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## Mentoring at The Secondary Level

### Abstract

The purpose of this research was to ~~analyze-examine~~ the relationships between teacher-~~s and~~ students ~~relationships on at the~~ secondary ~~students' academic level; and if a~~ ~~positive relationship with a teacher helps promote academic~~ achievement. This study looked at what students look for in a teacher to allow them to form a positive relationship with. This study examined what the characteristics of an effective teacher were and the perception of an ideal teacher through the eyes of 27 high school seniors. The results show differences between the perception of an ideal teacher from the student's point of view and self-perception from high school teachers. Students were interviewed and asked questions on behaviors of an effective teacher and behaviors of non-effective teachers.

~~Include final statement indicating implications to research/practice...~~

## SECTION 1

### INTRODUCTION

This study will focus on the how important teacher-student relationships influence academic achievement for high school students. Studies have found that a positive relationship with one's teacher predicts improvements in student's cooperative and effortful engagement in the classroom, peer acceptance, and academic achievement (Huges, Cavell, & Jackson, 2001). Students whose relationships with teachers are characterized by conflict are more likely to be retained in grade, to experience peer rejection, and to increase externalizing behaviors (Ladd, Birch, & Buhs, 1999). Researchers drawing from attachment theory (Bowlby, 1980) assert that a warm and supportive teacher-student relationship may provide a child with a sense of felt security that promotes the child's free and active participation in classroom learning activities (Pianta, 1999).

Each year approximately 1.2 million students fail to graduate from high school (Diplomas Count, 2009). In recent data about high school graduation rates indicate that 71 percent of all students graduate from high school on time with a diploma (Sum, 2009). Students that are under achievers may have negative school related attitude. Students that have negative attitudes toward school also are likely to have a poor relationship with teachers (Baker, 1999). Common reasons a student gives for dropping out: difficulty getting along with teachers and are dissatisfied with school (Loughrey & Harris, 1990).

Students that drop out of school perceive their teachers as unfair, disinterested and uncaring (Loughrey & Harris, 1990).

### *Defining Teacher as a Mentor*

A teacher can be defined as a mentor for their students (citation). The word mentor is defined as “a wise and trusted teacher, guide, and friend” (The New Instructional Webster’s Collegiate Dictionary of the English Language, 2002, p. 452). In higher education mentoring is a relationship between a staff member and a student. Teacher student relationships have been based on conceptualization of social support as information indicating to the individual that he or she is valued and esteemed by others (Huges, Cavell, & Wilson, 2001).

A five-factor model of mentoring for effective teaching has previously been identified, namely, Personal Attributes, System Requirements, Pedagogical Knowledge, Modelling, and Feedback (Hudson, 2007). The trait that we will focus on will be modeling. According to Hudson the mentor’s enthusiasm as a teacher can present desirable teaching traits. Importantly, the teacher-student relationship is central to teaching and demonstrating a positive rapport with students can show the mentee how these behaviours can facilitate learning. The mentor also needs to model appropriate classroom language suitable for student learning, teaching (if not what to do what not to do), effective teaching, classroom management, hands-on lessons, and well-designed lessons (Hudson, 2007).

Adolescents that are performing poorly in school relay on teachers as mentors, then high performing students (Pianta & Steinber, 1992). Low performing students look

**Comment [J11]:** Be sure to include citations to support statements throughout.

for a mentor/teacher that is actively involved, poses open communication, are responsive, show that they care about students (Pianta & Steinber, 1992). These students are also students that come from an unstable home where they lack the positive repensatration of a positive adult figure that they turn to a teacher for guidance (Pianta & Steinber, 1992).

Although any staff member on a high school campus can be looked as a mentor most students like stated above look for a mentor figure in their teachers and for some students this is a sense of belonging and being cared by someone can help that student look at school in a positive manner.

### *Characteristics of a likable teacher*

What exactly does a teacher that students connect with look like? Students in a study listed the five traits that make a teacher approachable: Having realistic expectations of students and being fair. Being knowledgeable about the topic. Displaying understanding. Being approachable and personable. Being respectful toward students.

Teachers that take the time to ask a student how their day is going, or someone that greets their students will have a greater impact on their students then just academically (Pianta & Steinberg, 1992). Caring impacts students' attitudes toward the class, their academic behavior, and the extent of their learning. Researchers have reported that active involvement; open communication, responsiveness, and warmth between teachers and students play an important role in building healthy teacher-student relationships (Pianta & Steinberg, 1992).

The effects of caring affects more then student's evaluations of their teachers. Expressing care towards their students, communicating respect, behaving sensitively and

remaining warm and engaged not only enhance individual relationships but also affect the broader climate and reduce classroom conflicts (Pianta & Steinberg, 1992). Students need to feel like they belong at school and look for guidance from a teacher.

In a recent study conducted by Hargreaves ~~in~~ (2001), he points out that students connect to teachers that use personal examples of their lives in the classrooms. ~~According~~ ~~The study reported that...to Hargreaves~~ students remember the stories that teachers share, which gives the students a different perspective on their teacher. It allows the students to see their teachers as real humans beings and that begins the foundation of forming a positive relationship with their teacher (Hargreaves, 2001). Teachers also want to connect with students in personal ways and students seem to value that their teachers are fully present in their teaching (Kelchtermans, 2005).

Each student will look for different qualities in a teacher that they might make a personal connection, but it seems from all the information gathered that students just want to feel like someone cares about them and are real people. Having teachers teach their subject matter isn't enough to get a student engaged. Making personal connections and caring seems to be qualities that students look for in a teacher that will help students want to show up for school and enjoy being there (Hargreaves in 2001).

### ***Barriers That Can Inhibit Positive Teacher-Student Relationships***

There are so many factors that can take place into why teachers are not building relationships with their students. Studies have suggested that “high school teachers may spend more time keeping order within the classroom than providing individualized

attention or ensuring that students emotional needs are being met” (Learner & Kruger, 1997). It also states that high school tends to emphasize on content over nurturance.

At the secondary level, teachers are often faced with changes in student schedules or changes in their own schedule. Stress also plays an important factor on teachers having relationships with their students. It can be wearing for teachers to be present for their students after their workday is over (Learner & Kruger, 1997).

Teachers have to be able to set boundaries between their personal lives and work. Setting boundaries is necessary for teachers because some personal relationships with **their** student can expose teachers to misinterpretations and accusations (Manos, 2007).

