

Benefits of Fostering Positive Teacher-Student Relationships

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### **Abstract**

This correlation study explores the association between positive student-teacher relationships, academic achievement, and positive classroom behavior. The purpose of this study is to determine the importance of developing positive relationships with students in order to foster positive classroom behavior and academic performance. This study used a correlation design to measure how closely two variables relate to one another. The independent variable in the study was the positive relationships the classroom teacher-developed with the sample group. The dependent variables in the study were a School Climate and Culture Survey, mathematic and reading academic percentage data and behavioral data collected from Minor Incident Reports (MIR). The insignificance in the relationship between the variables in the correlation is represented through the following descriptive statistics. The School Climate and Culture Survey (mean = 17.79, SD = 2.5), mathematic percentage (mean = 94.04, SD = 4.4), reading percentage (mean = 91.8, SD = 4.3) and MIR behavioral data (mean = 0.33, SD = 0.57). Consequently, a null hypothesis was accepted. The null hypothesis in this study is that behaviors and academic achievement levels of students in classrooms with positive teacher-student relationships are not significantly better nor higher than students in the classrooms without a strong culture and positive teacher-student relationships. Implications, shortcomings, and ideas for future research are addressed.

# **CHAPTER I**

## **INTRODUCTION**

### **Overview**

Positive and caring student-teacher relationships are critical for student success. When educators spent the time to build relationships with their students, they foster a sense of belonging, safety and a connection to school which builds a positive foundation for academic success. Keles & Cepri states that environments that provide students with safety, positive feedback, acceptance, and nourishment are described as brain rich environments. Calm, stress-free constructive environments influence brain function in such a way that memory function is enhanced (2006). Positive teacher-student relationships lead to increased cooperation and engagement in the classroom. These relationships contribute to an inclusive school climate that promotes equity, social-emotional development, and fewer classroom disruptions. Positive language and strong classroom management are just two examples of strategies implemented by teachers to promote positive relationship development.

Classroom disruptions and challenging student behaviors are a reality in classrooms today. When students are unmotivated and uninspired in class, negative behaviors can be a result that can affect classroom instruction. To support educators, professional development opportunities are often centered around effective classroom management strategies in order to create positive and equitable classroom environments that promote relationships and student achievement.

Professional development provides educators with mindsets and resources that aim to generate a common language and lens to guide student-teacher interactions (Pianta & Hamre, 2009). Student-teacher interactions can be enhanced by educators setting friendly, respectful,

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and firm boundaries with students. When educators listen to students and make an effort to understand needs, trust is created. By creating an encouraging environment through positive comments and praise when appropriate, educators can inspire students to improve behavior and academic performance.

As an elementary teacher and parent of two school-aged children, this researcher has observed how poorly managed classrooms and inadequate student-teacher relationships can influence student motivation and academic performance. This researcher places great emphasis on the importance of strong student-teacher relationships and providing students with safe, equitable and accepting environments. This researcher is interested in examining data that will support the assertion that positive student-teacher relationships create positive classroom environments, decrease behavioral disruptions and support academic achievement.

### **Statement and Problem**

The purpose of this study is to determine the importance of developing positive relationships with students in order to foster positive classroom behavior and improve student achievement.

### **Hypothesis**

The null hypothesis in this study is that behaviors and academic achievement levels of students in classrooms with positive teacher-student relationships are not significantly better nor higher than students in the classrooms without a strong culture and positive teacher-student relationships.

### **Operational Definitions**

**Student-Teacher Relationship** is the way in which the educator and students in his/her care are connected through their interactions. Interactions become positive when the educator

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teaches with enthusiasm and a positive attitude. Students are treated with respect and the teacher shows interest in the students' lives outside of the classroom. This relationship can be defined as either positive or negative.

- **Positive student-teacher relationships** develop when educators have a growth mind-set, a belief that all students can learn and succeed through hard work good teaching strategies and collaboration. This relationship creates a sense of safety, belonging and acceptance in the class.
- **Negative student-teacher relationship** develops when educators foster unwelcoming environments where students do not feel appreciated or safe in their classroom and where they feel they do not have a voice or a sense of acceptance.

**Disruptive classroom behaviors** occur when students are off-task and not focused on the task at hand, during whole group instruction, collaborative activities, or independent work time. Disruptive classroom behaviors can be described as excessive talking during instruction that leads to distractions, calling out when a teacher or peer is speaking, walking around the classroom without a purpose, elopement (leaving the classroom without permission), verbal arguments with classmates during worktime, and inappropriate language use.

