

Addis Ababa University
College of Education and Behavioral Studies
Department of Curriculum and Instruction

Teachers' Caring Relationship with their Students:
The case of Three Government Primary Schools in
Addis Ababa

Submitted for Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy in Curriculum Design and Development

Molalign Tamiru Semegn
September, 2016

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Abstract

Teaching-learning process is a social activity which requires caring relationship for the realization of students' learning. The purpose of this study was to explore the state of teachers' caring relationship with their students in three government primary schools of Addis Ababa. From this perspective teacher-student interactions, in and out of classrooms, were considered and assessed. To this end the case schools were selected purposefully as research sites; and qualitative multi-case study design was employed. Similarly thirteen teachers, twelve students, three principals and five parents were selected as participants and data sources. Data were collected using semi-structured and unstructured interviews; classroom and out of classroom observations; document reading and informal conversations. Finally, the raw data were summarized and analyzed qualitatively in narrative and vignette forms based on participants' views, theoretical framework of the study and my personal interpretations. Initially, it was analyzed case by case, and then followed by inter-case analysis. Mainly inductive qualitative content analysis method was used. Both the manifested and latent contents were analyzed. By referring the definitions and interpretations of caring relationship; and 'said' and actual observed practices of teacher-student interactions four themes were suggested; teachers' inconsistent conceptions of caring relationships, mismatch between said and observed practices; teacher centered instruction challenges caring relationship, and teachers' concerns about self and tasks provide little space for caring relationship. Thereby conclusion was drawn; the state of teachers' caring relationship with their students was observed at lower level. Instead rule and principle based non-caring interactions were highly manifested in the teachers' practices; and the authenticity of being a teacher and students' learning were questioned. Lastly, it was implicated that further investigations about teacher-student caring relationship and teaching and learning processes are needed at the same level in primary education and other areas such as in teacher education colleges and the education system of Ethiopia as a whole for the realization of students' learning and the benefit of human kind.

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Acronyms

AGPS- Andnet Government Primary School

CNBI-Context and Need Based Interaction

CGPS- Chora Government Primary School

DOP-Detached Observed Practice

EGPS- Ewket Government Primary School

ESDP- Education Sector Development Program

ICT- Information and Communication Technology

TCSHL-Teachers' Concerns for Self and Task up to Hatred Level

TCSVL- Teachers' Concerns for Self and Task to Violence

MoE- Ministry of Education

NFG-Non Functional Grouping

NSPT- Non Supervised Peer Teaching

OWI-One Way Interaction

RBI- Rule Based Interaction

ReDSP-Relational Detached Said Practice

ReSP-Relational Said Practice

Re-RuC-Relational-Rule Conflict

RSA-Row Sitting Arrangement

UNESCO- United Nations Education, Science and Culture Organization

UNICEF-United Nations Children Fund

Chapter One

Introduction

This research was designed to explore and understand teacher-student relationships in public general primary schools. Particularly, it sought to have an insight about the state of teachers' caring relationship with their students in selected government primary schools of Addis Ababa. Contextual and situational issues that determine the level of caring relationship were also the concern of this study. Besides, contents such as the genesis of 'care ethics', caring relationship in teaching, non-caring interactions; and indicators of caring relationship and non-caring interactions were reviewed from different literatures.

1.1. Background of the Study

The existing concept of caring relationship encompasses a wide range of meanings that emerged from the theoretical writings of scholars in the fields of psychology, education and nursing (Ravizza, 2005). The developmental psychologist Carol Gilligan (1982) expresses caring relationship as attentive and responsive relationship that distinguishes and alleviates troubles in the world. The educational philosopher Nel Noddings (1984) in her part describes caring relationship as an attribute of relational attachment that target to respond to the needs of those cared-for (care receivers). Similarly, the nursing education scholar Jean Watson (2008) views caring relationship as transpersonal practice to sustain human dignity and wholeness.

Other scholars such as Held (2006), and Slote (2007) extended the meaning of caring; as a set of relational practices that foster mutual recognition and realization of growth, development, protection, and empowerment of human community. Others also define caring relationship as an empathic relationship characterized by emotion rooted interpersonal interactions and concern for

well-being of others (Guy, Newman & Mastracci, 2008; Ravizza, 2005). All the definitions are informed by the care ethics theory of Gilligan (1982) and Noddings (1984) and reflected that human beings are relational and interdependent

The ethics of care is relatively recent field of study in education (Owens and Ennis, 2005) and it is a substitute of dominant moral theories such as Kantian universal reason based ethics, Utilitarian 'maximizing happiness' ethics and Aristotelian agent centered virtue ethics (Held, 2006).

The first ground breaking philosophy on ethics of caring in education is Noddings' (1984) work which argues that caring should be at the heart of the educational system. In her another work, Noddings (1992) argues that schools' morality should maintain caring as moral orientation to teaching and teaching is a caring profession in which teacher-student caring relationship is important to both teachers and students to coexist. According to Noddings; caring teacher-student interactions are characterized by attentive and responsive relationship between the one-caring and the cared for (Noddings, 2002), where the one caring is a teacher and the cared for is a student (Owens and Ennis, 2005). Noddings has also said that caring relationship is the ground on which students' successful learning stands.

Beyond coexistence, caring calls for co exploration in which dialogue and practice are interwoven; and it gives greater analysis of situations that enables teachers and students to engage in continuous reflections (Noddings, 1998).

Hence, teachers are required to establish caring relationship in which students' views are taken in to consideration on matters regarding their education (Gatongi, 2007).

Scholars have also uncovered characteristics of caring teachers; flexibility, negotiating power, creating a positive classroom environment, creating a positive sense of self, hopefulness about students' future, communicating authentic care which is not contingent up on prejudices eg. prior performance (Thompson, 2010), listening to students' concerns, responding to transgressions gently and showing positive emotions (eg. smile, being playful), being attentive, being sure that students get turn (Stipek, 2006), empowering students, dialogue and sensitivity (Tarlow, 1996).

In contrast, studies have tried to identify barriers of caring relationship such as; inadequate time length, the fragmented and rigid curriculum; poor working conditions, large number of students, low frequency of contact (Cooper, 2004; and Ravizza,2005). In line with this, teacher-student interactions which are not characterized by caring relationship were identified by establishing rules, tightening controls, raising standards, and increasing competition (Miller, 2008). Such interactions are founded on justice ethics (Starrat, 2005) that teachers distance themselves from their students (Palmer, 2007). These teachers are called 'uncaring' (Pajak, 2011) who have uncaring interactions with their students; they do not recognize students' learning, they are unfriendly, not concerned with individual students, have no concern for the well-being of students, disrespectful of students, never solicit input from students; and do not allow students to participate.

Similarly, Stipek (2006) added some specific classroom characteristics of uncaring teachers: writing things on the chalk board and do not look at their class, see that a couple of students understand and moves on; and do not make a space for students to ask. Such teachers are described as detached teachers who are obsessed with manipulating externals to give some power over reality and gain freedom from its constraints; and they also believe that for every objective problem there is some sort of technical fix (Palmer, 2007). This means, uncaring teachers ignored contexts and situations; and dismissed emotions as unreliable (Garritz, 2010).

In Ethiopia, since the formulation of the 1994 Education and Training Policy, different activities have been implemented and introduced in the education system. For instance, significant efforts such as provision of equipment, inducing different methods of teaching, and establishing teachers' training colleges (MOE, 2010) have been exerted by assuming that meaningful change comes from objective factors external to ourselves (Palmer, 2007).

However, active learning method (student centered education), one of the focus areas of the education system of the country, was not applied at appropriate level and did not bring the expected result in primary schools (MOE, 2009; UNICEF, 2010; Amare, 2012). This would show that dialogue and co exploration (Noddings, 1998) are missed in the Ethiopian education system. As a consequence, Ethiopian primary school teachers' critical and reflective thinking were suppressed (Amare, 2012); and their activity in action research was low (MOE, 2008). These all things would be the result of teachers' center of attention on mechanical (emotionless) aspects of teaching (Fuller, 1969; Kugel, 1993). This means, teachers might have been busy in selecting and planning different "active" methods of teaching without considering students feelings and interests (Kugel, 1993).

Mechanical activities disregard humanity and they are known by their inconveniency for subjective engagements (Swanton, 2003); where self and tasks (Fuller, 1996 and Kugel, 1993) would be the only focus areas of teachers than students' learning. This would mean that teacher-student interactions neglect human concerns (care) and pay no attention to students learning.

Moreover, as mentioned in Ethiopian Education Sector Development Program (ESDP IV) (the fourth Ethiopian education sector development program), it is hard to get motivated teachers in Ethiopia (MoE, 2010). Ethiopian primary school teachers lack motivation and commitment; and they are frequently absent from schools thereby students dislike their learning and feel bored

(MoE, 2008). In addition a case study conducted by UNICEF (United Nations Children's Fund) indicted that not only teachers but also students in Ethiopia were not motivated and students were unpleasant to schools (Amare, 2012). This would indicate that teachers' enthusiastic behavior and commitment have been inhibited (Kwok-Wai, 2006) and resulted indifference to students. It might also impede emotional displacement between teachers and students (Hargreaves, 1998) and generated non caring interactions (Moore, 2000); characterized by domination (Amare, 2005) followed by lack of meaningful learning outcomes in the Ethiopian education system (Amare, 2008).

In general, affective domain seemed neglected in the Ethiopian education system (Amare, 2000; Tenna, 2011), while it is important as cognitive and psychomotor domains of learning. Affects and competencies are not mutually exclusive (Fullan, 1993) and authentic competencies by themselves cannot be achieved in real sense without caring relationships (Noddings, 1998).

Hence, it is important to investigate farther about emotion related issues like caring relationship between teachers and students in the schools of Ethiopia as a necessary component of teaching-learning process.

1.2. Statement of the Problem

Apart from dimensions of caring, characteristics of caring teachers and barriers of caring relationship, studies have unwaveringly documented the importance of teachers' caring relationship with students. For instance, Noddings (2002), Thompson, (2010), Stipek (2006), Teven & MC Crosky (1997); Mihalas et al. (2008) and Miller, 2008) declared that caring relationship is very crucial for students' academic engagement and successful learning. However, most of the existing studies are conducted in places where caring is assumed to be demonstrated, thus these studies have not been doubted and questioned the existence of caring

relationship in schools. As a result they have not adequately investigated how teachers and students conceive caring relationship; and perceive interactions of teachers and students with respect to caring relationship in any schools where their teachers are not predetermined as caring or non-caring. In addition, the existing studies have not adequately investigated the actual practice of teacher-student interactions; and contexts or surrounding conditions in which caring relationship exist and or not exist. For instance they have not assessed teachers' caring characteristics in relation to teachers' areas of concerns. Concerns are what teachers think about frequently and would like to do personally (Fuller, 1967). This essence of teachers' areas of concerns (Fuller, 1969; Kugel, 1993; Schmuck, 1997) informs teachers' attentions such as concern for self or concern for task or concern for students learning. Besides, the existing literatures have not included the views of parents and school principals.

Moreover, I was engaged in this research with a history of my life experience as a teacher educator. During the implementation of Ethiopian Education Sector Development Program II (ESDP II 2000-2005), I was working as a teacher educator in one of the teacher education colleges of Ethiopia. By virtue of my position, I had chances to observe the teaching-learning process as well as the overall interactions of teachers and students in public general primary schools. I have frequently observed teacher-directed interactions (one way from teachers to students), where teachers were the sole decision makers and deliverers of prescribed activities orderly; and students were to follow and receive what was provided by their teachers. These teacher dominated type of interactions have continued in the education system (Amare et al, 2006; Amare, 2012; MoE, 2010). I have wondered if the humanistic nature of teacher-student interactions is being neglected in the education system in general and in government primary schools in particular.

Perhaps, the education system in Ethiopia would focus on other ways of educational attainments that overlooked the human aspects such as teacher-student caring relationship, while caring relationship is an important ingredient for students' successful learning (Thompson, 2010). Besides teacher-student caring relationship in the context of Ethiopian schools was not assessed, except few attempts; Amare's (2012) study conducted on the Young Lives Schools in Ethiopia which assessed teachers' ways of resolution to students' dire circumstances. Amare's study showed that majority of teachers preferred to solve students' problems, particularly economical problems of students, through caring approach. However the study did not go through deeply how these teachers were interacting in practice with their students. Besides, fifteen years back, Dawit (2000) has conducted a quantitative study on 'concern of teachers', and he has found that there were differences among teachers (with different sexes and years of experience) regarding their concern to students. In addition he has surfaced out that there were significant number of teachers who were concerned for self and other tasks than students. However, Dawit has used questionnaires for collecting data to answer questions of 'how many'; as a consequence he did not explore how teachers' concerns were displayed and influenced the interactions between teachers and students.

Gaps in the existing studies; and my experience and wonderings among others have provided the impetus for this research to scrutinize the state of caring relationship in the interactions between teachers and students.

