

one of the most fundamental principles of teaching abilities is the teacher's support of the student and the teacher's setting of positive expectations to motivate the student to learn. The teacher's positive behaviour not only enables the teacher to build a positive relationship with the students but also enables the teacher to focus on the positive behaviour of the students rather than the negative behaviour, serving as a reinforcer (Yavuzer, 2000).

Teaching

Teaching is the process of being attentive to the needs, experiences, and feelings of others and stepping in to help them learn specific topics and go beyond the obvious. Teaching is the largest profession in the world when counted by the number of its members. There were reportedly 30 million instructors in the world at the turn of the 20th century. To teach is to create an environment and interact with people so that they can learn specific things. This can range from learning how to tie a shoelace to understanding how a three-act drama is structured. According to Gage, "Teaching is the form of interpersonal influence aimed at changing the behaviour potential of another person." In the context of education, teaching refers to the intentional dissemination of information and experience, typically arranged according to a discipline, as well as the more general provision of stimuli for the intellectual and psychological development of a person or object. Teaching is a series of external activities intended to enhance internal learning processes. Instruction (teaching) occurs outside of the learner. For learners, learning is an interval. If you are not inspired by yourself, you cannot motivate others. Although motivations cannot be seen, behaviours can. Is education a behaviour or a motive? Learning is an internal process, whereas performance is an external activity, but only behaviour is visible. Abbatt and McMakon say: "Teaching is helping other people to learn."

Concept of Learner and Learning

In recent years, educators have started to use the word "learner" more frequently to refer to students. We devoted much of our attention for many years to the teaching side of things. We have recently paid more attention to learning, which is positive. However, we shouldn't consider one without the other because they are equally significant and interdependent. The term "learner" also modernizes the idea of a student, potentially distancing it from the characteristics and connotations that have traditionally been associated with the term "student." Due to the fact that learners are required to acquire competencies, they are the "ultimate producers" of learning outcomes. Individual and family characteristics, as well as the potential, socioeconomic, and cultural contexts in which they live and learn, contribute to learners' diverse needs. For students to learn effectively, their various needs and

characteristics must be properly understood and taken into consideration. Just as students learn from their teachers, teachers also learn from students while teaching. Additionally, it becomes clear that education is a two-way process when it becomes a shared experience. The relatively permanent change in an individual's behaviour (knowledge, skill, and attitude) that can occur consciously at any time or place is another definition of learning. Gate says, "Learning is a modification of behaviour through experience." The teaching and learning process is the most effective educational tool for effecting desired changes in students.

Significance of Teacher's Behaviour

Behaviour is a description of the observable performance outcomes of teachers and students in various institutional activities. Positive or negative, effective or ineffective behaviour is possible. The required outcomes are achieved through effective behaviour. Behaviour is an action that varies from time to time. Behaviour can be divided into three categories: thinking, feeling, and acting. Behaviour is also referred to as cognitive, affective, and psychomotor in most cases. Learners engage in cognitive behaviour by thinking, remembering, evaluating, and solving problems. The learner's feelings and attitudes are valued by affective behavior. Psychomotor behaviours involve the learner in a muscular activity of some kind. It is impossible to ignore the teacher's influence on students' personality development and success. According to Ataunal (2003), the development of the ability to communicate, research, and be creative is impacted by the teacher's positive or negative attitude in communication with students and how she or he reflects this. The teacher also has a positive or negative effect on the attitude shown toward themselves or the public as a whole. Students directly emulate and accept the teacher's behaviour and approach, placing a significant burden on teachers. Current research demonstrates the impact on students of mutual interaction in teacher-student relationships, teachers' approach to students, and student's perceptions of this. The range of human behaviours that are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, persuasion, coercion, and genetics is referred to as human behaviour. A teacher's influence on a student's life is significant. The personal and professional lives of students are influenced by the teacher's behaviour. Therefore, good behaviour is essential for both the instructor and the student. For a long time, theories of teaching and learning have emphasized how teachers can help students develop beyond their core academic skills. A good educator in the education system must also be familiar with the communication process. Students will feel that they are being thought of, loved, and aided and that the teacher is working for their good if the teacher tries to understand students' emotions like interest, fear, and worry. The teacher who supports students' social activities, appreciates, approves of, and compliments them for activities he or she finds valuable will make the students feel that the

