

**EXPLORING THE ROLE OF STUDENT-TEACHER
RELATIONSHIPS IN THE EDUCATIONAL, SOCIAL AND
EMOTIONAL LIVES OF FORM 5 STUDENTS IN MASVINGO
DISTRICT, ZIMBABWE**

BY

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DEDICATION

This thesis is dedicated to the memory of my father, Livias Ticharwa Magwa (Baba Power), who always believed in my ability to be successful in the academic arena. You are gone but your belief in me has made this journey possible.

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SUMMARY

This study aimed at exploring the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students in Masvingo District. Student-teacher relationship is an important factor in educational research within pre-school settings and primary education, but remains largely neglected in secondary schools. The study was informed by a qualitative and instrumental case study design within the constructivist paradigm. In-depth interviews, focus group discussions, document analysis and reflective journals were used to collect data. General teachers, Guidance and Counselling teachers, educational psychologists and students were purposively sampled. The data were analysed using the thematic content analysis approach. Findings indicate that a decisive understanding of the complex nature of student-teacher relationships is not easy as the field is under-explored in Zimbabwe and multifarious. The participants described student-teacher relationships according to two dimensions, namely a democratic and egalitarian dimension and an authority figure within a subordinate student-teacher dimension. The study further revealed that the personal characteristics of the teachers and students, the educational environment, teaching methods and the schooling community have a direct impact on the quality and nature of student-teacher relationships. In addition, the study established that a democratic and egalitarian relationship between the teacher and students results in positive educational, social and emotional outcomes in the lives of Form 5 students. Likewise, an authority figure within a subordinate student-teacher relationship negatively affects the educational, social and emotional outcomes of students. Lastly, the study revealed that child-centred approaches, reciprocal power-sharing, the positive personal characteristics of the participants and positive labelling can help to improve student-teacher relationships in secondary schools. The study recommends that in order to enhance the educational, social and emotional lives of students, the teacher and students could share the learning environment. In this sense, students' voices in the selection and development of teaching and learning activities are important and could promote a democratic classroom environment.

OPSOMMING

Verkenning van die rol van student-onderwyser-verhoudings in die opvoedkundige, sosiale en emosionele lewens van Klas 5-studente in die Masvingo-distrik, Zimbabwe

Hierdie studie is gerig op die verkenning van die rol van student-onderwyser-verhoudings in die opvoedkundige, sosiale en emosionele lewens van Klas 5-studente in die Masvingo-distrik. Student-onderwyser-verhoudings is 'n belangrike faktor in opvoedkundige navorsing in voorskoolse omgewings en primêre onderwys, maar word grootliks in sekondêre skole verwaarloos. Die studie is gebaseer op 'n kwalitatiewe en instrumentele gevallestudieontwerp in die konstruktivistiese paradigma. Indringende onderhoude, fokusgroepbesprekings, dokumentontleding en reflektiewe vaktydskrifte is gebruik om data in te samel. Gewone onderwysers, beroepsleiding- en voorligtingsonderwysers, opvoedkundige sielkundiges en studente is doeldienend bestudeer. Die data is ontleed deur gebruikmaking van die benadering van tematieseinhoudontleding. Bevindings dui daarop dat 'n deurslaggewende begrip van die komplekse aard van student-onderwyser-verhoudings nie maklik is nie, aangesien die terrein veelsoortig is en in Zimbabwe onderverken is. Die deelnemers het student-onderwyser-verhoudings volgens twee dimensies beskryf, naamlik 'n demokratiese en egalitêre dimensie aan die een kant en 'n gesagsfiguur in 'n ondergeskikte student-onderwyser-dimensie aan die ander kant. Die studie het verder aan die lig gebring dat die persoonlike eienskappe van die onderwysers en studente, die opvoedkundige omgewing, onderrigmetodes en die skoolgemeenskap 'n regstreekse uitwerking op die gehalte en aard van student-onderwyser-verhoudings het. Daarbenewens het die studie vasgestel dat 'n demokratiese en egalitêre verhouding tussen die onderwyser en studente positiewe opvoedkundige, sosiale en emosionele uitkomst in die lewens van Klas 5-studente tot gevolg het. Eweneens beïnvloed 'n gesagsfiguur in 'n ondergeskikte student-onderwyser-verhouding die opvoedkundige, sosiale en emosionele uitkomst van studente negatief. Laastens het die studie aan die lig gebring dat kindgesentreerde benaderings, wederkerige magsdeling, persoonlike eienskappe van die deelnemers en positiewe etikettering kan help om student-onderwyser-verhoudings in sekondêre skole te verbeter. Die studie beveel aan dat die onderwyser en studente die leeromgewing deel ten einde die opvoedkundige, sosiale en emosionele lewens van studente te bevorder. In hierdie verband is studente se stemme in die seleksie en ontwikkeling van onderrig- en leeraktiwiteite belangrik, aangesien dit 'n demokratiese klaskameromgewing kan bevorder.

NKOMISO

Ku kambela vuxaka exikarhi ka muchudeni na mudyondzisi eka vutomi bya swa dyondzo, vuxakelani bya vanhu na ntlhaveko emoyeni eka machudeni ya Form 5 ekaDistrikiya Masvingo, eZimbabwe

Ndzavisiso lowu wu naxikongomelo xo kambela vuxaka exikarhi ka muchudeni na mudyondzisi eka vutomi bya swa dyondzo, vuxakelani bya vanhu na ntlhaveko emoyeni eka machudeni ya Form 5 eka Distriki ya Masvingo, eZimbabwe Vuxaka bya muchudeni na mudyondzisi i nchumu wa nkoka eka rhiseche ya swa dyondzo eka swiyimo swa dyondzo ya xiyenge xa khreshe, dyondzo ya prayimari, kambe i nchumu lowu wu honisiwaka swinene eka swikolo swa sekondari. Ndzavisiso lowu wu seketeriwe hi ndzavisiso wo tirhisa fambiselo ra *qualitative* na dizayini ya *case study* eka paradayimi ya *constructivist*. Ku endla tiinthavyu to enta, mimburisano na mintlawwa yo kongomisa mbulu, ku xopaxopa tidokumente na ku tirhisa ti-reflective journals swi tirhisiwe ku hlengeta datara. Ku endliwe sampuli hi mathicara ya tidyondzo to nava (general teachers) mathicara ya tidyondzo ta swiletelo hi mintirho, tisayikhologjisti ta swa dyondzo na machudeni. Datara yi xopaxopiwe hi ku tirhisa fambiselo leri vuriwaka *thematic content analysis* kumbe ku xopaxopa hi ku landza tinhlokomhaka to karhi. Vuyelo byi kombisa leswo ku twisisa ku enta hi ku nonon'hwa na ku sohana-sohana ka vuxaka exikarhi ka muchudeni na mudyondzisi a hi nchumu wo olova, hikuva xiyenge lexi a xi si lavisisiwa kahle eka swiyenge swo tala eZimbabwe. Lava va nga na va xiavo va hlamusele vuxaka exikarhi ka muchudeni na thicara hi tindlela timbirhi, leti ku nga leswo thicara i munhu wa fambiselo ra xidimokrasi na ndzinganano, na ndlela ya munhu loyi a nga munhu wa matimba na vutivi eka vuxaka bya muchudeni na thicara. Ndzavisiso wu tlhele wu humelerisa na leswo swihlawulekisi swa muchudeni na mudyondzi hi xiviri, mbangu wa dyondzo, maendlelo yo dyondzisa, na vaaki eka ndhawu ya xikolo swi na vuyelo eka khwaliti na muxaka wa vuxaka exikarhi ka muchudeni na thicara. Na le henhla ka swona, dyondzo yi kume leswo vuxaka bya xidimokrasi na ndzinganano exikarhi ka thicara na machudeni byi na vuyelo lebyinene eka swa dyondzo, vuxakelani bya vanhu na ntlhaveko eka swa moya eka vutomi bya machudeni ya Form 5. Kasi na swona, vuxaka bya ku tirhisa matimba ka thicara (authority figure) na ku vonela machudeni ehansi, swi na vuyelo lebyi nga ri ku lebyinene eka swa dyondzo, vuxakelani na ntlhaveko eka moya eka machudeni. Xo hetelela, dyondzo yi humelerise na leswo maendlelo yo tshikilela ku pfuneta eka n'wana, ku avelana matimba, na swihlawulekisi leswinene swa lava nga na xiavo, na ku nyiketa tilebule letinene eka vana, swi nga pfuneta ku antswisa vuxaka exikarhi ka muchudeni na thicara eswikolweni swa sekondari. Ndzavisiso wu bumabumela leswo ku antswisa swa dyondzo, vuxakelani na ntlhaveko

emoyeni eka vutomi bya machudeni, thicara na vadyondzi va nga avelana hi ku dyondza eka mbangu wa ku dyondza. Hi ndlela leyi marito ya machudeni eka nhlawulo na nhluvuko eka migingiriko ya ku dyondzisa na ku dyondza i swa nkoka na swona swi nga promota mbangu wa klasi ya xidimokrasi.

KEY CONCEPTS

Relationships, student-teacher relationships, educational lives, social lives, emotional lives, explore, role, an authority figure within a subordinate student-teacher relationship, democratic and egalitarian relationships, Form 5 students.

ABBREVIATIONS

G & C	Guidance and Counselling
EP	Educational Psychologist
P	Participant

DECLARATION BY THE CANDIDATE

Declaration: Mr Magwa

I declare that, **Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe**, is my own work and that all the sources I have used or quoted have been indicated or acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software.

Name: Mr Logic Magwa

Student number: 55491901

Signature: 

DECLARATION BY THE SUPERVISOR

Declaration: Supervisor

I declare that I have considered the originality software checking report obtained by the candidate, Mr Magwa. I confirm that the thesis meets an acceptable standard of originality.

Name of candidate: Mr Logic Magwa

Student number: 55491901

Name of supervisor: Prof K. Mohangi

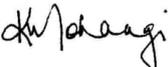
Signature of supervisor: 

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CHAPTER 1: THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

The main purpose of this chapter is to provide an introduction to and a framework for the study. I look at the research questions, the objectives of the study and the significance and the assumptions of the study. I also explain and justify my choice of research design and the methodology that I chose to explore the research questions. Furthermore, I indicate the delimitations of the study, the theoretical frameworks underpinning the study, and ethical considerations. I conclude this chapter by clarifying the relevant concepts and outlining the chapters that follow.

1.2 BACKGROUND TO THE STUDY

In 2010, on April 28-29, more than 90 researchers and teacher educators from more than ten countries gathered in Boulder, Colorado, for the first International Conference on Interpersonal Relationships in Education (ICIRE 2010) (Wubbels, Den Brok, Van Tartwijk and Levy 2012). The invitation for the conference described the theme as follows:

Clearly, a positive teacher-student relationship strongly contributes to student learning. Educators, parents and students understand that problematic relationships can be detrimental to student outcomes and development. While the importance of interpersonal relationships in education has been appreciated for decades, research in this field is still young. Therefore, it is an appropriate time to celebrate, evaluate and advance these efforts through a conference that focuses on the state of the field and avenues for future research.

Given this background, it is apparent that research in the field of relationships in education is still young. In Zimbabwe particularly, there is the dearth of information on student-teacher relationships at the secondary level. There are no studies on student-teacher relationships pertaining to Zimbabwe in educational journals and books. It is from such a mind-opening theme of the 2010 International Conference on Interpersonal Relationships in Education that this study seeks to advance the efforts of this conference by exploring student-teacher relationships and their academic and socio-emotional effects on students in secondary schools in the Masvingo District, Zimbabwe.

Zimbabwe has been going through some encouraging developments in the area of education. The Ministry of Primary and Secondary Education Policy Circular P35 forbids the use of corporal punishment by teachers (Mushohwe 2018). Parts of the circular state that, “*Every Head should try to cultivate a school climate where pupils will/can develop internal discipline which is not initiated by fear of punishment.*” The above sentiments are encouraging for various alternatives that can be used to maintain discipline apart from using the corporal punishment. In this sense, teachers in Zimbabwe are expected to relate to learners in a friendly way and to establish a more relaxed atmosphere. Given this background what is worrisome in Zimbabwe is that teachers are uncertain about the effective alternatives to corporal punishment and the use of power to establish authority. This research study is therefore necessary to explore whether student-teacher relationship is indeed a factor in reducing teacher violence against students and also student violation of teachers physically and psychologically. Furthermore, in Zimbabwe, there are alleged cases of teachers being threatened by students in the course of discharging their duties. In some cases, the attacks have been violent (Chimhenga & Mpofo 2016:33) In the midst of these problems, this study sought to establish whether student-teacher relationships are effective enough to curb disciplinary problems in Masvingo District, Zimbabwe.

Secondary schools continue to be places that isolate, alienate and disengage students (Mitra 2008:91). Similarly, Modlin (2008:4) asserts that secondary schools can sometimes have large enrolments and students can get confused in the new environment. New secondary school students are often placed in unfamiliar large buildings with multiple classes and teachers and with very little of the individual support that they may have been used to at primary level. By the time students get to Form 4, many are affected due to lack of connectivity. Conversely, just because a high school is small or in a small community, assumptions may be falsely made that everyone knows everyone, so educators may have a false sense of connectedness to their students. For example, just because a teacher knows a family name in town or taught a sibling of a current student does not necessitate a strong bond to the student currently under the teacher’s tutelage (Modlin 2008:4). Another factor that hinders teachers from connecting with students in secondary schools is the amount of time a teacher has with students, which is a very important factor for the development of a relationship and getting to understand students (Modlin 2008:4). In Zimbabwe, there exists a communication gap between the students and the teachers, a lack of understanding of the other person’s perspective or background and a

general misunderstanding on a personal level between students and teachers. The need for research in this area is conspicuous in order to knock down the walls between the students and the teachers in secondary schools. When students and teachers get to understand one another on a personal level, positive relationships are likely to be formed and critical learning can take place. Secondary school students of all backgrounds and abilities benefit from a high-quality relationship with their teachers and strongly desire to have such connections (Capern & Hammond 2014:1).

There are few studies in, and outside Zimbabwe, that include the perspectives of students on the role of student-teacher relationships. Substantial research exists to inform teachers about the consequences of student-teacher relationships. However, available research studies did not examine the experiences of students on the implications of student-teacher relationships (Claessens, Tartwijk, Van der Want, Pennings, Verloop & Den Brok 2017, Varga 2017, Longobardi, Prino, Marengo & Settanni 2016:1, Fosen 2016:1, Gallagher 2015, Capern & Hammond 2014:1, Gallucci 2014:1, Liberante 2012:2, Modlin 2008:1, Blum 2005:16, Fredriksen & Rhodes 2004:45, Klem & Connell 2004:262, Pianta, Hamre & Stuhlman 2003, Ary, Jacobs & Razavieh 2001). A review of the above research studies indicated that students' voices were not well-represented in the body of research. To date, there is only a small number of studies in Zimbabwe that make use of the students' voices to convey the outcomes of student-teacher relationships to teachers. In this sense, it is crucial to understand how students themselves understand the role of student-teacher relationships in their educational, social and emotional lives. Given this fact, this study plays a significant role in exploring the perspectives of students on the role of student-teacher relationships in secondary schools.

The relationship between a student and the teacher has always been a central interest of the educational process, (Giles 2008:8). It is one of the most important factors in the learning atmosphere (Liberante 2012:2). The student-teacher relationship has been found to be a strong influence on the overall school and behaviour adjustment (Urooj 2013:619). This implies that student-teacher relationships are major factors affecting a student's holistic outcome. Student-teacher relationship has emerged as an important element in educational research in pre-school and primary education (Gallucci 2014, Liberante 2012:2, Haughes & Kwok 2007:39-51, Connor, Son, Hindman & Morrison 2005, Pianta & Stuhlman 2004, Hamre & Pianta 2001:625-

638). Despite a robust experience on student-teacher relationships at the elementary level, no studies to date have explored the role of student-teacher relationships at the secondary school level in Zimbabwe. Since students' relationships with teachers change from elementary to secondary school (Lynch & Cicchetti 1997:90), the need for research in this area at the secondary level is quite relevant and timely. In the same vein, an investigation of student-teacher relationships could also be extended to secondary education because of its high dropout and failure rate (Longobardi et al. 2016:2). As positive relationships in school could enhance an enabling school environment, there is a likelihood that the dropout rate and school failure could decrease. Even though more work had been done in the field, the focus had been on the primary level neglecting the secondary school level. In as much as the primary foundation is very crucial, secondary education is also very crucial (Nyadanu 2015:267). There is a paucity of information and knowledge on this aspect in Zimbabwe since there is extremely limited related research in Zimbabwe to assess the student-teacher relationship and its effects on the emotional, social and academic outcomes at the secondary level. Given the above background, the need for this research study is quite clear in order to indicate the clear and comprehensive consequences of student-teacher relationships for secondary students. In this sense, the consequences of student-teacher relationships should be extended to include secondary students as well, because it also affects the educational, social and emotional lives of students. It also implies that student-teacher relationships should be considered as a relevant agenda for secondary education.

According to Hegenauer and Simone (2014:388), the conceptualisation of student-teacher relationships is difficult, as the field is under-explored and multifarious. Previous studies on student-teacher relationships have failed to provide clear explanations on the nature or quality of student-teacher relationships (Varga 2017:3, Fosen 2016:1, Longobardi et al. 2016:1, Gallagher 2015, Gallucci 2014:1, Short 2013:1, Ary et al. 2001, Liberante 2012:2, Haughes & Kwok 2007:39-51, Pianta & Stuhlman 2004, Fredriksen & Rhodes 2004:45, Hamre & Pianta 2001:625-638). Most of the research studies indicated above described student-teacher relationships according to positive or negative dimensions. Student-teacher relationships are multi-dimensional in nature (Hagenauer & Simone 2014:370-388). It is therefore unfair for research studies on student-teacher relationships to focus heavily on only one general dimension. This research study is the first attempt in Zimbabwe to explore the role of student-teacher relationships in the educational, social and emotional lives of form five students. The

study eliminates the polarized positive and negative dimensions used by previous researchers and offers enabling, comprehensive and clear dimensions. This research study will use the democratic and egalitarian dimension and an authority figure within a subordinate student-teacher dimension to develop a more profound understanding of student-teacher relationships in secondary schools.

Previous studies on student-teacher relationships (Claessens et al 2017, Varga 2017:1, Fosen 2016:1, Gallucci 2014:1, Short 2013, Liberante 2012:2, Vu 2009:1, Hughes & Kwok 2007:39-51, Pianta & Stuhlman 2004, Hamre & Pianta 2001:625-638), lacked clearly defined theoretical frameworks to explain the effects of student-teacher relationships in schools. Although many of the previous research studies made use of the Attachment Theory as a framework for understanding scholastic relationships with their teachers during pre-school and primary education, it may not be the appropriate framework to provide a grounding base or an anchor for understanding student-teacher relationships in schools. Since the Attachment Theory could not offer explanatory and analytical frameworks to make sense of the relationships between a student and a teacher in the classroom, this research study turns to the Foucauldian Theory and Vygotsky's Social Constructivist Theory to guide the study.

Most of the studies on student-teacher relationships relied on quantitative methodology (Varga 2017, Krasovskaya 2016, Longobardi et al 2016:3, Ayaz, Shall & Khan 2013:186, Gallagher, Cranley, Vernon & White 2013:520-528). There is only a limited number of studies that are primarily qualitative in nature. This current research study addresses this gap by employing qualitative research methodology. Data collection tools that are qualitative in nature such as interviews, focus group discussions, document analysis and reflective journals may be useful in exploring the participants' experiences of the implications of student-teacher relationships in schools. In this sense, the qualitative methodology can help to offer a clear and comprehensive understanding of the effects of student-teacher relationships in schools.

1.3 STATEMENT OF THE PROBLEM

The student-teacher relationships emerged as a very important aspect in educational research in pre-school and primary education (Gallucci 2014, Liberante 2012:2, Haughes & Kwok

2007:39-51, Mokhele 2006:149, Connor et al. 2005, Pianta & Stuhlman 2004, Hamre & Pianta 2001:625-638, Spaulding 1992:65), but remains largely neglected in secondary schools. Most of the secondary school teachers are still uncertain about the type of student-teacher relationship that would ensure the desired learning environment in this new era of the democratic education system. Furthermore, students' voices were not well represented in the previous studies on student-teacher relationships. Given this background, this study is, therefore, necessary to extend the study of student-teacher relationships to secondary schools and to examine the experiences of all the participants, including the students' experiences on the impact of student-teacher relationships in secondary schools.

1.4 RESEARCH QUESTIONS

This section presents the primary research question and the secondary research questions that emanate from the statement of the problem.

1.4.1 Primary research question

What role do student-teacher relationships play in the educational, social and emotional lives of Form 5 students?

In order to answer the primary research question, five secondary questions were posed.

1.4.2 Secondary research questions

- a) How do students, teachers and educational psychologists conceptualise student-teacher relationships?
- b) What are the factors that contribute to the quality of student-teacher relationships?
- c) How do democratic and egalitarian relationships between a student and a teacher enhance the educational, social and emotional lives of students?
- d) How does authority figure within a subordinate student-teacher relationship between a student and a teacher affect the educational, social and emotional lives of students?
- e) How can student-teacher relationships be improved?

1.5 GENERAL AIM

The general aim is to explore and understand the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students in secondary schools.

1.5.1 Research objectives

- a) To explore the conceptualization of student-teacher relationships by students, teachers and educational psychologists.
- b) To examine the factors that, contribute to the quality of student-teacher relationships.
- c) To establish the importance of democratic and egalitarian relationships in the educational, social and emotional lives of students.
- d) To examine the effects of an authority figure within a subordinate student-teacher relationship in the educational, social and emotional lives of students.
- e) To explore ways of improving student-teacher relationships in secondary schools.

1.6 SIGNIFICANCE OF THE STUDY

- The study indicates students' experiences on the role of student-teacher relationships in secondary schools.
- The Ministry of Primary and Secondary Education can use the findings as a springboard to improve student-teacher relationships at the secondary level in order to minimize the high dropout rates. This can be achieved by developing clear policies and statements detailing the inappropriate, unacceptable and criminal student-teacher relationships together with penalties for the breaches of trust in this respect.
- This study will provide possible solutions to the problem of student-teacher disconnectedness in the secondary schools.
- The study will contribute relevant literature, thereby increasing the knowledge base to be used by future researchers on student-teacher relationships at the secondary level.

1.7 ASSUMPTIONS OF THE STUDY

The following assumptions were made:

- Student-teacher relationships influence the educational and socio-emotional outcomes of students in secondary schools.
- Democratic and egalitarian relationships improve the educational, social and emotional lives of students in secondary schools.
- An authority figure within a subordinate student-teacher relationship is associated with negative educational, emotional and social outcomes for secondary school students.
- Student-teacher relationships can be improved.

1.8 RESEARCH DESIGN AND METHODOLOGY

1.8.1 Research paradigm

I conducted the study from a qualitative-constructivist paradigm. The social constructivist paradigm was adopted to explore and gain insight into the role of student-teacher relationships in the educational, social and emotional lives of students at a much deeper level (Denzin & Lincoln 2003). This implies that the social constructivist paradigm provides opportunities for understanding the experiences of the participants. Furthermore, the social constructivist paradigm allowed me to interact with educational psychologists, Guidance and Counselling teachers, general teachers and students, leading to multiple views on student-teacher relationships in secondary schools (Heinze 2008:54, Creswell 2009:20, Thanh & Thanh 2015:25). Following this logic, multiple perspectives in the constructivist paradigm allowed me to have a more comprehensive understanding of the relationships between students and teachers in secondary school.

1.8.2 Research approach

On the basis of the constructivist paradigm, I used a qualitative approach which involves the study of the participants in their natural settings whereby the researcher conducts a systematic inquiry in order to understand the phenomena (Dube 2015:70, Parker 2003:16). In this study, the qualitative approach offered me opportunities to recognise and understand the truth about the interactions between students and teachers in secondary school. In this sense, the interviews, focus group discussions, document analysis and reflective journals were considered important in providing detailed qualitative data about the role of student-teacher relationships in the educational, social and emotional lives of students in secondary schools (Magwa & Magwa 2015:19).

1.8.3 Research design

I chose a qualitative case study design within a constructivist paradigm to explore the role of student-teacher relationships in the educational, social and emotional lives of students. In choosing an instrumental case study design, I was able to address my research questions by obtaining thick, rich and vivid accounts by students, educational psychologists, Guidance and Counselling teachers and general teachers on the educational, social and emotional implications of student-teacher relationships. In this sense, a case study design, through the use of interviews, document analysis, focus group discussions and reflective journals offered me the opportunity to gather detailed information on the relationships under discussion (Baxter & Jack 2008:556). Furthermore, using multiple methods of data collection is important for the triangulation of the data, allowing significant insight to emerge (Ponelis 2015:540). Given the above discussions, the instrumental case study design was deemed most applicable for this research study which focused on understanding the experiences of participants on the role of student-teacher relationships in schools.

1.8.4 Sampling

Since my intention was to gather in-depth information concerning student-teacher relationships in secondary schools, I purposively sampled the setting and participants. In a qualitative approach, the samples are likely to be selected in a deliberate manner known as ‘purposive sampling’ (Patton 2015:91, Yin 2011:79). Given the nature of my study, which is concerned with exploring the role of student-teacher relationships in the educational, social and emotional lives of students, purposive sampling offered me the opportunity to purposefully select two secondary schools in the district, students, general teachers, Guidance and Counselling teachers and educational psychologists. These selected subjects were likely to provide significant data on the role of student-teacher relationships in educational, social and emotional lives of students in secondary schools by virtue of their experiences. I believed that the above-selected subjects would likely yield the most relevant and rich data on student-teacher relationships in schools (Magwa & Magwa 2015:68, Yin 2011:79). Following this view, it means that the participants sampled purposively would have an in-depth knowledge of the particular issues (Cohen, Manion & Morrison 2011:157).

1.8.5 Data collection tools

In my attempt to gather thick, rich and detailed descriptions in order to answer the research questions I posed at the outset, I employed interviews, focus group discussions, document analysis and reflective journals to explore and understand the experiences of the participants (De Vos, Strydom, Fouché & Delpont 2005). By means of interviews and focus group discussions used in the study, the participants were able to express their experiences on the role of student-teacher relationships in the lives of students in detail, approaching reality as faithfully as possible (Padilla-Diaz 2015:104). In this sense, the use of multiple methods led to data triangulation which allowed me to have a more comprehensive understanding of how student-teacher relationships are conducted in the selected secondary schools in Masvingo District (Thanh & Thanh 2015:25).

1.8.6 Data analysis and presentation

The analysis of the data is the process that enables the researcher to get a sense of the data by consolidating, reducing and interpreting what research would have observed and recorded (Dube 2015:81). This implies that a comprehensive analysis of research data would bring a profound understanding of the issues arising from the data (Magwa & Magwa 2015:92). In this study, I conducted thematic content analysis, relying on identifying and analysing the emerging themes from all the forms of data collected. Thematic analysis gave me an opportunity to understand the role of student-teacher relationships in the educational, social and emotional lives of students more widely (Alhojailan 2012:40). Following this logic, I was able to link the various opinions of the participants on the educational, social and emotional implications of student-teacher relationships gathered in different situations at different times.

1.9 DELIMITATIONS OF THE STUDY

The study was conducted in Masvingo District. The district was selected because of its proximity to the researcher. The study was delimited to two Guidance and Counselling teachers, 12 general teachers, and 12 Form five students from two secondary schools in the district. Two educational psychologists from the region were also included in the study. The study focused on exploring the role of student-teacher relationships in the educational, social and emotional lives of students.

1.10 THEORETICAL FRAMEWORKS

1.10.1 The Foucauldian Theory

This study drew its energy from the Foucauldian Theory in its endeavour to analyse the power relations between the teachers and the students in the schools. The purpose of a theoretical framework is to provide a lens for interpreting the information collected in the study (Nwanna 2006:12). The theory emphasizes the exercise of power as a mode of action upon the action of others. The exercise of power can be either positive or negative. From the positive point of view, it involves governing understanding the broadest sense as training, shaping or directing towards a goal or set of goals of human beings. In these types of power relations, Foucault emphasises dealing with relations among free subjects (Gaventa 2003:2). This implies that in power relationships, for example, pedagogical relationships, one side has to willingly take the subordinate role (student). The student is not forced to learn from the teacher but places himself/herself willingly under the teacher's direction. Thus, from the student's side, when the teacher has the lead role, the student's freedom is necessarily limited, but limited by choice. Such a relationship does not translate into a superior-subordinate relationship, as the student could at any time decide not to listen to the teacher's advice; he or she can choose to stop attending the teacher's lessons. Also, it seems that the teacher should accept corrections from the student. When the teacher accepts corrections or challenges from the student, then there would be reciprocal power sharing in the classroom. This implies that communication in the classroom should come from either side (Naidoo 2014:34, Gaventa 2003:2, Foucault 1978:36). This research study is grounded on the Foucauldian principles which claim that power is not simply repressive but is productive. The study explains how students and teachers who share control of learning environment (democratic and egalitarian relationships) are linked to higher educational, social and emotional achievements and how a tightly controlled teacher-centred learning (An authority figure within a subordinate student-teacher relationship) are linked to lower educational, social and emotional outcomes.

1.10.2 The Social Constructivist Theory

This study on student-teacher relationships at secondary school level utilised Vygotsky's Social Constructivist Theory as the lens to understand the interactions that may exist between the teacher (adult) and the student (child) at school. Vygotsky's theory states that knowledge

is co-constructed and that individuals learn from each other. This implies that learning occurs with the help of other people, thus contributing to the social aspect of the theory (Vygotsky 1962). Similarly, Clark (2014:20) asserts that the Social Constructivist Theory combines the social environment and cognition, where children will acquire a way of thinking and behaving by interacting with more knowledgeable persons. Clark adds that a child's development is a result of his or her interaction with the social environment, which includes people and their culture. In this sense, communication plays a significant role in the development of cognition. Aligned with student-teacher relationships, Vygotsky's theory requires the teacher and student to play untraditional roles as they collaborate with each other. Instead of a teacher imposing his or her meaning to students for future recitation, the students should be given platforms to work on the environment and make their own meanings (Hausfather 1996:1-10).

1.11 ETHICAL CONSIDERATIONS

Before conducting this research, I applied for ethical clearance from the College of Education at the University of South Africa (UNISA). I adhered to the code of ethical guidelines of the Department of Psychology of Education (UNISA). Prior to entering the research sites, permission to conduct the study was sought from the Ministry of Primary and Secondary Education at national, regional and district levels and also from headmasters of the schools concerned, as well as voluntarily informed consent from the adult participants. The purpose of the study was explained to all the participants. The participants remained informed during the research process and were allowed to withdraw from the study at any time. In this study, confidentiality was achieved by removing identification information which could be traced back to the participants. I also ensured that the participants were not exposed to any emotional and/or psychological discomfort by avoiding potentially sensitive issues.

1.12 DEFINITION OF TERMS

For the purpose of this study, the following definitions were utilised. The key terms are defined formally and within the context of this study.

1.12.1 Relationships

Knight (2004:85-86) regards *relationships* as the very substance of life, which defines who we are. Dunn (2004:2) conceptualises *relationship* as a connection between two people. Knoell (2012:5) adds that *relationships* are defined by strong, frequent and diverse interdependence that lasts over a considerable period of time. Within the context of this study, *relationships* mean the ways in which a teacher and a student are connected to or related to each other. This also shows that relationship formation is the way students get on with their teachers.

1.12.2 Student-teacher relationships

According to Camp (2011:11), *student-teacher relationships* are formalised interpersonal associations between the teacher and the students who interact on nearly a day-to-day basis. Within the context of this study, *student-teacher relationships* are the interaction between a teacher and a student for a purpose of achieving educational goals

1.12.3 Democratic and egalitarian relationships

In this study, *democratic and egalitarian relationships* describe the degree to which the teacher and the student share control of the learning environment equally. In this sense, students should have a dialogue directly with the teacher and influence in the selection and development of learning activities (Brailie 2012:5).

1.12.4 An authority figure within a subordinate student-teacher relationship

In this study, *an authority figure within subordinate student-teacher relationship* refers to the imposition by the teacher who seeks to inculcate habits of docility, receptivity and obedience to the student. In other words, authority figures rely on force and coercion to make students to learn and to establish social discipline and behavioural compliance (Bailie 2012:15).

1.13 THE RESEARCH PROGRAMME

Chapter 1: The problem and its setting

Chapter 1 outlines the background to the study, presents a brief analysis and statement of the problem, the importance of the study, the research questions, the aims and objectives of the study, the theoretical framework, delimitations of the study, the assumptions of the study on

the effects of student-teacher relationships, the significance of the study, the definition of terms and an outline of the chapter layout.

Chapter 2: Review of related international literature

Chapter 2 presents a review of related literature that is guided by the research questions presented in chapter 1. The literature is reviewed under the following sub-headings: a conceptualisation of student-teacher relationships, factors that contribute to the quality of student-teacher relationships, the importance of democratic and egalitarian relationships in the educational, social and emotional lives of students, the effects of an authority figure within a subordinate student-teacher relationship in the educational, social and emotional lives of students, and ways of improving student-teacher relationships.

Chapter 3: Theoretical frameworks underpinning the study

This chapter examines the theoretical frameworks underpinning the study of student-teacher relationships. The Foucauldian Theory and Vygotsky's Theory of Social Constructivism are adopted as theoretical frameworks.

Chapter 4: Research design and methodology

This chapter presents the choice of the research design and outlines the methodology used to explore the research questions. The chapter also expounds the ethical aspects of this study.

Chapter 5: Presentation of the results

This chapter presents the results of the study by presenting the themes that emanate during the thematic analysis of the raw data. The discussion of the themes, sub-themes and categories is enhanced and enriched by direct quotations from the interviews and focus group discussions, excerpts from reflective journals, and information from the analysis of the documents.

Chapter 6: Discussion of the findings

The chapter discusses the findings of the study while situating them in terms of the literature study conducted in Chapter 2 and theoretical frameworks in Chapter 3.

Chapter 7: Findings, conclusions and recommendations

In this chapter the findings, conclusions and recommendations of the study based on the findings, analysis and discussions are presented. The chapter recommends strategies for the improvement of student-teacher relations.

1.14 SUMMARY

An introduction to the significance of student-teacher relationships was presented in this chapter. It shed light on the urgent and far-reaching crisis of student disconnection from teachers in secondary schools that have affected the educational, social and emotional lives of students. This chapter also presented the statement of the problem, the significance of the study, assumptions of the study on the implications of student-teacher relationships, the research questions, the research aims, the methodology, delimitations of the research, the theoretical framework, the definition of key terms and the research programme. This chapter paved the way to the next chapter which is centred on the review of related literature.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, I offer a conceptualisation of relationships in general, student-teacher relationships and dimensions of student-teacher relationships. The factors contributing to the quality of student-teacher relationships and the effects of student-teacher relationships in the educational, social and emotional lives of students are explored. Lastly, the literature on ways of positively supporting student-teacher relationships is reviewed. The organization of the literature review corresponds with the research questions of this study as outlined in chapter 1:

- a) How do students, teachers and educational psychologists conceptualise student-teacher relationships?
- b) What are the factors that contribute to the quality of student-teacher relationships?
- c) How do democratic and egalitarian relationships between a student and a teacher enhance the educational, social and emotional lives of students?
- d) How does authority figure within a subordinate student-teacher relationship between a student and a teacher affect the educational, social and emotional lives of students?
- e) How can student-teacher relationships be improved?

The strategies employed by the researcher to review the literature include researching peer-reviewed scholarly journals, educational psychology primary sources, curriculum, educational and instructional texts. All of these were either in electronic format or hard copies. Focused searches for articles published in journals in the fields of education and psychology specific to student-teacher relationships were explored. Citations from individual studies, dissertations and theses were examined.

2.2 REVIEW OF RELATED LITERATURE

McMillan and Schumacher (2001:108) define a *literature review* as a critique of the status of knowledge of a carefully defined topic. It enables the reader to gain further insight into the topic. The purpose of reviewing literature is to seek evidence of what is already known, tested and untested, to avoid the pitfall of exploring the field that had already been scrutinised (Chiromo 2006:4). A literature study reveals that somebody has already carried out the same research (White 2004:20). McMillan and Schumacher (2001:109) assert that reviewing the literature enables the researcher to

- define and limit the research problem;
- place the study in a historical perspective;
- avoid unintentional and unnecessary replication;
- select promising methods and measures; and
- relate the findings to previous knowledge and suggest further research.

The review of the literature in this study is under the following sub-headings: conceptualisation of student-teacher relationships, factors contributing to the quality of student-teacher relationships, the effects of student-teacher relationships on the student's academic and socio-emotional outcomes and ways of improving student-teacher relationships.

2.2.1 Relationships

A conceptualisation of the term *relationship* is necessary before defining student-teacher relationships. According to Wubbels et al. (2012:20) *relationships* are typically defined as enduring connections between two individuals, uniquely characterised by degrees of continuity, shared history and interdependent interactions across settings and activities. Furthermore, definitions are frequently extended to include the qualities of a relationship, as evidenced by the level of trust, intimacy and sharing, the presence of positive effect, closeness and affective tone and the content and quality of communication (Wubbels et al. 2012:20). Along each of these dimensions, relationships can evoke positive as well as negative experiences. Finally, relationships are often thought of in terms of their influence and what they provide the individual (Wubbels et al. 2012:20). In a similar vein, Rambau (2008:12) asserts that the term *relationship* refers to how people or things are related. A relationship is the interaction between people, which can be expressed as friendship, affection, the frequency of meeting, co-operation and open communication (Ijaduola 2007:65). Similarly, Mhlongo (2004:34) asserts that *relationship* refers to a series of interactions between two people. This implies that being in a relationship is an ongoing process and it happens throughout an individual's life. The ongoing process of relationship-formation is both effective and cognitive and is based on mutuality (Zirpoli 2008:140-142, Dunn 2004:2, Very 1992:22). The authors further point out that our pictures and our worlds are not created only by us as individuals, but they are co-created in a relationship with others. In other words, a relationship is an interaction between two or more people, meaning that individual behaviour is influenced by inborn traits and the influence of the relationships between him/her and the people around him/her. As

observed by Ijaduola (2007:65) a *relationship* can also be viewed as an activity like self-disclosure that can generate trust and love among people. Knight (2004: 85-86) asserts that *relationships* are viewed as the very substance of life, which define who we are. Dunn (2004:2) defines a *relationship* as a connection between two people, both affirming it. Knoell (2012:5) adds that *relationships* are defined by strong, frequent and diverse interdependence that lasts over a considerable period of time. Rambau (2008:12) adds that there may be an associative connection between objects, or objects and properties, or between people.

The argument raised by scholars above indicates that relationship-formation is the way in which people get on with one another. Saari (2005:9) posits that it is through our interaction with others that we are able to create a picture of the world and ourselves. The interaction also helps people to perceive and to be integrated into the world and have a general comprehension of those details which provide the understanding of the depth of that world (Saari 2005:9). Saari's (2005) view is supported by Zirpoli (2008:125), who asserts that right from birth people interact with their physical environment and make meaning out of it. Children are born into the world of relationships which begin early in their lives and last to adulthood. Relationships in toddlers and pre-scholars are in the form of sharing feelings and ideas of mutual affection and attachment (Dunn 2004:3). Mhlongo (2004:34) opines that the child forms relationships with the self and others right from birth up to old age. Bergman and Surrey (2001:21) also have this view. They point out that as the child grows older, he or she forms relationships with the self, parents, peers, educators, siblings and other people who play a significant role in his/her life.

According to Muller (2012:56), the *relationship* is a powerful concept when exploring human connectedness. A relationship is a connection between two people in which some sort of exchange takes place. In this sense, there is some sort of link between people, and this link involves interaction. That connection may be something that we are born into, such as is the case with families, or it may arise out of a particular need (Smith 2001). The spouse, friend, mother and child are examples of relationships in which there is mutual care for the other and a desire for optional outcomes for the other. This reciprocal relationship may also apply to the classroom situation.

Much of the above literature around the definition of *relationship* is not within the context of the school setting while, in this study, educational relationships within the context of the school setting are explored. A *relationship* with an educational or school setting is thus intended to mean the ways by which a teacher and a student are connected to each other or related to one another.

2.2.2 Types of relationships

Relationships occur at all times and in all places, in all parts of society and in all phases of the development of the individual. People are involved in relationships all the time (Smith 2001). A variety of relationships exists that people can have. Four major types of relationships include

1. family relationships;
2. friendships;
3. romantic relationships; and
4. casual relationships (Brown, Ransohoff & Jeffery 2013)

In line with the above view, DePaulo (2010) is of the opinion that *relationship* is a big word. It encompasses all sorts of human connections, including ties to friends, parents, children, siblings, other family members, neighbours, mentors and more.

2.2.2.1 Family relationships

According to Brown, Ransohoff and Jeffery (2013), a *family* is defined as a domestic group of people with some degree of kinship, whether through blood, marriage or adoption. The family includes your children and parents as well as relatives with whom you may not interact with every day, such as your cousins, aunts, uncles, grandparents and step-parents. These are probably the people you are closest to and with whom you spend the most time (Brown et al. 2013, Smith 2001).

2.2.2.2 Friendship

A *friend* is described as a person one knows well and regards with affection, trust and respect. A way to make friends is to be friendly and helpful to other people. Peer pressure can play a major role in friendship. If someone is vulnerable to peer pressure, the relationship is not balanced. True friends listen to and respect each other's opinion. By mutually supporting each other, the friendship would be more stable (Brown et al. 2013, Smith 2001).

2.2.2.3 Romantic relationships

In a healthy romantic relationship, both partners respect each other and have their own identity. It is important to understand that one can have an intimate relationship with anyone. An intimate relationship is one in which one can truly be yourself with someone one respects and is respected by in return. Most of the people are of the view that ‘intimate’ means being physically intimate, such as being in a sexual relationship. However, an intimate relationship can be with anyone whom one is really close to and with whom one can be completely open and honest. Intimate relationships provide one with the opportunity to grow as an individual (Brown et al 2013).

2.2.2.4 Casual relationships

Casual relationships are formed with people one encounters on a daily basis, that is, anyone who is not a friend, with whom one is in a romantic relationship, or a family member. For example, the person may be a teacher or someone new, a boy or girl one does not know well yet. An unhealthy casual relationship without mutual respect would result in a friendship or an intimate relationship without respect (Brown et al 2013). It is possible for relationships to begin casually and then develop into friendly or romantic relationships (Claxton & Van Dulmen 2014:1). In other words, relationships are interwoven and grow from and into each other over time. A casual relationship can turn into a friendly relationship. This friendly relationship can turn into a romantic relationship, which can turn into a family relationship. The focus of this study is on educational relationships between the student and the teacher.

2.3 EDUCATIONAL RELATIONSHIPS

In this study, educational relationships are going to be viewed as the type of interaction that exists between two people for the purpose of achieving educational goals, for example parent and a teacher, student and peers, parent and a student and lastly, a student and a teacher, implying rapport, admiration, submissiveness, dominance, emotional immediacy, friendliness, hostility and trust. According to this study, interactions can be explained according to two dimensions: control and affiliation. *Control* represents the degree of influence that one person applies to the partner in the interaction, with dominance at one end of the dimension and submissiveness at the other (Wubbels, et al. 2012:4). This study made use of the Foucauldian Theory to understand the issue of dominance and submissiveness in the classroom. The

Foucauldian Theory focuses on the power relations between the teacher and the pupil. *Affiliation* describes the degree of emotional immediacy, warmth and support in the interaction, and ranges from friendliness to hostility, (Wubbels, et al. 2012:4). This study considered the learning theories of Vygotsky, Erickson and Piaget to underpin the type of interaction that may exist in an educational relationship. Cognitive learning theorists focus on the role of the teacher and parent as mediators in the progress of the child's development. According to Vygotsky, teaching is mediation where the teacher, the parent and the peers act as mediators between the child's actual development and his potential. A study by Hausfather (1996:1-10) indicates that Vygotsky's theory requires the teacher and students to play untraditional roles as they collaborate with each other. Instead of a teacher imposing his/her meaning on the students for future recitation, he or she should collaborate with his/her students in order to make meaning in ways that the students can make their own. Learning becomes a reciprocal experience for the students and the teacher. Reciprocal teaching provides opportunities for dialogue between the students and the teachers. This two-way interaction becomes an instructional strategy by encouraging the students to go beyond answering questions and to engage in the discourse (Hausfather 1996:1-10). Vygotsky (1978) posits that underdevelopment arises from a lack of stimulating experiences and the necessary communication between the child and adults (teachers) through dialogue, negotiation and mediation. He (1978) adds that positive student-teacher relationships provide the scaffolding for important social and academic skills.

2.4 RELATIONSHIPS NECESSARY IN THE FIELD OF EDUCATION

Specific relationships exist that are viewed as significant and necessary within the field of education. These relationships include parent-teacher relationship, parent-student relationship, student-peer relationship and lastly student-teacher relationship, which is the focus of this study.

Muller (2012:56) indicates that teachers may care about and desire optional outcomes for their students. However, without an established relationship, students may not reciprocate the same level of care and desire for positive outcomes (Muller 2012:56). What Muller (2012:56) offers resonates well with Pianta, Hamre and Allen (2012:371). They (2012:371) point out that relationships in the classroom are media through which knowledge and skills are made available to students. Relationships in the classroom are a primary medium through which learning can happen. Thus, student-teacher relationships are crucial to the learning process.

According to Rambau (2008:12), student-teacher relationships play a significant role in the life of every child. Research on relationships have focused on parent-teacher relationships, student-parent relationships and student-peer relationships (Hughes & Chen 2011:278-287, Gregory & Weinstein 2004:405-427, Mhlongo 2004:34, Lynch & Cicchetti 1997:81-100, Ryan, Stiller & Lynch 1994:226-249), often to the virtual exclusion of student-teacher relationships particularly at secondary level. It is, therefore, necessary to understand the child's relationship with his/her teachers at secondary level. Student-teacher relationships lay the foundation for bonding and how a child will develop socially, emotionally and academically.

The student-teacher relationship is a very significant but under-researched field (Gerda & Volet 2014:370). Stacey (2015) asserts that teaching through relationships is a core value. The argument raised by Stacey (2015) implies that teachers who have knowledge about their students will be in a better position to teach them. From the above discussion, it is apparent that a healthy student-teacher relationship is the underpinning of success in teaching and learning, but researchers pay little attention to this fact. It is necessary to explore previous studies on educational relationships in order to establish the weaknesses and gaps on the influence on student-teacher relationships in schools.

2.4.1 Limitations in prior research on educational relationships

Previous studies on relationships necessary in the field of education have focused heavily on parent-child relationships, student-peer relationships and teacher-parent relationships to the virtual exclusion of student-teacher relationships (Davis 2015:207-234, Pirchio, Tritrini, Passiatore & Taeschner 2013:145-155, Mashburn & Serpell 2011:21-46, Pirchio, Taeschner & Volpe 2011:56-64, El Nokali, Bachman & Votruba-Drzai 2010:988-1005, Powell, San Juan, Son & File 2010:269-292, Hughes & Kwok 2007:39-51). There are very few studies on student-teacher relationships in secondary schools. Available literature on student-teacher relationships focuses on the importance of student-teacher relationships in the elementary years (Stacey 2015, Gerda & Volet 2014:370-388, Liberante 2012:2-9, Spilt, Koomen & Thijs 2011:457-477). However, little is known about the implications of student-teacher relationships on secondary school students in Zimbabwe.

In addition, studies on student-teacher relationships in secondary schools often lack comprehensive theoretical/conceptual frameworks on which the studies can be based. Previous

studies on student-teacher relationships (for example, by Commodari 2013:123-133, DeTeso 2011:2, Huges 2007:6, Pianta, Hamre & Stuhlman 2003:199-234) focused heavily on ways in which child-parent relationships resemble early student-teacher relationships. Previous studies looked at student-teacher relationships through the lens of the Attachment Theory. Although the Attachment Theory has been used as a framework for generating predictions concerning student relationships with their teachers during pre-school and elementary school years, it may not be the appropriate framework to provide a grounding base or an anchor for understanding student-teacher relationships at the secondary level.

2.5 OTHER RELATIONSHIPS IN THE FIELD OF EDUCATION AND THEIR INFLUENCE ON STUDENT-TEACHER RELATIONSHIPS

Relationships in the field of education such as parent-child relationship, student-peer relationship, the teacher-parent relationship may have a significant influence on the relationship between teacher and student since the qualities of student-teacher relationships have their roots in these relationships.

2.5.1 The student-peer relationship and its influence on student-teacher relationships

Research has long shown that peers can have a significant influence on individual behaviours. Peer influence can result in outcomes both positive (increased school performance) and negative (increased delinquency) (Laitsch 2006:1, Hay 2005:1). Thus, in a class, the demands and views of friends can overwhelm the demands of a teacher. This probably may result in the formation of a negative student-teacher relationship that may cause lower academic achievement (Laitsch 2006:1). A research study by Laitsch (2006:1) has revealed that the influence of peers can be particularly important for slow learners who can improve when they have a network of higher-achieving friends. For example, if the peer group places themselves willingly under the teacher's direction and attends to the teacher's lessons then the individual student within that group will value learning because he or she is reinforced or rewarded for behaviour that indicates that the learning is valued. On the other hand, students in peer groups who do not listen to the teacher's advice, choose to stop attending to the teacher's lessons and

refuse to be under the teacher's direction may lack the simulation and reinforcement needed to encourage personal learning.

2.5.1.1 Characteristics of the student-peer relationship

There is a strong degree of equality and mutuality involved in this relationship. Students consider each other as subjects rather than acting upon the other as an object. It differs from the parent-student relationship in that it is temporary, and the emotional content is not so deep and penetrating (Laitsch 2006:1 Smith 2000).

In line with Albert Bandura's Social Learning Theory, observational or vicarious learning is based on learning by watching, and then modelling or acting similarly towards others (Bandura 1996:1206-1222). For example, if a student works with students who appreciate learning by engaging in learning activities, then the student too will engage in learning and may work harder at learning. Peers with positive attitudes and behaviours toward education will allow and teach each other to set goals that include opportunities to learn and achieve. On the other hand, if the peer models do not convey positive attitudes toward learning then the students observing these models will not prioritise learning in their own lives. They will learn to prioritise other goals, probably resulting in negative relationships between the teacher and the student.

Vygotsky also presented ideas on the facilitation of learning through experiences mediated by other people. In his explanation, the learner cannot reach his/her full potential without the aid of others. The process of guiding the learner to higher stages of cognitive functioning relies on interactive human relationships. In other words, the student acquires knowledge through interaction with the teacher and other peers in the classroom.

2.5.2 The parent-child relationship and its influence on student-teacher relationships

The parent-child relationship predicts the quality of early student-teacher relationships. This may be because the parent-student and student-teacher relationships share similar objectives,

for example, the fostering of learning in the student (Davis 2015:1, Wubbels et al. 2012:23). However, although research offers insight into the importance of attachment security to healthy relationships with others, there is much less clarity about how the primary attachment relationship with the parent, in most cases the mother, is seen in the children's attachment relationships with other significant caregivers, such as the teacher (Brent 2010:1). In other words, it is not always the case that the bond between teachers and students is similar to the bond between parent and student. Researchers just assume that these same outcomes associated with secure parent-student attachments should occur in the association of teacher-student relationships. For example, students who develop a secure relationship with their parents would view the teacher as a secure base from which to explore the learning environment and may feel safe and more comfortable in tackling the challenging academic tasks that are essential to learning.

2.5.2.1 Characteristics of the parent-child relationship

The parent-child relationship may be lifelong. It is unlike a friend-friend relationship in that there is not quite the same degree of mutuality and equality (Smith 2001, Dunn 2004:2). Lingyun (2001:88) asserts that the parent-child relationship is in an incompatible state characterised by independence and reliance as well as conflict and harmony. The parent and the child cannot work together happily because there is lack of equality and mutuality in the relationship. The parent is dominant and the child should submit herself or himself to the parent. In the past and in certain cultures, the parent's authority should not be questioned. However, these days the parent-child relationship has become less hierarchical and authoritarian. A shift has occurred from households based on authority to ones based on negotiation. The parent-child relationship is becoming increasingly characterized by freedom of choice (Dykstra, Liefbroer, Kalmijn, Knijn & Mulder 2006:2). Therefore, in a student-teacher relationship, students from households based on negotiation are likely to question the authority of the teacher and those from households based on authority are likely to be submissive to the teacher.

