ÖĞRETMENLERİN SOSYAL-DUYGUSAL DESTEK DAVRANIŞLARI VE ÖĞRENCİLERİN ALGILADIĞI ÖĞRENME DÜZEYİ

Yrd. Doç. Dr. Adem Sultan TURANLI
Erciyes Üniversitesi, Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü
e-mail: turanli@erciyes.edu.tr

Öz

Bu çalışmanın amacı, öğretmenlerin sosyal-duygusal destek davranışlarıyla bu davranışların, öğrencilerin kendi öğrenme miktarlarına dair algıları üzerindeki etkilerini incelemektir. Bu amaç doğrultusunda öğretmenlerin sosyal-duygusal destek davranışlarını ve öğrencilerin algıladığı öğrenme düzeylerini belirlemek için 12 maddelik bir anket kullanıldı. Veriler, 58 öğretmenin sosyal duygusal destek davranışlarını belirlemek üzere 1200'den fazla öğrenciden elde edildi. Faktör analizi ve güvenilirlik testleri, anketin tek faktörlü bir ölçek olarak kullanılabileceğini ve regresyon analizi, öğretmenin destek davranışlarının algılanan öğrenme miktarını kestirmede kullanılabileceğini gösterdi. Öğrenciler gereken desteği aldığında daha çok öğrendiklerini düşünmektedirler. Son olarak bu araştırma, öğretmenler arasında sosyal-duygusal destek davranışları açısından farklılıklar olduğunu ortaya koydu: daha yüksek öğrenme algısına sahip olan öğrencilerin öğretmenlerinin, sosyal duygusal destek davranışlarını daha fazla sergiledikleri görüldü.

Anahtar sözcükler: Algılanan öğrenme miktarı, sosyal-duygusal destek, öğretmen davranışları

TEACHERS' BEHAVIORS OF SOCIAL-EMOTIONAL SUPPORT AND STUDENTS' PERCEIVED AMOUNT OF LEARNING (PAL)

Abstract

This study aimed to identify the relationships between teachers' behaviors of social-emotional support and their effects on students' perceptions about their learning. A 12-item questionnaire was used to measure teachers' behaviors of social-emotional support and their students' perceived amount of learning (PAL). The data were gathered from over 1200 students about 58 teachers' behaviors of social-emotional support. Factor analysis and tests of reliability indicated that the 12-item questionnaire could be used as a one-factor scale. Regression analysis indicated that teachers' behaviors of support can very strongly predict students' perceived amount of learning (PAL). When teachers support their students, students feel they learn more. Finally, the study showed that teachers differ in terms of their behaviors of social-emotional support: it was seen that the teachers of the students who have higher perceived amount of learning tend to exert behaviors of social-emotional support more often.

Keywords: Perceived amount of learning, social-emotional support, teacher behaviors

1. Introduction

Teaching includes both academic and relational responsibilities (Oser, 1994; Oser, Dick, & Patry, 1992). On one hand, intellectual capital (the subject matter, pedagogical knowledge and skills) is an important source of teacher power; on the other hand, maintaining high quality relationships with students is another responsibility for the teacher (Täte, 2006). In line with this, Täte defines teaching both as organizing the subject matter and giving students intellectual knowledge and skills and as developing relationships and helping students grow socially, personally, and morally. In other words, for better teaching, the stimulation of both the intellectual and emotional essences of a student is necessary (Palmer, 1998). The research presents an abundance of information about effective teacher behaviors and proves that teaching is not a uni-dimensional enterprise. However, Palmer maintains that academic and relational knowledge and/or skills in teaching only are not sufficient for good teaching, and they need to be integrated and internalized with other teaching skills. It is maintained that good teachers integrate academic and relational aspects of teaching into a harmonious unit (Täte, 2006).

Students' affective-motivational characteristics are closely related to their achievement (Bloom 1976; Wang, Haertel & Wahlberg, 1993), indicating that non-cognitive, social-emotional characteristics can predict amount of learning. Good teachers feel more responsible for their students and work harder for their success; they are also skilful in setting the classroom environment in a way students can learn (Täte, 2006). The social-emotional aspects of teaching are also closely related to the care the teacher gives to her students (Adler & Moulton, 1998) and caring teachers are approachable and ready to listen when students have difficulty understanding the material, and teachers' qualities such as enthusiasm and a sense of humor make learning enjoyable (Csikszentmihalyi & McCormack, 1986).