**Positive classroom behaviors** take place when students are fully engaged in learning activities by paying attention and listening to the speaker, asking questions to gain more information, responding to questions asked, and following directions the first time.

**Academic achievement** happens when students demonstrate mastery or they become proficient in academic standards due to complete comprehension of skills taught within the standards.

**Academic Engagement** occurs when a student's attention is fully absorbed and students are completely interested in academic tasks such as classroom discussions, whole group instruction, collaborative learning activities or independent assignments.

## **CHAPTER II**

This review of the literature will examine and explain the connection between positive teacher-student relationships, positive classroom behavior and academic performance in students. The review will introduce the topic of positive classroom environments by examining the physical and biological effect positive classroom culture can have on a student's brain. The next section of this review will address what a positive, constructive, and supportive classroom environment looks like. The following section will explore teaching strategies, classroom management strategies and action steps educators can take to create trust and positive relationships with students. The fourth section in this review will describe the benefits teachers and students can experience when there is a strong positive culture in a classroom. The fifth section will focus on academic and behavioral outcomes when educators promote positive relationships in classroom environments. The last section in this review speaks to the importance of having a positive school-wide culture and steps administration can take to promote positivity through the entire school community.

### **Positivity and the Brain**

The brain is the one organ that is directly connected to learning. Learning takes place through creating memory, paying attention, patterning, sensation, sleep, health and the environment. These are just a few factors that can affect and influence learning. The learning environment stimulates attention and memory and must be designed to enhance these brain functions. Environments that provide students with safety, positive feedback, acceptance, and nourishment are described as brain rich environments (Keles & Cepni, 2006). The type of environment students learn in, whether positive or negative, can cause certain changes in the brain. According to Keles and Cepni, learning environments involving high-stress situations can

generate fear in students that can cause students to shut down and may prevent them from taking risks and persevering in tasks (2006). These types of environments negatively influence learning and memory. Providing students with positive, constructive, and stress-free learning environments will influence brain function in such a way that learning, and memory retention is enhanced.

### **Positive Learning Environment**

A classroom environment is a dynamic place. It is where peer influence, social interactions, teacher efficacy, curriculum, mindsets, and everything else combine to affect student actions and performance (LaSalle, 2015). Creating environments that encourage positive behavior is essential for academic achievement. Developing strong relationships and providing students with high-quality environments through social-emotional supports and individualized attention will lead to a positive learning environment (Hancock & Carter, 2016). Educators teach social and emotional cues by modeling appropriate social and emotional reactions to different feelings and frustrations. They should norm how to communicate joys, excitement, disappointments, and aggravations in a constructive and nondisruptive manner (Zinsser, Denham & Curby, 2018). Providing students with predictable environments, teaching expectations, consistency in acknowledgment of positive behavior and redirection of negative behavior may all lead to positive learning environments (Hancock & Carter, 2016).

Having a predictable schedule, consistency in teacher behavior and reactions and clear classroom expectations creates a sense of safety. The predictability of expectations implies that students know what is expected of them. Expectations have been normed, and students have a clear understanding of how to interact with their peers and the teacher. Consistent positive interaction between teachers and students establishes trust that brings comfort to the student.

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According to Carter and Pool, two important steps are needed to clearly define positive classroom expectations. The first step is to identify broad expectations and the second step is to provide examples or rules around the expectation (2012). Teaching students expected positive behaviors can be described as teaching students expected character traits. After desired character traits have been identified it is imperative to provide clear and specific examples of what the traits should look like in the classroom. The number of expectations should be kept small and the expectations must be worded positively with a focus on what students must do (Carter & Pool, 2012).

Student behavior and academic performance are influenced when they learn in safe, positive, consistent, predictable learning environments. These environments strengthen student attachment to school. They motivate students to take risks and to attempt and practice new skills. Educators are placed in a unique position where they simultaneously model relationships with all the students in the classroom. Interaction with any student in the class contributes to the creation of trust and safety in the room. For example, when a positive interaction between the teacher and one student is witnessed by the rest of the students in the class, it can build a collective trust and feeling of unity (Nickolite & Doll, 2008).