2.5.2.2 Parenting styles and their influence on student-teacher relationships

It is possible to describe a parent-child relationship by the prevailing style of parenting. Parenting has four main styles, namely authoritarian, authoritative, permissive (indulgent) and disengaged (detached) (Marsiglia, Walczyk, Bubolts & Griffith-Ross 2007).

i) Authoritarian parents

Authoritarian parents are rigid in their rules; they expect absolute obedience from the child without any question. They also expect the child to accept the family beliefs and principles without question. Authoritarian parents are strict disciplinarians, often relying on physical punishment and the withdrawal of affection to shape their child's behaviour (Marsiglia 2007:1). Therefore, in a student-teacher relationship, children from authoritarian parents are likely to be submissive to the teacher. Students raised with this parenting style are often moody, unhappy, fearful and irritable. They tend to be shy and withdrawn, indicating a lack of self-confidence. If affection is withheld, the child is commonly rebellious and anti-social. Thus, students from authoritarian parents are likely to have negative relationships with their teachers.

ii) Authoritative parents

Authoritative parents show respect for the opinions of each of their children by allowing them to be different. Although there are rules in the household, the parents allow discussions if the child does not understand or agree with the rules. These parents make it clear to the children that although they (the parents) have the final authority, some negotiation and compromise may take place. Furthermore, authoritative parents are both responsive and demanding, they are firm, but they discipline with love and affection rather than power, and they are likely to explain the rules and expectations to their children instead of simply asserting them (Marsiglia 2007:1). In a student-teacher relationship, students from authoritative parents are likely to have a high self-esteem and are independent, inquisitive, happy, assertive and interactive.

iii) Permissive parents

Permissive (indulgent) parents have little or no control over the behaviour of their children. If any rules exist in the home, they are followed inconsistently. The underlying reasons for the rules are given but the children decide whether they will follow the rule and to what extent. They learn that they can get away with any kind of behaviour. Indulgent parents are responsive but not particularly demanding. They have few expectations of their children and impose little or inconsistent discipline (Marsiglia 2007:1). They give empty threats of punishment without setting limits. Role reversal occurs; the children act more like the parents and other parents behave like children. In a student-teacher relationship, students from permissive parents may

be disrespectful, disobedient, aggressive, irresponsible and defiant. They are insecure because they lack guidelines to direct their behaviour. However, these children are frequently creative and spontaneous. Although low in both social responsibility and independence, they are usually more cheerful than the conflicted and irritable students from authoritarian parents.

iv) Disengaged parents

Disengaged (detached) parents are neither responsive nor demanding. They may be careless or unaware of the child's needs for affection and discipline. In a student-teacher relationship, students from disengaged parents are likely to have behaviour problems that may result in the formation of negative relationships between the teacher and the student.

Erikson's (1975) stage theory of psychosocial development provides an integrative framework for exploring the impact of family dynamics on student-teacher relationships. For example, if a student fails to gain a sense of autonomy, a sense of initiative or a sense of identity due to a parenting style, the student will try to compensate in a student-teacher relationship, probably resulting in conflicts with the teacher. If a stage is resolved successfully by the parents, this could result in the formation of a positive student-teacher relationship. On the other hand, if the stage is not resolved successfully, this would result in negative student-teacher relationships. The failure to gain the psychosocial strength due to parenting styles may impair future student-teacher relationships.

Bandura asserts that observational or vicarious learning is based on learning by watching, then modelling or acting similarly towards others (Bandura 1996:1206-1222). If children are physically, socially, emotionally or sexually abused or neglected due to poor parenting practices, it is likely they would carry forward the behaviour patterns of their parents into future interaction with others.

2.5.3 The parent-teacher relationship and its influence on student-teacher relationships

Interaction and collaboration with an adult who spends at least 30 hours a week with the child are important in establishing a successful student-teacher relationship. Parent-teacher relationships influence learning and well-being. Many teachers attempt to involve the parents in school management or classroom activities (Hafiz, Tehsin, Malik, Muhammad & Muhammad 2013:210). Thus, parental involvement programmes may promote a number of desirable outcomes, including a decrease in teen pregnancy and drop-out rates, increased graduation rates, improved achievement and school attendance. When positive relationships exist between the parents and the teachers, the resources of the home and school contexts are amplified, providing a greater likelihood of positive outcomes for the children. Furthermore, if there is a positive relationship between the parent and the teacher, the teacher may receive advice and recommendations that may be helpful in the building of a strong relationship with the student. However, the interaction between the parents and the teachers may be hindered due to the fact that the teachers have large numbers of parents to interact with and it can be too time-consuming to meet with parents on a regular basis.

2.5.3.1 Characteristics of parent-teacher relationships

There is a strong degree of equality and mutuality involved in this relationship where people encounter each other as subjects. It differs from the parent-child relationship in that it is temporary, and the emotional content is not so deep and penetrating (Smith 2001).

According to Pirchio, Tritrini, Passiatore and Taeschner (2013:145), a parent-teacher partnership has been identified as having a significant role in children's development. Child development can be best conceived within a set of inter-related systems that simultaneously exert their influence on children, thus the child's development does not depend exclusively on individual factors, but also on the systems of interaction within the child's living environment (Bronfenbrenner 1979). According to an ecological perspective on human beings' development, the mesosystem created by the links between the child's most proximal socialising contexts – the home and the school can facilitate the child's development by enhancing continuity between the child's life contexts and providing a coherent educational environment (Pirchio et al. 2013:145). Thus, teachers can get advice and recommendations

from parents that may be helpful in building a strong relationship with the students. Many studies have confirmed that parental involvement in their children's schooling appears to be associated with a range of positive outcomes, including fewer behaviour problems and better social conduct (Pirchio et al 2013:145-155, Pirchio et al 2011:56-64, Marshburn & Serpell 2011:21-46, Elnokali et al 2010:988-1005, Powell et al 2010:269-292). However, many teachers simply do not have the time, because of their busy schedule on scheming, preparing lesson plans, preparing media, marking and teaching, to interact with the parents on a regular basis.

2.6 THE ADULT'S AND ADOLESCENT'S PERSPECTIVES ON RELATIONSHIPS

This study describes, conceptualises and tries to explain in order to understand relationships from the adolescent's and the adult's perspectives. Before venturing into student-teacher relationships, it is necessary to explore the adult and adolescent relationships since they provide a foundation for understanding student-teacher relationships and the development of relationships outside the adult and adolescent context, with the qualities of adult and adolescent relationships, often predicting the quality of student-teacher relationships in the classroom (Evans 2003:186). The qualities of student-teacher relationships have their roots in adult and adolescent relationships. The kind of relationship in the classroom is determined by how the teacher as an adult interacts in adult relationships and how the student as an adolescent interacts in adolescent relationships.

2.6.1 Adolescent relationships

Adolescence is the transitional period between late childhood and the beginning of adulthood and marks the beginning of the productive lifespan in humans (Evans 2003:186). Adolescence involves sexuality in terms of hormones and the physical development of the body and is also characterised by an increase in the complexity of group interactions and thus social behaviour. Relationships fundamentally influence not only how one perceives oneself but also perceptions of one's value to society. Adolescent relationships include the parents, step-parents, peers, adult relatives and other significant others, that is teachers, mentors and religious figures. Relationships with peers, the family and society go through distinct changes during this time.

The adolescents begin to assert more autonomous control over their decisions, emotions and actions and start to disengage themselves from parental control. In line with Piaget's theory, the adolescent is at the formal operational stage and wants to think abstractly and solve problems. The implication of this theory to a teacher is that a good relationship with adolescent students can be developed by encouraging the students to discover for themselves through spontaneous interaction with the environment rather than the presentation of ready-made knowledge. Restricting students may result in conflictual relationships. A study by Buyse, Verschueren, Verachtert and Van Damme (2009) reported that school leaders should use the term 'relationship-building' in lieu of classroom management to shift the thinking away from the idea of managing students toward the notion of collaborating with them. The role of the teacher is the facilitation of learning by providing various experiences for the students. The discovery method provides the students with opportunities to explore and experiment while encouraging understanding (Hauser 1991, as cited in Oswald 2010).

Oswald (2010) asserts that adolescence is a period of life between childhood and adulthood. This is usually seen as being between the ages of 12 and 20. Many adolescents begin to change and rebel. They explore new ideas about themselves and their places in the world. The psychologist Erik Erikson said that this explanation is part of a psycho-social crisis or a developmental period when one has to resolve a conflict in his or her own life. The psychosocial crisis that is common in adolescence is identity versus the role of confusion, (Elliot, Kratochwill, Litterfield & Travers 1996:129). The adolescent's psychosocial crisis would either lead him/her to the identity of knowing who he/she is and what he/she believes or to role confusion of not being sure of who he/she is or what he/she believes. This is called a 'psychosocial crisis' or sometimes a 'psychosocial conflict' (Oswald 2010). There exists a possibility that in a student-teacher relationship, the teachers are likely to meet adolescent students in their classes who could not be able to resolve the identity versus role confusion conflict. Such students would not be able to display fidelity in their relationships with the teachers, which Erikson referred to as being able to relate to people in a sincere and genuine way. Students who are not able to resolve the identity versus role confusion conflict would have their relationships with teachers breaking down very quickly because there is a lot of pressure on the teacher as an adult in education to do the right things (Martian 2013:1). The teachers would also meet students who successfully navigate this crisis. These students would emerge with the ability to form honest, reciprocal relationships with others and their teachers

(Martian 2013:1). In a study by Wang, Brinkwork and Accles (2012, as cited in Gallucci 2014:6) it was reported that positive student-teacher relationships protect students against depression, anxiety and other problems associated with learning. This means that positive student-teacher relationships moderate the negative influence of adolescents' poor effort and complex parent-adolescent relationships.

Disiye and Malambula (2015) assert that adolescence is a time in a student's life where several changes, such as puberty and dating, in addition to transition into middle and high school (particularly large high schools), serve as detrimental to a high stable self-esteem and contribute to a sense of anonymity. In addition, student involvement with school activities and their perceptions of social support mechanisms also tend to decrease. The scholars (Disiye & Malambula 2015) further pointed out that the student faces the challenges of finding his/her identity within the social and academic spheres of school. During the transitional years from primary to secondary education and from Ordinary to Advanced level, the student is at a greater risk of falling in with the 'wrong crowd', as he or she struggles to maintain old friends and create new ones (Disiye & Mulambula 2015).

According to Manning, Giordare and Longmore (2008:8), dating relationships have been considered an important part of adolescent life. Both male and female adolescents consider these relationships very important in their lives; for many, the dating partner becomes a source of reference and influence. Similarly, Wubbels et al. (2012:20) assert that as students go through adolescence, they also view relationships with peers as the most source of intimacy, nurturance, companionship and admiration. For example, a male adolescent student may want to establish an identity from his partner through challenging the teacher in front of other students, possibly resulting in a complex relationship between the student and the teacher. In addition, female students may also want to seek attention from their peers through having inappropriate intimate relationships with their male/female teachers, often resulting in a breakdown in student-teacher relationships.

2.6.2 Adult relationships

Many types of relationships exist in a high school (Modlin 2008:32). One critical relationship is the adult-adult relationship. An adult relationship concerns two people who operate on equal levels, with equal opportunities and equal responsibilities. Some relationships between adults

are mainly sexual, but all good relationships are based on people respecting each other and being able to communicate clearly. In line with Erikson's psychosocial theory, especially the stage of intimacy versus isolation occurring in young adulthood (ages 18-40 years' adults begin to share themselves more intimately with others. They explore relationships leading toward longer-term commitments with people other than the family members (Evans 2003:185). Adult relationships are believed to provide the foundation for developing a student-teacher relationship, with the quality of the adult relationship predicting the quality of student-teacher relationships (Wubbels et al. 2012:20). Adults (teachers) who successfully navigate the intimacy versus isolation stage can have comfortable relationships with their students and a sense of commitment, safety and care within the student-teacher relationship. The unsuccessful completion of the intimacy versus isolation stage by adults (teachers) may lead to the avoidance of intimacy, fearing commitment, isolation, loneliness and sometimes depression, which can affect future interaction with students in the classroom.

2.7 STUDENT-TEACHER RELATIONSHIPS

According to Camp (2011:11), a student-teacher relationship is described as a formalised interpersonal association between an authority figure and a subordinate who interact on nearly a day-to-day basis. In other words, Camp (2011) is pointing out that the teacher and the student do not operate on equal levels. The teacher by the virtue of being more knowledgeable has power in the class than the student who is the recipient of teacher's knowledge. A student-teacher relationship is often viewed as an extension of the child-parent relationship (Davis 2003, in Modlin 2008:31). This implies that the behaviour patterns honed by the child during his/her interaction with the parent can be carried forward into future interactions with teachers. Two dimensions of student-teacher relationships are positive/closeness and negative/conflict (Hamre & Pianta 2001, Pianta 2001, as cited in Baroody, Rimm-Kaufman, Larsen & Curby 2014:1). Students and teachers with close/positive relationships display more pleasure and enjoyment when together. The teachers display closeness through responsive, sensitive and respectful interactions with the students (Hamre & Pianta 2001, 2005 in Baroody, Rimm-Kaufman, Larsen & Curby 2014:1). Teachers with close relationships with their students tend to report higher levels of warmth and affection and rarely report being irritable or aggravated by the students. According to Wentzel (2003, in Baroody et al. 2014:1), teachers who have close relationships with their students may have a personal knowledge of the students to reflect on their thinking and learning and offer students instrumental support to help them achieve

academic and social objectives. In contrast, more conflictual student-teacher relationships are characterised by a negative effect in which the teachers and students show little pleasure when interacting. Students who experience complex relationships with their teachers may seek escape from the school (Pianta 2001, in Baroody et al. 2014:1).

2.7.1 Characteristics/Features of student-teacher relationships

The characteristics and or features of student-teacher relationships are explored, using the following sub-headings: the degree of mutuality and equality, the emotional component in the relationship, the duration of the relationship and lastly, the purpose of the relationship.

2.7.1.1 The degree of mutuality and equality

According to Dunn (2004:2), the student and the teacher are not at equal levels in terms of cognitive development and social power. In the same vein, Jamieson and Thomas (1974:323, as cited in Martian 2013:1) assert that the students are excluded from participating in most decisions that affect their fate in the system. When the students are frustrated by what is being done or said, there are no channels or forums available to them for confronting the teachers and administrators. Moreover, the students have much to risk by openly differing from the educators. When differences are raised, they have little clout with which to force the educators to consider their concerns seriously (Martian 2013:1). This disenfranchisement of students has a number of dysfunctional consequences.

The consequences for the students, of course, include their continuing frustrations, which may result in a conflictual relationship between the student and the teacher. Martian (2013:1) adds that society gives the teachers too much power in controlling their children at school, but without fully understanding the implications of the power it places squarely on a teacher's shoulders. This same power can sometimes be abused. A simple abuse of power by a teacher can sometimes have long-lasting consequences for the student. In the same vein, Shumba (2011:169) posits that some teachers abuse their *in loco parentis* role within the school and their authority. They take advantage of young students who cannot make their own decisions. Some teachers are accused of sexually, physically and emotionally abusing their pupils instead of protecting them since they act *in loco parentis* (Shumba 2011:169). This implies that the teacher acting in the place of the parent also has the duty of protecting the students against danger.

Student-teacher relationships differ from parent-teacher relationships and friend-to-friend relationships in that there is not quite the same degree of mutuality and equality (Smith 2001). According to Smith (2001), the teacher and the student are not fundamentally equal as human beings. A teacher is a helping person while the student is the person receiving help. Aligned with the Foucauldian Theory, power is very important. There is nothing wrong with the teacher being the one holding power over the student, and teaching and transferring knowledge (Gunnarsdottir 2012:11). In other words, Foucault (1987) suggests that the teacher should be dominant and the student should be submissive for teaching and learning to take place in the classroom. The student is not forced to learn from the teacher but places himself/herself willingly under the teacher's direction.

Looking through the lens of behavioural analysis, behaviourists like Skinner assume that the learner is essentially passive, responding to the stimuli from the environment. Teachers, in Skinner's view, are to arrange the contingencies of reinforcement in ways that promote and support student learning (Ennis-Cole 2015:51). Accordingly, in this view, the teacher is dominant in shaping the learner's behaviour through punishment, and positive or negative reinforcement. However, according to Ennis-Cole (2015:51), constructivists like John Dewey, Jerome Brunner, Jean Piaget, Lev Vygotsky and others argue that since teachers and students construct knowledge jointly, they should be fundamentally equal as human beings. There should be a degree of mutuality and equality in their relationship (Smith 2001).

2.7.1.2 The emotional component

In student-teacher relationships, the emotional component may be a necessary element for achieving the learning goals (Smith 2001). Learning can be painful, thus educators have a particular role to play in creating environments in which powerful feelings of fear and pain can be contained. Aligned with the Foucauldian Theory, the teacher is dominant in creating an environment conducive to learning. However, constructivists like Dewey, Piaget, Vygotsky and others argue that feelings of fear and pain can be dealt with by allowing the students to learn in their own way at their own rate without being forced or limited (Ennis-Cole 2015:51). Smith (2001) argues that in a student-teacher relationship, the student and the teacher should encounter each other as subjects rather than the teacher seeking to act upon the other as an

object. Thus, if teachers treat students with respect, encourage conversation and acknowledge their pain and difficulties, students' emotional content may not be so deep and penetrating.

2.7.1.3 The duration of the relationship

Student-teacher relationships differ from the parent-child relationships in that it is temporary. The friend-to-friend relationship may be temporary or permanent; the parent-child relationship is lifelong (Smith 2001).

2.7.1.4 The purpose of the relationship

According to Smith (2001), the significant purpose of the relationship lies in the fostering of learning in the individual that the teacher is working with. Similarly, Stacey (2015) asserts that excellent relationships between the teacher and students allow teachers the opportunity to have background knowledge about their students, which would help in the selection of classroom activities. Thus, the above scholars (Stacey, 2015, Smith 2001) shed light on the issue that the student-teacher relationships in the classroom are the primary medium through which learning occurs.

2.8 LEARNING THEORIES AND THEIR INFLUENCE ON STUDENT-TEACHER RELATIONSHIPS

This section examines behaviourism and constructivism as two major learning theories that influence student-teacher relationships in schools.

2.8.1 Behaviourist ideas and their influence on student-teacher relationships

Behaviourists like Skinner, Watson, Thorndike and many others, assume that the learner is essentially passive, responding to environmental stimuli. They believe that a learner starts out with a clean slate and that behaviour is shaped by positive and negative reinforcement (Ennis-Cole 2015:51). Thus, according to the behaviourists, the student' role is to receive and follow teacher's orders without question. A student-teacher relationship should be characterized by dominance; looked at through the lens of the Foucauldian Theory, dominance on the part of the teacher by virtue of his/her claim to superior knowledge, designing learning tasks and assessing students' work and submissiveness on the side of the student (Bernstein 2000:7). In

line with the above view, Marzano and Marzano (2013:6) assert that dominance may be an important characteristic of an effective student-teacher relationship if it is used to provide a clear purpose and strong guidance. On the other hand, dominance may be ineffective in the student-teacher relationship if it is used as a forceful control or command over others. The ideas of the behaviourists encourage teachers to be dominant and students to be submissive.

However, Gunnarsdottir (2012:11) argues that in a classroom, the power balance should shift between the participants. This means that the production of knowledge is a social endeavour with children and teachers working together to learn, teach and explore. What Gunnarsdottir (2012:11) says, resonates well with the ideas of constructivists like Vygotsky, Brunner, Piaget and Dewey, who assert that teachers and students should work collaboratively in order to construct meaningful knowledge. From the above discussion, it is clear that the behaviourists advocate the traditional view of education. Some teachers in secondary schools in Zimbabwe still hold the traditional view of education, namely that learners must submit themselves to the teachers and that the teachers' authority should not be questioned, which would probably result in conflict between the student and the teacher.

2.8.2 Constructivist ideas and their influence on student-teacher relationships

Much of what is known about learning through relationships has its origins in the work of Vygotsky, the child psychologist who asserted that learning is relational, and that language/conversation is central to the relational aspects of learning. Vygotsky places the emphasis on the role of the community and how it facilitates the learning process (Stacey 2015). He shed light on the importance of teaching through relationships. This requires positive interaction between the teacher and the student. Positive interaction between the teacher and a student only occurs if there is a degree of mutuality and equality on both parties (Smith 2001). This means that, in the classroom students need to be valued by being given a voice in the selection and development of learning activities that are relevant to their needs.

The relationship between student and teacher was redefined with the advent of constructivism, from teacher-centeredness to student-centeredness (Wang 2002:257). According to Ennis-Cole (2015:51), constructivism is rooted in philosophy and psychology. In constructivism, learners

are active participants in the teaching and learning contexts; they create knowledge based on their experiences and the relevance of instruction. John Dewey and other progressive educators theorised that children will develop academically, socially and emotionally, if allowed to grow freely in their own way at their own rate without being forced or limited by too much teaching. Maria Montessori similarly argued that children should discover knowledge for themselves and learn by doing, with a clear emphasis on sensory perceptions. Ennis-Cole (2015:51) and Wang (2002:257) shed light on the roles of the teacher in student-teacher relationships, according to the proponents of constructivism. Constructivist teachers see themselves as facilitators. The students work collaboratively with their teachers and peers to explore, discover and gain competence. Thus, according to the constructivists, there is a strong degree of equality and mutuality involved in the student-teacher relationships.

The available literature on student-teacher relationships at the elementary level reports these relationships to be important in the pupils' psychological and academic development. Studies by Pianta (1999), and Howes, Hamilton and Matheson (1994, in Kolawoleolantewaju, Oluwakemi and Temidayo 2014:6) revealed that teacher-student relationships greatly influence a student's ability to adjust to school, to do well at school and to relate to their peers. They have an impact on the classroom management and affect the learning progress (Kolawoleolantewaju et al. 2014:6). Student-teacher relationships have proved to have a significant impact on students' success both academically and interpersonally (Kalawoleolantewaju et al. 2014:6). Cemalcilar (2010:248) indicates that for most young people the school is the place in which they form their first relationships outside of the family. This significantly highlights the important role that teacher's play in moulding and shaping the future outcomes for their adolescent students through encouraging a greater sense of belonging, a sense of emotional connectedness, increased motivation and engagement in learning; it promotes a higher self-esteem and a sense of competence as well as greater co-operation in students (Cemalcilar 2010:248).

Given the paucity of Zimbabwean literature on the topic, the literature reviewed here has paid much attention to the characteristics of student-teacher relationships at the elementary level. Attention should also be paid on student-teacher relationships at the secondary level.

2.9 THE DIMENSIONS OF STUDENT-TEACHER RELATIONSHIPS

Student-teacher relationships cannot be conceptualised as a one-dimensional construct; rather, it is multi-dimensional in nature. The focus of this section is to discuss the dimensions of student-teacher relationships found in previous research studies, and the dimensions of student-teacher relationships used in the current study.

2.9.1 The dimensions of student-teacher relationships found in previous research studies

Most of the previous studies on student-teacher relationships describe student-teacher relationships according to positive and negative dimensions (Gallagher 2015, Gallucci 2014:4, Liberante 2012:2, Pianta, Hamre & Allen 2012:371, Pianta, Hamre & Stuhlman 2003:200). These research studies focused on kindergarten/nursery school and primary education. A positive student-teacher dimension which encompasses constructs such as immediacy, teacher empathy and teacher care applies to the above mentioned education because the students are very young; as a result, they need a lot of love, care and support in order to be successful in class. This implies that the dependency of young learners on their teachers is much higher in these schools. The negative student-teacher dimension, which is characterized mainly by conflict and friction between the teacher and the students (Topor 2012:183) does not apply to these schools since the young children do not display anti-social/ oppositional behaviour such as verbal or physical aggression toward their teachers.

A research study by Hagenauer and Simone (2014:388) on student-teacher relationships at university level identified two dimensions that can be used when describing student-teacher relationships in higher education. These dimensions are the 'affective' and 'support' dimensions. According to Hagenauer and Simone (2014), the affective dimension describes the bond between students and teachers, forming the basis for secure and effective positively experienced relationships. On the other hand, the 'support' dimension describes the support that must be provided through teacher-student relationships for the students' success at university. This implies that there is a need for dimensions of student-teacher relationships that apply to secondary education where relationships are formed between adult and child or adolescents.

In their study, Claessens, Tartwijk, Van der Want, Pennings, Verloop and Den Brok (2017) describe student-teacher relationships along two dimensions, namely ‘agency’ and ‘communion’. The *agency* dimension describes the degree to which one controls interaction and executes power. This dimension may apply to secondary relationships which are formed between an adult and adolescents. Erikson asserts that the psychosocial crisis that is common in adolescence pertains to identity versus role confusion (Elliot et al. 1996:129). The implication of Erikson’s stage of development (identity versus role confusion) is that the adolescent students in secondary schools need their teacher’s guidance and control in order to resolve the ‘identity versus role confusion’ crisis. The *communion* dimension, on the other hand, describes the level of affiliation or friendliness one shows toward another person (Claessens et al. 2017). In the same vein, Wubbels et al. (2012:4) describe student-teacher relationships according to the affiliation dimension. ‘Affiliation’ describes the degree of emotional immediacy, warmth and support in the interaction (Wubbels et al. 2012:4). This implies that the teacher and the students should closely work together in the teaching and learning process. The *communion* dimension applies to kindergarten/nursery school and primary relationships where the students are very young and depend more on their teachers. In other words, these children need immediacy, the teacher’s empathy and care to be successful in learning. The *communion* dimension may not be relevant in secondary school relationships because these students want to disengage themselves from the teacher’s control, care and love to experiment and to solve problems by themselves.

2.9.2 The dimensions of student-teacher relationships that apply to the secondary level of school

This research study has identified two dimensions that are relevant in describing student-teacher relationships at the secondary school level. Relationships at the secondary level that are formed between an adult and a child or adolescent can best be described according to the democratic and egalitarian dimension and an authority figure within a subordinate student-teacher dimension.

2.9.2.1 The democratic and egalitarian dimension

In this study, the democratic and egalitarian dimension refers to the degree to which the teacher and student equally share the control of the learning environment. This implies that the democratic and egalitarian dimension is characterised by reciprocal interaction, affection and awareness of the students' needs and interests. Furthermore, the democratic and egalitarian dimension appears appropriate to describe student-teacher relationships in secondary education, because adolescent students seek autonomy (Erickson) and more autonomous control over their decisions, emotions and actions. It could be that students want to disengage from too much care and empathy from the teacher. In line with this view, Varga (2017:3) asserts that the teachers should provide platforms for students to contribute their views in the designing of classroom activities. Magwa (2016:288) suggests that teachers should share the control of the learning environment with their students. It seems that Varga (2017:3) and Magwa (2016:288) are suggesting reciprocal power-sharing in student-teacher relationships, where the students should also have an influence in the processes and decisions in the classroom. This implies that the teacher should not be a power figure but there should be reciprocal power-sharing in the learning environment between the teacher and students.

i) Theories that underpin the democratic and egalitarian dimension

The democratic and egalitarian dimension resonates with the views of Michael Foucault (1987). According to Foucault, power is not a 'thing' but a 'relation'. He adds that power should always be exercised by everyone in a relationship. This implies that power should not simply come from the teacher but it may also come from the student -going up to the teacher. Foucault is suggesting that there should be reciprocal power relationships in which both the students and the teacher share control of the learning environment. Foucault's views on reciprocal power-sharing go in accordance with the views of constructivists like Vygotsky, Bruner, Piaget and Dewey who assert that teachers and students jointly construct knowledge. This implies that the production of knowledge is a social endeavour with children and teachers working together to learn, teach and explore (Gunnarsdottir 2012:11).

The democratic and egalitarian dimension can be linked to the ideas of learning theorists like Erikson. For reciprocal interactions to prevail in the classroom there is a need for the children to develop a sense of independence which, in Erikson's terms, is autonomy. The child's personality is shaped by his/her learning of the meaning of self-control (Mwamwenda 1996:354). The implication of autonomy stage is that caregivers, parents and teachers should allow the children the freedom to engage in activities, which will foster their sense of mastery of various tasks within their capabilities, and thereby developing autonomy. For example, in a class, the students should be allowed many opportunities to try to solve problems by themselves. That can be done by making use of teaching methods such as the 'discovery' method in science. Therefore, the students would develop divergent thinking if they are given a chance to work on the environment as much as possible as opposed to telling the students facts, for that would not help them to learn. This implies that the teachers should not be power figures, but should give the students chances to work on their own without too much influence from the teacher.

2.9.2.2 An authority figure within a subordinate student-teacher dimension

In this study, an authority figure within a subordinate student-teacher dimension describes the type of student-teacher relationship in which the teacher as an undisputed figure, controls the interaction and exudes power in the classroom. This superior-subordinate relationship encompasses constructs such as dominance and submissiveness, hostility and disrespecting of students' needs and interests. It means the teacher makes all the decisions with respect to the selection of teaching materials and the choice and delivery of teaching activities. In line with the above view on the superior-subordinate relationship, Wubbels et al. (2012:4) describe student-teacher relationships according to the control dimension which represents the degree of influence that the teacher has over the student in the interaction, with dominance at one end of the dimension and submissiveness at the other. This implies that in student-teacher relationships the teacher exercises a lot of control. In other words, the teacher has the power to influence the interaction in the classroom. Varga (2017:3) confirms that in student-teacher relationships, teachers hold all the power and students do not feel a sense of belonging control. The implication of Varga's view is that the students are excluded from participating in many decisions that affect their educational lives. It is likely that there are no channels or forums available for the students to confront their lecturers when having problems associated with learning, in authority figure within a subordinate student-teacher relationship. In the same vein,

Bailie (2012:16) avers that the authoritative approach is typified by controlled, educator-centred learning. Following Bailie's view, the authority figure (teacher) is the primary content expert whose task is to fill the mind of the student. Freire (1971:71) refers to this approach as the 'banking model of education' in which the teacher dispenses knowledge and the student receives it. This means that in the restricted learning environment, the students' roles are largely passive (Bailie 2012:16).

In the light of the above discussions, an authority figure within a subordinate student-teacher dimension applies to secondary relationships. Most of the students in secondary education are adolescents who need to be controlled in order to protect them from engaging in the antisocial behaviours (Gulluci 2014:6). It seems that the teacher and the student are not fundamentally equal as human beings because the teacher is an adult and the student is a child (Smith 2001). In other words, the teacher as an adult who provides help and guidance in the teaching and learning process should have more power than the student who is receiving help.

i) Theories that underpin an authority figure within a subordinate student-teacher relationship

An authority figure within a subordinate student-teacher relationship that exists between the teacher and student in secondary schools can be explained using the Foucauldian Theory. According to the Foucauldian Theory, power is very important and there is nothing wrong with the teacher being the one holding power over the student, teaching and transferring knowledge (Gunnarsdottir 2012:11). Foucault (1987) suggests that the teacher should be the dominant figure. This implies that the teacher should be dominant by virtue of his/her claim to superior knowledge, designing learning tasks and assessing student's work and submissiveness on the side of students. This can be likened to the view of behaviourists like Skinner, who assume that the learner is essentially passive, responding to the stimuli of the environment.

2.10 FACTORS THAT CONTRIBUTE TO THE QUALITY OF STUDENT-TEACHER RELATIONSHIPS

Researchers have explored a number of factors that influence the quality of student-teacher relationships. According to Liberante (2012:5), the state of the learning environment is a factor that determines the quality of student-teacher relationships in schools. Research studies by Steins and Behravan (2017:752), Urooj (2013:624), and Fredriksen and Rhodes (2004:47) substantiate that the state of the learning environment can influence the quality of student-teacher relationships. This implies that a classroom environment where there is teacher support, love, reciprocal interaction and care would result in the development of positive, warm student-teacher relationships. Likewise, a learning environment where the teacher is an authoritarian figure, dominant and disrespecting the students' needs and interests, can result in the development of negative or conflictual relationships between the teacher and the students. In the same vein, Steins and Behravan (2017:752) assert that power imbalances in the learning environment can result in the formation of complex relationships between the teacher and students. The implication of this view is that, although teachers normally exercise control in the classroom over the students, the students can also exercise some power over the teachers and this power game might create an unfriendly atmosphere in the classroom(Steins & Behravan 2017:752). It means that the teachers and the students form positive student-teacher relationships when there is a power-balanced learning environment, where the teacher and students operate on equal levels. Similarly, Vygotsky's (1978) Zone of Proximal Development lays the foundation for teachers to relate to their students by making the learning environment meaningful to learners. In this sense, a learning environment conducive to learning can act as a scaffold, in the development of positive student-teacher relationships. Looking through the lens of the Foucauldian Theory, power imbalance in the learning environment can result in negative student-teacher relationships. Likewise, a power-balanced learning environment can promote the development of reciprocal relationships between the teacher and students in the classroom.

Previous studies have established that there is a strong link between teaching methods and the quality of student-teacher relationships. Related studies on student-teacher relationships by Chafi, Elkhouzai & Ouchoud (2016:134), Urooj (2013:618), Short (2013:10), Campbell (2014), Meador (2015), Gallucci(2014:4), Pianta et al.(2012:373), Muller (2012:57), Modlin

(2008:34), and Hamre and Pianta (2006:50) confirm a strong connection between the teaching methods used by the teacher and the quality of student-teacher relationships. In line with above view on the influence that teaching methods have on the quality of student-teacher relationships, a study by Manziopoulos (2005:425) on student-teacher relationships at elementary school levels has revealed that teaching methods are factors that influence the development of relationships in schools. It means teaching methods may shape the development of student-teacher relationships. The implication of this statement is that, teachers who are always at the centre of class discussions may not allow the students to share events and experiences from home and the community are disliked by the students. On the other hand, teachers who use teaching methods, approaches and are open to shared discussions enable students to be fully involved in the teaching and learning process.

The Foucauldian Theory provides the basis for understanding the development of student-teacher relationships in schools. Following this view, a teacher who is dominant who uses teaching methods which are teacher-centred is likely to experience negative student-teacher relationships. This implies that if the teacher uses power in the teaching process, it reduces emotional immediacy warmth and support in the communication between the teacher and students. On the other hand, if there is reciprocal power-sharing in the classroom and if the teacher uses teaching methods that give the students power in the learning process, the teacher and students are likely to experience close relationships. Similarly, Mwamwenda (1996:354) offers that the second stage in Erikson's theory is developing a sense of independence which Erikson terms 'autonomy'. The implication of the autonomy stage in the development of student-teacher relationships is that the teacher should allow the children the freedom to engage in activities, which in turn develops students' confidence and competency.

Furthermore, previous research studies established that the teacher's and the students' personal characteristics determine the quality of the student-teacher relationships (Varga 2017, McFarland, Murray & Phillipson 2016, Chafi et al 2016:134). This implies that students/teachers who exhibit behaviour problems are likely to experience problematic relationships, and students/teachers who display appropriate behaviours are likely to experience caring and supportive relationships. Similarly, Fredriksen and Rhodes (2004:4) concur with the above researchers on student-teacher relationships that the students'/ teachers'

characteristics play an important role in the formation of student-teacher relationships. Ijaduola (2007:67) goes in accordance with this standpoint. He asserts that for the teachers to be accepted by their students, they should have the following qualities: good personality characteristic, leadership skills and democratic attitude, expressive qualities of kindness, patience, a good sense of humour, consideration and sympathy. Looking through the social cognitive theory, students develop a wide range of behaviours at school that can contribute to the quality of student-teacher relationships by simply watching other people's behaviours (Bandura 1986). This implies that teachers play an important role as live models from which the students can learn behaviours that determine the quality of student-teacher relationships.

Most of the research studies on the development of student-teacher relationships established a strong link between the type of the school community and the quality of student-teacher relationships. In accordance with this view on the school community, Hamre and Pianta (2001:52) assert that teachers and students do not interact in isolation but they are part of a large school community that may support or constrain the development of positive student-teacher relationships. In this sense, parents and other people in the community around the school can influence the formation of student-teacher relationships in the schools. This means that when parents and other adults in the community are responsible for their children, taking a positive interest in what happens at school, communicating with teachers, attending school functions and assisting with homework, it is likely that students would experience positive relationships with their teachers. On the other hand, if the parents are not supportive in terms of providing resources necessary for learning, assisting with homework and attending school functions, students would experience complex relationships with their teachers. According to Vygotsky's Social Development Theory, students are completely dependent on other people, usually the parents. The implication of this theory in the development of student-teacher relationships is that parents as representatives of the culture and the channel, through which culture is transmitted to the child, may influence greatly the quality of student-teacher relationships.

The literature reviewed on factors that contribute to the quality of student-teacher relationships has shown that there is little attention in Zimbabwe on factors that contribute to the quality of student-teacher relationships at the secondary level. In the light of this view, there is a need for

research studies on factors that shape the quality of student-teacher relationships in secondary education in Zimbabwe.

2.11 THE IMPORTANCE OF DEMOCRATIC AND EGALITARIAN RELATIONSHIPS IN THE EDUCATIONAL, SOCIAL AND EMOTIONAL LIVES OF STUDENTS

In this section, I review the literature related to the importance of democratic and egalitarian relationships in the educational, social and emotional lives of students. Following this, the importance of democratic and egalitarian interactions in the educational lives, in the social lives and in the emotional lives of the students as the sub-themes that emerged from the above theme, are discussed.

2.11.1 The importance of democratic and egalitarian relationships in students' educational lives

Research has indicated the association between the democratic and egalitarian interaction styles and better school performance (Capern & Hammond, 2004:55, Rimm-Kaufman 2015, Dernck, 2015, Urooj, 2013:618-619, Short, 2013:4-10, Cemalcilar, 2010: 248, Vu 2009: 2-10, Capern & Hammond, 2004:55, Hamre & Pianta, 2001:625-638, Alexander, Entwistle & Horsey, 1997:87-107). A study by Varga (2017) confirms that if the students feel a sense of control and ownership in the learning environment, they are more engaged in learning, resulting in higher academic achievement. If a student has a voice in the selection and development of learning activities, he or she is likely to perform well in academic work. Research studies by Langobardi, Mareno and Settanni (2016:1), Fassen (2016), Short (2013:10), Liberante (2012:2), Fredriksen and Rhodes (2004:46) and Wentzel (2002:290) indicate that supportive relationships can improve the students' academic skills. If the students are valued, treated with respect and listened to, they are likely to perform better in their schoolwork. Looking through the lens of Michel Foucault's theory of power relations, reciprocity power relationships in which both the students and the teacher share control of the learning environment argument the performance of learners in academic work. This is because, in non-patronising teaching and learning environment, students feel free to share their experiences on academic, social and emotional lives with their teachers which would, in turn, encourage them to learn. Vygotsky's Theory of

Socio-cultural learning highlights the role of social and cultural interactions in the learning process. He asserts (Vygotsky 1978) that the learner must actively participate in the learning process in order to achieve his/her academic goals. Democratic and egalitarian interaction styles thus play a fundamental role in the development of cognition. The democratic and egalitarian relationships between the teacher and students would mean that the teacher would often serve to guide the students as they encounter different learning challenges. There is consequently a need for reciprocal interaction between the teacher and students in order for the student to grow academically, socially and emotionally. Democratic and egalitarian relationships enable the students to feel secure and safe in their classroom environment.

According to Hughes and Chen (2011:278), positive relationships between the teachers and the students ultimately encourage the students to participate cooperatively in classroom activities. A study by Gallagher (2015) indicated that students who perceive their relationships with their teachers as friendly are motivated to be more engaged in school activities. Research studies by Varga (2017), Fosen (2016:21), Rimm-Kaufman (2014), Short (2013:10), Urooj (2013:618-619), Vu (2009:3), Fredriksen and Rhodes (2004:46), and Hughes, Cavell and Willson (2001:30) indicated that democratic and egalitarian relationships between the teacher and the students encourage the students to participate in classroom activities. Pedersen (2012) established a strong link between positive, warm relationships and more involvement of students in academic activities. When a student experiences reciprocal interaction, shared control of the learning with the teacher, receives more guidance and praise than criticism, is included in decision-making, and if their needs and interests are put first, they would engage more actively in the learning process. The teachers should ensure that classroom tasks are relevant to students as this has implications for the development of the students' academic abilities. As students realise that their work is meaningful and relevant in their own lives, this provokes interest and the greatest engagement with the task at hand and a willingness to perform to their fullest potential (Liberante, 2012:6). Drawing from the viewpoint of the Foucauldian Theory, there should be reciprocal power relationships in the classroom in order for the students to feel free to participate in the classroom activities. Looking through the lens of Maslow's Hierarchy of Needs, (Mwamwenda 1996) student-teacher relationships should help to facilitate the fulfilment of the students' basic needs and interests. If the students' needs and interests are met, they will participate actively in classroom activities. As regards the Attachment Theory, student-teacher relationships should act as a secure base for students. In

this sense, if students feel a sense of security in the classroom, they will be more engaged in the learning process.

Rimm-Kaufman (2015) asserts that teachers who use more child-centred strategies that indicate sensitivity to individual differences among the students who include the students in decision-making and acknowledge the students' developmental, personal and relational needs produce greater motivation in their students. The students are motivated to learn if they share the control of the classroom activities with the teacher because they would feel free to ask for clarification when facing difficulties in grasping certain concepts. Nnyandu (2001:4) defines *motivation* in the learning context as the desire to engage in the meaningful task. If the students participate in classroom activities, they are considered to be motivated.

Other research studies by Langobardi, Marengo and Settani (2016:1), Short (2013:10), Urooj (2013:618-619), Liberante (2012:2), and Hughes, Cavell and Wilson (2001:300) indicated that students who experience democratic and egalitarian interactions with their teachers are motivated to learn. Students need a democratic and egalitarian learning environment in order to be stimulated to learn. In respect of the Foucauldian Theory, students need to share control of the learning environment equally with their teachers in order to be motivated to learn. According to Varga (2017), Maslow's Hierarchy of Needs (Mwamwenda 1996) has been widely applied in the study of motivation. His theory suggests that if the basic human needs are satisfied, the individual will be motivated to learn. This explains the importance of democratic and egalitarian relationships in providing opportunities for the fulfilment of the basic needs of students in order to motivate them to learn.

In light of the above-reviewed literature on the educational importance of democratic and egalitarian relationships in the lives of students, not much is being done in Zimbabwe, particularly as far as the secondary level is concerned to explore the role of student-teacher relationships in the educational lives of the students. Furthermore, a review of the above research studies indicates that the students' voices were not well-represented in the previous research studies reviewed above.

2.11.2 The importance of democratic and egalitarian relationships in the social lives of students

Gallagher (2015) posits that through secure relationships, students learn socially appropriate behaviour. This implies that a democratic and egalitarian learning environment provides the students with opportunities to display appropriate behaviour since they are satisfied with the learning environment. A study by Hamre and Pianta (2001:625-638) reported that children with excellent relationships with teachers maintained good behaviour in the classroom. They demonstrated fewer behaviour problems and higher levels of competence in their first and second grades. A study by Birch and Ladd (1998:934-946) indicated that teacher-student closeness, that is, the degree of warmth and open communication presented in a relationship, is associated with an increase in pro-social behaviour. If the learning environment is not oppressive and restrictive, students would display appropriate behaviour. Research findings by Brackett, Reyes Reyes, Elbertson and Salavey (2011:28) on implications of student-teacher relationships, indicated that student relationships with supportive teachers are expected to promote a sense of connectedness in the classroom which would result in less problematic behaviour and enhanced pro-social behaviour. A study by Klem and Connell (2004:262-273) indicated that when students perceive that their teachers are supportive and that they (students) are participants in a classroom, where the expectations are appropriate, fair and clearly communicated, the students display pro-social behaviour. Democratic and egalitarian relationships help to establish a learning environment that can markedly influence the development of pro-social behaviour. Warm, supportive and caring relationships characterised by open communication, trust, involvement and responsiveness are necessary to help students to develop pro-social behaviours (Fredriksen & Rhodes 2004:48). Democratic and egalitarian relationships, which are characterised by affection and respect for children`s needs and interests help to influence the development of pro-social behaviour.

Klem and Connell (2004:262-273) indicated that teachers who provide support to students in the teaching and learning process reduce the school dropout rate of students. A study by Muller (2014:6) confirms that student-teacher relationships characterised by affiliation, reciprocal interaction and respect for the students` needs and interests play a significant role in helping to reduce the chance of dropping out of school by students. If the students are comfortable in their school setting, they are less likely to avoid coming to school. Studies by Fosen (2016), Short (2013), Urooj (2013) and Boccanfuso (2009:11) revealed that democratic relationships

between the teachers and the students are a protective factor against school dropout. If the students experience non-patronising relationships with their teachers, avoid escaping from the school. Democratic and egalitarian relationships provide a secure attachment in students that is believed to reduce school dropout and improve lesson attendance by the students. Through the teachers' nurturing and response to the students' needs, they help to reduce school dropout. According to Maslow's Hierarchy of Needs, (Mwamwenda 1996) unrestricted student-teacher relationships provide an appropriate environment for the fulfilment of basic human needs starting from the physiological, leading to safety, belonging and love, esteem and self-actualisation. This theory (Maslow's Hierarchy of Needs) seems to suggest that if the basic human needs are satisfied, then the students would have the desire to come to school and also to attend lessons.

A study by Camp (2011:84) indicated that students who experience democratic and egalitarian relationships with their teachers may feel free to share their experiences with their peers and teachers. Gallagher (2015) asserts that students who experience positive student-teacher relationships can improve their relationships with their peers. A study by Kolawoleolantewaju, Oluwakemi and Temidayo (2014:6) established that teacher-student relationships greatly influence the student's ability to relate to their peers. A study by Muller, Karz and Dance (1999:292-337) revealed that teacher-student relationships can impact peer relationships in schools. A democratic and egalitarian learning environment provides opportunities for students to share their problems and ideas with their peers and teachers. Students would feel free to confront their peers and teachers when facing social problems. In line with the Foucauldian Theory, the teacher should not be an authoritarian but should loosen the classroom atmosphere in order for students to feel free to share their problems with teachers without being judged. Drawing from the Attachment Theory (Ainsworth 1982), students with loving relationships with their teachers view their teachers as a secure base for sharing their problems associated with learning.

The above-reviewed literature has shown that there is little attention to the social importance of democratic and egalitarian relationships at the secondary level in Zimbabwe. There is no literature in Zimbabwe that has explored the role of student-teacher relationships in the social lives of secondary students. Given the background, this study would be the first attempt in

Zimbabwe to explore the importance of student-teacher relationships in the social lives of students in secondary education.

2.11.3 The importance of democratic and egalitarian relationships in the emotional lives of students

Research has indicated that democratic and egalitarian communication between the teacher and the students is very important in boosting the self-concept of the students. According to Nyadanu (2015:266), Gallagher (2015) and Short (2013:10), positive student-teacher relationships are very important in shaping the self-esteem of students. Democratic and egalitarian relationships provide opportunities for the development of self-esteem through meaningful interactions with students in the classroom. A study by McFarland, Murray and Phillipson (2016) showed that unrestricted relationships are linked to more positive self-concepts in students. Positive student-teacher relationships which are characterised by reciprocal interaction, affection and respect for the students' needs and interests provide opportunities for the development of self-esteem. Other studies, for example by Chafi, Elkhouzai & Ouchoud (2016:134) and Toole(2015) indicate that democratic and egalitarian relationships, where the students are trusted, given responsibilities, and treated with dignity builds healthy self-images. Democratic and egalitarian relationships are related to more positive self-perceptions in children. Carl Rogers (1979) indicated that a humanistic environment develops more self-confidence in students. This means that when teachers provide care and support to students, they help to preserve students' self-dignity.

In line with this view, Mwamwenda (1995) suggested that the pattern of interactions the teacher employs in his or her classroom determines the outcome of what self has been developed. Thus, the teacher plays a significant role in shaping the development of the self.

Cooley (1864-1929), a social psychologist, placed emphasis on social learning and social interaction in human learning (Mwamwenda 1995). His theory (Cooley 1864-1929) reflects an interactionist perspective as shaped through social interactions with others. Cooley posits that the self cannot occur in isolation. It is a product which results from a person's interaction with others. The theory (Cooley's looking glass self-concept) is based on the belief that our self-

image or self-identity results from how we interact with others. In student-teacher relationships, drawing from Cooley's "looking glass self-concept", students interact with the teacher. This implies that the teacher is a "looking glass self" which either builds self-confidence or destroys the individual's self. It is thus important for the teacher to create a learning atmosphere that is characterised by democratic and egalitarian interactions. A learning environment that involves communicating to students that they are responsible, able and valuable, helps to build positive self-concepts.

Drawing from the attachment perspective, positive student-teacher relationships promote the formation of sharing a bond between the teacher and the students. A positive bond between the teacher and the students may help to reduce stress associated with academic work. According to Pederson (2012), student-teacher relationships may help to buffer some of the stress associated with adolescents. Democratic and egalitarian relationships allow the creation of a stress-free environment where the students can work productively. Other research studies (Gallagher 2015, Orth, Robins & Widaman 2012:1271, Fredriksen & Rhodes 2004:46) agree and indicate that democratic and egalitarian relationships between the teacher and the students enhance the development of mental health, thus reducing anxiety and symptoms of depression. Democratic and egalitarian learning environments provide opportunities for the teachers to listen to the students who are experiencing problems, thus reducing stress in the students.

Short (2013:10) pointed out that positive interaction promotes the pupils' sense of belonging and their relatedness to school. Students in democratic and egalitarian relationships, where they are trusted, given responsibilities, and treated with dignity, develop a sense of belonging. Other research studies by Chafi (2016:134), Hughes and Clen (2011:278), and Hamre and Pianta (2001:625-638) confirm the association between supportive relationships and an increase in the sense of belonging. This means that if the students are given a voice in the selection and development of learning activities, their sense of belonging will be boosted. In other words, the students should share the control of the learning environment, discussing with their teachers the media and teaching methods to be used in presenting the lesson. In line with Maslow's Hierarchy of Needs, student-teacher relationships should help to fulfil the basic needs and interests of the students. When their needs and interests are met, the students are more likely to develop a sense of belonging in the school. According to the Attachment perspective

(Mwamwenda 1995), secure relationships are believed to foster the students' sense of belonging in the school. The students develop a sense of belonging in the school when they feel that the school is a safe environment where their needs for support, respect and friendship are satisfied.

Most of the reviewed literature on student-teacher relationships relied on a quantitative methodology which may not provide an in-depth understanding of the importance of democratic and egalitarian relationships in the emotional lives of the students. This research study addressed this gap by employing qualitative research methodology which offered rich information on the emotional importance of democratic and egalitarian relationships at the secondary level.

2.12 THE EFFECT OF AN AUTHORITY FIGURE WITHIN A SUBORDINATE STUDENT-TEACHER RELATIONSHIP IN THE EDUCATIONAL, SOCIAL AND EMOTIONAL LIVES OF STUDENTS

In this section, I present literature related to the effects of an authority figure within a subordinate student-teacher relationship in the educational, social and emotional lives of students. The educational, social and emotional effects of the superior-subordinate relationship between the teacher and students are the sub-themes that emanate from the main theme.

2.12.1 The effect of an authority figure within a subordinate student-teacher relationship in the educational lives of students

The literature has shown that an authority figure within a subordinate student-teacher relationship between the teacher and students may have an impact on students' learning and academic performance. A study by Buyse, Verschoren, Verchtert and Dane (2009:119-141) avers that those children who experienced an authority-based learning environment in the first grade demonstrated lower achievement in mathematics over the following two years. A study by Hamre and Pianta (2001:625-638) reported that conflict/disconnection between students and teachers may compound the risk of school failure. A study by Manziapoulous (2005:425-442)

also revealed that students who described their schoolwork as difficult had higher levels of conflict with their teachers. In the light of the above views, an oppressive and restrictive learning environment may result in conflict, affecting the performance of students. Furthermore, most of the teachers in authority based learning environment may be very dominant and control the learning environment by using teacher-centred approaches. When the teacher and the students are not operating at equal levels, the students would not feel free to ask for clarification of difficult concepts. The fear to disclose their lack of understanding is likely because teachers in an authority based learning environment hold the traditional view of education, namely that students should submit themselves to the teachers, and the teacher's authority should not be questioned. This probably would result in school failure by students. Drawing from principles of behaviourists like Skinner, Thorndike and many others, the learner is essentially passive, responding to environmental stimuli. They add (Skinner and Thorndike) that a student starts out the world with a clean mind, and behaviour is shaped by positive and negative reinforcement (Ennis-Cole 2015:51). Behaviourists suggest that the learner should receive and follow the teacher's instructions.

Hamre and Pianta (2001:52) indicated that children who experienced restraining relationships with their teachers exhibited lower levels of engagement in the classroom. Research studies by Steins and Behravan (2017:748), Varga (2017:3), Fosen (2016), Langobardi, Marengo and Settani (2016:4), Gallagher (2015), Short (2013:618-619), and Liberante (2012:6) confirm that superior-subordinate relationship affects the participation of students in school activities. An authority figure is characterised by the use of teacher-centred approaches which do not provide opportunities for students to fully engage in the classroom activities. Furthermore, restricted teaching and learning relationship does not provide opportunities for the teacher to understand their students' interests, preferences, opinions, cultures and emotions. If the students realise that the learning activities are not meaningful and relevant to their own lives, they will not participate to their fullest potential. Looking through the lens of the Foucauldian Theory, if the teacher is an authoritarian figure who does not consider the interests and needs of the students, the students will not feel comfortable to become more attentive and engage in class discussions.

Research studies by Gallucci (2014:6), and Harme and Pianta (2001:625-638) indicate that student's motivation to learn is impacted negatively by having a patronising relationship with

the teacher. An authority figure within a subordinate student-teacher relationship does not provide opportunities for teachers to show care and concern for students and treat them like real persons with the accepted professional boundaries and as a result, students are not stimulated to learn.

The learning environment that is not supportive and responsive to student's needs, affects negatively the students' desire to learn. A study by Liberante (2012:5) indicated that reciprocal power-sharing creates a conducive learning environment where students become motivated to learn. Drawing from Maslow's hierarchy of needs coercive interaction style between the teacher and students do not provide the teacher with opportunities to fulfil the basic needs of his/her students. Maslow suggests that if students' basic needs are not met, the students would not be motivated to learn. Varga (2017:3) argues that students are stimulated to learn when they are experiencing reciprocal relationships with their teachers. Students need to have a voice in the classroom in respect to the designing of learning activities in order to be fully engaged in the learning activities.

From the above-mentioned literature, non-patronising approach to students in the teaching and learning process is understood with reference to students' poor performance, participation and little motivation in students.

2.12.2 The effect of an authority figure within a subordinate student-teacher relationship in the social lives of students

Research has indicated that an authority figure within a subordinate student-teacher relationship does not provide the opportunities for students to share their concerns with their peers and teachers. A study by Kitching (2010:4) established that a disabling learning environment patterned by disengagement and disregard for students does not provide the opportunities for platforms where matters affecting the students can be discussed. Research by Gallagher (2015), and Hamre and Pianta (2001:53) indicated that students who experience a superior-subordinate relationship with their teachers do not feel at ease to share their academic, social and emotional problems with their teachers. According to the Attachment Theory (Ainsworth 1982, Bowlby 1969), if students do not feel secured and accepted in the learning

environment, they do not ask questions and share concerns with their teachers which in turn would affect their performance. Through secure relationships with teachers, the students feel comfortable to share their joys as well as their sorrows with friends. This would alleviate students' anxiety and stress which in turn would encourage them to learn.