teacher is working for their good. As a result of viewing the teacher as a role model, students of such a teacher will also be considerate of others, willing to assist others and maintain positive relationships and attitudes (Basaran, 1994). The term "teacher's behaviour" refers to the behavioural manifestation of the act of teaching done to facilitate a student's or group's learning. As a result, it encompasses all of a teacher's nonverbal and verbal actions to influence education in an academic setting. The results for student performance vary depending on the teaching strategy and methods used by various teachers. As a result, the teacher has a crucial role to play in encouraging their students to achieve academic success. Therefore, the teacher's personality and attitude bear a significant part of the responsibility for high-quality instruction. The student's performance does not entirely reflect their efforts. The teacher's behaviour is one of many factors that can affect performance. The motivation, attitude toward school and work, self-confidence, and personality development of the student are all influenced by the teacher's positive attitude or behavior. Education is the combination of teaching and learning, learning is half as important as teaching and contributes equally to students' academic performance, if not more so. Students learning habits and tendencies vary from one to the next. Every day, teachers serve as models for their students. One of the most important factors in determining a student's motivation and ability to learn is teacher behaviour. A person's behaviour is a response to his or her surroundings at various times. Positive or negative, effective or ineffective, conscious or unconscious, overt or covert, voluntarily or involuntarily—behavior can be positive or negative. Dusenbery, (2009) stated that "Behaviour can be regarded as any action of an organism to the environment." Teachers who have a broad, in-depth and comprehensive understanding of life are needed in today's rapidly changing and shrinking world. Many ways students learn the way how their teachers handle everyday issues; their perspective and dosage strategy. Therefore, the life philosophy of teachers has a significant impact on the student's life. Regardless of the subject that a teacher teaches, the general attitude that he or she possesses has an impact on students. Students' motivation and success rise when teachers can interact with them and demonstrate positive behaviour, such as asking questions, comprehending their ideas, and expressing interest and appreciation. Teachers become role models for students through their behaviour and attitude as they work toward providing students at a certain developmental level with information, experience, and behaviour on a particular topic.

Smith (1977) has claimed that a teacher's personality in the attitudinal sense is a significant factor in teacher behaviour and it has a great impact on student achievement. Throughout the history of social psychology: attitude is usually defined as a disposition to respond favourably or unfavourably to an object, person, institution, or event. Allport (1960) stated that attitude

is a mental and neutral state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations to which it is related. Attitude toward study has a great contribution to academic achievement and good study patterns.

Effect of Teacher's Behaviour on Student's Personality

An educator is more than just an information manager. In one's life, a teacher is expected to play a variety of psychological roles, such as representing society and assisting students in learning. The children's impressions, the profession's expectations, the teacher's motivations, and the needs of the community as a whole all play a role in each situation. A teacher's teaching methods, as well as his or her attitudes and actions, help his or her students develop a mentally healthy personality and a new, clear perspective on the world by leaving lasting impressions on them. Students' personalities and performance in life have been positively impacted by the positive attitudes of their teachers. Effective instruction and learning cannot occur without good behaviour. For a teacher, being able to interact with the student and display positive behaviour such as asking questions, understanding their thoughts, and showing interest and appreciation increases the students' motivation and success. While working towards providing students at a certain development level information, experience, and behaviour on a certain topic, teachers become role models for students by way of their behaviour and attitude. A positive attitude leads to success while a negative attitude leads to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes, e.g., if the teacher engages in belittling comments towards a student due to his/her failure, the negative effects of this will be inevitable. (Gecer, 2002) In Frymier's study concerning the effect of positive teacher behaviour on the student's motivation level, the author has concentrated on certain behaviours for teachers such as giving feedback for student works, complimenting, wanting to listen to students, and being interested. The results of the study show that teachers' non-verbal action such as smiling, having a relaxed stance, various gestures, and facial expressions comes first in improving the learning experience for students whereas the topic of the class itself comes in second. There is a highly positive significant correlation between the behaviour of teachers with the academic achievements of students. The higher positive behaviour of teachers towards their students led to higher academic achievement of the students.

