



Relationship between Teacher Student Interaction and Student Academic Achievement at College Level

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Abstract- Due to globalization and reforms in higher education in many countries around the world, the concern for improving the quality of students learning has come under focus. The purpose of this research study was to found the relationship between teacher student interactions (Perception of student about affection, perception of student about attunement, perception of student about dedication of resources perception of students about dependability, perception of student about sense of relatedness, perception of students about emotional reliance, perception of student about Psychological sense of school membership, perception of students about teacher social and academic support) and student's academic achievement at college level. In this research study researcher used simple random sampling technique by distributing questionnaire among sample of 600 students, from the selection of sample out of 14 female government colleges in Multan City, 7 government females' colleges were selected. Questionnaire contained 44 items was developed for this study. Hypothesis were tested with the help of different statistical techniques i.e. Chi-square, Z-Test, ANOVA, Pearson Correlation. The Chi-square result of the study represent positive relationship between teacher student interaction and Pearson Correlation results showed that all factors of teacher student interaction are highly correlated with each other and with student's academic achievement.

Keywords: Relationship, Teacher Student Interaction, Academic Achievement, College

I. INTRODUCTION

Teachers who have positive interaction with their students create classroom environments more helpful to learning and meet students' developmental, emotional and educational needs. Teaching is a people profession that demands a large amount of time being dedicated to personal interaction. Positive teacher student interaction has a very crucial role for effective teaching and learning to take place. The relationship between teacher and his students is one of the most influential factors in a learning environment. This is a key element that affecting students' progress, engagement of school and academic motivation, a teacher-student relationship from the basis of social context also.

Throughout formal schooling, teachers play an important role in guiding students

(Baker, Grant & Morlock, 2008). A positive communication between teacher and student, communicating with interaction theory (Ainsworth, 1982, Bowlby, 1969), allows individuals to feel safe and comfortable in their circumstances is to provide the main educational and social abilities/skills. Teachers who engage students in a working environment are Influential in the long-term path of schooling and have a strong level of social and Cultural importance for their work and job opportunities (Baker et al., 2011; silver et al., 2005).

The classrooms are a free space for children to attend activities as teachers generate positive relationships with students (Hammer & Pinata, 2001). There is a close, friendly and encouraging relationship between the teacher and the students. Students with positive teacher relationships used them as a secure basis for having studied subjects, psychological and social difficulties and emotional and social advancement. This requires, self-esteem contact to your colleagues (Hammer & Pinata, 2001). Students learn about accepted social activities, as well as academic standards and ways to meet those expectations through this effective communication. Students from deprived schools should respond positively to their teachers. Students who are aligned positively to the teachers, are interested in learning and supporting. Students are busy in conversation. Throughout their class they also try hard, critique, sustain opposition, resolve anxiety and pay some attention to the teacher (Little & Kobuk, 2003).

Self-esteem is particularly significant for adolescents, and it helps learners to develop good confidence and self-esteem thought. Adolescent assessment is a successful outcome which encompasses motivation, job satisfaction, integrity, emotional control, and emotional health. Support constructive teacher-student partnership evaluation of potential social implications. During most of the research, the

students will be influenced and will be capable of achieving future performance in educational and professional growth (Orth et al., 2012).

The purpose of the research is to study the teacher student relationship during most of the course of the study, and to strengthen the development process. Good teacher's cooperation enables them to even get inspired to take part in the process of learning. Students are actively involved in the learning activities and are passive students. We studied how to use the common learning plan and how to use students to train and improve students' performance. This study aims to allow students to have good relationships, inspire their motivation, and express the educational process portion. Teachers who care about their students and interact with their students will inspire students to learn. To practice critical reflection, when having participated in a particular investigative process of this practice, students should be involved in the discipline of debate and discussion thinking, speaking and listening. Students don't have enough training, just by listening to the teacher when attempting to take it with the teacher, and very few do.

Students build knowledge and to become rational thinkers in the classrooms, creating incentives for extensive, organized student's interaction. The teacher student relationship within an essential component of the learning and teaching phase. Student's engagement promotes students participation in the classroom. This increases enthusiasm for students and helps students to understand the significance of the subject of teacher. As all students engage this enhances participation. There can be contact between teachers and students. This form of classroom communication informs the students to follow their executives.