Research studies have indicated that students who experience a complex relationship with their teachers are likely to withdraw going to school. Lan and Lanthier (2003, as cited in Vu 2009:3) indicated that the influence of negative student-teacher relationships was associated with the highest school dropout rates. Gallagher, Kainz and Feagan (2013:522) reported that children who experience negative relationships with their teachers may avoid going to school. A study by Plelan, Ann, Hanh and Cao (1992:695-704) also indicated that some of the negative student-teacher relationships have been found among those students who eventually seek escape from the school. When the students' relationships with their teachers are oppressive, restrictive, meaningless and irrelevant to their educational needs and interests, they avoid coming to school. Aligned with Vygotsky's Social Development Theory, students need the help of adults to achieve or understand challenging tasks. Hamre and Pianta (2001:54) are of the opinion that the adults at school can provide support to students who are experiencing learning challenges. The restricted relationship does not provide relevant and meaningful scaffolding for learners to master difficult concepts. Students thus seek escape from the school. In this regard, the superior-subordinate relationship does not help to fulfil the basic needs of the students, and as a result, the students avoid coming to school or attending lessons.

A study by Pianta, Steinberg and Rollins (1995), as cited in Eisenhower, Baker and Blacher (2007:363) indicated that problematic student-teacher relationships in pre-schools were associated with behavioural problems. Similarly, Kitching (2010:37) avers that a disabling environment may influence the development of anti-social behaviour. Research by Birch and Ladd (1998:934-946), and Jerome, Hamre and Pianta (2001:625-638) confirm that students in oppressive and restrictive learning environments display anti-social behaviour. Steins and Behravan (2017:751) are of the opinion that the quality of teacher-student relationship affects student behaviour in schools. This implies that interaction between the teachers and the students has a strong influence on how the students will behave at school. Authoritative behaviour by teachers will result in the students displaying oppositional behaviour. Aligned to

the Foucauldian Theory, the coercive interaction style in the classroom will result in the students displacing anti-social behaviour as a protective measure against the oppressive learning environment. Drawing from Attachment Theory, insecure teacher-student attachment promotes behaviour problems.

The literature focused heavily on kindergarten and primary education to the virtual exclusion of secondary education. Given this background, the need for this study is quite apparent to explore the effects of an authority figure within a subordinate student-teacher relationship in the social lives of secondary students.

2.12.3 The effect of an authority figure within a subordinate student-teacher relationship in the emotional lives of students

Research has indicated that superior-subordinate relationship which is characterised by disharmonious interactions between the teacher and students are associated with the low self-esteem of students. A study by Hughes, Cavell and Jackson (1999: 173-184) has shown that conflictual interactions between teachers and students result in low self-esteem of students. A research study by Gallagher (2015) indicated that students experiencing negative student-teacher relationships with their tutors are more likely to have low self-esteem. This means that if the teacher is an authoritarian who dominates the classroom interactions by using teacher-centred approaches, students would not experience independence in the class which in turn affects their self-confidence and competency. With reference to the second stage in Erikson's theory (autonomy versus shame and doubt), an authority figure within a subordinate student-teacher relationship does not allow the students enough time to participate in classroom activities which would foster their sense of mastery of various tasks within their capabilities, thus affecting students' self-esteem. The students may feel recognised when they are given an opportunity to take part in the learning process (Kitching, 2010:39).

Kitching (2010:39) indicates that a disabling environment, characterised by too much control from the teacher, does not provide the students with opportunities to share their sorrows with friends and teachers. Students who are frustrated apparently do not have an opportunity to have their matters discussed but rather keep their feelings to themselves (Kitching 2010:42). Research by Steins and Behravan (2017:749), Gallagher (2015), Orth, Robins and Wideman

(2012: 1271), and Hamre and Pianta (2001:51) also indicated a strong link between negative student-teacher relationships and an increase in student stress. In other words, if the students are treated harshly, yelled at or beaten, teased or ignored, they will suffer from stress which in turn affects them to grow emotionally.

According to Kitching (2010:72), non- patronising teaching and learning relationship does not provide a platform for the teacher and students to know each other on a personal level. Knowing each other on a personal level would help to cement the relationship between the teacher and students. A disabling learning environment which is characterised by authoritative teachers does not provide opportunities for secure attachment of students with their teachers, and it impacts negatively on the students` sense of belonging. Studies by Varga (2017:3), Longobardi et al. (2016:3-7), and Fredriksen and Rhodes (2004:49) established that insecure attachments with the teachers destroy the students` sense of belonging. In line with the attachment theory, a safe learning environment, where students are cared for, protected and respected promote the development of a sense of belonging.

2.13 WAYS OF IMPROVING STUDENT-TEACHER RELATIONSHIPS

Muller (2012:56) asserts that Jesus made time for building relationships as a basis from which to give instruction. He humbly washed the feet of his disciples and ate with them before revealing more of himself and of God`s mission (John 13-16). He took the time to break down cultural and spiritual barriers between himself and the Samaritan woman at the well before teaching her about God`s kingdom (John 4).

The implication of the above is that, in order to have the most positive impact on the educational, social and emotional lives of students, teachers need to work on relationship-building. This means that using Jesus as their example, teachers are called to walk with students, talk with them and tend to their cares. This places teachers in the best position to give instruction.

Research studies established that teaching methods that allow active participants of learners in the learning process is one of the powerful strategies for improving student-teacher relationships in schools. Studies by Rimm-Kaufman (2015), Pianta, Hamre and Allen

(2012:374), and Hamre and Pianta (2001:54) established that teachers who made more use of child-centered strategies, practices that consider individual differences, were liked by their students. In order to make relationships strengthened and positive between teachers and students, the teachers should give students opportunities to participate fully in the teaching and learning process (Campbell 2014, Urooj 2013:624, Giani & Guini 2010:2). Teachers should use teaching methods that facilitate opportunities for students to share their views and thoughts on academic work in order to develop a strong bond between them. Muller (2012:57) asserts that although relationships with students can be formed within a four-walled room, the largely untapped setting of the great outdoors offers rich and rewarding relationship-building opportunities. Teachers could, for example, use the field trip method extensively to develop positive relationships with their students. Teaching strategies that display regard for the students' perspectives and ideas are indeed a factor in the development of positive student-teacher relationships in schools.

The ideas of Vygotsky resonate with the use of teaching methods which enable the learners to be actively involved in the learning process. Vygotsky's theory requires the teacher and students to work collaboratively during the learning process in order to promote the development of reciprocal relationships between the teacher and the students. Instead of a teacher imposing his/her meaning on the students for future recitation, the teacher should collaborate with his/her students in the designing of classroom activities, selection of media and teaching methods. The students would develop warm, democratic and egalitarian relationships with their teachers if they are given a chance to explore the world on their own as opposed to the teachers telling the students facts, for that would promote the development of a convergent type of thinking in students. Aligned to the Foucauldian Theory, the teachers should use teaching methods that give students a voice in the teaching and learning process such as group work, discovery and field trips methods in order to develop excellent relationships with their pupils (Magwa 2016:281).

Research studies on student-teacher relationships indicate that good personal characteristics of both the teachers and the students contribute to the development of warm and positive student-teacher relationships. According to Fredriksen and Rhodes (2004:47), the teacher's characteristics play a significant role in the formation of close ties with the students. A study

by Ijaduola (2007:67) confirmed that for the teachers to be accepted by their students, they should have good personal characteristics. In this sense, trusting, respectful and co-operative relationships promote the development of the discipline in students.

In a study conducted by Capern and Hammond (2014:55) the students reported that in order to establish constructive relationships with their teachers, the teachers need to engage in behaviour that promotes the students' academic success. Behaviour that stimulates students to extend their learning and ease anxiety about their academic failures was particularly valued by the students as they identified this as the foundation from which relationships could further develop with their teachers (Capern & Hammond 2014:55). The teachers should display appropriate behaviour that enables their students to feel free, comfortable and confident in approaching them.

Modlin (2008:36) indicates that a qualitative study was conducted in 1997-1998 that explored the relationships between the at-risk high school youths and their mentors in an urban area of Los Angeles. The mentoring program, project RESCUE (Reaching Each Student's Capacity Utilising Education) connected the at-risk youths with local fire fighters. The at-risk youths were from an area with a high crime rate and violence and of varying cultures and socio-economic strata. Open-ended questions were asked of the students at the beginning of the program and after a year in the program. Two of the adult mentors were also interviewed both at the start of the program and again after a year in the program. At the beginning of the program, the youths were asked, "What kind of relationship would you like to have with your mentor?" Some responses from the youths included "Not so tight", "Full of trust, I can trust him, he can trust me", "Reliable", and "Fun, close confidential person to talk to." When asked to describe the perfect mentor, the participants shared the following, "Responsible, but one who still can have fun", "Not boring- not wild, but fun adventurous", "Very outgoing", "Honest", "Always going to be there when you need him", "Can talk to him on my own level". One participant said, "A perfect mentor would be someone you could always communicate with, someone you could ask for assistance, who will give you the best advice. And in the future when you are grown up, you could look back and say, 'He really helped me'." Though this study was not done in a school setting, it identified what one group of teenagers believe are the characteristics and qualities they want and need in a positive relationship with an adult.

If one could make the parallel to a school setting to realize that teachers are mentors and role models, then these same characteristics would apply to the educational staff at a high school (Modlin 2008:37). Given this background, teachers should display appropriate behaviour in order to connect well with their students.

Meador (2015) pointed out that student-teacher relationship can be strengthened and made positive by incorporating humour into the lessons. Teaching and learning should not be boring. People love to laugh. The teachers should incorporate humour into their daily lessons. This may be such as sharing a joke related to the content the teacher is teaching that day (Meador 2015). It may be getting into character and donning a silly costume for a lesson. It may be that the teacher laughs at himself/herself when he/she makes a silly mistake. Humour comes in different forms and the students will respond to it. A study by Giana and Gunn (2010:4) indicated that teachers should incorporate humour when teaching at the elementary level because it is a stage where kids are very social and develop a strong sense of humour. They often laugh at anything (Giani & Guinn 2010:4). Teachers who incorporate humour when teaching create an atmosphere conducive to learning that may cause the students to enjoy the teaching and learning process. Pianta et al (2012:373) indicate that classrooms should be, by their nature, social places. This means that learning should take place in a free and favourable learning environment. The teachers and the children should laugh and play together, share stories about their lives outside the classroom and work together. An environment conducive to learning provides opportunities for the development of positive student-teacher relationships. This could, therefore, help the students to communicate their fears, concerns and learning difficulties to their teachers, resulting in the formation of positive relationships between the teacher and the students.

When establishing a non-patronising relationship in the classroom, the teacher has to connect well with his/her students (Buskist & Saville 2004:150). These researchers advised the teachers to be willing to expose at least part of themselves to their students. Furthermore, students explained that teachers who disclosed information about their personal life experiences in the classroom could connect well with their students. (Buskist & Saville 2004:154). In a study by Giani and Guinn (2010:4) information that a teacher reveals about himself/herself may help the students to see similarities with the teacher and if the teacher shares his/ her

weaknesses/struggles, it will help the students to realize that they can also solve their own challenges. Giani and Guinn (2010:4) found the above action helpful in building positive relationships with the students.

Studies by Varga (2017), Steins and Behravan (2017:751), McFarland (2016), and Hamre and Pianta (2001:55) revealed that good personal characteristics of both the teacher and students influence the development of positive student-teacher relationships. Aligned with Vygotsky's theory, the personal characteristics of both the teacher and students may act as a scaffold/bridge to connect the students and the teacher together.

Research studies on student-teacher relationships established that there should be reciprocal power-sharing in the class in order to improve student-teacher relationships. Magwa (2016) reported in a study that power should not simply come down from the teacher but it should come from students going to the teacher. In other words, for reciprocal relationships to develop between the teacher and the students, the students should have influence in the learning process. Hamre and Pianta (2001:54) assert that the teachers can establish more positive relationships with their students by making the curriculum meaningful to the students and incorporating the students' perspectives and ideas in the teaching and learning process. This implies that students develop close relationships with their teachers when the teacher teaches content that applies to the students' lives. The above views on reciprocal power-sharing resonate with the views of Foucault who believes that power should be diffused throughout all social relations rather than being imposed from above (Balan 2010:60). For democratic and egalitarian relationships to develop between the teacher and the students, the teacher should not be an authoritarian figure.

Research studies on student-teacher relationships have ascertained that positive labels which the teachers give the students can influence the development of close relationships between the teacher and the students. Research studies by Urooj (2013:618) and Pianta (2012:375) agree that positively labelled students are most likely to develop warm student-teacher relationships. Teachers should avoid the tendency of devaluing students through labelling a student as being dull. Teachers should communicate with their students in a proper way when providing feedback to them. According to Short (2013:10), constructive relationships, develop over time

from reciprocal interactions between teachers and students. Students should be given encouraging comments to promote the development of positive and warm relationships between the teachers and the students.

Modlin (2008:34) confirms that the students should participate in the decision-making process at all levels of the educational system. He adds that an avenue to help foster positive student-teacher relationships by incorporating the student's participation in the assessment, planning, implementation and evaluation of school improvement efforts has proven to enhance student-teacher relationships. When the teachers show that they believe that the students' interests matter, they reap a pay-off in terms of higher student attendance and achievement.

Despite all the research demonstrating how student-teacher relationships may be developed at the elementary level, there are still several gaps that need to be addressed to better understand the development of positive student-teacher relationships at all levels of education. There exists a dearth of information and knowledge about how positive student-teacher relationships are built at the secondary level in Zimbabwe. Research studies on the development of positive student-teacher relationships have focused heavily on how teachers initiate relationships with their students (Urooj 2013:624, Rimm-Kaufman 2015, Campbell 2014, Giani & Guinn 2010:2-4). It should not only be the teachers' responsibility to initiate relationships with their students. The students have a responsibility as well (Nurmi 2012, in Parker 2013:13). Teachers also are likely to respond positively to students who demonstrate comfort and competence while communicating with them.

2.14 SUMMARY OF THE REVIEWED LITERATURE

A review of the literature on the conceptualisation of relationships has indicated that most of the definitions are not in the context of school settings. A few definitions in the context of school settings have focused on the elementary level. Little is known about relationships in the context of school settings at the secondary level in Zimbabwe. Most of the research on the student-teacher relationship has focused on the experiences of developing children in their early school years. The literature reviewed has demonstrated how student-teacher relationships

are developed at the pre-school level. There are still several gaps that need to be addressed to better understand the development of student-teacher relationships at all levels of education. There is, therefore, a dearth of information and knowledge about how student-teacher relationships are built at the secondary level in Zimbabwe. Furthermore, the literature has indicated that students with less conflictual relationships with their teachers in the early school years displayed higher classroom participation, better academic achievement and fewer behaviour problems, whereas students with highly conflictual student-teacher relationships in the early school years were associated with a downward trend in adjustment, including more behaviour problems, lower levels of competence; they lacked motivation and had a low self-esteem. The literature indicated that even though more work was done in the field of student-teacher relationships on the definition of relationships and student-teacher relationships, forms of student-teacher relationships, the development of student-teacher relationships and the effect of student-teacher relationships, it focused mainly on the beginning and middle levels of educational training. In as much as the foundation level is very crucial, the secondary level is also very important. As indicated previously no study to date has examined student-teacher relationships at the secondary school level in Zimbabwe. The current study addresses these gaps by examining such student-teacher relationships.

2.15 SUMMARY

In this chapter, I reported on the literature reviewed on the role of student-teacher relationships in the educational, social and emotional lives of students. In the next chapter, I explain and justify the theoretical frameworks underpinning student-teacher relationships in schools.

CHAPTER 3: THEORETICAL FRAMEWORKS

UNDERPINNING STUDENT-TEACHER RELATIONSHIPS IN SCHOOLS

3.1 INTRODUCTION

In chapter 2, I explored the literature on the role of student-teacher relationships in the educational, social and emotional lives of students. In this chapter, I discuss the theoretical frameworks that underpin the problem, purpose, significance, conclusions, implications and recommendations on student-teacher relationships. The Foucauldian Theory and Vygotsky's theory of social constructivism were employed to analyse student-teacher relationships in schools. These two theories provide a grounding base for understanding student-teacher relationships in secondary schools. An overview of the two theories and their implications for student-teacher relationships in schools are highlighted in this chapter.

3.2 THEORETICAL FRAMEWORK

3.2.1 Why is a theoretical framework important?

A theoretical framework is sometimes described as a conceptual framework; however, these terms are used interchangeably. (Grant & Osanloo 2015:12). According to Grant and Osanloo (2015), a *theoretical framework* is derived from existing theory or theories in the literature that have already been tested and validated by others and is considered a generally accepted theory. On the other hand, a conceptual framework is the researcher's understanding of how the research problem will best be explored, the specific direction the research will have to take and the relationship between different variables in the study. Eisenhart (1999:205) describes a *theoretical framework* as "a structure that guides research by relying on a formal theory constructed using established, coherent explanation of certain phenomena and relationships." DeVos, Strydom, Fouché and Delpont (2005:35) indicate that a theoretical framework determines which questions are to be answered by research and how empirical procedures are to be used as tools to answer these questions. Thus, a theoretical framework may be considered to be one of the most important aspects of the research process. From the foregoing explanations of a theoretical framework, it is clear that a theoretical framework consists of the selected theory that underpins one's thinking with regards to how one understands and plans to research your topic, as well as the concepts and definitions from that theory that provide the

lens for analysing the data. It serves as the structure and support for the rationale of the study, the statement of the problem, the purpose, and the significance of the study and the research questions. Without a theoretical framework, the structure and vision of a study are unclear; this can be likened to a house without a plan (Grant & Osanloo 2015:12).

3.3 INFLUENTIAL THEORY IN THE PAST: THE ATTACHMENT THEORY

An overview of the influential theory (Attachment Theory) used by previous researchers is necessary before discussing the relevance of the Foucauldian Theory and Vygotsky's Theory of Social Constructivism to student-teacher relationships. An understanding of the strengths and weaknesses of the Attachment Theory may help to come up with comprehensive theoretical frameworks to explain the role of student-teacher relationships in schools. The Attachment Theory is a theory in developmental psychology that concerns the importance of affection with regards to personal developments. Specifically, it makes the claim that the ability for an individual to form an emotional and physical attachment to another person provides a sense of security and foundation to take risks, branch out and to be eager to have new experiences, which are important to learning (McConnel & Moss 2011:68, Berghaus 2011:3). The Attachment Theory is the joint work of John Bowlby and Mary Ainsworth (Berghaus 2011:3). This study examines Bowlby's and Ainsworth's contributions to the Attachment Theory.

3.3.1 John Bowlby and the Attachment Theory

Bowlby established the foundation for Ainsworth's Attachment Theory (Fraley & Spieker 2003:387). Bowlby's studies in child development and temperament led him to the conclusion that a close relationship with a caregiver provides the necessary sense of security and foundation for future interactions with other people. Bowlby adds that those without such attachment are less willing to take risks and to learn new experiences that are vital to learning (Bowlby 1969). Bowlby suggests that the parents shape their child's personality or character. However, Harris (1998:15) argues that even if the parents try to bring up their children in a proper way, chances are that if they socialise with delinquents they will become one. But if you take a child heading down the wrong path and move him to a new environment, such as a small sub-urban town, it is likely that he will get himself on the right track because he/she will be

trying to fit in with a new peer group. Given this fact, it can, therefore, be concluded that parental nurturing is not what determines how a child turns out. Children's peers may have more influence on them than their parents.

3.3.2 Mary Ainsworth and the Attachment Theory

Mary Ainsworth developed the ideas set forth by Bowlby in her studies. Ainsworth moved a step further with strange situation, which separates attachment up into three types: secure, avoidance and resistance. The *secure* type is when an infant wants protection or comfort from his/her mother and consistently receives care. The mother is usually described as loving and affectionate. The *avoidance* type is when an infant tries to pull away from his/her mother or ignores her. The mother is usually rated as rejecting the child's attachment behaviour. The *resistance*-type is when the infant tends to stay close to the mother. The mother is usually inconsistent in their case (Fraley & Spieker 2003:387). Mcleod (2014) highlights that, the strange situation has been found to have good reliability. This means it achieves consistent results, as was evidenced by a study conducted in Germany which revealed that 78% of the children were classified in the same way at ages 1 and 6 years. Mcleod (2014), however, criticized the strange situation on grounds of the fact that it identifies only the type of attachment to the mother. The child may have a different type of attachment to the father or grandmother. This means that the strange situation lacks validity as it does not measure a general attachment style, but instead an attachment style specific to the mother.

3.3.3 The Attachment Theory and its application to student-teacher relationships

Studies on student-teacher relationships (for example by Commodari 2013:123-133, DeTeso 2011:2, Huges 2007:6, Pianta, Hamre & Stuhlman 2003:199-234) gave attention to ways in which child-parent relationships resemble early student-teacher relationships. Wubbels et al. (2012:22) indicate that the available theoretical frameworks that work in the area of student-teacher relationships are derived from the work on parent-child relationships. Studies on student-teacher relationships employed the Attachment theory to understand the relationships between the teacher and the student because they view student-teacher relationships as extensions of the parent-child relationships. The Attachment theory has been used in studies by Pianta, Hamre and Stuhlman (2003:199-234), Huges (2007:6), DeTeso (2011:2), and

Commodari (2013:123-133) as a framework for generating predictions concerning students' relationships with their teachers, especially during preschool and elementary school years.

Research based on an attachment perspective conceptualise student-teacher relationships as extensions of the parent-child relationship (Commodari 2013:123-133, DeTeso 2011:2, Huges 2007:6, Pianta, Hamre & Stuhlman 2003:199-234). Through their nurturing and responsiveness to their students' needs, teachers serve to provide a secure base for learning, which provides the opportunities for children to learn about their academic and social surroundings (Davis 2003:209). According to Wubbels et al. (2012:22), the Attachment theory has provided the strongest impetus for work on teachers' relationships with young children. According to this theory, the dyadic relationship between a child and a caregiver (usually the mother) is a system in which children experience various levels of positive effect and responsiveness to their basic needs, with predictable and sensitive responses being associated with secure attachments and more arbitrary and insensitive responses leading to insecure attachments (Wubbels et al. 2012:23). Wubbels et al. (2012) went on to say that secure attachments are likely to foster the children's curiosity and exploration of the environment, positive coping skills and a mental representation of him or herself as being worthy of love and of others as being trustworthy. In contrast, insecure attachments are believed to result in either wary or inappropriately risky exploratory behaviour in regulating stress in new settings, and in negative self-concepts.

3.3.4 Shortcomings of the Attachment Theory in terms of its application to student-teacher relationships

Whilst appreciating the acclaim and insights of the Attachment theory, nonetheless, I am mindful of criticism and gaps in its application to student-teacher relationships. Proponents of the Attachment theory are criticised for assuming that the outcomes associated with secure parent-child attachments should occur in the student-teacher attachments. Although teachers act *in loco parentis* within the school (Shumba 2011:169), it is not always the case that the bond between the teachers and the students is similar to the bond between the parent and the child (McLeod 2014). In this sense, student-teacher relationships are not an extension of the parent-child relationship. Although the Attachment Theory has been used as a framework for generating predictions concerning the students' relationships with their teachers during the

preschool and elementary schools years, it may not be the appropriate framework to provide a grounding base or an anchor for understanding student-teacher relationships at the secondary level where most of the students are adolescents.

In the field of education, the Attachment Theory has already been proven to be out of date and to lack explanatory power (Pan 2016:55). Therefore, it is not reasonable to continue applying the theory in the field of student-teacher relationships, given its limitations on analyzing student-teacher relationships in the schools. The Attachment Theory is apparently too narrow to be used as a theoretical basis for student-teacher relationships at secondary level since in adolescence the attachment relationship with caregivers is different from the attachment relationships that are formed with caregivers in early childhood (McConnell & Moss 2011:68). This is also confirmed by Berghaus (2011:3) who points out that it is particularly unclear what implications early attachment interactions might have on relationships in adolescents who are likely to have experienced a variety of types and levels of relationships with others. Since the Attachment Theory could not offer explanatory and analytical frameworks to make sense of the relationships between a student and a teacher in the classroom, I turn to the Foucauldian Theory and Vygotsky's Social Constructivist Theory to guide this study.

It is difficult today to deal with student-teacher relationships at the secondary level where an adult (teacher) and adolescent (student) are involved without relating to the ideas of Michel Foucault and Lev Vygotsky. This is because social interactions play an important role in student-teacher relationships and within the context of social interactions. Furthermore, some teachers may have power over their students and also some students may have more power and influence over other students and sometimes over teachers, setting agendas during group meetings, times and free play and also designing learning tasks and assessing students (Lee & Recchia 2008)

In this study, the Foucauldian concepts of power, power/knowledge, resistance to power, discourse, discipline and governmentality were employed first to analyse student-teacher relationships in secondary schools, followed by the key concepts in Vygotsky's Social Constructivist Theory.

3.4 PRESENT THEORETICAL DISCOURSE: THE FOUCAULDIAN THEORY

This section introduces and analyses Michel Foucault's (1926-1984) conceptions of power in order to gain an understanding of the power relations and their implications on student-teacher relationships and student achievement in secondary schools. Very little academic attention has been directed towards the question of power relations between the teacher and student in secondary schools (Kronqvist 2013:6). This study tries to clarify how power relations between the student and teacher influence the quality of student-teacher relationships. Before venturing into the application of the Foucauldian Theory to student-teacher relationships, it is necessary to explore the background of Michel Foucault and how he contradicts Marxists since this would help to provide a strong foundation for understanding his theory and its application to student-teacher relationships.

3.4.1 A brief background of Michel Foucault

Michel Foucault was one of the most influential theorists of recent times. He was a French philosopher born in Poitiers in 1926 (Gaventa 2003:1). Foucault began his career as a Marxist and was influenced by his mentor, the Marxist philosopher, Louis Althusser, (Balan 2010:57). His work has been taken up or has impacted upon a number of disciplines such as sociology, philosophy, history, psychology, philosophy, politics, linguistics, cultural studies, literary theory and education (Kellier, McLaren, Giroux, Torres & Guitierrez 2010). Raychman (1995:14) asserts that Foucault spoke of his theory as a 'tool-box'. As a French post-modernist, he has been hugely influential in shaping understanding of power relations in the classroom (Gaventa 2003:1). Since Foucault was a theorist of modern times, his work indicates a radical departure from previous theorists on power (Naidoo 2014:34, Balan 2010:55, Gaventa 2003:1).

3.4.2 The views of Foucault on power relations versus the views of the Marxists (Louis Althusser)

Foucault clearly parted with the Marxist interpretations of power relations, arguing that power is not essentially something that people should possess and use oppressively against other people (Balan 2010:55, Mills 2003:35, Gaventa 2003:1, Foucault 1987). Foucault suggests an alternative model in which power relations dissipate through all relational structures of the

society. He believes that human individuals should be active subjects, not a simple object of power. According to Balan (2010:55), Foucault tries to move the analysis one step beyond viewing power as the plain oppression of the powerless by the powerful aiming at examining how it operates in the day-to-day interactions among people and institutions. Foucault was probably not referring to power with a capital letter P, dominating and imposing its rationality upon the totality of the social body, but he was referring to power with a small letter p, namely power relations that can be in play, family, schools, and many more. Foucault disagrees with the notion of the Marxists that the dominant class or state possesses power (Naidoo 2014:34). According to Foucault, power does not simply come down from the top going downwards. Power should come from either side. Rather, power relations pop up at all levels of society independent of the ruling power. Unlike the Marxists, Foucault is one of the few writers on power, understanding that power is not just a negative, coercive or repressive thing that forces us to do things against our wishes, but it can also be a necessary, productive and positive force in society (Gaventa 2003:2). Foucault views modern power as productive rather than repressive.

According to Koupal (2011:36), Foucault is against the traditional view of power. Foucault proposes that 1) power should not be a thing but a relation, 2) power should not be repressive but productive 3) power should not be a property of the state. This implies that power should not be something that is exclusively localized in the government and the state (which is not a universal essence). Rather, power should be exercised throughout the social body, 4) power should operate at the most micro levels of social relations. In this sense, power should be omnipresent at every level of the social body, and 5) the exercise of power should be strategic and warlike (Koupal 2011:36). These five propositions regarding power are explained in the sections that follow:

3.4.2.1 Power should not be a thing but a relation

According to Foucault (1980:98), power should not be a thing that one can have or not have; rather, it is always being exercised from either side in a relationship. In line with student-teacher relationships, power should be exercised by both the teacher and the students. This is also confirmed by Balan (2010:56), who argues that it is wrong to consider power as something that is possessed by one person in an institution. In respect of student-teacher relationships in

the classroom, teachers should recognise the importance of student's personal voice in the designing of classroom activities.

3.4.2.2 Power should not be repressive but productive

According to Balan (2010:56), Foucault argues that the view that power is oppression should be dismissed because even in their most radical form, oppressive measures are not just repression and censorship but they are also productive, causing the new behaviour to emerge. Gaventa (2003:2) confirms that Foucault believes that power should not just be negative, coercive or repressive and force people to do things against their will but it can also be a productive and positive force in society. In short, Foucault is trying to put it clear that people should cease to describe the effects of power in negative terms. With this observation in mind, power is very important in the instructional setting, as it is a major source of social discipline and conformity in student-teacher relationships.

3.4.2.3 Power should not be a property of the state

Foucault asserts that it would be wrong to understand institutions such as the state as being essentially oppressive (as Marxists do) and as being permanent and solid. According to Foucault, institutions are fragile and have a great potential for change (Balan 2010:60). This means Foucault believes that power should be exercised by everyone rather than being imposed from the top. In this regard, power relations in the classroom should be permanently renewed and reaffirmed.

3.4.2.4 Power should operate at the most micro levels of social relations

According to Naidoo (2014:34), Foucault proposes that power should be analysed as something that can also ascend from downwards going upwards. This also confirmed by Balan (2010:60) who asserts that power is relational rather than coming from a particular site. Therefore, in a student-teacher relationship, power should not simply come down from the teacher but it should come from students going up to the teacher. In other words, power should come from everyone.

3.4.2.5 The exercise of power is strategic and warlike

Foucault believes that the exercise of power is strategic and warlike (Koupal 2011:36). He adopts the extreme position that every relation we have with ourselves and the world is one of power, violence and domination. In other words, where there is power, there is always someone who resists it. In a student-teacher relationship, the teachers should find tactful strategies to exercise their power in order to avoid being oppressive and arbitrary which may cause students to resist their authority.

3.4.3 The relevance of the Foucauldian Theory when analysing student-teacher relationships

This study examines the Foucauldian Theory that is manifested in student-teacher relationships. There is no human interaction or relationship in which the exercise of power would not be present (Pitsoe & Letseka 2013:23, Kronqvist 2013:6, Botas 2006:16). Foucault's theory of power as an analytical framework offered possibilities to explain student-teacher relationships in secondary schools. It allowed me to explicate how different power dynamics influence student-teacher relationships in schools. Foucault's theory is, therefore, a toolbox which researchers can search through to find a tool they can use to explore power relations in the teaching and learning process (Pitsoe & Letseka 2013:23).

In this study, the Foucauldian concepts, power/knowledge, resistance to power, and the limits of power, discourse, discipline and governmentality were employed as tools to analyse student-teacher relationships in secondary schools.

3.4.4 Limitations of the Foucauldian Theory in terms of its application to student-teacher relationships

Whilst appreciating the significant of Foucault's theory in exploring power relations that influence student-teacher relationships in schools, I am also very aware of the criticisms and gaps in his work. Smart (2002:13) points out that Foucault became renowned as an original and provocative thinker, celebrated and criticized, paraphrased and misrepresented. This study elaborates on the criticism of his work. I would like to believe that Foucault's conception of resistance produces students who would question the authority of the teacher. These students

would be disrespectful and very difficult to teach, thereby resulting in negative student-teacher relationships.

3.4.5 The explanation of Foucault's key concepts in relation to student-teacher relationships

According to Koupal (2011:36), key concepts from Foucault's theory are:

- Power
- Power-knowledge
- Resistance to power and the limits of power
- Discourse
- Discipline
- Governmentality

These concepts will be employed to analyse student-teacher relationships in secondary schools.

3.4.5.1 Power

Power is a common term used in a wide variety of academic disciplines, and as a result, the constituent definitions of the term are far from consistent from one discipline to another or even within a given discipline.

This study examines the different types of power that exist in student-teacher relationships at the secondary level. A conceptualisation of the term *power* is necessary before venturing into power dynamics and their application to student-teacher relationships. According to Balan (2010:56), *power* can be described as the capacity of an agent to impose his/her will over the will of the powerless, or the ability to force them to do things they do not wish to do. In this sense, power is understood as something that the institutions possess and use oppressively against individuals and groups. Therefore, power in a student-teacher relationship can be viewed as the capacity of the teacher to influence the student to do something he/she would not have done had he/she not been influenced by the teacher. The student shows some type of change in her/his behaviour, attitudes, academic performance, beliefs and many others as a result of the influence of the teacher. However, according to Foucault, power should not be

something owned but rather something that acts and manifests itself in a certain way. It is more a strategy than a possession (Gaventa 2003:1). Therefore, taken from Foucault's view, power can be analysed as something which circulates. Therefore, in a student-teacher relationship, according to Foucault, there should be power sharing between the teacher and the students.

i) The positive effects of power within the school context

Taken from a positive point of view, power involves governing, training, shaping or directing towards a goal or set of goals of human beings (Kelly 2009:38). According to Foucault (1980:119), the effects of power are not all negative; it brings pleasure and forms knowledge-producing discourse. It needs to be regarded as a productive network which runs the whole social body, much more than as a negative instance whose function is repression. Power can be positive. In fact, power can be very productive, both to society and to the individual (Balan 2010:56, Gaventa 2003:2). In this sense, power is necessary in human interactions or relationships.

ii) The negative effects of power within the school context

Power can also be seen merely as an instance of domination and a repressive mechanism (Richmond & McCroskey 2012:58). This means that student learning sometimes suffers because of these oppressive and restrictive power atmospheres. Morley (2003:86) is of the opinion that power is mainly understood in the context of the disadvantaging of certain groups by virtue of their gender, ethnicity, class, disability or sexual orientation. This is also confirmed by Gaventa (2003:2), who points to the negative effects of power as follows, namely it represses, censors, abstracts, masks, and it conceals. However, Foucault stresses that it must be ceased once and for all to understand power in terms of its negative effects (Gaventa 2003:2). Foucault is suggesting that unlike the traditional power which produces negative effects, modern power is productive.

iii) Power dynamics and their application to student-teacher relationships

Different types of power include coercive power, reward power, legitimate power, referent power and expert power. This study examined these power bases within the school context.

iv) Coercive power

According to Richmond & McCroskey (2012:58), a teacher's coercive power is based in the student's expectations that he/she will be punished by the teacher if he/she does not conform to the teacher's influence attempt. Ruch (1984:256), however, argues that physical punishment arouses unpleasant emotions in the recipient which usually reduces the efficiency of learning and this would, in turn, affect the performance of the student. In other learning environments, where there is very strong peer-group pressure against the teacher, the teacher may not exercise coercive power at all, even though he/she may be in a position to exert a high degree of punishment (Richmond & McCroskey 2012:58). Foucault (1980:119) posits that there can be no power relations without the possibility of resistance. The resistance by students would result in the formation of negative student-teacher relationships.

v) Reward power

The teacher's reward power is based on the student's perception of the degree to which the teacher is in a position to provide a reward for complying with the teacher's demands in the teaching and learning process. Such rewards may involve providing something positive (positive reinforcement) or receiving something negative (negative reinforcement). As is the case with coercive power, the strength of a teacher's reward power is mediated by the possibility of receiving other rewards from other sources as a function of non-compliance (Richmond & McCroskey 2012:59). This is in line with Thorndike's law of effect (behaviourism). Thorndike's law of effect suggests that behaviour that is followed by a satisfier would be automatically stamped in or strengthened. Thus, to say the law suggests that responses associated with pleasant comments tend to be repeated while those associated with discomforting comments tend to be eliminated from the learner. The significance thereof is that in the classroom the teacher should positively reinforce students who give the desired responses to questions. The teacher should make it a point to reward students by praising the student, having others to clap hands, saying "good", "correct" and so forth. That would automatically stamp in the desired behaviour in a student. Ruch (1984:256) asserts that reinforcement for correct behaviour is by far the best technique in any learning arrangement which creates a positive emotional climate that does not interfere with effective learning and can clearly specify the desired behaviour. In a classroom, positive reinforcement may result in the formation of positive student-teacher relationships and negative reinforcement may result in the formation of negative student-teacher relationships.

vi) Legitimate power

Legitimate power is often regarded as 'assigned power'. It emanates from the assigned role of the teacher in the teaching and learning process. Furthermore, legitimate power is based on the student's perception that the teacher has the right to make certain demands and requests as a function of his/her position as a teacher. This type of power is generally most related to mundane matters, such as controlling classroom time, determining what unit should be studied, regulating interaction, and the like. It generally does not extend beyond the school environment into the private lives of the students (Richmond & McCroskey 2012:58). This is also confirmed by Gore (1998:283) who asserts that teachers can exercise their power by controlling, regulating and invoking knowledge. Thus teachers, because of their position, can control the students through deciding on the information to be given to the class, supervision of the process of learning and through the assessment of the learning outcomes.

vii) Referent power

The foundation of referent power is the student's identification with the teacher. This type of power is based on the relationship between two people. In other words, it is based on the willingness of the less powerful person (the student) to identify with and please the authoritarian figure (the teacher). The stronger the student's attraction to and identification with the teacher; the stronger the teacher's referent power (Hurt, Scott & McCroskey 1978:125).

viii) Expert power

According to Bernstein (2000:7), power over students is assigned to the teacher as an expert by virtue of his/her claim to superior knowledge. Bernstein further asserts that the degree to which this power is exercised depends on both how the teacher regards his/her claim to knowledge and his/her conception of teaching. Thus, expert power emanates from the student's perceptions that the teacher is competent and knowledgeable. The most information taught by teachers in a classroom is presented from a base of expert power. In a classroom, if the teacher is not competent and knowledgeable, the students would not listen to him/her, probably resulting in the formation of negative student-teacher relationships. If the teacher is competent and knowledgeable, the students would place themselves willingly under the teacher's direction and attend in the teacher's lessons, probably resulting in the formation of positive relationships between the teacher and the students.

These powers exercised by the teachers in the classroom can be perceived by the students as providing them with a critical understanding and voice or restraining and limit their critical understanding and voice, culminating in silence in the classroom (Botas 2006:16). Given this fact, it is necessary to explore the outcomes of these power dynamics on the students' achievement in secondary schools.

ix) Power dynamics and student achievement

Research studies by Cothran and Ennis (1997:546), Botas (2006:16), Weimer (2009), and Richmond and McCroskey (2012:58) have indicated that coercive and legitimate powers are associated with poor performance. In these rather oppressive and restrictive power atmospheres, it is not surprising that student learning suffers (Richmond & McCroskey 2012:58) This means that coercive and legitimate power are practices of domination, which result in the students being subject to the abusive authority of teachers that affects the learning process. In a student-teacher relationship, the use of coercive and legitimate power would be associated with negative student-teacher relationships since these power bases are characterised by force and threats of punishment directed towards the students.

Research has also shown that the use of referent, expert and reward power were found to be positively related to student achievement (Cothran & Ennis 1997:541, Weimer 2009, Richmond & McCroskey 2012:59). In a student-teacher relationship, the use of referent, expert and reward power serve to build positive relationships between the teacher and the students (Richmond & McCroskey 2012:59). This means that the students would respond favourably to power directives out of a desire to please the teacher, respect, acknowledge and acquiescence to the teacher's level of knowledge thereby enhancing their learning.

x) Reciprocal power relationships and student achievement

The use of power within pedagogical relations has not been explored to a large extent in literature. The popularity of student-centred strategies seems to propose a shift of power in favour of the students. This implies that teachers are losing power in the teaching and learning process. (Morley 2003:86). Although in Zimbabwe, the education system has been undergoing rapid changes in the last several years through new methods of learning that have been espoused and new communication strategies that have been encouraged as alternative methods

to the traditional view of education, some teachers in the secondary schools still hold the traditional view of education, namely that the learners must submit to the teachers and that the teachers' authority should not be questioned. The result is that the teachers are becoming oppressive and arbitrary and this could affect the performance of learners negatively. However, Foucault (1987, as cited in Gunnarsdottir 2012:11) asserts that within the education system power is very important. There does not seem to be anything wrong with the teacher being the one holding the power over the student, teaching and transferring knowledge. The problem, according to Foucault, is for teachers to know where these practices of power should be avoided so that they do not become oppressive and arbitrary. Hao Kuo Tai (2015:495) suggests that teachers who share the power with their students, who use indirect discourse and who give the students a voice in the teaching and learning process, can more efficiently get their students to participate actively in the classroom activities. However, sometimes the teachers need to control individual children's power within the group particularly those who may want to push their own agendas forward, in order for all the children's voices to be heard equally within the time constraints of the classroom schedule.

Gunnarsdottir (2012:11) argues that in a classroom the power balance should shift between the participants. The action of the teacher should be upon the action of the child and *vice-versa*. Knowledge is created through this action upon action, and the children and the teacher experience the pleasure of the exploration. Gunnarsdottir (2012:11) further asserts that the production of knowledge is thus a social endeavour with children and teachers working together to learn, teach and explore. There is a sharing of power, sometimes the teacher knows more, sometimes the child knows more. In a relationship built on respect, it is important for the teachers to listen to the children in more than one way, listen with their whole bodies and feelings in order to truly hear and understand the children's communication and actions (Bae 1996, as cited in Gunnarsdottir 2012:11). Therefore, there are different power dynamics that often exist between the students and the teachers within an educational institution. If there is sharing of power in the class between the students and teachers, there are good chances for the students to develop positive relationships with their teachers.

The words *power relationships* indicate a dichotomy of someone having power and someone not having power (Gunnarsdottir 2012:11). Foucault emphasizes that in power relationships, for example, pedagogical relationships, one side has to willingly play the subordinate role (in

most cases it is the student). The student is not compelled to learn from the teacher but places himself/herself willingly under the authority of the teacher. Thus, from the student's side, when the teacher has the lead role, the student's freedom is necessarily limited, but limited by choice. Such relationship does not translate into a dominating relationship, as the student could at any time decide not to listen to the teacher's advice, or he/she can choose to stop attending the teacher's lessons. According to Foucault (1980:119), there can be no power relations without the possibility of resistance. Thus the teacher must be open to correction by the student. When the teacher accepts the correction or challenge from the student, then the student exerts power (in the Foucauldian sense) which results in a reduction of the teacher's freedom. In this sense, Foucault describes the reciprocal relationship in which students and teachers operate equally (Cothran & Ennis 1997:541). Following this fact, if the students and the teacher operate on equal levels, the students would express themselves freely and fully participate in the learning and teaching process.

According to the Interpersonal Theory, interactions between the student and the teacher can be described according to two dimensions, namely control and affiliation (Wubbels et al. 2012:4). *Control* implies the degree of influence that one person applies to the partner in the relationship. This is also in line with the Foucauldian Theory which describes *dominance* at one end of the dimension and *submissiveness* at the other end. *Affiliation* describes the degree of emotional immediacy, warmth and support in the interaction, and ranges from friendliness to hostility (Wubbels et al. 2012:4).

In a student-teacher relationship, the teachers should give power to their students, because power in the classroom is a strategy for student achievement (Erwin 2004). In the same vein, Cothran and Ennis (1997:541) affirmed that students should have power and influence in the class processes and decisions. Given this fact, the teachers should use a number of teaching methods that may help the students to have power in the classroom.

xi) Strategies that help students to gain power in the classroom

Drawing from the Foucauldian Theory, teachers should make use of a number of methods that may help the students to gain power in the classroom in order for students to have a voice in the selection of learning activities that are meaningful to their lives. Richmond and McCroskey (2012:58) indicated that the most effective and practical ways that give students a voice in the classroom are by fully engaging them in the development of the classroom rules or behavioural guidelines. Traditionally rules were set by the teacher and briefly explained on the first day of class (Richmond & McCroskey 2012:58). This means that the students had little power and influence in the class. In other words, if the teacher considers the students in developing clear behavioural guidelines that the student sees as adding quality to their school lives, the relationship between the students and the teacher is enhanced, resulting in students achieving quality work.

3.4.5.2 Power-knowledge

According to Koupal (2011:36), one of the most important features of Foucault's view is that mechanisms of power produce different types of knowledge, which collate information on people's activities and existence. The knowledge gathered in this way further reinforces the exercise of power. Foucault (2011) points out that power and knowledge are not seen as independent entities but are inextricably related. Knowledge is always an exercise of power and power is always a function of knowledge. However, Koupal (2011:36) argues that Foucault refutes the idea that he makes the claim that knowledge is power, and says that he is interested in studying the complex relations between power and knowledge without saying they are the same thing. The power the teacher has over his/her students is assigned to the teacher as an expert by virtue of his/her claim to superior knowledge. In a classroom, because the teacher knows more than the students, he/she has power over students to tell, transmit, communicate and teach knowledge and skills to the students, possibly resulting in positive relationships between the students and the teacher. On the other hand, if students know more than the teacher, the teacher would have problems in controlling the students. The teacher would not have the power to influence the students to learn. Thus, if the teacher is not knowledgeable, it would be difficult for him/her to tell, transmit, communicate and teach knowledge and skills to his/her students. This would probably result in negative student-teacher relationships.

3.4.5.3 Resistance to power and the limits of power

Foucault suggests that there are a number of ways in which the exercise of power can be resisted. He argues at one point that resistance is co-existent with power, namely as soon as there is a power relation, there is the possibility of resistance (Koupal 2011:37). If there is a positive interaction between the teacher and the students, the students would not resist the authority of the teacher, but if there is a negative student-teacher relationship, it is likely that the students would resist the authority of the teacher. The students would not listen to the teacher's advice, choose to stop attending the teacher's lessons and refuse to be under the teacher's direction, probably resulting in lower academic, social and emotional outcomes.

3.4.5.4 Discourse

Koupal (2011:37) posits that *discourse* is a rather slippery notion in Foucault's work but at the most basic level he uses the term to refer to the material verbal traces left by history. He also uses it to describe a certain way of speaking. According to Foucault (2011), a discourse defines the reality of the social world and the people, ideas and things that inhabit it. For Foucault, a discourse is an institutionalised way of speaking or writing about reality that defines what can be intelligibly thought and said about the world and what cannot. According to Urooj (2013:618), communication between the students and the teachers serves as a connection between the two. The use of power in the class requires communication. In the absence of communication, therefore, the teacher in the classroom is powerless (Richmond & McCroskey 2012:58). Similarly, Gardezi, Lingard, Espin, Whyte, Orser and Baker (2009) contend that silence may reflect powerlessness. However, they continue to propose that silence is not a straight forward reflection of powerlessness. In other words, power can be used strategically, for example, as a means of exerting power or resisting power. The way the teacher interacts with his/her students, determines the type and extent of the power he/she exerts over his/her students. Similarly, the power exerted would have a major impact on the quality of student-teacher interaction (Richmond & McCroskey 2012:58, Kronqvist 2013:6).

3.4.5.5 Discipline

Discipline is another key concept to take from Foucault's theory. According to Foucault (2011), *discipline* is a mechanism of power that regulates the thought and behaviour of the social actors. Foucault asserts that modern society is a disciplinary society, meaning that power in our time

is largely exercised through disciplinary means in a variety of institutions, such as schools. Almost similarly, Koupal (2011:37) asserts that discipline is a mechanism of power which regulates the behaviour of individuals in the social body. Koupal further points out that discipline is enforced with the aid of complex systems of surveillance. Foucault emphasizes that power is not discipline; rather, discipline is simply one way in which power can be exercised. Teachers should use their powers in the class to instil discipline in their teaching process in order for the students to learn effectively. The lack of discipline in the class would result in negative student-teacher relationships.

3.4.5.6 Governmentality

Foucault coined the now influential concept of *governmentality*. According to Foucault, *governmentality* refers to the art of governing, not simply at the level of state politics, as one generally thinks of it, but the governing of a wide array of objects and persons, such as entire population at the most abstract level, and one's own desires and thoughts at a more micro level (Foucault 2011). Thus, teachers can exercise their powers by controlling the students in the class. According to Bernstein (2000:7), the power of controlling the students is assigned to the teacher as an expert by virtue of his/her claim to superior knowledge. In the same vein, Knight (2002:124) asserts that teachers have power over students because they create a learning atmosphere in which the students find themselves and design the learning task with which the students are expected to engage. Furthermore, Bryan and Clergy (2006: xix) posit that the teachers have the power to control their students because they assess their work. In line with the above issue of controlling/governing, Wubbels et al. (2012:4) assert that *control* represents the degree of influence that one person applies to the partner in the interaction, with *dominance* at the end of the dimension and *submission* at the other. In the student-teacher relationship, there should be dominance on the side of the teacher by virtue of his/her claim to superior knowledge, designing learning tasks and assessing the students' work and submissiveness on the side of the student.

3.4.6 Summary of the Foucauldian Theory

To sum up, Foucault believes that power is not essentially something that institutions possess and use oppressively against individuals and groups. Foucault sees power as embracing everything and everybody is a source of power. This means the dynamics of power should

move from A to B and from B to A. Foucault is one of the few writers on power who recognizes that power is not just a negative, coercive or repressive thing that forces people to do things, but can also be a necessary, productive and positive force in society. Drawing from the Foucauldian Theory, in a student-teacher relationship, there should be a reciprocal power relationship in which students and the teacher share control of the learning environment. Reciprocal power relationships would serve to build positive relationships between the students and the teacher.

3.5 THE SOCIAL CONSTRUCTIVIST THEORY

This study on student-teacher relationships at secondary school level will make use of Vygotsky's Theory of Social Constructivism as a lens to understand the interactions that may exist between teacher (adult) and student (child) at school. The term *social constructivism* was developed by the post-revolutionary Soviet psychologist Lev Vygotsky. Vygotsky was a cognitivist but rejected the assumption made by cognitivists such as Piaget, that it was possible to separate learning from its social context. Vygotsky argued that all cognitive functions originate in, and must, therefore, be explained as products of social interactions and that learning was not simply the assimilation and accommodation of new knowledge by learners. Learning was the process by which learners were integrated into a knowledge community (Vygotsky 1978:57). Westbrook, Durrani, Brown, Orr, Pryor, Boddy and Salvi (2013:10) confirm that social constructivism sees *knowledge* as socially constructed and *learning* as essentially a social process. It is mediated through cultural tools, above all by language, which needs to be the learner's first language or at least one familiar to them.

Vygotsky's theory of socio-cultural learning highlights the role that social and cultural interactions play in the teaching and learning process (Vygotsky 1962). Vygotsky's theory states that knowledge is co-constructed and that individuals learn from one another. It is called the *social constructivist theory* because, in Vygotsky's opinion, the learner must be engaged in the learning process. Learning happens with the assistance of other people, thus contributing to the social aspect of the theory (Vygotsky 1962). Clark (2014:20) posits that the social constructivist theory combines the social environment and cognition where children acquire a way of thinking and behaving by interacting with a more knowledgeable person. Clark adds that a child's development is a result of his/her interaction with the social environment, which

includes people and their culture. This interaction plays a significant role in the development of cognition.

3.5.1 Key concepts in Vygotsky's Social Constructivist Theory as they relate to student-teacher relationships

3.5.1.1 Social interaction

According to Grant and Osanloo (2015:12), the major theme of Vygotsky's theoretical framework is that social interaction plays a very important role in the development of cognition. Grant and Osanloo (2015) add that Vygotsky believed everything is learned on two levels. First, through communication with others, and then integrated into the individual's mental structure. Positive interaction between the teacher and the students results in the formation of positive relationships between the teacher and the students. This finding is confirmed by Short (2013:10) who asserts that a positive relationship develops over time from positive interactions between the teacher and the students. Research on student-teacher relationships (Capern & Hammond 2014:1, Blum 2005:16, Klem & Connell 2004:262) has indicated that positive student-teacher relationships which are a product of positive interactions between the teacher and the students play a vital role in creating positive learning outcomes. On the other hand, a negative interaction between the teacher and the students may result in the formation of negative student-teacher relationships and underachievement by the students. This underachievement may arise from a lack of stimulating experiences and the necessary interaction between the teacher and the students through dialogue, negotiation and mediation.

3.5.1.2 The Zone of Proximal Development

The vital principle of Vygotsky's theory is the Zone of Proximal Development. This is a range of tasks that are too difficult for an individual to master alone but can be mastered with the help or guidance of adults or more skilled peers (Vygotsky 1962). The Zone of Proximal Development is also confirmed by Westbrook, Durrani, Brown, Pryor, Boddy and Salvi (2013:10) who indicate that the Zone of Proximal Development is a key concept for which Vygotsky is well-known. It refers to the observation that when learning a particular task or body of information children start out by not being able to do the task. Students are only able to do the task with the assistance of an adult or older child (Vygotsky 1986, as cited in Westbrook et al. 2013:10). Thus, the Zone of Proximal Development is the stage students can

do tasks with the assistance of other knowledgeable people. Osterman (2000, as cited in Clark 2014:20) points out that adult supervision given to students is needed in- and outside of the classroom to assist with the students' motivation. According to Clark (2014:20), students desire the relationship with an adult (teacher) to feel accepted and to equate the need for knowledge as a sense of belonging to the community. Clark (2014:20) further argues that even though the teacher and students desire a relationship, the various interferences inside and outside the classroom hinders the growth of relationships. Osterman (2000, as cited in Clark 2014:20) mentions that a study conducted at Hofstra University produced results that educators do have a growing concern about the importance of the relationship, although many practices may undermine it. This view is confirmed by Furrer, Skinner and Pitzer (2014:108) who revealed that overlooking students, failing to remember their names, not learning about their backgrounds, not having time with students cutting them short, disregarding their input or not listening to their perspectives and interacting with the students in ways that are rejecting, chaotic or coercive can undermine the importance of relationships in schools. Thus, a positive relationship between the teacher and the students would mean that the teacher often serves to guide the student as he/she encounters different learning challenges in order to access the Zone of Proximal Development. On the other hand, negative student-teacher relationships would mean that the teacher would leave the students to do their tasks alone, and this would probably generate poor academic outcomes.