Therefore, it is necessary to conduct an exploratory study in order to add richness to the existing literatures of caring teacher-student relationships.

The study is grounded in the assumption that caring is a necessary component of enacted curriculum and a key pedagogical orientation of teaching to realize learning; and build students' holistic personality at large.

Objective of the study

The main objective of my study is to explore the status of teachers' caring relationship with their students and elucidate circumstances for the state of caring relationship demonstrated in the contemporary teacher-student interactions.

Basic research questions

1. How do teachers conceive caring relationship?
2. How does teacher-student interaction unfold teachers' caring behavior?
3. What affecting situations hinder caring relationship between teachers and students?
4. What teachers are concerned for?

1.3 Significance of the Study

This research would benefit all people who are interested as well as have concern regarding quality education in Ethiopia. The study will also contribute towards looking for improved relationship between teachers and students of public general primary schools; and bringing successful students' learning. In this regard educators, curriculum makers as well as decision makers at different levels of the education system in Ethiopia will benefit from the result of the study.

Chapter Two

Caring Relationship

2.1 The Genesis of ‘Care Ethics’

Under this sub-topic, Piaget’s (1932), and Kohlberg’s (1969, 1981) moral stages are reviewed for their potential to engender Gilligan’s (1982) and Noddings (1984) ethics of care. Besides, the salient differences of care ethics and its point of departure from Kohlberg’s justice morality are explained.

Piaget defines four invariant cognitive developmental stages that children can be expected to pass through; **Sensory motor, preoperational, concrete operational and formal operational stages**. The passage from stage to stage marks qualitative difference in the way children process and respond to questions; and the way they develop concepts and moral judgments (Lefton, 2000).

Piaget observed how children use the rules of games and examined children’s ability to analyze questions of morality. Lastly he found results which are consistent with his ideas of cognitive development (Lefton, 2000). Then, Piaget asserted that children mature from inflexibility to relatively flexible in their moral judgment (Lefton, 2000).

Later, Kohlberg’s (1969, 1981) theory of justice morality grew out of Piaget’s moral theory and his theory was based on descriptions of answers of moral dilemma stories.

Kohlberg has created a universal moral development stages. The stages were six in number; and derived from extensive case analyses and interviews with boys. The stages were consistent with the developmental stages of Piaget and they are divided into three hierarchically arranged levels:

Pre-conventional (Sensorimotor and Preoperational stage), Conventional (Concrete operational stage) and Post-conventional (Formal operational stage) (Lefton, 2000).

Pre-conventional Level contains stages one and two. In stage one, a child is egocentric and views everything as good and bad based on the individual's obedience to rules and authority. In stage two, the child's behavior is motivated by self satisfaction and satisfaction to others occasionally. Under this level children see rules as invariant, unchangeable, and beyond their control; and they believe in immanent justice (Kohlberg, 1969).

Conventional level contains stages three and four; and it emphasizes conforming to societal values and norms. In stage three, a child focuses on gaining approval and pleasing others. In the fourth stage the child focuses maintaining the social order for its own sake. Children of this level approach problems in terms of their own position as good and responsible members of society (Kohlberg, 1969).

Post-conventional level includes stages five and six; and it encompasses people who behave according to a universal principle of justice. Stage five is defined by laws and rules that determine right and wrong behavior, and duty and obligation are in terms of contract not individual needs. The last stage in Kohlberg's scheme is about people who resolve conflicts by applying a universal principle and fairness stands on free standing logic of equality (Owens and Ennis, 2005) this means Kohlberg concluded that universal moral principles are bigger than societal concerns.

In general, Kohlberg's moral stages explain the expansion in moral understanding from an *individual* to a *societal* to a *universal* point of view; and assume increased autonomy and individuation lead to more advanced moral thinking.

Many people have challenged Kohlberg's moral development stages validity (Gilligan, 1982; Holstein, 1976; Rest, 1983).

For instance, Rest (1983) has found that no improvement over time, and no clear evidence that Stage 6 follows Stage 5. Similarly, Holstein (1976) has not found supportive evidence for a stepwise sequence in moral judgment from stage to stage, except the first two levels. Besides, Kohlberg's moral development was challenged by that of people's strategies for reasoning real-life or interpersonal as opposed to hypothetical dilemmas (Haan, 1975).

In addition, Kohlberg's stage theory has been also challenged for its sexually biased and patriarchal (in favor of males) view emphasizing the use of reason, rules, and means to seek objective truths as justice (Holstein, 1976; Gilligan, 1982; Owens and Ennis, 2005).

To this end, Gilligan (1982) questioned the generalizability of Kohlberg's morality model, for it was derived from an all male sample and it was also difficult for females to relate to. She also doubted Kohlberg's conventional morality level (the equation of the right or good with the maintenance of existing social norms and values) and it is the point of departure for Gilligan's ethics of care (Gilligan, 1982).

As a result and by contrast, Gilligan offers a new theory of moral development to exercise care and avoid hurting others (Gilligan, 1982). Gilligan expands moral development researches by including space for the differentiated, wide-ranging, and reflective thought patterns (Donenberg and Hoffman, 1988) from which Gilligan's (1982) care oriented moral judgment emerged. For Gilligan, heart is central moral concern superseding issues of reason and fairness. Accordingly Gilligan (1982) says morality is a wish not to hurt others, but a means to solve conflicts so that no one will be hurt. In addition Gilligan understands moral judgment as "contextually specific perception, sensitive to others' needs and to the dynamics of individual and particular

relationships” (Owens and Ennis, 2005:398). The underlying concept of this study is derived mainly from this concept of Gilligan’s (1982) ‘Morality of Care’ that emphasizes the welfare of others; and decisions and power are made in collaboratively and in relationship with others. This implies ‘Morally caring person (eg. a caring teacher) is the one who helps others (eg. students); goodness is his or her service, and he or she meets his or her responsibilities to others’ needs and feelings (eg. students) (Gilligan, 1982)

Furthermore, Gilligan’s theory explains a morality of responsibility based on nonviolence and harmony rather than fairness and equality. Gilligan distinguishes issues of *attachments, self sacrifice, and considerations of relationships, rather than separateness, rules, and legalities*. Gilligan’s, moral dilemmas are contextual and resolved through inductive thinking, rather than through universal, formal and abstract thinking (Donenberg and Hoffman, 1988).

In sum, Gilligan's theory assumes people look through relationship rather than through universal, invariantly sequenced hierarchy. In other words, Gilligan noted “The primary logic of an ethic of care is a *psychological logic of relationships*, which contrasted with *the formal logic of fairness or justice approach*” (1982:73).

Justice and care are two distinct kinds of moral decisions, where justice focuses on separate/objective self, and the distancing of the self from others and care is about connected self that response is based on interdependence and concern for another's well-being (Gilligan, 1982 and Lyons,1983). The ‘Morality of Justice’ emphasizes the rules and laws in society, while ‘Morality of Care’ focuses on the people’s feelings, relationship and responsibility to their wellbeing (Lyons, 1983).

To this end Brabeck (1983) put the differences between ethics of care and ethics of justice as follows:

Morality of care (Gilligans, 1982) is about non violence relationship, responsibility, harmony, compassion, inductive thinking, connectedness, contextual relativism, and self sacrifice.

Morality of justice (Kohlberg, 1969) is about justice, rights of self and others, fairness, rules and legalities, conflicting rights, principles, deductive thinking, separateness, rationality (universal principles), punishment and obedience, instrumental exchange and conformity.

The theory of care ethics asserts: people's morality is more occupied by their situations and relations, rather than general rules. Care ethics defines itself by starting with the fact that human beings are relational creatures and they achieve moral maturity through their relations with other human beings (Frimannsson, 2012).

Care ethics explains caring relationship as unpredictable emotional event that members of the interacting groups have different needs within which they exercise freedom of choice and action (Noddings, 2002). This means a caring people are open to the other feelings and they are not rigidly directed by pre-established goals. Noddings suggests that when people's feelings are connected to what the others are expressing, we say people are experiencing empathy and motivational displacement.

Care theory gives greater emphasis on critical thinking (Thayer-Bacon, 2000). Thayer-Bacon argues that the way to a better world is more likely to depend on *better people* than on *better principles*, but a question arises as to how we might produce better people. Care theorists rely more heavily on establishing conditions likely to encourage goodness than on the direct teaching of virtues. Care theory is not a variety of virtue ethics, although it shares important characteristics with virtue ethics (Noddings, 2002; Slote, 2007). Care ethics is relation-centered rather than agent-centered, and it is more concerned with the caring relation than with caring as a

virtue. Because, according to Noddings (1997) care theorists put caring relations first, and virtues develop naturally out of these relations.

Virtue ethics bounded with general level, while care ethics on the other hand is guided by best judgments of particular situations (Mazzella,2012) in which the relational use is primary (Noddings, 1984).

In contrast to other forms of ethics, care theory credits the cared-for with a special contribution (*reciprocal response*) to sustain caring relationship. The cared for recognizes the received care and expresses it in different ways. For instance, students contribute significantly to the teacher-student relationship, and patients to the physician-patient relationship (Noddings, 1984).

For care theorists, virtues are defined contextually and relationally. This implies theorists give greater emphasis on the ‘social’ virtues found on relational underpinnings. How good I can be depends, in substantial part, on how you treat me (Noddings, 1997). To this end, Noddings noted that the potential for evil lies within each of us; if we are treated badly enough, we will betray our own ethical ideals, and even those we love. Children are much more likely to listen to adults with whom they have established a relation of care and trust.

Care theorists might describe a one caring individual as operator to establish, maintain, or enhance caring relations. But this does not mean that an individual in a caring interaction consults this principle before acting. This means, he or she should act in direct response to the needs of the cared-for to establish caring relationship (Noddings, 1984). Thus in care theory the act of empathy is a virtue that we hope to develop and put great emphasis on self-understanding and critical appreciation of the groups to which we belong (Thayer-Bacon, 2000).

The tension between selfishness and responsibility is dissolved through a new understanding of the interconnection between other and self (Gilligan, 1982). This implies, care ethics reflects a cumulative knowledge of human relationships, revolves around a central insight, that self and other are interdependent. Besides, care becomes the self-chosen principle of judgment that remains psychological in its concern with relationships. But it is universal in its condemnation of exploitation and hurt (Gilligan (1982).

In short Gilligan (1982) notes the genesis of care ethics as follows:

A progressively more adequate understanding of the psychology of human relationships, an increasing differentiation of self and other; and a growing comprehension of the dynamics of social interaction inform the development of an ethic of care.”(p.74)

Hence, ethics of care is grounded in relationships, where everyone’s voice is important, being listened to carefully (in their own right and on their own terms) and heard with respect (Gilligan, 1982).

2.2. Caring Relationship in Teaching

2.2.1. Context and Need Based Interactions

The concept of caring relationship in this study was oriented by care ethics moral theories; such as ‘*need and context-based relational care*’ of Carol Gilligan (1982) and Neil Noddings (1984); and ‘*motivational displacement and engrossment*’ of Neil Noddings (2002, 2006).

In addition, this study was also informed by the ‘*I-Thou relationship*’ of Martin Buber (1937).

According to Gilligan (1982), we humans are relational, responsive, connected and interdependent. Gilligan argues that a world is cohered through human connection rather than

through systems of rules. She basically believes in values that include the importance of everyone having a voice and being listened carefully with respect and special attention to particularities and contexts. She disclosed women's experience that values caring relationship and connectedness; and announced attachment and interdependence are the paths to moral maturity instead of separation and individuation.

Gilligan has also introduced a new conversation that reflects the draw backs of separation, hierarchical ordering and control; and the importance of non-violent thinking in which moral maturity is realized through non-competitive and care embedded interdependence.

Gilligan's scholarly discourse about relationship, caring and connectedness has pivotal place in education in general; and in teaching and learning process or student-teacher relationship in particular (Noddings, 2002). This means Gilligan's (1982) concept of ethics of care addresses the emotional and motivational sensitivity of care givers (eg. teachers) to particular others (eg. students). The concept deals with genuine, open and secured relationship that involves cooperative and interactive learning environment; thereby human learning problems that stem from disconnection (from others) and dissociation (from oneself) would be alleviated.

Motivational displacement and engrossment

Noddings (2002) explains caring as an attribute of relationship and basic to human life. She argues that caring relationship is not something to be regarded as an added alternative. She also explains that teacher- student caring relationship needs to start with students' needs as cared for to be addressed by teachers' responses. This means teachers should not control everything rather he/ she situates a mode of shared control which involves receptiveness and sympathy relationship. Such relationship involves a displacement of ordinary self-interest in to unselfish concern for another person (Noddings, 2002) that someone who cares for another doesn't only

focus on self, but he/she is engrossed in other persons. This implies that a teacher who cares deeply or genuinely about a student is open and receptive to the reality, thoughts, desires, fears, etc., of that student. When a teacher acts for the good of a student he/she cares about, he/ she doesn't simply impose his/her own ideas about what is good for the student cared for. Rather he/she pays attention to and is absorbed in the way the student structures the world.

