ORIGINAL ARTICLE

The Teacher Relationship Behaviour and Parenting Style Correlates of Students' Scholastic Achievement at Grade Seven English.

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Abstract

Scholastic achievements of students are determined by a number of factors such as teacher relationship behaviour, parents' involvement and level of education, parenting styles, the students' efforts, tutorial classes, attendance and so on. However, the question pertaining to identifying the most determinant factors is not still well addressed. In this research, students' perceptions and report on the relationship behaviour of their English teacher, and the parenting styles practiced by their parents are tested to know if they significantly correlate to the students' scholastic achievements of the English language at grade seven level. And the aim of this research is to describe the teacher relationship behaviour patterns as reported by the students, to identify the type of teacher relationship behaviour and the parenting style exercised at home, recommend ways of intervention, improve teacher relationship behaviour, and enhance the students' learning achievements.

A sample of 322 grade seven students were given questionnaire to fill out the teacher relationship behaviour scale to report their perception and the parenting style exercised at home, and only 210(65.2%) filled out and returned the questionnaire. To obtain the sample subjects of the study, simple random sampling technique (i.e. lottery method) was used and proportional representation for male and female students was maintained. After the data gathering, the study samples were clustered around the teacher relationship behaviour variable based on the least error variance grouping. Scholastic achievements in the English language were collected from the rosters of the sample students, who filled out the teacher relationship behaviour scale questionnaire.

When data was analyzed, the teacher relationship behaviour patterns were described after clustering students around the median and quartile points, to obtain the least error variance grouping. Correlations of the scholastic achievement scores with teacher relationship behaviour variable were checked for significance. Pair wise comparison of means for teacher relationship behaviour scores was performed using t-test between each cluster scores to check for significance differences. The t-test was also used to check for significance mean differences of teacher relationship behaviour scores for male and female students. A one way analysis of variance (ANOVA) was carried out for the teacher relationship behaviour cluster scores and the identified English scores to see whether the cluster groupings were equally homogenous. A one-way analysis of variance (ANOVA) was also carried out for the teacher relationship behaviour scores and for the identified English scores against the various parenting styles to check whether the cluster groups were equally homogenous. Based on the analysis, three patterns of the teacher relationship behaviour were identified. These are, the positively involved, 57(27.14%), the functional average, 101(48.09%),and the negatively involved,52(27.76%).The positively involved students scored relatively higher in their English marks as well as reported an authoritative parenting style(demanding and democratic) to be exercised at their home. In this research, gender difference was not reported for all variables measured.

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definition of key terms

Relationship behaviour: **-** the connection between or among teacher and students; Relationship behaviours have history, memory, they are patterns of interactions, expectations, beliefs, and affects organized at a level more abstract than observable behaviour.

Scholastic achievement: - learning gains of students usually expressed in numerical terms.

Correlates: the degree of association between two variables of interest. Eg. Teacher relationship behaviour and scholastic achievement.

Parenting style: - the way parents interact and deal with their children in everyday life events

INTRODUCTION

At present, impedance of the teacher relationship behaviour, ethics, and students' disciplinary problems to the quality of education provided and students learning achievement are well recognized. The developmental stage in which most students are at their junior high school is the age of adolescence, a stage peculiarly characterized by growth spurt, stress and strain, fault-finding on authority figures, argumentativeness, formative thinking, identity appearance/confusion and the like (Papalia & Olds,1992). The relationship students establish at this stage with significant persons like the classroom teacher needs to be studied and handled with great care for the betterment of school work and students' gains in their learning. Hence, this research attempted to answer the following research questions:

- What patterns of teacher relationship behaviour are there in grade seven English language classes as perceived by students?
- Does the students' English score significantly vary for the different relationship patterns?
- Does the students' English score significantly vary for the different parenting styles?
- Do the male and female students' perceptions of the teacher relationship behaviour have significant variation?
- Do the male and female students significantly vary in their English test achievements?