3.5.1.3 Scaffolding

Another fundamental part of Vygotsky's theory is *scaffolding*, that is giving the student the right amount of assistance at the right time. According to Hausfather (1996:1-10), *scaffolding* is an effective strategy to access the Zone of Proximal Development. *Scaffolding* requires the teacher to provide the students with the opportunity to extend their skills and knowledge. The teacher must engage the students' interests, simplify tasks so that they are manageable and motivate the students to pursue the instructional goal (Hausfather 1996:1-10). Thus, a positive student-teacher relationship may act as a scaffold in the class to assist the students to achieve positive social, emotional and academic outcomes. However, Rogoff (1990, as cited in Mcleod 2007) argues that scaffolding, which is heavily dependent on verbal instruction, may not be equally relevant in all cultures for all types of learning. Indeed, in some instances, observation and practices may be more effective ways of learning certain skills.

3.5.1.4 Reciprocal teaching

Reciprocal teaching provides opportunities for the creation of a dialogue between the students and the teachers. This two-way communication becomes an instructional strategy by encouraging the students to go beyond answering questions and to engage in the discourse (Hausfather 1996:1-10). Hausfather adds that Vygotsky's theory challenges the traditional teaching methods. Vygotsky's theory, however, requires from the teacher and the student to play untraditional roles as they collaborate with each other. Instead of a teacher imposing his/her meaning onto students for future recitation, the teacher should work together with his/her students in order to create meaning in ways that the students can make their own (Hausfather 1996:1-10). Westbrook et al. (2013:10) confirm that pedagogical practices should prioritise student-teacher interaction. Currently, the integration of computer technology has tremendously increased the opportunities for student-teacher interaction. Thus, student-teacher relationships can now be formed across distances through cyberspace.

3.5.2 Summary of the Social Constructivist Theory

Lev Vygotsky stressed that it is impossible to separate learning from its social context. He argued that all cognitive functions originate in social interactions and must, therefore, be explained as products of social interactions (McLeod 2014: unpagged). Vygotsky's key concepts, social interaction, the Zone of Proximal Development, scaffolding and reciprocal teaching are manifested in student-teacher relationships. These concepts can be employed to analyse student-teacher relationships in secondary schools.

3.6 SUMMARY

In this chapter, I explored the theoretical frameworks that underpin my research study. Major concepts of the Foucauldian Theory and the Social Constructivist Theory were employed to analyse student-teacher relationships in secondary schools.

In the next chapter, I discuss the research paradigm, design, approach and methodology associated with this study.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 INTRODUCTION

In chapter 3, I provided an overview of the theoretical frameworks that underpinned my research. In this chapter, I discuss the research paradigm, methodology and research design that I employed to answer the research questions posed in chapter 1. Furthermore, I justify my choices of the methodology by discussing their advantages and disadvantages as well as their suitability for this study. Lastly, I discuss the ethical considerations and quality criteria applied to this study.

4.2 RESEARCH PARADIGM

Various scholars have explained the term paradigm differently. According to Taylor, Kermode and Roberts (2007:5), a *paradigm* is a broadview or perspective of something. Nieuwenhuis (2007:47) views a *paradigm* as being a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular worldview. Creswell (2009:18) asserts that a *paradigm* is a basic set of beliefs that guide action. In this sense, a paradigm highlights perspectives that provide the rationale for the research and guides the researcher in the choice of methods for data collection and interpretation. In the following sections, the features of the social constructivist paradigm and the reasons why I found it to be much more suitable for this study than other paradigms are discussed.

4.2.1 The Social Constructivist paradigm

The constructivist paradigm is also known as the interpretive, symbolic or hermeneutic paradigm (Creswell 2007:20, Dison 1998:170). Its proponents believe that knowledge is a human construction, a mental representation and that there are multiple constructions of any situation. In line with the above view, Cuba (1990:27) asserts that constructivism intends neither to predict nor to control the real world, nor to transform it, but to reconstruct the world at the only point at which it exists, namely in the mind of constructors. It emphasises the importance of the insiders' viewpoints in understanding the social reality. Given the above, constructivism is the view that all knowledge and therefore all meaningful reality, is contingent on human practices being constructed inside and out of the interaction between human beings

and their world and developed and transmitted within an essentially social context (Golafshani 2003:603).

The social constructivist paradigm was adopted in this research study because it allowed me to have interactions with educational psychologists, Guidance and Counselling teachers, general teachers and students, leading to multiple views on student-teacher relationships in secondary schools (Thanh & Thanh 2015:25, Creswell 2009, Heinze 2008). Creswell (2009:20) asserts that subjective meanings are not simply imprinted on individuals but are formed through the interaction with others, hence social constructivism. In this sense, it was possible that each of the participants had a different perspective on the phenomenon under study. The acceptance of multiple perspectives in the constructivist paradigm allowed me to have a more comprehensive understanding of the relationships between students and teachers (Thanh & Thanh 2015:25). However, multiple viewpoints would result in the participants bringing to the researcher their own unique interpretations of the world, leading to misapprehension, (Pretorius 2013:45). In this study, I concentrated on data that were relevant to this research study.

Employing the social constructivist paradigm in this study enabled me to explore the views of the participants on how student-teacher relationships impact the lives of students in schools (Creswell 2009:21). Data collection methods used in this study, such as interviews and focus group discussions brought me into close contact with the participants in order to explore and understand their views on student-teacher relationships (Thanh & Thanh 2015:26). Shi (2011:9) asserts that in order to understand the experiences of participants, researchers usually adopt in-depth conversations as a method of data collection. Through interviews and focus group discussions used in this study, the participants were able to express their experiences on the importance of student-teacher relationships in the lives of students in detail, approaching reality as faithfully as possible (Padilla-Diaz 2015:104).

I chose the social constructivist paradigm because it provided me with rich, substantial and broad descriptions to examine the relationships between the students and the teachers in secondary schools and strategies that can be employed to improve the quality of these relationships. Pretorius (2013:45) points out that the social constructivist approach provides

rich, substantial, and broad descriptions of issues and events uncovering and capturing not merely what people think, feel or do but also the why and how of their social reality. The use of interviews, focus group discussions, document analysis and reflective journals in this study allowed me to obtain a clearer picture of the experiences of the participants on student-teacher relationships in secondary schools. I used multiple methods of data collection to triangulate the data that allowed significant insights to emerge (Ponelis 2015:540).

However, the social constructivist paradigm implies potential challenges, as it relies on the interpretation of information from the perspective of the researcher (Thanh & Thanh 2015:24). As this study was conducted in a naturalistic setting, it is important to acknowledge the effects that my own thoughts and influences had on this study. Cohen, Manion and Morrison (2007:19) suggest reflexivity as a strategy for addressing this potential challenge and state that researchers ought to acknowledge the influences that they themselves bring to the research situation rather than trying to eliminate them. Denzin and Lincoln (2005:) point out that reflexivity is an important process in interpretive research, as it allows researchers to gain an understanding of themselves and how they interpret other knowledge. In this study, I strove for reflexivity by maintaining a research journal. Orange (2016:2176) confirms that maintaining a reflective journal is a common practice in qualitative research. I used a reflective journal to log the details of how I experienced this research process. The research journal sensitised me to my prejudices and subjectivities, while more fully informing me of the impact of these influences on the credibility of the research outcomes.

According to Pretorius (2013:45), every approach to the social inquiry has its specific strength and limitations. Although the social constructivist paradigm is helpful in shaping the scope and direction of this study, it also has shortcomings (Dube 2015:63). Carr and Kemmis (1986:181) have criticized social constructivist paradigm for failing to account for external conditions which may constrain the participants' understanding of the social reality. Again the selected participants may only have partial knowledge of the aspects of the social reality being researched, hence false results can be arrived at (Thanh & Thanh 2015:24, Dube 2015:63, Pretorius 2013:45, Yin 2011:11). Surely, there may be an objective perspective which may be different from that of the selected individual participants (Cohen & Manion 2014:34-35). As a researcher, I recognised that all the participants who were involved in this study had some

knowledge about student-teacher relationships and would bring to me their own unique interpretations that could lead to a misapprehension of issues pertaining to student-teacher relationships in schools. Therefore, I tried to be open to the attitudes and values of the participants or more actively defer prior personal cultural assumptions (Mackenzie & Knipe 2006:193).

In spite of the above-indicated limitations of social constructivism, its underlying assumptions were found to be quite useful in grappling with the set of research questions. In the next section, I discuss the research methodology used in this study.

4.3 QUALITATIVE RESEARCH METHODOLOGY

On the basis of the constructivist paradigm, the research employed a qualitative approach which involves the study of subjects in their natural settings, whereby the researcher conducts a systematic enquiry into meanings, attempting to interpret and make sense of the phenomena and the meanings that people attribute to them (Dube 2015:70, Parker 2003:16). Burns and Grove (2003:19) assert that a qualitative approach is a systematic subjective approach used to describe life experiences and situations to give them meaning. Similarly, Holloway and Wheeler (2002:30) define a *qualitative approach* as a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. This research sought to study students and teachers in the school settings in order to explore the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students. Given this fact, the qualitative approach in this context was viewed as the most appropriate approach.

Qualitative methodology seeks to understand the meaning of events from the point of view of the participants involved (Magwa & Magwa 2015:15, Denzin & Lincoln 2000:7, Lester 1999:1, Moustakas 1994:21, Moon, Dillon & Sprenkle 1990:358). Since the current study sought to explore the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students, a qualitative methodology was deemed most appropriate as it facilitated an open and extensive exploration of the experiences of the participants on the importance of student-teacher relationships in secondary schools.

In this study, a qualitative methodological approach offered me opportunities to recognise and attempt to understand the complexities underlying the interaction between the students and the teachers and how it affects the different spheres of the students' lives. In this sense, through interviews and focus group discussions with the participants, I was able to accommodate multiple perspectives and versions of truth on the effects of student-teacher relationships on students and strategies that can be employed to improve the quality of student-teacher relationships in secondary schools (Magwa & Magwa 2015:15). Thanh and Thanh (2015:24) concur that researchers who are using qualitative methods often seek the experiences, understanding and perceptions of individuals. It is precisely against this realization that I argue that a qualitative approach is most appropriate for my study on student-teacher relationships.

In addition, the adoption of qualitative methodology was based on Moustakas' (1994:21) recommendation that because studies of human experiences are difficult to approach through quantitative methods, they should be approached through a qualitative approach. In the case of this study, quantitative methodology, which describes the world in numbers and measures instead of words, was not likely to be productive in understanding the importance of student-teacher relationships in secondary schools. It was unlikely that I would gather depth and insight information on student-teacher relationships and their implications via statistics that are frequently used in quantitative methods.

I chose a qualitative approach because it enables the collection of comprehensive descriptions which provide a basis for analysis to establish the essence of experience (Creswell 2007:37, Moustakas 1994:21). In this study collection of comprehensive descriptions was achieved through giving educational psychologists, Guidance and Counselling teachers, general teachers and students the opportunity to tell their stories from their own point of view on the impact of student-teacher relationships and ways that can be employed to improve student-teacher relationships in secondary schools, without my judgment. This made it possible for the study to obtain thick descriptions from the participants pertaining to student-teacher relationships in secondary schools. I had conversations with the participants through conducting interviews and focus group discussions with them in order to establish the importance of student-teacher relationships in the lives of students. Given this fact, the qualitative research methodology was deemed the most suitable for this research study.

The defining feature of qualitative research methodology is its focus on the *how*, *what* and *why* questions (Ponelis 2015:537, Magwa & Magwa 2015:15, Heinze 2008:54). This leads to multiple explanations, which do not favour quantitative research methodology. The *how* and *what* questions in this study would be more appropriately examined through qualitative methodology than quantitative.

However, qualitative research may be regarded as subjective because the primary instrument of data collection is the researcher (Dempster 2010:42). In this study, I did not impose my assumptions, limitations or delimitations, and accepted that reality exists as the participant sees it (Denzin & Lincoln 2005:9). As mentioned, my reflexivity helped me to navigate the difficult terrains. In this study, I ensured to maintain a contemplative stance on the interpretation of the data and I concentrated on understanding the meaning created by the participants during the data-gathering and analysis process. Member checking regulated this process as well. Despite the above-cited limitations of qualitative research methodology, its characteristics were found relevant to this study. In the next section, I discuss the research design used in this study.

4.4 RESEARCH DESIGN

A conceptualisation of the term *research design* is necessary before venturing into the justification of a research design suitable for this study. A *research design* is a plan of study (Oppenheim 1996:6, McMillan & Schumacher 1993:157). Additionally, Magwa and Magwa (2015:46) affirm that a *research design* is a general plan of how the research questions are answered., Terre'Blanche and Durrheim (2002:29) refer to a *research design* as a strategic framework that serves as a bridge between the research questions and the implementation of research (Creswell 2007:476). A *research design* hence implies a programme that guides the researcher as he or she collects, analyses and interprets the data (Flick 2002:220, Denzin & Lincoln 2005:10). Therefore, a research design can be taken as a roadmap that determines the most appropriate route to take when carrying out the study. Given the constructivist stance adopted in this research and the nature of the research questions, I believe that the case study design is the most appropriate design for this study. In the next section, therefore, I discuss the suitability of a case study design in this study.

4.4.1 Case study design

According to Magwa and Magwa (2015:52), a *case study* is an in-depth examination of a unit of interest such as an individual or company. Saunders, Lewis and Thornhill (2009:145) assert that a case study as a strategy for doing research involves an empirical investigation of a particular contemporary phenomenon within its real-life context using multiple sources of evidence. In this sense, a case study, thus, is an in-depth study of an individual or social unit such as a family or club within its real-life context. It is a situated activity that locates the researcher in the world of study of an isolated small group of the population (Magwa & Magwa 2015:53).

Creswell (2007:74) describes three types of case studies:

- Intrinsic: One explores a particular case to gain a better understanding of it.
- Instrumental: A particular case is examined to provide information or insight on issues or the refinement of a theory.
- Collective: A number of cases are studied jointly in order to inquire into the phenomena population or general condition.

Since my intention in this study was to have a better understanding of the importance of student-teacher relationships in the lives of students, the instrumental case study design enabled me to get comprehensive descriptions of the role of student-teacher relationships in the lives of students in schools (Baxter & Jack 2008:548). According to Grandy (2010:2) instrumental case study is the study of a case (for example person, specific group, occupation, department, organisation) to provide insight into a particular issue, redraw generalisations or build theory. This implies that the instrumental case study offers thick description of a particular site, individual, group or occupation.

When using a case study design, researchers select a small geographical area or a limited number of individuals to become the participants in the study or investigation (Magwa & Magwa 2015:53). In this study, I selected a small geographical area of two secondary schools in Masvingo District to probe deeply and to analyse intensively the educational, social and emotional implications of student-teacher relationships, so as to establish generalisations about the wider population of Masvingo District to which the two secondary schools belong. Given this fact, a case study was deemed the most appropriate design in this study.

A case study design was adopted in this study because it helped me to provide answers to the main research question of this study, namely, What role do student-teacher relationships play in the educational, social and emotional lives of Form 5 students? Magwa and Magwa (2015:52) assert that a case study design helps to provide answers to the questions of *how*, *what* and *why* associated with a particular research problem. Similarly, Michel (2008:43) affirms that a case study design deals with questions that look to explain what things are like and to describe relationships that exist. This study adopted the *how* and *what* questions in order to get rich explanations of the role of student-teacher relationships in the lives of Form 5 students.

I employed the case study design in this study because it enabled the use of multiple methods for data collection and analysis (Baxter & Jack 2008:556). This means that one of the strengths of a case study is its flexibility and adaptability that allows single or multiple methods of data collection to be used to investigate a research problem, leading to data credibility. I chose a case study design which is basically qualitative in nature in order to get a complete picture of the effects of student-teacher relationships in the lives of students in schools. The complete picture of the effects of student-teacher relationships was possible through the use of interviews, focus group discussions and document analysis and reflective journals. According to Baxter and Jack (2008:554), data from these multiple sources are then converged in the analysis process rather than handled individually. Convergence adds strength to the findings as various strands of data are braided together to promote a greater understanding of a case (Ponelis 2015:540). However, Baxter and Jack (2008:554) argue that, although the opportunity to gather data from various sources is extremely attractive because of the rigour that can be associated with this approach, there are dangers of overwhelming amounts of data that require management and analysis. To avoid being lost in the data analysis of large amounts of data, I used a computerised database to organize and manage the voluminous amount of data.

Given the constructivist stance adopted in this research and the nature of the research questions, I believe that the case study design is the most appropriate research design for this study because of its advantages in revealing in detail the unique perceptions and concerns of individual participants in a real-world situation (Magwa & Magwa 2015:52) which would have been lost in other research designs. In this sense, the case study design, and the appropriate data collection tools offered me the opportunity to gather detailed information that assisted me

in answering the research questions. Therefore, the case study design is most applicable to this research study.

A drawback of a case study is that it provides very little basis for scientific generalisation since it uses a small number of subjects (Yin 1984:21, Yin 2009:15, Cohen et al. 2011). Nonetheless, Denzin and Lincoln (2000:193) argue that case studies can be generalised, arguing that looking at multiple actors in multiple settings enhances generalisability. Similarly, Yin (2003:13) argues that case studies are used for analytical generalisations where the researcher’s aim is to generalize a particular set of results to some broader theoretical propositions. In this study, I did not intend to generalize the results.

4.5 POPULATION

According to Chiromo (2006:16), a *population* refers to all the individuals, units, objects or events that are considered in a research project. This means that a research study utilizes a group of subjects selected from a particular target population, that is a group of elements or cases, whether individuals, objects or events that conform to specific criteria or to which one intends to generalize the results of the research (Dube2015:75). This group is also referred to as the *target population* (Dube 2015:89). In this study, the research target population was made up of students, general teachers and Guidance and Counselling teachers from two selected schools in the district. The target population also included educational psychologists from Masvingo province.

Table 1 Target Population

Target Population	School A	School B	Provincial level	Total
Students	60	60		120
Guidance and Counselling teachers	3	3		6
Educational psychologists			2	2
General teachers	30	30		60
Total	93	93	2	188

As indicated on the table presented above (*refer to Table 1*), the target population comprised of 120 students, 6 Guidance and Counselling teachers, 60 general teachers and 2 educational

psychologists from the province, making a total of 188 potential participants. After identifying the target population, I selected a sample from which the data was collected.

4.6 SAMPLE AND SAMPLING PROCEDURES

An entire population tends to be too large to work with. A smaller group of participants must act as a representative sample, and hence the need for sampling (Cardwell 1999:202, Chireshe 2006:105). According to Magwa and Magwa (2015:64), a *sample* is a proportion of the population. White and McBurney (2013:386) posit that a *sample* is a subset of the population. A *sample* is a selection of elements from a population that is used to make statements about the whole population (Blaikie 2010:172). This means that *sampling* refers to the process by which the research attempts to select a representative group from the population under study (Chireshe 2006:105). Following this logic, a representative selected for a study should have characteristics that exemplify the larger group from which it was selected (Patton 2002:408, Denzin & Lincoln 2005:370, Chikutuma 2013:76).

In qualitative research, the samples are likely to be chosen in a deliberate manner known as *purposive sampling* (Patton 2015:91, Yin 2011:79). Given the nature of my study, purposive sampling offered me the opportunity to purposefully select students, Guidance and Counselling teachers, general teachers and educational psychologists. These selected subjects were likely to provide significant data on the educational, social and emotional implications of student-teacher relationships on students by virtue of their experiences. I believed that the above-selected subjects would yield the most relevant and rich data on student-teacher relationships in schools (Magwa & Magwa 2015:68, Yin 2011:79). Cohen et al. (2011:157) support the opinion that purposive sampling is used in order to access knowledgeable people. This implies that participants sampled purposively would have an in-depth knowledge of particular issues, maybe by virtue of their professional role, power, and access to networks, expertise or experience. However, Magwa and Magwa (2015:69) argue that the main disadvantage of purposive sampling is the high probability of researcher bias, as each sample is based entirely on the judgment of the researcher in question who is generally trying to prove a specific point. For this reason, I strove to make decisions based on accepted criteria, not on what would best support my theory.

Table 2 Selected sample

Category of participants	School A (selected sample)		School B (selected sample)		Provincial level (selected sample)		Total
	Males	Females	Males	Females	Males	Females	
Students	3	3	3	3			12
Guidance and Counselling teachers	1			1			2
Educational psychologists					1	1	2
General teachers	3	3	3	3			12
Total	7	6	6	7	1	1	28

As shown above (*refer to Table 2*), the sampled participants comprised of 12 students, 12 general teachers, 2 Guidance and Counselling teachers and 2 educational psychologists, making a total of 28 participants. These participants were selected considering how useful they would be in providing rich information pertaining to student-teacher relationships. According to Patton (1990:169), qualitative inquiry typically focuses in depth on relatively small samples. Yin (2011:90) indicates that the number of participants included in qualitative research should fall within the range of 25-50 participants. This study fits in well because it made use of 28 participants who were examined intensely to get an in-depth understanding of issues pertaining to student-teacher relationships in schools. Yin (2011:98) argues that having large numbers is not the only way of boosting the confidence in a study's findings. In this study, I considered the composition, not only the size. Ponelis (2015:540) asserts that using multiple sources of data and multiple participants is preferable in order to triangulate data. In order to cover selected sample sufficiently, I collected data from multiple participants that included Guidance and Counselling teachers, students, general teachers and educational psychologists. These participants were involved in order to allow significant insights to emerge from knowledgeable people pertaining to the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students.

4.6.1 Sampling schools

In this study, the researcher made use of the purposive sampling technique to select two secondary schools in the district, that is, one urban secondary school with boarding and day school facilities, and one rural secondary school with boarding and day school facilities. These schools were selected by virtue of being the only schools in the district with these facilities. Boarding school students go through different experiences which are not similar to day scholars (Behaghel, deChaisemartin & Gurgard 2015:2). Curto and Fryer (2014:67) indicate that a boarding school experience allows a student to be continually engaged with the teachers, unlike day school students. Students who are boarders spend most of their time with teachers as compared to day scholars who later in the day go home to their parents (Curto& Fryer 2014:7). Magwa (2015:132) asserts that some schools in an urban environment are connected to the internet and the students can access it even at night and that broadens their horizons. This means that students can also be influenced by all types of films or videos that are accessible on the internet. The different settings of the schools mean that the students are exposed to different environments, hence the need for participant representation from all types of schools within the district (Magwa 2015:132). The multiple experiences of the students can influence student-teacher relationships differently. The selection of these schools enabled students with different backgrounds and experiences to participate in the study, resulting in an in-depth understanding of student-teacher relationships in secondary schools.

4.6.2 Sampling Guidance and Counselling teachers

Of the six Guidance and Counselling teachers, two were selected purposely, one from each school. They were selected on the basis of their qualifications and experience in teaching Guidance and Counselling in secondary schools. Preference was given to teachers who had spent a year or more at the school as compared to those who only recently joined the school. Guidance and Counselling teachers are believed to be knowledgeable about the implications of student-teacher relationships on students (Yin 2011:79, Oliver 2008:110). Furthermore, in Zimbabwe Guidance and Counselling teachers help the children to make friends, sustain friendships and alleviate students from stresses (Majoko 2013:77, Madhuku 2005:8). It is the view of the researcher that Guidance and Counselling teachers were the most likely to give rich information on student-teacher relationships since they have continuous contact and knowledge with the students.

4.6.3 Sampling students

Out of 120 Form 5 students from the selected two schools, 12 were selected purposively from each school. Three students from each school with good Ordinary level results and three students with poor Ordinary level results were selected thus a total of six students per school. Form 5 students were selected because they could reflect on how student-teacher relationships affect their performance in the Ordinary level examinations. It was also believed that Form 5 students were mature enough to analyse the implications of student-teacher relationships. Form 1 and 2 students were excluded because they were considered too immature to examine the effects of student-teacher relationships on them. Forms 4 and 6 students were not included in the study since they were busy preparing for their final examinations. According to Fredriksen and Rhodes (2004:47), the quality of student-teacher relationships can have a profound effect on the social and academic development of a child. Form 5 students were likely to give rich information on the implications of student-teacher relationships on their social, emotional and academic achievement. In the selection of the students, I considered gender balance in order to obtain the views from both male and female students.

4.6.4 Sampling general teachers

From the 60 general teachers, 12 were selected purposively. These were three female and three male teachers from each school, to make a total of 6 teachers per school. Preference was given to teachers who had spent some time at the school as compared to those who only recently joined the school.

4.6.5 Sampling educational psychologists

Educational psychologists were selected by virtue of being the only psychologists in the province. They were included for they deal with psychological issues pertaining to the students in the schools and they were deemed to have rich information on the effect of student-teacher relationships in the schools. Educational psychologists were included because learners in secondary schools often experience behavioural, social, emotional and mental health issues that can have a detrimental effect on the child's ability to engage in learning, and also their relationships with the teachers (Farrel & Woods 2015:2). The students who experience problems have the potential to benefit from the input of educational psychologists through the advice and support they give to teachers. Educational psychologists are believed to have rich

information on the academic, social and emotional implications of student-teacher relationships. According to Farrell and Woods (2015:2), educational psychologists provide a psychological and counselling service to enhance the development of competence and resilience in children. They apply their psychological and educational expertise to support the students to achieve academic success, psychological health and social and emotional wellbeing

4.7 DATA COLLECTION

This subsection explores the methods of data collection used in the case study design. There are a variety of methods available, such as interviews, focus group discussions, document analyses and reflective journals (Magwa & Magwa 2015:52, Stewart, Treasure & Chadwick 2008:291, Cohen et al 2007:331, Leedy & Ormrod 2005:184). Since little is known about the academic, social and emotional implications of student-teacher relationships on students, it is, therefore, important to make use of the above methods as data collection methods so that each method may complement and substantiate the other, making findings more concrete (Magwa & Magwa 2015:52). I made use of these methods to collect data pertaining to the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students. In the next section, I justify the relevance of the interviews, focus group discussions, document analyses and reflective journals as data collection tools in this research study.

4.7.1 Interviews

Interviews are commonly used to gather data in qualitative research (Magwa & Magwa 2015:92). Magwa and Magwa (2015:71) assert that an *interview* is a purposeful interaction between an interviewer and an interviewee. It is a two-way conversation between the researcher and the interviewee for the specific purpose of obtaining research linked data to learn about the ideas, beliefs, views, perceptions and opinions of respondents (Dube 2015:98). Therefore, the term *interview* in this research refers to a conversation between two people (the researcher and a single participant). There are three fundamental types of research interviews, namely structured, semi-structured and unstructured (Magwa & Magwa 2015:92). In this study, semi-structured interviews were used because I believe that open-ended questions would be the most effective way to collect data from the educational psychologists and the Guidance and Counselling teachers, since it would offer the interviewer or interviewee the opportunity to diverge their thinking in order to pursue an idea or response on the implications of student-teacher relationships on students in a more detailed way (Padilla-Diaz 2015:104).

However, there were a number of drawbacks with interview method. Magwa and Magwa (2015:56) state that there is a possibility that some interviewees would want to give reports which they think would please the researcher, hence defeating the purpose of the collection of objective responses. I explained to the educational psychologists and the Guidance and Counselling teachers that their honest opinions were required and appreciated in order to curb the challenge of getting wrong responses from them.

4.7.2 Focus group discussions

A *focus group discussion* is defined as a small gathering of individuals who have a common interest or characteristics, assembled by the researcher who uses the group and its interactions as a way to gain in-depth information about a particular topic (Tshuma & Mafa 2013:128). The term is used to refer to conversations between three or more people, that is the researcher and at least two other participants (Heinze 2008:71).

I conducted two focus group discussions at each of the selected schools, one session with six students and another session with six general teachers. Maughan (2003) recommends the membership of an ideal focus group to range from six to twelve subjects. As noted by Nolan, Macfarlane and Cartmel (2013:83), research with students has its own particular challenges. Researchers need to be mindful of the kinds of consent and the different kinds of strategies that can be used to engage the students. I used focus group discussions with the students to discuss how the interaction between them and the teachers influences their educational, social and emotional lives. Furthermore, focus group discussion to gather data from students because students are free to express themselves in groups where responses cannot be traced back to them. This means that the researcher cannot identify a given response with a given participant thus participants' anonymity is guaranteed. The researcher conducted two focus group discussions per school and each group was met twice to get a full picture of their experiences on how student-teacher relationships affect them educationally, socially and emotionally. Group dynamics in focus group discussions enabled students and general teachers to be able to build on each other's ideas, experiences and comments to produce data-rich in detail that is difficult to achieve with other research methods like interviews. As noted by Cargan (2007:110), the flexibility of group dynamics encourages participation and one person's comments may stimulate ideas in others.

Heinze (2008:71) noted that focus groups allow the participants to come together and discuss issues being experienced and to propose actions to be taken. Van Esch and Van Esch (2013:131) support that focus group discussions allow the participants to share their views and convey their actions freely and openly. Through focus group discussions, rich information emerged on the importance of student-teacher relationships on students in secondary schools that would likely be missed in individual interviews. Focus group discussions gave the general teachers and the students the space to respond in ways that allowed insight into their experiences on student-teacher relationships. In order to maintain confidentiality in the focus group discussions, I asked the participants to fill in a confidentiality agreement form for group sessions which bound them to keep all the information that came from the group session confidential, to keep his or her identity and that of other members confidential.

The purpose of using focus group discussions in this study was to glean the perspectives of students and general teachers since there were in the situation being studied. Focus groups discussions had a number of limitations such as bias and manipulation, false contenting, difficulty in distinguishing between an individual view and a group view, difficulty in the analysis and interpretation of the results (Heinze 2008:71). I, therefore, used other data collection methods like interviews, document analysis and reflective journals alongside the use of focus group discussions in order to ensure data triangulation.

4.7.3 Document analysis

Table 3 Documents Examined

Document	Aspect to be examined
Register	Frequency of attendance
Individual and progress record book	Background, performance in class
Ordinary level results	Performance at 'O' level
School log register for pupils	The frequency of pupils' movement during the day
Pupils' school reports	Teachers' assessments of the learners
Disciplinary record book	Cases of students' indiscipline

I used document analysis as part of my triangulation process to supplement information from the focus group discussions and the interviews. I used the register, individual and progress record book, ordinary level results, school log register for pupils, school report book and disciplinary record book to establish the academic performance, cases of students' indiscipline and school attendance of those students with whom I had focus group discussions. The staff attendance record book was used to establish lesson attendance by the teachers and to establish how the lesson attendance by the teachers influences student-teacher relationships. Document analysis enabled me to explore the association between student-teacher relationships and educational, social and emotional outcomes. Furthermore, school registers were again used to establish the association between student-teacher relationships and school attendance. Through conducting documentary research, I gained access to information about the implications of student-teacher relationships that would be difficult to get from interviews and focus group discussions. Gablinske (2014) asserts that the key advantage in conducting documentary research is that one can get access to information that would be difficult to get in any other way. By using documents, I eliminated the effect that I as an individual had on a person or situation being studied. Magwa and Magwa (2015:87) point out that by using document analysis the respondents would not be aware that they are being subjected to a study and this eliminates some bias. In this sense, information from the participants is gathered without direct interaction.

Nevertheless, Gablinske (2014) argues that documents are usually not designed with research in mind. The information recorded may be idiosyncratic or incomplete. In this study, I combined document analysis with other research methods like focus group discussion and interviews which became complementary to it.

4.7.4 Reflective journals

Reflective journals were used to supplement the information from interviews, focus group discussions and document analysis. Friedemann, Mayorga and Jimenez (2011:1) assert that reflective journals have the potential of enhancing the interpretation of data collected by other means. In this study, I chose to make my experiences, opinions, thoughts and feelings on student-teacher relationships visible and an acknowledged part of the research process by

keeping reflective journals. Reflective journals were used with the view of creating transparency in the research process and to explore the impact of critical self- reflection on research design (Orange 2016:2176 Ortlipp 2008:1). Reflective journals were also used to document the lessons learned such as which could be applied to future studies.

4.8 DATA ANALYSIS AND PRESENTATION

Data analysis is the process that enables the researcher to make sense of the data by consolidating, reducing and interpreting what research would have said and what the researcher would have observed and recorded (Dube 2015:81). A thorough analysis of research data would bring a clear understanding of the issues arising from these data (Magwa & Magwa 2015:92). Dube (2015:81) asserts that during this process, the data are inspected to determine the relationship among constructs, concepts or variables. According to Magwa and Magwa (2015:92), data analysis brings order and understanding of the topic under investigation since it involves breaking up the data into manageable themes, patterns, trends and relationships. Collins, DuPlooy, Grobbelaar, Puttergill, Blanche, Van Eeden, Van Rensburg and Wigston (2002:122) assert that the data presented need to be analysed in order to understand and gain insight from it. Accordingly, the major objective of analysing qualitative research data is to identify any clear patterns, trends or themes.

I conducted a thematic content analysis, relying on identifying and analysing emerging themes from all forms of the data collected. Thematic analysis gave me an opportunity to understand the role of student-teacher relationships in the educational, social and emotional lives of students more comprehensively (Alhojailan 2012:40). I was able to link various opinions of the participants on the educational, social and emotional implications of student-teacher relationships gathered in different situations at different times. Furthermore, thematic analysis allowed me to present similarities and differences between the participants on the implications of student-teacher relationships. This assisted me to obtain a global view of student-teacher relationships in secondary schools (Alhojailan 2012:40, Magwa & Magwa 2015:92). In addition, thick data on student-teacher relationships were best analysed in terms of themes. Another advantage of using thematic analysis was that it suited my research questions.

The most crucial activity in analysing research data is that of coding or organizing related segments of data into thematic categories (Magwa & Magwa 2015:99, Henning 2004).

According to Moustakas (1994:120-121), the process of transforming initial or raw qualitative research data into themes does not involve a single step but the following several specific procedures:

- Listing and preliminary grouping.
- Reduction and elimination.
- Clustering and thematising the invariant constituency.
- Final identification of the invariant constituency and themes.
- Individual textual description.
- Textual-structural description.
- Composite description.

Dube (2015:82) emphasizes that the final analysis will have to reflect the participants' real perceptions and must lead to a meaningful descriptive synthesis of the themes or theory.

The verbatim accounts of the interviews were transcribed, different categories relating to the research topic formed and information from the interviews, document analysis and focus groups were analysed according to themes. Units of meaning were then identified relating to the academic, social and emotional implications of student-teacher relationships in secondary schools. The researcher started data analysis by reading all the data and then dividing it into smaller meaningful units. Data segments or units were organised into a system derived from the data and comparisons were used to build and refine categories which were then modified.

I followed the steps below in analysing the data:

- Data are read by the researcher, large bodies of text are broken down into smaller meaningful units in the form of sentences or individual words.
- The researcher peruses all the data several times repeatedly to get a sense of what the data are saying while writing main ideas on the borders for possible groupings.
- Possible groupings are identified and then a piece of data is categorized accordingly.
- In the end, the researcher integrates and summarises the data (Magwa & Magwa 2015:100, Creswell 2012).

The above insights were quite helpful in the analysis of the data collected for the purpose of this study. They were used to identify themes and related patterns emerging from the participants' responses to the research instruments used. The identified themes and patterns were classified in accordance with the guiding research questions.

4.9 QUALITY ASSURANCE

According to Patton (2015:91), *trustworthiness* is about making sure that the research findings are accurate and detailed as seen from the standpoint of the researcher himself or herself, the participants and the readers. The process of achieving research trustworthiness also requires one to employ the principles of credibility, transferability, dependability, confirmability, and authenticity (Dube 2015:84).

4.9.1 Credibility

Yin (2011:19) indicates that the term *credibility* refers to the accurate identification and description of the phenomenon under study. *Credibility* in qualitative research is defined as the extent to which data and data analysis are believable and trustworthy (Dube 2015:84). In this study, credibility was addressed by employing the different data collection methods namely focus group discussions, interviews, document analysis and reflective journals. By using different methods, the aim was to compensate for the individual limitations and to exploit their respective strength (Dube 2015:84). Multiple interpretations in this study from the educational psychologists, Guidance and Counselling teachers, general teachers and students increased credibility.

4.9.2 Transferability

In qualitative research, the concept of *transferability* refers to the degree to which the results can be generalised or transferred to other contexts or settings that may be problematic (Marshall & Rossman 2001). Seale (1999:45) advocates that *transferability* is achieved by providing a detailed rich description of the setting to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings he or she knows. In this study, the aspect of transferability was taken care of by way of providing thick descriptions of the research delimitations, participants, data collection methods and research results. In that way, I ensured that the ultimate research methods could be applied to other similar contexts and situations in Zimbabwe and beyond (Dube 2015:85).

4.9.3 Dependability

According to Merriam (1998:205), *dependability* refers to the extent to which the research findings can be replicated with similar subjects in a similar context. Merriam (1998:205) further indicates that dependability is problematic and is practically impossible as human

behaviour is not static, is highly contextual and changes continuously depending on various influencing factors. Dependability is further compounded by the possibility of multiple interpretations of reality by the subjects. Dependability in this study was accomplished by using overlapping methods to collect the data.

4.9.4 Confirmability

Confirmability means that the data and the interpretation are not figments of the researcher's imagination (Mertens 2005:257). This means that the research findings should be confirmed or corroborated by others researchers (Seale 1999:45). In order to verify confirmability, one can easily track the qualitative data back to its original source from participants' responses (Dube 2015:87). In this study, the qualitative data could be confirmed by tracking back to interview questions and focus group discussions.

4.9.5 Authenticity

According to Mahlo (2011:99), *authenticity* refers to the true descriptions of people, events and places. In this research, authenticity was achieved by using the appropriate data collection methods that truly reported the participants' ideas. Interviews, focus group discussions, document analysis and reflective journals were chosen in order to reveal the actual perceptions and experiences of the participants on student-teacher relationships and their academic, social and emotional implications on students in secondary schools.

4.10 ETHICS IN RESEARCH

Research ethics are moral principles guiding the research from its inception through to its completion and the publication of the results and beyond (Economic & Social Research Council 2005:7). Ethics refers to the norms of conduct of the researcher with the participants. Cardwell (1999:88) and Chireshe (2006:101) assert that ethics in research give the researchers the guidelines on how they should conduct research. The guidelines ensure that the research is carried out in a way that is in the best interests of the participants. Ethical issues may arise from the nature of the research project itself (for example, ethnic differences in school achievement), the context of the research (a home for young offenders), the procedure to be adopted (producing high levels of anxiety) and methods of data collection (covert observation). The nature of the participants (emotionally challenged adolescents), the type of data collected (highly personal and sensitive information), what is to be done with the data (publishing in a

manner that may not cause the participants embarrassment or harm) and reporting the data (for example in a way that the participants will understand) all are important and relevant factors in the research process (Oliver 2003:17, Cohen et al 2011:76).

In this section, the following ethical guidelines and how they were considered in this study are highlighted: permission, informed consent, confidentiality, anonymity, harm to respondents, privacy and honesty with professional colleagues.

4.10.1 Permission

Permission to carry out a study makes the research authentic and possible to conduct it (Chikutuma 2013:84, Christians 2005:144). Researchers need to secure the approval of the research participants prior to conducting their studies (Majoko 2013:132, McMillan & Schumacher 2006:366, Denzin & Lincoln 2005:138, Leedy & Ormrod 2005:101, Neuman 2003:87, Ritchie & Lewis 2003:66, American Psychological Association 2002:1061, De Vos et al 2001:24, Loue & Case 2000:19). In order to secure the approval of the research participants, I sought and secured clearance from the University of South Africa, the Head office of the Ministry of Primary and Secondary Education, Masvingo Provincial Education Offices and the Masvingo District Education Offices.

4.10.2 Informed consent

According to Urombo (2000:29), Makore-Rukuni (2001:33), Chireshe (2006:100), Magwa and Magwa (2015:83) *informed consent* is an ethical requirement, which demands that the participants should be allowed to choose to participate in the research after receiving full information about the possible risks or benefits of participating. The participants give their consent to participate in a research study after receiving honest information about its procedures, risks and benefits in order for them to make informed decisions on whether to participate or not (Chikutuma 2013:84, Cohen et al 2011:77, Patton 2002:273). The participants have to be free to decline to participate or to withdraw from the study at any time (Tuckman 1994:13). In this study, I informed the selected participants about the purpose of the study and the participants were given the freedom to choose to participate or not in a study after receiving full information about the possible risks or benefits of participating from the researcher (informed consent). They could also choose to withdraw from the study at any point without any negative repercussions to them.

4.10.3 Confidentiality

Confidentiality indicates the researcher's ethical obligation to keep the participants' identities and responses private (Nueman 2000:99, Urombo 2000:26, Chireshe 2006:102). Patton (2002:412) contends that *confidentiality* means that no one has access to the participants' data or names and that no one can match the research information with that of a participant. Any researcher should respect the right to confidentiality of the research participants (Burns & Grove 2003:38, McMillan & Schumacher 2006:366). In this study, confidentiality was achieved by removing identifiers, which could be traced back to the participants. Furthermore, in this study, names were not used for the schools, Guidance and Counselling teachers, general teachers, the students and the educational psychologists and this helped to keep the participant identity and responses private.

4.10.4 Anonymity

A participant in a study has the right to have his or her identity remain anonymous (Chikutuma 2013:85, Christians 2005:145). Furthermore, Christians (2005:145) suggests that it is the researcher's obligation to keep the participants' identity and responses private. Babbie (1992:467) states that the participant's anonymity is guaranteed when the researcher cannot identify a given response with a given participant. In this study, the participants' anonymity was guaranteed by making sure that a given response could not be matched with a given participant.

4.10.5 Harm to participants

According to Patton (2002:274), in any research, the participants must be protected from physical, social, emotional and spiritual harm or from the potential harm of any nature. Researchers should not harm research participants (Makore-Rukuni 2001:36, Neuman 2003:87). Harm to respondents may include embarrassment, irritation, anger, emotional stress, the loss of self-esteem, sleep deprivation, negative labelling, invasion of privacy and damage to personal dignity (Chireshe 2006:102, Urombo 2000:42, Babbie 1992:465). The participants may experience the above psychological harm if they are asked to provide information on private and sensitive issues (Chireshe 2006:102). In this study, I ensured that none of the participants was exposed to any harm by not asking private and sensitive questions.

4.10.6 Ensuring privacy

As already highlighted under confidentiality and anonymity, it is the researcher's ethical obligation to keep the participant's identity private (Babbie 1992:467). In this study, privacy was ensured through the use of pseudonyms.

4.10.7 Honesty with professional colleagues

Denzin and Lincoln (2005:140), Leedy and Ormrod (2005:102) and Majoko(2013:134) concur that researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done, or intentionally mislead others about the nature of their findings. In this study under no circumstances would the researcher fabricate data or information to support particular conclusions, regardless of how seemingly these conclusions would be. Furthermore, I fully acknowledged the use of ideas or words of any individual, organization or institution. The full acknowledgment of all the material belonging to another person is an ethical requirement to be adhered to by researchers in their studies (Majoko 2013:134, American Psychological Association 2002:1061,). In this study, I acknowledged my indebtedness to others, as is the case with any honest researcher (Majoko 2013:134).

4.11 SUMMARY

In this chapter, I offered an explication on the Social Constructivist paradigm on which this study is based, the instrumental case study research design and the qualitative methodology used in collecting the data. Other aspects discussed were, purposive sampling of the participants, the trustworthiness of data analysis in qualitative research, and lastly, ethical issues.

The following chapter focuses on outlining the results of the study by presenting themes, sub-themes and categories that emerged during thematic analysis of raw data.

CHAPTER 5: PRESENTATION OF THE RESULTS

5.1 INTRODUCTION

In chapter 4, I discussed the research methodology, the research paradigm and the research design that I employed to answer the research questions posed in chapter 1. I also justified my choices of the methodology by discussing their advantages and disadvantages as well as the suitability for this study. Thereafter, I discussed the ethical considerations and quality criteria applied to this study.

The current chapter encompasses a presentation of the research results of this study with a view of formulating an answer to the primary research question, namely “What role do the student-teacher relationships play in the educational, social and emotional lives of Form 5 students?” In this chapter, I use the framework of the secondary research questions, posed in chapter 1 to present data. These secondary research questions are as follows:

- a) How do students, teachers and educational psychologists conceptualise student-teacher relationships?
- b) What are the factors that contribute to the quality of student-teacher relationships?
- c) How do democratic and egalitarian relationships between a student and a teacher enhance the educational, social and emotional lives of students?
- d) How does an authority figure within a subordinate student-teacher relationship between a student and a teacher affect the educational, social and emotional lives of students?
- e) How can student-teacher relationships be improved?

Themes, sub-themes and categories salient within the data were identified during the thematic content analysis of raw data. These themes which were formulated on the basis of the information and knowledge obtained revealed the underlying meaning of the accounts of the participants.

I used direct quotations from the participants during the interviews and the focus group discussions to add rigour to the study, as well as to support and substantiate the themes identified from the participants’ responses. I provided excerpts from my research journals and information from the document analysis to enhance and enrich the discussion of the themes, the sub-themes and the categories. I concluded the chapter by providing a summary of the research findings.

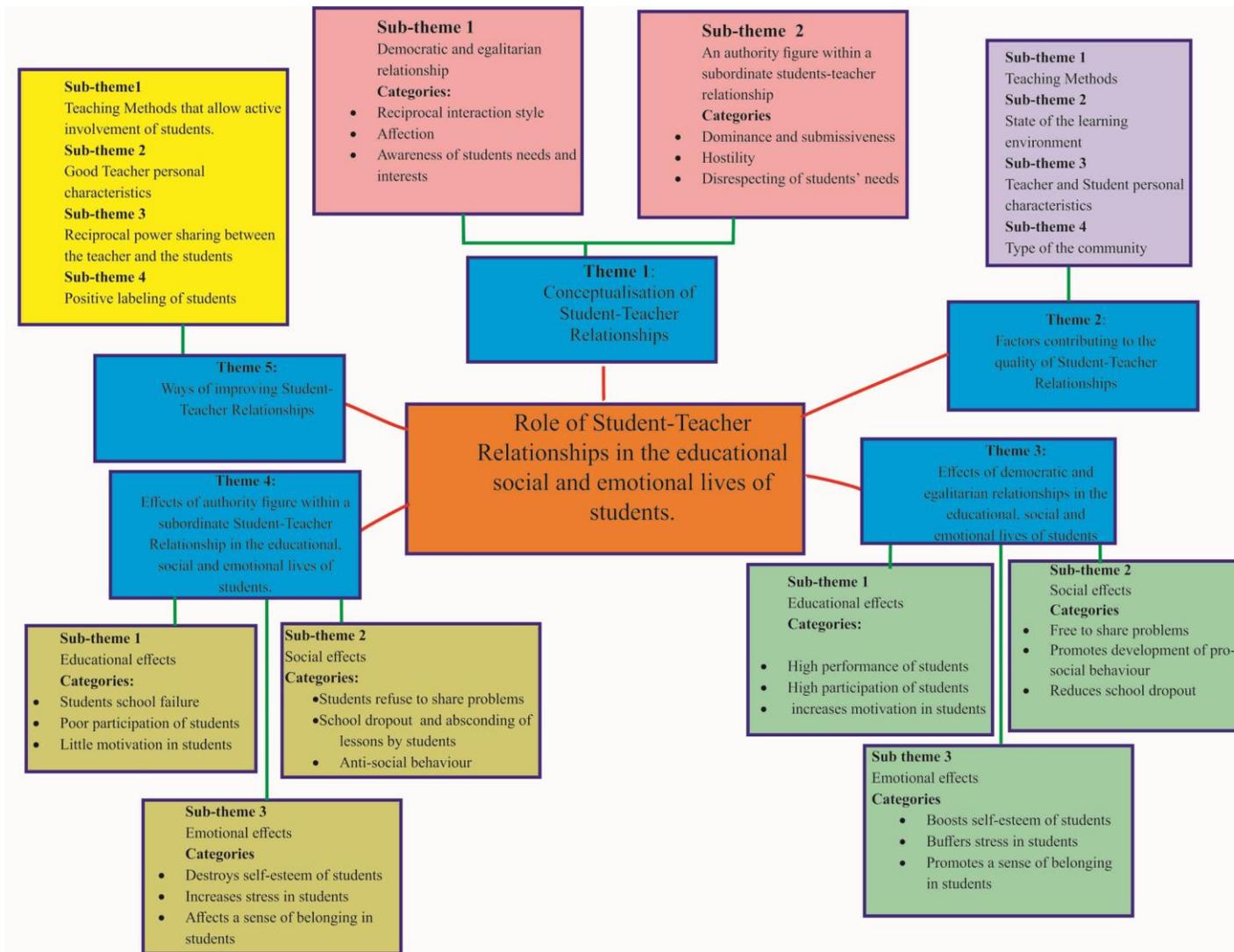


Figure1: Themes, sub-themes and categories on the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students

5.2 PRESENTATION OF THE RESULTS AND THE FINDINGS OF THE STUDY

Several themes were formulated from the analysis of the raw data, which were then clustered into five major themes with their related sub-themes and categories aligned with the secondary research questions posed in chapter 1. These major themes, sub-themes, categories and criteria as presented in figure 1 above on page 116, are explored in detail for the purpose of the analysis and the interpretation of the data in the study.

5.3 THEME 1: CONCEPTUALISATION OF STUDENT-TEACHER RELATIONSHIPS

The study intended to ascertain how the participants conceptualised student-teacher relationships. To come up with the sub-themes that support the main theme above, I analysed the data from the interviews and focus group discussions on how students, general teachers, Guidance and Counselling teachers and educational psychologists understand student-teacher relationships. I categorised data on the conceptualisation of student-teacher relationships into two sub-themes, namely an authority figure within a subordinate student-teacher dimension, and a democratic and egalitarian dimension. An authority figure within a subordinate student-teacher dimension describes the degree to which the teacher controls the interaction, exudes power or behaves independently from the student. In other words, an authority figure within a subordinate student-teacher relationship represents the degree of influence that the teacher applies to the student in the interaction, with dominance at one end of the dimension and submissiveness at the other end. In this sense, this relationship includes teachers who may not foster a welcoming environment by holding all the power, and the student does not feel a sense of belonging or control in the classroom. On the other hand, the democratic and egalitarian dimension describes the level of affiliation or friendliness the teacher shows toward the student and also the level of affiliation the student shows to the teacher through respect and acknowledgment. This means that democratic and egalitarian relationships entail the degree of emotional immediacy, warmth and support in the interaction between the student and the teacher. This also implies that the teacher and the students share the learning environment equally.

The sub-themes that emanate from the main theme above are discussed below:

5.3.1 The democratic and egalitarian dimension

Educational psychologists, Guidance and Counselling teachers and a few teachers and students who described student-teacher relationships according to the democratic and egalitarian dimension, indicated that student-teacher relationships entail the degree of emotional immediacy, warmth and support in the interaction between the teacher and the student. This implies that teachers and students collaborate in the selection and development of teaching materials as well as in the delivery of teaching activities. In this instance, student-teacher relationships may be characterised by mutual recognition, understanding, warmth, intimacy, trust, care, cooperation and open communication. In line with the above, one of the educational psychologists during the interview session had this to say:

I understand it as an educational or learning relationship between the student and teacher, where a teacher needs to understand the student with unconditional regards. From my personal point of view, it requires the teacher to come down to the level of a student and also a student should feel free and comfortable to interact with the teacher for the benefit of learning. There should be a degree of mutuality and equality in their relationships for them to construct knowledge equally. (EP 1 p35, line 1-35)

The above quote seems to suggest that student-teacher relationships should be characterised by a two-way interaction process and equality for meaningful learning to take place in the classroom. In this sense, communication should come from both sides for learning to take place effectively and for the learning environment to be shared.

When responding to the same question on the conceptualisation of student-teacher relationships, one Guidance and Counselling teacher, during the interview session voiced her sentiments as follows:

It is a two-way communication. In this sense, communication should come from either side for learning to take place effectively. The teacher and students should share the learning environment equally for effective interaction to take place (Sch1, G&C 1, p 56 line 9-23).

It seems that the Guidance and Counselling teacher is suggesting that reciprocal interaction occurs when the teacher and the students have an equal say in the governance of learning activities. Thus, the teachers give the students power and choice in the classroom.

Almost similarly, one of the teachers, during the focus group discussion, expressed his view as follows:

Empathy, warmth, genuineness, mutual acceptance, understanding, closeness, trust, respect, care and co-operation are constructs that encompass student-teacher relationships (Sch2, p79 line5-19).

In support of the above view on the conceptualisation of student-teacher relationships, the students who based their understanding of student-teacher relationships on the democratic and egalitarian dimension confirmed that the students should be very close to their teachers for meaningful interaction to take place. In other words, student-teacher relationships should be cordial to the teacher and students to freely exchange their ideas. The above responses seem to suggest that student-teacher relationships encompass constructs such as immediacy, teacher empathy and teacher care. According to the educational psychologists, the Guidance and Counselling teachers, a few teachers and the students, student-teacher relationships should represent reciprocal interactions, affection and awareness of the students' needs and interests. In this sense, it is implied that in student-teacher relationships, the teachers should give the students power and choice in respect of certain aspects in the classroom.