Noddings (2006) asserts that caring requires more than attention, in addition to attention care givers' consciousness is characterized by "an important feature called motivational displacement."(p.17). Motivational displacement follows on the heels of attention, when a teacher is sympathetic to student's unfortunate conditions, if a student is in pain, the teacher will want to relieve that pain.

I-thou relationship

Buber expresses I-thou relationship (dialogue) as a special bond between people that attuned closeness (Buber, 1937, Cohen, 1983). I-Thou reaches from simple respect and politeness to strong affection or love (Cohen, 1983). Buber (1937) also notes that I-thou can only be spoken with the whole being when empathy opens the door to it.

Furthermore, Buber clarifies that students trust teachers when their feelings are accepted, otherwise any attempt to educate students will lead to lack of interest and rebellion. In the 'I-thou' relationship special other is perceived as distinct from all others.

2.2.2 Importance of Caring Relationship

There are different research findings on caring relationship which focus on the impact of caring and its relation with different behaviors of students such as engagement, achievement, anxiety reduction, and the like.

A study conducted by Saltali (2013) elucidates that caring relationship is a predictor of anxiety reduction and it recommends teachers to be encouraged to gain and use certain skills of caring relationship with students. Another study by Jennings and Greenberg (2009); indicate that a teacher-student relationship which is characterized by caring is an important factor to create conducive learning environment. Similarly Pianta et al.(2012) make clear that caring relationship increases students' learning and development and she also asserts that students engagement as an outcome and as mediator of impacts that caring teachers have on students learning.

Another research reveals that caring relationship increase students' self esteem, peer relations and love of school (Lahman, 2001). Students perceived caring is also associated with students learning (Teven and Mc Croskey, 1997). Others uncover that caring relationship results the enhancement of students achievement (Miller, Mihalas et al., 2008). Caring relationship results increment of students' academic achievement and their internal motivation (Thompson, 2010) and it effects also low aggression (Liew et al., 2010).

Caring relationship is important to improve students' behavior and help them develop better skills at managing interpersonal problems, which positively affect their ability to learn (Weissberg, Barton, & Shiver,1997).In addition, it creates a love-based teaching-learning process and enables teachers to reconnect with the powerful and sustaining emotions (Liston and Garrison, 2004).

It also promotes a sense of belongingness (Scherer, 2003) and positively linked to students' engagement, academic performance, and personal well-being (Benard, 2004; Danielsen et al., 2009; Malecki & Demaray, 2003). When teachers exhibit high levels of warm, supportive behavior, students are more likely to internalize the values of teachers who feel a strong sense of

attachment (Ryan & Deci, 2000). Consequently, it provides a safe space for students to learn and grow.

Caring teacher–student relationship is strongly related to students’ performance, student connectedness to school, and student perceptions of school safety (Knoell, 2012). This means when students are valued and respected their attachment to school increases (Larson, 2012) and they perceive their school as caring. Furthermore, students with higher levels of teacher support have higher levels of peer acceptance and classroom engagement than do their peers in less supportive classrooms (Hughes, Zhang, & Hill, 2006). In sum, caring student-teacher relationships create very important contexts and situations for students’ development (Pianta et al., 2003).

2.2.3 Empathy and Caring Relationship

Empathy is a quality shown by caring individuals (*eg. caring teachers*) which enables them to accept others for who they are, to feel and perceive situations from their perspective and to take a constructive and long-term attitude towards the advancement of their situation by searching for solutions to meet their expressed needs (Hoffman,2000). It is also the ability of caring individuals to identify what someone else is thinking or feeling and to respond to his/her thoughts and feelings with an appropriate emotion (Cohn, 2011). In other words it is the ability to recognize emotions in others and to have compassion when others react emotionally (Goleman, 1995). It is also a prerequisite for social problem-solving and conflict resolution. For instance, for productive exchanges in the classroom, and in life, teachers need not only to be aware of their own feelings; they also need to be aware of students’ feelings (Goleman, 1995).

The study of Preston and de Waal (as cited in Cooper, 2011) explained the creation of empathy in human mind as follows: “The neurons in the human body transmit electrical signals, charged by our senses, to create feelings that are reinforced and strengthened by the brain” (p.8)

This means we sense the feelings of others, mirror neurons in the brain trigger off similar emotions within us, which are a possible mechanism for empathy (Cooper, 2011).

The developmental understanding of empathy (being with another person) (Rogers, 1975) has several facets: (1) entering the private perceptual world of the other and becoming thoroughly at home in it, and (2) being sensitive moment by moment to the changing felt meanings which flow in other person, to the fear or rage or tenderness or confusion or whatever, that he/she is experiencing.

Empathy includes communicating senses as you look with fresh not frightened eyes at elements of which the individual is fearful. It also demands frequently checking as to the accuracy of your senses and being guided by the responses you receive (Cooper, 2011). This means you are a confident companion to the person in his/her inner world by pointing to the possible meanings in the flow of his/her experiences (Ibid.). In other words you help the person to focus on useful type of referent, to experience the meanings more fully, and to move forward in the experiencing.

Before three decades, ‘Empathy’ was given another name called ‘Sensitive Understanding’ (Rogers, 1975) that explains how this understanding enables even very disturbed persons to feel more normal and human. Rogers added that finely tuned understanding by another person gives the recipient his person hood, and his identity. This means empathy gives the needed confirmation that one does exist as a valued person with an identity’ (Ibid.).

In the moment of interaction the empathic person has a real sense of accepting and understanding the other and it is conveyed to the recipient to form a mutual bond (Aspy, 1972). This absorption is called 'engrossment' (Noddings, 1984).

Engrossment signifies mutual bond in which listening attentively in conversation, receiving the messages the other wants to send, responding to them, feeling for them and evoke a caring relationship. This empathic relationship calls for intense interaction and engagement in learning (Damasio, 1999) where the senses are focused on person's interest.

Damasio explains, in empathic interaction a human being recreates his image of self (body and brain) in the mind and the sense of self; and continually reinforced and updated. The person is encouraged to open up more, explore more and learn more.

Empathy occurs when we suspend our single-minded focus of attention and instead adopt a double minded focus of attention (Cohn, 2011). Cohn explains single-minded means thinking only about our own mind and perceptions and double minded attention is about keeping in mind someone else's mind the very same time. Low point on the empathy implies dehumanizing other people [having non-caring relationship with others] or looking others as objects (Cohn, 2011, Buber, 1937). Empathy involves paying close attention to non- verbal as well as verbal cues; non- verbal cues (Mehrabian, 1971) constitute more than 90 per cent of a communication; a smile, for example, can have a positive effect on communication.

Teachers who display skills in empathy are good listeners, sensitive to students' needs and feelings, and treat students with respect. These teachers are caring and they help students to develop empathy by providing opportunities to put themselves in one another's shoes, to understand different perspectives, and to take responsibility for their actions (Slote, 2007). Empathic teachers can create a classroom climate in which students empathize with another

student who is experiencing a particularly difficult time. This means teachers can facilitate empathy by encouraging students to remember what it was like for them when they experienced a similar difficult times. Teachers can also choose texts and select activities that enable students to explore multiple experiences and different points of view (Noddings, 2002). In curricular activities and pedagogical techniques, increase in empathy correlates with cooperative learning (Verducci, 1999).

In this study empathy is not seen in the sense of projection of one's personality instead it is more of receptive (Noddings, 2002) and understand others in human terms that fosters openness, attentiveness and positive relationships (Mc Allister, 2002). This means, according to this research, empathy refers feeling with someone rather than for them and in a subjective position rather than in an objective way (Noddings, 1984). Empathy's centrality to human interaction and to teaching and learning enables teachers to be open and flexible to varying contexts (Mc Allister, 2002).

In general, empathic concern is resulted from 'perceiving others as in need and valuing the others welfare' (Batson, 2011) and leads schools to have a caring relationship in which positive interactions, supportive and active learning are situated (Gay, 2000). To deeper levels, empathy requires individual attention, time, and frequency of interaction. It is often linked to emotional contagion to catch the emotions of others (Cooper, 2011).

2.2.4 Emotionally Safe Classroom Environment

Under this topic the nature of emotionally safe classroom environment and its contiguity with caring relationship are elaborated.

Emotions are the primary sources of motivations; they arouse, sustain and direct human action and provide individuals with information which shapes their judgments, decisions, priorities and

actions (Salovey & Sluyter, 1997); that positive affect promotes ‘flexibility, problem solving, innovation and improved attention deployment. These attributes are central to learning.

Teaching is an emotional practice in which teachers could not separate emotion from their activities of teaching-learning process (Hargreaves, 1998). In addition, Hargreaves states that teaching as an emotional practice involves emotional labor and emotional understanding; and classrooms are, by their very nature, social places where teachers and students laugh and play together, share stories about their lives outside of the classroom, and work together to create an environment in which all learning occurs (Pianta et al, 2003).

Teachers are expected to acquire emotional intelligences such as self awareness, social awareness and social skills to effectively manage the emotional context of teacher-student interactions (Goleman, 2006; Hargreaves, 1998). Such emotional intelligences would lead classrooms to places of caring relationship that allow cultivating imaginative perceptions as base for creative possibilities (Liston and Garrison, 2004). Such classrooms allow freedom in which creativity and exploration are situated, and difference is seen as an opportunity to learn rather than as obstacle to overcome (Hargreaves, 1998).

Schools need to be more pleasant to students and other school community members (Noddings, 1992) and teachers are expected to be emotionally committed to many different aspects of their jobs. “Teachers have hearts, bodies and heads; and they cannot teach well if any part of them is disengaged” (Nias, 1996: 305). In other words, head, heart and hands are harmonized (Prosser, 2006) in classrooms where interpersonal and emotional integrity are facilitated. Though, the deep and unruly nature of teachers’ hearts is governed by their heads, the sense of moral responsibility is at the core of their professional identity for the integrity of their subject matters with the needs of students (Nias, 1996).

Thus, teachers need to be passionate, enthusiastic, motivated about teaching and learning and they need to create a warm classroom environment where students feel comfortable, and have a sense of belongingness, to make the environment conducive to learning (Rubio, 2009). Rubio explains teachers need to combine professionalism with care, understanding, and kindness. So that it leads to the conversations among learners, subject matter and learning that gears to the ends and means of human development.

As caring is a moral ethic that supports the needs of another (Mihalas et al, 2008), emotions are made visible through caring (O' Connor, 2008). If a person cares for another, the person tends to acknowledge how the other feels and determines what specific needs require attention.

Cottingham (2000) contends that an emotionally safe classroom environment is necessary for students' cognitive learning, growth, and creative expression. Hence, teachers can create emotionally safe classrooms by affirming students' accomplishments in noncompetitive ways, encouraging self-confidence, providing opportunities to take risks without penalty, and giving thoughtful feedback (Cottingham, 2000). In addition, a caring classrooms which give due emphasis to emotions have no place for controlling and impositions of predetermined tasks (Liston and Garrison, 2004).

Teachers are more than deliverers of curriculum and students are more than output of educational process rather they are results of complex situations in which multiple persons of teachers and students are involved in the pedagogical moments of teaching-learning activities (Nias, 1996). This means teaching-learning process demands more than rationality that acknowledges strong connection with sense of emotional identity (Day, 2004).

Day (2004) noted that a teaching-learning process that reflects strong connection of emotions is led by teachers who are caring and dedicated. She added that these teachers are committed who

have concern for students learning and do not put their comfort first. Teachers' commitment is closely associated with motivation and concern for students learning) implies, absenteeism, turnover and burn out of teachers are very minimal in schools (Nias, 1996). Concern for students encompasses understanding of students' personal values and gifts to orient their futures (Goleman, 2006).

In emotionally safe classrooms, teachers put aside their own goals and purposes in order to assist and satisfy the expressed needs of the students. This means the teachers' motive energy flows toward the purposes or needs of their students. This is the basic chain of events in caring (Noddings, 2010) and this positive relationship which is developed between students and teachers has positive influence on academic performance and they are key to create an emotionally safe classroom environment (Baker, Terry, Bridger, & Winsor, 1997; Charney, 2000; Noddings, 1992).

It is also important to make students learn without fear or ridicule or humiliation (e.g., where classroom norms for interacting include respect rather than put-downs) (Pennington, 1996). In this regard, Pennington (1996) explained that fear in the learning process can create a negative affective filter that interferes with students' abilities to process and perform new information.

Emotionally safe classrooms have many ways of acknowledging students' capabilities; for example, teachers constructive comments, display of students' work and high expectations of students, combined with support, encouragement, and opportunities for success in noncompetitive ways (Pennington, 1996).