Hence, this research has significance because of its potential effect for language teachers, school directors, counsellors and teacher training institutes since the teacher relationship behaviour is determinant for the betterment of students' scholastic achievement and development. Therefore,

- Teachers may review and improve their relationship behaviour in order to enhance students' achievements in language classes.
- The outcome of this study contributes to the effective work of school directors, counsellors and teacher training institutions in making the required interventions to enhance the teacher-student relationship behaviour for the betterment of school work and students' scholastic achievement.
- In addition, it serves as a stepping stone for further research development in the area of teacher-student relationship behaviour, learning achievement and development.

Therefore, the general objective of this study is to investigate and describe the teacher relationship behaviour and parenting style as perceived by students of grade seven and determine the extent of correlations to learning

achievement. And the specific objectives of the study are:

- To describe the types of teacher relationship behaviour in English language classes at grade seven level,
- To determine the extent of correlations of teacher relationship behaviour and parenting styles exercised at home to students' scholastic achievements,
- To indicate to educators and parents the extent to which the teacher relationship behaviour and parenting style contribute to students' scholastic achievements

At present education theories make a greater conviction to the primacy of social processes in student learning and development, and suggest that teacher-student relationships, both social and emotional, play a meaningful role in schooling and learning gains. Research on correlates of effective schools conducted by Purkey and Smith (1999) has identified eight effective school correlates as follows: high student achievement, expectation, academic emphasis, frequent monitoring of students' learning progress, safe and orderly environment, instructional leadership, home-school partnership, clear and focused mission, teacher enthusiasm, and above all considerate and optimum teacher relationship behaviour. The research also underscored the teacher relationship behaviour to be more correlates than the rest. As stated by Entwistle (1992) and Gammage (1996), good interpersonal relations are of primary importance in effective teaching and learning achievements. There is also considerable research based on the influence of the teacher's relationship behaviour on students' learning and performances at school (Brophy & Good, 1974).

Individual differences in students' relationship to teachers are linked with differences in school adjustment and learning achievement (Pianta, 1997). As Darge (1997) reported in a research paper,' Childhood experiences in parental care and later competency-the case of sinkegna students', teachers' relationship behaviour like emotional support and supervision in academic matters contribute to the betterment of students' performance. Other investigations made by Pianta (1994) and Patrica and others(1996) also revealed that students with secure and close relationship, and whom their teacher attends are found to require less disciplining, receive more instructions, engage in more spontaneous learning and show a better performance in schooling than those having insecure and conflicting relationships.Sroufe(1995) also indicated that securely related students are active in environment exploration, easy to settle, and exploit their teacher well. Whereas insecurely related students show poor environment exploration that they are difficult to settle, and avoidant of their teacher. Moreover, insecure relationship is related eliciting rejection from peers and teachers in the school and learning difficulties.

Furthermore, now- a- days, the teacher relationship behaviour is a potentially valuable target of study with respect to patterns of students' learning achievement, as relationship with significant persons like the teacher greatly influences students' expectations of self and others, feelings of self-worth, trust and motivation to perform and achieve better in school. Teacher relationship behaviours are highly pertinent factors to particularly, language classroom situations. The teacher student relationship such as open/close, secure/insecure, peaceful/conflicting, independent/dependent is predictive of subsequent schoolwork achievements