Students being disengagement from school and having a negative attitude can also be a barrier for teachers to be able to form relationships with those students (Learner & Kruger, 1997). Students’ disengagement from school can be characterized as a cumulative process in which many experiences build over time. This is a problem that doesn’t just happen there first year of high school. Studies have shown that the disengagement process begins in elementary grades (Einsminger & Slusarcick, 1992). Some students entering high school may feel lost, scared, or unwanted. This is where the change in attitude occurs. Students now have to find themselves and adjust to a bigger campus, new schedule, and different teachers for each subject. Some students will now start to experience negative attitudes toward school (Einsminger & Slusarcick, 1992). Once students have built a negative attitude towards school and teachers, low achievement starts to take place.

Some of the responses from the study of **Attitude to School and Attitude to Teachers** were assessed. The Attitude to Teachers scale was defined as “feelings of

**Comment [J12]:** Avoid these 1 statement paragraphs. Instead, merge this w/ another paragraph or build it out more.

**Comment [J13]:** Is this a study? If so, talk about study author... Not sure where you are going here or what info is being presented to the reader.

resentment and dislike of teachers; beliefs that teachers are unfair, uncaring, or overly demanding” (Reynolds & Kamphaus, 1992, p. 58, Table 8.5). Students responded, “Most teachers are unfair,” “ Most teachers are lazy,” and “Teachers mostly look for the bad things that you do.” (Reynolds & Kamphaus, 1992).

Although there may be many reasons why teachers are not building relationships with their students, districts are aware of the problem and are offering in services to help them. In Fresno Unified School District, all high school teachers have to attend Capturing Kids Heart training (CKH). CKH is a program that believes that remarkable outcomes are possible in a classroom where trust, respect, and caring relationships flourish.

**Comment [J14]:** Talk about this program, as seems relevant to your discussion here.

For example, what strategies used?

Although teachers have many barriers that may impact them from having relationships with students, it’s important to show teachers data about the positive outcome that students gain from having mentors. If teachers can prove that students become academically successful buy having mentors, maybe the district can also create mentor programs and provide the needed support and resources for teachers wanting to mentor students outside of working hours. Teachers that are mentors to students will see that they are not only helping the students out but are also helping themselves on teachers because teacher-student relationships also benefit a teacher by providing internal rewards for teachers (Hargreaves, 2001).

### ***Teacher-Student Relationships on Teacher Wellbeing***

Most people can make the assumption that personal relationships with children give meaning to teachers work. Teacher student relationships are often mentioned as the core reasons for staying in the profession (Hargreaves, 1998). In a study conducted by

Hargreaves in 2000 he interview 60 teachers and found that relationships with students were the most important source of enjoyment and motivation. He also stated that when teachers are motivated they are more inviting and warm and students pick up on their positive attitudes, which in returns carry over to positive learning.

Another study done by Shann ~~in~~ (1998) sought to investigate... which was a 3 year project of school effectiveness in four large urban schools reveled that teachers ranked teacher-student relationships as most important among 14 key variables including curriculum, job security, teacher autonomy, recognition of teacher achievement, and relationships at work. This study also reveals that teachers construct mental models of their relationships with students that represent teacher's views, feelings, and inner world regarding their teaching. Teachers also hold different views of their teaching roles. According to Brophy, teachers who primarily view themselves as parent surrogates or socializers tend to be more attentive to disruptive students, whereas teachers who view themselves predominantly as instructors tent to respond to the underachievers.

Looking at all the data in interviews conducted in the studies above research indicates that teachers get intrinsic rewards from close relationships with students. Students are not the only ones that benefit from forming positive relationships with students. Most teachers would agree that the bond they form with students is what keeps them motivated. Therefore it is a two way street because both students and teachers can benefit from forming positive relationships with one another.

### ***Study Purpose***

Social motivation theorists (Connell & Wellborn, 1991) posit that children who experience social support from teachers will construct a positive sense of school

**Comment [J15]:** Begin paragraph by indicating the purpose of the study. Then, have discussion focus on reviewing the study & indicating relevance to your study here.



membership and academic self-concept that will promote academic success. Positive teacher-student relationships appear to help students at risk for dropping out of school. Our drop out rate seems to be increasing which means that these students are lacking something to keep them in school and promote higher education and that is why I believe that research about teacher-student relationships is needed.

At the school site that I am currently at the senior classes end up with roughly 450 graduates, the past five years, but at the beginning of their high school careers those freshman classes start at anywhere from 700-800 students (AIS data). In speaking with some students informally that do not graduate they have mentioned that they did not have a mentor to push them along their academic career. This is another reason why research is needed. I want to prove that teachers that become mentors do make a difference in student's lives and help students reach graduation. There are too many students not graduating from high school that will eventually impact our society.

As I read many articles and studies about the positive effects of a teacher-student relationship, I noticed not many mentioned much about how that relationship impacted that student's academic achievement. I want to find correlations between teacher-student relationships and academic achievement.

There were gaps in the overall research how teacher-student relationships promote academic achievement therefore this is something that I wish to prove this through research at my school site.

My intent in doing this research in our masters program is to make a connection between teachers that are mentors to students and academic success. I hope to inspire teachers to look at students as people who can make a difference and help guide them to

**Comment [J16]:** Seems like the ideas of these 3 paragraphs can be merged.

reach their success regardless of who they are, where they come from, race, gender, grades, test scores, because at the end of the day we entered the teaching profession knowing that we would be mentors to young students. I wish to find out through students what we as teachers can do to help us become better mentors for the students. I would like to find out how to get the students to develop positive attitudes about school and graduating.

I hope to develop some type of steps to becoming a mentor to our youth for teachers to use. I hope to share my findings with my school on a staff meeting and offer activities that teachers can do with students to develop better relationships with them.

**Comment [J17]:** Merge paragraphs.

## SECTION 2 METHODOLGY

*Research Question:* To what extent do teacher-student relationships influence the academic achievement of graduating high school seniors?

*Independent Variable:* teacher-student relationships

*Dependent Variable:* academic achievement

*Target population:* McLane High School seniors

**Comment [J18]:** Be sure to describe types of relationships considered, or found in your data.

**Comment [J19]:** Ok, looks good.

### *Participants*

#### *Pre-existing data study participants*

The students used in this case study were seniors at McLane High School located in Fresno California. I used random purposeful sampling to selected one senior English class to participate in the case study. This class is made up of 40 seniors where 26 are females and 14 are males. In this class there are 9 students that are assigned to a resource specialist. This class also has 13 English Language Learners whose primary language is Spanish. 33% of the students are Hispanic/Latino, 25% are Hmong, 20% are African American, and 22% are Caucasian. The students represented a variety of social, economic, and cultural backgrounds.

**Comment [J110]:** Keep past tense. Reads well here & so nice job w/ description.

#### *Survey study participants*

The students that participated in the survey study are the same as the study participants from the pre-existing.