Teachers in emotionally safe classrooms enable students to be creative, and excited about their learning. This includes helping them to become emotionally healthy people who can work with others by maintaining hope and the determination to learn (Pennington, 1996).

Human brain prefers happy faces, recognizing them more readily and quickly than those with negative expressions- an effect known as the happy face advantage (Goleman, 2006). Goleman explains smiles have an edge over all other emotional expressions: when you smile, half of the smile is for your faces, the other half is for somebody else's. To this end, neuroscientists suggest that the brain has a system for positive feelings that stays ready for activity, causing people to be cheerful moods and to have a more positive outlook on life (Goleman, 2006). This implies, despite the prominent place of aggression is in human affairs, we are not innately primed to dislike people from the start (Goleman, 2006).

In general, an emotion embedded teaching-learning process fosters caring relationships that convey respect and compassion to students through listening carefully to them, and responding to their needs and feelings (Baker, 1997). This means emotionally safe classrooms engender caring relationship in which warm, accepting, collaborative, and supportive situations exist (Narvaez and Lapsley, 2005). In other words, the teaching-learning process in emotionally safe classroom enables to bring numerous useful outcomes; "Higher educational expectations, stronger motivation to learn, greater liking for school, less absenteeism, greater social competence, fewer conduct problems, higher academic achievement and the like" (Miller, 2008:15&16).

2.3 Non Caring Interaction; Rule Based Interactions

2.3.1 Rule Based Interaction

Justice Ethics

Rule/principle-based interactions are emphasized by justice ethics of Kohlberg (1969) and his predecessors' theories of cognitive morality. In this theory human activities are governed by abstract rules and it was an indicator of moral maturity of human beings. It is rule dependent (Starrat, 1994), which does not give attention to particularities and contexts. Thus, justice ethics

does not consider need based relationships; rather reasons and claims of institutions serve the duties and rights of individuals (Starrat, 1994). For instance, in schools teaching-learning processes, grading and testing; and others are examined from the legalistic point of view where human beings (students) are taken as a means to achieve ends (Starrat, 1994). This means teacher-student interactions focused on highly structured activities that lead to lack of trust (Krishnan, 2006) between teachers and students. In justice ethics, the primary human reality is the individual, independent of social relationships.

In general Kohlberg's justice oriented moral judgment is dispassionate and derived from impartial universal rules that revealed ambiguous results which overlook empathy, guilt, altruism, and other helping feelings of individuals (Bra beck, 1983; Hoffman, 2000). Hence, by its very nature, justice ethics contradicts care ethics theory of Gilligan (1982), so teacher-student interactions which are solely based on justice ethics are assumed as non-caring in this study.

I-It relationship

Buber describes non-caring relationship as I-It (monologue) as it stays on the surface and it is thinking about the other person rather than being responsive and receptive to that person (Buber, 1937; Cohen, 1983). It also treats people as an object and considers them as a means to some other end. In this regard, Wiman and Wikbald (2004) explained such interaction ranges from a feeling of disinterest to inhumanity. In between they include insensitivity and coldness orderly. *Disinterest* refers to inattentiveness to the needs of others. *Insensitivity* is acting indifferently that distracts others. *Coldness* is about acting mechanically with lack of kindness. And the last and the highest stage of non caring interaction is *inhumanity* which refers to ignoring others as a person. Similarly, such non-caring or dispassionate interactions could also be expressed by either Narcissism, or Machiavellianism or Psychopaths (Goleman, 2006).

Narcissists do not care about how their actions affect others and they feel nothing when they pursue their goals aggressively. They are indifferent to the needs or feelings of others. *Machiavellians* believe that one's self interest is the sole driving force in human nature; they also do not bother about the pain they may cause on others. Machiavellians bring someone's emotions in to focus mainly when they wish to use that person for their own ends. *Psychopaths* are also aggressive who consider other people as objects. Like Machiavellians they do not sense the pain that they cause on others. In general all the three (Narcissists, Machiavellians and Psychopaths) have disagreeable nature; and they reflect non caring characteristics such as *social malevolence, self-centeredness and emotional coldness*.

2.3.2 Barriers of Caring Relationship

Though, it was difficult to get sufficient existing literatures which deal about barrier and other obstacles of caring relationship between teachers and students, from few available writings some factors are explained under this subtopic.

The potential barriers of caring relationship between teachers and students were school and teacher related factors (Mihalas et al, 2008). *School factors* include classroom situation, class size and range of contact time with students, curriculum that is dominated by knowledge delivery, rule based school environment, emphasis for instruction without social skills and the like. Under such conditions teachers who want to care and students who want to be cared for cannot form the kind of relations that would be leveled as caring (Noddings, 2005c). *Teachers' factors* refer to preparation of teachers. Caring teaching is negatively affected when teacher education institutions do not prepare teachers in the way to meet students' needs. If institutions graduate brilliant but dishonest teachers, teachers who have great knowledge but who do not care for students, are great thinkers but irresponsible, then students in particular and the society in

general would be harmed (Johnson and Johnson, 2009) by these teachers. In addition Mihalas and Cooper (2004) depict that education policy and school management also factors which influence caring relationship.

The existing studies exhaustively identified characteristics of caring teachers and importance of caring relationship; but, constraints were not sufficiently investigated. These studies didn't make clear about teachers' related situations that affect teachers' caring relationship with students. Particularly, teachers focus areas that enabled or disabled caring interactions were not yet examined. Apart from teachers and students other stake holders like parents were not consulted in the previous studies. Moreover student and parent related constraints were not assessed.

In addition the existing literatures did not doubt the existence of caring relationship in schools, because all were conducted in places where caring teachers exist. This means they are based on samples of teachers who were assumed as caring. Hence, this study has tried to address the identified gaps and related issues of teacher-student interactions from the perspectives of care ethics.

2.4 Indicators of Caring Relationship and Non Caring Interactions

2.4.1. Characteristics of Caring Teachers and their Ethos

School Teachers articulate caring through personal acts toward and interpersonal connections with their students. These teachers get to know their students as learners and as individuals. They work to incorporate students' interest into their lesson design and in daily conversation with their students. These teachers also planned for and took advantage of opportunities for students to participate in the decision making process in the classroom and to feel a sense of ownership in the teaching-learning process (Camp, 2011). In this regard Noddings (2009) lists three ways of establishing caring relationship by teachers: showing caring behaviors through demonstration

(modeling), engaged in caring conversations (dialogue), continual efforts to experience caring (practice), and encouraging the best in others (confirmation).

Others such as Mercado (1993) and Tarlow (1996) (as cited in Owens and Ennis, 2005) enumerate characteristics of caring teachers. Tarlow suggested; *providing time (being there), dialogue, developing sensitivity, acting in the best interest of others, caring as feeling and caring as doing, and demonstrating reciprocity as characteristics of caring teachers*. Mercado, in his turn listed four characteristics such as: *being together, being real or authentic and being open and being fair*. The idea of reciprocity in Tarlow's list is not about replacing of the one caring with the cared for, instead it is to indicate the recipient role of the cared for to perpetuate the caring process. But Mercado's fairness is the same as that of Kohlberg's justice based relationship and it has fallacy with the concept of ethics of care of Gilligan and Noddings.

Another research conducted by McLaughlin (1991) has identified caring teachers' characteristics: *Dialogue with students outside of classrooms, trust students spontaneous actions, show interest in the process of students' learning, assist with school problems and establish personal relationship with students*. Beyond this, caring teachers know themselves 'who they are' (Palmer, 2006), because, teaching emerges from one's inwardness, for better or worse (ibid). Besides, they project the conditions of their soul onto their students, their subject; and their way of being together.

The knowledge of students and subjects depends on teachers' self knowledge: when teachers do not know themselves, they fail to have good relationship with students and they cannot know who their students are (Palmer, 2007). When they cannot know their students they cannot teach them well. This means, when teachers do not know themselves and students they cannot know their subjects (ibid).

Caring teachers want to maximize social and emotional learning, and they are in need of taking important steps such as; creating a cooperative context, promoting positive relationships, teaching students essential interpersonal and small group skills (Johnson and Johnson, 2009) in relational approach.

Caring teachers nurture relationships with students through affirming students' efforts and talents. These teachers realize that learning is much more likely to occur when positive, reinforcing comments outnumber critical comments (Lumpkin, 2007). Lumpkin farther explains that caring teachers persistently reward the efforts of students, their learning from mistakes, and their struggle to learn.

Caring teachers put learners at the center of education, because they believe in them. When asked what they teach, caring teachers respond, 'I teach children' (not a specific grade level or subject) (Lumpkin, 2007). These teachers show supportiveness; and they listen to students more and share authority with students, elicit more critical thinking, etc (Lahman, 2001).

Moreover, (Larrivee (1999) identified four critical teacher characteristics that promote a caring relationship between teachers and students; *respect, authenticity, thoughtfulness, and integrity*.

Respect is conveyed through respectful dialogues with students. Teachers who respect their students create trust. They are willing to understand their students' points of view and opinions. Students express what is important to them without fear of judgment. From the experience of being showing consideration and care, children learn self-respect (Larrivee, 1999). **Authentic teachers** know who they are and what they stand for. These teachers are real and "walk their talk." They speak the truth with care and thoughtfulness. They respond honestly to students. Authentic teachers are not afraid to make mistakes and the students know it. They create a climate where students also feel safe enough to be authentic. These teachers are open and

accepting of students and encourage them to express their feelings and opinions, without interpretation, judgment, or trying to rescue. In a classroom where authenticity is valued, both the teacher and the students share and express what they care about (Larrivee, 1999). **Thoughtful teachers** consider the emotional well-being of their students in every interaction. This includes showing tolerance and acceptance. Students cooperate by working together for a common purpose and mutual goals. Students can rely on one another to be considerate of their needs, wants, desires, and fears (Larrivee, 1999). **Emotional integrity** includes honest communication and mutual vulnerability. Teachers who have emotional honesty deal with emotions as they emerge and keep resentment from settling in to erode their relationships with students. They also validate students' rights to express their feelings, which help build bridges to students. Teachers provide students with feedback regarding the impact of their behavior. Emotional integrity also means confronting students' behavior by challenging them respectfully and making them accountable for themselves (Larrivee, 1999)

Moreover, caring teachers create a love-based teaching-learning process and they connect the teaching-learning process with the powerful and sustaining emotions (Liston and Garrison, 2004). It promotes a sense of belongingness (Scherer, 2003); and sensibility and imagination from which good teaching sparks (Eisner, 2002). Caring teachers usually presuppose care for the one taught as well as respect for the integrity of what is taught and committed and dedicated to inspire students to reach their fullest potential in their learning (Day, 2004). Liston & Garrison (2004) put three characteristics of teachers; *commitment, intimacy and passion*.

Commitment demands consistency, continuity and affiliation throughout teaching endeavor. Teachers care for their students, in turn students care for the others. **Intimacy** represents close, connected and bounded feelings that create a caring relationship in community of learners which

is impossible to imagine occurring anywhere but in classroom. This intimacy-in-community embodies trust, sharing of meaningful experience, a degree of mutuality and reciprocity among participants, a commitment to open communication and depth of feeling. In other words intimacy is most often referred to as creating a community of learners or creating a caring community in the classroom (Liston & Garrison, 2004)

Passion as one corner stone of caring, represents love with a field of knowledge, deeply stirred by issues and ideas that challenges our world to the dilemmas and potentials of the students who come in class each day (Day, 2004).

In sum, all characteristics mentioned above magnify the emotion embodied practices of caring teachers through which they connect themselves with their students, except Mercado's idea of fairness which resembles more to Justice Ethics.

However, as alternative means, scholars like Slote (1998), White (2009), Starrat, 1994, Tronto(1993), Kuhse, Singer & Rickard (1998) and Oser (1991) have suggested the reconciliation and equilibrium of impartial justice/fairness and the partial care ethics to make one supplements the other, though Gilligan (1982) and Noddings(1984) argue that the two are contrasting and different ethics. Particularly, Oser (1991) presents the balance between justice and care by adding the concept of truthfulness as ethos of ethical professional teachers, where truthfulness has similar meaning to that of Larrivee's (1999) concept of authentic teachers who speak the truth with care and thoughtfulness.

