STUDY	QUESTIONS		OBJETIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	How does the affective Teacher-Student relationship influence on the students' academic performance?	1. How do students perceive their relationship with their English teacher?	To analyze how the affective Teacher-Student relationship influences on the students' academic performance of students at Tenth Year "C" in the Unidad Educativa "Vicente Anda Aguirre"	1. To identify how students perceive their relationship with their English teacher.
		2. How does the English teacher self-evaluate the relationship with her students?		2. To find out the teacher's perception regarding to her relationship with her students
		3. How is the relationship between teacher and students in a regular class?		3. To determine how the relationship between teacher and students is in a regular class.

Done by: Kevin Quinchiguango

1.6. JUSTIFICATION

Around the world there have developed many researches about the influence in the relationship between teacher and student. As mentioned by (Rey, Smith, Yoon, Somers, & Barnett, 2007) a favorable TSR (Techer- Student Relationship) is considered to stimulate learning behavior and support the child to deal with demands in the school context. This can be understood as the strongest importance teachers give to the affective relationship, the better students' performance results they get, because these both aspects should be developed at the same time.

This research is essential because teachers need to know that the affective Teacher-Student relationship influences in the academic performance of students. It is also relevant for students who are involved in the present investigation due to importance of a productive performance in a comfortable educational context. As stated by Hamre and Pianta (2001) who showed the degree of conflict in the relationship with kindergarten teachers predicted children's grades, positive work habits, and disciplinary infractions in lower and upper elementary school, and for boys even in middle school. That's why a significant students' performances in class can depend on the affective relationship that teacher- student have, independently the level students have been developing.

The research is feasible, because it has the necessary requirements to be completed in a successful way, such as the authorizations and support of the staff involved at Unidad Educativa "Vicente Anda Aguirre" , the Languages Career and the Universidad Nacional de Chimborazo.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM

After reviewing the virtual repository of the Universidad Nacional de Chimborazo, some researches related with motivation were identified, for instance: "Exploration of strategies of motivation in the learning process of English in the students of 9th of basic education class "A" at Unidad Educativa "Nidia Jaramillo" during the school year from July 2016 to February 2017" by: Sislema and Choto; Exploration of teachers as a motivator in the teaching-learning process of English Language in students of tenth grade in "Isabel de Godin" High School academic year 2015-2016 by Guayanlema and "Factors influencing learner`s motivation in learning English language in the students of Fifth semester at language career of Universidad Nacional de Chimborazo", from the city of Riobamba, Chimborazo province, in the academic year 2015-2016 by: Quitio and Morocho, but none of them approached the subject to be treated in this research.

Worldwide, the object of study in this research has been deeply treated; it is possible to find many important works developed by distinguished and well known researchers in the area of teaching English, such as: Harmer, Burden, Williams, Prado, Brown, Fisher, Cornelius, Brophy & Good, and others. These studies sustain the philosophy that a good relationship between teacher and students can lead to a successful academic process and self-satisfaction of teacher and students, as well.

2.2. THEORICAL FOUNDATIONS

Teachers who make the difference are those who have developed their ability to maximise their students' learning potential. Developing positive relationships between a teacher and student is a fundamental aspect of quality teaching and student learning. This kind of safe classroom environment promotes a sense of school belonging and encourage students to participate cooperatively (Hattie, 2015). The same author affirms that, based on a positive teacher-students relationship, learners develop confidence to experiment and succeed and; teachers are able to assist them with motivation and goal setting, and so students feel confident enough to turn to them for advices and guidance.

Hattie (2015) identified a number of influences related to effective learning and achievement. Some of these influences included teaching strategies, classroom discussion, classroom cohesion, teacher expectation, teacher immediacy, teacher credibility and classroom behaviour. Establishing a positive and supportive classroom environment, combined with productive relationships between teachers and their students, will provide a platform in which students are encouraged and motivated to grow both academically and personally.

