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SOCIAL AND EMOTIONAL EDUCATION

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**THE STUDENT-TEACHER RELATIONSHIP FROM THE PERSPECTIVE OF
TEACHERS: THE APPLICATION OF THE STUDENT-TEACHER RELATIONSHIP
SCALE AND THE RELATIONSHIP BETWEEN TEACHERS ' OPINIONS AND
STUDENTS' RESPONSES**

Extract of the Ph.D Dissertation

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The dissertation undertakes to explore the quality of the relationship between teacher and students and reviews the relationship from the perspective of teachers. The research was carried out using the Hungarian-adapted version (Huszka & Kinyó, 2020) of the Student-Teacher Relationship Scale (STRS, Pianta, 2001). The questionnaire helps to explore the relationship between the teacher and the students from the perspective of the teacher: the teachers completed the questionnaires for each student in their class. The STRS provides feedback to teachers about their relationship with their students. The long version of the STRS questionnaire (28 items) assesses three dimensions of teacher-student relationship: closeness, conflict and dependency (Pianta, 2001). In Hungary only a few studies (Szabó, Rausch & Zsolnai, 2019) have been carried out using Pianta's (2001) Student-Teacher Relationship Scale (STRS), but at the international level we can find several studies (Fraire et al., 2013; Drugli & Hjemdal, 2013). In addition to the STRS questionnaire, a background questionnaire (based on Kósáné Ormai's (1998) work) was used too. With the help of the background questionnaire, we would like to know how primary school teachers see the learning outcomes of students in their classroom. We also expanded the study with a student data sheet, which covers the following areas (*SZTE Neveléstudományi Intézet*, 1998; *OKM 2017/2018*, 2018): (1) subject attitudes, (2) assessment of subjects, (3) satisfaction with academic performance. Data collection is performed in order to develop background variables and to perform correlation studies (large sample measurement). The studies (first pilot study: $N_{\text{teacher}} = 2$; second pilot study: $N_{\text{teacher}} = 4$; large sample measurement: $N_{\text{teacher}} = 14$, $N_{\text{student}} = 183$; online pilot study: $N_{\text{teacher}} = 2$) were conducted in the 2nd and 3rd grades of Hungarian and Serbian primary schools. The aim of the study is to address the importance of the teacher-student relationship from a pedagogical approach. Additional goals of the research include exploring the quality of the perceived relationship between students and teachers after measuring educators. Based on the experience of our studies with the adapted measuring instrument and documented international research, we can conclude that STRS (Pianta, 2001) can be used in Hungary and Serbia as an effective diagnostic tool for teacher-student relations with appropriate professional support - embedded in everyday pedagogical practice.

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