5.3.2 An authority figure within a subordinate student-teacher dimension

The majority of the teachers and students who participated in this study explained their understanding of student-teacher relationships based on an authority figure and the subordinate dimension. It was established that most of the teachers and students believed that in student-teacher relationships, the teacher is the undisputed authority figure who takes all the decisions with respect to the selection of teaching materials and choice and the delivery of teaching activities. This implies that communication is a one-way process where the teacher controls the learning environment. In other words, the students do not feel a sense of control or choice in what is taught to them. In support of the above view, one of the teachers, during a focus group discussion, remarked:

From my own point of thinking, student-teacher relationship is the interaction and contact or communication between the teacher and students. Furthermore, there is no equality in this relationship, the teacher is an authority figure and the student is a subordinate. The teacher should be dominant and the student should

be submissive for teaching and learning to take place in the class. (Sch1, P1, p69 line 1-11 & 18-30)

The above quote seems to suggest that communication in student-teacher relationships is a one-way process from the top going downwards. The students learn from the teacher and the teacher has ownership and control over the learning process. In this sense, the teacher has the power in the selection of teaching and learning materials. The students are not asked for their ideas and thoughts and do not have the opportunity to play a formative role in the classroom.

When responding to the same question on the conceptualisation of student-teacher relationships, one of the students, during a focus group discussion, expressed his views as follows:

From my own understanding, student-teacher relationship is a formalised/close relationship between authority figure and a subordinate who interact on nearly day to day basis to achieve educational goals. (Sch1, P3, p 3 line 5-14)

It is clear to the student that the role of the formal relationship between the teacher and the student lies in achieving the educational goals. Answering a similar question, another student, during a focus group discussion on the conceptualisation of student-teacher relationships, added that:

From my own perspectives, student-teacher relationship is the communication between a pupil or learner and his /her tutor or teacher. This communication is one-way flow from authority (teacher) to subordinate (student). This implies that the communication is hostile or unfriendly. (Sch2, P1, p18 line 2-16)

Emerging from the above two responses from the students during focus group discussions is the view that dominance is experienced in student-teacher relationships. In other words, the participants perceived the teacher to exercise a lot of authority in his/her interaction with the students. The participants expounded that the teacher is basically an authoritarian since he/she determines what to learn, when to learn, how to learn, and how to assess learning and the nature of the learning environment.

Another student elaborated on the subject of the student-teacher relationships during a focus group discussion as follows:

In student-teacher relationships, teachers are dominant and they normally use coercive and legitimate power bases as primary modes of establishing social discipline and behavioural compliance. These power bases prompt discipline for fear of punishment and students to stick to the rules for sake of punishment. (Sch 2, P1 p18-19, line 32-52)

The above quote suggests that the student participants based their understanding of student-teacher relationships on an authority figure within a subordinate dimension. In certain instances, the teachers are likely to impose on the students without any discussion/relationship. This implies that the students are of the view that they are forced to do something they do not like, and as a result, their learning suffers under, what is perceived to be, oppressive and restrictive use of power.

5.3.3 Summary of theme 1

The analysis of the participants' responses on the conceptualisation of student-teacher relationships revealed that there are different schools of thoughts on the definition of student-teacher relationships. The majority of the educational psychologists, the Guidance and Counselling teachers and a few students and teachers based their understanding of student-teacher relationships on the democratic and egalitarian dimension. It seems that the democratic and egalitarian relationship encompasses constructs such as immediacy, teacher empathy and teacher care. In other words, the essential feature of student-teacher relationships, according to the educational psychologists, the Guidance and Counselling teachers and a few teachers and students is the degree of mutuality and equality. In this sense, the teacher and the students should operate on equal levels in the selection and development of learning activities. Likewise, the majority of the teachers and students explained their understanding of student-teacher relationships based on an authority figure within a subordinate student-teacher relationship. An analysis of the teachers' and students' responses seems to suggest that the teacher has ownership and control over the learning process and the student is a 'thing' to be controlled. Following this logic, student-teacher relationships, according to the teachers and the students in this study, are characterised by dominance, submissiveness, hostility, power and disrespect for the students' needs and interests. These were the core elements shared by the majority of the teachers and the students when responding to the question on the conceptualisation or their understanding of student-teacher relationships.

5.4 THEME 2: FACTORS CONTRIBUTING TO THE QUALITY OF STUDENT-TEACHER RELATIONSHIPS

The above theme regarding factors that contribute to the quality of student-teacher relationships has produced five sub-themes which include the state of the learning environment, teaching methods, the teacher's and student's personal characteristics, power-sharing and the type of the community. The study established ample evidence that the above factors and the quality of student-teacher share a reciprocal association.

5.4.1 The teacher's and the student's personal characteristics

The first sub-theme that emerged as valued by the participants was the teacher's and the student's personal characteristics. The study revealed that the behaviour of both the teacher and the student can contribute towards the quality of the student-teacher relationships. In the light of the above, the general teachers reported that the teachers and the students who displayed appropriate behaviour experienced warm student-teacher relationships. Within the context of this study, *appropriate behaviour* refers to behaviour that is expected from the teacher or the student in the teaching and learning environment. To support this, one of the teachers, during a focus group discussion explained:

Teachers/students who are patience, concerned, respectful, honest, competent etc are likely to experience democratic and egalitarian relationship in the classroom. On the other hand, students who exhibit problem behaviour are likely to experience a student-teacher relationship that is characterised by too much control from the teacher in order to establish social discipline and behaviour compliance (Sch2, P4,p 23-24 line 46-67).

The view of the general teacher implies that both the students' and the teacher's personal characteristics can shape the quality of the student-teacher relationship. In other words, the participants are of the view that the behaviour of both the teacher and students can influence the quality of interaction between the two. During a focus group discussion, a student also backed that both the student's and the teacher's personal characteristics determine the quality of the student-teacher relationship.

Teachers who are stressed may be more likely to display anger and hostility thereby exercising too much control in the class. On the other side, teachers showing concern for students in regard to performance, encouraging and motivating students and keeping track of every student's progress are likely to experience reciprocal and egalitarian interactions in the class (Sch1, P5, p8 line 23-39).

In view of the above quotation, the teacher's and the students' positive and negative characteristics are important in shaping the quality of student-teacher relationships in schools. One of the educational psychologists expressed his sentiments as follows:

Teachers who are aggressive, unconcerned, incompetent, moody are likely to experience an authority figure within a subordinate student-teacher relationship with their students. Likewise, teachers who are sociable, patient, competent and concerned are likely to experience democratic and egalitarian student-teacher relationship (EP1, p44line15-32).

From the above quotes, it is clear that the teachers' and students' characteristics play an important role in the formation of student-teacher relationships. When responding to the same question during the interview sessions, a Guidance and Counselling teacher expressed his views as follows:

Teacher/student personal characteristic is a factor indeed in the development of the student-teacher relationship. The type of behaviour a student/teacher presents determines the quality of the student-teacher relationship (Sch2, G&C2, p71 line 18-27).

The above responses from the participants seem to concur that the personal characteristics of both the teachers and the students contribute to the quality of interactions and relationships between the students and the teacher. In other words, positive characteristics would result in supportive student-teacher relationships and negative characteristics, on the other hand, would result in negative student-teacher relationships.

5.4.2 The state of the learning environment

The study established that the state of the learning environment and the quality of student-teacher relationships share a reciprocal association. The state of the learning environment also plays an important role in the quality of student-teacher relationships. Participants have linked

the state of the learning environment with the quality of student-teacher relationship in secondary schools. This implies that an oppressive and restrictive learning environment results in the development of an authority figure within a subordinate student-teacher relationship, whereas equal sharing of the learning environment promotes the development of democratic and egalitarian relationships. Magwa (2016:281) avers that an oppressive and restrictive learning environment refers to a learning environment characterised by an imbalance in power-sharing between the teacher and the students. This implies that in such learning environments there is the imposition of teaching and learning activities from the teacher who seeks to inculcate habits of docility, receptivity and obedience in the students. In this sense, an oppressive and restrictive learning environment does not provide the students with the opportunities to have a voice in the selection and development of learning activities. In support of the above view, an educational psychologist expressed his sentiments as follows:

I think the learning environment contributes a big share towards the development of these relationships. To exemplify this, if the learning environment is oppressive and restrictive, this can lead to the development of an authority figure within a subordinate student-teacher relationship. On another hand, if the teacher loosens the classroom atmosphere so that learning can take place in a natural lifelike atmosphere and students can feel free to express themselves, the teacher and students can experience democratic and egalitarian student-teacher relationship (EP1,p42 line 15-45).

Another educational psychologist explained:

Some teachers in secondary schools still hold the traditional view of education that learners must submit themselves to teachers and that teachers' authority should not be questioned. In this sense, if a teacher is a power figure in the class, students and the teacher are likely to develop an authority figure within a subordinate student-teacher relationship. On the other hand, if the teacher and students share control of the learning environment, they are likely to develop democratic and egalitarian relationships in the class (EP2, p56-57 line 45-75).

It seems that the educational psychologists stressed the fact that the state of the learning environment was indeed a factor that contributed to the quality of student-teacher relationships in secondary schools. Almost similarly, during the focus group discussions, the students

supported the fact that the learning environment determines the quality of student-teacher relationships in secondary schools. One of the students expressed her views as follows:

The quality of interaction in the class between the teacher and students can determine the quality of the student-teacher relationship. In this sense, disharmonious interactions between the teacher and student can result in an authority figure within a subordinate student-teacher relationship. On the other side of the coin, harmonious interactions between the teacher and student can lead to a supportive student-teacher relationship. Furthermore, if we have a sense of ownership and control over the learning process and learn from each other in the safe and trusting environment, the democratic and egalitarian relationship can develop (Sch2, P2, p 25 line5-47).

The implication of the above view is that unrestricted learning environment, where the students and the teacher share control of the learning environment contribute to the formation of democratic and egalitarian relationships. On the other hand, power-imbalance in the learning environment where the communication comes from the teacher going downwards to the students promotes the development of an authority figure within a subordinate student-teacher relationship. During the focus group discussions, another student also added that:

If we have influence in class processes and decisions, democratic and egalitarian relationship is likely to develop between us and the teacher. However, if power is something that is owned by the teacher, an authority figure within a subordinate student-teacher relationship would develop in the class (Sch1, P3, p 9 line 12-24).

The above quotation implies that the way power is shared in the classroom between the teacher and the students contribute a lot to the quality of student-teacher relationships. Pertaining to the issue of the learning environment as a determinant of the quality of student-teacher relationship in secondary schools, one of the general teachers, during the focus group discussion, expressed his sentiments as follows:

As teachers, we should create a learning environment that helps pupils to gain power in the classroom. Following this logic, teachers should not be dominant but should allow learners to have influence in the learning process. There should be reciprocal power relationship with pupils in the classroom for the

development of the democratic and egalitarian relationship between the teacher and students. On the other side of the coin, if power simply comes down from above, authority figure and the subordinate relationship between the teacher and students are likely to develop in the class (Sch1, P 5, p101-102 line 26-62).

It seems that the state of the learning environment is indeed a factor to consider in the formation of student-teacher relationships. The Guidance and Counselling teachers also confirmed the importance of the learning environment in the development of student-teacher relationships. One of the Guidance and Counselling teachers added that:

A power balanced learning environment can result in a democratic and egalitarian relationship between the teacher and students. Whereas, an imbalance in power ownership, can result in an authority figure within a subordinate student-teacher relationship (Sch2, G & C2, p73 line 12-22).

In view of the above responses, it is important to note that the quality of student-teacher relationships experienced by the teacher and students can be related to the state of the learning environment.

5.4.3 Teaching methods

The majority of the participants concurred that the teaching methods used by the teacher can also determine the quality of the student-teacher relationships. In the light of the above issue, an educational psychologist had this to say:

Students would develop democratic/reciprocal relationship with their teachers, if their teachers use teaching methods that give them a chance to work on the environment as much as possible for their own learning as opposed to telling students facts, for that would result in an authority figure within a subordinate student-teacher relationship between the teacher and students (EP1, p45 line 23-42).

There is an implication that there is a strong connection between the teaching methods used by the teacher and the quality of student-teacher relationships that exist in the school between the teacher and the students. In other words, the extent to which the students are involved in the learning process will influence the interpersonal relationship between the teacher and his/her students. When the students responded to the same question during the focus group discussions

on whether the teacher's teaching methods determine the quality of student-teacher relationships, one of the students expressed his sentiments as follows:

We are in a democratic and supportive relationship with our science teacher because he uses teaching methods that allow us considerable freedom to engage in activities which foster our sense of mastery of various tasks within our capabilities. However, we are in an authority figure within a subordinate student-teacher relationship with our History teacher because she uses teaching methods which restrict us from having some degree of -control and choice over our learning (Sch2, P3, p 26-27 line 45-76).

In view of the above quotation, it is important to note that if the teacher uses teaching methods that give the students power in the learning process, the students would develop close relationships with the teacher. Likewise, if the teacher uses teaching methods that give him/her control of the learning environment, the students would most likely experience an authority figure within a subordinate student-teacher relationship with the teacher. In other words, the student participants are of the view that they are likely to engage at a deeper and more meaningful level with a teacher who employs teaching strategies that consider their needs and interests than with a teacher who employs teacher-centred strategies that restrict their involvement in the teaching and learning process. Similarly, Guidance and Counselling teacher, during the interview session, indicated that:

Teachers should not always be at the centre of class discussions for this would result in an authority figure within a subordinate student-teacher relationship. If teachers use teaching methods that allow students to share events and experiences from home and their community, the democratic and egalitarian relationship is likely to develop between the teacher and students (Sch1, G&C1, p67 line 14-30).

The above quotation seems to suggest that the teacher and the students should share the control of the learning environment for the development of positive student-teacher relationships. Likewise, the general teachers also confirmed that the teachers should demonstrate more sensitivity to individual differences. During a focus group discussion, one of the general teachers expressed herself as follows:

Teachers who use more learner-centred practices that are teaching methods that show sensitivity to individual differences and that allow students to be actively involved in the learning process are likely to develop democratic and egalitarian relationships with their students. Whereas, teachers who use fewer of such practices, are likely to become an authority figure within a subordinate student-teacher relationship (Sch2, P2, p88 line 18-43).

In view of the above quotation, the teacher emphasises that the students should play an active role in the selection and development of learning activities. The quotation also seems to suggest that the students should have a tremendous amount of influence over the learning process. In other words, the teacher should give the students the power to select learning activities that suit their needs and interests in order for them to participate fully in the learning process. This implies that the students participate actively when the learning activities are meaningful to them.

5.4.4 The community

It was clear from the participants' responses that the school community and the quality of student-teacher relationships share a reciprocal association. This implies that the social and cultural activities of a society shape the students' responses in the school environment. In other words, the behaviour that a student displays at school reflects the type of community the student hails from. In line with the above issue, one of the educational psychologists expressed his sentiments as follows:

The local community can provide a safe context for support and guidance while transmitting adult values, advice and perspectives. Community's expectations, beliefs, values, norms and behaviours are thought to shape the quality student-teacher relationships (EP2, p59 line 23-40).

The implication of the above view is that the behavioural problems, school failure or academic success experienced by the students at the school could be related to the home environment. To exemplify this, the parents should teach self-discipline first at home in order for the students to display appropriate behaviour at school. This means that the local community is indeed a strong factor that influences the development of student-teacher relationships in the schools. A Guidance and Counselling teacher expressed his views as follows:

Teachers and students do not interact in isolation, they are a part of a larger school community that may support the development of democratic and egalitarian relationships or promote the development of an authority figure within a subordinate student-teacher relationship between teachers and students (Sch1, G&C1, p68 line 20-34).

This means that there should be opportunities for teacher-parents forums where the parents discuss with the teacher's matters pertaining to their children's wellbeing at school. The outcomes from these meetings can influence the quality of student-teacher relationships in the schools. During a focus group discussion, one of the general teachers had this to say:

It is the community, which determines the quality of student-teacher relationships in secondary schools. As teachers, if we experience greater satisfaction with the local community, we are likely to engage in democratic and egalitarian interactions with our students. On the other hand, if the community is not supportive in terms of providing resources, students are likely to experience an authority figure within a subordinate student-teacher relationship with their teachers, as teachers would try to control the limited resources in order to meet educational goals. Furthermore, if the community is not supportive in terms of shaping the behaviour of students, students are also likely to experience an authority figure within a subordinate student-teacher relationship, as teachers would exercise a lot of control in trying to deal with indiscipline among students (Sch2, P4, p88-89 line2-55).

The implication of this quotation is that the local community can nurture or restrain the development of positive student-teacher relationships in the schools. Similarly, the students confirmed the association between the community and the quality of student-teacher relationships. During a focus group discussion, one of the students expressed her views as follows:

If the parents are supportive of homework assignments, we are likely to experience democratic and egalitarian relationships with our teachers since there would be no clashes. On the other hand, if parents are not supportive and concerned with our homework assignments, we would bring incomplete assignments to school resulting in teachers exercising a lot of authority in trying

to make us comply with school demands of doing homework assignments (Sch1, P1, p8 line 17-36).

The students believe that the parents should be actively engaged in events and activities at school and should be given the opportunities to share information about their children with the teachers in order to be able to help their children at home in respect of schoolwork and discipline. Following this fact, parental involvement is very important in the management of discipline and in encouraging the students to do their homework. The learners should be taught self-discipline first at home, for them to be successful in their schoolwork.

5.4.3 Summary of theme 2

A close analysis of the participants' responses on the factors that contribute to the quality of student-teacher relationships indicated that the state of the learning environment, the teacher's teaching methods, the students' and the teacher's personal characteristics and the type of the community are the major factors that determine the quality of student-teacher relationships experienced by the teachers and the students in the schools. In other words, these factors are the sub-themes that emanated from the main theme during the analysis of the data.

5.5 THEME 3: THE EFFECTS OF THE DEMOCRATIC AND EGALITARIAN RELATIONSHIP ON STUDENTS

In this section, I present the data related to the effects of democratic and egalitarian relationships in the educational, social and emotional lives of Form 5 students. The democratic and egalitarian relationships provide favourable conditions for the development of important academic, social and emotional skills. In this sense, the educational, social and emotional effects are sub-themes that emerged from the above theme.

5.5.1 The educational effects of the democratic and egalitarian relationship on students

The focus of this section is to discuss the educational implications arising from the democratic and egalitarian relationship in secondary schools. To come up with the categories that support the above theme, I analysed the data related to the importance of democratic and egalitarian

relationships in the educational lives of the students. The categories that emanate from the main theme are namely high performance, high participation, and increased motivation to learn.

5.5.1.1 High performance

The majority of the participants revealed that a democratic and egalitarian relationship that was characterised by teachers who give students power and choice in the classroom, has a strong influence on the students' achievement in school. The students reported that democratic and egalitarian relationships allowed them to have open discussions with their teachers regarding their academic challenges. They indicated that it helped them a lot in improving their performances in their schoolwork. In support of this view, some of the students narrated their experiences during focus group discussions. One of the students had this to say:

Personally, I was not good at Mathematics from form 1 up to form 2 but when I got to form 3, we were given a teacher who created a friendly environment that promoted reciprocal interaction between the teacher and students. The teacher allowed students to correct her and she accepted students' corrections. This was one aspect that I liked about that teacher. I developed ties and I was free to express my difficulties to her. This helped me to pass her subject at ordinary level (Sch1, P5, p 11 line 3-24).

The above quotation implies that the students should be encouraged to dialogue directly with their teacher. This would provide opportunities for the exchange of ideas between the teacher and the students. In other words, reciprocal relationships are characterised by significantly higher levels of academic success. During a focus group discussion on the subject of the effects of a democratic and egalitarian relationship on the students' performance a student added that:

Likewise, when I was in form 3, I was very poor in History because the teacher was very authoritative, undisputed, unapproachable, unconcerned, impatient and disrespectful. Fortunately, when I got to form 4, we were given a democratic and egalitarian teacher who was very supportive, patient and he accepted criticism and corrections from students. From that time onwards, I became the best student in History (Sch2, P4, p30 line 21-47).

It seems that teachers who relate to the students in a friendly way and establish a more relaxed learning environment have high pass-rates in their subjects. This means that those teachers who

create enabling learning environments do not have any problems with the poor performance of learners. Almost similarly, one of the teachers stated:

I still remember when I came to this school, I developed a democratic and egalitarian relationship with a student who was said to be very lazy and unconcerned with his school work. The relationship developed when he helped me to carry my bags from the bus stop to the school on my first day. What surprised other teachers was that he passed my subject with an A and got Us in other subjects at 'O' Level Examinations (Sch2, P1, p 98 line 17-41).

In line with the above quotation, teachers who are respectful, concerned, caring and attentive do not have any problems of discipline with their students, and as a result, their students do well in their academic work. When responding to the same question during an interview session, a Guidance and Counselling teacher expressed his sentiments as follows:

Since the democratic and egalitarian relationship is characterised by equality in interaction, there is an opportunity to share ideas and skills resulting in high academic performance (Sch1, G&C1, p 73 line 33-41).

The implication of the above quotation is that the teacher and the students should operate at equal levels. This means that the teachers should work together with the students from a position of social equality. This would provide the teacher and the students with opportunities to freely exchange ideas. In this sense, the teachers should create enabling learning environments that allow the students opportunities for open discussions on academic work with them. In the same vein, an educational psychologist expressed his views as follows:

Educationally, the democratic and egalitarian relationship may boost the knowledge of both the teacher and students. If students are given control and ownership in the learning process, they can display good academic performance than those students who experience authority interactions (EP2, p63-64 line 31-51).

It seems to the educational psychologist that if the control of the learning environment is shared equally between the students and the teacher, the students are likely to achieve their educational goals.

There is convergent of findings on the association between a democratic and egalitarian relationship and good academic performance. An analysis of the progress record book and

Ordinary level results indicated that the students scored high marks in subjects that were reported to be taught by teachers who used democratic and egalitarian interaction styles. This implies that if the students experience democratic and egalitarian interaction styles, they develop an interest in school activities resulting in higher academic achievement.

5.5.1.2 High participation

The study established that there was a significant association between a democratic and egalitarian relationship and high participation in classroom activities. The majority of the participants who participated in the focus group discussions and the interviews confirmed that students who experience democratic and egalitarian relationships were more likely to actively participate in the learning process. In support of the above view, during the focus group discussions, a student had this to say:

Our participation in classroom activities was fuelled by reciprocal interaction in the class and communication with our teacher on an equal basis (Sch2, P2, p 31 line 26-35).

This implies that non-patronising relationships promote the creation of enabling learning environment that fuel the participation of students in the classroom. Students participate best when those in positions of authority do things *with* them rather than *to* them. Some general teachers also concurred with the students' sentiments during a focus group discussion saying:

Perceived harmonious interactions in democratic and egalitarian relationship generate high participation by students (Sch2, P2, p 100 line 15-23).

This means that harmonious interactions provide opportunities for views or ideas to come from either side. The student would learn from the teacher and the teacher also would learn from the student. This would encourage active participation of both the teacher and students in the class. A teacher, when responding to the same issue of participation during a focus group discussion added that:

If students are given ownership and control of the learning process, they are likely to participate actively and appropriately in the classroom activities (Sch1, P3, p 114 line 34-42).

Teachers should create a conducive learning environment that gives the students ownership and control of the learning process in order for the students to participate meaningfully in the learning process. A Guidance and Counselling teacher explained:

When students are presented with choices in their classrooms and feel a sense of control and security, they are meaningfully engaged in challenging learning opportunities. Students become active participants in the learning process (Sch1, G&C1, p 75 line 8-19).

In view of the above quotation, if students are given the choices to select learning activities that are meaningful to their lives, they participate more actively in the learning process. Another Guidance and Counselling teacher expressed himself as follows:

Democratic and egalitarian interactions between the teacher and students augment the students' participation in the classroom activities (Sch2, G&C2, p 81 line 36-43).

This means that democratic and egalitarian relationships provide the space for the students to effectively take part in the learning process. When responding to the same question on the effects of democratic and egalitarian relationships on students' participation during the interview session, an educational psychologist indicated that:

If students are presented with choices in the selection and development of teaching and learning materials, they are more likely to participate actively in the learning process (EP1, p49 line 37-48).

The implication of the above quotation is that the teachers should create unrestricted teaching and learning relationships that provide the students with opportunities to have a choice in the selection and development of the teaching and learning materials. This ownership of the learning environment by students would fuel their participation in the classroom activities.

5.5.1.3 Increased motivation

The study indicated that students' intrinsic motivation is relative to the quality of student-teacher relationships. A democratic and egalitarian relationship between the teachers and the students stimulate the students' motivation to learn. In support of this view, during a focus group discussion a student narrated her experience as follows:

The democratic and egalitarian relationship between teachers and students is very important in the teaching and learning process. If my memory serves me well, I had a negative attitude towards Fashion and Fabrics when I was doing form 3. When I got to form 4, we were given a new teacher. The teacher presented us with choices in the selection of teaching and learning materials. Furthermore, she accepted students' corrections. This aspect of accepting our corrections motivated me to work very hard and as a result Fashion and Fabrics became my best subject (Sch2, P 2, p line 17-54).

Students are motivated to learn if they are given a voice in the selection and development of learning activities. The students enjoy equal opportunities with their teachers in the teaching and learning process. The majority of the general teachers confirmed a strong link between a democratic and egalitarian relationship and an increase in the students' motivation. One of the general teachers narrated his experiences in the following manner:

It is very true that democratic and egalitarian relationship motivates students to learn. I experienced this with my form 4 English Literature class. The early first term, these students did not care about the subject but when I gave them a voice in the selection of teaching and learning materials, their motivation to learning was stimulated (Sch1, P1, p 115-116 line 41-61).

Democratic and egalitarian relationships provide the students with the opportunities to be actively involved in the teaching and learning process, thereby stimulating their motivation to learn. A Guidance and Counselling teacher added during the interview session that:

Students should be given voice or choice in the classroom, in order to argue their motivation to learn (Sch2, G&C2, p 82 line 31-36).

This teacher seems to suggest that learning should happen from either side. The teachers and students should have equal powers in the teaching and learning process. Students should share the control of the learning environment with their teacher in order to be motivated to learn. An educational psychologist expressed his sentiments as follows:

Students are motivated to learn if they experience a democratic and egalitarian relationship with their teacher (EP1, p 50 line 39-44).

The implication of the above quotation is that democratic and egalitarian relationships provide the opportunities for the creation of a favourable environment where the needs and interests of

the students are put first. The students should have influence in the selection of media and designing of learning activities in order to be motivated to learn.

5.5.2 The social effects of the democratic and egalitarian relationship

The focus of this section is to present and analyse the data gained from the interviews, focus group discussions and reflective journals on the implications arising from a democratic and egalitarian relationship in the secondary schools. Categories that emerged from this sub-theme are: free to share problems, promoting the development of pro-social behaviour and a reduced dropout from school.

5.5.2.1 Free to share problems

The study established that students who experience a democratic and egalitarian relationship at school were free to share their problems with their teachers. The majority of the participants in the focus group discussions and interviews confirmed that a democratic and egalitarian interaction provided the students with a platform to share their social, emotional and academic problems with their teachers. One of the students had this to say:

We have a Guidance and Counselling teacher at this school who gives us power and choice in the classroom. He is very approachable, concerned and respectful. Furthermore, he showed genuine interests in students' lives. What I want to say in short is that it was because of the friendly practices that I chose to share the news of the death of my mother with him (Sch2, P5, p 33-34 line 41-65).

This implies that a democratic and egalitarian relationship provides the teachers with opportunities to support the learners who experience stress and anxiety. It seems, democratic and egalitarian learning environment provides opportunities for teachers to listen to their students when they confide in them. A student indicated that:

When I have an issue I frequently run to my guidance and counselling teacher's office to share my problems because he has an open door policy where students walk in freely and talk to him about their problems. The teacher is approachable, concerned and he creates an environment for reciprocal communication or interaction (Sch1, P4, p 12 line 15-30).

The implication of the above is that if the teacher and students are operating at equal levels the students would not keep their feelings to themselves. The general teachers shared the same sentiments with the students. A teacher expressed her sentiments as follows:

When I was teaching form 3, I had a student who had problems in grasping Maths concepts but he showed comfort in admitting to me that he needed help in solving simultaneous equations even if most of the students in the class had moved beyond this work. This was because I created a learning environment which allowed democratic and egalitarian interactions to take place between myself and students (Sch2, P2, p 103 line 2-29)

This means that if communication comes from both sides, the students would feel free to share their experiences with regard to social, emotional and academic challenges associated with learning with the teachers. A Guidance and Counselling teacher expressed herself as follows:

Perceived reciprocal interactions in the democratic and egalitarian relationship allowed students to feel comfortable to share their problems with teachers (Sch1, G&C1, p 76 line 37-44).

The above implies that the teachers should create an unrestricted learning environment where the teachers are approachable, concerned their students and respectful towards their students, in order for the students to open up when having problems associated with learning. An educational psychologist added that:

Students always feel comfortable to share their problems with teachers who listen to them, approachable, concerned and respectful. Students also need to discuss their problems without being judged (EP2, p66-67 line 48-61).

In support of the above view, I incorporated an excerpt from my research journal to strengthen the point that a democratic and egalitarian relationship at the schools enabled the students to feel free to consult and share problems associated with their learning.

On a particular day, I asked a Form 5 student to give me her school report. All the subjects had weak passes except for one subject, which was Management of Business. When I asked her why she only passed one subject, she indicated that she was very free to consult the Management of Business teacher when having

problems. She further pointed out that the teacher was approachable and she could interact with the teacher on equal levels.

This implies that students are likely to perform well academically when the learning environment provides them with opportunities to share joys as well as their sorrows with their friends and teachers.

5.5.2.2 The development of pro-social behaviour

The study established that having a democratic and egalitarian interaction style can influence the development of pro-social behaviours such as co-operation and altruism, as well as significantly reducing classroom behaviour problems, such as aggression and oppositional behaviour. The majority of the participants confirmed that a democratic and egalitarian relationship between the teacher and students is associated with pro-social behaviour in the students. One of the students had this to say:

If the teacher and students communicate on equal levels and if the communication is a two-way process, comes from either side, students would develop pro-social behaviours such as co-operation, respect, patient, concerned and honest (Sch2, P2, p 34 line 40-56).

This means that if the students are given the power in the teaching and learning process, they are likely to be disciplined. The above view on pro-social behaviours tallies with what I received from the general teachers. One of the general teachers expressed her sentiments as follows:

I think democratic and egalitarian relationships can promote the development of pro-social behaviour such as co-operation and concern for others. This would reduce the problem of classroom behaviours such as aggression and oppositional behaviour (Sch1, P5, p 118 line 46-61).

The implication of the above is that a democratic and egalitarian relationship promotes the maintenance of discipline in schools. The Guidance and Counselling teachers also shared the same sentiments with the students and the teachers that students who experienced a democratic and egalitarian relationship with their teachers showed more pro-social behaviour. A Guidance and Counselling teacher indicated that:

Perceived harmonious interactions that are experienced by students in a democratic and egalitarian relationship shape the way students think and act in school (Sch2, G&C2, p 84 line 13-22).

This implies that teachers who are successful in managing misbehaviour in the classroom maintained democratic and egalitarian relationships with their students. An educational psychologist also added that:

Democratic and egalitarian relationship help to establish a learning environment in which teachers and students display mutual respect for one another, rather than exchanges that involve conflict. In other words, the democratic and egalitarian interaction between the teacher and students helps to forestall classroom behaviour problems that affect teaching and learning in schools (EP1, p52 line 20-37).

This means that there should be respect for one another in order to maintain discipline in the classroom. In other words, when students are respected by their teachers, they focus on learning and the follow of learning becomes smooth.

5.5.2.3 Reduces the school dropout rate

The majority of the participants in the focus group discussions and interviews revealed an association between a democratic and egalitarian interaction style and school attendance. The participants reported that students who experienced a democratic and egalitarian relationship at school were less likely to avoid school. In line with the above, a student expressed her views as follows:

When we are given power and choice in the classroom, we develop interests in the subject and this would reduce rates of school dropout (Sch1, P 6, p 13 line 12-17).

In view of the above, if the students are given power and choice in the selection and development of learning activities, they are less likely to avoid school because they would enjoy the learning activities in the classroom. A teacher had this to say:

Mathematics is a very difficult subject and many students try as much as they can to avoid the subject. But what surprises me this year is that we have over

one hundred students who registered Mathematics at Ordinary Level. The reason is that the new Maths teacher established a learning environment where democratic and egalitarian interaction styles take place between the teacher and students. In this sense, students can learn from the teacher and the teacher also can learn from students. The new Maths teacher accepts corrections from students. Allowing students to have some choice and control over what happens in the classroom is actually one of the best ways to reduce school dropout (Sch2, P3, p104-105 line 42-86).

This implies that the teachers should create an enabling environment that provides the students with the opportunities to have a choice and control in the learning process. The creation of a conducive learning environment would help to reduce dropout from school by students. A Guidance and Counselling teacher expressed his sentiments as follows:

When teachers are supportive and when their expectations are clearly communicated to students, students demonstrate better school/lesson attendance (Sch1, G&C1, p77-78 line 39-47).

The Guidance and Counselling teacher seems to suggest that the teachers should create an appropriate learning environment that is supportive of the students. In other words, if the students are supported in the teaching and learning process, they would not seek escape from school. The educational psychologists shared the same sentiments with the Guidance and Counselling teachers. During an interview an educational psychologist had this to say:

Democratic and egalitarian interaction style in schools reduces teacher phobia/subject phobia resulting in improved school/lesson attendance by students (EP2, p 67 line 11-20).

The implication of the above is that democratic and egalitarian relationships provide the teachers and students with space to freely share their ideas and experiences thereby reducing teacher/ subject fear. Similarly, an analysis of the Ordinary Level results established that subject teachers who were reported to use the democratic and egalitarian approach in interacting with the students had a very high number of students who sat for their subjects at the Ordinary Level Examinations. All the students at school 1 (100%) registered to write Chishona in the November 2016 Ordinary Level Examinations though it was not a compulsory subject.

5.5.3 The emotional effects of the democratic and egalitarian relationship

In this section, I present data on the emotional importance of the democratic and egalitarian relationship. I analysed the data related to the importance of democratic and egalitarian relationships in the emotional lives of the students in order to come up with categories that support the theme. The categories that emerged from this sub-theme are as follows: it boosts the self-esteem of the students, it buffers stress in the students and promotes a sense of belonging among the students.

5.5.3.1 Boosts self-esteem

The majority of the participants in this study agreed that a democratic and egalitarian relationship between the teacher and the students boosts the self-esteem of the students. In support of this, one of the teachers had this to say:

The democratic and egalitarian relationships provide opportunities for teachers to communicate to students that they are a responsible, able and important help to build up positive self-identity (Sch1, P4, p121-122 line 48-59).

It seems that the teacher is suggesting that encouragement on the part of the teacher may change the student's entire attitude towards him/herself. A Guidance and Counselling teacher expressed his sentiments as follows:

The democratic and egalitarian relationships provide opportunities for teachers to interact meaningfully with students so as to help them to identify clear and meaningful self-respect (Sch2, G&C2, p 85 line 23-31).

It means that if the students are given platforms to voice their concern with regard to social, emotional and academic challenges associated with learning in the teaching, they would develop a sense of self-respect. In line with the above, the students had this to say:

We are less capable at school work but we are very happy that our teacher provides us with opportunities to showcase our talents in singing, dancing, drawing, constructing and sports and this helps us to gain a sense of esteem (Sch2, P3, p 36 line 14-27).

This means that the teachers should create a non-patronising learning environment that will enable the students, opportunities to showcase different talents. It will fuel the development of a positive self-esteem in the students. When responding to the same question on self-esteem during the interview session, one of the educational psychologists had this to say:

Democratic and egalitarian learning environment encourages the development of self-concept through reciprocal interactions with the teacher and other peers (EP1, p53 line 35-43).

If the students are allowed opportunities to express their opinions, they feel valued by others. The teachers should create an enabling learning environment that gives the students a voice in the learning process. If the students are actively involved in classroom activities, they develop positive self-esteem.

5.5.3.2 Buffers stress

Almost all the participants in this study indicated that a democratic and egalitarian relationship with the teachers helps to buffer the stress associated with learning. One of the students had this to say:

Democratic and egalitarian learning environment provides us with opportunities to have an open discussion with our teacher on problems prevailing in our class. This helps to prevent stresses associated with learning (Sch1, P5, p 14 line 16-25).

The teachers should create a free and favourable learning environment that provides students with time to talk to their teachers and share information about their own lives and other social issues, rather than focusing on schoolwork throughout the day. It would help to reduce the stress in the students. One of the general teachers indicated that:

Two-way communication that prevails in democratic and egalitarian relationship enables students to feel comfortable to approach the Guidance and Counselling teacher for open discussion on their problems associated with academic work and also other social problems thereby preventing stress (Sch2, P1, p107 line 1-19).

In view of the above, if the teacher and students experience reciprocal relationships, the students would feel free to approach their Guidance and Counselling teacher for counselling when they feel stressed by problems associated with learning. An educational psychologist added that:

A democratic and egalitarian relationship promotes the development of a stress-free environment where students are happy and comfortable (EP2, p68 line 29-38).

It seems that if the teacher and students equally share the control of the learning environment, the students would be happy and comfortable because the teachers would consider them as important. In other words, the teachers would set expectations, considering the needs and interests of the students. The Guidance and Counselling teachers also confirmed that democratic and egalitarian relationships buffer the stress associated with learning. They reported that platforms for open discussions in a democratic and egalitarian environment help to reduce stress in the students.

5.5.3.3 Promotes a sense of belonging

The majority of the participants in the interviews and focus group discussions reported that a democratic and egalitarian relationship helps to develop a sense of belonging among the students. A student had this to say:

I want to say it clearly that as students we all want to feel cared for, respected/valued by significant people like our teachers. When our needs are met, we develop a sense of belonging (Sch2, P4, p36 line 6-18).

This implies that the teacher should create a conducive learning environment that respects the needs and interests of the students. If the needs and interests of the students are met, they would develop a sense of belonging to the school. One of the teachers expressed his sentiments as follows:

Students who feel that they belong to the school are happier, more relaxed and have fewer behavioural problems than others (Sch1, P4, p 123 line 14-21).

A democratic and egalitarian learning environment helps to secure students' sense of belonging to the school by giving the students a voice in the designing of learning activities. In responding

to the same question on a sense of belonging, one of the Guidance and Counselling teachers had this to say:

Making friends and having positive relationships with teachers help students to develop a sense of belonging (Sch2, G&C2, p 88 line 13-18).

The Guidance and Counselling teacher was suggesting that getting to know the teachers on a personal level promotes the students' sense of belonging to the school. One of the educational psychologists added that:

The democratic and egalitarian relationships provide opportunities for teachers to fulfil the needs and interests of students. When these expectations are met students develop a sense of belonging to the school (EP1, p 54 line 22-32).

Given the above view, it is important for teachers to create a non-patronising teaching and learning environment that meets the needs and interests of the students in order to promote a sense of belonging among the students.

5.5.4 Summary of theme 3

The responses of the participants on the importance of democratic and egalitarian relationships seem to suggest that democratic and egalitarian interactions provide the opportunities for the development of an unrestricted learning environment that allows the teacher and the students to operate on equal levels. This implies that such a power-balanced learning environment would provide a platform for open dialogue between the teacher and the students resulting in positive educational, social and emotional outcomes.

5.6 THEME 4: THE EFFECTS OF AN AUTHORITY FIGURE WITHIN A SUBORDINATE STUDENT-TEACHER RELATIONSHIP ON STUDENTS

The theme regarding the effects of an authority figure within a subordinate student-teacher relationship in students produced three sub-themes, namely the educational effects of an authority figure within a subordinate relationship, the social effects of an authority figure within a subordinate student-teacher relationship, and the emotional effects of an authority figure within a subordinate student-teacher relationship.

5.6.1 The educational effects of an authority figure within a subordinate student-teacher relationship

In this section, I present the data related to the educational effects of an authority figure within a subordinate student-teacher relationship in the lives of Form 5 students. To come up with the categories that support this theme, I analysed data from the interviews, the focus group discussions and document analysis. The categories that emerged from this sub-theme include school failure, little motivation in the students, and the poor participation of the students.

5.6.1.1 Student school failure

During the interviews and the focus group discussions the majority of the participants indicated that if relationships between a teacher and students are not reciprocal, the students would experience school failure. The power imbalance in the learning environment does not provide the students with the opportunities to take control of the learning process. In other words, students would not have the power to select the learning activities that suit their needs and interests thereby resulting in school failure. An educational psychologist expressed his sentiments as follows:

Students who experience student-teacher relationships with too much dominance are likely to face academic difficulties as they are not allowed to construct their knowledge (EP1, p50 line 8-17).

The educational psychologist is suggesting that if the students do not feel a sense of control in the classroom, they face academic challenges. A Guidance and Counselling teacher had this to say:

In an authority figure within a subordinate student-teacher relationship, there are no free channels or forums available for students to consult their teachers when having problems in understanding a certain concept. This would obviously result in school failure (Sch2, G&C2, p76-77 line 44-55).

This implies that in an authority figure within a subordinate student-teacher relationship, learning is a one-way approach. The students should take whatever from the teacher without question. One of the teachers expressed her sentiments as follows:

I think this type of relationship (An authority figure within a subordinate student-teacher relationship) lowers down the knowledge of both the teacher and students since the interaction is not reciprocal. Students are excluded from participating in most decisions that affect their learning, resulting in students facing learning challenges (Sch1, P5, p111 line 23-40).

The implication of the above view is that communication between the teacher and the student should be a two-way process for teaching and learn to take place effectively. In line with the above issue on the effect of superior-subordinate relationship on academic performance, one of the students had this to say:

If there is lack of equality and mutuality in our relationships with teachers, we are likely to be excluded in the selection of our daily learning activities. This would result in teacher-centred learning activities that can affect our performance (Sch2, P2, p35 line 20-34).

The student is suggesting that the teachers should use student-centred approaches that enable them to develop divergent thinking. Teacher-centred approaches used by authoritarian teachers promote the development of convergent thinking in students that hinders their abilities to deal with complex tasks. Findings from the analysis of the documents also corroborate the findings from the interviews and the focus group discussions. An analysis of the documents confirmed this strong association between an authority figure within a subordinate student-teacher relationship and poor performance. The students who had very low marks as recorded in the progress record books, and weak passes in the Ordinary level examinations in subjects which were reported to be taught by authoritative teachers. For example, a class of 45 students in school 2 who sat for Mathematics in the November 2016 Ordinary Level Examinations, did not meet the expected 80% and above pass-rate. From the students' responses, it seemed that the authoritative approaches used by the teachers controlled the students' behaviour through fear which hindered the students' ability to concentrate on learning.

Emerging from the above responses and document analysis is the fact that an authority figure within a subordinate student-teacher relationship results in school failure. This is likely because superior-subordinate relationship may prevent the students from developing multiple skills required for success in their academic life.

5.6.1.2 Poor participation of the students

The study revealed that an authority figure within a subordinate student-teacher relationship in education which is characterised by the traditional teacher-dominated, knowledge-based transmission style of teaching can result in the poor participation of the students in classroom activities. The majority of the participants agreed that the one-way flow of communication from authority to subordinate creates a dynamic in which it is difficult or impossible for the students to have meaningful participation in the learning process. The educational psychologists also confirmed that an authority figure and the subordinate relationship between the teacher and students can affect the participation of the students in the classroom activities. One of the educational psychologists had this to say:

Teacher centred approach in which the teacher has a lot of authority, determines what to learn, when to learn and how to learn can result in the poor participation of students since they do not take ownership of and responsibility for their own learning (EP1, p49 line7-18).

The above means that if the teacher is a power figure the students would not have the opportunity to actively take part in classroom activities. In line with the above view, a general teacher expressed his views as follows:

If the teacher is an authoritarian, having a sense of ownership and too much control over the learning process, students are likely to participate poorly in the classroom activities (Sch2, P3, p97 line 14-25).

The implication of the above quotation is that a patronising learning environment characterised by the one-way flow of knowledge from the teacher to the students affects students' participation in the learning process negatively. A Guidance and Counselling teacher expressed his sentiments as follows:

If the teacher exercises a lot of authority in his or her interactions with students, students can withdraw their participation in classroom activities due to fear of the teacher (Sch1, G&C1, p71 line 18-26).

This implies that in an authority figure within a subordinate student-teacher relationship, the students do not have more free expression and interaction because of fear of the teacher's authority. When responding to the same issue on the effects of an authority figure within a

subordinate student-teacher relationship on participation, a student narrated his experiences as follows:

When we were doing form four, we had a history teacher who relied on force and reacted harshly. Truly speaking, the teacher was not friendly enough and this generated poor participation as we were afraid of making mistakes. In other words, we developed teacher and subject phobia that affected our participation in class (Sch2, P5, p36 line 4-25).

The implication of the above is that the class must be livelier for teaching and learning to take place effectively. If the teachers make rude remarks and shout at the students, the students would feel frustrated and refuse to share their ideas and experiences related to learning with their teacher resulting in poor participation in the classroom.

5.6.1.3 Little motivation of the students

Findings from the study established that coercive interaction style that involves at least two persons, one dominant and the other subordinate can reduce the students' motivation to learn. In this sense, the students' motivation is relative to the quality of the relationship between the teacher and students. This was confirmed by a student who narrated his experiences as follows:

We had a History teacher who taught us forms 3 and 4. I think most of my colleagues remember him. The teacher operated as the principal font of knowledge. We did not have a sense of ownership and control over classroom activities. As this was not enough we could not learn from each other in groups. This was really boring and it demotivates us as students from working on the subject (Sch1, P4, p14-15 line 38-55).

In view of the above, the students feel the desire to learn when they share their ideas and experiences with their friends in groups. A general teacher added that:

If students are not meaningfully engaged in challenging learning opportunity, they are not motivated to succeed (Sch2, P1, p 97 line 12-19).

The students are not motivated to learn unless they are fully active through the use of child-centred approaches that give them chances to explore concepts on their own. When responding

to the same question of motivation during an interview session, a Guidance and Counselling teacher expressed his sentiments as follows:

Students are not motivated to succeed if they experience too much control from the teacher and lack of opportunities to participate actively in the learning process (Sch2, G&C2, p78 line 32-39).

Students are motivated to learn when they are allowed time to work on their own without the interference of the teacher. The educational psychologists support that an authority figure and the subordinate relationship between the teacher and the students can reduce the students' motivation to work and to achieve their educational goals. One of the educational psychologists explained:

When students feel that the teacher is dominant and they are not provided with opportunities to participate in and take responsibility for their own learning, they are not able to concentrate on and generate interests for achieving learning objectives (EP1, p49-50 line 30-41).

The above implies that the students feel motivated to learn when they are given opportunities to take control of their learning process in group-work and group discussions. In this sense, the students enjoy learning in a non-patronising teaching and learning environment.

5.6.2 The social effects of an authority figure within a subordinate student-teacher relationship

The theme regarding the social effects of an authority figure within a subordinate student-teacher relationship produced three sub-themes which include, namely the students would refuse to share problems, school dropout and absconding from lessons, and anti-social behaviour. These themes were obtained by analysing the data that relates to the social effects of an authority figure within a subordinate student-teacher relationship.

5.6.2.1 Students would refuse to share problems

Findings from the study revealed that if the teacher is a dominant, undisputed figure, not trusting the students, not giving them any responsibility, not speaking to them honestly and warmly, and not treating them with dignity, the students would refuse to share their academic,

social and emotional problems with the teachers. One of the students, during a focus group discussion, narrated his experiences as follows:

When I was doing form 3, I had a class teacher who was very authoritative, aggressive and who reacted harshly to students. As a result, if students had social problems affecting them, they would rather prefer to go to the school head and avoided him (Sch1, P2, p15 line 18-28).

The above implies that if the teacher is authoritative and aggressive, the students would keep their problems to themselves until they find someone approachable to share their problems with. Another student added that:

I am always stressed these days because my mother is not feeling well. I have no one to share my problems with. My class teacher, who is supposed to attend to my issue, has no time to listen to me. The whole of last week, I was not feeling well and when I told him my problem, he said that I was a nuisance (Sch2, P3, p34 line 46-66).

In view of the above, an authority figure within a subordinate student-teacher relationship does not provide a favourable environment for students to confide their problems to the teachers. One of the teachers expressed her sentiments as follows:

The one-way flow of communication from the teacher to the student creates a situation in which students would not feel free to share their social problems with teachers. Students become very quiet in class resulting in stress (Sch1, P1, p 113 line 45-57).

The above quote implies that superior-subordinate relationship does not provide the opportunities for forums where the students and the teacher share social problems together. In line with the above issue, an educational psychologist had this to say:

I have handled several cases in which students in an authority figure and subordinate type of relationship in schools suffered from stress as they could not feel free to share their social problems with class teachers who are very authoritative, dominant and aggressive (EP2, p 64, line 7-26).

If the teacher is not approachable, the students would not disclose their concerns to their teachers. A Guidance and Counselling teacher expressed his views as follows:

If the teacher and students are not operating at equal levels, students in distress would not feel comfortable to share their problems with the teacher (Sch1, G&C1, p 80 line 1-8).

The above quotation implies that students experiencing complex relationships with their teachers do not feel comfortable to ask their teachers to clarify difficult concepts. There are no opportunities in the form of student-teacher forums where matters affecting the student can be discussed.

5.6.2.2 School dropout and absconding

The majority of the participants reported on the association between an authority figure within a subordinate student-teacher relationship and the high school dropout rates of Form 5 students. It was established that students who experienced an authority figure within a subordinate student-teacher relationship in schools were likely to avoid lessons or school because they felt that their teachers did not care about them. One of the students narrated his experiences as follows:

It is not that I do not like to do mathematics the truth of the matter is that, the teacher is an undisputed, very authoritative, impatience, disrespectful, rude and he has no time to listen to slow learners. It was really this situation, which forced me to avoid her lessons (Sch2, P4, p 34 line 43-59).

The implication is that an authority figure within a subordinate student-teacher relationship creates a disabling environment, which forces the students out of school. A general teacher expressed his sentiments as follows:

Authority interactions in the class would result in students having subject phobia/ teacher phobia that affects lesson attendance or that can cause school dropout (Sch2, P2, p 115 line 5-14).

The teachers can reduce subject/teacher fear by sharing social stories with their students in less structured (informal) environments such as on the sports field. The educational psychologists and Guidance and Counselling teachers also confirmed that an authority figure within a subordinate student-teacher relationship between the teacher and the students increases the rate of school dropout and reduces lesson attendance by students. Students reported that in an authority figure within a subordinate student-teacher relationship, the teachers do not provide

an important help for students with social problems, and as a result, the students seek escape from the lessons or school.

I provide an excerpt from my research journal that highlights the effects of an authority figure within a subordinate student-teacher relationship on lesson attendance by the students.

On a particular day when I was going to one of the sampled secondary schools, I was really surprised to find a number of students roaming outside the school gate. When I asked some of the students why they were outside the school gate during lessons time, they were quick to indicate that they were uncomfortable with the Maths lesson because the teacher was very authoritarian and they had decided to seek escape.

Furthermore, I also used the class registers to confirm the association between authoritative teachers and poor school attendance by the students. Those students who indicated that they were experiencing an authority figure within a subordinate student-teacher relationship with some teachers had many absences recorded in the class register. Also important to note is that during an analysis of the school log register for pupils at one of the sampled schools, it was established that many students asked for permission to leave the school when it was lesson time.

5.6.2.3 Anti-social behaviour

Findings from the study indicated that students who exhibited problem behaviour such as inattention, being disruptive or aggressive, and oppositional behaviour were likely to have experienced a complex relationship with their teachers, characterised by dominance, hostility, conflict and the lack of warmth. The students also confirmed that an authority figure within a subordinate student-teacher relationship in schools can promote antisocial behaviour. It means that most of the authoritarian teachers encounter serious problems which make it impossible for them to maintain a relationship of mutual trust and respect in their classrooms. One of the students narrated her experiences as follows:

When I was doing form 3, my History teacher was very authoritative, critical, punishing, aggressive, oppressive, unconcerned and disrespectful. This forced me to turn into juvenile delinquency as I could not continue learning in such an oppressive and restrictive learning environment (Sch1, P1, p 14 line 35-46).

It is important to note that teachers who do not have an accommodating attitude generally experience more discipline problems. The majority of the teachers concurred that an authority figure in a subordinate relationship was associated with antisocial behaviour. One of the teachers expressed his sentiments as follows:

An authority figure within a subordinate student-teacher relationship in schools creates tense environments that promote antisocial behaviour in students such as dishonest, unconcerned, disrespectful and impatient as they cannot work productively in such environments (Sch2, P5, p 83 line 14-31).

This implies that an authoritarian approach does not always bring about obedience and submission as was expected by the teachers but brings about more antisocial behavioural problems. This may mean that the teachers should teach their students to have self-control rather than to use force or external control which may cause violence and disruptive behaviour from the students. A Guidance and Counselling teacher had this to say:

Students who experience an authority figure within a subordinate student-teacher relationship with their teachers may feel disconnected or alienated and students who feel alienated from school are more likely to engage in antisocial behaviour (Sch1, G&C1, p 61 line 30-38).

The implication of the above quotation is that teachers who are not successful in managing misbehaviour in classroom maintained authoritative relationships. It seems teachers who use punishment and scare tactics to gain control over the students, cause more violence and disruptive behaviour as students would try to resist the oppressive learning environment. In support of the above issue, one of the educational psychologists during the interview expressed his views as follows:

Students who experience an authority figure within a subordinate student-teacher relationship with their teachers are more likely to engage in antisocial or delinquency behaviour if they fail to get proper psychological support (EP2, p53-54 line 39-51).