This is not an easy work, it goes further than asking if students like or not the subject, if they feel comfortable or not in the class, or making them participate in dynamics that generally are not of their interest. For understanding this complex world, it is important to reflect on different factors that cover the issue.

2.2.1. ROLE OF MOTIVATIONAL AND AFFECTIVE ASPECTS IN STUDENTS' LEARNING

When teachers think about the courses they teach, tend to focus on concepts and intellectual skills that they want students to develop. In other words, teachers think about their classroom primarily as an intellectual space where students acquire knowledge. However, the research on learning suggests that student emotions and motivations play an important role in the learning process.

Hattie (2015) noted that a harmonious classroom foster the development of creativity as well as reduce anxiety levels amongst students. The impact of student-teacher relationships upon a student's mental health should not be ignored. It is believed that the risk of young people struggling with mental illness can be diminished with the help of a support framework. Teachers are in a position to act as a powerful and effective means of support and encouragement when this may not always be available in the home environment.

Gillespie (2002) recognised that the inherent qualities of a student-teacher relationship (caring, knowing, trust and mutual respect) and a teacher's rapport with

students resulted in a classroom environment where students were affirmed and supported to achieve their best.

Hamre and Pianta (2001) claim that positive classrooms environment can become supportive spaces where students can engage in academically and socially productive ways. Furthermore, students who have positive relationships with their teachers are more willing to take on academic challenges and work on their social-emotional development.

2.2.2. TEACHERS AGE AND EXPERIENCE IN THE DEVELOPMENT OF AFFECTIVE RELATIONSHIPS

Students have their own way of thinking for discrimination between different characteristics of the teachers, and hence teaching becomes a challenging job (Kothari et al., 1996). This is a very important issue in the process since students' feedback is the most commonly used feedback system for teachers' evaluation.

The first impression appears to be that as more the age and experience, better is the teacher. It was as simple as that. But in many recent studies different opinions of the students were noted. Positive and negative approaches have been put forward regarding age and teaching. Generally, it is thought that as age advanced and designation is promoted, teachers lose their enthusiasm to teach. Another appreciation is that age and experience go hand in hand. Age is an asset. Because as the age advanced the teacher becomes experienced and knows where to tap the potential of the students and how to make them understand their worth. Some feel that teachers' enthusiasm comes deteriorated as the age advances which may be due to the boredom of teaching the same content for years and the responsibilities they assume on academic, administrative and research aspects (Sinclair, 1972).

Students have their own views; consequently, in contrast to what was previously presented, there are students who also suggested that the teachers' knowledge, their clarity of thoughts or ideas, their concept regarding to the subject, their explanation methodologies, their confidence, the way to organize lecture material, command over the language and the subject, the classroom control and use of proper audio-visual aids with recent knowledge are more important attributes (Shah & Udgaonkar; 2018).

2.2.3. TEACHERS' INSTRUCTIONAL STRATEGIES

Nunan (1989) stated that teacher talk is divided in to some areas dealing with explanation, questions, feedback and correction.

Explanation is a component of teacher talk in which teacher introduces a new concept or Analyzing Teacher's Instructional and Nonverbal Communication in EFL Classroom | 3 information for students. The major function of teacher talk is to provide explanation where teacher is the only source of information.

Display questions are questions that teachers ask to elicit/know the understanding of students upon the lesson. Display questions refer to ones that teachers know the answer and which are designed to elicit or display particular structures. Teachers use display questions not only because they are interested in the answer, but they want to get their learners to display their knowledge of the language.

Feedback is the way the teacher gives: a) A comment to the students' answer or gives complement for correct answer by saying 'Good', 'Yes', 'Alright' saying 'yes, an excellent answer', b) Expanding or modifying a student's answer: the teacher can provide more information. c) Repeating; the teacher can repeat the same answer, and d) Criticizing; the teacher can criticize a student's response.