### *Interview Participants*

The participants that I interviewed were five seniors that are on track to graduate in June. They were four females and one male. The four females are tri sport athletes at McLane High School. Two of them are African American and the other two are Mexican-American. Those students were involved in sports, leadership and clubs. The one male student is Hispanic. He was tri sport athlete and was involved in leadership and many clubs on campus. I used **random purposeful sampling** to select the students being interviewed. These students participated in the quantitative data and were selected from that group.

**Comment [J111]:** How big was total sample pool in which you could select?

These participants provided useful data because they are students that come from backgrounds where they will be the first child in their family to attend college and would be students that need a mentor to help guide them. Two of the students' parents only speak Spanish, so they do not have the correct resources to help their child. The other three kids their parent's work to provide for their family and do not have the time to be able to help guide them to the correct path. Targeting students that needed guidance in their education helped me determine if having made that relationship with a teacher.

### *Observational data collection setting*

I also conducted observations as well to complete my qualitative data. I used stratified **purposeful sampling** to ensure that both subgroups are represented when **observing teachers**. I observed two teachers. I took notes on these teacher's qualities. I believe that teachers qualities help promote good mentors that can help students grow

**Comment [J112]:** Great! What unique info did you seek to obtain using observations above & beyond interviews, for example?

academically. Teacher's personal qualities allow for the developing of relationships in their classroom. The observations were conducted in the teacher's classrooms.

The first teacher that I observed is a modern world history teacher as well as an AVID teacher and the coordinator of AVID as well. He teaches 10<sup>th</sup> grade history and 12<sup>th</sup> grade AVID. He has been at McLane for ten years and has played an important mentor role for his AVID students. AVID is a program that helps first generation students get into a four-year university. The AVID teacher has the same group of students for four years and is why they are able to build positive relationships with their students. I think he could provide useful data because as an AVID teacher you are required to be a mentor to this students and I would like to see if he greets his students at the door. I would like to see if he allows students to have discussions in class. These are some of thing that I will be looking for to record in my field notes along with his classroom structure and Teacher-student engagement.

The second teacher I will be observing is a PE teacher that has been teaching at McLane for 19 years. She is also the Varsity Tennis coach. She was also the Athletic Director (AD) for seven years before she decided to go back to the classroom two years ago. I choose her because she has been a teacher and an AD and decided to go back into teaching and was able to build relationships with students as a teacher and as an AD. I would like to see her classroom procedures, her classroom structure and teacher-student engagement.

## *Procedures for Quantitative Data Collection*

### *Instrumentation*

I administered one survey to the students that consist of sub surveys, which is called *Questionnaire on Teacher Interaction-QTI* (Wubbels, Brekelmans, Creten, & Hooymagers, 1990). I believe that teachers qualities help promote good mentors that can help students grow academically. Teacher's personal qualities allow for the development of relationships in their classroom. By using the Questionnaire on Teacher Interaction I will be able to gather data on this. Questionnaire on Teacher Interaction (QTI) was developed specially for evaluating teacher-student relationships in secondary classrooms that consists of 48 questions that will give me a greater insight on the relationships that happen at the secondary level.

When the QTI is administered to both teachers and students, information is provided about the perceptions of teachers and the perceptions of students of the interpersonal behavior of the teacher (Wubbels, Brekelmans, Creten, & Hooymagers, 1990). The response provision in the QTI is a five-point Liker-type scale, which is scored from 0 (Never) to 4 (Always) on the questionnaire itself. This method of giving a response to each question facilitates a faster completion of the questionnaire (Wubbeles, 1993). All items are scored 0 for "Never" and 4 for "Always". The scores for each item within the same dimension are added to obtain a scale score. For example, the sum of scores for items 1, 5, 9, 13, 17, and 21 represents the scale score of 'Leadership' behavior. The higher the scale score, the more a teacher would exhibit leadership behavior relating to that scale. The maximum score is 24 and the minimum score is 0.

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### *Data Analysis*

For my survey data I used descriptive statistics. The data collected from my surveys was input into Microsoft Xcel to find the measures of central tendency, which included the mean and standard deviation. After I obtained the central tendencies for each dimension for the student's surveys and teachers surveys I compared the mean in each dimension. Tables were created with information gathered that allowed me to draw my findings in my conclusions.

**Comment [J113]:** How was mean/SD used? In ways did they help you understand the data?

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### *Procedures for Qualitative Data Collection*

#### *Research Site*

McLane High School is located at 2727 N. Cedar and serves students in grades 9 through 12. Its current enrollment is 1700 this present school year. Its demographics consist of 61% Hispanic, 24% Asian, 6% Caucasian 8% African-American, 1% other. The classrooms size is your average size with 38 in academic classes and 60 in physical education classes. We have two computer labs that teachers can use. One is located in the library and they other in the Business building. The campus consist of many old buildings that have beautiful brick work with a beautiful fountain in the middle of the campus that is surround by many trees. The school has one of two football stadiums within Fresno Unified School District. The culture of our campus is of a calm relaxing climate where everyone feels welcome and belongs to something. Students have many clubs to choose from and if they still do not find a club that interests them, they can create one that does.

### *Role as Researcher*

In qualitative research, the role of the researcher is important. I am a 9<sup>th</sup> grade teacher at the school site that I conducted the study at. I teach Physical Education along with Women's Alliance class that is new to the master schedule this school year. I have been at McLane for 5 years now. Being here for 5 years has allowed me to get to know this year senior class. I had all the seniors that took part in my study when they were in the 10<sup>th</sup> grade. Due to the fact that I have been their teacher and some of them see me as their mentor, I feel like these seniors that took part in my study respect me.

**Comment [J114]:** What evidence do you have of this?

### *Rapport*

In qualitative research, rapport is important. One of the first questions asked to me was whether or not participating in my study would be anonymous. I let my participants know that everything is voluntary and anonymous. I took the time to explain the steps that I will take to make sure all data is locked and secure. By taking the time out to explain the safety measures they felt at ease with me and could trust in me that I would not share their information to other people. I am also close to the participants because I was their 10<sup>th</sup> grade teacher at McLane High School. They still stop by to say hi in between passing time or after school.



### *Interview Data*

I used random purposeful sampling to select the five students that I interviewed. These students participated in the quantitative data and were selected from that group. I assigned the students a date and time for their interview that was conducted in my classroom. I sent out reminder notices to the students on the day of their scheduled interview in their 6<sup>th</sup> period class. I attached the interview questions to their reminder notice to give them a chance to start thinking about their answers. The students came into my classroom where it was just myself and my type recorder in there. I had my iPhone with the application Recorder on. I asked the students the questions and gave them time to answer the questions. I wrote down their responses as they spoke.