A good teachers-students relationship will positively impact student's behavior in classroom. Environment for learning plays a major role in educating learners, and positive attitudes can help foster participation among learners and actively participate in the educational process (Maulana et al. 2013). In the other hand, if there's no foundation for good relations, it will have a negative impact on the actions of the learners. The learners will obey the rules and guidelines and don't trust their teachers and won't say what they'll do if they think the teachers don't respect them and don't care and don't know (Boynton & Boynton, 2005). Learners have to learn personally from their instructors to affirm the principle of self-governance. Furthermore, learners with good instructor relationships are more likely to evade school (Rim-Kaufman & Sandilos, 2012). The sense of ownership contributes greatly to the production of different attitudes and positive behaviors. The nature of teacher-student engagement defines contact reliability; instructor has fallen off their learners or has little or no educational and behavioral contact. Sad to say, this communication only impacts the teacher's connection but his coworkers feel the way he appears. This unpleasant association can influence other connections between classes (Jerome & Pianta, 2008). To avoid this, instructors want to consider how successful their experiences are and how they affect students. Teacher should realize that instructors can provide school therapy with positive attitudes and protecting children with inadequate results for academic and growth. On the other hand, the significant impact of the pupils teachers, both within the cycle of formal education. The actions of instructors and learners in particular to promote the development of questions or information at the college level. Instructors should advantages from the optimistic attitudes impact. "A teacher's true inspiration is always a relevant consideration because it provides a sense of anxiety, creates an energetic environment, and encourages a lot of satisfaction." The consistency of participant relationships with teachers is the basis for all dimensions of class administration (Marzano & Marzano, 2008).

Upcoming Research literature has a major effect on young children's role, the reliability of teacher-student relationships affecting achievement of students, and the young people effectiveness who are inadequate in social, public and classroom life. It introduces, firstly, two theoretical theorems: Theoretical theory of achievement are expected and self-determination theory. This study is based on those hypotheses. Obtaining world class education is the cornerstone in the life of all. It is very necessary you have the resources you need to be successful. Yet some students' motivation isn't always easy. So some of us have to guide their education to students. When teachers expend incredible time over a whole year, they are accountable for developing patterns in the students. Researcher shows that teacher-student relationships are essential to achievement and academic achievement. In reality, teachers with the most powerful weapons have a significant interaction with their students to create an atmosphere is conducive. It is more likely that teachers are more successful (Boynton & Boynton, 2005; Skinner & Green, 2008; Rim-Kaufman & Sandilos, 2012). Furthermore, the environment for learning plays a significant role in cultivating student interest and attendance. Students become much more active when they are busy and productive when they are in their classroom under supervision and health. The students engage in their education positively (Skinner 2013). Conflicts are both adverse and conflict related. It's overwhelming dependence on the children's interests and the teacher's attitude. Three of the above studies indicate sequencing from a great series of studies and invention of different countries and in different patterns.

Adherence to the relationship of teaching the student, dependencies and conflicts are usually determined by a teacher's student's ratio. Disagreements and dependencies relate to adaption to school, society and emotions in close proximity to the tutor. Dependent student tutors may be associated with the relationship between class and handicap, extrinsic behavior, and harmful frequencies. The presence of teacher-teacher support is related to participation in classroom activities. Nonetheless, in the early school year, the level of contact between teacher and student will determine the success of long-term learning after analysis of the child's achievement (Hammre&Pianta, 2001). Both tests indicate that the teacher-student partnership plays a significant role in the complexity of development of children and outputs. Personal view on emotional intelligence Global literature is proof of social and emotional maturity (SEL), emotional intelligence (EI) and school positives. At the very same time student-student relationship is critical for schooling (Pianta, 2001). There is, however, no current study of the teachers' EI and SEL principles in conjunction with student lecturers and student actions. There are several findings that examine both students and teachers, "EI conceptualizes, SEL's skills and students' attitude are based on meeting the understanding of these problems by both teachers and students, and exploring the implications of teacher training. The instructor role is one of the most important and valuable professions. Finally, during the early stages of the creation of new minds (in the world), the minds, behaviors and learning ideas of children, it is important to communicate with the children.

Honesty

Truth and truth are two essential elements that make up a teachers special. It means you didn't see the product and you didn't put it in the same spot. Also young kids will give unfair symbol. It doesn't say, though, that teachers can't find each student's advantages and disadvantages, and not concentrate on how to coordinate, explain and avoid them.

Availability

Access to information is essential to being a good teacher. If either the kid asks questions and wanted to know too much, it's essential that the teacher doesn't scare him / her. In environmentally friendly, non-hazardous conditions, the students will create. If the kid's thoughts he or she is wrong, he or she hopefully won't do anything about it or ask a question, so it can be changed completely.