Since socially and emotionally competent classroom atmosphere leads to effective learning (Kress, Norris, Schoenholz, Elias, & Seigle, 2004; Elias, 2003; Zins, Weissberg, Wang, & Walberg, 2004), the teacher is expected to create a 'caring' classroom environment. Being a caring and supportive teacher also means providing students with the support they need to accomplish and holding them accountable for their duties (Stipek, 2006). The teacher is expected to be warm and caring but firm (Protheroe, 2005). He/she is also expected to build good relationships with students (Banner & Cannon, 1997), without having any 'favorites' (Täte, 2006). He/she does things for the sake of his/her students (Hirst and Peters, 1971), personalizes relationships with them (Sockett, 1993), and builds rapport by being human (Lickona, 1991). Therefore, learning and the learning context need to be carefully organized so that positive interaction can develop (Cooper, 2004). The teacher's successful management of social, emotional, and moral environments of their classrooms makes students willing in return to meet his/her expectations (Davidson, 1999) and the teacher's affectionate and nurturing

behaviors lead to higher levels of student engagement and achievement (Pianta, 1999; Davidson & Phelan, 1999).

Furthermore, better relationships between the teacher and students are reciprocal (Hirst & Peters, 1971), and both sides are expected to regard each other as important individuals (Banner & Cannon, 1997; Hirst & Peters, 1971). In a classroom where students feel respected and valued, they take more risks, and consequently perform better (Ryan & Deci, 2000). As a result of the atmosphere dominating the classroom, the teacher's instructional performance varies and the context may force him/her to behave differently. The reason why the teacher behaves in any way may be vague. In addition, the intertwined and overlapping nature of interaction between the managerial and instructional behaviors requires in-depth explorations on how they affect each other. The complexity of the classroom environment requires exploring both the teacher's and students' perspectives. However, most research on effective teaching has dealt with the teacher's viewpoint, and the assertions derived only from the teacher's reasoning may be deceptive. Therefore, further studies exploring the students' perspective will provide fruitful insights of good teaching and learning. Thus, teacher behaviors of social-emotional support (what she does in order to motivate students and to encourage their participation) were selected as the scope of this research and the study aimed to identify students' perceptions of how these behaviors interact with their perceptions of amount of learning.

2. Methods

2.1. Context

This study aimed at identifying the relationship between students' perceptions of teacher' social-emotional behaviors and students' perceived amount of learning. The study was carried out at a tertiary school where over 1200 students at different levels were homogeneously assigned to 55 classes of 21 to 23 students according to their levels of English, and where they were taught English up to upper-intermediate level by 58 teachers. Each class was team-taught by at least two teachers and each teacher taught at least two classes of students.

2.2. Instrumentation and Piloting

As a routine application for formative purposes, the students of the school used to be administered a 'teacher evaluation questionnaire (TEQ)' twice every to evaluate the staff's performance, and the results were confidentially shared. The TEQ had been originally developed for formative purposes and included 25 items. 13 of the items were related to instruction (task-orientation) and 12 items were social-emotional support (human-orientation) in nature. Its reliability had been calculated to be 0.93 after a previous formative use. Only supportive behaviors in TEQ were used for this study. A piloting study was carried out to calculate the reliability of the 12 items (supportive behaviors). 109 students in five classes were

asked to complete the questionnaire for 11 teachers, and 297 questionnaires were gathered. The students responded on a 5-point Likert scale (from "1=never"… to "5=always") how often they perceived their teachers to demonstrate those behaviors. The piloting indicated that these 12 items were reliable (r=0.97; see Table 1 for individual items) as a scale to represent teachers' behaviors of social-emotional support. The students were also asked to state how much they believed they were learning in the class of the given teacher on a nine-point Likert scale (from "1 = very little" to "9 = very much"). The question aimed to identify the level of students' perceived amount of learning (PAL).

2.2. Data Gathering and Analysis

The piloting also revealed that a teacher's students in different classes had differing perceived amount of learning (PAL); that is, the issue at hand had to be contextually studied (which was supported by Turanlı, 2000). Each teacher was teaching more than a class, and each class was being taught by more than one teacher. Therefore, each student responded for each teacher of his/her group. Consequently, 3275 questionnaires were gathered from over 1200 students in 55 classes the 58 teachers.