**Comment [J115]:** Good use of specific methods! Great job!

### *Interview questions:*

*What is your opinion on the characteristics of an effective teacher?*

*Describe the behavior of an ideal teacher in the classroom?*

*What type of feedback does an effective teacher give you?*

*In your opinion what are the characteristics of a non-effective teacher?*

*What is the behavior of a non-effective teacher in the classroom?*

*Describe your experience with a teacher that has become a mentor? Has it helped you improve academically?*

### *Observational Data*

I conducted observations to complete my qualitative data. I used stratified purposeful sampling to ensure that both subgroups are represented when observing

teachers. I observed two teachers, each for two periods that lasted 56 minutes. The grade levels that I observed were 9<sup>th</sup> grade, 10<sup>th</sup> grade, and 12<sup>th</sup> grade. The observations were done in their classrooms. I walked to the back of the classroom and become an overt objective **observer**.

**Comment [J116]:** Great. Looks like some extended time was spent in the classroom.

The purpose of the observations was to see what types of behavioral teachers use to **create a safe and caring** environment. It is also to point out characteristics of an effective teacher and what strategies teachers are using that students seem to enjoy and help them stay engaged. Justification for my observation relevance to my research question is I need to first find out how teachers form a relationship with students that lead them to mentoring those students. Through my surveys it was revealed that students want teachers to have great leadership skills, be helpful and friendly and make students have responsibilities in their classrooms. Once the teacher starts mentoring those students the students will then feel safe asking for help academically and in return show academic improvements. The information will be typed up in the field notes format.

**Comment [J117]:** Excellent. Be sure to consider what the classroom enviro itself looks like.

SECTION 3

FINDINGS

Table 1: Student Questionnaire on current teachers they have this year.

ID	Leadership	Understanding	Uncertain	Admonishing	Friendly / Helping	Student Responsibility / Freedom	Dissatisfaction	Strict
1	21	21	1	4	23	13	3	8
2	23	20	7	9	23	13	7	6
3	22	22	3	4	15	5	6	15
4	22	23	4	1	22	13	0	7
5	20	21	13	11	21	11	2	8
6	23	23	12	15	22	17	21	19
7	11	10	9	18	11	15	16	14
8	18	17	18	18	18	17	18	16
9	15	14	6	7	17	8	3	8
10	21	21	2	9	23	13	3	8
11	24	24	0	0	24	12	3	5
12	19	22	0	0	20	4	0	3
13	20	18	14	9	20	14	14	10
14	22	22	5	5	21	8	4	7
15	15	18	4	8	17	10	12	15
16	24	20	0	3	22	5	0	13
17	24	22	10	9	21	12	6	15
18	17	16	12	20	13	14	17	16
19	19	21	8	11	24	15	9	8
20	3	4	11	20	2	4	17	9
21	17	12	8	19	13	5	16	14
22	20	19	7	12	24	19	5	16
23	10	7	7	18	6	5	15	14
24	22	20	7	9	23	13	7	7
<b>Sum</b>	<b>452</b>	<b>437</b>	<b>168</b>	<b>239</b>	<b>445</b>	<b>265</b>	<b>204</b>	<b>261</b>
<b>Mean</b>	<b>18.833</b>	<b>18.208</b>	<b>7.000</b>	<b>9.958</b>	<b>18.542</b>	<b>11.042</b>	<b>8.500</b>	<b>10.875</b>
<b>Standard Deviation</b>	<b>5.088</b>	<b>5.258</b>	<b>4.818</b>	<b>6.423</b>	<b>5.875</b>	<b>4.515</b>	<b>6.653</b>	<b>4.377</b>

Table 2: Ideal teacher survey from students: What would your ideal teacher look like?

ID	Leadership	Understanding	Uncertain	Admonishing	Friendly / Helping	Student Responsibility / Freedom	Dissatisfaction	Strict
1	21	17	2	7	24	9	2	14
2	21	17	1	8	24	9	2	14
3	24	24	1	0	19	4	0	15
4	24	24	4	2	24	10	3	14
5	21	24	6	4	24	13	0	6
6	19	22	10	12	24	15	16	17
7	20	20	21	21	12	13	13	15
8	19	19	16	18	17	16	17	14
9	18	21	2	0	24	9	0	2
10	21	21	11	8	24	14	13	11
11	24	24	1	0	17	16	6	1
12	22	22	0	4	16	6	0	12
13	24	24	9	3	24	18	4	10
14	20	24	0	2	21	6	0	5
15	15	18	4	8	19	8	9	15
16	20	23	7	6	23	5	0	13
17	24	24	5	2	24	11	1	11
18	19	23	8	3	23	10	7	0
19	18	22	17	8	13	10	10	9
20	22	24	6	2	22	12	0	1
21	23	24	1	2	23	14	0	5
22	23	24	12	12	24	12	4	13
23	22	24	3	3	24	8	0	2
24	24	24	4	0	24	17	3	0
<b>Sum</b>	<b>508</b>	<b>533</b>	<b>151</b>	<b>135</b>	<b>513</b>	<b>265</b>	<b>110</b>	<b>219</b>
<b>Mean</b>	<b>21.167</b>	<b>22.208</b>	<b>6.292</b>	<b>5.625</b>	<b>21.375</b>	<b>11.042</b>	<b>4.583</b>	<b>9.125</b>
<b>Standard Deviation</b>	<b>2.408</b>	<b>2.377</b>	<b>5.752</b>	<b>5.570</b>	<b>3.774</b>	<b>3.884</b>	<b>5.532</b>	<b>5.713</b>

Comment [JI18]: Just report overall means/SDs, etc. Do not need to report the data on each individual person. A bit too much.