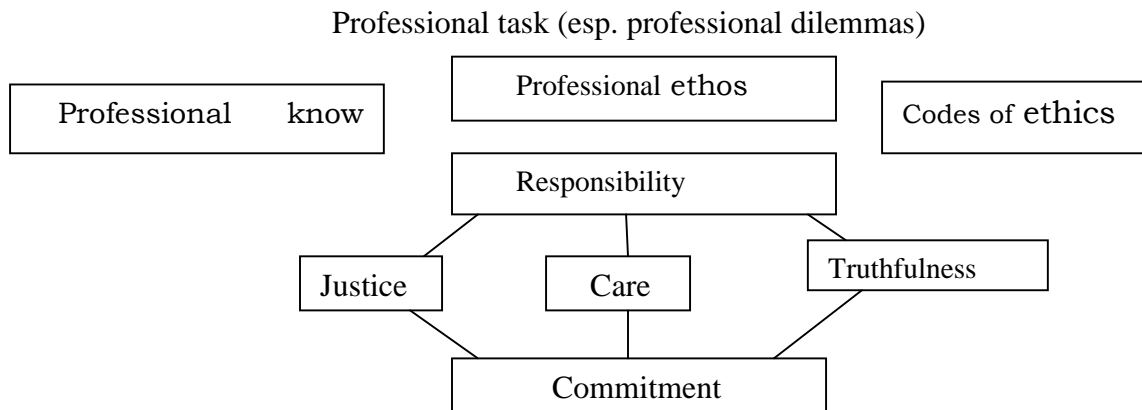


Figure- 2: Dimensions of teachers' ethos model (Oser, 1991, p 302)

Oser further explains that unless the three moral claims of justice, care and truthfulness congregate, moral conflicts arise in the practices of teachers.

2.4.2 Characteristics of Non Caring Teachers

The meaning and the range of non caring interactions (interactions without caring relationship) and their features in the teaching learning process are explained under this sub topic.

Non caring interaction reduces the ability to create an internal representation of the outer world. This would make things more difficult for people to experience the world as others do, hampering the ability to understand the effects of their actions on others, often resulting antisocial behavior (Damasio, 1996, 1999; Goleman, 1996; Sacks, 1985). For instance, such interactions are characterized by verbal aggression, frequent yelling, and humiliation. Such interactions seriously damage the capacity of brain to learn because negative emotions create grooves in brain tissue which interrupt normal pathways (Rogers, 1975).

Teachers, who do not demonstrate caring, are not committed and have no concern for their students (Day, 2004). These teachers show to students how smart, knowledgeable and well prepared they are (Palmer, 2007). Those teachers reduce their vulnerability to judgment and

ridicule by disconnecting themselves from students, from what they are teaching (subjects) and even from themselves by valuing an objective way of knowing which takes them to “real” world out of themselves (Palmer, 2007).

This culture of separation of person hood from practice dismisses inner truth and owners only the external world which would also imply lack of empathy that dehumanizes students (Cohn, 2011). This means the teaching-learning process objectifies students and truth/knowledge flows from the top to down, from experts who are qualified to know to amateurs who are qualified to receive (Palmer, 2007: 103). Palmer (2007) presents the following figure and tries to explain how objectivist teaching model inhibits dialogue and close relationship in particular and caring relationship in general.

The figure contains four major elements such as objects of knowledge, teachers, students and baffles.

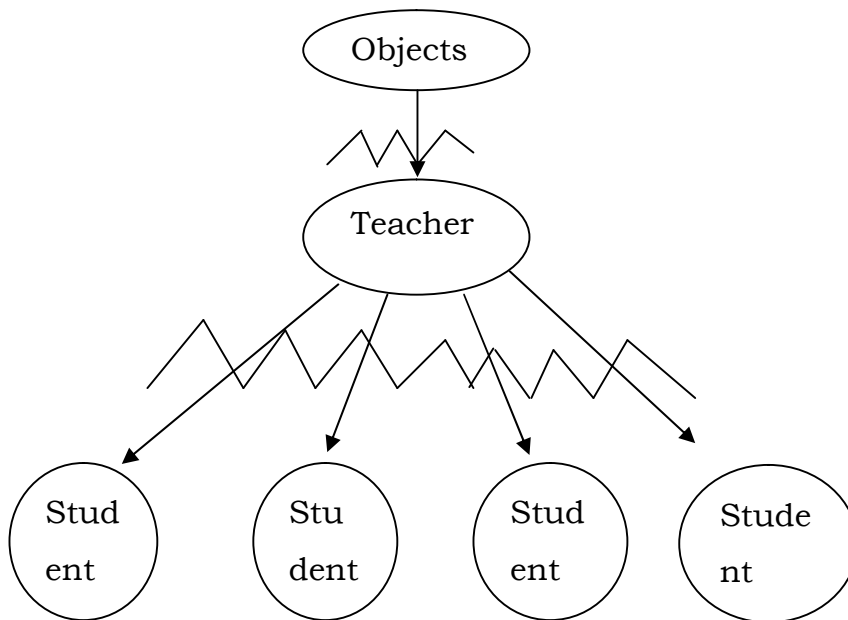


Figure 2: The objectivist Teaching Model (P. 103)

In addition, Palmer (2007) briefly describes the above situation as follows:

Objects of knowledge are those which reside out there, teachers are trained to know the objects without their subjectivity, students are those who depend only on the teachers' knowledge of objects and baffles are between objects and teachers, between teachers and students that allow knowledge to flow downstream while preventing subjectivity flowing from back up. (P. 103).

This means non-caring objectivist teaching and learning process overlooks the numerous realities in which teachers and students exist as a living person in the classroom, while they are the most important figures put in touch with questions about the ends and means of human development. It also leads teachers to be ignorant who are unable to see the invisible content from the learners' side, because, behaviorism is a closed and limited theoretical base which supports authoritarianism if not dictatorship that denies existence of students as a person (Bevis, 1993). She added that this traditional philosophy stifles creativity.

In other words non caring objectivist teachers ignore the essential idea says 'teaching requires both emotional and intellectual commitment', while it is connected with caring teachers' sense of emotional identity (Day, 2004). Besides, objectivist teachers conceive teaching as delivery of knowledge (Pratt, 1992, Kember, 1997, Gao, Guangzhau, and Watkins, 2002, & Devlin, 2006). These teachers assume that "Objective facts are pure, while subjective feelings are suspect and sullied (Palmer, 2007). Under such situations teachers follow teacher structured approach, in which the teacher chooses most of students' activities (Gao and Watkins, 2002). This means teachers focus on knowledge delivery and exam preparation (Gage, 2009) and the teaching-learning process is characterized by emotion neutral situation where teachers control all the benefits and penalties over classroom existence (Vargas, 2009). Skills are taught in isolation and

a teaching learning process is more teacher-directed and rote-learning experience (Larson, 2011). Under such circumstances empathy is eroded (Cohn, 2011) and the relationship between teachers and students would be I-It mode (Buber, 1937) that teachers treat students as objects by ignoring their subjectivity, their thoughts and feelings (Cohn, 2011). As a result, teacher-student conflict would happen (Larson, 2012). In this regard students would fail not due to their cognitive abilities but because of unwelcoming behavior of teachers who detached, or alienated themselves from significant others in the educational environment (Kohn, 2006). This means teacher-student interactions without caring relationships are corresponded with the worse achievement and low motivational domains of students; and such non caring interactions between teachers and students result students' decisions to drop out of school (Fink, 1995).

In general, Students who have not caring interactions with their teachers are more likely to be disengaged or feel alienated (Murdock, 1999). Besides, non caring teacher-student interactions would hamper not only students' engagement and achievement but also the potential of teaching-learning process to nurture the whole character and dignity of students (Pajak, 2011).

2.4.3 Continuum of Caring Relationship

The existing theories of care ethics, in the encounters of caring and non caring interactions, placed the state of caring relationship along a continuum (curved line '1') where caring (loving) relationship contradicts with objectifying or inhumanity acts; and the two are placed on the opposite extreme of the line.

Curved line '1' is expressed by $CNBI=1/RBI$; *context and need based interactions (caring relationship)*; and *Rule based interactions (non-caring)* are inversely related that when one increases the other decreases.

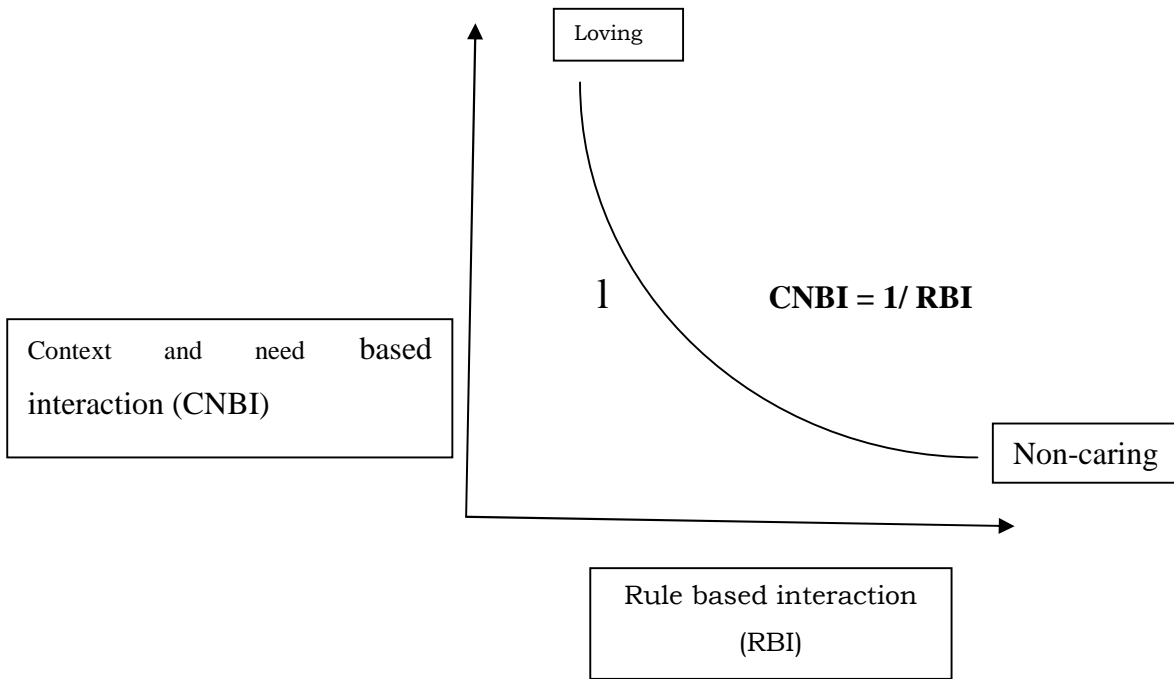


Figure-3: The state of caring relationship

Chapter Three

Context of the Study

3.1. The Education System and Primary Schools in Ethiopia

The existing educational system of Ethiopia is rooted in the 1994 Education and Training Policy (MoE, 1994). The policy intended to solve the four challenges of Ethiopian Education System such as problems of access, equity, efficiency and relevance/quality (MoE, 1994).

The chief goal of the education and training policy was the cultivation of citizens with an all-round education who are capable of playing conscious and active role in the economic, social, and political life of the country at various levels (MoE, 2002). It was also intended to allow students to be proficient in one specific field so that they will either qualify to be employed in the field of their training or create their own jobs.

Of all the various educational levels, from the outset, priority in the new policy has been given to the primary education (MoE, 2002). The reason for this was not only because primary education is the right of every citizen, but because it is the chief instrument for social and economic growth; and it empowers citizens to exercise their rights and to fulfill their duties (MoE, 2002).

Consequently, based on the country's concrete conditions, changes have been made concerning the organizational structure of the education systems. For instance, it was found appropriate to extend the duration of primary school (MoE, 2002) from six to eight years and divide it into two cycles. The first cycle contains the first to the fourth grade, while the second spans from grades five to eight. This means, Primary education has duration of 8 years (age groups 6 to 14) and is divided into two 4-year cycles (1 through grade 4 and grade 5 through 8). At the end of grade 8, pupils take the national Primary School Certificate exam. Concurrently the language or the

medium of instruction in primary schools, particularly first cycle primary, was made to be mother tongue or the nationality language of each region (MoE, 1994). While this is so, in Addis Ababa the medium of instruction in first cycle primary schools and grades five and six is the Amharic language, it was used as national language (Getachew & Derib, 2006) in the previous regimes (before the existing Federal Democratic Ethiopia).

Moreover, as the 1994 Education and Training Policy and its implementation document indicates (MoE,2002) the main contents of the policy were focused on the cultivation of democratic culture, tolerance, peaceful resolution of differences through dialogue and sense of responsibility towards one's own society.

The policy basis the belief that educated and trained individual is capable of participating productively in the development and utilization of resources and environment (MoE, 1994). Thereby, some of the specific concerns of the policy were to strengthen problem solving capacity (p.4), respect for human rights, mutual understanding and cooperation among people (p. 1&2), cultivating citizens endowed with human outlook (P.6), and stand for the well-being of people (p.7). It also intended to educate students in accordance with their potentials and needs (P.9).

However, the teaching-learning situations in Ethiopian schools are characterized by teacher expectation of exam results and the teacher-student relationship is mechanical and role defined that doesn't center the full utilization of students' potentials (Amare, 2008). The teaching-learning process is dependent on knowledge transmission and acquisition (Amare, 2008). This implies teachers teach subjects not children (Amare, 2008). Even the focus of Civics and Ethical Education on ethical issues such as respect, loyalty, responsibility is minimal (Birhanu, 2012). But the Guide of Civics and Ethical Education of the country (Amharic language version) noted

that teachers are expected to include human values and ethical issues in their teaching and learning process (MoE, 2007).

