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RESEARCH ARTICLE

**CORRELATES BETWEEN TEACHER –STUDENT RELATIONSHIP SUPPORTIVENESS AND
 ADOLESCENTS’ PSYCHOLOGICAL ADJUSTMENT.**

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Abstract

Children on average spend at least 15,000 hours in class rooms from age 4 or 5 until they leave high school (Meece & Eccles, 2010). The institutions therefore are the critical contexts for nurturing desirable values, beliefs, principles and ideas. This is more so for Kenya in the view that behaviour problems among Kenyan secondary school students have been on the rise (Aloka, & Bujuwoye, 2013). This study sought to establish the relationship between school supportiveness and adolescents’ psychosocial development, with the intent to enhance adolescents’ adjustment in school. The study employed a sample of 240 adolescents aged 13-18 and drawn from 4 Counties purposively selected from 47 Counties in Kenya. A final sample of 240 was obtained through multistage sampling strategy. The study was a descriptive correlational survey; it involved gathering data from adolescents using a questionnaire to assess the relationship between school supportiveness and adolescents’ psychosocial adjustment. Findings showed that students-teachers relationship supportiveness was positively significantly correlated with adolescents’ Psychosocial adjustment at $r = .165^*$, $n = 222$, $p = .014 < .05$, prosocial behaviours at $r = .170^*$, $n = 222$, $p = .011 < .05$, social helpfulness at $r = .149^*$, $n = 219$, $p = .028 < .05$, and resilience to risky behaviours at $r = .204^{**}$, $n = 218$, $p = .003 < .05$. It was concluded that teacher- student relationship supportiveness influences adolescents’ social helpfulness, prosocial behaviours and resiliency to risky behaviours as well as overall psychosocial adjustment.

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Introduction:-

It is generally assumed that schools nurture children’s development. Children spend more time in school settings than any other (Meece & Eccles, 2010). In schools, they are exposed to critical developmental experiences and becoming productive and independent members of the society (Morrison and Connor, 2002). School’s climate and culture form significant affects of students’ development (Hamre & Pianta, 2007). The school experiences have been closely associated with students’ adjustment outcome (Nye, Konstantopoulos, & Hedge, 2004). The Kenya Ministry of Education listed goals of education include, promoting individual development and self-fulfillment, sound moral and religious values, responsibility and positive attitudes (MoE, 2010). Nevertheless, behaviour problems among Kenyan secondary school students continue to raise concerns to parents, teachers, principals and the Ministry of Education (Aloka, 2012). The students’ antisocial behaviours have been on the increase (Aloka & Bujuwoye,

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2013). The Daily Nation Friday (August 7, 2015) recorded a case whereby students who had closed school hired a Nairobi bound minibus to travel in and amidst loud music were smoking bhang. Torching of schools by students across the country was observed early in the year (Wanzara, July 20 2016). The antisocial behaviour status is noted amidst claims that Kenya's education system is experiencing challenges concerning teacher absenteeism, teacher competence, curriculum relevance and inadequate training resources (MoE, 2012). It could be that the educational inadequacies lead to insufficient training for positive psychosocial adjustment.

Mentorship and molding in the education sector has obvious gaps related to structure and quality of personnel (Policy Frame Work for Education, MoE 2012). In the circumstances, children face negative conditions in school and these can prevent positive learning (UNICEF, 2006). It could be that growing children are not being deliberately inculcated with desirable values, beliefs, principles and ideas at their formative age. From the foregoing, it is clear that behavior problems among Kenyan secondary school students have been on the rise in recent years. However, it is not clear whether Kenyan schools are supportiveness enough and if the schools roles mitigate psychosocial adjustment.