These experiences do not only promote academic risk taking, resiliency and a love of school, it also cultivates a growth mindset. Educators can stimulate a growth mindset in students by offering encouraging feedback even when a student offers either a correct or incorrect response. Constructive responses will inspire motivation in students to try again and to work harder to get the correct answer. It will create interest and help students to stay engaged for the remainder of the lesson because students inherently want to please themselves and the educator they respect (LaSalle, 2015).

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A strong home-to-school connection is yet another strategy educators can use to build a positive classroom environment. There must be a strong partnership between families and educators. Open communication ensures that academic, behavioral and personal values and expectations are clearly understood by the student and all caretakers involved (Nickolite & Doll, 2008). A researcher named Sirvani conducted a research experiment on the influence parent-teacher communication can have on students' mathematics achievement. In the study, Sirvani (2007) compared mathematical achievement data from two groups of students. The researchers communicated regularly with the parents of one group. The parents received communication twice a week regarding their child's academic performance in the form of homework grades and testing grades. The parents of the second group of students did not receive any parent-teacher communication. The results of this study indicated that the group of students who received regular parent-teacher communication outperformed the students who did not receive any parent-teacher communication. The outcome of the study revealed that when parents become academic allies with their child's teacher, they assume an active role in their child's academics, which leads to positive academic results.

### **Benefits of fostering strong relationships with students**

Students find behavioral and academic success in positive learning environments. Healthy, positive teacher-student relationships are beneficial at all levels of an educational establishment. It creates positivity within the classroom and across the entire school environment. Strong relationships can improve self-esteem, improve student engagement and encourage self-awareness of academic responsibility among students. When an educator takes time to create a bond with students, the educator can inspire students to take responsibility for their actions. This realization can promote academic success because it fosters motivation when

educators express to students that they are confident in the students' ability to succeed (Haggis, 2017). Behavioral challenges can also be lessened through strong student-teacher relationships. When students feel they are heard, respected, and included, students might feel less inclined to feel rebellious and cause disruption, which leaves teachers more time for academic instruction. Strong relationships in a learning environment can develop resilience in students. Resilience in students, especially older students, creates positive attitudes towards learning and a belief that if they try, success is a possibility. Positive relationships with students foster belonging, optimism, competence, and an inclination to see relevance in learning (Haggis, 2017).

### **Promoting Academic and Behavioral Success**

In the book, *Failure Is Not an Option*, Alan Blankstein writes that student achievement relies on educators creating achievement plans for students that involve both prevention and intervention strategies. The first strategy mentioned in the book to support student achievement is teachers building strong positive relationships with students (2010). All other interventions are built on this foundational support. A large contributor to building strong relationships with students is to establish a positive classroom environment.

The educator's perception of the importance of positive learning spaces has a profound effect on student academic success and behavior. Positive teacher-student relationships may be related to student academic outcomes in significant ways. Research has shown that positive classroom environments are associated with improved academic achievement and have an effect on student motivation, self-concept, and academic engagement. Teacher attitude and perception is an important component of the classroom learning environment. Teacher support, approachability, classroom management, engaging curriculum, and a task-oriented culture in the classroom are related to improved behavior and academic achievement in students (Witherspoon,

2011). Witherspoon reports that teachers involuntarily behave differently toward high and low achieving students. He states that high achieving students receive more positive and supportive interpersonal interactions from classroom teachers compared to lower achieving students (Witherspoon, 2011). In a positive constructive classroom environment equity and equal opportunity becomes a priority.

### **School-wide positive culture**

The most important and sometimes the most challenging task in the classroom and school-wide is to instill and maintain a culture of positivity and growth. Growth inspires change and change can be intimidating. An inspiring school climate is very important because it is crucial to attaining educational goals both in the classroom and schoolwide. A strong school culture supports shared beliefs, values, responsibilities and motivates educator pedagogy (Oder & Eisenschmidt, 2016). School improvement and student achievement must always be one of the focus points when considering school culture. The role of an educator is to ensure that students are college and career ready when graduating from high school (Blankstein, 2010). However, teaching is more than just academics. Educators must teach the whole child. An important component of education is character development, teaching students how to communicate, how to develop relationships and how to problem-solve.

A strong school culture motivates educators and encourages collegiality among teachers and administrators. Effective teaching is not isolated. Teaching is a collaborative effort among colleagues who provide support to each other to reduce emotional stress and prevent burnout. A positive, collegial school-wide culture makes teachers more committed to their organization. It creates a climate of risk-taking and develops a growth mindset among educators (Shah, 2012). A strong school culture influences classroom culture. When teachers are happy and motivated, they

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are more likely to be positive and invest time and effort in their classroom environment. Satisfied, supported, and motivated educators are more likely to create their own positive classroom spaces to reflect the progressive school culture that encourages high expectations for behavior and academic performance.