Correction this part deals with teacher's instructional language in giving correction. This part is divided into two: direct correction and indirect correction. Richard and Schmidt (1996) stated that direct correction is when the teacher gave the correct answer for the students while, indirect correction is a type of correction where the teacher only points out the problem and asks the learners themselves to correct if possible.

2.2.4. TEACHERS' NONVERBAL BEHAVIOUR

Barry (2011: 2) stated that verbal communications are identified by some component keys such us sound, word, speaking and language. Different from verbal communication, nonverbal communication has often been defined as communication without words. Nonverbal is also called silence of communication in which people use body movement, eye contact, facial expression, posture and gesture (Kusanagi, 2004:383). Verbal and nonverbal communications are considered potential in school interaction. It

means that the teacher and the students in classroom interaction use verbal and nonverbal communication.

2.2.5. INTERPERSONAL BEHAVIOUR OF TEACHERS IN THE CLASSROOM

Fisher (1995) through the use of the "Questionnaire on Teacher Interaction (QTI)" proposes a way to understand the complex world that teachers' behavior represent. The author states that communication is one of the principal issues affecting teachers' behavior, since it is assumed that the behaviors of participants (teacher and students) influence each other mutually. In other words, the behavior of the teacher is influenced by the behavior of the students and in turn influences student behavior. In this respect, Watzlawick, Beavin and Jackson (1967) propose a kind of communication that the authors denominate "Circular communication" which not only consist of behavior, but determine behavior as well.

2.2.6. COMMUNICATION SKILLS AND IMMEDIACY BEHAVIOR

Communication skills come to be the most important resources teachers have available when interacting with students, parents or mates. On their ability to influence and manage others hinges the success or failure of the teaching and learning process.

The ability to communicate effectively is an essential skill in today's world, since how you communicate can positively or negatively affect the relationships you have in all of the contexts you interact; in the case of education, this communication skills benefit or affect the students' active engagement and performance.

Garfinkle (2018) proposes 9 Tips for improving communication skills and avoid immediacy misbehavior:

1. Make communication a priority
2. Simplify and stay on message
3. Engage your listeners
4. Take time to respond
5. Make sure you are understood
6. Develop your listening skills
7. Body language is important

8. Maintain eye contact

9. Respect your audience

2.2.7. COMMUNICATION SKILLS AND MOTIVATION AND LEARNING

When communication is effective, both the student and the teacher benefit. Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning, strengthens the connection between student and teacher, and creates an overall positive experience.

Communication skills and work motivation have a high influence in the teaching aspect. The teacher's communication style can influence the interest and attitude of the students in creating a fun and learning atmosphere. An effective communication needs experience, determination and interest towards the profession that has been entrusted to the teachers (Duta, 2015).

2.2.8. ACADEMIC PERFORMANCE

Academic performance is related to all the things students do along an academic period in order to approve it. It is measured by the final grade earned in the course. It is also understood as the academic achievement of students who meet or exceed performance standards prescribed by course work. Academic performance can be affected in multiple ways; according to Hanson (2000) Student performance is affected by factors like learning abilities, gender and race. In the same context, Simmons, et al. (2005) adds that family income level, the institution policies, social background, teacher's performance and character also affect significantly learners' performance.

2.2.9. STUDENTS' ENGAGEMENT AND PERFORMANCE

Student engagement is a multifaceted concept. Researchers have identified several components of student engagement (behavioural, emotional/psychological, cognitive, and academic) (Fredricks et al., 2004). Although there is no consensus on which of these components is important, most studies have included behavioural and emotional components. The term behavioural engagement usually encompasses a broad range of behaviours at school, from merely showing up to actively participating in academic or non-academic activities.

According to Willms (2003) emotional engagement, also called affective or psychological engagement, includes affective reactions and having a sense of belonging at school. Affective reactions toward tasks, school, and people at school may include liking, disliking, being interested, being bored, being happy, being sad, or being anxious. The same author affirms that positive emotional reactions to tasks or people can lead to students having a sense of belonging at school. Having a sense of belonging refers to feeling accepted, included, respected, and/or valued by people at school.