Various statistical techniques were used: First, the reliability of the 12-item questionnaire was calculated. Second, a factor analysis was carried out to ensure the uni-dimensionality of the questionnaire. Third, a regression analysis presented a model to help predict students' perceived amount of learning (PAL) from the teacher's behaviors of social-emotional support (factor scores). Finally, one-way analysis of variance (F test) was used to depict teachers' behavioral patterns of social-emotional support from their students' perceived amount of learning (PAL).

3. Findings and Discussion

Reliability and Factor Analysis: The reliability of the questionnaire was found 0.97. For the test of Cronbach alpha coefficient, the responses to the negatively-worded items (Item 2 and Item 10) were reversed as 1 to 5, … and 5 to 1. The corrected item-total correlations are also displayed in Table 1. In order to test the uni-dimensionality of the 12 items, a factor analysis was conducted in which principal component analysis was the extraction method. First, Kaiser Meyer-Olkim Measure of Sampling (KMO) was calculated to be 0.95, which was interpreted to be a perfect value in order to extract factors. Second, Barlett's Test of Sphericity (χ^2= 2378.0; $p<0.05$) indicated that the correlations in the R matrix were different from those in the unit matrix. This finding maintained that a factor or factors can be extracted from the data. Third, the analysis indicated that only one eigenvalue was over one with a value of 8.99 and this one factor explained 75.9% of the variance in the students' perceptions of the teachers' social-emotional support. This percentage was found to be satisfactory for a one-factor solution.

Table 1. Component Matrix and Corrected Item-Total Correlations

Teacher Behaviors of Social-Emotional Support	**CITC[1]**	**CM[2]**
1. The teacher tries to attract students' attention while teaching.	.88	.90
2. The teacher seems to be unwilling to teach.	.80	-.84
3. The teacher gives students' opportunity to participate in the activities.	.78	.82
4. The teacher is ready to help when we are in need.	.90	.92
5. The teacher deliberately monitors students' work in class	.81	.84
6. The teacher considers individual differences while teaching.	.86	.89
7. I can comfortably ask the teacher about anything I have not understood.	.83	.85
8. The teacher encourages us to participate and to speak English more.	.83	.86
9. The teacher cares about students' comments about the lessons/course.	.92	.94
10. I am afraid of making mistakes in the classes of the teacher.	.65	-.69
11. The teacher's presentation is clear and understandable.	.91	.97
12. The teacher-student relationships are based on respect and love.	.87	.89

[1] Corrected item-total correlations (CITC); the correlation between the item and the rest of the questionnaire

[2] Correlations between the item and the factor scores (component matrix)

Table 1 shows the correlations between the factor scores and the classes' composite scores (the component matrix). All the items were significantly correlated ($p<0.05$) with the factor values; Item 9 (*The teacher cares about students' comments about the lessons/course*) had the highest correlation ($r=0.94$) and Item 10 (*I am afraid of making mistakes in the classes of this teacher*) had the lowest one ($r=-0.69$), also with a negative value. On the other hand, the values of the corrected item-total correlations and of the factor scores are very close in size.

Prediction: One major goal of the study was to build a model to predict students' PAL. Therefore, a regression analysis was carried out to see how well the model could predict PAL. For the regression analysis, the students' responses about their teachers' behaviors were used as independent variables and the responses about PAL were entered as the dependent variable. The model was found statistically significant in predicting students' PAL ($F=387.1$; $p<0.05$). When all the predictive variables (teacher behaviors) were entered into the model together (in 'enter' model), R was found to be 0.84 and adjusted R square to be 0.71. That is, teachers' behaviors of social-emotional environment could explain 71 percent of the variance in the students' PAL.

Comparing Teachers' Behavioral Patterns: This study also aimed to identify teachers' behavioral patterns of social-emotional support which help increase students' feeling that 'I am learning'. For this purpose, by using the students' responses related to their perceived amount of learning (PAL), a composite mean of students' PAL was calculated for each teacher in each class to represent the perceived amount of learning in *that* class of *that* teacher. Therefore, each teacher had as many composite scores as the number of the classes he/she was teaching. Consequently, 167 composite scores of PAL were calculated.