Effect of Teacher's Behaviour on Student's Academic Performance

Due to the numerous factors that influence a student's performance, academic performance is a dynamic phenomenon. Each of these factors has a different effect on different students and

situations. Therefore, the research on measuring the impact of various factors on student performance is challenging to generalize (Ulug, Ozden, & Erylmaz, 2011) the teacher's attitude towards the student at hand. According to the authors, a teacher's attitude toward teaching affects a student's motivation, attitude toward school, willingness to complete homework, and confidence in their learning behaviour. The teachers' attitudes have a long-lasting impact on students well beyond their academic careers because these instrumental factors combine to shape a student's personality over time. Teachers must offer support to their students in their learning, and for this teachers must create an environment of positive expectations. This would motivate the students to put efforts into active learning and retention. The expectation and positive and motivated response to such expectations yield constructive leadership between the teacher and his or her student (Tschannen-Moran & Hoy, 2001). In addition, the relationship encourages the teacher to capitalize on the student's positive behavior rather than retarding due to typical negative behavior. As a result, a strengthening act of teaching and learning is accomplished, resulting in the desired level of learning for students and teacher satisfaction. Teacher-student relationships are crucial for the success of both teachers and students. The influence of teachers' behaviour plays an important role in the academic achievement of students. According to Derk (2000), a teacher must exhibit exceptional empathy, perseverance, diligence, sincerity, research orientation, honesty, and adaptability. Additionally, teachers must be thoughtful in their responses to student comments. When responding to students, teachers typically respond with praise, acceptance, correction, or criticism. The academic and long-term success of their students is significantly influenced by teachers. A student's academic performance is influenced by a variety of factors, including their characteristics and experiences in their family and neighbourhood. However, research indicates that teachers rank highest among school-related factors. Despite the lack of evidence linking student achievement to observable teacher characteristics, school administrators, parents, and even students themselves are generally in favour of the idea that teacher quality is essential to student achievement. Studies that estimate the relationship between achievement and teachers' characteristics, including their credentials, have produced little consistent evidence that students perform better when their teachers have more 'desirable' characteristics (Hanushek, 1986). This is all the more puzzling because of the potential upward bias in such estimates_ teachers with better credentials may be more likely to teach in affluent districts with high performing students (Figilio, 1997). The effect of the teacher on the personality development and success of students is a fact that cannot be overlooked. The teacher, through either a positive or negative attitude in communication with students and in how she/he reflects this, directs the shape of their lives, has a positive or negative effect on the attitude shown toward themselves or the public in

general, affecting the development of the ability to communicate, research and be creative (Ataunal, 2003). The behaviour and the approach of the teacher are directly accepted and copied by students, which puts great responsibilities on the teachers. Studies performed in the current day clearly show the effect on students of mutual interaction in teacher-student relationships, teacher's approach regarding students, and especially the perception of this by students. Joyce (1980) also defined that "behaviour is lawful and subject to variable in the environment". He further defined that "behaviour is an observable, identifiable phenomenon".

Effect of Teacher's Feedback On Student Behaviour

While both positive and negative feedback is used in response to students' behaviours, each has a different effect on students' subsequent behavior.