Organization

Recognition is valuable for employing devotionals and teachers competent. That is particularly significant for fragile, particularly dangerous children. If a child has learning difficulties, then he or she must be able to feel a connection. The teacher can be a valuable asset to a good teacher when a teacher is at a different place.

Investigation

The teachers are highly qualified because of the intellectual curiosity. Great teachers love learning which can ruin learners. The teacher also asks for and looks for more to express their true love and appreciation for their job (to serve the students better).

Reliability

Devoted teachers also expect a high student-levels. Those teachers motivate kids to touch stars and they are inferior to their abilities. Whenever a teacher is worried about a teacher's actions the students are not afraid they will be sent elsewhere. Developing safe minds is very important to the students.

Communication

Being a good teacher is key to strong interpersonal skills. The instructor should be in a position to clearly identify the student's expectations. Listening to teacher is very important. When children face teacher issues related, they should properly research the situation and help them see the judgment or plan of action.

Objective of the Study

The study's main objective was to explore the "Relationship between Teacher Student Interaction and student academic achievement at College level"

- To analyze the perception of students with their teachers interaction.
- To identify the relationship between teacher student interaction and student academic achievement based on their demographical variable.
- To find out the relationship between teacher student interaction and student academic achievement.

Research Hypothesis

H₀: There is no significant difference between urban and rural students with their teacher student interaction.

H₀: There is no significant difference on the age level of students towards their teacher student interaction.

H₀: There is no significant difference on the educational level of students towards their teacher student interaction.

H₀: There is no significant relationship between teacher students interaction.

H₀: There is no significant relationship between teacher student interaction and student academic achievement.

II. METHODOLOGY

The study is a survey based research. The students of intermediate and graduate from govt. degree college for women Chungi no 14, govt. degree college shah Rukn e Alam, govt. degree college for women Chungi no 6, govt. Fatima Jinnah degree college, govt. Zainab degree college, govt. college for women Mumtazabad Multan were the respondents. A close-ended questionnaire with five point Likert scale was formulated after a comprehensive review of the literature. Further questionnaire contained all different types of perception of relationship between teacher student interaction face in college. To test the reliability of instrument researcher used pilot study and then questionnaire was distributed among students.

Population

The population of the study included all government female colleges of Multan City. The students of intermediate and graduate studying in these colleges was the target population.

Sample

The simple random sampling techniques was used to select the representative sample from the population to conduct this study. There are fourteen government colleges in Multan but only seven colleges were selected for the present study. Researcher selects 600 students from intermediate and graduates as a sample of study from selected colleges. Eighty students from each colleges were selected. So, the total sample of the study was incorporated with 600 college students from seven selected colleges.

Validity of the instrument

Another step was to test the validity of the research tool. The research tool was modified, approved and refined taking into account the recommendations provided by the experts. The tool had been re-administer and all the mistakes were removed.

Reliability of Instrument

To test the reliability researcher administered questionnaire to 50 students. Students who were chosen for pilot testing were not the part of sample. After collecting data for pilot testing, reliability of instrument was checked by entering all data in (SPSS) and Cronbach's Alpha value was found to be ≤ 0.824

Development of Tool

Researcher developed this questionnaire by applying five-point Likert scale format ranging from strongly Agree, Agree, Undecided, Disagree, Strongly disagree in order to take point of view of students towards their teachers interactions. Development of tool was adapted from (TASC; Belmont, Skinner, Wellborn, & Connell, 1992, (Furrier & Skinner, 2003), PSSM; Goode now, 1993) and (NRS-10; Richer & Vallerand, 1998). The questionnaire which contains a total 44 statements and divided into 2 section the 1st section include demographic variables and 2nd section include factors such as Perceptions of student about affection, Attunement, Dedication of resources, Dependability, Emotional reliance questionnaire, Sense of relatedness, Psychological sense of school membership, Teacher social and academic support. 600 students were inquired to complete the questionnaire. Researcher herself explain the instrument to students and also guide and observed them throughout the process.

III. DATA ANALYSIS

Test results of Hypothesis

Hypothesis 1

H₀: There is no significant difference between the age level of students towards their teacher students' interaction and students' academic achievement.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	53.229	2	26.615	.069	.934
Within Groups	230958.729	597	386.866		
Total	231011.958	599			

Table 1 indicate that the level of significance which is 0.93 that means null hypothesis is accepted and show a no significant relationship between instructor and students interaction. This table also shown

between groups sum of square is 53.229, degree of freedom is 2 and mean square is 26.615. Within groups shown sum of square is 231011.958, degree of freedom 597 and mean square is 230958.729.