(Pianta, 1994). In relation to this, Howes and Hamilton (1992) asserted that during the school days, teachers may assume a family surrogate role (a father, mother, elder brother/or sister) to the students they teach and may develop relationship with them that has salient contribution to certain learning and development outcomes. As research findings indicated, schools where teachers exercise good relationship behaviour have high level achieving students (Grobe & Bishop, 2001). Like wise, Haycock (1998) confirmed that the difference between a good and a bad teacher relationship behaviour is measured in terms of learning achievement to a great deal.Vygotsky's (1978) theory of learning claims, relationship for the development of the individual student has long been recognized; individuality of mind, self-concept, responsibility and higher learning achievements are also believed to be outcomes of relationship processes. The theory further confirms the teacher relationship behaviour is extremely important to the extent of having greatest impact to exert the greatest impact on important developmental outcomes and cognitive achievement. What the teacher teaches may not be so important as how she/he teaches and what kind of relationship behaviour she/he has while teaching (Fromberg, 1978). The study made by Pederson, Fincher, and Eaton (1978) also revealed that junior high school students who are reported to have good relationship with their teacher and tend to feel worthwhile, well supported in their independence, motivated to achieve, and are also found to be different from their peers on drop-out rates, academic achievements, school adjustment and other behaviour competencies. According to Pianta's (1996) investigation, teacher-student relationship varies in nature and quality. Some teacher-student relationships are categorized as close and affectionate,

others as distant and formal, neglecting and disengaging, still others as conflicting and full of rows. The findings of Howes and Hamilton (1992) classified teacher relationship behaviour into three as: emotionally secured, ambivalent, and avoidant. The students in the different categories experienced differing amounts of sensitivity and involvement, and they are also found to differ in their learning achievements and developmental gains.

One of the key points to improve students' learning achievement is to create an environment, which emphasizes those characteristics linked with students' outcomes. Moose (1979) categorized learning environments into three: as relationship dimension, that identifies the nature and intensity of personal relationships within the environment and assessed the extent to which people are involved in the environment to support and help each other; personal development dimensions, which assesses personal growth and self enhancement; and system maintenance or change orderliness of the environment, clear expectations, maintenance control and responsiveness to change. From these three environment dimensions, Moose argued that the relationship dimension is the most important to determine students' learning achievement. The teacher relationship behaviour models depicted by Wubbles and Levy (1993) also showed an influence or a proximity dimension /cooperation and opposition. The teacher's leadership behaviour, help, friendliness, considerateness, understanding nature of his/her students, and determinedness for instance characterizes the proximity. As reported by students, the best teacher is a strong leader, more friendlily, understanding, considerate, less uncertain, less dissatisfied, and less admonishing than other teachers on the average. Wubbles and

Levy have also reported a statistically significant gender differences in students' perceptions of the teacher relationship behaviour. Girl students are found to perceive their teachers relationship behaviour in a more positive way than do boy students. Girls perceive greater leadership, helping, friendly, understanding and considerate behaviours in their teachers, and boys perceived their teachers being more uncertain, dissatisfied, admonishing and strict. On the other hand, the parenting style exercised at the students' home environment affects their cognitive, social, emotional development, and learning achievement. Moreover, differences in how children behave are closely shown in the dimensions of parental behaviour out-lined in the Baumrid model (Dunn, 1988). Baumrid's descriptive model distinguishes four different models of parenting based on acceptance-rejection and controlling-permissiveness dimensions. Authoritative parents are demanding and accepting, authoritarian parents are also demanding and but rejecting, whereas permissive parents are permissive and accepting, and neglecting parents are permissive and ignoring or rejecting. Students from a wide range of backgrounds tended to get lower school grades when their description of family behaviour indicated more authoritarian parenting, more permissive parenting or less authoritative parenting (Dornbusch et.al, 1987). For instance, in Ballantine's (1993) findings, parents those exercising authoritative parenting, who set high standards for their children, and have high aspiration for their children are more likely to have high achieving children. Coleman's (1966) research on equality of educational opportunity evidenced that home environment in general and parenting style in particular far outweighs the effects of the school program on students learning achievements and adjustment. Jencks et.al

(1972) finding also concluded that family characteristics and parenting styles are the main variables in a child's school environment and achievement. The finding of Miller and Scar (1989) indicated significant relations between behaviour problems observed in parent-child interactions and child language and cognitive functioning, as well as parental discipline and control strategies. Students with problem behaviour exhibited more concurrent difficulties in language, cognitive and social adjustment, and their parents become non-supportive, inconsistent and expressed negative attitudes towards them more frequently (Richman, Stevenson, & Grham, 1982). Children nurtured in avoidant/neglecting parenting style exhibit lack of affective involvement, lack of personal sharing and a strong tendency of attempting to meet their own dependency needs. Moreover, students who are mal-treated by their parents perceived their teachers in ways consistent with the insecure relationship they have with their parents.