Table 3: Teacher self survey

ID	Leadership	Understanding	Uncertain	Admonishing	Friendly / Helping	Student Responsibility / Freedom	Dissatisfaction	Strict
1	20	20	5	6	24	13	4	8
2	20	21	5	6	23	12	7	12
3	21	23	6	9	20	12	6	13
4	22	21	2	13	22	18	14	8
5	21	18	7	12	19	7	6	13
<b>Sum</b>	<b>104</b>	<b>103</b>	<b>25</b>	<b>46</b>	<b>108</b>	<b>62</b>	<b>37</b>	<b>54</b>
<b>Mean</b>	<b>20.800</b>	<b>20.600</b>	<b>5.000</b>	<b>9.200</b>	<b>21.600</b>	<b>12.400</b>	<b>7.400</b>	<b>10.800</b>
Standard Deviation	<b>0.837</b>	<b>1.817</b>	<b>1.871</b>	<b>3.271</b>	<b>2.074</b>	<b>3.912</b>	<b>3.847</b>	<b>2.588</b>

Table 4

<b>Teacher Behavior Dimension</b>	<b>Group</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Leadership</b>	Student	18.833	5.088
	Ideal Teacher	21.167	2.408
	Teacher	20.800	0.837
<b>Understanding</b>	Student	18.208	5.258
	Ideal Teacher	22.208	2.377
	Teacher	20.600	1.817
<b>Uncertain</b>	Student	7.000	4.818
	Ideal Teacher	6.292	5.752
	Teacher	5.000	1.871
<b>Admonishing</b>	Student	9.958	6.423
	Ideal Teacher	5.625	5.570
	Teacher	9.200	3.271
<b>Friendly / Helping</b>	Student	18.542	5.875
	Ideal Teacher	21.375	3.774
	Teacher	21.600	2.074
<b>Student Responsibility / Freedom</b>	Student	11.042	4.515
	Ideal Teacher	11.042	3.884
	Teacher	12.400	3.912
<b>Dissatisfaction</b>	Student	8.500	6.653
	Ideal Teacher	4.583	5.532
	Teacher	7.400	3.847
<b>Strict</b>	Student	10.875	4.377
	Ideal Teacher	9.125	5.713
	Teacher	10.800	2.588

Looking at the standard deviations from table 4 of the three sets of scores it seems like there is a greater variance in the view of the **students compared to** teachers' views.

**Comment [JI19]:** Good but focus more on the average scores.

Figure 1: Profiles of mean QTI scores of teachers' self perceived and students' perceptions of QTI **scores**.

**Comment [JI20]:** Good way to present overall scores. Look pretty similar, except on some measures (dissatisfaction).

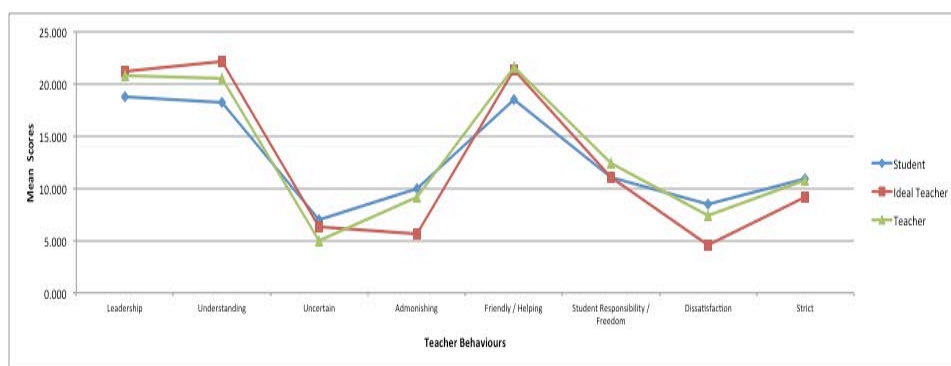


Figure 1 **graphs reports** the mean of each behavior dimensions for each of the three QTI administered to the students and teachers. Students see an ideal teacher being more friendly and helpful than their current teachers. Teachers consider themselves more admonishing than students perceive them. **So provide a statement or two on what this means.**

Table 5: Interview Data Results

Student	Q1	Q2	Q3	Q4	Q5	Q6
#1	Nice, kind, enjoy Teaching subj. outgoing, organized	Greet student at the door, say good morning when students come in, walk around class and not sit behind desk	Feedback when I do something right and wrong, feedback about life outside of high school, and personal issues	Mean, unfair, never smiles, not organized,	Brings in their bad day from home into classroom, does not want to help any students	"I do not want to let me mentor down so I strive for good grades because I want them to be proud of me."
#2	Nice, kind, enjoy teaching subj. outgoing, organized, believe in second chances	Greet student at the door, say good morning when students come in, have objects on the board	Feedback on my assignments, feedback on colleges and personal issues,	Mean, angry, no connections to students or subject, no passion for her job	Not available to help students at lunch, yells at students	"Having a teacher as a mentor has helped me because my parents do not know how to help me, my mentor pushes me to do my best and so I want to get good grades because they invest time on me."
#3	Nice, kind, enjoy Teaching subj. outgoing, organized	Greet student at the door, say good morning when students come in, walk around class and not sit behind desk, help everyone even if they have an "F"	Feedback on grades and assignment	Angry, unfair, not organized,	Mixes personal with business, not in class after school to help students, leaves when bell rings	"I am where I am today because I have made relationships with teachers. I will be graduating because teachers have guided me through all my struggles. I know they cared so I started caring. I push myself to get good grades because I do not want to let them down"
#4	Nice, kind, enjoy Teaching subj. outgoing, organized, entertaining	Greet student at the door, friendly, walks around the room	Feedback on questions that I might ask not matter what the topic is	Angry unfair, does not plan lessons ahead, a lot of downtime	Teaches straight from book, not creative	"Knowing that someone that is not family cares about me makes me want to get good grades so I can make them proud."
#5	Nice, kind, enjoy Teaching subj. outgoing, organized	Greet student at the door, organized, agenda on board	Feed on the things I do right and wrong, how I can do better in that subject matter	Mean, unfair, non-friendly	Boring, does not help students	"I do not want to disappoint my teachers that cares about me so I do my best."

Comment [J121]: Great way to present the data.

Table 1 shows the answers from the students that I interviewed. The students were asked five questions, Q1: *What is your opinion on the characteristics of an effective teacher?* Q2: *Describe the behavior of an ideal teacher in the classroom?* Q3: *What type of feedback does an effective teacher give you?* Q4: *In your opinion what are the characteristics of a non-effective teacher?* Q5: *What*



*is the behavior of a non-effective teacher in the classroom? Q6: Describe your experience with a teacher that has become a mentor? Has it helped you improve academically?* From this table I can draw the conclusion that students that have made a personal relationship with teachers improve academically because they do not want to let them down. All students that were interviewed reported that they did have teachers as mentors. The students stated that those mentors are teachers that are friendly, have good leadership skills, and are very helpful.

**Comment [J122]:** How many students reported these in their responses?

### *Observational Results*

After analyzing the data from the surveys and student interviews I observed two teachers. When observing the teachers I looked for certain teacher behavior in the classroom that are characteristics of an effective teacher. The behaviors that I was looking for were leadership behavior, is the teacher friendly and helpful, is the teacher understanding, does the teacher hold student responsible for their learning and does the teacher give students some freedom.