Moreover, the teaching learning process of government primary schools in Ethiopia have been suffering from the bad tradition of content coverage and lack of time for it, teacher absenteeism, and unethical management of students' results among others (MoE, 2008). In addition many of the subjects in public primary schools of Ethiopia are disliked by students, because of tedious teaching styles of teachers, unexciting teaching methods, free promotions(for grades one to four) and the like (MoE,2008). As a result, even the meager test based academic achievement of Ethiopian primary school students is below the expected minimum standard (50%) (*National Agency for Examination*, 2010). For instance, learning assessment result of Grade Four students is 47% in 2000, 48% in 2004, and 40.35 in 2007. Similarly, Grade Eight students' result in the same period is 41.1%, 35.6% and 39.7% respectively.

Besides, teachers and students do not engaged in active learning, instead passive methods of teaching make schooling unpleasant to students (Amare, 2012) and students' disciplinary problems are increasing from time to time (MoE, 2008). This would be resulted from lack of empathy because empathy makes teaching-learning process active and attractive (McAllister, 2002); and situate mutual respect in teacher-student interactions (Cooper, 2011).

Teachers give inadequate feedback to students' work and students blame their teachers for harassing them when they make mistakes, and students feel loneliness (Amare, 2012). In addition, Amare (2008) elucidated that Ethiopian primary schools administrators fail to facilitate cooperative and caring environment. They also ignored their accountability for leadership instead they act as managers to ensure that every member of the school community is right (Ibid.).

An exploratory study conducted by Tuli (2012) surfaced out that quality of Ethiopian primary school teaching-learning process is negatively affected by low salaries of teachers, focus on number of students rather than quality of students, and low participation of parents. To this end quality of education in Ethiopia is also highly threatened by lack of moral values in the education system (Tenna, 2011).

3.2. Teacher Education of Primary School Teachers

In Ethiopia all teacher education activities are organized under the guidance of Federal Ministry of Education through the Department of Educational Programs and Teacher Education. The primary school teacher training programs are supervised by Teacher Education Department of the General Education sub-sector (MoE, 2003).

In the nation, the training of qualified teachers has been conducted simultaneously with the expansion of education in the nation. The government also established new teachers training colleges and upgraded the existing ones as it felt that to improve the quality of education, not only the academic qualifications of the teachers but also the education institutions that impart educational ethical values and the methodological approaches of the teachers (MoE,2012). Teachers are expected to have the ability, diligence, and professional interest, and the physical and mental fitness appropriate for the profession (MoE, 2012). In this regard, Regional Governments have been made to be responsible for the oversight of the education of primary school teachers (MoE, 2008).

Accordingly the Education Sector Development Programs (ESDPs) were designed and started to be implemented with an aim to meet the educational goals of the nation (MoE, 2010). Under ESDP what was recognized is to improve education both qualitatively and quantitatively, so that

the teacher training system could provide adequate numbers of qualified teachers to meet the demands of the greatly increased enrolment in educational institutions (Shoeb, 2013).

A policy program called Teacher Education System Overhaul (TESO) was initiated in 2003 to develop the objectives and strategies of the teacher's education (MOE, 2003). The TESO policy represents a paradigm shift that officially follows the international trends of active learner-focused education. Though, TESO was implemented, Ethiopian teacher education has been characterized as a terrain of persistent contradictions, challenges, and chaos (Tessema, 2006) engrossed in and obsessed with the rhetoric of system overhaul and reform. State actors officially opted for a swift and sweeping change in the structure and content of teacher education since 2003 (Tessema, 2006).

Like all other formal education, teacher education programs have undergone structural changes over the years, such as changing a one year certificate primary teachers training program to three years diploma primary teachers training program and curricular realignment (according to each regions context) was made in all Ethiopia's teacher education activities (Tesema, 2006).

As mentioned above Ethiopian education policies are based in nature and scope on active learning, student centered, and problem solving approaches associated with constructivism (Shoeb, 2013). Within this policy context, teachers have been faced with the complex task of ensuring their students learning that requires teachers' understanding and skills that go far beyond the traditional teacher-centered approaches of memorization of facts and information (Shoeb, 2013)

Besides, the Ethiopian government has been increasingly focused on upgrading of teacher education from a mere subject area to professional courses, workshops and live seminars for teacher education (UNESCO, 2005).

However, the nation's teacher education program was not yet free from problems (Shoeb,2013). It has been entangled with challenges such as; problems of changing the focus of teacher training from theoretical to methodological approach, consolidation of the continuous professional development programs through cluster schools, implementing research on projections for teacher demand in the future, lack of transparency within its processes, and the need for a participatory approach of the leadership (Workneh & Woldehanna, 2013).

These all mentioned above would show that much is expected to be done for the improvement of teacher education program for the realization of meaningful learning.

Chapter Four

Methodology and Research Design

4.1 Research Strategy

This study was intended to understand the state of teachers' caring relationship with their students in teacher-student interactions holistically and the contextual factors which determine the type of interactions demonstrated. Mainly, my intention was to draw the meanings of the unique, specific and complex context based real life situations of teacher-student interactions in three schools. Such search for meaning would not be examined experimentally or measured in terms of quantity, amount or frequency (Denzin and Lincoln, 2005).

Hence, qualitative research design, particularly qualitative multiple case study strategy, was employed to explore (Miles & Huberman, 1994, Creswell, 1998; Frankel & Wallen, 2006) the state of caring relationship.

In this study there was no unique or critical school selected, instead different schools in different conditions were taken to analyze the state of teachers' caring relationship with their students. Moreover, I assumed that there are multiple realities in schools particularly in the teacher-student interactions that are not objective but dependent on personal interactions and perceptions (Frankel and Wallen, 2006). Therefore, I focused on subjective phenomenon in need of interpreting rather than measuring; and on process rather than ends.

Thus, the strategy has helped me to understand the multiple realities of three schools deeply (Stake, 1995) through observing what has occurred in the natural setting. I critically examined how teachers are interacting with students in relation to the context and situations surrounding them.

As variables are embedded in the relationships, descriptions and thick descriptions or interpretations have been used in this study to develop and illustrate conceptual categories, that support, or challenge theoretical assumptions held prior to the data gathering (Merriam, 1988). To this end, data were gathered as much information about a problem as possible with intent of analyzing, interpreting or theorizing (Bassy, 1999). On top of this, some judgments have been done in this study to develop understanding (Merriam, 1998 and Bassy, 1999) and construct patterns, meanings and themes of interactions between teachers and students of public general primary schools in Addis Ababa.

In this study, I took teacher-student interactions as the foreground and surrounding situations or contexts as the background (Stake, 2010). The contextual factors include; personal contexts, school contexts and other explicit and implicit circumstances.

4.2 Case Selection and Sampling

The focus of qualitative case study could be either on particular case (intrinsic) or getting insight into an issue by examining a particular case (instrumental) (Stake, 1994). In instrumental case, the case is of secondary interest only to support and facilitate understanding of phenomenon.

Thus, in this study, the case schools are instruments to understand the state of teachers' caring relationship with their students in teacher-student interactions of government primary schools of Addis Ababa.

As multiple case study is about exploration of bounded system of multiple cases through in depth data collection involving multiple sources of information (Creswell, 1998, and Merriam, 1988), purposefully selected three public general primary schools in Addis Ababa were used as sites of the research or cases of a case to maintain the balance and variety of data and understand the case from different perspectives. Under purposeful sampling technique, reputational case

selection and snowball sampling methods (Miles and Huberman, 1994) were employed to select the case schools and research participants.

The case schools were useful to get rich and valid data; and make my entire argument powerful and convincing. The cases are not an end by themselves, but they are supporting elements of the study to provide input (Miles and Huberman, 1994) to the understanding of the state of teachers' caring relationship with their students under different conditions of teacher-student interactions and the surrounding context of public general primary schools in Addis Ababa. The three case schools were used as means to analyze teacher-student interactions with respect to caring relationship.

Addis Ababa was chosen as research area because of its complexity of citizens who are with different kinds of profiles. Thus, such combination of students from diverse families requires caring relationship (Cooper, 2011) with teachers. This means, raising the caring issue in schools of Addis Ababa is necessary so as to address the needs of students.

The reason for selecting the three schools was; the schools are situated in different settings and symbolize majority of public primary schools in the city. The issue of symbolization in this study was to enrich the data from the perspectives of different participants in different school situations.

In order to select case schools, I consulted the Addis Ababa Education Bureau officers (on 03, June, 2013) and asked them if they know something about teacher-student relationship in public general primary schools of the city. Though they had not come through such experience in their educational activities, the officers provided me a soft copy document which contains 2012/2013 academic year over all performance evaluation result and the ranks given to the schools. Besides, the Supervision, Monitoring and Evaluation officers (June 03 &05, 2013; October 23,

2013) have provided me the list of schools which are categorically identified as highest, middle and low achievers. Students' achievement (based on test results) and dropout rates among others were the most emphasized criteria used to label the schools.

According to the recommendation of the city's education bureau Supervision, Monitoring and Evaluation officers, I went to two selected Kifle Ketema (sub cities) Education Offices. Then, I consulted with the Kifle Ketema (sub city's) education officers; and have chosen two schools from the first Kifle Ketema (sub city) (one at the top label and one at the bottom level) and one school (labeled at the middle) from the second Kifle Ketema(sub city).

In this research, the selected case schools are named by their pseudo names; Andnet, Ewket and Chora Public General Primary Schools.

Andnet Public General Primary School is one of the highest achieving schools in the city and it is established in 1972. It is located in one of the old villages of the city. Previously (before 2004) the school was led by a committee consisting of elected parents and teachers. Students were made to pay monthly tuition fee. Later (beginning from 2004) it became under the city's Education Bureau, as a result students became free from tuition payment. This school contains 52 teachers and 1381 students.

Ewket Public General Primary School is one of the middle achieving schools in the city and it is established in 2008. It is located in one of the new villages and at the periphery of the city. This school contains 84 teachers and 2925 students. The school contains greater number of students and teachers than the other two case schools.

Chora Public General Primary School is one of the least achieving schools in the city and it is established in 2008. Like Andnet, it is located in the other old village of the city. This school

contains 40 teachers and 1064 students. The school is identified by its highest number of drop out students. For instance, as the school director informed me; “In 2013/2014 academic year within three months (from September to November) 32 students have left the school due to different reasons” (The School Director, December 11, 2013). According to the director; the majority (more than 90%) of students’ are from poor families.

Furthermore, in order to maximize the understanding of multiple realities (Stake, 1995) and to get sufficient data through an in-depth study, it was important to include teachers and students with different experiences in the selected schools.

Regarding the selection of teacher participants, I have used the following criteria: (1) representation of the two cycles of primary education (2) year of service (3) attendance in schools (4) emphasis to relationship with students (5) willingness to participate in the research.

Representation of the two cycles of primary education: The data collection process was planned to include first cycle (grade 1 to grade 4) and second cycle (grade 5 to grade 8). The three case schools have both cycles of primary educations and the research participants were selected from both cycles.

Year of service: Teacher participants were teaching in the selected schools. They had served in different schools from a minimum of 5 years to a maximum of 34 years. They all had diverse experiences as classroom teacher, home room teacher, and department head. Their academic profile is diploma and first degree. Their teaching rank varied from highest Lead Teacher to a lower rank teacher. Novice teachers who are beginners and assistant teachers (with service years below five) were not included in the sample for assumption of limited experience in teaching. Theoretically, unsupervised teaching begins with rank of ‘Teacher’ in the Ethiopian schools.

Willingness to participate in the research: Above all, I was looking for teachers who would be open to be observed and interviewed about the interactions they have with their students.

School	Teachers' Name (Pseudonym)	Gender	Cycle	Teaching Experience in Years	Education	Grade	Taught Subjects	Observed Lessons	Number of Interviews
Andnet	Yassin	Male	2 nd	32	First Degree	7	Social Studies	2x45 min	2 times
	Tulu	Male	1 st	27	Diploma	1	Amharic, & English	2x45 min	2 times
	Tsige	Female	1 st	7	Diploma	2	Environmental Science	1x45 min	2 times
	Ezra	Male	2 nd	9	First Degree	7	Biology	1x45 min	2 times
	Kindu	Male	2 nd	14	First Degree	6	English	2x45 min	2 times
Ewket	Meseret	Female	2 nd	5	Diploma	5	Amharic	2x45 min	2 times
	Zinet	Female	1 st	34	Diploma	4	Mathematics & Amharic	2x45 min	2 times
	Fikre	Female	1 st	33	Diploma	1	English & Aesthetics	1x45 min	2 times
	Worku	Male	2 nd	5	First Degree	7	Physics	1x45 min	2 times
Chora	Habte	Male	2 nd	5	First Degree	6	Mathematics	1x45 min	2 times
	Samrawit	Female	2 nd	21	Diploma	8	Amharic	1x45 min	2 times
	Tirsit	Female	1 st	15	Diploma	3	Environmental Science	1x45 min	2 times
	Gemechu	Male	1 st	20	Diploma	1	English,	1x45 min	2 times

Table-1: Description of Teacher Participants

Regarding the selection of student participants, in addition to willingness to participate, I used two criteria: (1) classroom participation and (2) attendance in schools, because the extent of

students' participation and engagement would be influenced by the state of caring relationship (Teven & Mc Crosky, 1997, Wentzel, 1997, Pianta, 1999).