For further analyses, the composite PAL scores were listed in an ascending order from the lowest ($\bar{x}$ =2.54) to the highest ($\bar{x}$ =8.13) and the range of the scores (not the number of the teachers) was *arbitrarily* divided into three to sort out the teachers in three groups (Teachers A, Teachers B, Teachers C) and to statistically compare their behavioral patterns. As was noted at the piloting phase, it was observed that some teachers had composite PAL scores representing different groups of teachers. For instance, one composite score for a teacher was, say, included in Teachers A while the other one or two of his/her composite PAL scores happened to be in Teachers B. Thus, a composite score represented a teacher's behavioral pattern specifically in that class, not the teacher himself/herself in general.

As Table 2 displays, there turned out to be 43, 60 and 64 teachers in Teachers A, B and C respectively, implying that more of the students were 'learning' in their classes. Similarly, the mean of the students' PALs was calculated to be 6.58 out of nine. The students of Teachers C had the highest PALs with a mean of 7.35 and the mean was calculated to be the lowest ($\bar{x}$ =5.39 out of nine) for the classes of Teachers A (the least learning classes). Meanwhile, the students of teachers B had a moderate PAL ($\bar{x}$ =6.44), somewhere between Teachers A and Teachers C, while the overall mean including all the teachers was calculated to be $\bar{x}$ =6.58. This dummy (formed for statistical purposes) variable was used as the independent variable in the analyses of variance (F test) to determine whether the teachers in the three groups differed in terms of their behaviors of social-emotional support (See Table 3). The composite mean and the standard deviation of each item were calculated for each group of the teachers and the groups were thereby compared. The findings are displayed in Table 3.

Table 2. Distribution of the teachers according to students' perceived amount of learning (PAL) *

Teachers	N	%	$\bar{x}$
Teachers A	43	25.7	3.39
Teachers B	60	35.9	6.44
Teachers C	64	38.3	7.35
Total	167		6.58

* '1 = not learning at all' … '9 = learning a lot'

Many students lack intrinsic motivation to participate in classroom activities or to achieve higher goals within their reach. Thus, the teacher often needs to organize interesting teaching activities in order to drive her students for higher achievements. The study indicated that the teachers working for the School considered this need of their students and they were reported to try often ($\bar{x}$ =4.03) to attract the students' attention to the lessons. It was also found that they differed in terms of their efforts to do so, according to the students' perceived amount of learning (F=118.1; $p<0.05$). The students of Teachers C (the 'best learning' classes) reported that their teachers very often ($\bar{x}$ =4.49) tried to attract students'

attention while teaching, whereas the students of Teachers A (the 'least learning' classes) responded that their teachers less often ($\overline{x}$ =3.34) tried to raise students' attention.

Table 3. Teachers' Behaviors of Social-Emotional Support by Students' Perceived Amount of Learning (in Composite Means) *

Teachers A $\overline{x}$	Teachers B $\overline{x}$	Teachers C $\overline{x}$	Overall $\overline{x}$	F
1. The teacher tries to attract students' attention while teaching.				
3.34	4.04	4.49	4.03	118.1**
2. The teacher seems to be unwilling to teach.				
2.55	1.92	1.56	1.94	71.2**
3. The teacher gives students opportunity to participate in the activities.				
3.81	4.20	4.49	4.21	63.8**
4. The teacher is ready to help when we are in need.				
3.84	4.36	4.67	4.34	112.5**
5. The teacher deliberately monitors students' work in class.				
3.50	4.00	4.35	4.01	67.2**
6. The teacher considers individual differences while teaching.				
3.16	3.65	4.06	3.68	78.3**
7. I can comfortably ask the teacher about anything I have not understood.				
3.51	4.05	4.46	4.07	69.7**
8. The teacher encourages us to participate and to speak English more.				
3.65	4.10	4.47	4.12	76.2**
9. The teacher cares for students' comments about the lessons/course.				
3.36	3.94	4.37	3.96	113.8**
10. I am afraid of making mistakes in the classes of the teacher.				
2.24	1.94	1.61	1.89	26.3**
11. The teacher's presentation is clear and understandable.				
3.53	4.03	4.50	4.08	93.9**
12. The teacher-student relationships are based on respect and love.				
3.31	3.99	4.44	3.99	153.8**

* 1 = never ... 5 = always
** $p<0.05$

Teachers' enthusiasm in teaching interacts with how students react. In case of the teacher's high enthusiasm, students reply accordingly and try to pay for the teacher's efforts. The respondents thought that the teachers rarely seemed to be unwilling to teach ($\overline{x}$ =1.94), whereas there were significant differences among the groups (F=71.2; $p<0.05$). According to the students, Teachers C hardly ever ($\overline{x}$ =1.56) displayed unwilling behaviors in their lesson presentations, the teachers in Teachers A were believed to be unwilling to teach much more often ($\overline{x}$ =2.55). Teachers B had a mean score ($\overline{x}$ =1.92) between the other two groups, meaning that they occasionally tended to behave in that way.