Positive Feedback

Students' efforts and behaviours can be praised with positive feedback, which can also be used to change behavior. For instance, increasing the amount of praise given to students directly correlates with their behaviour, leading to a greater amount of on-task behaviour. Furthermore, when praise is used in conjunction with commands that are simple, concise, and carefully phrased, students' compliance with the rules significantly rises. By motivating students to behave in ways that will elicit more praise in the future, such as continuing the praised behaviour, using praise can also reduce instances of problem behaviour. In the end, praise improves future interactions between teachers and students by reducing problem behaviours and increasing positive interactions. In addition, positive feedback affects students' behavior indirectly by influencing their self-perceptions, which goes beyond the scope of direct behavior management. Students' self-respect and self-competence, or beliefs about their ability to succeed at tasks, are influenced by praise because they believe they are more capable of success when they receive more praise. Children who are praised for their work also believe that they are smarter and harder workers than their peers who are not praised. In Frymier's (1993) study on how positive teacher behavior affects students' levels of motivation, the author focuses on certain teacher behaviours like giving feedback on student work, complimenting, listening to students, and being interested. The study's findings indicate that, in terms of enhancing students' learning experiences, non-verbal teacher behaviours like smiling, adopting a relaxed posture, and making a variety of facial expressions and gestures come out on top, followed by the class topic. Positive feedback can therefore influence students' self-perceptions to have long-lasting effects on their behavior because self-perceptions have a long-term impact on behavior rather than an immediate one.

Positive feedback, on the other hand, can be harmful to students' learning if it is given too frequently, without a clear purpose, or merit. Students either continue their current behaviour or give up trying to demonstrate behaviours that receive praise altogether when nonspecific praise is provided, such as indiscriminately saying "good job" or "beautiful." In addition, praise can become a source of intrinsic motivation if it is interpreted as a reward and used so frequently that students become dependent on it. When the reward is no longer available, this can cause students to lose interest in learning. In addition, if a student receives unjustified praise, such as after failing a test, they may become aware of and ashamed of their shortcomings, which may result in a lack of interest in learning. Therefore, for praise to have a positive effect on student behaviour, it needs to be appropriate, specific, and not overused.

Negative Feedback

Negative feedback is used more frequently in the classroom with relatively direct, negative effects, even though positive feedback, when used appropriately, can have the greatest impact on student outcomes. Most of the time, teachers use negative feedback to change a student's behaviour, whether it's to stop them from being disruptive or to push them to work harder on a task. However, research demonstrates that students frequently continue disruptive behaviour even after teachers reprimand them. Reprimands and negative statements about students' efforts are more likely to perpetuate students' lack of motivation for the task at hand and decrease students' overall interest in academic tasks because they are typically nonspecific, such as saying, "Don't do that," without providing any justification for ending the disruptive behaviour or what should be done instead. Students' self-concepts and feelings of self-worth are impacted indirectly by negative feedback, which also affects their behaviour. More specifically, students are made to doubt their teachers' concern for them, feel unworthy of praise, have a lower sense of intrinsic motivation, and require a reward to complete a task when teachers consistently use negative feedback. As a result, students may develop negative self-perceptions as a result of teachers' consistent use of negative feedback, which can have long-term effects on their behaviour. It has been documented that students' self-perceptions have more influence on their success in the classroom than their actual skills, so having a negative self-perception is especially concerning. Students' actions are affected both directly and indirectly by how teachers use feedback. If used effectively, positive feedback generally has a positive effect on students' behavior, engagement, and self-perceptions. In contrast, negative feedback typically has the opposite effect. Students will remember your word choice, tone of voice, and overall style of speaking as examples of how to communicate as they move through life and school. This applies not only to the "big" things you do, like how you address your students and coworkers but also to the academic

terms you use. Being a positive person in general is probably the best way to set an example for your students. Poor choices, inappropriate behaviour, and generally unpleasant people are prevalent in popular culture. You have the option of leading your students differently. However, keep in mind that when you are establishing these examples, your students will rarely show any gratitude. But as your career progresses, you'll find that students will come back to you years later to tell you how important you were in shaping them into adults. Psychologists and educators have extensively studied how teachers affect student achievement (Brophy, 1986).