The effect of student engagement on academic performance varies depending on the components of engagement that are examined. Willms (2003) defines behavioural engagement as attendance and punctuality and it had a moderate correlation with students' literacy skills at the school level, at the same time, Williams affirms that a positive relationship between behavioural engagement and academic performance benefits to a good effort in learning, attendance and extracurricular activities.

2.2.10. VARIABLES AFFECTING STUDENT TEACHER RELATIONSHIP AND ACADEMIC ACHIEVEMENT

Motivational theorist suggests that student's perception of their relationship with their teacher is essential in motivating students to perform well (Fan & Williams, 2010). Students with high self-esteem are more likely to be self-efficacious and set higher goals .Self-esteem also effects student socially. Students with the high self-esteem are more likely to have positive relationship with peers as well as adults (Orth et al, 2012). Academic success depends on a variety of factors and these factors can have both positive and/or negative influence on a students' ability to stay motivated and succeed in school. For students living in high-poverty, urban environments, there are increased challenges when it comes to succeeding in school (Murray & Malmgren, 2005).

Brown and Medway (2007) concur that teachers form expectations about student performance based on income, race, and other factors and add that these expectations play a role in influencing level of student achievement. Cooper and Tom (1984) also emphasize that although factors that influence student performance are multiple and complex, teacher expectations do play a role in how well and how much students learn. In other words, high

teacher expectations have been identified as one of the salient and principal characteristics that differentiate more effective from less effective schools.

2.2.11. SEVEN POSITIVE TIPS FOR DEVELOPING GOOD TEACHER-STUDENT RELATIONSHIPS

Hattie (2015) notes that there are many different ways teachers can build positive relationships with their students.

1. Provide structure

   The majority of students respond positively to a structured environment. Teachers should explain clear expectations to their students. Rules and regulations must be sensible and constantly reinforced.

2. Teach with enthusiasm and passion

3. Display a positive attitude

4. Make learning fun

   Create an enjoyable learning environment to encourage student attendance and participation

5. Show an interest in your student's lives outside the classroom

   Take a genuine interest in the wellbeing of their students

6. Treat students with respect

   A teacher who respects their students will experience reciprocal respect from their students.

7. Create a secure and safe environment for students

2.3. BASIC TERMS DEFINITIONS

2.3.1. Affective relationship is the emotional interdependence that can affect a person even in positive or negative way.

2.3.2. Teacher and students relationship is considered to be the personal interaction they have inside or outside the classroom.

2.3.3. Performance is considered the way by which students act, react, develop or apply the proposals teachers do in any academic encounter.

2.3.4. Behavior is the personal state that teacher and students assume as consequence of a specific circumstance or event.

2.3.5. Strategy is the methodology which teachers use to engage students and discover their potentials.

2.3.6. Influence the result condition of a statement being affected by others. It would be positive or negative.

CHAPTER III

3.1. RESEARCH DESIGN

The study belongs to the qualitative approach since it focuses on analysing the main reasons, opinions, and motivations delivered from the object of study which was gathered in the contexts they appear. The method to be used is the ethnographic and technique is a survey adapted from "Teacher-Student Relationship Questionnaire" proposed by Brophy & Good (1974) that will be applied to students and teacher respectively.

3.2. TYPE OF INVESTIGATION

Qualitative. - It intends to inquire the principal reasons, opinions, and motivations involving the object of study in its natural setting, it aims to gather experiences and data which helped to understand the phenomenon.

3.3. LEVELS OF RESEARCH

Diagnostic research. – The study attempted to diagnose how the relationship between teacher and students is and if this had any kind of influence in the academic performance of students coursing the Tenth Year at Unidad Educativa "Vicente Anda Aguirre" from the city of Riobamba, Chimborazo province.