The educational psychologist seems to suggest that a disabling learning environment characterised by teacher dominance promotes the development of antisocial behaviour as the students would try to escape from such an oppressive and restrictive environment. Furthermore, the disciplinary record book was also used to confirm a significant association between an

authority figure within a subordinate student-teacher relationship and an increase in antisocial behaviour by the students. Those students, who indicated that they were experiencing an authority figure within a subordinate student-teacher relationship with some teachers at one of the sampled schools, had their names appearing more frequently in the disciplinary record book. They demonstrated cases of indiscipline, such as being disrespectful to teachers, unconcerned about their school-work, dishonesty and bullying other students.

5.6.3 The emotional effect of an authority figure within a subordinate student-teacher relationship

In this section, I report on the emotional effects that emanate from an authority figure within a subordinate student-teacher relationship. Arising from this theme, the following categories emerged from analysis of the data: destroys the self-esteem of the students, increases stress in the students, and affects the sense of belonging in students.

5.6.3.1 Destroys self-esteem

The study established that there was a significant association between the quality of student-teacher relationships and the students' self-esteem. The majority of the participants indicated that students who experienced an authority figure within a subordinate student-teacher relationship indicated a decreased self-esteem. The students who participated in the focus group discussions confirmed that an authority figure within a subordinate student-teacher relationship impacts the students' self-esteem. One of the students narrated her experiences as follows:

I had a Maths teacher who was very authoritative, undisputed, unresponsive, discouraging, rejecting and punitive. This harsh or neglectful teaching behaviour in an authority figure within a subordinate student-teacher relationship resulted in me developing the negative self-image and I started to view myself as incompetent in Mathematics (Sch2, P1, p 37-38 line 45-68).

It is important to note that an authoritarian approach as described above can intimidate the students as the teachers would force their will on the students, insisting that their opinions and their ways of doing things should be accepted and followed. It seems that teachers in authoritarian environments justify their control and coercion through insistence that the students are inherently too unruly, lazy or incompetent to be meaningfully engaged. When

responding to the same question on the effects of restraining student-teacher relationships on the student's self-esteem, one of the general teachers during the focus group discussion had this to say:

Self-esteem develops from experiences and relations, in this sense, an authority figure within a subordinate student-teacher relationship that is characterised by being harshly criticised, being yelled or beaten and being ignored by the teacher would result in students having low self-esteem (Sch1, P3, p116-117 line 48-63).

This implies that a student can experience low self-esteem if his/her teacher makes rude remarks and harshly criticises him/her. An educational psychologist expressed his sentiments as follows:

If students are harshly criticised and denied a sense of ownership and control over the learning process, they would eventually develop a poor self-esteem (EP1, p52 line 20-28).

The students should be empowered to take control over their learning through active participation in the classroom activities. This would also help to promote the development of positive self-esteem in the students. The Guidance and Counselling teachers also echoed that coercive interaction style between the teacher and students was related to low self-esteem in the students. One of the Guidance and Counselling teachers had this to say:

Troubled student-teacher relationships such as authority figure and the subordinate relationship between teachers and students can destroy the self-esteem of students. In such an event as counsellors, we try to give students hope and encourage them to think positively about themselves in order to boost their self-esteem.

If the students are not given the power to control the learning process, they become frustrated and develop a low self-esteem. In other words, if the students share the learning environment with their teachers, they feel valued (Sch2, G&C2, p 81 line 16-33).

5.6.3.2 Increases stress

The study established that stress in Form 5 students was likely to be provoked by too much control, coercive interactions and harsh or neglectful teaching behaviour in an authority figure

within a subordinate student-teacher relationship. During focus group discussions, the students confirmed that an authority figure within a subordinate student-teacher relationship in schools was associated with stress. In support of this, a student, narrated her experiences as follows:

Our Maths teacher is an authoritative figure who does not consider our interests and needs when selecting instructional methods. A lot of students get frustrated when he operates as the principal font of knowledge. This frustration leads us to stress, as we would wonder how we would pass the subject or make up for the lessons we failed to understand what he was teaching (Sch1, P3 p16-17 line 36-53).

The above experiences from the student imply that authoritative teachers are not accommodating, and as a result, they promote the development of stress in the students. The fact that restricted learning environment promotes stress was also backed by the general teachers during focus group discussions. One of the general teachers expressed her sentiments as follows:

When students experience oppressive and restrictive learning environment in an authority figure within a subordinate student-teacher relationship, they get stressed up and are unable to focus on their studies (Sch2, G&C2, p 102 line 23-35).

The implication is that an oppressive and restrictive learning environment promotes the development of stress in the students as they cannot have open discussions with their teachers regarding their social problems. When responding to the same question on the effects of restraining relationship on the emotional lives of students, one of Guidance and Counselling teacher had this to say:

Perceived oppressive and coercive practices in an authority figure within a subordinate student-teacher relationship in schools are positively related to stress (Sch1, G&C1, p74 line 25-31).

It is very important for the teachers to create an enabling learning environment where the teacher and the students experience reciprocal interaction. Reciprocal interaction would provide the students with opportunities to openly share their learning concerns with their teachers, resulting in the reduction of stress. An educational psychologist expressed his sentiments as follows:

Students in an authority figure within a subordinate student-teacher relationship are always stressed up by their teachers who are authoritative, unconcerned, disrespectful, neglectful, impatient, harsh, too dominant and critical and as a result, they lack concentration and their performance would go down (EP2, p65-66 line 50-71).

The ill-treatment of learners by authoritative teachers evokes fear and stress in the students. I provide an excerpt from my research journal that highlights how the harsh comments by a teachers authority figure within a subordinate student-teacher relationship with the students increase stress.

On a certain day when I arrived at the school, I found a form 5 student sitting lonely outside the classroom. When I asked her why she was sitting lonely during business time, she indicated that she was stressed up by the harsh comments on her work from the teacher.

It is clear that students are stressed and humiliated when their teachers make rude remarks about poor performance in front of the whole class. It implies that the teachers should be aware of the need for positive loving comments in order to create a stress-free learning environment.

5.6.3.3 Affects the sense of belonging

Data from the interviews, the focus group discussions and the reflective journals revealed that an authority figure within a subordinate student-teacher relationship affects students' sense of belonging. The majority of the participants in the study confirmed a significant association between an authority figure within a subordinate student-teacher relationship and a poor sense of belonging. One of the students explained why she believed that an authority figure within a subordinate student-teacher relationship affected students' sense of belonging. The student narrated her experiences as follows:

We had a school head that transferred the last term. He used to stand in front of us dictating to us what we should do. He never gave us a chance to express our views. The fact that we were not given a platform to voice our concerns, affected our sense of belonging (Sch2, P2, p37 line 32-48).

In line with the above, schools should, therefore, recognise the value of giving a voice to all students in order to promote the development of a sense of belonging. In other words, if

students' decisions are considered in the selection and development of learning activities, the students feel to be part of the school or class.

A general teacher suggested that:

Students need to be given a voice and choice in the classroom. They need to feel that a school is a safe place, where they can communicate with their teachers on equal levels without fear. Students need love, respect and support from their teachers. When these needs are not met, students will not develop a sense of belonging (Sch1, P2, p119 line 1-19).

The teachers should create a caring and supportive learning environment that meets the needs and interests of the students in order to develop a sense of belonging among the students. A Guidance and Counselling teacher also added that:

Perceived too much control, oppressive and restrictive practices in an authority figure within a subordinate student-teacher relationship affect students' well-being and sense of belonging at the school (Sch2, G&C2, p 83 line 10-19).

An authority figure within a subordinate student-teacher relationship promotes the creation of a patronising learning environment characterised by oppressive and restrictive practices that affect a sense of belonging. During the interview session an educational psychologist had this to say:

If students are deprived of a sense of belonging due to teacher's practices, students often experience negative outcomes that include emotional distress, stress and other health problems (EP1, p 53 line 13-22).

Another educational psychologist added that:

Lack of sense of belonging in the school can lead to substance use, absconding of lessons and increased school dropout rate (EP2, p67 line 5-13).

In view of the above, the lack of sense of belonging that emanates from an authority-based learning environment results in various academic, social and emotional problems. It is therefore important for the teachers to create conducive learning environments that allow the teacher and the students to share control of the learning environment. This would help to promote the development of a sense of belonging.

5.6.4 Summary of theme 4

From the above responses of the participants on the effects of an authority figure within a subordinate student-teacher relationship, it is clear that an authority-based learning environment promotes the development of a patronising learning environment which is characterised by the imposition on students by the teacher. The students' educational, social and emotional lives suffer under such oppressive and restrictive student-teacher relationships.

5.7THEME 5: WAYS OF IMPROVING STUDENT-TEACHER RELATIONSHIPS

In this section, I provide data related to ways of improving student-teacher relationships. Of the various ways, I highlight and discuss the following: teaching methods that allow the active involvement of the learners, reciprocal power-sharing, positive labelling, and the good personal characteristic of both the teacher and the students. These ways emerged substantially in my study and were clustered as sub-themes.

5.7.1 Teaching methods that allow the active involvement of learners

The study established that teaching methods that allow the active involvement of the learners in the learning process can help to improve the quality of student-teacher relationships in secondary schools. All the participants had a common view that those teaching methods that are child-centred can help to improve student-teacher relationships. In support of this view, one of the students had this to say:

From my own point of view, learning should be fun and very exciting. As students, we do not want to spend time in the fall walls of the classroom, where lecturing and note taking are the norm. We want to take ownership of the learning process in order for the democratic and egalitarian relationships to develop between us and the teacher. We are interested in teaching methods such as discovery, field trips, group work and many others which engage us to have control over the learning process (Sch1, P5, p 18 line 2-23).

This implies that teachers should employ student-centred education, an education system which promotes good mastery of subject content through reciprocal interaction between the teacher and students. A teacher also had this to say:

In order to improve student-teacher relationships, teachers should use teaching methods that allow students to be actively involved in the learning process such as discovery method. Students should be given an opportunity to try and solve problems by themselves. For example in the Integrated Science experiments, students should only be presented with suitable media and a statement of the problem. The teacher should leave the students to work on their own and seek by themselves the solutions that address their problem (Sch2, P5, p116-117 line 34-64).

The students should be given the opportunities to work on the environment as much as they can, for this would help in the development of a democratic and egalitarian relationship in the schools. If the students have a sense of ownership and control over the learning process, they are likely to develop positive relationships with their teachers.

The educational psychologists were also of the opinion that child-centred practices enhance the quality of student-teacher relationships. One of the educational psychologists had this to say:

Teachers should use teaching methods that allow students to have more free expression and interaction. Teachers should not be always at the centre of class discussion but should allow learners to have an active role in the learning process. There is a need for teachers to frequently ask for students' ideas and thoughts. If students are active participants in their own education, they are likely to develop better relationships with their teachers (EP2, p73-74 line 44-74).

The above view implies that there should be the full involvement of students in the teaching and learning process through the use of student-centred approaches by the teacher. The Guidance and Counselling teachers also shared the same sentiments on the importance of child-centred instructions in the development of democratic and egalitarian relationships between the teacher and the students. A Guidance and Counselling teacher expressed his sentiments as follows:

Students would develop a positive student-teacher relationship that is characterised by reciprocal interaction if teachers use more student-focused instruction (Sch1, G&C1, p 83-84 line 46-54).

It is clear from the above quotation that student-focused approach helps to strengthen student-teacher relationships in schools.

5.7.2 Good teacher/student personal characteristics

The study demonstrated that good teacher/student personal characteristics can help to improve student-teacher relationships in the schools. The majority of the participants revealed that good teacher/student personal characteristics appeared to enhance the quality of student-teacher relationships in secondary schools. In support of the above view, one of the students had this to say:

Student-teacher relationships can be improved through the good behaviour of both the teacher and students. Behaviours like being sociable, respectful, concerned competent, encouraging and patient are important in building good student-teacher relationships. For example, students who are hard-working are more likely to report a warm student-teacher relationship (Sch2, P5, p 42 line 20-45).

Likewise, the teachers shared the same sentiments with the students that good teacher/student personal characteristics are indeed factors in improving student-teacher relationships. During a focus group discussion, one of the teachers had this to say:

I think that the teacher and students should have respect for each other since good student-teacher relationships develop in a mutual respect atmosphere (Sch1, P3, p 132 line 49-60).

Another teacher added that:

Teachers should show respect for students' needs and interests. In other words, teachers should demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels in order to develop good relationships with students (Sch2, P1, p 117 line 34-50).

This implies that the background and experiences of the learner are an essential ingredient in improving the quality of student-teacher relationships. This is because each student will process what he/she learns differently depending on what he/she brings to the classroom. In this sense,

the teachers who treat the students according to students' individual differences are likely to experience good relationships with their students.

A Guidance and Counselling teacher expressed his sentiments as follows:

Teachers showing concern for students in regard to performance, encouraging and motivating students and keep track of every student's progress are likely to experience positive student-teacher relationships (Sch2, G&C2, p 92 line 25-34).

The educational psychologists were also of the view that the teachers should have the following qualities: a democratic attitude, qualities of kindness, patience and good humour, competency, consideration and sympathy and a sense of justice and fairness in order to be liked by their students. In an interview session, an educational psychologist pointed out that:

Personal characteristics of the teacher can help to improve the interactions and relationships between the teacher and students. For example, teachers who are friendly and democratic develop better relationships with their students (EP1, p 59 line 22-34).

The educational psychologist's view implies that the teacher's characteristics play a very significant role in the development of close ties with the students.

5.7.3 Reciprocal power-sharing

The study established that reciprocal power-sharing is a strategy for improving student-teacher relationships. The majority of the participants in the study confirmed a significant association between reciprocal power-sharing in the classroom and warm student-teacher relationships. In support of this view, one of the students had this to say:

We like teachers who provide opportunities for us to express our thoughts or assume responsibility for activities in the classroom (Sch1, P6, p 18 line 35-41).

The students were suggesting that the teachers should not be very controlling of their movements. They rather suggested a shift of power in favour of the students through the use of learner-centred approaches in the teaching and learning process.

One of the teachers expressed her sentiments as follows:

Teachers who share control of the learning environment with their students are likely to enjoy a democratic and egalitarian relationship with their students (Sch2, P1, p 117 line 24-33).

Giving the students ownership and responsibility in the teaching and learning process is a strategy for improving student-teacher relationships in the schools. Responding to the same issue, a Guidance and Counselling teacher also added that:

Power is something that circulates. This means that power does not simply come down from above. There should be power sharing between the teacher and students in order to promote the development of democratic and egalitarian student-teacher relationships (Sch1, G&C1, p83 line 27-38).

In the teaching and learning process, the power should come from either the teacher or student. In other words, the teacher should also accept corrections from the student in the event that he/she makes a mistake. One of the educational psychologists expressed his views as follows:

The student-teacher relationship is enhanced in contexts where students and teachers have a sense of ownership and control over the learning process and can learn from each other in safe and trusting learning environments (EP2, p 74 line 76-91).

Given the above view, the teacher should create an enabling learning environment that allows him/her to share learning responsibilities with his/her students. The sharing of learning responsibilities between the teacher and students would facilitate the development of reciprocal teaching and learning relationships.

5.7.4 Positive labelling

The study established a strong influence of positive labelling on the development of close relationships between the teacher and the students. The majority of the participants indicated that positive labels which teachers give to students can help to improve the quality of student-teacher relationships.

In line with the above view, one of the students expressed his sentiments as follows:

If we are positively labelled as brilliant, bright, hardworking, focused etc we are likely to perform to our teachers' expectations resulting in close and warm relationships between us and our teachers (Sch2, P4, p 43 line 17-31).

This student was trying to point out that the teachers develop positive relationships with students they think are brighter, hardworking, brilliant and focused. In this sense, positively labelled students are more likely to develop warm student-teacher relationships.

A general teacher had this to say:

Teachers should avoid negative labelling in order to improve student-teacher relationships in secondary schools. If the student is negatively labelled dull, lazy, less able, naughty, this, in turn, can affect the student's attitude towards the teacher's subject and can bring misunderstanding between the teacher and student (Sch1, P2, p 133 line 14-33).

The above view of the general teacher implies that negative labelling can result in a conflictual relationship between the student and the teacher. In other words, the teachers should avoid the negative labelling of students meaningful interaction is to take place between the teacher and the students.

A Guidance and Counselling teacher added that:

Students who are negatively labelled tend to feel that they do not belong to the school and respond by disengaging themselves from school activities. This would result in teachers imposing authority on them, resulting in authority figure and the subordinate relationships between the teacher and student (Sch2, G&C2, p 92 line 35-48).

It seems the Guidance and Counselling teacher is suggesting that the teachers should avoid negative labelling for it would destroy student's self-esteem and this would, in turn, affect student-teacher connection in the classroom.

One of the educational psychologists indicated the following:

If students are positively labelled, they will live up to their teachers' expectations (self-fulfilling prophecy). This would, in turn, improve student-teacher relationships (EP1, p 59-60 line 40-49).

It is suggested that positive comments from the teacher should be acknowledged as a way of enhancing student-teacher relationships in the schools. The teachers should create enabling school environments that provide the teachers with the opportunities for the positive labelling of students. Positive labelling would result in a self-fulfilling prophecy, where the students would try to live up to their teacher's expectations. This implies that the teachers would relate closely with those students who fulfil their expectations.

5.7.5 Summary of theme 5

It emerged from the analysis of data related to ways of improving student-teacher relationships that, child-centred methods, reciprocal interaction, a good teacher/student characteristics and positive labelling are effective strategies for enhancing student-teacher relationships in the schools. The participants in this study found these strategies to be helpful in building positive relationships between the teacher and the students.

5.8 SUMMARY

This chapter outlined the results of the study by presenting the themes, sub-themes and the categories that emerged during the process of the thematic analysis of the raw data. The discussion of the themes, sub-themes and categories was strengthened by direct quotations from the interviews and the focus group discussions, and excerpts from my reflective journal and information from the analysis of the documents.

In the next chapter, the researcher discusses the findings in terms of the literature study and the theoretical frameworks.

CHAPTER 6: DISCUSSION OF THE FINDINGS

6.1 INTRODUCTION

In the previous chapter, I outlined the results of the study by presenting the themes, sub-themes and categories that emerged from the thematic analysis of the raw data. The themes that emerged were: conceptualisation of student-teacher relationships; factors that contribute to the quality of student-teacher relationships; the importance of democratic and egalitarian relationships in the educational, social and emotional lives of students Form 5 students, the effects of an authority figure within a subordinate student-teacher relationship in the educational, social and emotional lives of Form 5 students and ways of improving student-teacher relationships.

In this chapter, I discuss the findings of the study by relating them to the literature study and the theoretical frameworks.

6.2 THEME 1: CONCEPTUALISATION OF STUDENT-TEACHER RELATIONSHIPS

My discussion of the findings for this theme is presented following the order of the two sub-themes that emerged from an understanding of the student-teacher relationship. The findings indicated that the participants understood student-teacher relationships in terms of two dimensions, namely a) an authority figure within a subordinate student-teacher dimension; and b) the democratic and egalitarian dimension.

6.2.1 An authority figure within a subordinate student-teacher dimension

The study established that some participants described the student-teacher relationship as a superior-subordinate relationship, characterised by dominance and submissiveness, hostility and disrespect for students' needs and interests. This finding of the current study on the conceptualisation of student-teacher relationships aligns with Kitching's (2010:37) research study which used the term *disenabling* school environment in place of an authority figure within a subordinate student-teacher dimension. According to Kitching, a *disenabling school environment* is characterised by disengagement between people and a disregard for people. It is likely that in a disabling school environment, the teacher and the students do not

collaborate in the selection and development of the learning activities and the students are not treated with respect. In other words, the students do not have the power or voice in the selection of learning activities. The teachers do not recognise the students as equal partners in the teaching and learning process. These findings on the conceptualisation of student-teacher relationships are consistent with a research study by Wubbels et al. (2011:17) that described student-teacher relationships according to the dimension of dominance versus submission.

Likewise, Claessens, Van Tartwijk, Vander Want, Pennings, Verloop and Den Brok (2017) describe student-teacher relationships according to the agency dimension. According to them (2017), an agency dimension to a relationship describes the degree to which one controls the interaction, exudes power or behaves independently from the other in the relationship. This could possibly allude to the power dynamics that appears to subsume a student-teacher relationship, where the teacher exercises most of the academic control. In this sense, the teacher has the power to influence the student-teacher interaction in the classroom.

A study by Varga (2017:3) confirms that in a student-teacher relationship, the teachers hold all the power and the students do not feel a sense of belonging and control. The findings from my research study on superior-subordinate dimension corroborate previous research studies, (Martian 2013:1, Dunn 2004:2) which claim that the relationship between a student and a teacher are not on equal levels in terms of cognitive development and social power. It also means that there are no free channels or forums available for the students confronting the teacher as an authority figure within a subordinate student-teacher relationship. Another research study by Smith (2001) revealed the same, namely that the teacher and the students are not fundamentally equal as human beings. It seems that Smith (2001) is suggesting that the teacher as a helping person has more academic power and knowledge than the student who is receiving help.

In line with the Foucauldian Theory, power is very important in the teaching and learning process and that there is nothing wrong with the teacher being the one holding power over the student, the teaching and the transferring of knowledge (Gunnarsdottir 2012:11). In other

words, Foucault (1987) suggests that the teacher should be dominant, by virtue of his/her claim to superior knowledge, designing learning tasks and assessing the students' work, and submissiveness on the part of the students. This implies that the student is not forced to learn from the teacher but places himself/herself willingly under the teacher's direction. In a similar vein, behaviourists like Skinner assume that the learner is essentially passive, responding to the stimuli of the environment. The teacher, in Skinner's view, is to arrange the contingencies of reinforcement in ways that promote and support the student's learning (Ennis-Cole 2015:17). Therefore, according to Skinner, the teacher is dominant in shaping the learner's behaviour through punishment, and positive and negative reinforcement. However, constructivists like Dewey, Brunner, Piaget, Vygotsky and others argue that since the teachers and the students construct knowledge jointly, they should be fundamentally equal as human beings (Ennis-Cole 2015:51). The constructivists, in other words, are suggesting that there should be a degree of mutuality and equality in the student-teacher relationship. A study by Magwa (2016:281) concurs with the constructivists on the basis that it suggests a shift of power in favour of the students in the student-teacher relationships. This implies that the students should have an influence on the class processes and decisions.

6.2.2 Democratic and egalitarian relationship

The study revealed that student-teacher relationships can be defined according to a democratic and egalitarian dimension which is characterised by reciprocal interaction, affection and awareness of the students' needs and interests. Similarly, Kitching (2010:37) used the term *enabling school environment* instead of democratic and egalitarian relationships. Likewise, Kitching posits that an enabling school environment is characterised by the active engagement between people and the acknowledging of people. This means that in an enabling school environment, the teacher and the students equally share the control of the learning environment and the students and teachers share mutual respect and understanding.

Wubbels et al. (2011:17) suggest that student-teacher relationships can be portrayed on an affiliation dimension. According to them (2011:17) *affiliation* represents proximity, warmth, support and friendliness. This implies that the affiliation dimension provides the students with the opportunities to have open discussions with the teachers on issues pertaining to their school-work, resulting in high educational, social and emotional outcomes.

Claessens et al. (2017) describe student-teacher relationships according to the *communion* dimension. According to them (2017), the *communion* dimension describes the level of affiliation or friendliness one shows toward the other person. This implies that the student and the teacher should be very close to each other and there should be reciprocal power-sharing in the class. In line with this view, Varga (2017:3) avers that the teachers should give the students power and choice in the classroom for teaching and learning to be effective. Similarly, Magwa (2016) suggests that the teachers should share the control of the learning environment with their students. It seems that Varga (2017:3) and Magwa (2016 281) are suggesting reciprocal power-sharing in the student-teacher relationships, where the students should also have an influence on the class processes and decisions.

The definitions of student-teacher relationships by participants who follow the democratic and egalitarian dimension resonate with the views of Michael Foucault (1987). According to Foucault, power is not a *thing* but a *relation*. Foucault adds that power should always be exercised from all points in a relationship. The definition of student-teacher relationships according to the democratic and egalitarian dimension is also confirmed by Balan (2010:56) who argues that it is wrong to consider power as something that institutions possess. In other words, Foucault suggests that everyone should have power. This implies that power does not simply come down from above but pops up at all levels of society. Aligned to the student-teacher relationship, Foucault suggests that there should be reciprocal power relationships in which both the student and the teacher share control of the learning environment. Furthermore, Foucault points out that power is not simply a property of the state. Power should be diffused throughout all social relations rather than being imposed from above. Therefore, the views of Foucault converge with the views of the participants who conceptualised student-teacher relationships according to the democratic and egalitarian dimension. Foucault suggests that in a student-teacher relationship, the teacher should not be a power figure; rather power relations in the classroom should be permanently renewed and reaffirmed. Following this logic, there is nothing wrong with the student having power in the student-teacher relationships. The findings of this study corroborate with the views of Foucault when he proposes that power should be analysed as ascending from the micro level rather than diffusing from a macro-institutional level. Balan (2010:60) also confirms that power is relational rather than emanating from a particular site. Therefore, in a student-teacher relationship, Foucault is suggesting that power should not simply come down from the teacher but should come from the students going up to

the teacher. In other words, student-teacher relationships should be reciprocal. What Foucault (1987) says tallies with the ideas of constructivists like Vygotsky, Brunner, Piaget and Dewey who assert that teachers and students jointly construct knowledge. This implies that the production of knowledge is a social endeavour with children and teachers working together to learn, teach and explore (Gunnarsdottir 2012:11).

6.3 THEME 2: FACTORS THAT CONTRIBUTE TO THE QUALITY OF STUDENT-TEACHER RELATIONSHIPS

The study revealed that the teachers'/students' personal characteristics determine the quality of student-teacher relationships. This implies that the behaviour a teacher or student displays in the school environment influences the quality of the interaction between the teacher and the student. In other words, the students with appropriate behaviour relate to teachers in a friendly way and establish an enabling learning environment that provides opportunities for the development of democratic and egalitarian relationships. Likewise, students who display anti-social behaviour establish a tense learning atmosphere which promotes the development of an authority figure within a subordinate student-teacher relationship. Following this, authority figures (teachers) in authority-based learning environments justify control and coercion through insinuations that the students are lazy, rude and incompetent. Findings from this study on factors that influence the quality of student-teacher relationships are consistent with the findings from other research studies (Varga 2017: McFarland et al. 2016, Chafi et al. 2016:134). These research studies also confirm that the personal characteristics of both the teachers and the students contribute to the quality of the interactions and relationships between the two groups. Following this fact, students/teachers who exhibit behaviour problems are likely to experience negative/conflictual relationships, and also teachers and students who display appropriate behaviour are likely to experience supportive relationships. Furthermore, Fredriksen and Rhodes (2004:47) concur that the students'/teachers' characteristics play a major role in the formation of student-teacher relationships. In a similar vein, Ijaduola (2007:67) asserts that for teachers to be accepted by their students, they should have the following qualities: a wholesome personality, leadership qualities and a democratic attitude, expressive qualities of kindness, patience, good humour, consideration and sympathy, a sense of justice and fairness in dealing with children, sensitivity to the needs of children and their reactions in different situations, professional insight into the growth pattern of children

showing understanding and respect, and the ability to establish good social relationships with children. Ijaduola (2007) seems to suggest that teachers who display appropriate characteristics are more likely to report a warm student-teacher relationship. Similarly, Carl Rogers, a humanistic psychologist also identified these characteristics as important skills of building good relationships. In line with the social cognitive theory, students develop a wide range of behaviours that can contribute to the quality of a student-teacher relationship by simply watching other people's behaviour (Bandura 1986). This implies that teachers play a critical role as live models from which the students can learn behaviour that can determine the quality of student-teacher relationships.

The study also revealed that the state of the learning environment influences the quality of student-teacher relationships. This implies that oppressive and restrictive power atmospheres would promote the development of an authority figure and the subordinate relationship between the teacher and the students. On the other hand, reciprocal power-sharing in the classroom in which the students and the teachers share control of the learning environment would promote the development of a democratic and egalitarian relationship between the teacher and the students. Steins and Behravan (2017:752) confirm that power imbalances in the classroom can result in a conflictual relationship between the teacher and the students. According to Steins and Behravan (2017:752), although teachers normally hold control in the classroom and have more power than the students, the students also have some power and may use their power against the teachers. This power-game may create an unfriendly atmosphere in the classroom. Likewise, teachers and students form a positive student-teacher relationship/democratic and egalitarian relationship when there is a power-balanced classroom atmosphere (Steins & Behravan 2017:752, Liberante 2012:5). This means that the state of the learning environment is indeed a factor that determines the quality of student-teacher relationships in schools. Research studies by Steins and Behravan (2017:752), Kauffman (2013), Urooj (2013:624), Liberante (2012:4), and Fredriksen and Rhodes (2004:47) concur that the state of the learning environment can influence the quality of student-teacher relationships. Similarly, Vygotsky's (1978) Zone of Proximal Development lays the foundation for teachers to connect with their students by making the learning environment meaningful to the learners. In this sense, a democratic and egalitarian learning environment can act as a scaffold in the development of a positive student-teacher relationship. Looking through the lens of the Foucauldian Theory, power-imbalance in a learning environment can result in an

authority figure within a subordinate student-teacher relationship, and likewise, a power-balanced learning environment can promote the development of a democratic and egalitarian relationship between the teacher and the students.

The study established a strong link between teaching methods and the quality of student-teacher relationships. In other words, the teaching methods used by the teacher appear to determine the quality of the student-teacher relationship. In the study, the teachers who used more learner-centred approaches were likely to experience a democratic and egalitarian relationship with their students. On the other hand, those teachers who believed in the traditional way of teaching, namely that the teacher is the authority and undisputed figure were experiencing an authority figure within a subordinate student-teacher relationship with their students. Related studies (Chafi et al. 2016:134, Meador 2015, Urooj 2013:618, Short 2013:10, Campbell 2014, Gallucci 2014:4, Pianta et al. 2012:373, Muller 2012:57, Modlin 2008:34, Hamre & Pianta 2006:50), confirm a strong connection between the teaching methods used by the teacher and the quality of student-teacher relationships. Similar to this, a study by Mantzicopoulos (2005:425) on student-teacher relationships at elementary level revealed that teaching methods are factors that influence the development/quality of student-teacher relationships. In this sense, teaching methods shape the development of student-teacher relationships. The above research studies concur that teachers who are always at the centre of class discussions, who do not allow students to share events and experiences from home and the community are disliked by their students; they would be an authority figure within a subordinate student-teacher relationship with their students. Research studies further indicate that teachers who encourage classroom discussions that let the students be the centre of attention are liked by their students, and they would be in a democratic and egalitarian relationship with their students.

The previous discussion on the development of student-teacher relationships can be aligned to the ideas of Michel Foucault. The Foucauldian Theory provides the basis for understanding the development of student-teacher relationships in schools. Interactions that exist between the teacher and student can be explored using the Foucauldian Theory. A teacher who is dominant, who is at the centre of the classroom discussions and who uses teaching methods which are teacher-centred is likely to be an authority figure within a subordinate student-teacher relationship with his/her students. This means that if the teacher uses power in the teaching

process, it kills emotional immediacy, warmth and support in the interaction. On the other hand, Michel Foucault suggests that if there is reciprocal power-sharing in the classroom and if the teacher uses teaching methods that give the students power in the learning process, a democratic and egalitarian relationship is likely to develop between the teacher and the students. In the same vein, Mwamwenda (1996:354) offers that the second stage in Erikson's theory is developing a sense of independence which, in Erikson's terms, is autonomy. The implication of this stage in the development of the student-teacher relationship is that the teacher should allow the children the considerable freedom to engage in activities which will foster their sense of mastery of the various tasks within their capabilities. This would result in a democratic and egalitarian relationship between the teacher and students. Lack of independence in the classroom due to teacher-centred methods can result in the development of an authority figure within a subordinate student-teacher relationship.

The study established a strong link between the type of the school community and the quality of student-teacher relationships. In line with this finding, Hamre and Pianta (2001:52) assert that teachers and students do not interact in isolation but they are part of a larger school community that may support or constrain the development of a positive student-teacher relationship. This implies that the parents and other people in the community around the school can influence the development of student-teacher relationships in the schools. In other words, when the parents and other adults in the community are responsible for their children, taking a positive interest in what happens at school, the students would experience warm relationships with their teachers. On the other hand, if the parents are not supportive in terms of providing the resources necessary for learning, volunteering at school, communicating with teachers, attending school functions and assisting with homework the students would experience conflictual relationships with their teachers. Steins and Behravan (2017:747) point out that the students observe a model of their parents' actions and make a social comparison with their teachers and other students. Lortie (1975:61) named this implicit education "apprenticeship of observation." In this sense, the students bring their previous socially-shared experiences and knowledge from the community into the classroom. A significant problem that arises here is that this observational and socially-affirmed knowledge can form the basis of a rating scheme (Steins & Behravan 2017:747). This means that the students would clash with their teacher if his/her knowledge is not familiar with the contents of the 'apprenticeship of observation' done in the community. In other words, the students can bring their previous socially-shared

experiences and knowledge from the community into the classroom that may clash with the interests of the teacher, resulting in the development of a negative student-teacher relationship. According to Vygotsky's Social Development Theory, the students can perform a task with the help of other knowledgeable people. The implication of this theory in the development of a student-teacher relationship is that adults in the community can act as a scaffold by modelling appropriate behaviour and provide learning materials that can help in the development of the positive student-teacher relationship in the schools.

6.4 THEME 3: THE IMPORTANCE OF DEMOCRATIC AND EGALITARIAN RELATIONSHIPS IN THE EDUCATIONAL, SOCIAL AND EMOTIONAL LIVES OF FORM 5 STUDENTS

This section presents the importance of democratic and egalitarian relationships in the educational, social and emotional lives of students. Following this, three sub-themes emerged from this theme, which are:

- The importance of democratic and egalitarian relationships in the educational lives of Form 5 students.
- The importance of democratic and egalitarian relationships in the social lives of Form 5 students.
- The importance of democratic and egalitarian relationships in the emotional lives of Form 5 students.

6.4.1 The importance of democratic and egalitarian relationships in the educational lives of students

The study revealed a strong association between democratic and egalitarian interaction styles and better performance. A recent study by Varga (2017) confirms that if the students feel a sense of control and ownership in the learning environment, they are more engaged in learning, resulting in higher academic achievement. In the same vein, Kitching (2010:5) asserts that the creation of an enabling school environment is considered essential for learners to perform optimally. This implies that if a student has a voice in the classroom, he/she is likely to perform well in academic work. Other research studies (Longobardi, Marengo & Settani 2016:1, Fosen 2016, Short 2013:10, Liberante 2012:2, Fredriksen & Rhodes 2004:46, Wentzel 2002:290, Vu 2009:3) concur that supportive relationships can improve academic skills in students.

Following this logic, if the students are valued, treated with respect and listened to, they are likely to perform better in school-work. In line with Michel Foucault's Theory of Power Relations, reciprocal power relationships in which both the students and the teacher share the control of the learning environment augment the abilities of learners to deal with complex tasks. This is because the students would feel free to share their experiences with their teachers and also to consult their teachers when facing academic challenges. The findings of this study resonate well with Vygotsky's theory of socio-cultural learning which highlights the role of social and cultural interactions in the learning process. According to Vygotsky's theory, knowledge is co-constructed, and that individuals learn from one another. Vygotsky suggests that the learner must be engaged in the learning process in order to achieve his/her academic goals. Thus, democratic and egalitarian interaction styles play a fundamental role in the development of cognition. The democratic and egalitarian relationships between the teacher and the students would mean that the teacher would often serve to guide the students as they encounter different learning challenges in order to access the Zone of Proximal Development. This means that in student-teacher relationships, there is a need for reciprocal interactions between the teacher and students in order for students to master difficult concepts. Drawing from the Attachment Theory, a democratic and egalitarian relationship enables the students to feel secure and safe in their learning environment.

The study established that students who experience democratic and egalitarian relationships with their teachers are more likely to participate actively in the learning process. Similar findings were presented by previous studies (Varga 2017, Fosen 2016:21, Rimm-Kaufman 2014, Short 2013:10, Urooj 2013: 618-619, Hughes & Chen 2011:278, Vu 2009:3, Fredriksen & Rhodes 2004:46, Hughes, Cavel & Willson 2001:30). These research studies confirm that a democratic and egalitarian relationship between the teacher and the students encourage the students to participate co-operatively in classroom activities. Following this fact, if the students experience reciprocal interaction, if they share the control of the learning environment with the teacher, if they receive more guidance and praise than criticism, if they are included in decision-making and if their needs and interests are put first before the needs and interests of the teacher, they would engage more actively in the learning process. A study by Kitching (2010:37) reported that enabling ways of relating and interacting with other people promotes a sense of happiness and involvement about being together in a school. This implies that an enabling school environment provides the students with opportunities for active participation in the

school events and activities. Looking from the viewpoint of the Foucauldian Theory, there should be reciprocal power relationships in the classroom in order for the students to feel free to participate in the classroom activities without fearing the teacher. In line with Maslow's hierarchy of needs, student-teacher relationships should help to facilitate the fulfilment of the students' basic needs and interests. If the students' needs and interests are met, they would participate actively in classroom activities. According to the Attachment Theory, the student-teacher relationship should act as a secure base for the students. In this sense, if the students feel a sense of security in the classroom, they would be more engaged and participate more actively in the learning process (Varga 2017:3).

The findings of the current study have established that there is a strong link between the democratic and egalitarian relationship and an increase in the students' motivation to learn. Previous research studies on student-teacher relationships (Varga 2017, Longobardi, Marengo & Settanni 2016:1, Chafi et al. 2016, Short 2013:10, Urooj 2013:618-619, Liberante 2012:2, Hughes, Cavell & Wilson 2001:300) confirm that students who experience democratic and egalitarian interactions with their teachers are motivated to learn. This implies that the students need an unrestricted and favourable learning environment where their needs and interests are put first in order to be motivated to learn. Looked at through the lens of the Foucauldian Theory, the students need to share the control of the learning environment equally with their teachers in order to be motivated to learn. The findings of this study on motivation are also related to Maslow's Hierarchy of Needs Theory. This theory has been widely applied in the study of motivation (Varga 2017). The theory proposes that if the basic human needs are met or gratified, then individuals will be motivated to learn. The teachers can fulfil the basic needs of the students by building a supportive relationship with them.

The students need to experience reciprocal interactions with their teachers and to have a say in the decision-making processes in order to be encouraged to learn. Similarly, the Self System Theory emphasises the importance of student motivation, and by so doing explains the importance of student-teacher relationships. The students come to the classroom with three basic needs, namely competence, autonomy and relatedness, all of which can be fulfilled in the classroom through the students' interactions with the teachers (Ijaduola 2007). In this sense, constructive interaction styles can be a source of motivation in the classroom.

6.4.2 The importance of democratic and egalitarian relationships in the social lives of students

The findings from this study indicate that a democratic and egalitarian relationship between the students and the teachers allows the students to feel comfortable to share their experiences with the teachers. The findings from this research study on the importance of non-patronising teaching and learning relationships in the social lives of students echo Camp (2011:84), and Fredriksen and Rhodes (2004:48) who revealed that students who experience democratic and egalitarian relationships with their teachers are free to share their experiences with them. Almost similarly, Kitching (2010:39) reported that students who experienced an enabling school environment felt motivated when they shared their experiences with their friends and the teachers. This means that an enabling school environment provides the students with the opportunities to share their joys and sorrows with other peers and teachers. From the Foucauldian Theory perspective, the teacher should not be the power or undisputed figure in order for the students to feel free to share their problems with the teachers without being judged. In line with the Attachment Theory, students with close relationships with their teachers view their teachers as a secure base for sharing their problems associated with learning with them. This implies that students with this secure base feel comfortable to confront their teachers when they have social problems or any other problem associated with academic work.

The study established that students with a more positive relationship with their teachers displayed pro-social behaviour. Similar findings were established by Brackett, Reyes, Rivers, Elbertson and Salovey (2011:28) who aver that student relationships with supportive teachers are expected to promote a sense of connectedness in the classroom which would result in less problematic behaviour and enhanced pro-social behaviour. Following this logic, a constructive relationship helps to establish a learning environment that can markedly influence the development of pro-social behaviour. Similarly, Kitching (2010:6) opines that an enabling school environment helps the teachers to manage misbehaviour in the classroom successfully. In other words, an enabling school environment is an important feature of the management of discipline. Although this is the first study in Zimbabwe to look at the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students, my findings are consistent with previous research findings (Gallagher 2015, Gullucci 2014:4, Eisenhower, Baker and Blacher 2007:363, Fredriksen & Rhodes 2004:46, Ladd 1998:934-946) suggesting

that a positive student-teacher relationship provides an appropriate enabling environment for the development of pro-social behaviour.

A study by Klem and Connell (2004:262-273) indicated that when students perceive that teachers are supportive and that they are participants in a classroom where expectations are appropriate, fair and clearly communicated, the students display pro-social behaviour. Researchers, who view student-teacher relationships through an attachment lens, conceptualise student-teacher relationships as extensions of the parent-child relationship. From an attachment perspective, warm supportive, caring relationships characterised by open communication, trust, involvement and responsiveness are necessary to help the students to develop pro-social behaviour (Fredriksen & Rhodes 2004:48). This implies that a democratic and egalitarian relationship which is characterised by reciprocal interactions, affectionate and respecting of the children's needs and interests help to influence the development of pro-social behaviours.

The study revealed that a harmonious relationship between the teacher and students reduces the rates of school dropout. In this study, those students who experienced democratic and egalitarian relationships with their teachers demonstrated better lesson attendance. A study by Muller (2014:6) confirms that student-teacher relationships play an important role in helping to reduce the chances of a future bad outcome that is, dropping out of school. It seems that Muller is suggesting that if the students are comfortable in a school setting, they are less likely to avoid school. Similar findings were also presented by Fosen (2016), Short (2013), Urooj (2013), Boccanfuso (2009:11), and Klem and Connell (2004:262-273). These research studies confirm that a supportive relationship between the teachers and the students is a protective factor against school dropout. Aligned to the Foucauldian Theory, student-teacher relationships characterised by reciprocal power-sharing in the classroom, where the students can influence the choice/selection of learning materials and activities can fuel the students' desire to come to school and to attend lessons. From an attachment perspective, democratic and egalitarian relationships provide secure attachments that are believed to reduce school dropout and to improve lesson attendance by the students. This implies that the teachers, through their nurturing and responsiveness to the students' needs, help to reduce school dropout. Looking through the lens of Maslow's hierarchy of needs, student-teacher relationships provide an appropriate environment for the fulfilment of the basic human needs starting from the

physiological, leading to the safety, belongingness and love, esteem and self-actualisation. This theory seems to suggest that if the basic human needs are met or gratified, then the students would be motivated to come to school and also to attend lessons.

6.4.3 The importance of democratic and egalitarian relationships in the emotional lives of students

It was established in this study that unrestricted interactions between the teacher and the students are very important in boosting the self-concepts of the students. This implies that if the students experience an open dialogue with such people as the teachers whom they value most, they gain self-respect.

A research study by McFarland, Murray and Phillipson (2016) has shown that democratic and egalitarian relationships are related to more positive self-concepts in students. Findings from research studies by Nyadanu, Garglo, Adampah and Garglo(2015:26), Chafi, Elkhouzai and Ouchouid (2016:134), and Toole (2015) corroborate findings from this study, namely that democratic and egalitarian relationship where the students are trusted, given responsibility, spoken to honestly and warmly, and treated with dignity builds healthy self-images. This implies that democratic and egalitarian interactions characterised by reciprocal interactions, affectionate and respect of children's needs and interests, are related to more positive self-perceptions in children. Carl Rogers (1979:7), a humanistic psychologist, asserts that students in a good learning environment will develop more self-confidence and learn more significantly. In line with this view, Mwamwenda (1995) seems to suggest that the pattern of interactions the teacher employs in his/her classroom determines the outcome of what self-has been developed. Thus, the teacher plays a significant role in shaping the development of the self.

The findings of this study are also aligned with Cooley's theory termed, "a looking-glass -self." Cooley 1864-1929) was a social psychologist who placed the emphasis on social learning and interaction in human learning. Cooley's theory reflects an interactionist perspective in the sense that he views the personality as being shaped through social interactions with others. According to Mwamwenda (1995), the 'self' cannot occur in isolation. The self-concept is a product which results from a person's interaction with others. The theory (Looking-glass-self) is based on the belief that our self-images or self-identities result from how we interact with others. In a

student-teacher relationship, drawing from Cooley's, "looking glass self-concept", students interact with the teacher. The teacher is a "looking glass-self" which either builds the individual's self-confidence or destroys it. It is thus important for the teacher to create a learning atmosphere that is characterised by democratic and egalitarian interactions. In other words, a learning environment that gives the students a voice in the designing of classroom activities provides opportunities for the development of the self-esteem of students.

The study revealed that a democratic and egalitarian relationship reduces the stress associated with learning. Furthermore, the study established that in a democratic and egalitarian relationship, the teachers create stress-reduction activities such as art activities, role-play, group discussions, quizzes, getting enough rest, and being with friends. These activities are very important since the student's stress is likely to be increased by the constant focus on duties. A vast number of researchers (Gallagher 2015, Orth, Robins & Widaman 2012, Fredriksen & Rhodes 2004:46, Hughes, Cavell & Jackson 1999:173-184) go in accordance with the standpoint that a democratic and egalitarian relationship between the teacher and the students enhance the development of mental health, thus reducing anxiety and symptoms of depression. Similarly, Kitching (2010:5) asserts that the construction of enabling environments is a way of promoting the overall health and well-being of students. Pedersen (2012) is of the opinion that student-teacher relationships can help to buffer some of the stress associated with adolescents. This means that a democratic and egalitarian relationship allows the creation of a stress-free environment where the students can work productively. From the attachment perspective, a positive student-teacher relationship promotes the formation of a strong bond between the teacher and the student. This positive bond between the teacher and student can help to reduce the stress associated with academic work (Fredriksen & Rhodes 2004:46).

It was found that a democratic and egalitarian relationship between the teacher and students increases the students' sense of belonging. Similarly, Liberante (2012:2) asserts that supportive and positive relationships between the teachers and the students ultimately promote a sense of belonging to the school. Findings from this research study are consistent with findings from previous research studies on student-teacher relationships (Chafi 2016:134, Short 2013:10, Liberante 2012:2, Hughes & Chen 2011:278, Hamre & Pianta 2001:625-638) which confirm the association between supportive relationships and an increase in the sense of belonging. This

implies that students in democratic and egalitarian relationships, where they are trusted, given responsibilities, spoken to honestly, and treated with dignity, develop a sense of belonging. Aligned with Maslow's hierarchy of needs theory, student-teacher relationships should help to fulfil the basic needs and interests of the students. When these needs and interests are met, the students develop a sense of belonging to the school. Looking through the lens of the Attachment theory, secure relationships are believed to foster the students' sense of belonging to the school. In other words, the students develop a sense of belonging to the school when they feel that a school is a safe place where their needs for support, respect and friendship are met and where they are able to get help with their academic, social and emotional problems.

6.5 THEME 4: THE EFFECTS OF AN AUTHORITY FIGURE WITHIN A SUBORDINATE STUDENT-TEACHER RELATIONSHIP IN THE EDUCATIONAL, SOCIAL AND EMOTIONAL LIVES OF STUDENTS

Three sub-themes emanate from the above theme, and the literature is reviewed following the order of these sub-themes:

- The effects of an authority figure within a subordinate student-teacher relationship in the educational lives of students.
- The effects of an authority figure within a subordinate student-teacher relationship in the social lives of students.
- The effects of an authority figure within a subordinate student-teacher relationship in the emotional lives of students.

6.5.1 The effects of an authority figure within a subordinate student-teacher relationship in the educational lives of students

It was revealed by the study that students who experienced an authority figure within a subordinate student-teacher relationship with their teachers displayed poor academic achievements. This is likely because an authority figure within a subordinate student-teacher relationship is characterised by tightly controlled teacher-centred learning, where the teacher is an undisputed figure and content expert whose duty is to fill the empty mind of the student. In this sense, the student's learning suffers under such a disabling learning environment which does not provide the students with the opportunities to be actively involved in the learning process and to create meanings on their own. A study by Buyse, Verschueren,

Verachtert and Damme (2009:119-141) presented similar findings. It indicated that children who experienced teacher-student relationships with conflict in first grade demonstrated lower achievement in mathematics over the following two years. In the same vein, a study by Hamre and Pianta (2001:625-638) reported that conflict/disconnection between the students and the teachers may compound the risk of school failure. Similarly, a study by Mantzicopoulos (2005:425-442) also indicated that students who described their school-work as challenging had higher levels of conflict with their teachers. A close look at the findings from the above research studies revealed a strong link between a conflictual authority figure within a subordinate student-teacher relationship and poor performance. This is likely because teachers in a superior-subordinate student-teacher relationship are very dominant and control the learning environment by using teacher-centred approaches. The teachers in a patronising teaching and learning relationship hold the traditional view of education, namely that the learners must submit to the teachers, and the teacher's authority should not be questioned. In line with this, behaviourists like Skinner, Watson, Thorndike and many others, assume that the learner is essentially passive, responding to environment stimuli. They believe that a learner starts out as a clean slate, and that behaviour is shaped by positive and negative reinforcement (Ennis-Cole 2015:51). Thus, according to the behaviourists, the teacher should be dominant in shaping the learner's behaviour through punishment, and positive and negative reinforcement. Mokhele (2006:150) also confirms that authority is an essential feature of student-teacher relationships. However, the teachers should establish less authoritarian working relationships with the students without losing control in the classroom. This implies that the teachers should maintain good relations with their students by establishing best ways of encouraging the learners to voluntarily accept the teacher's authority in the classroom.

However, Steins and Behravan (2017:748) argue that all learning is relational, and knowledge is produced through interaction. Knowledge is not a piece of data, something immobilised, concluded, and finished, and something to be transferred by one who acquired it to one who still does not possess it. Furthermore, Steins and Behravan (2017:748) add that a teacher cannot transfer the knowledge if students are not thinking, not ready and motivated to learn. This implies that the students should also play an active part in the learning process since learning is not a one-way street. Similarly, the Foucauldian Theory stresses the importance of reciprocal power-sharing in the classroom where the teacher and the students share the control of the learning environment. The implication of this view is that learning should happen from either

side, the students can learn from the teacher and the teacher can also learn from the students. Looking through the lens of the Attachment theory, students with contradictory and ambivalent attachments dedicate all their energy to establish strong personal ties with their teacher and that, in turn, prevents them from developing cognitive ability (Krasovskaya 2016:9). Thus the students need to feel psychologically secure in the educational environment for the development of academic skills.

The study established a strong association between an authority figure within a subordinate student-teacher relationship and poor participation by the students. It was found that students who experienced an authority figure within a subordinate student-teacher relationship participated poorly in classroom activities. In the authoritarian classroom authority figures (teachers) do not share the power and the students do not take personal responsibility for their own learning, for the exchange of ideas, to offer opinions or collectively negotiate behaviour expectations. This means that a lack of forums for open discussions and the one-way flow of communication from authority to subordinate create a dynamic in which it is difficult to have the meaningful participation of learners in the learning process. Similar findings were also presented by previous research studies (Steins & Behravan 2017:748, Varga 2017:3, Fosen 2016, Longobardi, Marengo & Settani 2016:4, Gallagher 2015, Short 2013:618-619, Liberante 2012:6, Hamre & Pianta 2001:52). These research studies confirm that an authority figure within a subordinate student-teacher relationship affects the participation of students in school activities. This is likely because the authority figure and the subordinate relationships do not provide the teacher with opportunities to understand and connect with the students' interests, preferences, opinions, cultures and emotions. Following this fact, if the students realise that their work is not meaningful and relevant in their own lives, they would not participate to their fullest potential. Aligned to the Foucauldian Theory, if the teacher is a power figure who does not consider the interests and needs of the students, the students would not feel free to participate actively in the learning process.

It was found that student motivation is relative to the quality of student-teacher relationships in schools. The study revealed a link between an authority figure within a subordinate student-teacher relationship and lower student motivation. Although this is the first study in Zimbabwe exploring the effects of an authority figure within a subordinate student-teacher relationship on

student motivation, similar findings were presented by Gallucci(2014:6), and Hamre and Pianta (2001:625-638) These studies confirm that motivation to learn is impacted negatively by having an authority figure within a subordinate student-teacher relationship with teachers. This implies that an authority figure and the subordinate relationship does not provide the teachers with opportunities to show care and concern for the students on a daily basis and to treat them like real persons with the accepted professional boundaries and as a result, the students are not motivated to learn. Aligned to Maslow's hierarchy of needs, an authority figure within a subordinate student-teacher relationship does not provide the teachers with the opportunities to fulfil the basic needs of the students. In other words, Maslow's theory suggests that if these basic needs are not met, the students would not be motivated to learn. From a Foucauldian perspective, if the teacher is an authority or undisputed figure, the students would not be motivated to learn. In a similar vein, Varga (2017:3) argues that students are motivated to learn when they feel a sense of control in the classroom. A close look at this view implies that students do not display the desire to learn when they do not have the power to influence the selection of learning materials and activities in the classroom.