Study Methods and Procedures

Out of eight Junior Secondary Schools in Jimma town four of them and, at most, students of two sections from each school were randomly included (by lottery method) to be sources of information for the study. The junior schools were purposefully selected for students are well versed to fill out the prepared questionnaire. The schools in this study are: Hibret Junior Secondary School, Jiren Junior Secondary School, Ginjo Junior Secondary School, and Hermata Junior Secondary School. Based on simple random sampling technique, a total of 322 students were selected to fill out the teacher relationship behaviour scale and the parenting style questionnaire. Proportional allocations for boy and girl students were

maintained for each section selected. However, only 210(girls=120 & boys= 90) completely filled out and returned the questionnaire.

In this study, parenting style questionnaire and an adapted, pilot tested and standardized teacher relationship behaviour scale of Pianta (1994) were used as instruments of data collection. English final exam marks of students were also taken from the school rosters. Results of instruments pilot testing was carried out on 82 students. The Cronbach alpha coefficients calculated to determine the internal consistency of items in the questionnaires were 0.93(significant at .01 levels for the teacher relationship behaviour scale and 0.91(significant at .01 levels) for the parenting style questionnaire. Therefore, semester total marks of English was used as the dependent variable and the teacher relationship scale as perceived and reported by students as well as the parenting style exercised by parents of students at home were used as independent variables in this study.

Both the teacher relationship behaviour scale and the parenting style questionnaire were translated into Afan Oromo and Amharic languages and pilot tested in one of the junior secondary schools before distribution. After the pilot testing was performed for both instruments, a total of 210(boys=90 and girls=120) filled out the questionnaires with respect to their English teacher relationship behaviour and the parenting style exercised at their home. Moreover, total marks of the English language of students were collected from the rosters of the schools.

The teacher relationship behaviour scale scores for 210 students were clustered into three based on the least error variance grouping. The clusters identified as positively involved, functional average (moderate for positive and negative involvements), and negatively involved as the teacher relationship behaviour was perceived and reported by students. Pair-wise comparisons of means were done using t-test between each cluster score distributions to check for significant differences. The t-test was also used to check for significant mean differences for boy and girl students with respect to the students' perception of their English teacher relationship behaviour, parenting style scores, and English total marks. Correlations were also computed between the teacher relationship behaviour score and English total marks as well as parenting style scores. A one way analysis of variance was also carried out for the teacher relationship behaviour scale scores, for the parenting style scores, and English total marks to see whether the clusters were equally homogenous for the mentioned variables. And all tests of statistical significance were calculated at alpha= 0.05.

RESULTS OF THE STUDY

The 210 score distributions of the teacher relationship behaviour were grouped into three cluster solutions as positive/secure relations, moderate/functional average relations, and negative relations with the possible least error variance grouping. Based on this, 57(27.14%) of the students in this study scored higher (mean=94.39 and standard deviation =10.04) in teacher relationship behaviour as perceived and reported by them. And 101(48.09%) of them scored moderately higher (mean=84.23 and standard deviation of 8.21). Whereas 52(24.76%) scored relatively lower (mean=73.19 and standard deviation of 7.86). A high score in the teacher relationship behaviour shows a more positive/secure relationship between

the teacher and the student, and a low score depicts more of conflict/insecure and /or dependency oriented relationships. The result is, then, in line with several studies that have been reporting significant correlations of the teacher relationship behaviour and students scholastic achievement. All cluster mean differences are statistically significant (P<.001). Based on the assumption of equal variances among the groups, the analysis result indicates homogeneity of teacher relationship behaviour perception within each cluster and significant variation between one cluster and the other.

