ÖĞRENCİ-ÖĞRETMEN İLETİŞİM SÜRECİNİN DEĞERLENDİRİLMESİ
EVALUATION OF THE STUDENT-TEACHER RELATIONSHIP PROCESS
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Öz

Bu araştırmanın amacı Öğrenci-Öğretmen İletişim Ölçeğini (Koomen, Verschueren , Schooten , Jak & Pianta, 2012) Türkçe ye uyarlamaktır. Araştırma 300 lise öğrencisine uygulanmıştır. 25 maddenin yer aldığı 3 boyuttan oluşan model doğrulayıcı faktör analizinde uyum göstermiştir.İç tutarlılık korelasyonu ile madde, faktör analizi ve faktör yükleme çalışmalarının yapılması ölçeğin psikometrik özelliklerini araştırma amaçlıdır.

Ölçeğin iç tutarlılık analizleri sonucunun .73 olması ölçeğin güvenirliğinin yeterli olduğunun göstergesidir. Madde ayırt ediciliği ve doğrulayıcı faktör analizi sonuçlarına göre ölçeğin 3 boyutlu özgün formunun Türk örneklemi için uygundur. (x^2=1045.98, df=272, RMSEA=.098, NFI=.93, NNFI=.94,CFI=.94,IFI=.94,SRMR=.012).Bu durumda ölçeğin Türk örneklem grubu için eğitim sürecinde Öğrenci-öğretmen iletişim düzeylerinin belirlenmesinde yararlanılabilecek geçerli ve güvenilir bir araçtır.

Anahtar Kelimeler: Öğrenci Öğretmen İletişim, Uyarlama, Geçerlilik, Güvenilirlik.

Abstract

The objective of this study is to rearrange Student-Teacher Relationship Scale (Koomen, Verschueren , Schooten , Jak & Pianta, 2012) into Turkish. The study was applied for 300 secondary school students. In the confirmatory factor analysis (CFA) the three dimensioned model, comprised of 25 items , showed convenience. The reason why the studies of internal consistency correlations (ITC) besides factor analysis and factor loadings (FLs) were carried out was related to observe the scale's psychometric characteristics.

 That the result of the scale's internal consistency analysis was 73 is a sign which shows the scale's satisfactory realibility. In order to investigate the   psychometric characteristics of the scale, internal consistency, item and factor anlaysis were conducted. Considering the results of item discrimination and CFA done, 3 factor structure of the model is appropriate for Turkish sample. (x^2=1045.98, df=272, RMSEA=.098, NFI=.93, NNFI=.94,CFI=.94,IFI=.94,SRMR=.012). In this case, the scale is a valid and reliable tool for identifying the level of student teacher relationships for Turkish sample group.

Keywords: Student Teacher Relationship, Rearrangement, Validity, Reliability.

1.   INTRODUCTION

It is clear that powerful and assistive relationships among teachers and children are vital to the bracing progress of the the whole children in schools is presented by a considerable literature. (e.g.,see Birch & Ladd, 1998; Hamre & Pianta, 2001;Pianta,1999).That the aspect of student- teacher relationship is affiliated with students' academic incentive and manner toward school is stated in the research on the classroom climate school's influences. (e.g., Berndt & Hawkins, 1988; Fraser & Fisher, 1982; Hartmut, 1978; Moos, 1979; Trickett & Moos, 1974).

The comprehensive definition of the school climate by Stringfield means the whole environment of the school together with the parents and the community. (Creemers,1994; Stringfield ,1994). It is the quality of mutual effect, sense of confidence, and respect which are available in the school community. In the the psychoeducational progress and school acclimation of the students, school climate is a crucial state variable. Students' mutual effects and experiences in school completely influence their academic achievement and psychosocial acclimation directly after in life. (Norris M. Haynes , Christine Emmons & Michael Ben-Avie (1997   Likewise,it is obvious that grownup–child relationships , along with lecturer–child relationships have an impact on at a minumum in the pri-mary grades, class social acclimation (see Pianta, 1999) As soon as children get in the school, relationships with non-parental adults particularly pupil-lecturer relationships gets progressively vital to classroom acclimation (Birch &Ladd,1997; Greenberg,Speltz&Deklyen,1993; Howes,Hamilthon,&Matheson,1994; howes&Matheson, 1992; Lynch&Cichetti,1992; Pianta&Nimetz,1991; Pianta et al,1995). The relationship between lecturers and students is an indispensable part of the powerful learning in the class. Learning is influenced both directly and indirectly with the growing dialogue among lecturers and children(Ann Bainbridge Frymier & Marian L. Houser (2000).