Kenya curriculum development institute (KCDI) efforts to enhance school supportiveness through life skills Education have been in place since January 2009 (Ministry of Public Health and Sanitation and Ministry of Education National School Health Strategy Implementation Plan 2010-2015). The aim was to mitigate risk behaviours and negative peer pressure. However, there is no documented evidence on the outcome. This study therefore sought to investigate how school supportiveness relates with adolescents' psychosocial adjustment, this paper is a findings report presentation on the relationship between teacher- student relationship supportiveness and adolescents' psychosocial adjustment.

Theoretical Frame work:-

This study was informed by reviews of Erikson (1968; 1985) psychosocial theory, Ecological theory by Bronfenbrenner (1979; 1995), models of psychosocial adjustment and Person Centered theory by Carl Rogers. The theories describe how child psychosocial development occurs in various contexts.

Methods and Materials:-

This research employed descriptive correlation survey design. Multi stage sampling designs was used in the study.

Study population:-

The research population comprised adolescents in secondary schools aged 13-18 years.

Data Analysis:-

The Statistical Package for the Social Sciences (SPSS) version 20, was used to analyse data, after the data was keyed in and the data sheet cleaned. The responses on school supportiveness and adolescents' psychosocial adjustment were valued and also computed into frequencies, percentages and mean scores. Mean scores cores were further converted into interval scores which allowed use of correlation statistics. Both Pearson and Spearman correlation coefficient were used to examine the relationship between school supportiveness and adolescents' psychosocial adjustment. The researcher tested statistical hypothesis in order to determine the relationship between school supportiveness and adolescents' psychosocial adjustment. One of the tested hypotheses was that 'School teacher-student relationship supportiveness is not significantly related to adolescents' psychosocial adjustment'

Results:-

As shown in Table 1 the findings showed that 64% of the students felt that teachers loved, cared for them and were respectful. The mean score on the supportiveness was moderate support (3.570). In addition, 57% confirmed that the teachers were always helpful whenever students were disturbed; the mean helpfulness (for helpfulness when disturbed) was moderate (3.5).

The students scored a mean of 2.923 (Low supportiveness) on the perception of teachers knowing them by name, 47% of the students disagreed that teachers knew them by name. A 35% of the students disagreed that lessons were a happy experience, the happiness in the classroom during lessons scored a mean of 3.117 (moderate supportive).

Table 1:- Teacher –Pupil relationship supportiveness.

Students' Perceptions on their relationship with Teachers.	N	Mean	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
Trs. are Love, care and respectful	219	3.5708	0%	18%	18%	53%	11%
Trs. Help when disturbed.	219	3.3470	4%	24%	15%	47%	10%
Trs. are friendly and concerned.	220	3.4364	8%	12%	19%	50%	11%
Trs. Know students by name.	221	2.9231	16%	27%	20%	25%	12%
Lessons are a happy experience	221	3.1176	10%	25%	17%	40%	8%
Trs. are always helpful	220	3.4182	14%	11%	11%	45%	19%

It was noted that 64% of the student agreed that teachers were always helpful, the mean perception of general helpfulness was 3.418 (moderate supportiveness). It appears that students generally perceive to have above average care, love, respect and help from their teachers.

Adolescents Psychosocial Adjustment:-

The independent variable of the study was adolescents' psychosocial adjustment in Kenyan urban public schools. The aspects of adjustment that were measured included-emotionality, Industry, social helpfulness, self-worth and control, prosocial behaviours, resiliency to risky behaviours. The students were required to respond to a 5-point Likert scale items to describe the psychosocial behaviours. First, each of the students' behaviours findings are presented and then the correlation with school supportiveness are presented.

Adolescents' Industry and Emotionality:-

Adolescents industry, and emotionality were investigated using 6 items and 11 item respectively as shown in Table 2.