3.4 METHODS OF RESEARCH

Ethnographic method.- This was considered to be most useful method for the educational field; due to it helped to explore the problem in a direct and natural way. Therefore, this became a very useful method to find out what was happening in the context of the object of study.

3.5 POPULATION AND SAMPLE

Population: The proposed study was developed in the Unidad Educativa "Vicente Anda Aguirre" located in the City of Riobamba, Chimborazo province, with students at Tenth Year "C", constituted by 36 students and 1 teacher. Due to the population was small there was not necessary to take a sample, therefore the study considered the whole population.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

To gather the necessary information to understand the research problem, it was used the survey and observation techniques and the instruments were a questionnaire to be applied to the teacher and students and an observation guide that was used in some regular English classes. The instruments were adapted from the "Teacher-Student Relationship Questionnaire" proposed by Brophy & Good (1974). It is important to mention that the TSRQ has been widely used in different researches with the purpose of understanding the complex world of teachers' and students' behaviour and its influence in their academic performance.

3.7. PROCEDURE

When the tree instruments of collecting data were done, the tutor checked and corrected some aspects of these instruments.

The information was collected through a student survey, teacher survey and an observation sheet, which were adapted from the "Questionnaire on Teacher Interaction (QTI)" developed by Wubbels, Creton and Hooymayers (1990).

All the indicators took into account were exactly designed in order to know how was the affective teacher-student relationship in the classroom and its influence in the academic performance.

The collected information through the students' survey could evidence that most of the time the teacher was seen as an instructor which did not allow students to participate accurate in class due to the deficient teacher – students relationship.

With the teacher's survey the results showed that the teacher was not aware that encouragement comments were not shown enough so teacher-student relationship resulted seriously affected.

Into the learning process students were considered active agents but the observation sheet concluded that students were passive agents which evidenced the lack of a good affective teacher-student relationship due to the teacher's distant attitude in class.

When the instruments were totally applied the investigator thanked for the support and help received during the investigation process. As a final point a critical analysis was

developed following with the description of the obtained data. The results were examined and interpreted based on the theoretical framework of this study.

3.8 WORK FIELD

Before finishing all this investigation some stages were developed. First, the investigator got the authorization to have an interview with the principal of the institution. Then, the researcher applied the tree mentioned instruments at tenth year "C" at Unidad Educativa "Vicente Anda Aguirre". At last, the willingness showed by the teacher and authorities helped to the get all the objectives proposed in this research.

Throughout the investigation, the researcher dialogued with teachers and students who were the essential participants to find out the main goal of this study, which was the analysis of the affective teacher-student relationship and its influence in the academic performance of students.

For the development of the present investigation some aspects were taken into account such as teacher´s age, motivation, nonverbal behavior, instructional strategies, experience, and so on. On the other hand, it was also considered students' engagement, cultures, performance, etc. In order to get a significant background of the research environment.

CHAPTER IV

4.1. ANALYSIS AND INTERPRETATION OF RESULTS

The present research was developed at tenth year "C" in the Unidad Educativa "Vicente Anda Aguirre" with the analysis of how affective teacher-student relationship influence on students' performance.

Once applied the instruments: Students' survey, Teacher's survey and Observation Guide, the results are shown by a vast analysis of the collected information.

The collected information is associated with each specific objective, which correspond to the investigation.

Objective N° 1

To identify how students perceive their relationship with their English teacher.

According to the survey applied to the students, it was evidenced that students' effort was markedly affected owing to the deficient motivation and support given by the teacher. The teacher's support and motivation are important part in educational process, as these both parts are extremely linked they have to be strengthened in classes. This part is strongly sustained by Gillespie (2002) who recognised that the inherent qualities of a student-teacher relationship (caring, knowing, trust and mutual respect) and a teacher's rapport with students resulted in a classroom environment where students were assisted and supported to achieve their best.