That assertive teacher attitudes have essential influences on student learning would be a signal to the presence of a favourable, considerable and actuarially remarkable relationship. (Anthony Milanowski (2004). A positive teacher-student relationship promotes powerful learning consecutively strengthening cognitive learning (Eiss, 1969; Bloom et al., 1971). In the learning process teacher character shoulders an

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essential role. Felt as mild, pertinent and mindful of the students' success, the teachers will help them reach at higher levels (Kelly, 1983; Wlodkowski, 1986). Students having weak communications with lecturers and weak ties with school got lower marks on their own's and lecturer ratings of social and sentimental acclimation than students with strong communication and ties. (Christopher Murraya, b, Mark T Greenberga,2000) Murray and Greenberg (2000) came up with that fifth- and sixth-grade students with weak communication with teachers also the ones with poorer marks on self and teacher-rated social and emotional acclimation than the ones with positive communications with teachers. What is evident is that positive and assistive relationship with teachers is influential on students' academic success achievement. (e.g., Parker & Asher, 1987; Wentzel, 2002). From the children's point of view, teachers' purposes are often felt to be unfriendly and are enunciated that teachers treat children as if they don't like them. (Institute for Education and Transformation, 1992; Wehlage & Rutter, 1986).Should teachers wish to have a affirmative influence on students' fulfilment and manner, they must reflect mild and unclouded manners. (Bers, 1975; Boyer, 1983). (K. Kurt Eschenmann,91). Teachers' feelings are mostly made use of evaluating communication between young and early elementary children. (Birch & Ladd, 1998; Pianta, 1999). Student– Teacher Relationship Scale (STRS; Pianta, 2001), is suggested to evaluate the lecturer's opinion of communication quality with a specific student. The idea of children's acclimation to school is influenced from the quality of communication among lecturer and child comes to light through attachment theory. Emotional ties' of the child with his caregiver in his development are essential in this theory. (Frances Mcclelland Institute ,2009)

Such research specialists as Ainsworth, Blehar, Waters, & Wall 1978 and Bowlby 1982 made use of Attachment theory as a base to learn the relationship types between child and teacher. (Christopher Murraya, b, , Mark T Greenberga,2000). The concept of teacher-child relationship has been grown out of the Attachment theory overviews and evolvements of parent–child relationships (Davis, 2003). Research about student- lecturer communication applying an Attachment theory scheme (Bowlby, 1973, 1980, 1982) is present. Attachment Theory's principles and a range of research on the traits and essence of child-teacher relationships have been carried out. (Christopher Murraya, b, , Mark T Greenberga,2000) STRS' items were created based generally on the ground of Attachment Theory, especially Attachment Q-Set (Waters & Deane, 1985)) , and on revision of the literature about lecturer–student communications. (Pianta & Steinberg, 1992) Researcher specialists have considerably made use of different adaptations of STRS with 28-35 items for preschool, kindergarden and junior school children and their lecturers in studies through years. (Pianta, 2001).Today's latest adaptation of STRS (Pianta, 2001) comprises of 28 items ranked on a 5 point Likert-Type scale. The scale is comprised of 3 subscales checking Conflict, Closeness, and Dependency.

Conflict is accepted as the extent for the teacher to observe divergent mutual effects and a short of affinity with the student. Closeness is linked to the level of cosiness and frankness in the communication with the student. Dependency is defined as appropriative and gooey student manners felt by the lecturer. (Birch & Ladd, 1997;Pianta, 2001). (Doumen; Verschueren ;Buyse; De Munter;Max and;Moens,2009).

Thus the goal of this research is to increase Student Teacher Relationship measurement within Turkish context. Student Teacher Relationship Scale, developed by Koomen, Verschueren , Schooten , Jak & Pianta,2012,was implemented for secondary school students and teachers with the aim of attempting to measure Student Teacher communication level.

2. METHOD

2.1. Participants

The participants of this research included 300 students from a public religious vocational secondary school located in Edirne, Turkey. 126 participants were female which formed 42 % of the sample and 174 participants were male which formed 58% of the sample.

2.2. Procedure

For the rearrangement studies of the scale, a dialogue with Helma Koomen was provided via email and necessary authorization was obtained.

As a firts step, Student-Teacher Relationship Scale was interpreted into Turkish by 5 English lecturers and necessary modifications were made after the interpretation was checked . Then the same group interpreted Turkish forms into English again, the consistency between 2 forms was analyzed and Turkish form was obtained conferring on the forms. Next, the Turkish form was analyzed in terms of meaning and grammar,necessary modifications were made and test Turkish form was obtained. Some revisions were made after having faculty member experts in their fields analzed the test Turkish form.

After the scale's validity and reliability analyses were tested, original scale's interpretation in Turkish culture was verified implementing the CFA . Beside these measurements, item-total correlations and internal consistency reliability were investigated. Benefitting from LISREL 8.54 and SPSS 22.0 packet programmes, data analyses were performed. ITC for the adapted scale was displayed in Table 1.