Table 2:- Adolescents' Industry, and Emotionality

	N	Missed	Mean	Std. Dev	Adolescents' Industry					
					S/Disagree	Disagree	N/Sure	Agree	S/ Agree	Tot %
I help with tasks at home.	220	2	4.52	0.878	3.6	0.9	1.4	28.2	65.9	100
I feel motivated to work for myself and others.	214	8	4.36	0.901	2.3	3.3	5.1	35	54.2	100
I spend lots time not knowing what to do.	218	4	2.33	1.225	29.4	36.7	12.4	15.1	6.4	100
I hang out in shopping centres during holidays.	218	4	2.13	1.336	43.1	31.2	4.1	12.4	9.2	100
I visit other people during holidays.	216	6	3.28	1.437	18.1	17.6	3.2	40.3	20.8	100
I am hardworking at school.	218	5	4.1	0.908	1.4	5	13.3	43.1	37.2	100
					Adolescents' emotionality					
I feel happy	218	4	3.85	1.309	8.7	9.6	12.8	25.7	43.1	100
I cry a lot when in school	210	12	1.86	1.258	56.7	23.3	4.3	8.6	7.1	100
I feel like being alone a lot.	214	8	2.73	1.536	30.8	22	10.7	16.4	20.1	100

Results showed that majority of the adolescents comprised 94.1% who help with home tasks while 5.9% disagreed that they help with home tasks. The mean perception for being helpful at home was 4.52 and a standard deviation of .0878. Most of the students comprising 89.2% reported that they feel motivated to work for self; the motivation for work was rated at a mean of 4.36 and a standard deviation of .901. It was noted that 80.3% consider themselves hardworking in school. The mean for hard work perception at school was 4.1 and standard deviation of 1.4. However, 33.4% of the students spend a lot of time not knowing what to do and 21.6% reported that they hang out in the shopping centres during holidays a lot, 25.7% spent their time around shopping centres during holiday.

Another psychosocial adjustment variable that was examined was emotionality. The adolescents' emotionality was assessed using 3 items, the response rates ranged from 98.2 - 94.6%. The findings show that majority comprising 68.8% feel happy when in school while 16% of them reported that they cry a lot and 47.2% spent time alone a lot while in school.

Adolescents' Self Control and Worth:-

An assessment of adolescents' psychosocial adjustment on self worth and control was done using 7 items as shown in Table 3.

Table 3:- Adolescents' Self control and Self Worth.

	N	Missed	Mean	Std. Dev	% responses					Tot %
					Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
I plan ahead and make good choices.	216	6	4.2	0.986	2.3	5.6	9.7	34.3	48.1	100
I feel good about myself.	219	3	4.66	3.558	3.7	3.7	3.7	24.2	64.9	100
I feel my future & life is under control	220	2	4.3	1.057	4.1	2.7	12.3	20.5	60.5	100
I deal with frustrations in positive ways.	218	4	3.91	1.192	6	9.2	12.4	33	39.4	100
I am shaping my purpose in life	218	4	4.48	0.769	0.9	1.4	7.3	29.4	61	100
I am working on personal health.	216	6	4.48	0.795	0.9	2.8	5.1	29.6	61.6	100

Findings indicated that 82.4% of the adolescents plan ahead of time and make good choices, 89.1% feel good about themselves and 80.5% feel their future is under control. Additionally, 72.4% perceive that they deal with frustrations in positive ways and 90.4% feel they are shaping their purpose in life. Furthermore 91.2% felt they are developing personal health habits. On the other hand, 17.6% do not plan ahead of time and do not make good choices, 11.1% do not feel good about themselves and 19.1% are uncertain about future and feel not in control. Additionally, 27.6% of the adolescents confirmed that they do not deal with frustrations positively.

Social Helpfulness, and Prosocial Behaviours:-

Psychosocial adjustment on social helpfulness (altruism) was also investigated; the variable was examined using four items as shown in Table 4. It was found that 72.1 % have the interest in helping others, 88% felt encouraged to help others while 84.6% confirmed to be developing interest to help others and 92.1 % thought it is important to help others. It was noted that 36.9% are not interested in helping others.