Teachers have to teach any content within limited time, and students cannot show themselves because they have to wait until their turns come. On the

other hand, not many students are willing to take part in activities; however, when they are pushed to do so, they enjoy being noticed, which implies that challenging the student may help him/her to learn. With this in mind, the students observed that the teachers more than often ($\bar{x}$ =4.21) provided them with opportunities to participate in activities. However, the analysis of variance indicated that there were significant differences among the groups of teachers (F=63.8; p<0.05). While the 'poorest learners' maintained that their teachers helped them to take part in activities less than often ($\bar{x}$ =3.81), Teachers C were stated to do so very often ($\bar{x}$ =4.49). Meanwhile, Teachers B had a close mean score ($\bar{x}$ =4.20) to Teachers C; nevertheless, the analysis indicated that all of the three groups differed from one another in terms of the frequency of their encouraging behaviors.

Like any student in general, students in ELT classes often have difficulties coping with the obstacles in the way. Teachers are generally expected to be 'around' to provide situational assistance for their students. In line with these pedagogical propositions, the respondents claimed their teachers to be ready very often ($\bar{x}$ =4.34) to help them. However, the analysis showed that there were differences among the three groups (F=112.5; p<0.05) and the students of Teachers C stated that their teachers helped them most ($\bar{x}$ =4.67). On the other hand, the mean of Teachers B ($\bar{x}$ =4.36) was quite close to that of Teachers C, still statistically different, whereas the students of Teachers A stated their teachers least often ($\bar{x}$ =3.84) helped them when they are in need.

Educators claim that monitoring students' seatwork is very helpful for classroom management and instruction and they recommend the teacher to walk around and be 'with it'. Again, the analysis showed that the groups of teachers significantly differed according to students' perceptions of the amount of learning that occurs (F=67.2; p<0.05). Teachers C were observed to walk around the students most often ($\bar{x}$ =4.35) for instructional purposes; However, the students of Teachers A thought that their teachers monitored student seatwork least often ($\bar{x}$ =3.50), similar to their other related behaviors.

Differences in students' learning skills and pace require that the teacher should plan carefully before his/her lessons to meet the students' needs. Preparing accordingly for the lesson makes the teacher's presentation more fruitful for his/her students and suitable for their individual needs. However, the responses of the students indicated that the teachers only sometimes ($\bar{x}$ =3.68) took into account their students' individual differences, which implies that the teachers lacked the awareness of differences in learning styles or they did not care about them. The analysis showed that there were significant differences among the groups of teachers in terms of the students' perceived amount of learning (F=78.3; p<0.05). In addition, the students of Teachers C maintained that their teachers considered individual differences more often ($\bar{x}$ =4.06) than the other teachers, and that Teachers A only sometimes ($\bar{x}$ =3.16) did so.

Learning environments free of stress encourage students to pose questions. Too much stress may prevent students from voluntary participation and, consequently, learning. Therefore, the amount of participation and the number of questions raised by students may be an indicator of a good environment. The analysis indicated that there were differences between the teachers in terms of the learning environment that their students perceived ($F=69.7$; $p<0.05$); in classes where the students thought they were 'learning more', they could ask their teachers questions more easily. While the mean score for Teachers A was the lowest ($\bar{x}=3.51$), the one for Teachers C was the highest ($\bar{x}=4.46$). This means that the more the students thought they were 'learning', the more questions they could ask, and vice versa.

It is widely accepted that in foreign language classes more participation is expected since it is believed to lead to more learning. However, many students may not have courage for voluntary participation in class in which they may be criticized because of their fault. In line with this supposition, the teachers included in the study often encouraged the students to speak English in class ($\bar{x}=4.12$). However, the three groups differed significantly in terms of students' perceptions of the amount of learning ($F=76.2$, $p<0.05$); Teachers C encouraged their students much more than often ($\bar{x}=4.47$) than the others so that they could participate in the activities and speak English in class and the students of Teachers A reported that their teachers did not spend much effort to encourage the students ($\bar{x}=3.65$).