It was observed that some students did not consider their teacher as a mentor and partner, which created a huge barrier that did not allow them to participate in class or express their thoughts easily due to the lack of emotional teacher – students connection. It is related to the concept of emotional security. Of the three supporting behaviors, teacher involvement seems to be the most important predictor of engagement. (Tucker et al., 2002). This is also connected with the students' engagement concept: 'the quality of a student's connection or involvement with the endeavor of schooling and hence with the people, activities, goals, values, and place that compose it' (Skinner, Kindermann, & Furrer, 2009, p. 494).

It is known that class activities, gender, age, race, acceptation, respect, etc. are part of the learning process. According to the survey, the majority of students felt in an uncertain learning environment where they were not able to develop class activities, they could not express themselves, neither ask for assistance without fear of rejection or embarrassment because of the poor acceptation given to the whole student's cultures. This suggests that the teacher needs to know that everyone in class is a different world to discover. All this part is directly linked to the student´s performance. Due to performance is affected not only by the learning abilities, race, etc. As suggest by Hanson (2000) Student performance is affected by factors like learning abilities, gender and race. He said that performance is influenced by different factors that are part of the student's qualities. This is why students are felt fine even they have different cultures, ages, gender or learning abilities. Those aspects are important to bear on mind for getting a good student performance.

Students noted that the teacher cared only about academic performance but positive social well-being was being low remarked, creating a deficient (teacher- student) relationship which did not allow students to get higher expectations to their goals. Social well- being is related to a high self- esteem as (Orth et al, 2012) explains: Students with high self-esteem are more likely to be self-efficacious and set higher goals. it could be understood that Self-esteem also effects student socially. Students with the high self-esteem are more likely to have positive relationship with peers as well as adults. This is an important factor of the learning process in which are immersed a set of higher goals that depends on developing a positive relationship with peers as well as adults. In this case a good affective teacher- students relationship.

Students perceived that their teacher's expectations were not higher enough for academic performance. Since most of students did not do their best in class activities. It is known that teacher's expectations is a factor which influences students´ learning. Taking into account the words of Cooper and Tom (1984) who said that although factors that influence student performance are multiple and complex, teacher expectations do play a role in how well and how much students learn. Even though there is uncountable factors that affects learning process. Teacher expectations has an important role in how much information students will catch from teachers and how well they will learn.

Objective N° 2:

To find out the teacher's perception regarding to her relationship with her students.

According to the teacher's survey, it was noted that for the teacher students are an important part of the classroom because they are considered the central part of education since they work as the active agent in the teaching- learning process. However the teacher did not take into account students' views, thus students could not call upon their decision-making process either. As argued by (Shah & Udgaonkar; 2018) Students have their own views; consequently, in contrast to what was previously presented, there are students who also suggested that the teachers' knowledge, their clarity of thoughts or ideas, their concept regarding to the subject, their explanation methodologies, their confidence, the way to organize lecture material, command over the language and the subject, the classroom control and use of proper audio-visual aids with recent knowledge are more important attributes.

While it is true that positive comments from teachers encourage students' performance, they should be presented in the daily teaching-learning process. But through the survey it could be noted that the teacher did not realize how these comments could affect students' abilities to learn, thus the possibility to get high, clear, and fair expectations turns unattainable for everyone in the classroom. It is clearly supported by Hamre and Pianta (2001) who claimed that positive classrooms environment can become supportive spaces where students can engage in academically and socially productive ways. Furthermore, students who have positive relationships with their teachers are more willing to take on academic challenges and work on their social-emotional development.

It was found that in the class there was a lack of boost of unity, order, and satisfaction by the teacher's part, which created not precisely a friendly atmosphere but an uncertain environment where students' help, understanding, and acceptation resulted seriously affected. The increase of conflicts was remarkable thus the respect and tolerance to the other's cultures in the classroom too. As Hattie (2015) noted that a harmonious classroom foster the development of creativity as well as reduce anxiety levels amongst students. The

impact of student-teacher relationships upon a student's mental health should not be ignored.