Furthermore, adolescents' prosocial behaviours were also assessed using 11 items as shown on Table 4.10. The results showed that 69.8% of adolescents resolve conflicts without hurting others, 82.6% overcome challenges beneficially for themselves or others, while 91.6% accept people who are different from them and cannot make friendship with age mates.

Additionally, 99.1% make friends with peers, 68.8% express their feelings without hurting others while 93.6% confirmed that they are developing respect for others. Moreover, 59.4% of the adolescents reported that they take responsibility for what they do, 74.4% make effort to make their communities better place, 87% work towards respecting others and 91% hold themselves responsible for their actions. It was noted that 51.4% of the adolescents tell the truth even when not easy. The mean on adolescents' development of prosocial behaviours was above 3.4 out of 5.0 which is above average.

Table 4. Adolescents' Social Helpfulness, and Prosocial Behaviours

	Adolescents' Involvement in Social Helpfulness in Percentages								
	N	Mean	Std. Dev	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Tot %
Am interested in helping others solve problems	222	3.6	1.037	3.2	14.3	19.4	45.6	17.5	100
I am encouraged to help others	222	4.09	0.85	3.2	1.9	6.9	58.8	29.2	100
Am developing a desire to help others	222	4.09	0.777	1.4	1.9	12.1	55.8	28.8	100
I think it's important to help others	222	4.28	0.867	3.7	0.5	3.7	48.1	44	100
Adolescents involvement in Prosocial Behaviours in Percentages									
Adolescents' Prosocial Behaviours	N	Mean	Std. Dev	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Tot %
I resolve conflicts without hurting others.	222	3.96	1.11	4.1	6.4	19.6	29.2	40.6	100
I overcome challenges beneficially to me and others	222	4.15	0.977	3.7	2.8	11	40.4	42.2	100
I accept people who are different to me	222	4.42	0.791	1.4	1.9	5.1	37	54.6	100
I make friendship with age mates	222	4.53	3.552	3.2	3.2	4.6	37.9	61.2	100
I express my feelings without hurting others.	222	3.91	1.068	3.7	6	21.6	33	35.8	100
I am developing respect for other people.	222	4.51	0.713	0.9	0.9	4.6	33.3	60.3	100
I take responsibility for what I do truthfully	222	3.46	1.024	4.6	15.1	21	48.4	11	100
I make effort to make my community a better plc	222	3.91	0.941	2.8	4.7	18.1	47.4	27	100
I am work towards respecting others.	222	4.13	0.819	1.9	2.8	8	54.9	32.4	100
I hold myself responsible for my actions	222	4.23	0.784	1.4	2.8	4.7	53.3	37.7	100
I tell the truth even when not easy	222	3.31	1.134	8.3	15.7	24.5	38.9	12.5	100

In addition to the adjustment variable, the researcher also gathered data on adolescents' resilience to risky behaviours as shown in Table 5. It was found out that 81.1 % stayed away from use of cigarettes, alcohol while 83% of the adolescents confirmed that they stayed away from dangerous and unhealthy habits. It was also noted that 84.4% resisted bad influence from other students.

Table 5: Adolescents’ Resiliency to Risky behaviours

Adolescents Involvement in risky Behaviours	N	Mean	Std. Dev	S/ Disagree	Disa gree	N/Sure	Agre e	S/Agree	Tot%
				%					
I stay away from cigarettes, alcohol and drugs	222	4.29	1.151	5.5	4.6	8.8	18	63.1	100
I stay away from dangerous unhealthy habits.	222	4.48	3.593	3.2	4.6	9.2	30	53	100
I resist bad influences from other students.	222	4.27	1.026	5	0.9	9.6	31.2	53.2	100

Correlates between Teacher- Student Relationship Supportiveness and Adolescents’ Psychosocial adjustment:-