6.5.2 The effects of an authority figure within a subordinate student-teacher relationship in the social lives of students

The study revealed that an authority figure within a subordinate student-teacher relationship does not provide the students with opportunities to share their difficult feelings and situations with the teachers. The findings from this study correlate with the findings in previous research studies by Gallagher (2015), and Hamre and Pianta (2001:53). These research studies support the fact that students who experience an authority figure within a subordinate student-teacher relationship do not feel free to share their problems with their teachers. Aligned to Attachment Theory (Ainsworth 1982, Bowlby 1969), an authority figure within a subordinate relationship does not enable the students to feel safe and secure within their learning environments so as to share their problems with their teachers. In the same vein, Gallagher (2015) avers that positive bonds between the teachers and the students become supportive spaces during teaching and learning process in which the students can share their social problems with their teachers. This means that through secure relationships, the students can feel free to approach their teachers for guidance and counselling when they have social problems. Aligned to the Foucauldian Theory, an authority figure within a subordinate student-teacher relationship does not allow the students the opportunity to discuss their problems with the teachers without being judged.

The study established that students who were not comfortable with an authority figure within a subordinate student-teacher relationship were less likely to remain in school attending lessons. A similar study by Lan and Lanthier (2003, as cited in Vu 2009:3) which examined the influences of negative student-teacher relationships on social-emotional outcomes has shown that negative student-teacher relationships were associated with highest school dropout rates. In the same vein, Gallagher, Kainz and Feagan (2013:522) confirm that children with negative relationships with their teachers reported liking school less. Likewise, a study by Phelan, Ann, Hanh and Cao (1992:695-704) reported that some of the poorest student-teacher relationships have been found among those students who eventually dropout of school. This implies that when the students realise that their relationships with a teacher are oppressive, restrictive, meaningless and irrelevant to their educational needs and interests, they seek escape from the school. This resonates well with Vygotsky's Social Development Theory. According to Vygotsky (1978), students need adults who help them to achieve or understand challenging tasks. Similarly, Hamre and Pianta (2001:54) assert that the adults in the schools can provide an important resource for students who are having difficulties. The restraining student-teacher relationship does not provide relevant and meaningful scaffolding for learners to master difficult concepts and as a result, the students seek escape from the school. Aligned to Maslow's hierarchy of needs, an authority figure within a subordinate student-teacher relationship does not help to fulfil the basic needs of students. The result is that the students are not motivated to come to a school where their needs and interests are not considered. In line with the Attachment Theory, students with insecure attachments with their teachers, tend to avoid any contact with them and to avoid lessons. In order to overcome these personal strains, the teacher must become the attachment figure who is emotionally available and responsive (Krasovskaya 2016:9). This means that the teachers should compensate for the lack of family support.

The study revealed that an authority figure within a subordinate student-teacher relationship in secondary schools in Masvingo District was associated with behavioural problems such as being disrespectful, unconcerned, dishonest, and impatient, among others. This implies that discipline which is lasting is that which stems from within the student (Mokhele 2006:152). In other words, force or external control results in the students displaying oppositional behaviour. The study found that having an authority figure within a subordinate student-teacher relationship with the teacher can markedly influence the development of anti-social behaviour.

A similar study by Pianta, Steinberg and Rollins (1995, as cited in Eisenhower et al.2007:363) reported that conflictual student-teacher relationships in kindergarten were associated with behavioural problems. Findings from this study also on the effects superior-subordinate relationship in the social lives of students corroborate findings from (Birch & Ladd 1998:934-946, Jorome, Hamre & Pianta 2009:915-945, Hamre & Pianta 2001:625-638). These research studies confirm that students with a negative relationship with their teachers displayed more anti-social behaviour. Steins and Behravan (2017:751) are of the opinion that the quality of teacher-student relationships affects the students' behavioural engagement in schools. This implies that the interaction between the teacher and the student has a strong influence on how the student will behave at school. Authoritative interactions would result in oppositional behaviour by the students. Looking through the lens of the Foucauldian Theory, it seems that an imbalanced power atmosphere in the classroom results in anti-social behaviour. This is because the students would be trying to compensate for this imbalance in power-sharing by displaying oppositional behaviour. Aligned to the Attachment theory, an insecure teacher-student attachment promotes behavioural problems. In this sense, a strong bond with the teachers is a protective factor against students engaging in problem behaviour.

6.5.3 The effects of an authority figure within a subordinate student-teacher relationship in the emotional lives of students

The study found that the type of interaction set out by the teacher determines the kind of self to be. Findings from this study indicated that an authority figure within a subordinate student-teacher relationship in secondary schools was associated with a low self-esteem. A study by Hughes, Cavell and Jackson (1999:173-184) indicated that conflictual interactions between teachers and students result in low self-esteem of students. Findings from previous research studies by Steins and Behravan (2017:751), Nyadanu (2015:266), and Gallagher (2015) correlate with findings from this research study. These research studies suggest that students experiencing a negative student-teacher relationship with their teachers are more likely to have low self-esteem. This finding goes in line with Kitching's research study (2010:42) which revealed that a disabling school environment has teachers who humiliate learners by making remarks about poor performance in front of the whole class. The finding implies that interactions in a disabling school environment evoke the sense of being uninvolved and unhappy in students about being together with the teachers. Aligned to the second stage in Erikson's theory (autonomy versus shame and doubt), an authority figure within a subordinate

student-teacher relationship does not allow the students considerable freedom to engage in activities which would foster their sense of mastery of various tasks within their capabilities, thus causing the students to have a negative view of themselves. This implies that the teacher should ensure that all the children experience success at their own realistic level and avoid unnecessary competition amongst the children which would compel other students to be shameful and doubtful about their capabilities.

The study established that an authority figure within a subordinate student-teacher relationship is associated with high levels of stress due to the lack of freedom and constant focus on school-work. Other research studies also presented similar findings (Steins & Behravan 2017:749, Gallagher 2015, Orth, Robins & Widaman 2012:1271, Hamre & Pianta 2001:51) and confirmed a strong link between negative student-teacher relationships and an increase in student stress. This implies that if students are harshly criticised, yelled at or beaten teased, or ignored, they would suffer from stress. Aligned to the Attachment Theory, students experiencing insecure attachments with their teachers are likely to experience stress as they do not feel comfortable to share their problems with their teachers. In this sense, the teachers can serve children as secondary attachment figures and provide emotional support in times of stress.

It was revealed in this study that an authority-based learning environment discourages the development of a sense of belonging. An authority figure within a subordinate student-teacher relationship does not provide the students with opportunities for secure attachments with their teachers and impacts negatively on the students' sense of belonging. Similarly, previous studies (Varga 2017:3, Longobardi et al. 2016:3-7, Fredriksen & Rhodes 2004:49), confirm that insecure attachments with the teachers destroy the students' sense of belonging. This resonates well with the Attachment Theory. According to the Attachment Theory, students need a safe learning environment where they are cared for, loved, listened to, respected and where their needs and interests are considered in order for them to develop a sense of belonging.

6.6 THEME 5: WAYS OF IMPROVING STUDENT-TEACHER RELATIONSHIPS

The study revealed that teaching methods that allow active participation of learners is one of the powerful strategies for improving student-teacher relationships in schools. A study by Rimm- Kaufman (2015) established that teachers who used more learner-centred practices that are practices that show sensitivity to individual differences were liked by their students. In a number of studies it was recommended that in order to make relationships strengthened and positive between the teachers and the students, the teachers should not always be at the centre of class discussions but should allow the students to share events and experiences from home and their community (Campbell 2014, Urooj 2013:624, Giani & Guini 2010:2). This implies that the teachers should use teaching methods that facilitate opportunities for the students to share their views and thoughts on academic work, in order to develop a strong bond with their students. Similar findings on ways of improving student-teacher relationships were also presented by Pianta et al. (2012:374), and Hamre and Pianta (2001:54). These studies concur that teaching methods that display regard for the students' perspectives and ideas are indeed a factor in the development of positive relationships between the teachers and the students. Findings from this study resonate well with the ideas of Vygotsky. Vygotsky's theory requires from the teacher and the students to play untraditional roles as they collaborate with each other. Instead of a teacher dictating her/his meaning to the students for future recitation, a teacher should collaborate with his/her students in order to create meaning in ways that the students can make their own. Therefore, the students would develop positive/democratic and egalitarian relationships with their teachers if they are given a chance to work on the environment as much as possible for their own learning as opposed to telling the students facts, for that would not help them to learn. Aligned to the Foucauldian Theory, teachers should use teaching methods that give the students power in the teaching and learning process, such as group-work and discovery methods in order to develop good relationships with their students (Magwa 2016).

It was found that good personal characteristics of both the teachers and the students contribute to positive interactions and relationships between the teacher and the students. In the same vein, Fredriksen and Rhodes (2004:47) aver that teacher characteristics also play an important role in the formation of close ties with the students. A similar study by Ijaduola (2007:67) revealed that for the teachers to be accepted by their students, they should have the good personal

characteristics. This implies that positive student-teacher relationships are developed and maintained through the teacher's/students personal characteristics. Other research studies (Varga 2017, Steins & Behravan 2017:751, McFarland 2016, Hamre & Pianta 2001:55) revealed the same results that is, good personal characteristics of both the teacher and the students influence the development of positive student-teacher relationships. In line with Vygotsky's theory, the personal characteristics of both the teacher and the students act as a scaffold/ bridge to connect the students and the teacher.

The study established that there should be reciprocal power-sharing in the classroom in order for democratic and egalitarian relationships to develop between the teachers and the students. In other words, both the teacher and the students should share the control of the learning environment (Magwa 2016: 281). A study by Magwa (2016) also reported that power should not simply come down from the teacher but it should come from students going to the teacher. In other words, for democratic and egalitarian relationships to develop between the teacher and the students, the students should have a say in the selection of learning material and activities. In line with this view, Hamre and Pianta (2001:54) assert that the teachers can establish more positive relationships with their students by making the curriculum meaningful to the students by incorporating the students' perspectives and ideas in the teaching and learning process. The findings of this study match the views of Michel Foucault who believes that power should be diffused throughout all social relations rather than being imposed from above (Balan 2010:60). Therefore, for democratic and egalitarian relationships to develop between the teacher and the students, the teacher should not be a power figure. This means that power relations in the classroom should be permanently renewed and reaffirmed.

The study established that positive labels which the teachers give to students can influence the development of close relationships between the teacher and the students. Other research studies (Urooj 2013:618, Pianta 2012:375) confirm that positively labelled students are more likely to develop warm student-teacher relationships. Following this fact, the teachers should avoid the tendency of devaluating the students through labelling the student as dull. In order for positive student-teacher relationships to develop, bad comments such as stupid, lazy and many others should be seen to pave the way, instead, the student should be given encouraging comments such as, "That was good of you, John", " You have tried" so that the students may maintain

positive relationships with their teachers. However, sometimes students with mild retardation are prone to devalue themselves because they are aware that they are less capable than their classmates at doing many things. One way to combat such a tendency could be that the students are given a platform to demonstrate their capabilities in other disciplines so that others can see them as equally important.

6.7SUMMARY

In this chapter, I discussed the data that was collected by means of interviews, focus group discussions, document analysis and reflective journals. I related my findings to the relevant literature and theories that underpin my study.

In the next chapter, I provide a summary of the findings of the study; I answer the research questions, draw conclusions and provide recommendations for future research.

CHAPTER 7: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In chapter 6, I discussed the findings of the study after analysing the data gathered from the interviews, focus group discussions, document analysis and my reflective journal. I related my findings to the relevant literature and theories.

In this chapter, I provide a brief overview of the study. I provide a synopsis of the findings in terms of the research questions posed in chapter one. I then draw conclusions by answering the primary research question. Furthermore, I provide recommendations emanating from the study. Lastly, I conclude by exploring the contributions and limitations of the study.

7.2 OVERVIEW OF THE STUDY

This study explored the role of student-teacher relationships in the educational, social and emotional lives of Form 5 students in Masvingo District. The primary research question that directed this study was: What role do student-teacher relationships play in the educational, social and emotional lives of form 5 students? The following secondary questions were examined in order to obtain a comprehensive understanding of the issues at hand and to support the primary research question.

- a) How do students, teachers and educational psychologists conceptualise student-teacher relationships?
- b) What are the factors that contribute to the quality of student-teacher relationships?
- c) How do democratic and egalitarian relationships between a student and a teacher enhance the educational, social and emotional lives of students?
- d) How does an authority figure within a subordinate student-teacher relationship between a student and a teacher affect the educational, social and emotional lives of students?
- e) How can student-teacher relationships be improved?

Although children are born with the capacity to learn, it is the quality of relationships, particularly the relationships with teachers, that shapes learning experiences. This implies that relationships play a significant role in the life of every child. Positive student-teacher relationships are the media through which competence, social and emotional support, are made

available to the students. Given the central importance of student-teacher relationships in the educational context, this study sought to explore such relationships and their importance in form 5 students' lives. Despite, many educational research initiatives on student-teacher relationships at the elementary school level in Zimbabwe, I have yet to locate studies in Zimbabwe that explored student-teacher relationships in secondary school level. Given this background, this study was needed in order to enhance teachers' understanding of the types of student-teacher relationship that can provide opportunities for the establishment of an enabling learning environment for student's holistic development.

The study was informed by a qualitative methodology and instrumental case study design within the constructivist paradigm. In-depth interviews, focus group discussions, document analysis and reflective journals were used to collect data from the participants. These multiple data collection tools were necessary for triangulation and to add rigour and trustworthiness in this qualitative study. The study sample was drawn from general teachers, Guidance and Counselling teachers, educational psychologists and students through a process of purposive sampling. The data were analysed using the thematic content approach.

7.3 FINDINGS

The purpose of this study was to explore and understand how student-teacher relationships influence the educational, social and emotional lives of Form 5 students in secondary schools. In chapter 1, I posed research questions to guide the research. In this section of research findings, I addressed the research sub-questions and in the process attempted to address the main research question as well.

7.3.1 Response to question a): How do teachers, educational psychologists and students conceptualise student-teacher relationships?

The majority of the students and general teachers described student-teacher relationships as communication between a student and his/her teacher to achieve the educational goals. They furthermore indicate that this communication is a one-way flow from the teacher to the student. The majority of the students seemed to believe that the teacher is the undisputed authority figure in the teaching and learning situation. This implies that in authority-based interactions,

the students are not given a voice in the selection and development of learning activities. From my findings, I established that the students seemed to believe that the teacher is the knowledge expert who should not be questioned. From the explanations given by the students, it was apparent that they did not have a platform or forum for open dialogue with their teachers on issues pertaining to their schoolwork. The majority of the general teachers believed that a sense of authority was the essential feature of relationships with secondary students. This view was likely because teachers regard the students as lazy, incompetent, dishonest, impolite, rude and unruly. Based on my findings from the students and the general teachers' views, I posit that student-teacher relationships can be described according to an authority figure within a subordinate student-teacher relationship. Furthermore, it emerged from the findings that the authoritarian model of education, as experienced by some participants in this study, entails dominance, power, hostility, disrespect for the students' needs and interests and submissiveness on the part of the student.

On the other hand, the educational psychologists, Guidance and Counselling teachers and a few of general teachers and students described student-teacher relationships as an educational or learning relationship in which the teacher and the students interact on equal levels in order to achieve the educational goals. They seemed to suggest that the teacher and the students should share the control of the learning environment equally. Based on the results of my study, student-teacher relationships may be described according to a democratic and egalitarian dimension. A democratic and egalitarian dimension describes the level of affiliation or friendliness one shows toward the other person. This implies that a democratic and egalitarian relationship encompasses constructs such as reciprocal power-sharing, affection and respect for the children's needs and interests. The participants in this study described student-teacher relationships as being based on shared power relations between the teacher and the students. This view goes beyond what was established in other research studies which described student-teacher relationships according to a negative or positive polarity (Gallagher 2015, Gallucci 2014:1, Short 2013:1, Pianta & Stuhlman 2004, Hamre & Pianta 2001: 625-638).

7.3.2 Response to question b): What are the factors that contribute to the quality of student-teacher relationships?

The results of the study indicated that the teaching methods employed by the teacher are a valuable factor that seems to influence the quality of their relationships. It was found that teachers who applied student-centred approaches, which are understood with reference to the decentralisation of the flow of knowledge as a two-way channel, either from the teacher or from the student, experienced better relationships with their students. This view aligns with Vygotsky's student-centred approaches. Vygotsky's learning principles encouraged teachers not to focus heavily on teaching concrete facts but to allow the students to experience the complex world as a means to help them to acquire the relevant skills that would enable them to solve problems on their own. In this sense, those teachers who recognise the importance of the students' voices in their own learning seem to have better educational relationships with their students. Likewise, I also established from the findings of the study that those teachers, who employed teacher-centred approaches, where students simply received knowledge from the teacher without questioning, appeared to have relationship dynamics which appeared restrained. Following this opinion, it can be argued that teacher-centred approaches may be likened to the behaviourists' principles that claim that the student's role is to receive knowledge and to follow the educator's instructions. One example of such an approach is the lecture method. Such an approach would cause the students to develop one-way thinking that rejects whatever does not conform to the existing knowledge. Based on the results of the study, it is clear that one of the factors that determine the quality of the teaching and learning relationship is that of the teaching methods employed by the teacher. Student-centred methods seem to predict non-patronising relationships between the teacher and the students, and teacher-centred methods seem to predict restrained teaching and learning relationships in this group of participants.

Another factor that contributes to the quality of student-teacher relationships appeared to be the teachers' and the students' personal characteristics. It was established that the personal characteristics of both the teacher and the students contribute to not only how they interact with each other, but also to the quality of their interactions. I found that the teachers and the students who displayed pro-social behaviour seemed to experience positive relationships. In this sense, teachers or students who were patient, concerned, respectful, honest and competent had constructive relationships with their students or teachers. On the other hand, those teachers or

students who displayed antisocial behaviours experienced complex relationships with their students or teachers. Based on the findings, I posit that the pro-social behaviour of both the teacher and the students promote the development of an enabling learning environment which provides opportunities for unrestricted interactions between the teacher and the students. Likewise, those students and teachers who displayed antisocial behaviour established a tense learning atmosphere which promotes the development of authoritarian interaction patterns between the teacher and the students. This implies that anti-social behaviour patterns are products of complex and dynamic interactions between the teacher and students in the classroom.

In addition, the study indicated that student-teacher relationships can also be greatly influenced by the state of the learning environment. The findings indicated that a non-patronising learning environment, which is understood with reference to connectedness between the teacher and the students, respect, care and reciprocal interaction, can facilitate the development of caring and responsive relationships. Likewise, the study also revealed that a patronising learning environment patterned by disengagement, a one-way channel of communication from the teacher, disregard for the students' needs and interests, dominance and restrictive and oppressive teacher power promotes the development of restrained relationships between the teacher and the students. I found that those teachers, who created favourable learning environments where the students felt at ease, and where they were encouraged to share their views and worries, were free to ask questions and negotiate objectives, experienced nurturing relationships with their students. On the other hand, those teachers who created disabling learning environments where the students were scared to ask questions, had superior-subordinate relationships with their students. Based on the results of the study, it is apparent that the state of the learning environment is one of the factors that have a vast influence on the teaching and learning relationships.

The study also indicated a strong link between the type of the school community and the quality of student-teacher relationships. It was established that the students whose parents were able to provide the resources necessary for learning, seemed to have experienced positive relationships with their teachers. On the other hand, it was found that parents who could not afford to provide school fees and other resources relevant to the teaching and learning process

seemed to clash with their teachers. It can be posited that when the parents and other adults in the community appear to comply and engage with the school, students and teachers relate well. In this sense, when parents have opportunities to share information about their children with their teachers, it is likely that the students would experience positive relationships with their teachers as they would better understand. Likewise, if the parents appear to be unconcerned about what happens at school, the students are discouraged to learn. Hence, opportunities for parent-teacher forums to discuss matters pertaining to children's well-being at school would be benefitting to both the teacher and the student. The study revealed that developing a healthy parent-teacher relationship is a great way to improve the quality of student-teacher relationships. The parents' involvement which includes volunteering at school, communicating with the teachers, attending school functions and assisting with homework help to cement the relationship between the child and the teacher.

Interestingly, this research finding on the influence of the community on student-teacher relationships can be aligned to Vygotsky's theory which claims that the child is completely dependent on more knowledgeable others, usually the parents who initiate the child's actions by giving instructions on what to do, how to do it and what not to do. This implies that the parents as the representatives of the community's culture and the conduit through which the community's culture is transmitted to the child can have great influence on the quality of student-teacher relationships in the schools.

7.3.3 Response to question c): How does a democratic and egalitarian relationship between a student and a teacher enhance the educational, social and emotional lives of students?

The findings pertaining to the importance of a democratic and egalitarian relationship are presented in respect of the following three sub-questions, namely, how does a democratic and egalitarian relationship enhance the educational lives of Form 5 students?, how does a democratic and egalitarian relationship enhance the social lives of Form 5 students? and, how does a democratic and egalitarian relationship enhance the emotional lives of Form 5 students?

How does a democratic and egalitarian relationship enhance the educational lives of Form 5 students?

The study established that there is a strong link between democratic and egalitarian interaction styles and better academic performance. It was found that students who felt a sense of control and ownership in the learning environment were more engaged in the learning process, resulting in higher academic achievement as they admitted. The participants in the study indicated that unrestricted and favourable learning environments provide the students with opportunities to have an open dialogue with their teachers on schoolwork, resulting in the possible mastery of the concepts. In other words, those students had higher academic results because they selected learning activities and engaged in academic discussions which were meaningful to their lives. The result is that they engaged fully in the learning process. From the findings of the study, I posit that an enabling learning environment encourages the independence of the students in the classroom, which in turn, boosts the students' confidence and competency. Furthermore, I found that the teachers who created learning environments that were supportive of and responsive to the students' needs and interests, did not only maximise the students' learning but also preserved the students' self-efficacy beliefs and helped them to grow academically, socially and emotionally.

Furthermore, the study indicated that supportive relationships seem to be some of the important factors that encourage the students to fully participate in classroom activities. The participants in this study indicated that a sensitive, emphatic and non-restraining learning atmosphere provides them with opportunities to engage in and take ownership of their learning. By means of this study, it was found that those students who participated meaningfully in the learning process experienced non-patronising relationships with their teachers. Based on the findings of the study, those students who experience reciprocal interaction teachers, who share the control of the learning environment with their teachers and who are included in the decision-making process and whose views and opinions are respected in the classroom, are more likely to become more involved and actively seek out a learning process.

The study also established that there is a strong link between democratic and egalitarian relationships and an increase in student motivation. It was found that those students who shared a positive and reciprocal teaching and learning relation with mutual respect, care and empathy with their teachers, were motivated to learn because they had a platform to exchange ideas and experiences with their teachers. The participants indicated that the students are motivated to

learn if they are presented with learning choices. The study also revealed that when the students are respected and encouraged to do their work by their teachers, they believe in their abilities and then focus on their learning. From the findings of the study, it can, therefore, be concluded that students need an unrestricted and favourable learning environment where their needs and interests are regarded just as important as the academic curriculum.

How does a democratic and egalitarian relationship enhance the social lives of Form 5 students?

The findings from this study indicated that democratic and egalitarian interactions between the teacher and the students allow the students to share their ideas and problems with their teachers. In this study, those students who enjoyed reciprocal power atmospheres felt comfortable to share their challenges or experiences with the teachers. The participants indicated that an environment conducive to learning where the teacher and the students operate equal levels facilitates open discussion forums where the students can disclose their academic challenges, emotional problems, psychological problems, depression, anxiety and other adolescent-related concerns to their teachers. This implies that the teacher could have 'soft' skills or basic counselling skills to help the student, although it is not the teacher's responsibility to professionally counsel students. Teachers may, however, refer students with emotional challenges to the appropriate professionals for further support, for example, an educational psychologist. Such show of support could, in turn, strengthen the relationships with his/her class. It can, therefore, be concluded that an enabling learning environment, characterised by reciprocal interaction between the teacher and the students provides the students with opportunities to share their joys and sorrows with their peers and teachers.

Furthermore, this study established that students who experience democratic and egalitarian interactions with their teachers displayed pro-social behaviour. Pro-social behaviour includes being competent, patient, respectful, honest, concerned and hardworking. Students who demonstrated this kind of behaviour enjoyed reciprocal interactions with their teachers in an unrestricted learning environment. In addition, the teachers in this study who were successful in managing misbehaviour in the classroom maintained good relationships with their students. Based on this finding, an environment conducive to learning, where the teacher and students operate on equal levels, helps to promote a sense of connectedness in the classroom which could result in less problematic behaviour and enhanced pro-social behaviour in the students.

The study indicated that a democratic and egalitarian relationship between the teacher and the students reduces the rates of school dropout. In this study, the students who experienced democratic and egalitarian interactions with their teachers demonstrated better lesson attendance because they felt that their teachers cared about their well-being. The participants who participated in the interviews and focus group discussions indicated that if the students feel comfortable in a school setting, they are less likely to avoid school. From this research finding, it may be concluded that an unrestricted learning environment, conducive to learning and characterised by reciprocal power-sharing between the teacher and the students, increases the students' self-motivation to come to school and to attend lessons.

How does a democratic and egalitarian relationship enhance the emotional lives of Form 5 students?

It was established by means of this study that democratic and egalitarian interactions between the teacher and the students are very important in boosting the self-concepts of the students. It was found that those students had opportunities to showcase their talents and this promoted the development of a positive self-esteem in them. The participants reported that an environment conducive to learning provides the teachers with opportunities to interact meaningfully with their students. Based on this finding, the researcher posits that an unrestricted learning environment, where the students are given the opportunities to express themselves, helps to make students feel valued by others.

This study indicated that a caring and supportive learning environment helps to buffer the stress associated with learning. Those students who experienced non-patronising relationships with their teachers felt comfortable to approach their teachers and to have open discussions with them on problems associated with academic work and other social problems, thereby preventing stress. An enabling learning environment that provides the students with time to talk to their teachers and to share information with them about their lives and other social issues rather than merely to focus on school-work, helps to reduce stress in the students. In other words, platforms for open discussions in a democratic and egalitarian learning environment help to reduce stress in the students.

The majority of the participants in this study who participated in the interviews and focus group discussions reported that democratic and egalitarian interactions help to develop a sense of belonging in them. They indicated that those students who feel that they belong to the school are happier, more relaxed and have less behavioural problems than others. Based on the findings of this study, a democratic and egalitarian learning environment helps to secure the students' sense of belonging to the school by giving them opportunities to voice their concern in the selection and development of learning activities.

7.3.4 Response to question d): How does authority figure within a subordinate student-teacher relationship between a student and a teacher affect the educational, social and emotional lives of students?

The findings in respect of the effects of an authority figure within a subordinate student-teacher relationship in the lives of Form 5 students are presented following the sub-themes which include, namely the educational effects of an authority figure within a subordinate student-teacher relationship, the social effects of an authority figure within a subordinate student-teacher relationship, and the emotional effects of an authority figure within a subordinate student-teacher relationship.

The educational effects of an authority figure within a subordinate student-teacher relationship

As stated earlier, in this study, students who experience coercive interactions with their teachers displayed poor academic achievement. It was also found that students who experienced controlled teacher-centred learning had poor academic outcomes. This was likely because teachers in these authority-based learning environments were undisputed figures and content experts who did not give the students the opportunities to be actively involved in the learning process. The participants in the study indicated that a patronising learning environment does not provide the students with free channels or forums to consult their teachers when they have problems with understanding certain concepts. Based on the research findings in this study, power struggles between the teacher and the students would result in the students experiencing school failure. This is likely because the students in a restricted learning environment would develop convergent types of thinking that would hinder their abilities to solve problems that require complex thinking.

It emerged from this study that there is a strong association between an authority-based learning atmosphere and poor participation of the students. The students in the study who experienced complex relationships with their teachers participated poorly in the classroom activities. Furthermore, the participants reported that authoritative teachers did not allow forums/platforms for open discussions and the one-way flow of communication from authority (teacher) to subordinate (student) created a dynamic in which it was difficult for students in my study to have meaningful participation in the learning process. This implies that if the teacher is an authority figure, having a sense of ownership and too much dominance over the learning activities, the students are likely to participate poorly in the classroom activities. Based on the findings, it can be concluded that an authority-based atmosphere in which the teacher determines what to learn and when can result in the poor participation of students in the classroom activities. This implies that if the students are not provided with opportunities for taking the ownership and responsibility for their learning their participation in their own learning may be negatively affected.

Furthermore, the study indicated a link between an authority figure within a subordinate student-teacher relationship and lower student motivation. It was established that students who experienced an unrestricted and favourable learning environment in which they took control of the learning activities generated interest for achieving their educational goals. The majority of the participants in the study indicated that the students are not motivated to succeed if they experience too much control from the teacher. Based on the findings, the researcher comes to the conclusion that the authority-based model of education does not stimulate learning

The social effects of an authority figure within a subordinate student-teacher relationship in the lives of Form 5 students

The study established that a superior-subordinate relationship between the teacher and the students does not provide the students with opportunities to share their concerns with the teachers. This is likely the case because authoritative teachers are perceived to be rude, aggressive, unconcerned, impatient, impolite and are very difficult to approach. The students in the study who had authoritative teachers did not feel at ease to discuss their concerns with them. This implies that an authority figure within a subordinate student-teacher relationship does not provide the students with an enabling environment to confide their problems in the teachers. It can, therefore, be stated that an authoritarian model of education does not provide

the students with opportunities to share their sorrows and experiences with their teachers and as a result, the students would keep their problems to themselves and would, in turn, affect their academic performance at school.

In addition, students who were not comfortable in very restricted learning environments were less likely to remain at school, attending lessons. This implies that if the teachers are authoritative, impatient, disrespectful, rude, unconcerned and aggressive, it is likely that students would develop a subject fear and as a result, seek escape from the school. The majority of the participants in this study reported that students who experience a superior-subordinate relationship at schools were likely to avoid lessons or school. Thus, authority interactions in the classroom could result in the students developing a fear of the subject or the teacher, and that affects lesson attendance or causes school dropout.

The study found that having a restraining relationship with the teacher can influence the development of anti-social behaviour as a protective factor against harsh learning conditions. In the study, it was found that students who experienced an authoritarian model of education had behavioural problems. An authoritarian approach does not always bring about obedience and submission as is expected by the teachers but causes more anti-social behavioural problems. It was further established that a superior-subordinate relationship creates a tense learning environment or even a disabling learning environment that promotes anti-social behaviour in the students. Based on the findings, it can be concluded that the teachers should teach the students self-control, rather than using force or external control which may cause the students to have oppositional behaviour.

The emotional effects of an authority figure within a subordinate student-teacher relationship in the lives of Form 5 students.

The study established that the type of interaction set out by the teacher determines the kind of self to be. The students in this study who experienced a restricted student-teacher relationship reported a decrease in their self-esteem. This was probably because an authoritarian approach in learning intimidates the students, as the teachers would force their will on the students and insist that their (teachers) opinions and their ways of doing things should be accepted and

followed. In other words, if the students are denied a sense of ownership and control over the learning process, they would eventually develop a poor self-esteem. From the findings it is concluded that a restricted learning atmosphere diminishes the students' self-dignity or self-worth.

Furthermore, the study established that an authority figure within a subordinate student-teacher relationship is associated with high levels of stress due to the lack of freedom and constant focus on school-work. The researcher found that stress in Form 5 students was most likely caused by too much control, authority interactions and harsh or neglectful teaching behaviour in an authoritarian model of education. It was found that authoritative teachers were not accommodating. As a result, they promoted the development of stress in the students. The majority of the participants in this study reported that a superior-subordinate relationship which was experienced by some students created a disabling learning environment which was oppressive and restrictive, thereby promoting the development of stress in the students as they could not have open discussions with their teachers regarding their social problems. Students needed opportunities to openly share their academic, social and emotional problems with their teachers, resulting in the reduction of academic stress.

It was revealed in this study that an authority-based learning environment discourages the development of a sense of belonging. In this study, those students who experienced an authoritarian model of education did not have secure attachments with their teachers and learning choices and as a result, their sense of belonging was negatively impacted. This implies that the teachers should create a non-patronising learning environment that allows mutual academic respect. This could help in promoting the development of a sense of belonging.

7.3.5 Response to question e): How can student-teacher relationships be improved?

This research question sought to explore ways of improving student-teacher relationships in secondary schools. The participants identified a learner-centred approach as a strategy to improve student-teacher relationships. The researcher found that the teachers who used learner-centred practices, practices that show sensitivity to individual differences, were liked by their students. All the participants shared a common view that teaching methods that are child-

centred can help to improve student-teacher relationships. It can, therefore, be concluded that student-centred education provides opportunities for the development of caring and responsive relationships between the teacher and the students. In this sense, a non-patronising approach towards the students would promote the development of the multiple skills required by students for success in their academic, social and emotional lives.

In addition to the above view on ways of improving student-teacher relationships, the study demonstrated that good teacher and student characteristics can help to improve student-teacher relationships in schools. It emerged by means of the study that those students and teachers who displayed pro-social behaviours such as being patient, concerned, polite, and honest experienced supportive relationships with their teachers or students. Based on the findings, the teacher's and students' personal characteristics are indeed a factor in the development of positive student-teacher relationships in the schools.

Furthermore, the study established that reciprocal academic power-sharing is a strategy for improving student-teacher relationships. It was found that the teachers in this study who gave the students ownership and control in the selection and development of learning activities and opportunities to engage in academic conversations had positive relationships with their students. From the findings, it can be concluded that the teachers should create an unrestricted learning environment that provides the teacher and the students with opportunities to learn from each other. This would help to foster positive student-teacher relationships between the teacher and the students.

This study established a strong influence of positive labelling on the development of close relationships between the teacher and the students. In this study the students who were labelled as brilliant, bright, hardworking, focused and honest, performed to their teacher's expectations, thereby fostering positive relationships with their teachers. Based on the results of the study, the teachers should positively label their students in order to boost their self-esteem which gives students the confidence to mingle with their teachers.

The above research findings affirm the research assumptions that were indicated in chapter 1:

- Student-teacher relationships influence the educational and socio-emotional outcomes of students in secondary schools.
- Democratic and egalitarian relationships improve the educational, social and emotional lives of students in secondary schools.
- An authority figure within a subordinate student-teacher relationship is associated with negative educational, emotional and social outcomes for secondary school students.
- Student-teacher relationships can be improved

A close look at this study's research assumption indicated above shows that issues that were presumed at the beginning of the research study in chapter 1 were confirmed by the research findings of this study.

7.3.6 Response to the Primary Research Question:

In terms of how student-teacher relationships are conceptualised by students, teachers and educational psychologists, the study established that communication between student and teacher is the key. In addition, the teacher being an authority figure, as conceptualised by some of the students and teachers determines the learning activities in disregard of students' needs and interests. On the other hand, educational psychologists, Guidance and Counselling teachers and few teachers and students posit that student-teacher relationships should be democratic and reciprocal for positive academic, social and emotional outcomes. The study also established that the major determinants of the quality of student-teacher relationship are the teaching methods, personal attributes of both students and teachers, parental involvement in the educational affairs of the school and state of the learning environment. The contribution of democratic and egalitarian relationships in enhancing the educational, social and emotional lives of students is underpinned by positive academic outcomes seen in, among others, active student participation in the learning situation and high motivation levels of students. It was found that the teacher by posing as an authority figure; causes poor performance, limited participation, little motivation, school dropout, stress and low self-esteem among learners as a result of the use of coercive power. Finally, student-teacher relationships can be improved through a number of strategies, among others, through the adoption of learner-centred approaches, reciprocal interactions between the teacher and students, positive labelling, good personal characteristics of the teacher and students.

7.4 RECOMMENDATIONS

This section presents recommendations for future research, for methodology and in terms of teacher training and policy.

7.4.1 Recommendations for future research

The following avenues for future research have been identified:

- The researcher recommends extending the understanding of the student-teacher relationships to tertiary students and lecturers with an emphasis on the consequences thereof. Since such relations affect the quality of learning and teaching in secondary school education, it can be an important agenda for research in tertiary education with direct implications for policy and practice.
- Given the limited to almost no research in Zimbabwe on how student teacher relationships affect the different dimensions of students' lives, the increased attention that could be placed on studying the consequences of such relationships could prove valuable to all the stakeholders.
- Following this study, it would be interesting and potentially valuable to investigate the effects of student-teacher relationships on the teachers themselves.
- The study recommends that future researchers should focus on the potential impact that the use of social media, on the part of the student and the teacher, has on the student-teacher relationship.

7.4.2 Recommendations on a research methodology for exploring student-teacher relationships

The following recommendation on methodology is made:

- A review of previous research studies has shown that the majority of studies that were conducted on student-teacher relationships are primarily quantitative in nature. A few studies report on a mixed methodology. It is, therefore, suggested that an increase in in-depth mixed-method approaches could be conducted in large-scale studies in Zimbabwe. The data that will be yielded could provide greater insight into the problem at hand.
- This study recommends the use of longitudinal studies to explore the long-term effects of multi-dimensional student-teacher relationships. Qualitative data collection strategies could work well when exploring aspects of a sensitive nature and this is recommended.

7.4.3 Recommendations for future teacher training

The following recommendations on future teachers training are made:

- The study recommends that a section of the teacher training curriculum in colleges and universities need to include theories on power relations, the roles of the teachers, the implications of student-teacher relationships in the educational, social and emotional lives of students, and also ways of improving student-teacher relationships in pre-school education, primary education, secondary education and tertiary education.
- Training is required in order for student teachers to deepen their knowledge and their understanding of what student-teacher interactions are and relationships entail, and ways that can be employed to establish an enabling teaching and learning environment that supports the educational, social and emotional lives of students and inadvertently, their families.
- Furthermore, training in a relationship-focused approach is recommended to strengthen the ties between the teacher and his/her students within the confines of a professional relationship. It is believed that the implementation of a relationship-focused approach would be an alternative strategy in dealing with teacher and student disconnectedness in schools.

7.4.4 Recommendations for policy

Based on the outcomes of this study, it is recommended that the Ministry of Primary and Secondary Education in Zimbabwe should formulate tertiary and secondary level policies that provide guidelines and focus on enhancing the quality of student-teacher relationships with a view to lifelong and productive learning. Furthermore, individuals responsible for policy development should take cognisance of the fact that the school environment in general and the classroom space, in particular, is where the young mind is nurtured, and eventually becomes leaders in the field thereby contributing to the economy of the country.

7.5 CONTRIBUTIONS OF THE STUDY

In this section, I present the potential contributions of my study. The study aimed to contribute to the knowledge base and close the gaps in the research that I identified and discussed in chapter 1. The research study aimed to make the following contributions:

Gablinske (2014) recommended future research studies to find new frameworks exploring interpersonal relationships in the classrooms. Given this fact, this research study is the first of its kind to provide comprehensive theoretical frameworks to explain the effects of student-teacher relationships in schools in Zimbabwe. This research study made use of the Foucauldian Theory and Vygotsky's Social Constructivist Theory to provide a more profound understanding of student-teacher relationships. According to Vygotsky (1962), learning takes place with the assistance of other knowledgeable people in a non-patronising learning environment. Vygotsky's views are relevant to the education system in Zimbabwe, where the teacher who is the more knowledgeable other assists the student (novice). This implies that if a sound relationship exists between the teacher and the students in the classroom, the teacher would support the student by providing relevant media, in-depth explanations and instructions in order to grasp difficult concepts.

Claessens et al (2017) also recommended that future researchers on student-teacher relationships include the perspectives of the students. This study made the first attempt to include the voices of students on the effects of student-teacher relationships. The students' voices are well-represented in this research study. The research study made use of focus group discussions to provide the students with the opportunity to give vivid explanations of their experiences on the implications of student-teacher relationships.

Hagenauer and Simone (2014:370-388) assert that the conceptualisation of student-teacher relationships in schools is not easy, as the field is under-explored. Given the above view by (Hagenauer & Simone 2014) this research has contributed to refining the conceptualisation of student-teacher relationships. The study made use of two dimensions, namely a democratic and egalitarian dimension and the authority figure and subordinate dimension, to explore and understand in an in-depth manner, the nuanced and multi-layered student-teacher relationships in classrooms in Masvingo District.

This research study is the first attempt in Zimbabwe to explore student-teacher relationships in secondary schools. The significant contribution here lies in the commencement of a knowledge base in this field that other researchers can draw from.

The study contributes to the knowledge base about the strategies the teachers can use to develop or enhance educational relationships with the students so that there is a positive impact in all other spheres of their lives. A study by Mashau, Steyn, Vander Walt and Wolhuter (2008), as cited in Kitching (2010:7) revealed that although teachers perceive the teaching and learning relationships as very important, they did not know how to develop positive student-teacher relationships.

7.6 LIMITATIONS OF THE STUDY

The following are the limitations of the study, which need to be considered when future studies are conducted:

Due to the research design of this study (an instrumental case study), the generalization possibilities of the findings are limited. This is because the study was limited to two secondary schools in Masvingo District, and as a result, this could limit the generalisability of the findings to the whole of Zimbabwe.

Another limitation of the study is related to the relatively small sample. Nonetheless, as a case study, I did not intend to generalise the results. Furthermore, I do believe that had I included the parents as participants in this study, other relevant data could have emerged.

7.7 CONCLUDING REMARKS

This research study established that a student-teacher relationship is one of the most powerful elements within the learning environment. A constructive and positive student-teacher relationship which is characterised by reciprocal power-sharing, affection and respect for the students' needs and interests is essential in enhancing the educational, social and emotional lives of students. Students experiencing an unrestricted learning environment are likely to demonstrate better educational, social and emotional outcomes than students experiencing oppressive and restrictive learning atmospheres. This study is essential because it is the first attempt in Zimbabwe to explore such relationships in the lives of Form 5 students. All the

research studies prior to this one focused on pre-school and primary education. In addition, this study made the first attempt to include the students' perspectives on the role of student-teacher relationships in their lives. This study recommends that a section of teacher training in colleges and universities should impart the concept of student-teacher relationships so that the teachers can understand how to relate with the students, and the type of interpersonal relationship that ensures the desired classroom environment.

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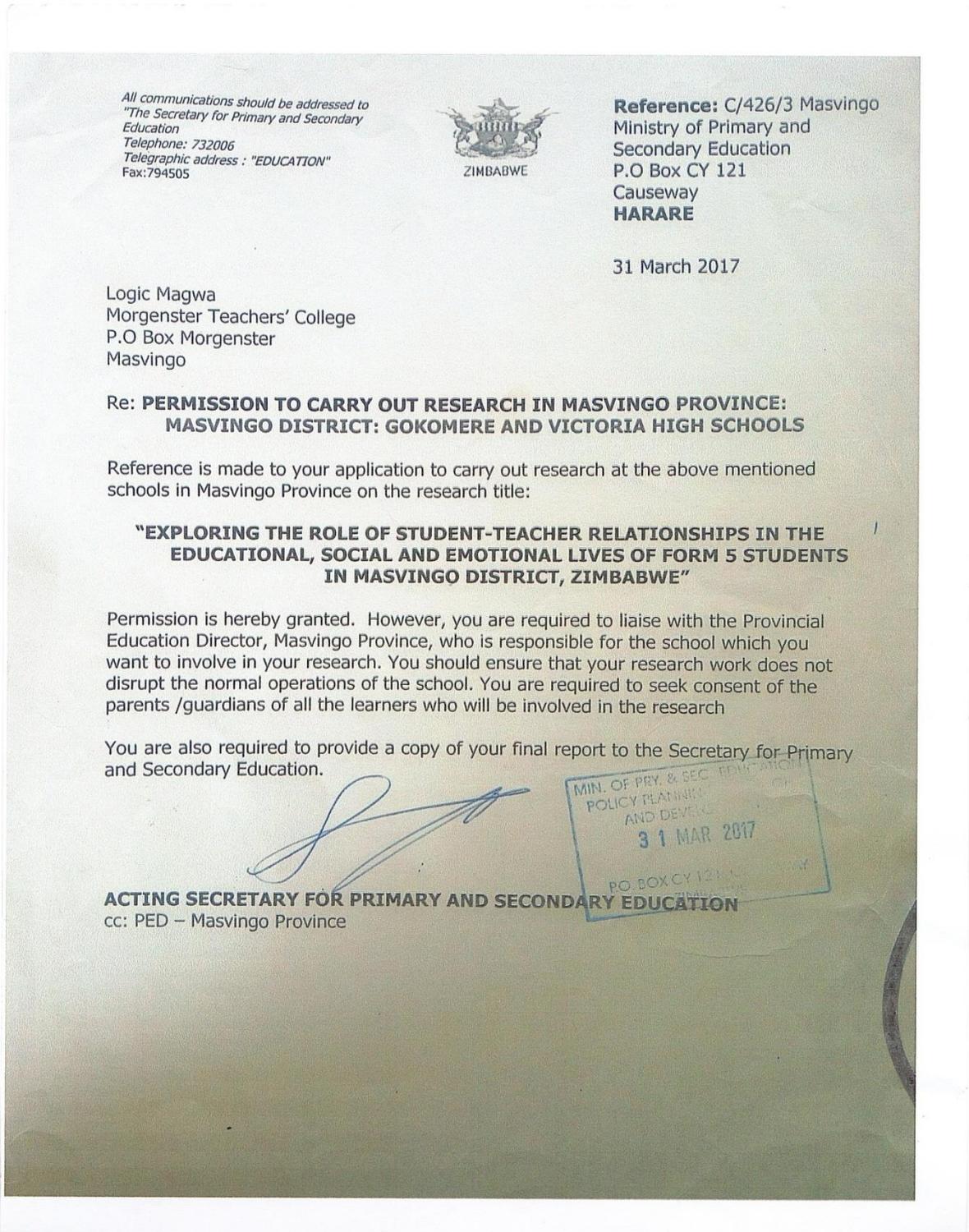
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APPENDICES

Appendix 1: Letter requesting permission from the Ministry of Education



Appendix 2: Letter requesting permission from the Provincial Director of Education and the District Education Officer

ALL communications should be addressed to
"The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261



ZIMBABWE

Ref: C/426/3

Ministry of Primary and Secondary Education
P. O Box 89
Masvingo

03 May 2017

Logic Magwa
Morgenster Teachers' College
P. O Box Morgenster
Masvingo

RE: PERMISSION TO CARRY OUT RESEARCH IN MASVINGO PROVINCE: MASVINGO DISTRICT: GOKOMERE AND VICTORIA HIGH SCHOOLS.

Reference is made to your application to carry out a research at the above mentioned school in Masvingo District on the research title:

"EXPLORING THE ROLE OF STUDENT TEACHER RELATIONSHIP IN THE EDUCATIONAL, SOCIAL AND EMOTIONAL LIVES OF FORM 5 STUDENTS IN MASVINGO DISTRICT, ZIMBABWE"

Please be advised that the Secretary for Primary and Secondary Education has granted permission to carry out your research.

You are also advised to liaise with the District Education Officer who is responsible for the schools which are part of the sample for your research.

pp *SM*

Z. M. Chitiga
Provincial Education Director
MASVINGO PROVINCE



Appendix 3: Letters requesting permission from the schools

ALL communications should be addressed to
"The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261



Ref: C/426/3

Ministry of Primary and Secondary Education
P. O Box 89
Masvingo

03 May 2017

Logic Magwa
Morgenster Teachers' College
P. O Box Morgenster
Masvingo

**RE: PERMISSION TO CARRY OUT RESEARCH IN MASVINGO PROVINCE:
MASVINGO DISTRICT: GOKOMERE AND VICTORIA HIGH SCHOOLS.**

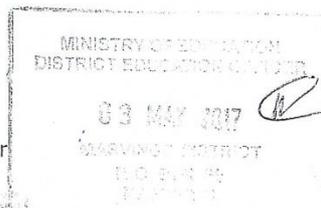
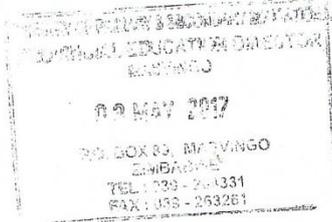
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pp. SMike
Z. M. Chitiga
Provincial Education Director
MASVINGO PROVINCE



ALL communications should be addressed to "The Provincial Education Director for Primary and Secondary Education" Telephone: 263585/264331 Fax: 039-263261



Ref: C/426/3

Ministry of Primary and Secondary Education
P. O Box 89
Masvingo

03 May 2017

Logic Magwa
Morgenster Teachers' College
P. O Box Morgenster
Masvingo

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pp SMW
Z. M. Chitiga
Provincial Education Director
MASVINGO PROVINCE

MINISTRY OF EDUCATION
DISTRICT EDUCATION OFFICER
03 MAY 2017
MASVINGO DISTRICT
P. O. BOX 89
MASVINGO

THE DEPUTY HEADMASTER
GOKOMERE HIGH SCHOOL
28 JUN 2017
PRIVATE BAG 9213, MASVINGO
TEL: 039 - 263235 / 265015

Appendix 4: Letter of Informed Consent: Parents or Guardians of Student Participants (English)



This letter of informed consent is directed to parents or guardians. Read this consent form carefully before you decide to fill it in (complete it). This consent form may contain words that you do not understand- feel free to ask.

My Topic is entitled:

Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Name of Researcher: Logic Magwa

DED (Psychology of Education) 98406

Student number: 55491901. University of South Africa (UNISA)

Email: logicmagwa@gmail.com

Cell no/ +263772756304

My name is Logic Magwa and I am a student at the University of South Africa (UNISA). I hereby humbly ask permission to include your child in my research by allowing him/her to participate in focus group discussions related to the above topic. I will ask your child for his/ her agreement as well before I can start with the research. The research will take place under the supervision of Professor K Mohangi (mohank@unisa.ac.za) with the ethical approval of the University of South Africa(UNISA).

Purpose of the study

The study aims to explore the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in secondary schools. The findings will be able to offer some insights into how student-teacher relationships can be improved in secondary schools.

Process

Participation of your child in the study will involve focus group discussions with an estimated length of 45 minutes. There will be no immediate and direct benefits for your child or you but your child's participation is likely to help me to get to the role of student-teacher relationships in the educational, social and emotional lives of students in secondary schools. The study poses no foreseeable risk to its participants. However, should your child feel any emotional discomfort during or after the interview, he/she will be able to speak to a psychologist/counsellor about this.

The information that I will collect from this research will be kept confidential. Any information about your child will have a code in place of his/her name and school. Participation remains voluntary. Your child has the right to withdraw from the study at any time without any penalty.

Sharing of research findings

At the end of my study, I intend to share my findings with the participants, parents and school heads at an arranged meeting. A written report will also be given to the Ministry of Primary and Secondary Schools. The proposed framework to support and enhance student-teacher relationships will be presented to teachers and students to improve their relationships in secondary schools. I will also publish the results in order that other interested people may learn from my research.

PARENTAL CONSENT FOR PARTICIPATION OF MINORS IN THIS STUDY (Return slip)

I, _____ (participant name), confirm that the person asking my consent to allow my child to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and my child is prepared to participate in the study.

I understand that my participation is voluntary and that my child is free to withdraw at any time without penalty (if applicable) I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that the participation of my child will be kept confidential unless otherwise specified.

Name of parent or guardian.....

Relationship to child/Designation.....

Signature of parent or guardian.....

Cell/ Phone number.....

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

Appendix 5: Letters of Informed Consent from Parents/Guardians (Shona)



GWARO RECHIBVUMIRANO CHOKUITA TSVAKURUDZO RINOBATA VABEREKI

Verengaigwarorino rose musatimapindura.

Zitaromutsvakurudzi: Logic Magwa

Basa : Mudzidzisi Morgenster Teachers' College

Email: logicmagwa@gmail.com

Nhamba yerunharembozha: +263772756304

Nhamba yomudzidzi 5549-1901. University of South Africa (UNISA)

Musoro wetsvakurudzo :Tsoropodzo yebasa rehukama hwevadzidzi nevadzidzisi mune zvokudzidza, magariro uye zvinobata pfungwa muupenyu hwevadzidzi verugwaro rwechishanu kusekondari mudunhu reMasvingo muZimbabwe

Zita rangu ndiLogic Magwa. Ndiri mudzidzi paUniversity of South Africa (UNISA).Ndinokumbira nenziira yakatsananguka mvumo yokuti ndishandise mwana wenyu ape mhinduro panhaurirano dzomumapoka dzenyaya iri pamusoro yeukama hwemudzidzi nemudzidzisi muzvikoro. Tsvakurudzo iyi ndinoitungamirirwa naProfessor K Mohangi uye nemitemo yokuita tsvakurudzo muvanhu yeUniversity of South Africa.

Chinangwa chetsvakurudzo

Tsvakurudzo ino yakananga kutsvaka zvbereko zvoukama pakati pemudzidzi nemudzidzisi pakudzidza, mararamiro uye mafungiro ake. Minduro dzichapiwa dzichabatsira kusimudzira ukama pakati pemudzidzi nemudzidzisi.

Nzira

Mutsvakurudzo iyi pachava nenhaurirano mumapoka. Nhaurirano iyi ichatorwa netepurekodha.Hapana chinobatika kana mari yandinovimbisa kwamuri kana kumwana wenyu. Ruzivo ruchawanikwa ndirwo rwuchabatsira kusimudzira ukama pakati pemudzidzi nemudzidzisi. Hapane njodzi dzingangowanikwa dzinokanganisa kugadzikana kwepfungwa dzemwana pakuitwa kwetsvakurudzo iyi. Pachenge pane nyanzwi dzinobetsera vana kuti pfungwa dzavo dzigadzikane. Ndinovimbisa tsindidzo yeumboo ichapiwa mutsvakurudzo ino. Ndinovimbisa kubudisa zvandinenge ndawana nemazitasiri (mazitaasirichaiwo). Mwana wenyu ane kodzero yokusapindura imwe mibvunzo kana kubuda mutsvakurudzo iyi pasina zvingaitwa.