It was discovered that teacher focused on the subject more than stopping misbehaviour for the majority of the class period. For some teachers what really matter is to go on with the syllabus rather than students' knowledge acquiring. But teachers have to bear on mind the students' engagement in order to develop a successful class. Willms (2003) affirms that a positive relationship between behavioural engagement and academic performance benefits to a good effort in learning, attendance and extracurricular activities. This author affirms that behaviour it's an important part of the learning process, then if teacher let students do whatever they want there won´t be a good environment to develop an English process.

Objective N° 3
To determine how the relationship between teacher and students is in a regular class.

According to the observation sheet, it was evidenced in class that if students wanted to learn something sometimes the teacher was not willing to cooperate. As cooperation is an important part for developing a good environment where takes places Teaching – Learning process, teacher has to bear on mind the importance of it. As it was mentioned by (Nielson & Lorber, para.1, 2009) who claimed that a good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. When students are exposed to positive emotional stimulus, they are better able to recall newly learned information.

It was clearly observed that teacher's attitude was not affectionate with anyone in class, as a result students did not talk or participate with enthusiasm. This is why the teacher was seen as an erudite instructor who knows everything, on the other hand students have to be in silent. But nowadays students are active agents in the learning process, they can interpret, argue, even express themselves freely. As National Research Council (2004) mentioned "teacher beliefs, behaviors, and actions also affect teacher-student relationships. A considerable body of research indicates that teachers who hold high expectations of

students in terms of their levels of achievement and their social behaviors in the classroom can affect student motivation and engagement".

An exceptional teacher has to be a leader without neglecting students' relevance in class. But during the observation stage it was visible that in some cases the teacher lost the leadership which caused that the thread of the class was not maintained so the attention of the students was deviated. This idea could be supported by Murray & Pianta (2009), who affirms that "Classroom structures, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating classroom environments that have structures in place that ensure the safety of students, promote positive behavior, and ensure the flow of classroom activities in ways that minimize distractions and disruptions"

As mentioned before students are active agents in the learning process therefore they should participate, argue, and give points of view and so on. But there could be cases as the observed in the present investigation where students get stressed out when they have to participate due to the pressure of fail. Teacher's motivation could be the perfect solution of this gap jointly with the communication skills effectively developed day by day by both parts in the classroom. "Communication skills and work motivation have a high influence in the teaching aspect. The teacher's communication style can influence the interest and attitude of the students in creating a fun and learning atmosphere. An effective communication needs experience, determination and interest towards the profession that has been entrusted to the teachers" (Duta, 2015).

Teachers should know that to maintain the control of the class can result a difficult job, but there is something that classrooms have in common, that is the misbehaviour and the lack of attention from students. Throughout this study it was evidenced that teachers need to contribute with extra material to the content already established, so they will catch students' attention in order to let them participate spontaneously, increasing their self-confidence. As is suggested by (Mitchell, 1993; Tobias, 1994) who argues that "Students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter".

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- Students do not consider their teacher as a mentor and partner which does not allow them to perform accurately in class due to the deficient emotional teacher – students' connection.
- The teacher is not aware of the encouragement, furthermore, she does not provide an affective environment, support, and guidance in class, so students result seriously affected in the teaching- learning process.
- Students were passive agents which evidenced the lack of a good affective teacher-student relationship due to the teacher's distant attitude in class.

5.2. RECOMMENDATIONS

- The institution should promote training courses of classroom management in order to conscious the teacher about being mentor, partner, and excellent leader in class.
- The teacher should strengthen the affective verbal behavior in class, being conscious of students need to be encouraged, in order to get a good attitude in the teaching-learning process.
- The institution should organize extra-curricular activities such as affective and social programs in order to enhance teacher and learners personal relationship.