### **Summary**

Positive learning spaces are teacher created. It takes work, effort, and a belief that all students can succeed. Educators have the opportunity to build and foster student capacity for success (Haggis, 2017). Dr. William Glasser wrote that the five most basic needs in humans are the need to survive, the need to belong, the need to be empowered, the need to be free and the need to have fun. He wrote that perception of experiences guide behaviors (1998). Educators have this unique and incredible opportunity to change a student's perception of themselves and their experiences in school. Educators can meet all five needs described by Dr. Glasser by creating safe, positive environments for students and by fostering constructive relationships with every student in the classroom. Research cited in this review, describes how positive relationships between teachers and students can foster safe and supportive classroom climates that can influence student engagement, behavior, and academic achievement positively.

## **CHAPTER III**

### **METHOD**

The purpose of this study was to examine the relationship between positive teacher-student relationships, classroom behavior and student performance.

#### **Design**

The study used a correlational design to measure how closely two variables relate to one another. The study will either examine a positive correlation between the variables where the value of one variable increased in relation to the other variable, or no correlation will be found when there is no linear dependence or no relation between the two variables. The independent variable within this study was the positive relationships the educator has established with her students. The dependent variables in this study were a climate survey, mathematic and reading academic data collected from report cards for the second semester of the 2019-2020 academic school year, and Minor Incident Reports (MIR).

#### **Participants**

The study participants were students from a second-grade class in a charter school in Anne Arundel County, Maryland. The public charter school has an affiliation with TranZed, a Transformation Education Institute. The school adopted an Expeditionary Learning Curriculum (EL Curriculum), a comprehensive, standards-based core literacy program that engages students through compelling, real-world content. The school is an elementary and middle school with a total of 679 students. The diverse population in the school consists of 46.5% white students, 31.7% African American students, 9.4% Hispanic students, 8.7% of students with two or more races and 3.2% Asian students. Currently, 23.6% of the student population receives Free and Reduced Meals.

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Twenty-four-second grade students were selected for this study. Twelve students were male, and twelve students were female. One student receives English Language Learner (ELL) services, six students are candidates for Free and Reduced Lunch services and five students have 504 Services to support social and emotional behavior challenges. Five students are chronically tardy and often misses first-period instruction. Students were selected due to a history of challenging behaviors and diverse and explosive personalities within the group. The educator assigned to this group of students are known for building positive relationships with her students and she has a reputation for creating a positive culture in her classroom that leads to student success.

### **Instrument**

A School Climate and Culture Survey, with seven prompts, was administered to the participant group. Each prompt had three possible age-appropriate responses. A smiley face indicated students strongly agreed with the prompt, a face with a straight mouth indicated that students sometimes agreed, and a frowny face indicated that students seldom agreed. The researcher awarded three points for smiley faces, two points for straight mouthed faces and one point for a frowny face. The survey was unpacked and explained before the students participated in the survey. The researcher made sure the participants felt comfortable taking the survey. The researcher read each prompt out loud to the participants to ensure comprehension and allowed a one-minute response time before moving on to the next prompt. To ensure reliability in the survey results, the researcher gave the students the same survey twice.

The survey prompts were:

1. I feel that my teacher cares about me
2. If I have a problem, I feel I can talk to my teacher

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3. In my class, I am able to focus and learn.
4. I am able to be myself in school
5. I feel like an important member of my classroom community
6. I feel physically safe in my classroom
7. My peers are kind to me and each other.

Academic data for reading and math scores were collected from the participants' report cards for the second semester of the 2019-2020 academic school year. The researcher measured student behavior by collecting data from Minor Incident Reports (MIR) collected by the school. Minor Incident Reports are created when student behavior interrupts instruction and students' learning in such a way that the student is asked to leave the classroom or administrative intervention is needed. MIR data is recorded and stored in the school's shared drive where it can be accessed during meetings to assess students' needs, drive action steps, and create accommodations needed to support student success.