Teachers and Their Responsibility

Teachers can influence people's opinions more directly than the general public. By performing in a way that earns the respect of those who observe them daily, they can achieve earned status. Teachers must be dissatisfied, although their status and pay are unlikely to improve significantly. Consider a career in education if you're looking for something challenging with opportunities for personal development and social significance (Smith, 1994). Anyone who chooses to work as a teacher is obligated to act following the profession's ideals. A teacher is constantly scrutinized by his students and the general public. As a result, every educator ought to ensure that his or her teaching practices and precepts are compatible. His or her ideals must guide the national education standards that have already been established and that he or she should strive to instil in students. Teachers are also required to have a calm, patient, and communicative temperament, as well as a pleasant disposition. Effective teachers (a) use a clear and varied method of presentations, (b) provide corrective feedback, (c) emphasize academic instruction, (d) maintain students' tasks and engagement in academic activities for most of the classroom time, (e) manage and organize classrooms as efficient learning environments, (f) implement classroom rules and procedures, (g) keep the pace of instruction moving smoothly (Crowl 1997). Boredom and subsequent misbehaviour will result from a dull environment. A classroom should be treated as a learning environment. It's hard to make an environment where students know and follow the rules. You can establish a foundation for respect and positive behaviour throughout the year in your classroom with a little patience and perseverance. When he coined the well-known proverb, "He who can, does," George Bernard Shaw was completely wrong. Teach those who are unable. Being a good teacher is an essential part of being a leader in an economy that is driven by ideas and moves quickly.

Impact of Teacher's Behaviour on Student Personality

A good teacher can indeed make a student's life better. More than just academic enrichment, teachers are in charge. The best teachers are committed to their students' well-being both inside and outside the classroom, so if you want to be a great educator, you must connect with your students and reach them on multiple levels. Educators can influence virtually every aspect of their student's lives by forging strong relationships and teaching them valuable life lessons that will help them succeed beyond term papers and standardized tests. It takes a great teacher to change a student's life, which is why it is not always easy. The child's development can be impacted for a long time by the relationship between teachers and students. It has been demonstrated that teachers perform better in their roles as educators when they have strong relationships with their students. More specifically, teacher-student relationships influence how students come to view their place in the classroom, their abilities, and their beliefs about the school through varying levels of support and conflict (Burnett, 1999;2011 Hughes;2013 (Wang & Eccles). Wu et al. (2010) found that when teachers provide high levels of support, they engage with students with more eye contact, clearer directions, and positive feedback. These positive behaviours, then, reinforce students' behaviours by making them feel encouraged, interested in their immediate task, and motivated to continue their behaviour (Humre & Pianta, 2001: O'Connor & McCartney, 2007). UNESCO (1986) documented that “anything that an organism does that involves action and response to stimulation”.

Negative Impact

The motivation, achievement, and well-being of students can all be affected by teachers' attitudes. Recent research has shown that student's mental and physical symptoms of stress as well as academic achievement can be harmed by negative teacher attitudes. A child may experience a sense of inferiority from teachers who employ sarcasm or humiliation. The student's future success may suffer if they are disciplined through fear and intimidation. A negative impression can be left on a student by teachers who act harshly or are indifferent to their students or the lessons they teach. Students' motivation and success rise when teachers can interact with them and demonstrate positive behaviour, such as asking questions, comprehending their ideas, and expressing interest and appreciation. Teachers become role models for students through their behaviour and attitude as they work toward providing students at a certain developmental level with information, experience, and behaviour on a particular topic.

Positive attitudes lead to success, while negative attitudes lead to failure, and success can lead to positive ego attitudes. For instance, if a teacher makes disparaging remarks about a student because of that student's failure, the consequences will unavoidably be negative (Gecer, 2002).

Psychological Impact

Students' mental health can also be harmed by negative teacher attitudes. The use of humiliation, fear, and intimidation by teachers, according to a study by Florin Sava that was published in the *International Journal for Teaching Education* in 2001, can lead students to develop habit disorders, shyness, withdrawal, and anxiety. Clinical supervisor Pamela Snook and psychology professor Irwin Hyman say that this can get worse and lead to feelings of stress and alienation that are similar to post-traumatic stress disorder. Students in elementary and junior high schools who have negative teacher attitudes are more likely to persist with symptoms than students in high schools.