The first teacher that I observed starts his class by standing in front of the door to shake his students hands as they entered his classroom. He says hello to all his students. He is demonstrating friendly behavior to the students. He starts the class by sharing with his students interesting things he did. Students engaged in conversation with him. He then went into reading the objective of the day that was written on the board. He also had an agenda of the time frame. This is important because in the interviews the students stated that an effective teacher has the objective written on the board and an agenda to help guide the students. He demonstrated behavior's of an effective teacher. When he lectured

he walked around the classroom that was set up east and west instead of your layout with the desk in rows facing the front of the class. In stead in his class the rows faced each other. Half the desks where on one side and the other half of the desks were on the opposite side with a space in the middle for help to walk around and lecture. While he lectured he would change his voice to keep the students engaged. When it was time to work on the assignment the students asked if they could work with a partner to allow them to check for understanding. The teacher allowed the class to take a class vote to see if they would like to work with a partner. This showed me that he lets the students have freedom and responsibility in his classroom. By allow this he is demonstrating a high level of student responsibility/freedom behavior, which is one of the dimensions in the student survey that students want an ideal teacher to demonstrate. The teacher walked around to help students with any questions that they might have. He never sat behind his desk during the period. At the end he had his closure and checked to see if as a class they had meet the objective of the day. When it was time to leave he wished his students a great day.

The second teacher that I observed was a PE teacher. She started off her class with having the students in roll call order and stretch. As they stretched she would ask the students to share good things. She would have at least five students share something good that happened to them the previous day. Once a student shared the class would do a one-hand clap to support that student. This should the characteristics of being friendly and showing her students how to be respectful of each other. The teacher was assigned the backfield for her soccer unit. After the students stretched they would run two laps as a warm up. As they were running the teacher encouraged her students to do their best she

gave positive feedback to her class during the run. For example she would yell out, “Come on class you are at a great pace keep it up.” As the students came in she would give them high fives. This is showing good leadership skills and being helpful and friendly to her students. Once the students were finished the teacher had them in a half circle and stated the objective of the day to the students. She told them the activities that they would be performing and how she was going to check for understanding. Students knew exactly what to do and were outside working on skills and having fun. She challenged her advanced group by making them use only their non-dominant foot. This showed student responsibility and freedom, which is one of the characteristics of an effective teacher. Students pushed themselves in her class regardless of the skill level. Teacher walked around and helped all the groups and checked for understanding by having the students demonstrate to her an inside pass and outside pass. She gave positive feedback to the students. Students indicated in the interviews that they liked feedback when doing a task or assignment. The teacher then brought in her students to conduct her closure to the class. She told the students good job for the hard work and dismissed them.

Both teachers demonstrated that they are friendly and understanding. Both teachers gave feedback to the students and students from the interview stated that they like feedback from teachers. Both teachers were well organized and never had any down time, which again is considered a characteristic for effective teachers according to the students I interviewed. Overall these two teachers have good rapport with their students because they have demonstrated that they have characteristics of an effective teacher.

**Comment [J123]:** Great & so consider now moving into how your diverse data types shed unique light on your question.

## SECTION 4

### CONCLUSIONS

The purpose of this study was to answer the question on whether or not teacher-student relationships helps promote academic success. After analyzing the data and interviewing students and observing teachers I can conclude that teacher-student relationships does help promote academic success.

When the students were interviewed many of them stated that they did have a teacher as a mentor and that has helped them stay on track to graduate. One student stated, "I am where I am today because I have made relationships with teachers. I will be graduating because teachers have guided me through all my struggles. I know they cared so I started caring. I pushed myself to get good grades because I do not want to let them down." The students also gave their views on what an effective teacher looks like. Students believe that the mentors on school campuses are the effective teachers.

The surveys helped teachers and students conduct a self-evaluation of teacher's behaviors that help create a favorable classroom environment. Although the survey results displayed that students perceived teachers different from what teachers viewed themselves the mean showed that they were just slightly off in comparison to each other.

Through the survey of the ideal teacher that they student participated in we can conclude that students are looking for a teacher that demonstrates good leadership skills, is helpful and friendly in the classroom, is understanding of the students needs as well as their subject matter and allows the students to take responsibility for their actions but

**Comment [J124]:** Good w/ bringing up these findings & so in this section, focus on the implications of findings in plain language. That is, how do your results based on mixed types of data tie into the literature you present above? What things were found across each type of data & were there any surprises in the findings?

gives students some freedom. The survey also demonstrated that students do not a dissatisfaction teacher and someone who is strict. The students like teachers that are well organized and that make themselves available for help during lunch and after school.

This research project will make a positive contribution to the field of education because it will help teachers that struggle to make relationships with students examine their interpersonal behavior that can help them create a better learning environment for their students. By helping teachers become effective teachers we are allowing for the students to be able to have that ideal teacher that they desire that will motivate them to improve academically. If the students are improving academically because they have effective teaches then we are preparing career and college ready graduates that will contribute to our society in a productive manner.

## SECTIONS 5

### RECOMMENDATIONS

After concluding that teacher-student relationship does promote academic success there are many recommendations that can be made. We concluded from this research that students have a positive teacher-student relationship with teachers that are effective teachers.

The first recommendation would be to have all the teachers at the school site take the QTI survey and see how they match up with the ideal teacher. Once the teachers have done a self-reflection on their questionnaire then they can see which teacher behaviors they need to change in order to create a positive learning environment in their classrooms. Once teachers are performing at a level that makes them effective teachers then students will start to form those positive relationships.

**Comment [J125]:** Interesting. Why would this be a good idea?

The second recommendation is to identify the students that are performing below basic and ask why. Many times these students have not made a connection with a teacher or the school. When students do not make connections at the school they attend they start to miss school which later turns into falling behind academically. Once we have identified these students the school site can work on trying to be able to offer clubs, classes and mentors to students to help them have a connection to their school site. As a counselor at the school they can maybe place students that are performing below basic into their strongest effective teacher that students seem to make connections with to set that student up for success. Most of the time placing the students with good teachers that

care and go the extra mile makes the difference for certain students. That is why recommendation one is essential.

My third recommendation is providing an exit survey to the seniors. I learned so much through interviewing students. By allowing the seniors to take an exit survey that they can give some feedback on what helped them graduate the school site can gain some powerful insight and improving graduation rates. The administration team can work together to come up with some questions that can be turned into an exit survey.

**Comment [J126]:** Good. Seems like a common sense thing to do...

My last recommendation would be to look for leadership trainings that the school site can send their teachers to. Through the surveys students concluded that effective teachers have good leadership skills. Sometimes teachers do not get to attend leadership training because the administration team goes instead. If a school site can have 80 staff members trained on how to be a good leader instead of only have four leaders on campus (principal and vice principals) the students will be exposed to how to be a leader from every aspect of the campus.