### **Procedures**

The researcher conducted this research study and collected data in a second-grade classroom. Because the research study was based on educator's building positive relationships with students, the researcher met with the teacher of the participant group to arrange observation times. Four one-hour observation sessions were arranged. Each observation took place on different days and at different times. The researcher looked for relationship building strategies built into classroom routines. The researcher looked for:

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1. Pro-active teacher responses that deescalated student behaviors.
2. Positive teacher language in the classroom. Examples of desired teacher language: I see many friends following directions right away. I notice (student name) persevering in this task. I noticed you remembered to ( ). Well done following our class norms.
3. Teacher interactions with students in academic and non-academic situations.
4. Student reaction and response to teacher interaction.
5. Relationship building activities built into daily routines.

During the meeting with the teacher, the researcher collected math and reading academic performance data. The academic data from the second academic semester of the 2019-2020 school year assisted the researcher in establishing a correlation or non-correlation connection between positive student-teacher relationships and academic performance. MIR data was also collected at this time. The researcher used the MIR data to verify a possible correlation or connection between positive student-teacher relationships and student behavior.

Baseline data of the classrooms' climate and culture was collected with the help of a Climate and Culture Survey given to the students. To ensure reliability, the survey was given to the students twice. Before the students participated in the survey the researcher normed the activity to lessen student anxiety. The researcher read each survey prompt out loud, explaining the prompt when needed, to assure comprehension. One-Minute response time was given for each prompt.

## CHAPTER IV

### RESULTS

The purpose of this study was to determine the importance of developing positive relationships with students to foster positive classroom behavior and improve student achievement.

A Pearson Correlation was conducted with the Climate and Culture Survey, reading and math achievements and Minor Incident reports (MIR) data. The results are presented in Table 1 below.

Table 1

*Correlation of School Climate and Culture Survey with Student Achievement and Behavior.*

Measure	Pearson Correlation	Significance
Reading Achievement	.04	0.86
Math Achievement	-.12	0.58
Minor Incident Reports (MIR)	-.08	0.73

The null hypothesis that behaviors and academic achievement levels of students in classrooms with positive teacher-student relationships are not significantly better nor higher than students in the classrooms without a strong culture and positive teacher-student relationships is accepted.

## **CHAPTER V**

### **DISCUSSION**

The purpose of this study was to determine the importance of developing positive relationships with students to foster positive classroom behavior and improve student achievement. The measure of the Climate and Culture Survey was correlated with measures of reading and math achievements, as well as behavioral data collected from Minor Incident Reports (MIR). The correlations were low and none of the correlations were significant. Thus, the null hypothesis within this correlation study was accepted when the correlation determined that behaviors and academic achievement levels of students in classrooms with positive teacher-student relationships are not significantly better nor higher than students in the classrooms without a strong culture and positive teacher-student relationships.

#### **Implications of Results**

This research was not based on an intervention, it was a correlation study to determine if there is a relationship between academic and behavioral success and a positive student-teacher relationship. The results of this correlation study indicate that there is not a significant relationship between positive student-teacher relationship building and student achievement and behavioral success in the classroom.

During the four hours of observations, the researchers saw many examples of positive interactions between the classroom teacher and students. The educator was patient with students who struggled to follow directions the first time. The teacher had a lanyard around her neck with visual behavior prompts on it. She held up a card with a picture displaying the desired behavior that is needed at that time to remind students who are exhibiting off-task behavior, to stay on task without interrupting instruction. The teacher corrected student distracted behaviors in a firm, yet

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positive manner. The classroom teacher often referred to her classroom norms, clearly displayed, to redirect behavior in a positive manner. She will have a private meeting with the students whose behaviors she corrected during an academic lesson. The teacher and students discuss the challenges the student experienced during the lesson and then proceed to make personal goals for the next lesson that will support successful learning. The researcher has observed the educator checking in with individual students to remind them of the personal goals they created for success.

The researcher interviewed the educator of the second-grade class to debrief the observation sessions. The researcher asked the teacher about one student who struggled with positive classroom behavior during the observation sessions and who's MIR data reflects minor, but frequent behavioral challenges. The educator shared that the student's behavior has improved dramatically in the positive classroom climate that she has created. In the past, the student received in-school and out-of-school suspensions due to violent and extreme disruptive behaviors. The student is currently responding positively to the classroom environment. The teacher directly attributes the improved behavior to the strong student-teacher relationship and trust she created with the student. The teacher shared that she and the student met several times before the academic school year to establish a positive relationship and trust with a goal to improve the student's behavioral challenges. She believes that their relationship is the key to the student's current behavioral and academic success.