3. RESULTS

Table 1: ITC for the adapted scale.

	Items	Item-Total Correlations(r_{jx})
1	Bu çocukla sevecen, sıcak bir iletişimim var.	,329
2	Bu çocuk ve ben her zaman birbirimizle didişiyoruz.	,075
3	Bu çocuk üzgünse onu rahatlatmamı bekleyecektir.	,514
4	Bu çocuk fiziksel şefkat ve ya dokunuşumdan rahatsız.	-,033
5	Bu çocuk benimle iletişimine değer veriyor.	,268
6	Bu çocuğu övdüğümde, gururdan gözleri parlıyor.	,513
7	Bu çocuk benden ayrılmaya aşırı şekilde tepki gösteriyor.	,541
8	Bu çocuk bana gereğinden fazla bağlı.	,587
9	Bu çocuk bana aniden sinirlenebiliyor.	,164
10	Bu çocuk beni hoş tutmaya çalışıyor.	,274
11	Bu çocuk kendisine adaletsiz davrandığımı hissediyor.	,167
12	Bu çocuk yardıma gerçekten ihtiyacı olmasa da benden yardım istiyor.	,158
13.	Bu çocuğun duygularına uyum sağlaması kolay.	,135
14	Bu çocuk beni ceza ve eleştiri kaynağı olarak görüyor.	,152
15.	Diğer çocuklarla vakit geçirdiğimde bu çocuk güceniyor ya da kıskançlık gösteriyor.	,426
16	Bu çocuk cezalandırıldıktan sonra öfkesi dinmiyor ya da inatçı kalıyor.	,204
17	Bu çocukla uğraşmak tüm enerjimi götürüyor.	,111
18.	Bu çocuğun ruh hali kötüyse biliyorum ki uzun ve zor bir gün bizi bekliyor.	,261
19	Üstün gayretlerime rağmen, bu çocukla anlaşma sağlayamıyoruz	,080
20	Bu çocuk benden bir şey istediği zaman ağlayıp mızmızlanıyor.	,334
21	Bu çocuk bana karşı sinsi ve çıkarcı.	,057
22	Bu çocuk benimle açıkça duygu ve deneyimlerini paylaşıyor.	,501
23	Bu çocukla etkileşimim bana işe yaradığımı ve kendime olan güvenimi hissettiriyor.	,361
24	Bu çocuk gün boyunca tüm dikkatini bana veriyor.	,229
25	Bu çocuk onu teşvik etmeme izin veriyor.	,222

3.1. Construct Validity

It is considerably useful for the researchers to use the Confirmatory Factor Analysis in handling apparent assumptions on a scale like, amount of factors or extents which underlies its items, connections between absolute items or absolute factors also the bond between factors. That is, measurement hypotheses are evaluated regarding scale's internal form by the researchers. In 2008 Furr and Bacharach asserted that with CFA researchers can measure the extent to which the scale's data are appropriate for their assesment assumptions. It was indicated with the conclusion of the CFA that the three-dimensional model was rather a good match. (x²=1045.98, df=272, RMSEA=.098, NFI=.93, NNFI=.94,CFI=.94,IFI=.94,SRMR=.012). FLs and PD for Turkish construction of STRS were shown in Figure 1.1.
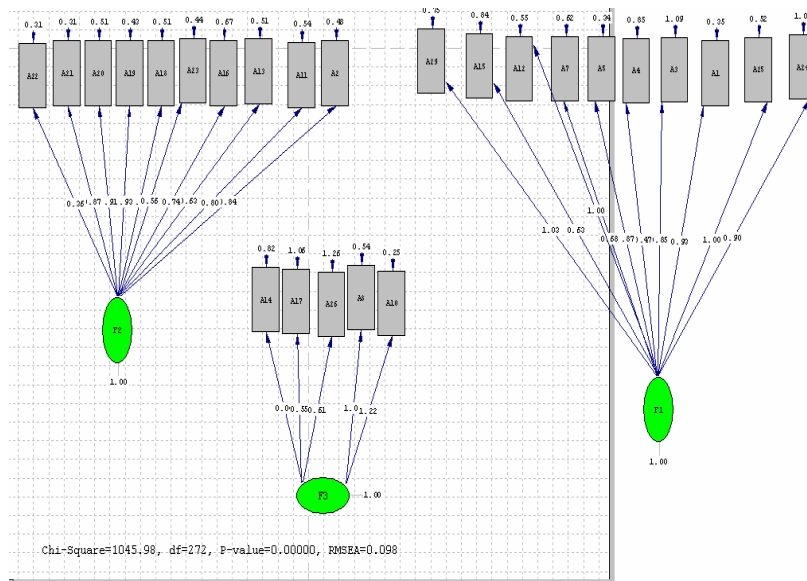

Figure 1.1: FLs and PD for Turkish construction of STRS.