Based on the information I solicited from records and school administrators; and the willingness of participants, I have chosen four teachers and four students from each school. Besides, participants' selection process has been made to be balanced in each school to both first and second cycles. Moreover, to fill gaps in my data, one additional teacher from Andnet School, to whom I was referred by formerly interviewed teachers, was added as participant of the study. Three school principals (one from each case school) and five selected parents (parent-teacher-student association members and other volunteer parents who have better experience in visiting the case schools) were consulted to enrich the data.

In general from all the three schools thirteen teachers (six from first cycle and seven from second cycle), twelve students (six from first cycle and six from second cycle), three principals and five parents were chosen as participants of the study.

As my interest was to explore the state of teachers' caring relationship with their students in the teacher- student interactions, the criteria to select participants were used to augment the data from different perspectives by accommodating varieties of participants with different experiences in the schools.

4.3 Data Collecting Instruments and Procedures

To investigate the state of caring relationship displayed in the contemporary interactions between teachers and students, both inside classrooms and out of classrooms interactions of teachers and students in the schools' compound were examined.

Thus, in this research, I have used qualitative data from a variety of resources such as teachers, students, school principals and parents. Hence, the data were gathered through observation (in and out of classroom), interview (tape-recorded), personal communication, field notes and documents (minutes, official letters, classroom ground rules, mottos, values, goals, visions and missions of the schools).

Observation

Qualitative observations are useful to take field notes about the behavior and activities of individuals at the research site. A non participant and naturalistic observations were employed to observe teachers' interactions with their students in the natural settings (classrooms and out of classrooms). Activities in the classrooms were videotaped and field notes were used in out of classroom observations. The videotape helped me to observe all actions including verbal and non-verbal communications; and it helped me to study all the course of events frequently and to readjust my preconceived impressions about the participants (Frankel and Wallen, 2006). Before entering in the field, I have planned the approaches of data recording.

I have taken written notes and separated descriptive notes about portraits of participants, dialogues, physical settings; and accounts of particular events from reflection of my thoughts, such as speculation, feelings, problems, and impressions. In addition, the place and date of observation were recorded. Following each observation, I have transcribed descriptive and reflective notes; and videotaped data. Protocol's questions helped me to keep on track while I transcribed the data collected (Yin, 2003).

In order to examine the state of caring relationship in the classroom and out of the classrooms three to four weeks of time was spent in each school. Before I took the main data, I spent one to two periods (one period is equal to forty five minutes) in each classroom. It was useful to

minimize the effect of my presence in the classrooms and enable students and teachers to become accustomed to my presence and go about their usual activities (Frankel and Wallen, 2006). Then, I have observed each classroom of the case schools for additional one or two periods. In sum, eighteen classrooms (eight from Andnet, five from Ewket and another five from Chora public general primary school) were observed. Moreover I have observed out of classroom teacher-student interactions in each case school.

Interview

Semi structured and unstructured interviews were employed in this research. Two interview sessions with teachers were held: before and after classroom observation sessions. Besides, one interview session with students, principals and parents was carried out. The first interview session with teachers was about their conceptions of caring relationship and perceptions of contemporary teacher-student interactions in and out of classrooms; and the second was to check the accuracy of my impression gained through classroom observation and to understand why the interactions were taking place in the way they were demonstrated in classrooms. Similarly, the interview session which was held with students aimed to examine their conceptions of caring relationship and perception of contemporary interactions in and out of classrooms. In addition, the interviews made with principals and parents aimed to assess their overall perception of the contemporary teacher-student interactions.

Much of the interviews were held with teachers how they interact with their students and how different circumstances affect the type of interactions occurred. The interview included personal, school, curriculum and other related questions that would enable me to investigate the state and circumstances of teachers' caring relationship with students. All interviews were conducted in Amharic (Ethiopian federal official language); and tape recorded and transcribed verbatim.

I was responsible for interviewing all research participants. These interviews were undertaken in the form of person-to-person encounters.

Field notes: I used field notes to record personal communications with different members of the case schools; and observations of tacit knowledge (feelings, gestures, etc). Non verbal communications were very useful to the understanding of what participants meant. The field notes included observation records of the situations and settings, which provided important data for the context of the study.

Archives and others: In this research I have used official letters, minutes, school plans, and reports as sources of information.

4.4 Data Analysis

I have been immersed in the data to become familiar with the patterns and themes of interactions between teachers and students in the case schools. I have been also searching for various relationships to display information visually. Data analysis of this research began to occur as the first data of each case school were collected (Vanderstoep and Johnsston, 2009). Qualitative content analysis (Graneheim and Lundman, 2004) was used. As Downe-Wam-boldt Kondracki (cited in Graneheim and Lundman, 2004), in this study inductive qualitative content analysis method was employed; both the manifested and latent contents were considered to analyze the data. It was carried out on a case by case basis followed by cross case analysis to deepen understanding (Miles and Huberman, 1994) and reach certain conclusions (Yin, 2003). This means teacher-student interactions in one school was investigated separately from other schools and followed by inter case analysis and interrelating themes to come up with conclusions.

The generated data through interviews and observations were recorded as a result of listening and watching interactions between teachers and students. Tape recordings have been listened

several times and any impressions were written down, similarly videotaped images have been also watched frequently and unclear events were became clear through conversations made with the observed participants (particularly teachers) after the observation sessions. The recorded evidences were put in the form of direct quotes and or narrative expressions; and vignette forms. Then the data were matched, compared, and contrasted.

The data from each school was organized by basic questions of the study in order to identify consistencies and differences. All the data were read and put together, summarized, coded, and categorized manually thereby meanings were drawn; and patterns and themes were created (Creswell, 2007).

Regarding the categorization of narrative data, emergent categories were used as themes (Miles and Huberman, 1994); and continued until no new themes are identified (Creswell, 2007).

4.5 Quality of the Study and Ethical Issues

To maintain the quality of the study, I was personally engaged and spent considerable time with research participants in the research settings. The evidences were rigorously examined and triangulated by taking different sources of information through different instruments. The informal discussions, which took place every time I met (when I was in the case schools' compound) with teachers, students, school principals, and parents, refined my understanding of evidences in the study. Moreover, as suggested by Stake (1995), the transcribed data (after it has been polished) were checked by participants. Debriefing sessions with participant teachers were also held after each classroom observation.

In this study, I made great effort to protect research participants by trying to be sensitive to their views and perspectives. Their identities were kept anonymous. I ensured the confidentiality of

information provided by them. The gathered information, transcribed notes and memories were carefully handled and locked in my personal cabinet.

Before I started my field work, I requested school principals for permission to get access to the study sites. Besides, written consents were secured and understanding was obtained after participants made to be aware of the purpose of the research and the type of information that I was seeking. Furthermore, in this study, findings are put in a way that readers can look for alternative interpretations.

Chapter Five

Caring Relationship in Andnet

Introduction

Under this chapter some physical and demographic situations of Andnet Government Primary School (AGPS), participants' understanding of caring relationship, perceptions of contemporary teacher-student interactions and the actual observed practices were presented and analyzed. Moreover, constraints of caring relationship were included.

5.1. Context of the School

Andnet Public General Primary School is one of the highest achieving primary schools in Addis Ababa (Addis Ababa Education Bureau officer; June 03, and June 05, 2013). The school is located at one of the old villages of the city in Addis Ketema Subcity. It was established in 1972 and consists of nine blocks. One of which is for administration offices; and the rest are for classrooms and other purposes. The school has one big hall which serves as library and meetings. The school has also a staff lounge, pedagogical center (in the center teaching materials are produced), science laboratory; and information and communication center. In this regard the school is relatively better than the other two schools, because the school's laboratory and library are wide enough and well equipped. The school has also toilets for both students and staff members; and they are well handled.

The school compound is crowded of buildings with narrow space for play ground. The narrow space in the school is cemented and it is serving as sport field for all students in the school.

There are 23 classrooms each containing an average of 60 students. The students are made to stay in the school for the whole day (8:00 Am-3:30PM). The total number of students is 1381 of

which 706 are males and 675 are females. In first cycle primary (grade one to grade four) there are 538 students (276 males and 262 females) and in second cycle primary (grade five to grade eight) there are 843 students (430 males and 413 females). The students are made to share one desk for 3 or 4 in first cycle and 3 in the second cycle classrooms.

The school has 52 teachers of whom 19 are first cycle primary teachers and 33 are second cycle primary teachers. There are three principals (one director and two vice directors). One of the vice directors is female. In addition, the school's performance is made to be monitored by parent-teacher-student association. Each class of students at each grade level has its own parent-teacher-student association, which is accountable to the school's parent-teacher-student association.

Vision, mission and goals of the school are posted at the center of the school compound, though the vision, mission, and goals were not shared among the school community members. One of the vice directors told me that the rule, vision, mission, and goals of the school were identified and set by the school's Civics and Ethical Education Department (Personal Communication, April 16, 2014) and made to be known by the students. Moreover, the department through the approval of the school's principals is also responsible to set and announce the prescribed rights and duties of students as a governing rule at school level. This would mean that the students and other members of the school did not take part in the establishment of the guiding principles of the school, but caring schools give opportunities to students and other members of the school to participate (Thompson, 2010) in the establishment process of the school's rule; and vision, mission and goals. The other thing that made me surprised in the school was the posted statements about the rights and duties in the school compound were only for students, nothing was posted about teachers and other administrative officers. The school seemed intended to focus

on character development through authoritarian relationship approach by prescribing rights and wrongs.

5.2. Out of Classroom Interactions

This sub topic dealt about the presentation and analysis of contemporary out of classroom teacher-student interactions with respect to caring relationship.

School days begin with flag ceremony, and sticks were handed to discipline students

Every morning before classes begin, students are made to form a queue in front of the flag pole to celebrate flag ceremony by singing the national anthem. Teachers (particularly homeroom teachers) and directors were also participating in the flag ceremonies. Teachers and directors were with sticks in their hand and they have been using the sticks to hit students; forcing students to make queue and participate in flag ceremonies; and enter classrooms after flag ceremonies. The sticks were also used to force students to enter classrooms after break times. Teachers have been beating late comers (students who arrived after the flag ceremony started) and students who committed “crimes”.

What surprised me during the flag ceremonies was; the only active participant groups who have been singing the national anthem of Ethiopia properly were first cycle primary students; neither teachers nor second cycle primary students were singing the national anthem of Ethiopia properly.

No attention for students and teacher-student interactions were limited with time and place...

During break time, majority of teachers of the school were taking rest in the staff room by watching television, chatting each other, playing indoor games, etc. Moreover, during my

observation times in the staff rooms I have not heard any sort of discussions or conversations which would help their students to learn. Instead, most of the times, teachers (particularly male teachers) were talking each other about European foot ball matches. Besides, students were not allowed to enter in the staffroom. In this regard, one day (*on 11, April, 2014*) I have observed one incident; a female student came near to the door of the staff lounge and asked a teacher ‘I am looking for teacher Mehari (pseudo name), Mehari heard the student at a distant and immediately replied “don’t come in! I will come to your classroom next period and you can get me there”.

What Mehari did was against the concept of caring relationship ‘caring teachers have dialogue anywhere out of classrooms about students’ spontaneous actions’ (McLaughlin, 1991). Besides, Mehari was also against the motto posted on the wall of the staff lounge. In the staff lounge there were mottos hanged; out of those mottos I again and again read the motto which says ‘for a teacher there is nothing more than his students’. I asked myself if Mehari had read that motto?. I think he has either ignored it or might not notice it.

When no one was bothered about students...

I have also used the lunch times to observe situations out of classrooms. Except few who were eating their self-packed meal in the staffroom, many of the teachers stayed either in the schools’ lounge or went out of the school compound for their lunch. I have not seen teachers and students who spent lunch times together. Some students have stayed in the school and ate what they brought from their home anywhere in the school compound. No one was supervising students. I have observed students who were eating their lunch without washing their hands, though water was available in the school.

From my lunch time observations, I understood that teachers in particular and the school in general were not attentive and responsive for their students' situation in the lunch time. For instance, no one was concerned about the students' personal hygiene.

5.3. Teachers' Conceptions, Perceptions and Observed Practices

Under this sub topic teachers' conceptions about caring relationship and perceived contemporary interactions; and my personal 'classroom observation' results were presented and analyzed one by one.