Moreover, sub-scale scores show that the different types of teacher relationship behaviour are equally varied in the measure for there is no significant distance in the standard deviations of each sub-score distribution observed. From this, we can generalize that the relationship behaviours identified as secure, conflicting, and dependent are found in a continuum for all students with relative degree of more and little perception. However, sex differences were not observed in the mean score of the three variables analyzed. For example, perception of the teacher relationship behaviour for boys(mean=84.66 and standard deviation =7.67) and for girls(mean= 83.94 and standard deviation=9.52) difference was not statistically significant*(t value= 0.58,P<.56,and df=208).*The parenting style score mean difference for boys (mean=95.46,SD=11.41) and for girls(mean=96.78,SD=11.02) was also not statistically significant(*t-value=0.85, P<0.39 and df=208).* In the same way, English final marks mean difference for boys (mean= 67.12 and SD=15.06) and for girls (mean=65.67 and SD=15.25) was not statistically significant (t= 0.69, P< 0.69 and df =208). In analyzing the mean scores differences for boy and girl students with

respect to the three measures namely the teacher relationship behaviour and the parenting style exercised at home, both as perceived and reported by the students, and the English mark taken from the school roster, equality of variation was assumed. As it can be seen from the results, a statistically significant difference was not observed between boy and girl students for the three variables measured. Although correlation coefficients were relatively lower, all correlations were found to be statistically significant (p<0.01) for all variables. And there are sufficient evidences to generalize the presence of relationship between positive teacher relationship behaviour and students' scholastic achievements in English.

In this study, parenting style score was also found to be positively related to students' scholastic achievements. Secure teacher relationship behaviour is positively correlated (r=0.18, P< 0.05) to English test score of students. Whereas conflicting and dependency relationships are found to be negatively correlated to English test scores of students, conflicting *(r= -0.20, P<0.01)* and dependency *(r= -0.14, P < 0.01)* respectively. Even though correlation coefficients are low, secure relationship is good to enhance students learning and achievements. Secure relationship, that is also called closeness, is described by statements like 'when my teacher praises me, I feel pride', 'I try to please my teacher with my effort, and 'I share an affectionate and warm relationship with my teacher' and the like. While conflicting teacher relationship behaviour is described by statements such as 'the teacher easily gets angry at me', 'the teacher treats me unfairly', and the teacher tends to criticize and punish me' and the like. Whereas dependency relationship is described by statements such as 'I like my teacher to teach me every thing'.

The three cluster solutions of teacher relationship behaviour as perceived by students, namely positive, moderate, and negative relationships are described by ANOVA summary by assuming equal variations between the three clusters, similarity is found within each group than between the groups *(F = 376.12, P < 0.001).*Similar to the relationship behaviour clusters, there is significant homogeneity of variances (F = 8.989, P < 0.01) for English mark distributions of the three teacher relationship cluster solutions.. Students having high score on teacher relationship behaviour were found to score high in their English exams.

The students' scores for the parenting style reported were divided for the three clusters of teacher relationship behaviour, and the ANOVA summary showed that there was greater similarity within each group of parenting style and differences among the groups(F = 11.844, P < 0.01). Students who reported a positive relationship with their teacher also reported authoritative (democratic and discussion based) parenting style at their home. This has salient contribution for their adjustment at school, and they achieve relatively high in their learning.