The supportiveness means score range of 1- 2.333 was considered as low supportiveness perception, 2.334 - 3.633 moderate supportiveness and 3.634- 5 adequate supportiveness. Equally, the psychosocial functioning scores were converted into mean scores. The mean scores for teacher- student relationship and the overall mean scores for adolescents’ psychosocial adjustment, and its specific status were correlated using Pearson correlation coefficient as shown in Table 6. A correlation was considered statistically significant if the critical value was $p < .05$. A statistically significant correlation was obtained between positive teacher- student relationship and adolescents’ psychosocial adjustment at $r = .165^*$, $n = 222$, $p = .014 < .05$, adolescent’ prosocial behaviours at $r = .170^*$, $n = 222$, $p = .011$.

Table 6:- Correlates between Teacher- student relationship Supportiveness and Adolescents’ Psychosocial adjustment

		Psycho social adjustm ent	Students' Industry	Emoti onality	Self- worth and Control	Prosoci al Behavii our	Social Helpfuln ess	Resilienc y to Risky Behaviour s
Teacher- student Relations hip supportiv eness	Pearson Correlation	.165*	.031	-.073	.111	.170*	.149*	.204**
	Sig. (2- tailed)	.014	.657	.280	.100	.011	.028	.003
	N	222	206	221	220	222	219	218
** . Correlation is significant at the 0.01 level (2-tailed).								
* . Correlation is significant at the 0.05 level (2-tailed).								

$p < .05$, social helpfulness at $r = .149^*$, $n = 219$, $p = .028 < .05$, and resilience to risky behaviours at $r = .204^{**}$, $n = 218$, $p = .003 < .05$.

The null hypothesis that- School teacher- student relationships is not significantly related to adolescents’ psychosocial adjustment was therefore rejected and the alternative hypothesis was adopted. However, teacher- student relationship supportiveness was found not significantly related with adolescents’ industry, emotionality, and self worth and control.

Correlation Analysis between teacher- student relationship Supportiveness variables and Adolescents’ Psychosocial Adjustment Variables:-

Likert item scores on student- teacher relationships and adolescents’ psychosocial adjustment in were correlated in order to identify the specific factors in the supportiveness that related with adolescents’ traits of psychosocial adjustment. Spearman correlation coefficient was used since the measured aspects of school supportiveness were in ordered Likert items, while the dependent variables were in interval scale as shown in Table 7. A correlation was considered statistically significant if the critical value was $p < .05$. The Spearman correlation findings between of student- teacher relationship supportiveness aspects and adolescents’ psychosocial adjustment were computed as shown in Table 7.

Table 7:- Correlation between teacher -student supportiveness and adolescents' psychosocial adjustment variables

Spearman Rho		School Adjustm ent	Students' Emotional ity	Stude nts' Indust ry	Self- worth and Control	Prosoci al Behavii our	Social Helpfuln ess	Resiliency to Risky Behaviour s
Trs. show Love, care & respect.	Correlatio n Coefficie nt	.076	-.150*	-.047	.065	.154*	.108	.139*
	Sig. (2-tailed)	.261	.027	.492	.339	.023	.113	.041
	N	219	217	218	217	219	216	215
Trs. are friendly & concerned .	Correlatio n Coefficie nt	.052	-.118	-.152*	.093	.156*	.106	.094
	Sig. (2-tailed)	.441	.083	.025	.170	.021	.119	.167
	N	220	218	219	218	220	217	216
Lessons are a happy experience	Correlatio n Coefficie nt	.152*	.007	-.038	.087	.146*	.121	.169*
	Sig. (2-tailed)	.024	.922	.573	.201	.031	.074	.013
	N	221	219	220	219	221	218	217
Trs. Help when disturbed.	Correlatio n Coefficie nt	.148*	-.052	-.060	.112	.257**	.179**	.109
	Sig. (2-tailed)	.029	.447	.381	.100	.000	.008	.110
	N	219	218	218	218	219	216	215
Trs. know students by name.	Correlatio n Coefficie nt	-.013	-.051	-.036	-.108	.085	.087	.080
	Sig. (2-tailed)	.846	.452	.592	.110	.209	.200	.238
	N	221	219	220	219	221	218	217
Trs. are always helpful	Correlatio n Coefficie nt	.149*	-.041	-.041	.108	.185**	.109	.199**
	Sig. (2-tailed)	.028	.547	.550	.112	.006	.110	.003
	N	220	218	219	218	220	217	216

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

* . Correlation is significant at the 0.05 level (2-tailed).