Physical Impact

In some cases, negative teacher attitudes produce such strong feelings of anxiety that students develop physical symptoms. These can include skeletal aches or muscular cramps, lack of energy, upset stomach, and neck tension. Such stress-related illnesses, not only harm students' physical well-being, but also disrupt students' ability to focus in class. This often results in further punishment from teachers, continuing the cycle of negativity and stress.

Impact of Teacher's Behaviour On Students' Academic Achievement

Numerous studies by Eschenmann (1991) and other academics suggest that teachers can encourage students to learn if they take the time to develop relationships with them. Teachers need to have a firm belief that the process of motivating students is aided by the formation of relationships, according to additional research (Whitaker, 2004). For the child's benefit, it is necessary to capitalize on these beliefs. According to Eschenmann (1991), educators must pay close attention to their students' perceptions of them and acknowledge the impact they have on them. Teachers must ensure that they are meeting the academic and emotional needs of their students. Students can be motivated to exert their energies and desire to achieve their goals by creating classroom environments that foster positive cultures and healthy interactions. According to Whitaker (2004), the teacher, not the student, is the primary variable in the classroom. Great teachers not only have high expectations for their students but also themselves. These teachers know how important it is to connect with their students emotionally because if they can't, they might not be able to influence their minds." There is an innocence that conspires to hold humanity together...Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives..." (Bolman & Deal, 2002). In addition, Whitaker (2004) suggests that teachers are a student's first and perhaps most significant contact. No other element can be as profound as the human element, despite the numerous reforms, educational movements, and programs implemented to improve

education." It's the people, not the programs," he urges (Whitaker, 2004). He goes on to say, "There are two ways to significantly improve a scholastic: Improve the school's teachers and hire better teachers.

Teacher Student Relationship

Relationships between teachers and students are essential. The impact you have on your students is largely determined by the nature of your relationship with them. Effective teacher-student relationships are essential if you want to make a lasting impression on your students. According to Adalsteinsdotter (2004), teachers' understanding of their behaviour is of the utmost importance because successful teacher-student interaction in the classroom is essential to the student's educational and social development. Students who have positive relationships with their teachers are more likely to succeed in school, according to advocates of evidence-based education, and teachers who actively cultivate these relationships have a significant impact on their students' lives. Children's thinking and behaviour at school are influenced by strong teacher-student relationships. Students are more likely to have positive attitudes toward the classroom and school as a whole when you have a good relationship with them. Additionally, they are more willing to put in the effort, take the chance of making mistakes, and seek assistance when they require it. Therefore, it should not come as a surprise that research demonstrates that positive teacher-student relationships have a significant and beneficial effect on students' academic performance. Positive teacher-student relationships have a significant and positive impact on student's academic performance. Positive teacher-student relationships are more likely to have above-average effects on student achievement, according to teachers (James Hattie). More than socioeconomic status, professional development, or Reading Recovery Programs, the quality and nature of the relationships you have with your students have a greater impact on their outcomes. Your relationships with students are more important than these things. It's not that these things don't matter. High performance, the teacher-student relationship is the name given to it as a result. One of the most powerful things you can do is put time and effort into developing high-performance students if you want to make a real and lasting difference. According to Stipek (2002), a student wants to feel loved and respected and connected to other people. Stipek says that many of the kids who aren't doing well in school are also having bad relationships with their teachers. This relationship typically deteriorates more rapidly the more academically they fall behind. The classroom environment and teacher-student relationship begin to develop negative associations if they are consistently reprimanded. Stipek discovered in her research that students who perceived a more nurturing relationship with their teachers tended to have better academic attitudes and frequently performed better than their peers who lacked the

same support system. Stipek also referred to a 1993 study by Belmont and Skinner, which backed the idea that having a good teacher-student relationship helped students learn. A child's willingness to try new things and ask for help grows as they feel more connected. The student who has this sense of connection may want to keep it or do well in class to please the teacher. The relationship between a teacher and a student is a complicated, reciprocal connection that is triggered in part by the actions and reactions of both participants as well as the understandings and beliefs that each brings to the relationship. Teachers must take seriously their role in nurturing these relationships over time despite the challenges that can and will tear them down, and they should, and frequently do, assume this responsibility. Positive, trusting relationships are important for both teachers and students in the long run, but they are just as important in the short term. They create a prosocial atmosphere in which all students feel safe and can learn, as well as the foundation for the acceptance and inclusion of all students in the classroom.