DISCUSSION OF RESULTS

Recent research describing the importance of teacher relationship behaviour and parenting style exercised at home is emerging. This is based on two foundations: 1)the common classroom experience of teachers, parents, and children that relationships are important components of the school experience and are related to students' scholastic achievement; and 2) research in social development, attachment theory and teaching –learning that increasingly shows the importance of adult-child relationships

as contexts for proper development and adjustment (Pianta,1994). Moreover, the growing interest to Vygotskian theory of learning calls attention to the primacy of social processes in learning and scholastic achievements (Sroufe,1995).Adolescent relationship with adults play a central role in their development and achievement at school(Pianta,1995).During the school years, a teacher is a central person in the student's life. The student-teacher relationship in which academic and social learning takes place is a crucial context for development and learning achievements. As Sroufe (1983) argues, the teacher relationship behaviours as perceived by learners are considered as important agents of developmental change and scholastic achievement at school.

In this research, 210 grade seven students of four junior high schools of Jimma town were clustered into three based on their perception of their English teacher relationship behaviour. The relationship clusters analyzed were more positively involved (close/warm and secure) relationships, moderately positively involved (functionally average), and negatively involved (problematic children) who reported to have conflict and over dependency relationships with their English teacher. The groups variation based on their perception and report of their English teacher relationship behaviour was found to be statistically significant (F = 376.12, P < 0.001 and df =207).The factor based (sub scales) on the teacher relationship behaviour scale used in this study includes dimensions of closeness and secure relationship, which reflect positive involvement, conflict and dependency subscales, which reflect negative involvement. In a series of descriptive studies, Pianta and Steinberg (1992) and Pianta (1994) have also showed dimensions of closeness, conflict, and dependency

teacher relationship behaviours as manifested and reported from the students' perspective, to characterize teacher-student relationship. Students who reported more positive involvement with their teacher were found to score high on closeness(secure relationship) sub scale items such as ' my English teacher feels happy by my learning gains' and very low for conflict sub scale items like ' every time the teacher blames me', and dependency items like ' I want the teacher to assure my understanding'. The moderately positively involved groups also named as functional average in Pianta's(1994) description on the other hand were found at mid range on both positive affect(closeness and secure) and negative affect(conflict and dependency sub scale items). Whereas, the students who perceived and reported their English teacher relationship behaviour as negative were very high for items indicating conflict and dependency involvements.

The cluster solutions in the present study were found to match Lynch and Cichetti (1992) report of teacher-child relationship typology based on the concept of the child's psychological proximity seeking (analogous to involvement) and emotional quality (analogous to closeness). Pianta's (1997) finding of generally positively and negatively involved patterns of teacher-student relationship also agrees to the present finding. The more positively involved students and to a lesser extent the functional average group, reported their relationship to their English teacher as indicative of secure and close relationship; they shared personal information, appeared comfortable, they were not in conflict and too dependent, and, in general they reported to have positive affect in response to their English teacher's interaction. Moreover, these children reported as authoritative parenting style was exercised

at their homes and they had also achieved relatively higher marks in their English tests and exams. Whereas the negatively involved or the so called problematic students' perceptions of their relationship to their teacher represent considerable conflict, over dependency, and little or no closeness and communication between themselves and their teacher. These students seemed to be closed from the positive affects of relating with a teacher, anger and conflict dominated their interactions. Students who perceived their relationship to a teacher in such a way were found to experience either authoritarian (controlling and commanding) or permissive and neglecting parenting styles from their parents or guardians. Thier scholastic achievement in English was also found to be significantly lower than that of the students who reported positive relationship behaviour with their English teacher.

Teacher relationship behaviour can also play a significant role in students' self-concept and expectations regarding scholastic achievements. Pederson, Faucher, and Eaton (1978), provided evidence on the impact of teacher relationship behaviour to students' success in learning and in life. Sroufe (1983) has also proposed that positive teacher relationship behaviour may significantly facilitate a student's adaptation to classroom norms and learning success, especially for children at high risk for failure. A positive relationship is associated with better achievement (lower levels of problem behaviours and higher levels of competence behaviour including scholastic achievements); and a negative relationship is related to a downward trend in achievement (high levels of problem behaviours and lower levels of competence behaviours). However, the results of this and other studies do not suggest that