Belongingness and sense of safety are basic human socio-psychological needs. For that reason, students expect to be valued by their peers and teachers. Likewise, teachers expect their students to contribute to classroom activities. This indicates that students and the teacher mutually need one another for better classroom experience and teachers are thereby expected to consider their students' opinions and tailor the programs accordingly. In line with this proposition, the respondents maintained that the teachers very often took into account their comments about the course ($\bar{x}=3.96$). However, there turned out to be differences among the groups of teachers in terms of the students' perceived amount of learning ($F=113.8$; $p<0.05$). It was found that Teachers A cared their students' comments the least ($\bar{x}=3.36$) amongst the three groups, Teachers C acknowledged students' comments most frequently ($\bar{x}=4.37$).

Within the complexity of classroom life, many students have difficulty coping with the obstacles successfully. In some instances, some simple mistakes may make students laugh, which is often unavoidable; nevertheless, the teacher's attitude may foster unfriendliness deriving from such behaviors. Although the respondents claimed that they were not afraid of making mistakes in class ($\bar{x}=1.89$), the analysis indicated that the teachers differed in terms of their students' perceptions related to the amount of learning ($F=26.3$; $p<0.05$). The students of Teachers C maintained that they were rarely afraid of making mistakes ($\bar{x}=1.61$) in class, and those of Teachers A were found to be afraid of making

mistakes much more often ($\bar{x}$ =2.24) than even the students of Teachers B ($\bar{x}$ =1.94).

The quality of instruction is believed to be closely related the teacher's presentation skills; clear instructions and presentations provide guidance which help students overcome most prospective problems. However, not all teachers are equipped with these skills. The analysis also showed that the teachers' presentation skills differed according to the students' perceived amount of learning (F=93.9; p<0.05). While the respondents claimed that Teachers C spoke understandably and presented the content clearly very often ($\bar{x}$ =4.50), Teachers A were found to be less able ($\bar{x}$ =3.53) to give efficient lessons. The analysis of variance shows that the three groups have different patterns of behavior to present their lessons. Teachers C present their lessons better than the teachers in the other two groups.

Good relationships improve the quality of classroom management and instruction. Although many teachers often either set too strict rules or behave too permissively for practical reasons and thereby ignore the quality of relationships, successful teachers know that respect and love should not be ignored. Supporting this claim, the students of Teachers C responded that love and respect dominated their lessons ($\bar{x}$ =4.44); however, in the classes of Teachers A this atmosphere was observed less often ($\bar{x}$ =3.31).

4. Conclusions and Discussion

The study aimed to identify the relationship between teachers' social-emotional behaviors (which are often stated to support students academically) and students' perceived amount of learning (PAL). There is an abundance of research indicating how individual social-emotional behavior contributes to student learning. A questionnaire was needed to measure the overall contribution of teachers' social-emotional behaviors so that teachers or researchers could use. For this purpose, a questionnaire was developed and piloted. Factor and reliability analyses indicate that the 12-item questionnaire can be used as a valid instrument to measure teachers' social-emotional behaviors.

Another finding from the study is that teacher behaviors of social-emotional environment make a difference in how happy students feel in class. Although the behaviors in the questionnaire contribute significantly to students' perceived amount of learning (PAL) when considered as a whole, the high correlations among these behaviors make it difficult to tell one from the other in terms of the amount of their individual contributions. Not all teacher behaviors have the same amount of impact on students' perceived amount of learning (PAL); while some are more influential on students' morale, some others are less effective.

On the other hand, students in different classes usually have their own dynamics and the teacher often behave accordingly within each class. Therefore, their behaviors should be contextually investigated since the reasons why they

behave differently have not been fully studied so far. In other words, it may be wrong to over-generalize the impressions about their performance in one class to the others, and therefore, further studies are needed to explore why some teachers can adapt more easily to different contexts while some others cannot.

Bearing this in mind, students' perceived amount of learning (PAL) in any class may be predicted via some of his behavioral patterns. Accordingly, this study has shown that teachers who behave more supportively are favored more by their students. In other words, students favor the teachers more whose students feel supported and encouraged. If the findings from the study are conversely interpreted, the amount of learning (PAL) students claim to be achieving may help identify how often or how much their teacher exerts the behaviors included in the questionnaire. This may be a quicker way of having a sound impression about teachers' social emotional behaviors in class.

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