Conclusion

In this research, it is expected that students whose teachers displayed positive attitudes and behaviour will state that these in turn had a positive effect on their character development, and behaviour by teachers harmed their character development and success. The main purpose of the study was to examine the impact of teachers' behaviour on the academic achievement and personality of the student. The research has consulted many books, journals, the internet, previous research papers, and articles. The research work will be useful for the teachers to know about their behaviour and their effective handling. The study will be beneficial for other research workers working in the field. The study of this research work will be useful for the head of the institution to know about the child's psychology and the need of the students. This study will also help the teachers to raise the level of students' achievements by changing their behaviour towards them. The study shows that the teacher's friendly demeanour with the students is a good way to encourage self-regulation in the students. As a result, one of the most important components of appropriate behavior in educational settings is the constructive relationship that exists between a teacher and a student. Several other researchers' findings are in line with these findings. On the other hand, when a teacher and student relationship is not friendly, students are more likely to break the rules of the school. All of their students are influenced by teachers for the rest of their lives. This impact includes not only teaching specific academic skills to students but also building students' self-esteem. The teacher is to the students what the rain is to the field.

REFERENCES

- Hattie, J. (2009). *Visible Learning: A Synthesis Over 800 Meta-Analysis On Achievement*. Routledge
- Cornelius-White, J. (2007). *Learner-Centred Teacher-Student Relationships Are Effective: A Meta-Analysis: Review of Educational Research*
- O'Connor, E. E., Dearing, E., & Collins, B.A. (2011). *Teacher-Child Relationship and Behavior Problem Trajectories In Elementary School*. *American Education Research Journal*.
- Middleton, M.J., & Midgley, C. (2002). *Beyond Motivation: Middle School Students' Perceptions of Press for Understanding in Math*. *Contemporary Educational Psychology*.
- Wubbels, T., Levy, j., & Brekelmans, M. (1997). *Paying Attention to Relationships*. *Educational Leadership*.
- Davies, H.A.(2006). *Exploring the Contexts of Relationship Quality Between Middle School Students and Teachers*. *Special Issue on the Interpersonal Contexts of Motivation and Learning*.
- Middleton, M.J., & Midgley, C. (2002). *Beyond Motivation: Middle School Students' Perceptions of Press for Understanding in Math*. *Contemporary Educational Psychology*.
- Wubbles, T., Levy, j., & Brekelmans, M. (1997). *Paying Attention to Relationships*. *Educational Leadership*.
- Alvidrez, J., & Weinstein, R.S. (1999). *Early Teacher Perceptions and Later Student Academic Achievement*. *Journal of Educational Psychology*.
- Caine, R, N., & Caine, G. (1991). *Making Connections: Teaching and the Human Brain*.
- Capara, G. V., Barbaranelli, C., Steca, P., & Malone, P.S. (2006). *Teachers' self-efficacy beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A Study at the School Level*. *Journal of School Psychology*.
- Ding, C., & Sherman, H. (2006). *Teaching Effectiveness and Student Achievement: Examining the Relationship*. *Educational Research Quarterly*.
- Murray, H.G. (1983). *Low-Inference classroom teaching Behaviours and Student Ratings of College Teaching Effectiveness*. *Journal of Educational Psychology*.

Stiggins, R. (2007). Assessment through the Student's Eyes. Educational Leadership.

Gannoway, Howard. 1976. Making Sense Of School. In Exploration in Classroom Observation, Edited by: Stubbs, Michael and Delamont, Sara. London: John Wiley & Sons.

Baker, J.A. (1990). Teacher-Student Interaction in Urban at-risk Classrooms: Differential Behaviour, Relationship Quality, and Student Satisfaction with School. The Elementary School Journal.