The findings indicated that teachers show of love, care and respect was statistically significantly negatively correlated with adolescents' emotionality at r_s -.150*, $n = 217$, $p .027 < .05$, prosocial behaviour at r_s .154*, $n = 219$, $p .023 < .05$, and resiliency to risky behaviours at r_s .139*, $n = 215$, $p .041 < .05$. The findings on the contrary revealed that teachers show of love, care and respect to adolescents' does not significantly relate to adolescents' industry, self worth and control and social helpfulness at $p > .05$, and does not significantly correlate with overall

psychosocial adjustment. Teachers friendliness and concern was statistically significantly correlated with adolescents' industry at r_s $-.152^*$, $n = 219$, $p .025 < .05$, and prosocial behaviours at r_s $.156^*$, $n = 220$, $p .021 < .05$.

Teachers' friendliness and concern was not found to be significantly linked with adolescents' emotionality, self worth and control, social helpfulness and resiliency to risky behaviours, as well as overall psychosocial adjustment at $p > .05$. Furthermore, teacher making lessons a happy experience was positively statistically correlated with adolescents' overall psychosocial adjustment at r_s $.152^*$, $n = 221$, $p .024 < .05$, prosocial behaviours at r_s $.146^*$, $n = 221$, $p .031 < .05$, and resiliency to risky behaviours at r_s $.169^*$, $n = 217$, $p .013 < .05$, as well as overall psychosocial adjustment at r_s $.152^*$, $n = 221$, $p .024 < .05$. Teachers making lessons a happy experience was not found to be related to adolescents' emotionality, industry, self-worth and control and social helpfulness at the alpha value .05.

In addition, helping students when disturbed was found positively statistically significantly correlated with adolescents' overall psychosocial adjustment at r_s $.148^*$, $n = 219$, $p .029 < .05$. Prosocial behaviours at r_s $.257^{**}$, $n = 219$, $p .000 < .05$, and social helpfulness at r_s $.179^{**}$, $n = 218$, $p .008 < .05$, as well as overall psychosocial adjustment at r_s $.148^*$, $n = 219$, $p .029 < .05$. There was no significant correlation between helping disturbed students and adolescents' emotionality, industry self worth and control as well as resiliency to risky behaviours at $p > .05$.

The act of being always helpful to students was found positively statistically correlated with adolescents' overall psychosocial adjustment at r_s $.149^*$, $n = 220$, $p .028 < .05$, prosocial behaviours at r_s $.185^{**}$, $n = 220$, $p .006 < .05$, and resiliency to risky behaviours at r_s $.199^*$, $n = 216$, $p .0003 < .05$. Teachers' being always helpful was found not significantly related to adolescents' emotionality, industry and self control and worth as well as social helpfulness at $p > .05$. Finally, teachers' knowledge of student by name was found not related to any of the psychosocial adjustment behaviours under investigation at $p > .05$.

In summary, overall psychosocial adjustment was related to happy classroom experiences, teachers helping students when disturbed and being always helpful. Students' negative emotionality was linked with teachers' being loving, caring, while adolescents' industry, self control and worth were not linked to any of the student- teacher relationship variables. Nonetheless, adolescents' prosocial behaviours were associated with teachers being loving and caring, friendly and concerned, class lessons being a happy experience and students getting help from teachers when always disturbed. Adolescent's social helpfulness was linked to their getting help from teachers while disturbed, while resilience to risky behaviours was associated with teachers being loving and caring, happy classroom experiences, and teachers being always helpful. However, knowing student by name was not found to correlate statistically significantly with any of the psychosocial adjustment variables at $p > .05$.