I believe more research will be needed to help guide us better in ensuring that students are making connections with teachers or activities at their school site. I would like to see more research done with high school dropouts to be able to draw comparisons to graduating seniors. If as a district we can find the most common reason why students dropout we can create a plan to prevent it and help those students walk across the stage their senior year. Conducting research with high school dropouts will help us understand the interpersonal behavior of those students as well.

**Comment [J127]:** Well, just keep building on what you have here at your site. You have a great foundation & some experience under your belt & so keep it up.

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Appendix A

## Questionnaire on Teacher Interaction

### Your Ideal Teacher Questionnaire

*Thank you for participating in my action research titled **Mentoring at The Secondary Level**. This survey will help me address my research question on teacher-student relationships. I am gathering data to see if having a positive relationship with a teacher can help promote academic success for students. Please take your time and answer honestly. There are no right or wrong answers. The results will be used in my final paper to eventually show that students that make a connection with a teacher can make a difference. Hopefully the results will inspire teachers to become mentors and help guide students to academic success.*

The following questionnaire asks for your view of an ideal teacher's behavior. Think about your ideal teacher and keep this ideal teacher in mind as you respond to these sentences.

The questionnaire has 48 sentences about the ideal teacher. For each sentence, circle the number corresponding to your response. For example:

The teacher would express herself/himself clearly.      Never                      Always  
0   1   2   3   4

If you think that ideal teachers always express themselves clearly, circle the 4. If you think ideal teachers never express themselves clearly, circle the 0. You also can choose the numbers 1, 2 and 3 which are in-between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation.

ID#		Never                      Always				
1.	The teacher would talk enthusiastically about her/his subject.	0	1	2	3	4
2.	The teacher would trust students.	0	1	2	3	4
3.	The teacher would seem uncertain.	0	1	2	3	4
4.	The teacher would get angry unexpectedly.	0	1	2	3	4
5.	The teacher would explain things clearly.	0	1	2	3	4
6.	If students did not agree with the teacher, they could talk about it.	0	1	2	3	4
7.	The teacher would be hesitant.	0	1	2	3	4
8.	The teacher would get angry quickly.	0	1	2	3	4
9.	The teacher would hold the students' attention.	0	1	2	3	4
10.	The teacher would be willing to explain things again.	0	1	2	3	4
11.	The teacher would act as if she/he did not know what to do.	0	1	2	3	4
12.	The teacher would be too quick to correct students when they broke a rule.	0	1	2	3	4
13.	The teacher would know everything that goes on in the classroom.	0	1	2	3	4
14.	If students had something to say, the teacher would listen.	0	1	2	3	4
15.	The teacher would let the students take charge.	0	1	2	3	4

16.	The teacher would be impatient.	0	1	2	3	4
17.	The teacher would be a good leader.	0	1	2	3	4
18.	The teacher would realize when students did not understand.	0	1	2	3	4
19.	The teacher would not be sure what to do when students fooled around.	0	1	2	3	4
20.	It would be easy to have an argument with the teacher.	0	1	2	3	4
21.	The teacher would act confidently.	0	1	2	3	4
22.	The teacher would be patient.	0	1	2	3	4
23.	It would be easy to make a fool out of the teacher.	0	1	2	3	4
24.	The teacher would make mocking remarks.	0	1	2	3	4
25.	The teacher would help students with their work.	0	1	2	3	4
26.	Students could decide some things in the teacher's class.	0	1	2	3	4
27.	The teacher would think that students cheat.	0	1	2	3	4
28.	The teacher would be strict.	0	1	2	3	4
29.	The teacher would be friendly.	0	1	2	3	4
30.	Students could influence the teacher.	0	1	2	3	4
31.	The teacher would think that students did not know anything.	0	1	2	3	4
32.	Students would have to be silent in the teacher 's class.	0	1	2	3	4
33.	The teacher would be someone students can depend on.	0	1	2	3	4
34.	The teacher would let students decide when they would do work in class.	0	1	2	3	4
35.	The teacher would put students down.	0	1	2	3	4
36.	The teacher's tests would be hard.	0	1	2	3	4
37.	The teacher would have a sense of humor.	0	1	2	3	4
38.	The teacher would let students get away with a lot in class.	0	1	2	3	4
39.	The teacher would think that students couldn't do things well.	0	1	2	3	4
40.	The teacher's standards would be very high.	0	1	2	3	4
41.	The teacher could take a joke.	0	1	2	3	4
42.	The teacher would give students a lot of free time in class.	0	1	2	3	4
43.	The teacher would seem dissatisfied.	0	1	2	3	4
44.	The teacher would be severe when marking papers.	0	1	2	3	4
45.	The teacher's class would be pleasant.	0	1	2	3	4
46.	The teacher would be lenient.	0	1	2	3	4
47.	The teacher would be suspicious.	0	1	2	3	4
48.	Students would be afraid of the teacher.	0	1	2	3	4



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13. I know everything that goes on in the classroom.	0	1	2	3	4
14. If students have something to say, I will listen.	0	1	2	3	4
15. I let the students take charge.	0	1	2	3	4
16. I am impatient.	0	1	2	3	4

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17. I am a good leader.	0	1	2	3	4
18. I realize when students don't understand.	0	1	2	3	4
19. I am not sure what to do when students fool around.	0	1	2	3	4
20. It is easy for students to have an argument with me.	0	1	2	3	4

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21. I act confidently.	0	1	2	3	4
22. I am patient.	0	1	2	3	4
23. It's easy to make me appear unsure.	0	1	2	3	4
24. I make mocking remarks.	0	1	2	3	4

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25. I help us with their work.	0	1	2	3	4
26. Students can decide some things in my class.	0	1	2	3	4
27. I think that students cheat.	0	1	2	3	4
28. I am strict.	0	1	2	3	4

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29. I am friendly.	0	1	2	3	4
30. Students can influence me.	0	1	2	3	4
31. I think that students don't know anything.	0	1	2	3	4
32. Students have to be silent in my class.	0	1	2	3	4

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33. I am someone students can depend on.	0	1	2	3	4
34. I let students decide when they will do the work in class.	0	1	2	3	4
35. I put students down.	0	1	2	3	4
36. My tests are hard.	0	1	2	3	4

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37. I have a sense of humor.	0	1	2	3	4
38. I let students get away with a lot in class.	0	1	2	3	4
39. I think that students can't do things well.	0	1	2	3	4
40. My standards are very high.	0	1	2	3	4