Kutaura zvinenge zvabuda

Mushure metsvakurudzo vese vakapinda munhaurirano dzirimaringe netsvakurudzo iyi vanozoudzwa zvabuda mutsvakurudzo iyi pamusangano uchaitwa.VeMinistry of Primary and Secondary Education vachanyorerwa bepa rezvinenge zvabuda pathesis

Kuzvipira

Mushure mokutsanangurwa zvose zvirimaererano netsvakurudzo iyi, ndinobvumira mwanawangu kuti apinde munhaurirano yetsvakurudzo iyi kana aching akachengetedzwa nokudzivirirwa pane zvichaitwa zvose.

Zita romubereki/muchengeti anomirira mwana.....

Ukamanomwana.....
.....

Nhambayerunharembosha.....
.....

Chisainwa.....

Appendix 6: Letters of Informed Assent from Student Participants



STUDENT PARTICIPANTS' ASSENT FORM

This letter of informed consent is directed to students. Read this consent form carefully before you decide to fill it in. This consent form may contain words that you do not understand-feel free to ask.

My Topic is entitled:

Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Name of Researcher: Mr Logic Magwa

DED (Psychology of Education) 98406

Student number: 55491901. University of South Africa (UNISA)

Email: logicmagwa@gmail.com

Cell no/ +263772756304

My name is Logic Magwa and I am a student at the University of South Africa (UNISA). I hereby humbly ask you to take part in my research by participating in focus group discussions related to the above topic. I will ask your agreement as well before I can start the research. The research will take place under the supervision of Professor K Mohangi (mohank@unisa.ac.za) with the ethical approval of the University of South Africa (UNISA).

Purpose of the study

The study aims to explore the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in secondary schools. The findings will be able to offer some insights into how student-teacher relationships can be improved in secondary schools.

Participant Selection

I have thought it necessary to include you in the sample so that your views could be heard with regards to the role of student-teacher relationships in the educational, social and emotional lives of form 5 students.

Process

Participation in this study is entirely voluntary. The choice to participate is yours. You may choose not to participate and you may withdraw your consent to participate at any time and you will not be penalized. If you accept to take part, this research will involve your participation in focus group discussions which will take about 45 minutes. During focus group discussions, if you do not wish to respond you may say so. There will be no one else to present during the focus group discussions except for the interviewer. The study poses no foreseeable risk to its participants. However, should you feel any emotional discomfort during or after the interview, you should speak to a psychologist/counsellor about this. Your participation is likely to help with more information that can improve student-teacher relationships in secondary schools.

In order to protect your identity, only pseudo names (not real names) shall appear. It is very important that you first talk to your parents or guardians of your intention to participate in this study so that you may be granted permission, only then can you sign the form.

Sharing of Results

At the end of my study, I intend to share my findings with the participants at an arranged meeting. A written report will also be given to the Ministry of Primary and Secondary Schools. The proposed framework to support and enhance student-teacher relationships will be presented to teachers and students to improve their relationships in secondary schools. I will also publish the results in order that other interested people may learn from my research.

Appendix 7: Confidentiality Agreement for Participants in Focus Group Discussion



Confidentiality agreement for group sessions

Group Contract

1 I.....hereby undertake to keep all the information that comes from the group sessions confidential.

2 To protect myself and other group members, I undertake to keep my own identity and that of other members confidential.

3 I hereby also undertake to give my total co-operation in the focus group discussions sessions so that we can fully benefit from the group work.

Name.....

Date.....Place.....

Signature of participant.....

Appendix 8: Letter of Informed Consent for General Teachers, Guidance And Counselling Teachers and Educational Psychologists



Letter of Informed Consent: Guidance and counselling teachers, General teachers and Educational Psychologists

This letter of informed consent is directed to guidance and counselling teachers, general teachers and educational psychologists. Read this consent form carefully before you decide to fill it in. This consent form may contain words that you do not understand feel free to ask.

My Topic is entitled:

Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Name of Researcher:Mr Logic Magwa

DED (Psychology of Education) 98406

Student number: 55491901. University of South Africa (UNISA)

Email: logicmagwa@gmail.com

Cell no/ +263772756304

My name is Logic Magwa and I am a student at the University of South Africa (UNISA). I hereby humbly ask you to take part in my research by participating in focus group discussions/interviews related to the above topic. I will ask your agreement as well before I can start the research. The research will take place under the supervision of Professor K Mohangi (mohank@unisa.ac.za) with the ethical approval of the University of South Africa(UNISA).

Purpose of the study

The study aims to explore the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in secondary schools. The findings will be able to offer some insights into how student-teacher relationships can be improved in secondary schools.

Process

You are being asked to take part in this research because I feel that your experiences as an educationist or educational psychologists can contribute much to the understanding of the role of student-teacher relationships in the educational, social and emotional lives. I am going to get rich data to augment that given by students. Participation in this study is entirely voluntary. You may choose not to participate and you may withdraw your consent to participate at any time and you will not be penalized. If you accept to take part, this research will involve your participation in an interview/focus group discussion which will take about 45minutes. There will be no one else to present except for the interviewer. The study poses no foreseeable risk to its participants. However, you are free to let a psychologist or counsellor know of any discomfort you may experience.

Your participation is likely to help to improve student-teacher relationships in secondary schools. The findings are likely to inform and influence policy. All data collected from you will be kept confidential. Though direct quotes from you will be used in the thesis, your name and other identifying information will be kept anonymous. Pseudonyms (any information about you will have a number or code instead of your name) will be used.

Sharing of results

At the end of my study, I intend to share my findings with the participants at an arranged meeting. A written report will also be given to the Ministry of Primary and Secondary Schools. The proposed framework to support and enhance student-teacher relationships will be presented to teachers and students to improve their relationships in secondary schools. I will also publish the results in order that other interested people may learn from my research.

**GENERAL TEACHERS/ GUIDANCE AND COUNSELLING TEACHERS/EDUCATIONAL PSYCHOLOGISTS
CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)**

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's signature

Date

Appendix 9: Focus Group Discussion Schedule for Students



Focus group discussions schedule for students

Opening Prayer: From one of the participants

Establishing rapport

Thank you for coming to this discussion. I am Logic Magwa, a DEd (Psychology of Education) student at the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me about the role of student-teacher relationships in the educational, social and emotional lives of students. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This focus group discussion seeks to elicit information from you pertaining the role of student-teacher relationships in the educational, social and emotional lives of students. The information you provide will help to improve student-teacher relationships in secondary schools.

Time line

Focus group discussions should take about 45 minutes. Are you available to talk at this time?

Questions:

How do you define student-teacher relationship?

What types of relationships do students and teachers engage in?

What characteristics make up a democratic and egalitarian relationship?

What characteristics make up an authority figure within a subordinate student-teacher relationship?

How does each type affect you?

- a. Educationally*
- b. Socially*
- c. Emotionally*

How can you improve your relationships with teachers?

Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much!!!

Appendix 10: Interview Schedule for Guidance and Counselling Teachers and Educational Psychologists



Interview schedule for Guidance and Counseling teachers and Educational Psychologists

Opening Prayer: From one of the participants

Establishing rapport

Thank you for coming to this discussion. I am Logic Magwa, a DEd (Psychology of Education) student at the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me about the role of student-teacher relationships in the educational, social and emotional lives of students. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This focus group discussion seeks to elicit information from you pertaining the role of student-teacher relationships in the educational, social and emotional lives of students. The information you provide will help to improve student-teacher relationships in secondary schools.

Time line

The interview should take about 45 minutes. Are you available to talk at this time?

Transition

For how long have you worked as a teacher/educational psychologists? Which post do you hold?

Questions:

Please explain in your own words your understanding of the terms:

- *Student-teacher relationships*
- *Democratic and Egalitarian relationship*
- *An authority figure within a subordinate student-teacher relationship*

What types of relationships do students and teachers engage in?

How does each type affect the students?

- a. *Educationally*
- b. *Socially*
- c. *Emotionally*

Is there any framework in Zimbabwe to guide student-teacher relationships in secondary schools?

If NO, What do you think can be done to improve student-teacher relationships in secondary schools?

Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much!!!

APPENDIX 11

FOCUS GROUP DISCUSSIONS SCHEDULE FOR GENERAL TEACHERS



Opening Prayer: From one of the participants

Establishing rapport

Thank you for coming to this discussion. I am Logic Magwa, a DEd (Psychology of Education) student at the University of South Africa (UNISA). In our last meeting, I explained to you that we were to meet so that you will talk to me about the role of student-teacher relationships in the educational, social and emotional lives of students. Like I stressed in the assent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized.

Purpose

This focus group discussion seeks to elicit information from you pertaining the role of student-teacher relationships in the educational, social and emotional lives of students. The information you provide will help to improve student-teacher relationships in secondary schools.

Timeline

Focus group discussions should take about 45 minutes. Are you available to talk at this time?

Questions:

How do you define student-teacher relationship?

What types of relationships do students and teachers engage in?

What characteristics make up a Democratic and Egalitarian relationship?

What characteristics make up an authority figure within a subordinate student- teacher relationship?

How does each type affect the student?

d. Educationally

e. Socially

f. Emotionally

Is there any framework in Zimbabwe to guide student-teacher relationships in secondary schools?

If NO; how can you improve your relationships with students?

Closing

I appreciate the time you have devoted to this interview. If you need to talk more about this issue please feel free to get in touch with me.

Thank you very much!!!

Appendix 12: Documents Examined

Document	Aspect to be examined
Register	Frequency of attendance
Individual & Progress record book	Background, Performance in class
Ordinary level results	Performance at 'O' level
School log register for pupils	The frequency of movement during the day
Pupils school report	Teachers assessment of the learner
Disciplinary record book	Cases of indiscipline
Staff attendance record book	Lesson attendance by teachers

Appendix13: Reflective Journal Example

On a particular day, I asked a form 5 student to give me her school report. All the subjects had weak passes except one subject which was Management of Business. When I asked her why she had only passed one subject, she indicated that she was very free to consult the Management of Business teacher when ever having problems. She further pointed out that the teacher was approachable and could interact with the teacher on equal levels. (08 July 2017)

On a particular day when I was going to one of the sampled secondary schools, I was really surprised to find a number of students roaming outside the school gate. When I asked some of the students why they were outside the school gate during lessons time, they were quick to indicate that they were uncomfortable with the Maths lesson because the teacher was very authoritarian and they had decided to seek escape. (20 July 2017)

On a certain day when I arrived at the school, I found a form 5 student sitting lonely outside the classroom. When I asked her why she was sitting lonely during business time, she indicated that she was stressed up by the harsh comments on her work from the teacher. (29 July 2017)

Appendix 14

ETHICAL CLEARANCE FROM THE UNIVERSITY OF SOUTH AFRICA (UNISA)



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2017/03/15

Ref: **2017/03/15/55491901/31/MC**

Name: Mr L Magwa

Student: 55491901

Dear Mr Magwa,

Decision: Ethics Approval from
2017/03/15 to 2019/03/15

Researcher:

Name: Mr L Magwa

Email: logicmagwa@gmail.com

Telephone: +263772756304

Supervisor:

Name: Prof K Mohangi

Email: mohank@unisa.ac.za

Telephone: 0837791771

Title of research:

Exploring the role of student teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Qualification: D Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2017/03/15 to 2019/03/15.

The medium risk application was reviewed by the Ethics Review Committee on 2017/03/15 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data require additional ethics clearance.
7. No field work activities may continue after the expiry date 2019/03/15. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

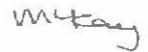
The reference number 2017/03/15/55491901/31/MC should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN

Approved - decision template – updated 16 Feb 2017

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Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
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Appendix15: Language Editing Certificate

Prof. K. le Roux

BA HED B.Ed M.Ed D.Ed
Diploma in Special Education
(Remedial Teaching)

PO Box 100-387
Moreleta Plaza 0167
e-mail: kereneroux@live.co.za

131 Vineyard Village
Boardwalk Meander
Cell Phone Number: 083 500 6041

12 June 2018

TO WHOM IT MAY CONCERN

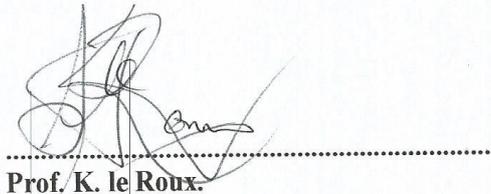
I hereby wish to confirm that the thesis

**Exploring the role of student-teacher relationships in the educational, social
and emotional lives of form 5 students in Masvingo District, Zimbabwe**

by Logic Magwa

was edited by me, excluding the list of references.

**However, the correction of all errors/missing information remains the
responsibility of the student.**



.....
Prof. K. le Roux.

Appendix 16: Interview and Focus Group Discussions Transcriptions

Focus group discussions with form 5 students (Gokomere School)

Moderator: Magwa Logic

Group members: (Pseudo names) Taku Craig, Chinamaradzika Mary, Lorna Johnson, Tesfaye Abel and Violetta Deliwe, kudzi

Date of focus group discussion: 08-07-17

The start time of focus group discussion: 09:00 am

End time of focus group discussion: 10:00 am

Venue: Gokomere School

Focus group discussion Topic: Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Prayer: Chinamaradzika Mary

Introduction

Moderator: Welcome to this focus group discussion, please feel free to express your opinion and views clearly and in detail one person at a time. The purpose of this focus group discussion is to obtain information about the role of student-teacher relationships in the educational, social and emotional lives of form 5 students. All information obtained will be kept confidential. The information from this discussion would be used for analysis as a whole; your names will not be used for the analysis of the discussion.

Warm up

Moderator: May you please take turns to introduce yourself by giving your name and subject combination.

Moderator: Thank you. Now that we know each other, let us get down to the business of the day.

QUESTION	EXCERPTS	COMMENT	THEME	LINK TO LITERATURE
How do you define student-teacher relationships?	P1, Craig: From my own perspective, student-teacher relationship is the communication between a pupil or learner and his/her tutor or teacher. This communication is a one-way flow from authority (teacher)	Communication Between tutor and learner Authority (teacher), subordinate (student)	Conceptualisation of student-teacher relationships	Claudio et al 2016:1, Fosen 2016:21, wubbels et al 2012:4, hausfather 1996: 1-10, Davis 2015:1, Camp, 2011:11, Hamre& Pianta 2001,2005, Baroody et al 2014:1,

	<p>to subordinate (student). Moderator: Wow that is interesting, there is an issue of communication coming out. What do they communicate? Craig: I think issues pertaining to school work Moderator: Still on this issue of communication, what type of communication should it be? Should the communication come from the teacher going downwards or from the learner going upwards P2,Mary: It should be a two-way process. Communication should come from either side for learning to take place effectively. P3,John: My view concurs with that of Mary,: Interaction between these two could be defined as the “telepath”, one of which the teacher imparts knowledge to the learner and in turn how the student addresses the teacher. It is a practice in which the teacher identifies his/her student’s strengths and weaknesses then in a union they work to bring out the best.</p>	<p>Two-way communication</p> <p>Interaction, telepath</p> <p>Work in union</p>		<p>Gunnarsdottir 2012:11</p> <p>Foucauldian theory- power relations in the class</p> <p>Constructivists- Vygotsky(social-cultural learning)- reciprocal teaching, the role of interaction</p>
--	---	--	--	--

	<p>The building of this relation is primarily dependent on one's character, being beings of different perspectives they have to strive to meet together (interaction regardless of that)</p> <p>Moderator: Would I be right to say that for this communication/interaction to take place, there should be reciprocal/ equal power relations in the classroom.</p> <p>John: Yes, you are right, teachers and students should share the learning environment equally for effective interaction and communication to take place.</p> <p>P4,Abel: From my own understanding, student-teacher relationship is a formalised/close relationship between an authority figure and a subordinate who interact on nearly day to day basis to achieve educational goals.</p> <p>Moderator: Yeah, Abel and Craig are seeing from the same angle. He has come up with two issues to note: authority figure and subordinate. In other words, Abel is suggesting that communication in a student-teacher</p>	<p>Reciprocal/equal power relations</p> <p>Share learning environment equally</p> <p>Manner of interaction</p>		
--	---	--	--	--

	<p>relationship is a one-way process, from the top going downwards.</p> <p>Abel: Exactly, communication in a student-teacher relationship is a top-down approach.</p> <p>Moderator: Deliwe, you have been quiet for a long time. What's your take on this issue under discussion?</p> <p>P5, Deliwe: Student-teacher relationship can be said to be the interaction between these two parties and that is the way of contact on an individual and collective note and the social grade of interaction they are involved in, other than the academic spheres of interaction.</p> <p>Moderator: Well, are you saying the student and a teacher can have social interaction that has nothing to do with school business.</p> <p>Deliwe: Yeah, but social interaction outside school can influence student-teacher relationship at school.</p> <p>Moderator: You are right Deliwe. I do not think there is something we have missed. Let us move on to the second issue</p>	<p>The interaction between two parties</p> <p>Grade of interaction</p>		
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What types of relationships do students and teachers engage in?	<p>Mary: I think parent-child relationship</p> <p>Moderator: Why have you thought of parent-child relationship given that we are talking about relationships that occur at school?</p> <p>Mary: Students are treated like adoptive children at school.</p> <p>Moderator: Yeah, I am getting you right Mary because teachers can act in loco-parentis but let's put our focus on relationships that students and teachers engage in at school.</p> <p>Abel: The student and teacher should mingle together in a civilised way, without fear of course. The teacher should win his children's heart in order to succeed educationally. If the teacher scolds or mocks the child, it might destroy the child.</p> <p>Moderator: That is interesting. If a student and a teacher mingle together in a civilised way, without fear, so what kind of relationship are they engaged in</p>	<p>Parent-child relationship</p> <p>Adoptive children</p> <p>Mingle together, civilised way, without fear</p> <p>Scolds or mocks</p>	Types of student-teacher relationships	<p>Topor et al 2010:183, Hamre & Pianta 2001, Gallucci 2014, Pianta, Hamre & Stuhlman 2003:200, Pianta et al 2012:375</p> <p>Attachment theory-secure base</p> <p>Vygotsky-role of interaction</p> <p>Foucauldian theory- power relations in the class</p>

	<p>and again if the teacher scolds or mocks the child, what do we call this kind of relationship?</p> <p>John: Interpersonal relationships- I can regard this relationship to be that natural civil interaction found in people and is more of instinctive psychological thing, romance based relationship, motivational and socio-cultural based relationships.</p> <p>Moderator: That is what he thinks. Can we have contributions from other members?</p> <p>Craig: Consultative relationships- students ask for clarification on grey areas, parent-child relationships- students are treated like adoptive children, Intimate relationships.</p> <p>Mary: Yes, you are right Craig and John these types of relationships occur at school but can we think of major forms of relationships that can bracket all the various forms of relationships you mentioned.</p> <p>Deliwe: Educational relationships- one which arises due to the interaction between a student</p>	<p>Interpersonal relationships</p> <p>Romance based relationship</p> <p>Socio-cultural based relationship</p> <p>Consultative relationships</p> <p>Intimate relationships</p> <p>Educational relationships</p> <p>Social relationships</p>		
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	<p>and a teacher during the learning process. The teacher gets to know the student with his/ her associated weakness in particular areas and they establish a relationship when the learner is taught or corrected in certain areas. Social relationships- A student with social problems may have close contact with a certain teacher in order to be counselled and guided.</p> <p>Mary: I think Deliwé has put us in the right direction, let's now have major forms of relationships that students and teachers engage in that are educational in nature</p> <p>P6, Kudzi: Positive student-teacher relationship and Negative student-teacher relationship because all the types of relationships mentioned by my colleagues fall within these two major categories.</p> <p>Moderator: Would I be right to say that you agreed on the positive student-teacher relationship and negative student-teacher relationship as major forms of relationships students and teachers engage in at school.</p>	<p>Positive student-teacher relationship Negative student-teacher relationship</p>		
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	<p>John: Yes, you are right Sir.</p> <p>Moderator: I think we have exhausted everything on this issue, let's move on to the next topic</p>			
<p>What factors contribute to this relationship?</p>	<p>Mary: I think economic and social factors contribute to the quality of the student-teacher relationship.</p> <p>Moderator: Yaah but can you explain a bit further how economic and social factors contribute to the quality of the student-teacher relationship.</p> <p>Mary: Economic and social factors contribute to these relationships, for example, an average student at an average school does not have a that close relationship with the teacher due to teacher-pupil ratio. As a result, it is difficult to get individual attention from the teacher. A student with social problems may have close contact with a certain teacher in order to be counselled and guided.</p> <p>Kudzi: Just to add to what Mary has said, the behaviour of both</p>	<p>Economic and social factors</p> <p>Teacher-pupil ratio</p> <p>Social problems</p> <p>The behaviour of both the teacher and student</p>	<p>Factors that contribute to the quality of student-teacher relationship</p>	<p>Hughes & kwok 2007:42, Urooj 2013:618, Short 2013:10, Hamre & Pianta 2006:50, Mantzicopoulos 2005:425, Ijaduola, 2007:67, Pianta at al, 2012:373, Giana & Gunn 2010:4</p> <p>Foucauldian theory- power relations in can determine the quality of student-teacher relationship</p> <p>Vygotsky theory- reciprocal learning, the role of interaction, the role of the community</p> <p>Attachment theory- the kind of secure base can determine the quality of student-teacher relationship</p>

	<p>the teacher and student can contribute a share towards the quality of the student-teacher relationship.</p> <p>Abel: May I kindly ask Kudzi to shed more light on how behaviour can affect the quality of student-teacher relationship</p> <p>Kudzi: From my own point of view, students who exhibit problem behaviours eg aggressive behaviour are likely to have negative relationships with their teachers that may cause conflict between the teacher and student. The reverse is true for good behaviour.</p> <p>P1,Craig: I think gender can also influence the way in which the teacher interacts with students, for example, male teachers like to interact with female students. Apart from that, also the way our parents react to our school work influences the interaction between the teacher and students like for example if the parents are supportive in homework assignments, we are likely to experience democratic and</p>	<p>Gender</p> <p>Parents supportive in homework assignments</p> <p>Parents not supportive in homework assignments</p>		
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	<p>egalitarian relationships with our teachers since there would be no clashes. On the other hand, if parents are not supportive and concerned with our homework assignments, we should bring incomplete assignments to school resulting in teachers exercising a lot of authority in trying to make us comply with school demands of doing homework assignments.</p> <p>Moderator: Oh! That's interesting. Can we have other contributions?</p> <p>Deliwe: I think teacher/ student characteristics can also play an important role in the formation of close ties with students.</p> <p>John: I am not getting you right Deliwe, can you explain further.</p> <p>P5,Deliwe: Teachers who are stressed may be more likely to display anger and hostility, thereby exercising too much control in the class. On the other side, teachers showing concern for students in regard to performance, encouraging and motivating students and keeping track of</p>	<p>Teacher/student characteristics</p> <p>Teachers who are stressed display anger and hostility</p> <p>Teachers showing concern for students to performance, encouraging</p> <p>Motivating students Keeping track of every student's progress</p> <p>Teacher/student competence</p>		
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	<p>every student's progress are likely to experience reciprocal and egalitarian interactions in the class.</p> <p>P3,John: Another factor is that of teacher/ student competence. Teachers who are competent, who are live when teaching are likely to lure the learners. Students will respond positively when a teacher is enthusiastic and passionate about the content he/ she is teaching. Also, students who participate in the class, doing their work on time are likely to have good relationships with teachers. On the other hand, students who do not participate in the class can have a negative relationship with their teachers. The school environment is also a factor indeed if we have influence in class processes and decisions, the democratic and egalitarian relationship is likely to develop between us and the teacher. However, if power is something that is owned by the teacher, An authority figure within a subordinate student-teacher</p>	<p>Learning environment</p> <p>Influence in class processes and decisions</p> <p>Not oppressive and restrictive</p>		
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	<p>relationship would develop in the class. Normally students prefer a learning environment that is not oppressive and restrictive, where students and teachers are equal</p> <p>Moderator: Thank you very much for your contributions, let us discuss the next topic</p>			
<p>How does each type affect you educationally, socially and emotionally? Democratic and egalitarian relationship</p>	<p>Moderator: Let's start by having a look at the educational effects.</p> <p>Kudzi: Democratic and egalitarian student-teacher relationships can argument students' motivation to learn and participation in the classroom activities.</p> <p>John: To add to what Kudzi has said, democratic and positive student-teacher relationships can promote hard working.</p> <p>Moderator: Can someone explain how it promotes hard working?</p> <p>Craig: What I believe is that students who perceive that their teachers have high expectations of them are more motivated to try to meet those expectations and</p>	<p>Argument students' motivation to learn, participation</p> <p>Promote hardworkingly</p> <p>Improve performance</p>	<p>Educational importance of the democratic and egalitarian relationship</p>	<p>Alexander et al 1997:87-107, Wentzel 2002:290, Murray&Malmgren 2005:137, Coetzee, 2011:23, Ijaduola 2007:66, liberante 2012:2, wubbles et al 2012:21, Hughes & Chen 2011:278</p> <p>Vygotsky-social-cultural learning theory-role of interaction in the learning process, reciprocal teaching and its effects on academic achievement, students create knowledge based on their experiences</p>

	<p>Moderator: What is your take on this issue, Abel?</p> <p>Abel: Ok, if teachers have a close relationship with their students, students can display good academic performance than students in conflict relationship.</p> <p>Moderator: I think that is all pertaining educational effects, let us look at social effects</p>			
<p>Social of democratic and egalitarian relationships</p>	<p>Mary: I want to believe that if there is a positive student-teacher relationship, students can feel free to share their problems with teachers.</p> <p>P4,Abel: You are right Mary. If there is a positive student-teacher relationship, a student with social problems can feel free to approach his/her teacher for counselling and guidance. Like myself, when I have an issue I frequently run to my guidance and counselling teacher's office to share my problems because he has an open door policy where students walk in freely and talk to him about their problems. The teacher is approachable, concerned and he</p>	<p>Free to share problems</p> <p>Free to approach the teacher for counselling</p>	<p>The social importance of democratic and egalitarian relationships</p>	<p>Fredricksen and Rhodes 2004:45, Gallagher 2015: unpagged, Hamre & Pianta 2001:625, Boccanfuso 2009:11, Klem & Connell 2004:262, Muller 2014:6</p> <p>Foucauldian theory- reciprocal power relations and social outcomes</p> <p>Vygotsky- social-cultural learning theory- role of interaction in the learning process, reciprocal teaching and social outcomes, students create knowledge based on their experiences</p>

	<p>creates an environment for reciprocal communication or interaction.</p> <p>John: I think a positive student-teacher relationship can promote the development of pro-social behaviours such as co-operation and concern for others. This would reduce the problem of classroom behaviours such as aggression and oppositional behaviour.</p> <p>Moderator: Quite interesting contributions. Let's have contributions from other members.</p> <p>Delive: From my own point of view positive student-teacher relationship reduces rates of school dropout.</p> <p>Craig: Can you clearly explain how positive student-teacher relationship reduces school dropout.</p> <p>P6,Kudzi: When teachers are supportive and when their expectations are clearly communicated to them, students demonstrate better attendance. That is, when we are given power and choice in the classroom, we develop interests in the subject and this</p>	<p>Promote the development of pro-social behaviours Co-operation</p> <p>Reduces stress</p> <p>Reduces school dropout</p> <p>Better attendance</p>		
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	would reduce rates of school dropouts Moderator: Thank you for your contributions. Let us have a discussion on emotional effects of democratic and egalitarian relationship.			
Emotional effects of positive student-democratic relationship.	Craig: A good relationship will help build one's self-esteem, self-autonomy and self-respect for oneself and the teacher. John: In line with what Craig has said, democratic and egalitarian relationship promotes students' sense of belonging and their relatedness to school. Mary: In support of John on the issue of sense of belonging, I want to say it clearly that we all want to feel cared for and valued by the significant people like our teachers. Kudzi: To add to what my colleagues have said, students with teacher support are likely to show a decrease in depressive symptoms and increases in self-esteem. Moderator: I am really enjoying the discussion. Let's have other contributions.	Build self-esteem, self-autonomy and self-respect Promotes a sense of belonging, relatedness to school Decreases depressive symptoms Feel happier, more fulfilled	Emotional importance of the democratic and egalitarian relationship	Nyadanu 2015:266, Short 2013:10, Gallagher 2015: unpagged Fredricksen and Rhodes 2004:45, Gallagher 2015: unpagged, Hamre & Pianta 2001:625, Boccanfuso 2009:11, Klem & Connell 2004:262, Muller 2014:6 Vygotsky-social-cultural learning theory-role of interaction in the learning process, reciprocal teaching and emotional outcomes, students create knowledge based on their experiences Foucauldian theory-reciprocal power relations and emotional outcomes

	<p>Abel: Emotionally a positive relationship will make you feel happier and more fulfilled because you know the teacher's help is available if you require it.</p> <p>Moderator: Do you think, there is something we have missed on emotional effects.</p> <p>P5, Deliwe: I think democratic and egalitarian learning environment provides us with opportunities to have an open discussion with our teacher on problems prevailing in our class. This helps to prevent stresses associated with learning.</p> <p>Moderator: Very interesting point. What causes stress in the teaching and learning process?</p> <p>Deliwe: a shortage of money for school uniforms, fees and for other school necessities.</p> <p>Moderator: Ok, I think we have exhausted everything on emotional effects of the student-teacher relationship.</p>	prevent stress		
<p>Effects of authority and subordinate relationships : Educational effects</p>	<p>Moderator: Our discussion is progressing well. Let us now have a look at educational effects.</p> <p>Kudzi: Ok! From my own point of view,</p>		<p>Educational effects of An authority figure within a subordinate student-</p>	<p>Buyse et al 2009:119, Hamre & Pianta 2001:625, Baroody 2014:1, Mantzicopoulos</p>

	<p>the negative student-teacher relationship can lead to poor participation of students in lessons.</p> <p>John: What Kudzi is trying to put across is that if there are disharmonious interactions between a student and a teacher that generates poor participation by students</p> <p>Craig: Conflict/disconnection between students and teachers may increase the risk of school failure.</p> <p>P4,Abel: In line with what Craig has just said, when we were doing Ordinary level, we had a History teacher who taught us to form 3 and 4. I think most of my colleagues remember him. The teacher operated as a principal font of knowledge. We did not have a sense of ownership and control over classroom activities. As this was not enough we could not learn from each other in groups. This was really boring and it demotivates us as students from working in the subject. When students have a negative relationship with their teachers,</p>	<p>Poor participation</p> <p>School failure</p> <p>Demotivated to succeed</p>	<p>teacher relationships</p>	<p>2005:425, Claudio 2016:1 Alexander et al 1997:87-107, Wentzel 2002:290, Murray & Malmgren 2005:137, Coetzee, 2011:23, Ijaduola 2007:66, liberante 2012:2, wubbles et al 2012:21, Hughes & Chen 2011:278</p> <p>Vygotsky-social-cultural learning theory-role of interaction in the learning process, reciprocal teaching and its effects on academic achievement, students create knowledge based on their experiences</p> <p>Foucauldian theory-oppressive power relations and their effects on academic achievement</p>
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	<p>they are not motivated to succeed. Moderator: Thank you.</p>			
<p>Social effects of An authority figure within a subordinate student-teacher relationship</p>	<p>P2,Mary: If there are disharmonious interactions, students would refuse to share their problems with teachers and as a result, this would generate poor results. Like when I was doing form 3, I had a class teacher who was very authoritative, aggressive and who reacted harshly to students. As a result, if students had social problems affecting them, they would rather prefer to go to the school head and avoided him. John: Another point is that negative student-teacher relationship can cause students to abscond lessons. Kudzi: In support of what John has said, when I was doing form 2, there was a teacher who was unfriendly and aggressive and as a result when it was time for his lesson, I tried, by all means, to give excuses in order to avoid his lessons. Moderator: Very interesting experience. Can we have other contributions?</p>	<p>Students would refuse to share problems</p> <p>Abscond lessons</p> <p>Anti-social behaviour</p>	<p>Social effects of authority figure and subordinate relationship</p>	<p>Eisenhower et al 2007:363, Birch & Ladd 1998:934, Vu 2009:3, Gallagher et al 2013:522, Hamre& Pianta 2001:625, Gallagher 2015: unpagged, Hughes et al 1999:173</p> <p>Foucauldian theory- oppressive power relations and social outcomes</p> <p>Vygotsky- social-cultural learning theory- role of interaction in the learning-teaching and social outcomes, students create knowledge based on their experiences</p>

	<p>Craig: To add more negative student-teacher relationship can promote anti-social behaviour such as disrespectful behaviour, oppositional behaviour.</p> <p>Delive: In line with what Craig has highlighted, antisocial behaviour can lead to poor class control/ management.</p> <p>Moderator: Thank you for your contributions, let us focus our attention on emotional effects.</p>	Poor class control		
<p>Emotional effects of An authority figure within a subordinate student-teacher relationship</p>	<p>Abel: I think negative student-teacher relationship destroys self-esteem, respect for oneself and also decreases interests in the subject.</p> <p>Craig: To add to what Abel has said, negative relationship between the student and the teacher may cause the student to be rejected by others resulting in low self-esteem.</p> <p>P3;John: a Negative student-teacher relationship can cause both the students and the teacher to have stress that can affect the performance. For example, our Maths</p>	<p>Destroys self-esteem, respect for oneself decreases interests in the subject</p> <p>Rejected by others</p> <p>Stress</p>	<p>Emotional effects of An authority figure within a subordinate student-teacher relationship</p>	<p>Hughes et al 1999:173, Gallagher 2015:unpaged Nyadanu 2015:266, Short 2013:10, Gallagher 2015:unpaged Fredricksen and Rhodes 2004:45, Gallagher 2015:unpaged, Hamre & Pianta 2001:625, Boccanfuso 2009:11, Klem & Connell 2004:262, Muller 2014:6 Vygotsky-social-cultural learning theory-role of</p>

	<p>teacher is an authoritative figure who does not consider our interests and needs when selecting instructional methods. A lot of students get frustrated when he operates as the principle font of knowledge. This frustration leads us to stress, as we would wonder how we would pass the subject or make up for the lessons we failed to understand what he was teaching.</p> <p>Moderator: I think we have discussed important points. Let us move to our last topic.</p>			<p>interaction and emotional outcomes, students create knowledge based on their experiences</p> <p>Foucauldian theory-oppressive power relations and emotional outcomes</p>
<p>How can a student-teacher relationship be improved?</p>	<p>Moderator: Let's look at ways that can be employed by both the teacher and students to improve student-teacher relationships.</p> <p>Mary: I think student and teachers should have respect for each other.</p> <p>John: To support Mary's view, students will never respect the teacher if he/she does not respect them.</p> <p>P5,Deluwe: From my own point of view, learning should be fun and exciting. As students, we do not want to spend time in</p>	<p>Respect</p> <p>Learning to be fun and exciting</p>	<p>Ways of improving student-teacher relationships</p>	<p>Urooj 2010:618, Pianta et al 2012:376, short 2013:10, Modlin 2008:35, Gallucci 2014:4, Hegenauer and Simone2014:370 , campbell 2014: unpagged, Van Udenetal 2014:30, Giani & Guini 2010:2, Pianta et al 2012:375, Capern & Hammond 2014:55</p> <p>Foucauldian theory-equal power sharing in the class</p>

	<p>the fall walls of the classroom, where lecturing and note taking are the norm. We want to take ownership in the learning process in order for a democratic and egalitarian relationship to develop between us and the teacher. We are interested in teaching methods such as discovery, field trips, group work and many others which engage us to have control over the learning process.</p> <p>P6,Kudzi: I believe that conducive learning environment can improve the relationship between the teacher and student. When there is reciprocal power sharing in the class, students can feel free to express themselves leading to better academic outcomes. We like teachers who provide opportunities for us to express our thoughts or assume responsibility for activities in the classroom.</p> <p>Abel: I also think that teachers should treat students according to their individual differences in order to improve the relationship between the teacher and</p>	<p>Give students ownership in the learning process</p> <p>Teaching methods such as group work, discovery</p> <p>Create a conducive learning environment</p> <p>Reciprocal power-sharing</p> <p>Provide opportunities to express thoughts or assume responsibility</p> <p>Teacher to consider individual differences</p>		<p>Vygotsky-reciprocal teaching, the role of interaction in the teaching and learning process</p>
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	<p>student. In this sense, teachers should know and demonstrate knowledge about individual students backgrounds, interests, emotional strength and academic levels.</p> <p>Moderator: Yes, you are right. Thank you very much for your contributions, we have come to the end of our discussion.</p>			
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Closing remarks-Moderator: Thank you once again for your co-operation and time, the information obtained is of much value to me and would be extremely useful for my analysis

Closing prayer: Mary

INTERVIEW WITH THE EDUCATIONAL PSYCHOLOGIST

Interviewer: MAGWA LOGIC

Interviewee (pseudo name): Musa

Date of interview: 20-07-17

Start Time of Interview: 09:00 am

End Time of Interview: 09:45 am

Location of Interview: School Psychological Services Office (Masvingo)

Interview Topic: Exploring the role of student-teacher relationships in the educational, social and emotional lives of form 5 students in Masvingo District, Zimbabwe

Opening Prayer: Interviewer

Introduction

Thank you for coming to this interview. At our last meeting, I explained to you that we were to meet so that you will talk to me about your views on the role of student-teacher relationships in the educational, social and emotional lives of students. Like I stressed in the consent letter, your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel forced to say something you are uncomfortable with. If you wish to withdraw from the research, you are free to do so and will not be penalized. The interview seeks to elicit information from you pertaining the role of student-teacher relationships in the educational, social and emotional lives of students. The information you provide will help in the development of a framework to guide student-teacher relationships or interaction in secondary schools.

QUESTION	EXCERPTS	COMMENTS/SUB-THEME	THEME	LINK TO LITERATURE
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<p>How do you define student-teacher relationships ?</p>	<p>Interviewee: I understand it as an educational or learning relationship between the student and the teacher where a teacher needs to understand the student with unconditional regards, positive interaction in and outside the classroom. From my personal point of view, it requires the teacher to come down to the level of student and also a student feels free and comfortable to interact with the teacher for the benefit of learning. There should be a degree of mutuality and equality in their relationships for them to construct knowledge equally.</p> <p>Interviewer: If I am getting you right, you are saying for this interaction to take place, there should be equal power sharing in the class</p> <p>Interviewee: Yes, you are right, there should be equality in the class for the student to feel free to express himself/herself.</p>	<p>Educational or learning relationship</p> <p>Unconditional regards</p> <p>Come down to the level of student</p> <p>The degree of mutuality and equality</p>	<p>The conceptualisation of student-teacher relationships</p>	<p>Claudio et al 2016:1, Fosen 2016:21, wubbels et al 2012:4, hausfather 1996: 1-10, Davis 2015:1, Camp, 2011:11, Hamre& Pianta 2001,2005, Baroody et al 2014:1, Gunnarsdottir 2012:11</p> <p>Foucauldian theory- power relations in the class</p> <p>Behaviourists- skinner</p> <p>Constructivists- Vygotsky (social-cultural learning)- reciprocal teaching, the role of interaction</p> <p>Gallucci 2014:4, Pendergast & Bahr 2006:211, Pianta et al 2003: 200, Pianta et al 2012:375</p> <p>Foucauldian theory, equal/reciprocal power relations Vygotsky, reciprocal teaching</p>
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<p>Democratic and egalitarian relationship</p> <p>An authority figure within a</p>	<p>Interviewer: Ok, now that we have done with the definition of student-teacher relationship, let us look at the democratic and egalitarian relationship.</p> <p>Interviewee: Involves such relationship with unconditional regards, reciprocal interaction, comfortable and friendly learning environment, empathetic and firm learning situation, congruent interaction with no superior during the learning environment. In addition, reciprocal or equal power relation in the classroom is a major characteristic of democratic and egalitarian dimension. The teacher should have a democratic attitude. Furthermore democratic and egalitarian relationship includes warm and affectionate interactions, open communication and a sense that a teacher is an</p>	<p>Unconditional regards Reciprocal interaction The comfortable and friendly learning environment Empathetic and firm learning Congruent interaction No superior</p> <p>affectionate</p>	<p>Conceptualisation of democratic and egalitarian relationship</p>	<p>Gallucci 2014:4, Topor 2010:183, Barody et al 2014:1, Shakeshaft & Cohan 1995:515, Kinyaduka & Kiwara 2013:178, Shumba 2006:51</p> <p>Foucauldian theory- oppressive power relations/ dominant teacher/ restrictive power relations</p> <p>Constructivists like Vygotsky- students construct knowledge based on their experiences</p>
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<p>subordinate student-teacher relationship</p>	<p>effective source of support.</p> <p>Interviewer: I am not getting you right Musa. What do you mean when you say unconditional regards?</p> <p>Interviewee: The teacher should not expect to gain something out of the relationship.</p> <p>Interviewer: Let us move on to An authority figure within a subordinate student-teacher relationship.</p> <p>Interviewee: Involves poor interaction with students, fearing of the teacher and subject taught by the teacher, lack of trust among the students and teacher, lack of autonomy during the lesson by the teacher, teacher/pupil negative attitude, lack of close proximity with the teacher in the classroom sitting/sports, etc. Furthermore, authority figure and subordinate dimension in a student-teacher relationship can be</p>	<p>Poor interaction Fearing of the teacher Subject phobia</p> <p>Lack of autonomy</p> <p>Lack of close proximity</p> <p>hostility</p> <p>No equality Impose on learners</p>	<p>Conceptualisation of negative student-teacher relationship</p>	
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	<p>best described using the term hostility. If there is hostility or unfriendly interactions between students and a teacher, students experience frequent yelling, humiliation or irritation in interacting with teachers. Furthermore, if the interaction between a teacher and students is hostile, the teacher and students do not laugh, play together, share stories about their lives outside of the classroom and work together to create an environment in which learning occurs.</p> <p>Interviewer: Would I be right to say that there is no equality in this kind of relationship and teaching and learning is teacher-centered.</p> <p>Interviewee: Yes, you are right Sir! In this relationship, the teacher wants to impose on learners. The teacher is an authoritarian. To add more in an authority figure within a</p>	<p>authoritarian</p>		
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	<p>subordinate student-teacher relationship, interaction in the classroom is structured around the interests of teachers. Students are not asked to give their ideas, thoughts and opportunities to have a formative role in the classroom</p> <p>Interviewer: That's an interesting point. Let us now look at the types of relationships that students and teachers engage in.</p>			
<p>What are the types of student-teacher relationship?</p>	<p>Interviewee: The types of relationships that students and teachers may engage in include:</p> <ul style="list-style-type: none"> • An authority figure within a subordinate student-teacher relationship 	<p>An authority figure within a subordinate student-teacher relationship</p>	<p>Types of student-teacher relationships</p>	<p>Topor et al 2010:183, Hamre & Pianta 2001, Gallucci 2014, Pianta, Hamre & Stuhlman 2003:200, Pianta et al 2012:375</p> <p>Attachment theory-secure base Vygotsky-role of interaction</p>

	<p>p. In An authority figure within a subordinate student-teacher relationship, the teacher is basically an authoritarian since he/she determines what to learn when to learn, how to learn, how to assess learning and the nature of learning environment.</p> <ul style="list-style-type: none"> • Democratic and egalitarian relationship p. In this relationship, the teacher and students share the learning environment equally. <p>Interviewer: Thank you. We are now moving on to the factors that contribute to the development of these types of relationships.</p>	<p>Democratic and egalitarian relationship</p>		<p>Foucauldian theory- power relations in the class</p>
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	<p>own learning as opposed to telling students facts, for that would result in An authority figure within a subordinate student-teacher relationship between the teacher and students. Apart from that if the teacher lacks the confidence in the subject matter; he/she is likely to clash with students resulting in the development of the negative student-teacher relationship. The other issue is that of behaviour. Teachers who are aggressive, unconcerned, incompetent, moody, are likely to experience An authority figure within a subordinate student-teacher relationship with their students. Likewise, teachers who are sociable, patient, competent and concerned are likely to experience democratic and egalitarian student-teacher relationship. Another factor that comes into play in the development of student-teacher relationships includes the issue of gender.</p> <p>Interviewer: Can you please explain further on gender.</p> <p>Interviewee: What I am trying to put across is that normally teachers want to interact with</p>	<p>Behaviour: Aggressive Unconcerned Incompetent Moody</p> <p>Sociable Patient Competent Concerned</p> <p>Issue of gender</p>		
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	<p>students of the opposite sex.</p> <p>Interviewer: Thank you for your contributions. Can we move to the next topic?</p> <p>Interviewee: Yes!</p>			
<p>How does democratic and egalitarian relationship affect the student educationally, socially and emotionally?</p>	<p>Interviewee: Ok, if students are presented with choices in the selection and development of teaching and learning materials, they are more likely to participate actively in the learning process. The positive student-teacher relationship can help to improve the performance of students. Students are motivated to learn if they experience a democratic and egalitarian relationship with their teachers.</p> <p>Interviewer: Can you elaborate on how it improves performance?</p> <p>Interviewee: If there is a positive student-teacher relationship, their student can feel free to ask for clarity from the teacher in grey areas.</p> <p>Interviewer: Let us look at social effects of democratic and egalitarian relationships</p>	<p>More likely to participate</p> <p>Improves performance</p> <p>Motivates learners to learn</p>	<p>Educational importance of democratic and egalitarian relationship</p>	<p>Alexander et al 1997:87-107, Wentzel 2002:290, Murray & Malmgren 2005:137, Coetzee, 2011:23, Ijaduola 2007:66, liberante 2012:2, wubbles et al 2012:21, Hughes & Chen 2011:278</p> <p>Vygotsky-social-cultural learning theory-role of interaction in the learning process, reciprocal teaching and its effects on academic achievement, students create knowledge based on their experiences</p> <p>Foucauldian theory-reciprocal power relations and their effects on academic achievement</p>
<p>What are the social effects of democratic</p>	<p>Interviewee: From my own point of view, if there is a</p>		<p>The social importance of the democratic</p>	<p>Eisenhower et al 2007:363, Birch & Ladd</p>

<p>and egalitarian relationship?</p>	<p>harmonious interaction between the teacher and student, students can feel free to share their problems with their teacher. Further more positive student-teacher relationship can help to reduce school dropout. Lastly, positive student-teacher relationship helps to reduce antisocial behaviour such as aggressive and oppositional behaviour. In this sense, students with positive bonds with their teachers develop pro-social behaviour. Democratic and egalitarian relationship help to establish a learning environment in which teachers and students display mutual respect for one another, rather than exchanges that involve conflict. In other words, democratic and egalitarian interaction between the teacher and students helps to forestall classroom behaviour problems that affect teaching and learning schools.</p> <p>Interviewer: Can you explain further on how democratic and egalitarian relationship reduces antisocial behaviour?</p> <p>Interviewee: Ok, through harmonious interactions students can learn self-control</p>	<p>Students feel free to share problems and ideas</p> <p>Reduces school dropout</p> <p>Reduces antisocial behaviour</p> <p>Display mutual respect for one another</p>	<p>and egalitarian relationship</p>	<p>1998:934, Vu 2009:3, Gallagher et al 2013:522, Hamre& Pianta 2001:625, Gallagher 2015: unpagged, Hughes et al 1999:173</p> <p>Foucauldian theory-oppressive power relations and social outcomes</p> <p>Vygotsky-social-cultural learning theory-role of interaction in the learning-teaching and social outcomes, students create knowledge based on their experiences</p>
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	<p>and appropriate behaviour from their teachers in other words students can make more behavioural gains.</p> <p>Interviewer: Ok, let's move to the next question</p>			
<p>What are the emotional effects of democratic and egalitarian relationship</p>	<p>Interviewee: It promotes good emotional status, builds self-esteem, builds psychological well-being, mental stability, improves problem-solving, furthermore it enhances positive attitude. In short democratic and egalitarian learning environment encourages the development of self-concept through reciprocal interactions with the teacher and other peers. The positive student-teacher relationship can buffer stresses associated with learning. In addition to that democratic and egalitarian relationship provides opportunities for teachers to fulfil the needs and interests of students. When these expectations are met students</p>	<p>Promotes good emotional status Builds self-esteem Builds psychological well-being Mental stability Improves problem-solving</p> <p>Buffer stress</p> <p>Develop a sense of belonging</p>	<p>Emotional importance of the democratic and egalitarian relationship</p>	<p>Nyadanu 2015:266, Short 2013:10, Gallagher 2015: unpagged Fredricksen and Rhodes 2004:45, Gallagher 2015: unpagged, Hamre & Pianta 2001:625, Boccanfuso 2009:11, Klem & Connell 2004:262, Muller 2014:6 Vygotsky-social-cultural learning theory-role of interaction in the learning process, reciprocal teaching and emotional outcomes, students create knowledge based on their experiences</p> <p>Foucauldian theory-reciprocal power relations and emotional outcomes</p>

	<p>develop a sense of belonging to the school.</p> <p>Interviewer: Thank you very much. Let's proceed to the next question</p>			
<p>What are the effects of An authority figure within a subordinate student-teacher relationship? Educational effects</p>	<p>Interviewee: I think negative student-teacher relationship affects the academic performance of learners and participation since teacher centred approach in which the teacher has a lot of authority, determines what to learn, when to learn and how to learn can result in poor participation of students since they do not take ownership of and responsibility for their own learning. These students who experience student-teacher relationships with too much dominance are likely to face academic difficulties as they are not allowed to construct their knowledge. When students feel that the teacher is dominant and they are not provided with opportunities to participate in and take responsibility for their own learning they are not able to concentrate on and generate interests for learning objective. Most of the students who failed all subjects at</p>	<p>Affects academic performance Affects participation of learners</p> <p>Not able to concentrate on and generate interests for learning objective</p> <p>School failure</p>	<p>Educational effects of An authority figure within a subordinate student-teacher relationship</p>	<p>Buyse et al 2009:119, Hamre & Pianta 2001:625, Baroody 2014:1, Mantzicopoulos 2005:425, Claudio 2016:1 Alexander et al 1997:87-107, Wentzel 2002:290, Murray & Malmgren 2005:137, Coetzee, 2011:23, Ijaduola 2007:66, liberante 2012:2, wubbles et al 2012:21, Hughes & Chen 2011:278</p> <p>Vygotsky-social-cultural learning theory- role of interaction in the learning process, reciprocal teaching and its effects on academic achievement, students create knowledge based on their experiences</p>

<p>a subordinate student-teacher relationship?</p>	<p>emotional effects of An authority figure within a subordinate student-teacher relationship?</p> <p>Interviewee: From my own point of view, if students are harshly criticized and denied a sense of ownership and control over the learning process, they would eventually develop a poor self-esteem, subject phobia, teacher phobia, identity crisis and become aggressive. There would be also lack of sense of belonging and if students are deprived of a sense of belonging due to teacher's practices, students often experience negative outcomes that include emotional distress, stress and other health problems.</p> <p>Interviewer: We are coming close to the end of our focus group discussion session. Before we close the session, let us look at the frame work that is used to guide student-teacher relationships in secondary schools.</p>	<p>Poor self-esteem Subject phobia Teacher phobia Identity crisis and become aggressive</p> <p>Lack of sense of belonging</p> <p>Emotional distress, stress</p>	<p>student-teacher relationship</p>	
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<p>Is there any framework in Zimbabwe to guide student-teacher relationships in secondary schools?</p> <p>What can be done to improve the student-teacher relationship?</p>	<p>Interviewee: No. I never heard about that in our country. Interviewer: If NO, What do you think can be done to improve student-teacher relationships in secondary schools? Interviewee: I think teachers and students should take note of the following:</p> <ul style="list-style-type: none"> • Need to provide workshops, seminars, staff developments on student-teacher relationships • Secondary school Teacher education colleges and universities need to revise their Guidance and counselling curricular and include a detailed course outline for Student- 	<p>Never</p> <p>Workshops, seminars Staff developments</p> <p>Revise guidance and counselling circular</p> <p>Detailed course outline for student-teacher relationships</p>	<p>Frameworks that guide student-teacher relationships</p> <p>Ways of improving student-teacher relationships</p>	<p>Urooj 2010:618, Pianta et al 2012:376, short 2013:10, Modlin 2008:35, Gallucci 2014:4, Hegenauer and Simone 2014:370, campbell 2014: unpagged, Van Udenetal 2014:30, Giani & Guini 2010:2, Pianta et al 2012:375, Capern & Hammond 2014:55</p> <p>Foucauldian theory-equal power sharing in the class</p> <p>Vygotsky-reciprocal teaching, the role of interaction in the teaching and learning process</p> <p>Attachment theory-secure base</p>

	<p>teacher relationship</p> <ul style="list-style-type: none"> • Zimbabwean Ministry of Primary and Secondary Education through its department of SPS/SNE need to educate all secondary school teachers on the student-teacher relationship • Government Psychologists need to advocate and promote student-teacher relationship through secondary school teacher workshops and seminars • A detailed student-teacher relationship Model at secondary schools need to be Researched and put in black and white for use by all 	<p>Educate teachers on student-teacher relationships</p> <p>Advocate and promote student-teacher relationship</p> <p>The detailed student-teacher relationship model</p> <p>Share control of the learning environment</p> <p>Teaching instructions</p> <p>Personal characteristics</p>		
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	<p>secondary school teachers</p> <p>Moderator: It's ok. Let's narrow down to the classroom level.</p> <p>Interviewee: On classroom situation, if teachers share control of their learning environment with their students using focused student teaching instructions, democratic and egalitarian relationship is likely developed. Personal characteristics of the teacher can help to improve the interactions and relationships between the teacher and students. For example, teachers who are friendly and democratic develop better relationships with their students. There is also need for positive labels.</p> <p>Moderator: can you clarify on the positive labels?</p> <p>Interviewee: if students are positively labelled, they will live to their teachers' expectations (self-fulfilling prophecy). This</p>	<p>Positive labels</p>		
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	would, in turn, improve student-teacher relationships.			

Closing

Interviewer: I appreciate the time you have devoted to this interview. If you need to talk more about this issue, please feel free to get in touch with me.

Interviewee: You are welcome

Closing prayer: Interviewer