Hypothesis 1

H₀: There is no significant difference between the ideas of urban and rural college students towards their teacher student's interactions.

	Area	N	Mean	Std. Deviation	z	Df	p-value
Teachers	Students Urban	547	163.16	20.103	-.538	598	.590
Interaction	Rural	53	164.68	14.044			

Table Value = -.538

Calculated value = 0.590

Table 2 display that the calculated value of z 0.590 is greater than table value -.538. It means that null hypothesis is accepted and there is no significant difference among the urban and rural students towards relationship between teacher and student interaction.

Hypothesis 1

H₀: There is no significance difference between the educational levels of college students towards their teacher student's interaction.

	Sum of Squares	Df	Mean Square	F	Sig.	
Teachers Students	Between Groups	14256.682	3	4752.227	13.067	.000
Interaction	Within Groups	216755.276	596	363.683		
	Total	231011.958	599			

Table 3 showed that the level of significance which is <0.05 that means null hypothesis is rejected and show a significant relationship between instructor and students interaction. This table also illustrate that between groups sum of square is 14256.628, degree of freedom is 3 and mean square is 4752.227. This also shown within group's sum of square is 216755.276, degree of freedom 596 and mean square is 363.683.

1.9.2 Relationship between teacher student interaction and student academic achievement.

Hypothesis 2

H₁: There is significance relationship between teacher student interaction.

H₀: There is no significance relationship between teacher student interaction.

My teachers talk with me. * My teachers like me

	My teachers like me					Total	
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree		
My teachers talk with me.	Strongly Disagree	18	10	11	43	3	85
	Disagree	17	12	16	18	9	72
	Undecided	12	2	12	13	4	43
	Agree	23	17	33	159	55	287
	Strongly Agree	8	13	6	44	42	113
Total		78	54	78	277	113	600

Chi-square value = 104.982

DF = 16

p-value = .000

Table 4 showed that the p-value <0.05 show a significant relationship between my teacher talk with me and my teacher like me. This table also display that chi-square value 104.982, degree of freedom is 16.

My teachers talk with me. *My teachers do not seem to enjoy having me in their class.

Crosstab

	Count	My teachers do not seem to enjoy having me in their class.					Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
My teachers talk with me.	Strongly Disagree	17	15	20	15	18	85
	Disagree	9	15	20	19	9	72
	Undecided	16	3	9	13	2	43
	Agree	39	88	71	62	27	287
	Strongly Agree	31	27	17	22	16	113

Total	112	148	137	131	72	600
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Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.206 ^a	16	.000

Table 5 indicate that p -value <0.05 show a significant relationship between my teacher talk with me and my teacher do not seem to enjoy having me in their class. This table also show that Chi-square value 47.206a, the degree of freedom 16.

Hypothesis 3

H₀: There is no significant relationship between teacher student interaction and student academic achievement.

		1	2	3	4	5	6	7	8	9
Students Marks	Pearson	1	.058	-.047	-.005	.024	.018	.024	-.012	-.012
	Correlation									
	Sig. (2-tailed)		.155	.248	.905	.553	.666	.560	.775	.776
	N	600	600	600	600	600	600	600	600	600
Perception students about affection	ofPearson	.058	1	.152**	.249**	.258**	.295**	.124**	.409**	.150**
	Correlation									
	Sig. (2-tailed)	.155		.000	.000	.000	.000	.002	.000	.000
	N	600	600	600	600	600	600	600	600	600
Perception students about attunement	ofPearson	-.047	.152**	1	.335**	.322**	.206**	.034	.135**	.148**
	Correlation									
	Sig. (2-tailed)	.248	.000		.000	.000	.000	.409	.001	.000
	N	600	600	600	600	600	600	600	600	600
Perception students about dedication	ofPearson	-.005	.249**	.335**	1	.163**	.264**	.020	.328**	.294**
	Correlation									
	Sig. (2-tailed)	.905	.000	.000		.000	.000	.621	.000	.000
	N	600	600	600	600	600	600	600	600	600
Perception students about dependability	ofPearson	.024	.258**	.322**	.163**	1	.272**	.067	.288**	.120**
	Correlation									
	Sig. (2-tailed)	.553	.000	.000	.000		.000	.100	.000	.003
	N	600	600	600	600	600	600	600	600	600
Perception students about emotional reliance questionnaire	ofPearson	.018	.295**	.206**	.264**	.272**	1	.363**	.480**	.187**
	Correlation									
	Sig. (2-tailed)	.666	.000	.000	.000	.000		.000	.000	.000
	N	600	600	600	600	600	600	600	600	600
Perception students about sense of Relatedness	ofPearson	.024	.124**	.034	.020	.067	.363**	1	.254**	.189**
	Correlation									
	Sig. (2-tailed)	.560	.002	.409	.621	.100	.000		.000	.000
	N	600	600	600	600	600	600	600	600	600
Perception students about psychological of membership	ofPearson	-.012	.409**	.135**	.328**	.288**	.480**	.254**	1	.257**
	Correlation									
	Sig. (2-tailed)	.775	.000	.001	.000	.000	.000	.000		.000
	N	600	600	600	600	600	600	600	600	600
Perception students about teacher social and academic support	ofPearson	-.012	.150**	.148**	.294**	.120**	.187**	.189**	.257**	1
	Correlation									
	Sig. (2-tailed)	.776	.000	.000	.000	.003	.000	.000	.000	
	N	600	600	600	600	600	600	600	600	600