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41. I can take a joke.	0	1	2	3	4
42. I give students a lot of free time in class.	0	1	2	3	4
43. I seem dissatisfied.	0	1	2	3	4
44. I am severe when marking papers.	0	1	2	3	4

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45. My class is pleasant.	0	1	2	3	4
46. I am lenient.	0	1	2	3	4
47. I am suspicious.	0	1	2	3	4
48. Students are afraid of me.	0	1	2	3	4

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# Questionnaire on Teacher Interaction

## Student Questionnaire

*Thank you for participating in my action research titled **Mentoring at The Secondary Level**. This survey will help me address my research question on teacher-student relationships. I am gathering data to see if having a positive relationship with a teacher can help promote academic success for students. Please take your time and answer honestly. There are no right or wrong answers. The results will be used in my final paper to eventually show that students that make a connection with a teacher can make a difference. Hopefully the results will inspire teachers to become mentors and help guide students to academic success.*

This questionnaire asks you to describe the behavior of your teacher.

This is NOT a test.

Your opinion is what is wanted.

This questionnaire has 48 sentences about the teacher. For each sentence, circle the number corresponding to your response. For example:

Never Always

This teacher expresses himself/herself clearly.    0   1   2   3   4

If you think that your teacher always expresses himself/herself clearly, circle the 4. If you think your teacher never expresses himself/herself clearly, circle the 0. You also can choose the numbers 1, 2 and 3, which are in-between. If you want to change your answer, cross it out and circle a new number. Please answer all questions. Thank you for your cooperation.

ID#	Never	Always
1. This teacher talks enthusiastically about her/his subject.	0 1 2 3 4	
2. This teacher trusts us.	0 1 2 3 4	
3. This teacher seems uncertain.	0 1 2 3 4	
4. This teacher gets angry unexpectedly.	0 1 2 3 4	
5. This teacher explains things clearly.	0 1 2 3 4	
6. If we don't agree with this teacher, we can talk about it.	0 1 2 3 4	
7. This teacher is hesitant.	0 1 2 3 4	
8. This teacher gets angry quickly.	0 1 2 3 4	
9. This teacher holds our attention.	0 1 2 3 4	
10. This teacher is willing to explain things again.	0 1 2 3 4	
11. This teacher acts as if she/he does not know what to do.	0 1 2 3 4	
12. This teacher is too quick to correct us when we break a rule.	0 1 2 3 4	

13.	This teacher knows everything that goes on in the classroom.	0	1	2	3	4
14.	If we have something to say, this teacher will listen.	0	1	2	3	4
15.	This teacher lets us boss her/him around.	0	1	2	3	4
16.	This teacher is impatient.	0	1	2	3	4
17.	This teacher is a good leader.	0	1	2	3	4
18.	This teacher realizes when we don't understand.	0	1	2	3	4
19.	This teacher is not sure what to do when we fool around.	0	1	2	3	4
20.	It is easy to pick a fight with this teacher.	0	1	2	3	4
21.	This teacher acts confidently.	0	1	2	3	4
22.	This teacher is patient.	0	1	2	3	4
23.	It's easy to make this teacher appear unsure.	0	1	2	3	4
24.	This teacher makes mocking remarks.	0	1	2	3	4
25.	This teacher helps us with our work.	0	1	2	3	4
26.	We can decide some things in this teacher's class.	0	1	2	3	4
27.	This teacher thinks that we cheat.	0	1	2	3	4
28.	This teacher is strict.	0	1	2	3	4
29.	This teacher is friendly.	0	1	2	3	4
30.	We can influence this teacher.	0	1	2	3	4
31.	This teacher thinks that we don't know anything.	0	1	2	3	4
32.	We have to be silent in this teacher's class.	0	1	2	3	4
33.	This teacher is someone we can depend on.	0	1	2	3	4
34.	This teacher lets decide when we will do the work in class.	0	1	2	3	4
35.	This teacher puts us down.	0	1	2	3	4
36.	This teacher's tests are hard.	0	1	2	3	4
37.	This teacher has a sense of humor.	0	1	2	3	4
38.	This teacher lets us get away with a lot in class.	0	1	2	3	4
39.	This teacher thinks that we can't do things well.	0	1	2	3	4
40.	This teacher's standards are very high.	0	1	2	3	4
41.	This teacher can take a joke.	0	1	2	3	4
42.	This teacher gives us a lot of free time in class.	0	1	2	3	4
43.	This teacher seems dissatisfied.	0	1	2	3	4
44.	This teacher is severe when marking papers.	0	1	2	3	4
45.	This teacher's class is pleasant.	0	1	2	3	4
46.	This teacher is lenient.	0	1	2	3	4
47.	This teacher is suspicious.	0	1	2	3	4
48.	We are afraid of this teacher.	0	1	2	3	4

## Appendix B

### Interview Questions

*What is your opinion on the characteristics of an effective teacher?*

*Describe the behavior of an ideal teacher in the classroom?*

*What type of feedback does an effective teacher give you?*

*In your opinion what are the characteristics of a non-effective teacher?*

*What is the behavior of a non-effective teacher in the classroom?*

*Describe your experience with a teacher that has become a mentor? Has it helped you improve academically?*



## Appendix C

### Observation Protocol

I will be observing two teachers in their classroom setting. I will be an observer sitting in the back of the classroom with my iPad recording my field notes on characteristics of an effective teacher.

Each observation will be 56 minutes long and I will observe them on two different occasions. I will then be looking for things that the teacher does like do they greet the students at the door? Does the teacher just sit at their desk and lecture from there or do they move around the classroom. These are things that I think can help identify if teachers are trying to build good rapport with the students. I will be looking for time for discussion. Does the teacher give the students time to discuss? I also will be looking at things that the teacher does to help make the students feel warm and welcome. I will be looking at their kinesics and proxemics movements as well. I will sit and take notes of what I see.

The purpose of the observation is to see what types of behavioral teachers use to create a safe and caring environment. It is also to point out characteristics of an effective teacher and what strategies teachers are using that students seem to enjoy and help them stay engaged. Justification for my observation relevance to my research question is I need to first find out how teachers form a relationship with students that lead them to mentoring those students. Once the teacher starts mentoring those students the students will then feel safe asking for help academically and in return show academic improvements. The information will be

typed up in the field notes format. I will then look at all three field notes and draw comparison and see what is working and what is not. None of the teachers now who I am observing and no field notes will be shared amongst the other teacher to ensure confidentiality of the teachers. I hope to understand how some teachers are good mentors while other teachers struggle to build relationships with students