Discussion:-

Relationship between Teacher- Student Relationship Supportiveness and Adolescents' Psychosocial Adjustment Overall school teacher-student relationship supportiveness was found significantly positively related to adolescents' prosocial behaviours, social helpfulness and resiliency to risky behaviours. It is therefore concluded that positive relationships between teachers and students has some influence on adolescents' development of prosocial behaviours, social helpfulness and resilience to risky behaviours. However, the relationship was found not to be linked to emotionality, industry, self control and self worth forms of psychosocial adjustment.

The critical aspects of supportiveness in predicting psychosocial adjustment were happy classroom experiences with teachers, teachers helping students when disturbed, being always helpful. Teachers positive relationships with students by being loving and caring, friendly and concerned, influenced adolescents' prosocial behaviours, class lessons being a happy experience, and students getting help from teachers when disturbed. Teachers providing help to students was positively linked with adolescents' social helpfulness while being loving, caring, providing happy classroom experiences to students and being always helpful to them positively linked to adolescents' prosocial behaviours. It was also noted that teachers' being loving, caring, was found negatively linked to adolescents' emotionality, which means the negative emotionality would reduce.. However, adolescents' industry, self control and worth were not linked to any of the teacher- student relationship variables.

These research findings concur with findings that reveal perceptions of positive teacher- student relationships (supportiveness, responsiveness, and care) leads to fewer behaviour problems (Loukas & Robinson, 2004; Wang,

2009). Further, the findings are consistent with Birch and Ladd (1998) and Hamre and Pianta, (2001) result that show that strong supportive teacher- student relationships are significant in healthy development of students. It is thought that the positive relationships provide some psychological cushion against maladjustment in school. In concurrence Crosnoe, Johnson, and Elder, (2004) finding reveal that positive relations helps in adjustment and connection with significant adults in schools is important across all ages. Gregory and Weinstein, (2004); Hamre and Pianta, (2001) also concedes that student-teacher relationships contributes to social-emotional development. Furthermore, Hughes, Cavell and Willson (2001) also agree that teacher- student positive relationships help children at risk for behavioural problems to learn more adaptive behaviour. In same breathe, Meehan, Hughes, and Cavell, (2003) results are in agreement that supportive student-teacher relationships were associated with declines in aggressive behaviour between second and third grade. In fact, positive connection with teachers has rated more important than family and is a greater predictor of students' achievement among 8th to 12th grade (Gregory & Weinstein, 2004).

Hamre and Pianta (2003) in agreement notes that positive teacher-student relationships should be enhanced through explicit teaching of social and emotional skills, increase on amount of time that students and teachers spend together, expanded adult network, as well as developing disciplinary practices that set high expectations for students and foster caring relationship. They also suggested increased teachers availability to students, positive regard, frequent social conversations with students, and use behaviour management strategies that communicate care and expected behaviour. It was not clear why there was no relationship between teacher student relationship and adolescents, industry and self control and worth.

Conclusion:-

Teachers should adopt a warm, friendly, caring and concerned attitude towards their students, to will enhance adolescents' psychosocial adjustment. It is therefore recommended that the Ministry of Education conducts in-service courses for teachers with the intent of enhancing students' social helpfulness, prosocial behaviours and resiliency to risky behaviours as well as overall psychosocial adjustment. These findings are applicable also to young adulthood students.

Recommendations:-

It is recommended that this study be replicated with the inclusion of teachers as part of the respondents. Additionally, a causal study can be conducted along similar variables to establish the actual cause and effect relationships, and finally, a longitudinal survey can be conducted to establish the long-term effects of school supportiveness on young adults' psychosocial adjustment.

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