4. DISCUSSION

The fundamental objectives of this study were to readjust Student-Teacher Relationship Scale (STRS) for Turkish culture ,apply it for the secondary school students so observe its influences and measure its psychometric properties. That the consistency of 25 items representing 3 subscales with the adapted scale

depending on the results of the factor analysis, the good expected results of the internal consistency the item discrimination proved that the scale was validate and reliable and had a perfect match with Turkish Culture. The results of Confirmatory Factor Analysis (CFA) and item discrimination were direct signs that the scale was in cohesion with its subscales.(x^2=1045.98, df=272, RMSEA=.098, NFI=.93, NNFI=.94,CFI=.94,IFI=.94,SRMR=.012). More clearly, it is thought as acceptable when CFI ≥.90 and good when CFI ≥.95.Besides,SRMR should be under .08 (Hu & Bentler, 1999.So considering these, the scale' CFI was good, RMSEA value was at mediocre level. As a direct result of these rates, it can be said that the scale was a suitable, reliable and validate tool for the teachers to determine the students' communications with the teachers.

In the adapted scale, three subscales were observed as seen in some previous and original scale. The results of the adapted the scale's versions are expected to support the subscales. In a pilot study done in 2008 by Athanasios and Tsigilis, the internal consistency of these 3 subscales was .91 for Closeness, .89 for Conflict, .69 for Dependency. The result means that the scales' internal consistency was in parallel with the findings got from the previous studies. Similar results were found in 2012 by Koomen. Closeness (r=.98) and Conflict (r=.99) and also strong relations for Dependency (r=.88). The results show that the correlations between the adapted Dutch scale and the original one were perfect. However, in such studies as carried out in 2013 by May Britt Drugli and Hjemdal it was understood that the rearranged scale didn't have any support for 3 dimensional model of the original one. The possible results were guessed to be age range of the sample (school-age). In their studies of the short form STRS (15 items and 2 subscales which were conflict and closeness) closeness subscale were 0.82. For the conflict subscale, 0.84.As understood, the internal consistencies of this study had no significant support for the long versions of the scale. As lower internal consistencies had our study with May Britt Drugli & Odin Hjemdal compared to the previous adapted versions of the scale, we can say that this might stem from plenty of factors. As for the present study, although we can't say that we reached the highest internal consistencies for 3 subscales it was understood that the rearranged scale had the quality which supported the previous studies' multidimensions.

Although STRS has been applied mostly for kindergarden, pre-schools, primary school students there are few studies carried out for secondary school students. In these studies mentioned, the items have been evaluated and some of them have been excluded. For example, In 2011 Webb and Neuharth Pritchett examined STRS previous versions and stated that 26 items of the scale were reliable and validate. Similarly, in 2008, Gregoriadis and Tsigilis reached similar findings to those of Webb ve Neuharth Pritchett. Moreower, in the Netherlands Koomen, Verschueren, Jak, van Schooeten and Pianta extracted 6 items (6-9-19-21-30-31). In parallel to this, in the present study , such items numbered as 6-9-19-21-23-30-31-33-34 were removed from the original scale. This subtraction may be closely related to the cultural differences. So, although STRS was developed in the North of the USA, adaptations to different cultures may need some alterations both for culture and the class level then the results may be different. For instance, in 2005 Beyazkurk and Kesner's research it was stated that Turkish elementary school instructors proclaimed their relationships with the children were higher in terms of closeness and dependency than those of the Americans. And the findings were primarily related to the 2 different nations' cultural varieties as Turkey is a collectivistic society and the USA is an individualistic one.

The research had few limitations to take into consideration. One of them was the sample size of the current study. It consisted of only one secondary school including 20 teachers evaluating 300 students, which limited the validity of the findings. That Turkey has a different cultural background unlike to those of the USA and most other European countries, there might happen diffirencies in the interpretation of the scale's items. In addition to this, it created difficulty and reluctance for the teachers to read 25 items for each pupil and vague items might result in wrong interpretations of each item. Considering these, the scale's items can be shortened and 2 different cultures including Turkey can be included for a similar study so results can be compared. Besides, the scales can be applied for certain departments' of teachers together with lesson manner scales to the selected lessons and the correlation of the two variables can be checked. Lastly, as a next step it can be applied for the students in adult education centers and findings can be compared. In order to reach a generalization for this study, further studies should be carried out. Despite the need for more research, the findings of the study showed that the Turkish adaptation of the STRS was useful, valid and so reliable.

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