** Correlation is significant at the 0.01 level (2-tailed).

● Table 4.15 represent that the value of correlation between students' academic achievement (Previous results) and Perception of students about affection (.155), students' academic achievement (Previous results) and Perception of students about attunement (.248), students' academic achievement (Previous results) and Perception of students about dedication of resources (.905), students' academic achievement (Previous results) and Perception of students about dependability (.553), students' academic achievement (Previous results) and Perception of students about emotional reliance (.666), students' academic achievement (Previous results) and Perception of students about sense of relatedness (.560), students' academic achievement (Previous results) and Perception of students about psychological

sense of school membership (.775), students' academic achievement (Previous results) and Perception of students about teacher social and academic support (.776).

● This table indicate that there is significant correlation among all the factors perception of students about affection, perception of students about attunement, perception of students about dependability, perception of students about emotional reliance questionnaire, perception of students about psychological sense of school membership, perception of students about teacher social and academic support on the p -value 0.01 with respect to students' academic achievement. Moreover, there is positive but weak correlation between perception of students about dedication of resources and perception of students about sense of relatedness (.020) on the p value less than 0.05 with respect to the student's academic achievement.

● It is also represent that correlation coefficient value between perception of student about affection and perception of students about attunement (.152), perception of students about affection and perception of students about dedication of resources (.249), perception of student about affection and perception of students about dependability (.258), perception of students about affection and perception of students about emotional reliance (.295), perception of students about affection and perception of student about teacher social and academic support (.150), perception of students about affection and perception of students about psychological sense of school membership (.409), perception of students about affection and perception of students about sense of relatedness (.124).

IV. CONCLUSION

☒ Constructed on ANOVA test result, it was determined that there was no significant difference on the age level of student's relationship towards between teacher and student interaction.

☒ Constructed on Z test result, it was determined that there was no significant relationship among urban and rural students relationship towards their teacher and student interaction.

☒ Constructed on ANOVA test, it was determined that there was a significant difference on the educational level of students towards their relationship between teacher and student interaction.

☒ Constructed on Chi-square test, the result showed that p value less than 0.05 that means there is significance relationship between my teachers talk with me and my teachers like me. Significantly showed that highly teacher students interaction raise more participation of students in classroom.

☒ Chi-square test results display the p -value < 0.05 indicated significant relationship between my teacher talk with me, I can count on my teachers to be there for me, they can rely on their teacher when they need them, when they feel frustrated or overwhelmed they would be willing to turn to their teachers, and they depend easily their teacher when they need. This also show positive relationship between teacher and students to solve their issues and to enhance motivation.

☒ The result of Pearson Correlation displayed with the respect of p value > 0.05 between observed factors of teacher students interaction Perception of students about affection (.155), Perception of students about attunement (.248), Perception of students about dedication of resources (.905), Perception of students about dependability (.553), Perception of students about emotional reliance (.666), Perception of students about sense of relatedness (.560), Perception of students about psychological sense of school membership (.775), Perception of students about teacher social support (.776) were showed positive and statistically significant relationship with students' academic achievement (Previous results). Results also indicated significant correlation of those factors of between teacher student interaction and student academic achievement.

V. DISCUSSION

The conclusion of the current study represent that there is a significant correlation between teacher student interaction and student academic achievement of college students. This findings is relate to the (Brophy, J. 1989) who found that there was highly positive significant correlation between teacher student interaction and student academic achievement. The result of the present study displayed that relationship between teacher student interactions has great impact of student academic achievement. These results were not related to the study of (Luthans, F. 1993) who found that relationship between teacher student interaction as perceived by the students has no significant impact on students learning.

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