Baker, J.A. (2006). Contributions of Teacher-Child Relationship to Positive School Adjustment during Elementary School. Journal of School Psychology.

Barlett, L., (2005). Dialogue, Knowledge, and Teacher-Student Relations: Freirean Pedagogy in Theory and Practice. Comparative Education Review.

Birch, S.H., Ladd, G.W. (1998). Children's Interpersonal Behaviours and the Teacher-child Relationship. Developmental Psychology.

Bracey, G.W. (2009). Identify and Observe Effective Teacher Behaviours. Phi Delta Kappan.

Brophy, J.E. (1974). Teacher-Student Relationships: Causes and Consequences. New York, NY: Holt, Rinehart & Winston.

Cohen, E.G. (1972). Sociology and the Classroom: Setting the Conditions for Teacher-Student Interaction. Review of Educational Research.

Sudkamp, A., Kaiser, J., & Moller, J. (2012). Accuracy of teachers' Judgements of Students' Academic Achievement: A Meta-Analysis: American Psychological Association.

Ulug, M., Ozden, M.S., & Eryilmaz, A.(2011). The Effect of Teachers' Attitudes on Students' Personality and Performance. Procedia-Social and Behavioral Sciences.

Urhahne, D. (2015). Teacher Behaviour as a Mediator of the relationship between Teacher Judgement and Students' Motivation and Emotion. Teaching and Teacher Education.

Darling-Hammond, L. (1996) What Matters Most: A Competent Teacher For Every Child. Phi Delta Kappan.

- Dunn, T. (2004). Enhancing Mathematics Teaching for at-risk Students: Influences of a Teaching Experience in Alternative High School. *Journal of Instructional Psychology*.
- Hamre, B.K., Pianta, R.C., Burchinal, M., Field, S, Crouch, J.L., Downer, J.T., Howes, C., LaParo, K., Little, C.S. (2012). A course on Effective Teacher-Child Interactions: Effects on Teacher Beliefs, Knowledge, and Observed Practice. *American Educational Research Journal*
- Urhahne, D., Chaos, S.H., Florineth, M.L., Luttenberger, S., & Paechter, M. (2011). Academic self-concept, Learning Motivation, and Test Anxiety of the Underestimated Student. *British Journal OF Educational Psychology*.
- Adams, Raymond S. and Biddle, Bruce J. 1970. *Realities of Teaching: Explorations with Video Tape*, Newyork: Holt, Rinehart and Winston, Inc..
- Cody, Wilmer S. 1996. "Control and Resistance in a Slum School.". *Elementary School Journal*.
- Yates, G. C., & Yates, S. M. (1990). Teacher Effectiveness Research: towards describing User-Friendly Classroom Instruction. *Educational Psychology*.
- Rimm-Kaufman, S., & Sandilos, L. (2015). Improving Teacher-Student Relationships: American Psychological Association. Retrieved From <http://www.apa.org/education/k12/relationships.aspx>
- Maureen, E., Gelbach, H., (2018). Teacher-Student Relationship: The positive and Negative of Assessing Both Perspectives: *Journal of Applied Developmental Psychology*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S09193397316300867>
- Phillip C. Schlechty & Helen E. Atwood,. (2009). The Student-Teacher Relationship. Retrieved from <http://www.tandfonline.com/doi/10.1080/00405847709542714?journalCode=htip20>
- Urhahne, D. (2015). Teacher Behaviour as a Mediator of the Relationship between Teacher Judgement and Students' Motivation and Emotion. *Teaching and Teacher Education*.
- Higgins, C. (2011). *Teacher-Student Relationship Development*. The Ohio State University.
- Hamre, B.K., & Pianta, R.C. (20006). *Student-teacher Relationships*.

Martin, J., Veldman, D.J., & Anderson, L.M. (1980). Within-class relationships between Student Achievement and Teacher Behaviours. *American Educational Research Journal*.

Meyer, D.K., & Turner, J.C. (2002). Discovering Emotion in Classroom Motivation Research, *Educational Psychologists*.

© GSJ