### **Theoretical Implications of the Research**

Many research studies have focused on the relationships between students and teachers and how these relationships can influence academic achievement and positive behavior. Even though the correlation in this research paper determined that the relationship between student behaviors and academic achievement and positive teacher-student relationships are not significantly better nor higher than students in the classrooms without a strong culture and positive teacher-student relationships, research implies a different theory. According to Dr. Nan Li (2012), academic success in students is promoted when educators help students develop positive self-concepts and self-worth. These traits are developed when students receive their education in supportive, positive, and constructive environments. Positive teacher-student relationships develop when educators spend time and effort creating positive spaces for students filled with acceptance, love, and accountability.

When educators model responsibility, kindness and optimism towards students, they also demonstrate a belief that students can succeed academically and behaviorally. Positive classroom spaces and strong relationships in a classroom empowers students to believe in themselves. This assurance motivates and encourages effort from students that inspires positive student behavior (Haggis, 2017).

### **Threats to Validity**

This study occurred during the second semester of the 2019-2020 school year. It was not an intervention, but a correlation study determining the relationship between positive student-teacher relationships and positive student achievement and behavior. There are numerous threats to the internal validity of this study.

Factors that lead to threats of validity in this study was:

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- The sample size was small, and the researcher used convenience sampling by focusing the correlation study on only one second grade class.
- Second-grade students' social-emotional tendencies to want to please their classroom teacher, could have influenced responses on the School Climate and Culture Survey.
- Students' lack of comprehension of questions/prompts asked in the School Climate and Culture Survey, could have influenced the responses.
- The study did not include an intervention that could have influenced the relationships identified within the correlation.
- The short duration of the research study.

### **Connections with Previous Studies**

A causal-comparative study conducted by Jones & Shindler (2016) looked at relationships between independent and dependent variables after an action or event has already occurred. The independent variables within this study were strategies and actions steps schools used to build a positive culture. The dependent variables in this study were the School Climate Assessment Instrument (SCAI) used to assess school climate and California State Academic Performance Index (API) and Similar School Rating (SIM) scores (published by the state) used to measure student achievement.

The researchers attempted to establish cause-effect relationships between educators creating positive school climates and students achieving higher academically as a result of the school climate. The study suggests that climate and student achievement are related. The quality of the climate appears to be a predictive factor in a school's capacity to promote student achievement.

In the study of the current correlation, the researcher attempted to find a relationship between the independent variable and a dependent variable. The independent variable within the study is the strategies the educator applies to create positive relationships with her students and thus a positive classroom climate. The dependent variables within the current study are a School Climate and Culture Survey, reading and math academic scores from the second marking period in the 2019-2020 school year, and Minor Incident Report (MIR) data. The difference between the current research study and Jones & Shindler's study is that the current study was unable to find a significant relationship between positive classroom relationships and academic performance and Jones & Shindler were able to find a significant relationship between positive school culture and student achievement.

### **Implications for Future Research**

This study could be improved by addressing the weakness within the study by changing the research method from a correlation study to an intervention-based study. This will allow the researcher to use and compare multiple data points. A stronger relationship between variables would be more significant if the research time frame were extended and the sample group within the study became nonrandom.

Future research could build on this study by repeating the intervention with a different population. The researcher could pick students with poor attitudes towards school, and the sample group could be selected from higher grade levels. The current study was completed with second-grade students and the validity of the study might have been affected by a seven-year-old students' social-emotional need to impress and please the classroom teacher.

Additionally, future research should consider the length and duration of the study. If the study occurred for more than six weeks, the researcher would have enough time to influence

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student attitudes towards school. The researcher will need time to first established positive relationships with the targeted students before possible influence can be applied to change negative attitudes. Furthermore, the success of the intervention, intended to influence student attitude towards school, can be measured through a dependent variable such as the School Climate and Culture Survey, and it should be administered at the beginning, middle and end of the study to ensure validity.

The primary objective of education is to improve and support student learning and academic achievement. Classroom climate and student behavior support academic achievement. It would be valuable to include behavioral data and the academic growth of students during the intervention. Including these elements when intervening with student attitudes towards school, might be very informative.

### **Summary**

In summary, creating and maintaining positive teacher-student relationships is important for academic and behavioral success in students. This correlation study examined the relationship between positive teacher-student relationships and academic and behavior success. The results of the correlation study were not significant enough to prove a relationship between these variables, however, it is important for educators to always maintain a positive culture in their learning spaces and to form positive bonds with their students in order to create a learning environment in which young students can thrive and learn.

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