teacher-student relationships are the sole predictors of scholastic achievements, nor do they suggest that other relationships or experiences outside the school environment have no relation to scholastic achievements. In relation to this, attachment theory and research strongly suggest that student-parent relationships are basic determinants to the quality of teacher-student relationships and scholastic achievements (Sroufe, 1983; Hamilton & Howes, 1992). As presented in the result part, this research also replicated the same finding. Students who reported a good parenting style as exercised at their homes had by large perceived their teacher's relationship behaviour positively. In this research, gender differences for all measures (teacher relationship behaviour, parenting style exercised at home, and English test scores) are not statistically significant. Similar studies by Pianta and Steinberg (1992), and Pianta (1994, 1996) also reported statistically insignificant differences between the two sexes with respect to teacher- student relationships and scholastic achievements.

Conclusion

Developmental perspectives on adolescents' education and adjustment in life need not be limited to discussions of developmental appropriateness of instructions only, instead, they have to inquire the basic processes of development such as social and relational development that greatly account for success or failure in students' environments. Adolescent-adult relationship is a crucial social context that has salience for the development of a number of social and academic outcomes in the developmental stage of adolescence. Particularly, teacher-student relationships serve as a regulatory function with respect to emotional and academic skill development. In so doing, they have enormous influence on adolescents'

competence in the school setting. The results of this study indicate differential scholastic achievements of students for the different perceptions of teacher relationship behaviour and parenting styles exercised at home. Students in the positively involved pattern relatively achieved high in their English exams, and students in the functional average pattern achieved fairly higher than students in the negatively involved relationship pattern. Teacher-student relationships are believed to be part of a developmental process that has complex and multifactor determinants. In fact, it is highly likely that factors other than teacher-student relationship (such as parenting style exercised at home) contribute to the students' competence and scholastic achievement. However, the value of assessing teacher-student relationships should rely in relation to promoting motivation to the high achieving group, and intervention for present and subsequent achievement problems and lack of competence. Teacher-student relationships and interactions may represent a potential arena for intervention that is not usually considered by educators, yet it is acknowledged as a key to success, especially for low achieving students. However, it has to be noted that improving teacher-student relationship alone does not guarantee improved learning achievements. Nevertheless, this study indicates that adult-adolescent relationships play a significant role in competence development at school and may be they are useful targets in a comprehensive program of intervention involving multiple focuses within the classroom, school, home, and the peer context.

RECOMMENDATIONS

Finally, the following recommendations are made with unshakable beliefs that responsible bodies would give them due attention and make a difference in school

contexts as regards creating conducive atmosphere that would tremendously improve students' learning and teachers' teaching which in turn contributes to producing responsible citizens in the long run. Therefore:

1.Policy makers in education should strive more to devise ways to offer useful trainings that would enable the bodies concerned i.e. pre-service and in-service teachers , school directors, trainings offered should persevere over making schools more effective in a way that students' minds work so that they can learn, perform and continue to learn; teachers teach successfully; home environments facilitate students' learning and teachers' teaching; social factors, school system patterns and internal school arrangements can interact with the aforementioned core issues to be supportive to effectiveness of schools.

2. Teachers should be sensitized pertaining to the paramount relevance of secure and close relationship with their students for it immensely assists learners to gain confidence and add to their academic success through active involvement in the teaching learning process.

3. Schools and teacher education institutes should organize workshops as frequently as possible and concerted efforts be made to persuade teachers to toil over bringing about desirable behavioral changes in terms of becoming strong leaders, more friendly to students, considerate, understanding the students' nature, assisting students in any way possible, acting as surrogate parents, being ready to accept changes and the like.

4. Parents should be made aware of the need to make their children more confident, more self assertive and competent in their academic endeavors by exercising more permissive and less authoritarian parenting

style and providing the necessary support for the betterment of their children's learning out comes.

5. Strong link must be created between schools and parents or the community members and issues regarding how well students should be taught without being harassed or intimidated.

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