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5.4. ANNEXES

ANNEX 1: Student Survey

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

This instrument was adapted from the "Questionnaire on Teacher Interaction (QTI)" developed by Wubbels, Creton and Hooymayers (1990).

Objective: To identify how students perceive their relationship with their English teacher.

Instruction: Tick the statements that best fits your perception about your teacher.

Teacher-Student Relationship Questionnaire (TSRQ) Rating Scale: A Student Survey

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
My teacher provides support for all students				
My teacher has a positive attitude on a daily basis				
My teacher cares about our academic and social well-being				
My teacher views us as an important part of the classroom				
My teacher motivates us to give our best effort.				
My teacher guides students in a positive direction for their personal growth				
My teacher acknowledges student effort through recognition and praise				
My teacher calls upon students in the decision-making process				
My teacher provides high and clear expectations for academic performance				
My teacher lets students take risks in classroom learning activities				
My teacher takes the time to assist individual students that need help				
My teacher focuses on stopping unwanted behavior for the majority of the class period				
My teacher accepts all student's cultures				

I am able to take risks in the classroom without feeling embarrassed				
I view my teacher as a good person and I feel that my teacher is a coach, mentor, or partner				
I am able to ask for assistance without fear of rejection or embarrassment				
My teacher's expectations are high, clear, and fair for all students				
My teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom				
My teacher connects emotionally with the students				
My teacher is patient with students when directing them to learn appropriate behaviors				
My teacher makes positive comments about the student's abilities to learn				
My teacher's classroom is structured with routines and procedures				

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

This instrument was adapted from the "Questionnaire on Teacher Interaction (QTI)" developed by Wubbels, Creton and Hooymayers (1990).

Objective: To find out the teacher's perception regarding to her relationship with her students.

Instruction: Tick the statements that best fits your opinion.

Teacher-Student Relationship Questionnaire (TSRQ) Rating Scale: Teacher Survey

Parameters	Strongly agree	Agree	Disagree	Strongly disagree
I provide support for all of my students				
I have a positive attitude on a daily basis				
I care about my students' academic and social well-being				
I view my students as an important part of the classroom				
I motivate my students to give their best effort.				
I guide my students in a positive direction for their personal growth				
I acknowledge my students' effort through recognition and praise				
I call upon students in the decision-making process				
I provide high and clear expectations for academic performance				
I let my students take risks in classroom learning activities				
I take the time to assist individually to students that need help				
I focus on stopping unwanted behavior for the majority of the class period				
I accept to all student's cultures and backgrounds				
I foster to my students to take risks in the classroom without feeling embarrassed				
I view my students as good people and I feel that I can				

be their coach, mentor, or partner				
I consider my students can ask for assistance without fear of rejection or embarrassment				
My expectations are high, clear, and fair for all my students				
I use various strategies to promote unity, order, satisfaction, and less conflict in the classroom				
I connect emotionally with the students				
I am patient with my students when directing them to learn appropriate behaviors				
I make positive comments about my student's abilities to learn				
My classroom is structured with routines and procedures				

ANNEX 3: Observation Sheet

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION SHEET

Objective: To determine how the relationship between teacher and students is in a regular class.

Parameters	Yes	No
The teacher trusts on her students		
The teacher is concerned when the students do not understand		
The teacher threatens to punish her students		
The teacher is demanding		
The teacher is willing to explain things again		
If students want something the teacher is willing to cooperate		
The teacher helps students with their work		
The teacher gets angry unexpectedly		
The teacher lets students walk around in class		
The teacher knows when the students don't understand		
The teacher is friendly		
The teacher is someone students can depend on		
The teacher is impatient		

The teacher has a good sense of humour		
The teacher is a good leader		
The students trust in their teacher		
The students actively participate in class		
The students feel nervous when they have to participate		
The students appear to be bored in class		
The students talk with their teacher with enthusiasm		