Caring as virtue and justice ethics

Yassin (one of the experienced teachers with more than thirty years teaching experience in different public general primary schools and a teacher of grade seven students in the school). He described caring relationship as *parent-child relationship* but interpreted his definition differently; "guiding students based on morally accepted values of virtue agents (adults) and make them to act accordingly."(Yassin, Interview, April 10, 2014). Yassin's interpretation of his definition of caring relationship goes with the idea that says 'free floating virtues that aimed to develop certain character of virtuous adults' (Noddings, 2002b). This means, the teacher conceived caring relationship in a virtue ethics sense (Noddings, 2005a) and resembles more to father-child relationship that embody, among others, masculinity-acting or disciplining approaches (Belay, 2008). In this case the right and wrong things are directed by teachers' expectations of what their students should be and do (Noddings, 2005); and warning and punishment follow wrong doings (Belay, 2008). This would be followed by the non-existence of need and context-based relationship in the interaction between teachers and students.

However, Yassin considered himself as caring teacher; he said that he is always worried about his students future because of this he always advices students to work hard in their learning.

Yassin also believed in making boundary between teachers and students to limit relationship, while caring teaching demands stepping out of one's (teachers) own personal frame of reference in to others/students/ (Cooper,2004).

Similarly, Tulu, with twenty seven years of teaching experience and teaching in grade three, understood caring relationship as “*parent-child relationship*”. His interpretation of parent-child relationship was opposite to the concept of ‘need-based relationship’. He explained it as a prescribed rule-based relationship and treating students fairly. This means Tulu explained caring relationship in a justice ethics sense that prioritizes principles and rules (Owens and Ennis, 2005) than context and needs. In addition, he believed in boundary limit of relationship between teachers and students. He said that restricting boundaries of relationship is useful to secure respect between him and his students. However, Tulu said that he is concerned about his students and consulted students personally whenever they are in need. But, Tulu reflected his doubt about students’ interest towards their learning and the school; “*students always show smiling faces and clap their hands whenever they are told that the school days are closed for different reasons*”(Interview, April 10, 2014).

Motivating students, recognition of students work results...but controlling and material resource were given priority

I observed Tulu’s classroom for two periods. Tulu was a self contained teacher of Grade One students and teaching three subjects (Amharic, English and Aesthetics). I observed Tulu’s classroom for two periods in different days. In both days, I and Tulu met in his office and went to his classroom. At the time Tulu and I arrived at the classroom, students were standing up. We greeted students; and the students greeted us too. Students’ ‘work results’ such as sculptures of English alphabets, different picture of animals with their names, etc were hanged on the wall.

This showed that there is recognition of students' work that would indicate caring environment in the classroom (Pennington, 1996).

However, during my observation of Tulu's classroom (teaching Amharic language on April 16 and English language on April 18, 2014), I observed that; the teacher explained much and students were listening; and the students sometimes became confused and murmured (particularly when he was teaching English, students' murmuring was increased); and the teacher was focused on disciplining; he was frequently ordering students to keep quit. Besides, students had no free room to express their feelings. He was not attentive to students' needs; and the teaching- learning process was not relational type. Students were sitting in groups, but nothing was done in groups. Question and answer was the teaching method used.

Another thing that I observed in Tulu's classroom was the darkness of the room. Most students were in problem to read what the teacher was writing on the chalk board and they were frequently asking the teacher to read what he was writing. Though it happened dark and created problem on students' learning, Tulu did not sense how much his students were feeling discomfort.

After the classroom observation, I asked why he did not switch on the light. He responded to me that it is to save power. Tulu's students' learning was compromised with *saving of power*. This showed that students' personal feelings were not given attention and Tulu's concern was saving material resource (electric power) than students' learning.

Boring classroom environment

I and Yassin arrived on time to Yassin's classroom (Classroom observation, April 12, 2014). We greeted students and they in turn greeted us. Yassin was teaching social studies for grade seven students. The students were sitting facing the chalk board.

In Yassin's classroom the 'classroom ground rule was hanged' on the wall. From the list of the ground rule the only statement that addressed both teachers and students was 'switch off mobile phones', all the rest were statements that ordered students (what they should and should not do). One of the statements says 'students should listen quietly, when a teacher teaches'. The meaning of 'a teacher teaches, from the short interview I had with Yassin after class observation, was 'a teacher explains or lectures'.

After cleaning the chalk board, Yassin wrote the day's topic on the chalk board and introduced it to students orally too. Yassin's students seemed tired of his talk, because Yassin took nearly thirty minutes lecturing. He was not attentive to his students. There were students (back sitters) who were gossiping each other and doing things different from what Yassin was talking. The classroom was boring as a result of Yassin's extended lecture. This means, the academic care which entails sensitivity to students' feelings (Gohlami and Tirri, 2012) hardly existed in Yassin's classroom. In line with this students' whole being as emotional person had been neglected in Yassin's classroom. In fact, during the interview session Yassin assured; "*no caring relationship in the school.*"(Interview, Yassin, April 10, 2014) and he blamed students for the lack of caring relationship.

Note taking period, and detached...

I had also a chance to visit Yassin's classroom for the second time (Classroom observation, April 14, 2014). During this time; Yassin was writing notes on the chalk board and students were copying it. Yassin called this period 'note taking period'. Students were kept silent. Yassin was

busy in writing notes on the chalk board, though there were students who did not write the note. In the last ten minutes of the period the teacher checked students' note books and from his checking he got students who did not write the notes. Meanwhile Yassin became distressed and came near to the place where I was sitting and sadly said pointing his finger to those students; *"These students are not interested in their learning and I am tired of them."* Yassin was one sided to judge his students and he has never questioned himself and doubted his approach for its inappropriateness. Making students to take notes for a long time without interactive situation could engender loss of interest in education; because it lacked attentiveness to their feelings (Wiman and Wikbald, 2004). In general, Yassin's inattentive classroom practice went with his authoritarian oriented conception of caring relationship and contradicted with his claim to be caring.

Saying caring relationship as close connection

A female teacher Tsige, with seven years of experience in teaching was teaching grade two students as self-contained teacher. She was teaching Mathematics and Environmental Science. She defined caring relationship as *'creating close connection with students'*. She further interpreted her definition; "caring relationship is mutual understanding and knowing students' background including their family situations" (Tsige: Interview, April 10, 2014). Tsige's, definition and interpretations were care oriented and relational. At this level Tsige's understanding of caring relationship went with caring concepts of Gilligan (1982) and Noddings (1984). The teacher has also perceived that she and her colleagues have caring relationship with their students; she said that they consulted students. Thereby, according to Tsige, she and her friends consulted students whenever they are in need.

Recognition of students' works and effort to motivate students, but nagging and competition were observed

When I was in Tsige's classroom (*Classroom observation, April 15, 2014*); her classroom looked attractive. Students work results like pictures, English alphabets, and different sculptures were hanged on the wall. It showed that students' works were recognized by the teacher. In addition, the teacher was trying to motivate students by making students to sing songs.

However, Tsige was nagging students who came without doing home assignments. She has not tried to understand the reason behind students "mistakes". In addition, she was following competition approach to teach her students. Though, Tsige's students were sitting in groups, groups were competing each other for answers and the teacher was recording results to tell the winner at the end. Few and the same students from each group were trying to win others by giving correct answers of pre-identified questions. The rest participated neither in the discussion nor in answering questions. In fact, as I have observed, the questions were not the type of questions for discussion.

Tsige, in her words, also assured me that she preferred competition to any other method of teaching, because she believed that competition helps to increase students' achievement (her definition of achievement is related with test results). Hence, cooperation was neglected and individual needs were not given attention.

Even though, the teacher perceived that she and her colleagues have caring relationship with students and claimed to be caring teacher, her favorite approach in the teaching learning process was competition. But, competitive approaches are contradicting with caring teachers' practices such as cooperation (Roeser, Eccles, & Sameroff, 2000). In addition, though Tsige has arranged students in groups; group members were not benefited from the group arrangement and her

practice was not in line with the definition given by herself and other relational caring proponents; Noddings (2002), Gilligan (1984), and others.

Defining caring relationship as family relationship... alienation and harassment were perceived

Ezra was teaching Biology for grade eight students and had nine years of experience in teaching. He defined caring relationship as *social interaction characterized by family relationship*. He further explained his definition of caring relationship as fatherly, motherly, brotherly and sisterly relationship which would exist among family members. Ezra's meaning of caring relationship went with the idea that caring classrooms in particular and caring schools in general are identified by family type and home like characteristics (Howard, 2002 cited in Thompson, 2010). Ezra was not sure whether his interaction with students is caring or not. He supported restricted rule led classroom environment. However, Ezra's perceptions of contemporary interactions of teachers and students in the school were alienation and harassment (harassing female students). He further explained that some teachers alienate themselves from students, they only interact with their students formally in authoritarian way; and others, particularly male teachers, create a kind of unethical relationship (sexual harassment) with female students which damages female students in both their personal and academic situations. He also condemned such interaction for its potential harm on students' learning.

But, Ezra himself could be grouped in the former group, because he alienated himself from his students, He favored lecture to teach his students. He said: "as the content is bulky, I usually prefer lecture to cover all units of the subject within the time scheduled."(Interview, April 15, 2014). During my presence in Ezra's classroom (April 15, 2014), I observed the whole period lecturing with few oral questions forwarded to students (though the questions were not answered

by students). Students sat facing the chalk board and act as if they were listening the teacher's explanation, but, they were not mentally present in class. As a result, Ezra's oral questions, at the end of the period to summarize the lesson, were not answered by students; students were kept silent.

In addition, Ezra did not call his students by their names and he has never tried to know the names either. For this, he gave a reason: *"I teach four classes; each on the average consists of sixty five students, so they are many and it is difficult to know their names."* (Interview, April 15, 2014).

Ezra's definition (brotherly, sisterly, fatherly and motherly) of caring relationship was not only violated by his colleagues but also by his practice in the classroom, because caring teaching demands knowing students and responding their needs (Guzman et al, 2008).

Ezra strongly believed in the existence of boundary limit of relationship between teachers and students; and he said that students and teachers need to respect each other: 'Student' as a knowledge seeker and 'Teacher' as a knowledge provider.

In addition, Ezra seemed concerned about the coverage of contents than students learning. Ezra also seemed worried about his *competency and expertise* than his students' situations. To this end, Ezra said; *"to be respected by students, teachers must show how much they master the contents of what they are teaching (their expertise)"* (Interview, April 15, 2014). This implies Ezra's practice was against the idea says 'caring teachers consider their students not only as learners but also as persons' (Camp, 2011).

Saying caring as ‘being cooperative’ but practiced in the opposite (imposition and hopeless to idle students)

Kindu is a teacher with fourteen years of teaching experience and teaching English for grade six students. He was believed by his colleagues as the friendliest teacher to his students and he himself claimed as he has caring relationship with his students.

Kindu defined caring relationship as ‘being *cooperative*’. He further explained that teachers need to be good friends of students. In line with this, Kindu said that he strongly believed in cooperation and relation than competition. He said that if you love students, students will love you. Kindu explained his own experience further;

I always think about my students’ holistic personality development. I teach my students not only the intended contents but also other (unintended) contents, even from other grade levels. I do not want to blame my students or any other individual for any difficulties that my students face; instead, I assist and help them to overcome difficulties by themselves. (Interview, April 14, 2014)

To the contrary, Kindu suggested two confronting concepts to happen simultaneously; “teachers must be *feared*, and at the same time be *loved and/or respected* by their students” (*Interview, April 24, 2014*). He added; “unless these things happened simultaneously, students could not learn” (*Kindu: Interview, April 24, 2014*). To this end, Kindu contradicted himself because, making students to fear is uncaring practice that could bring negative impact on students’ abilities to process and perform new information (Pennington, 1996).

Kindu, at the beginning, looked caring teacher, because his definition and interpretation of caring relationship went with the meaning stated in ethics of care theories that encourage willingness to

help and working together with students (Held, 2006; Pennington, 1996). But later on, he mixed contradictory situations in the explanation of his practice.

Besides, Kindu failed to practice in a caring way. I have observed Kindu's classroom for two periods on different days. Kindu was teaching the English language for grade six students. He was teaching through demonstration and lecture. During my first observation time (April 21, 2014), though Kindu's students sat in groups, he was lecturing about sentence construction, and in between he was forwarding oral questions. In addition he was showing how to construct sentences by following rules of sentence construction. Then, students were made to construct sentences accordingly by taking words from the English textbook. It was individual work. Meanwhile, I observed several students who sat idle; Kindu did not give attention for those idle students.

On the other day (21, April, 2014), Kindu was teaching about paragraph writing, though the topic was different, the approach or the method of teaching was the same. The idle students whom I observed in the first observation time were sat idle as before.

After observation time I asked Kindu two questions; about his choice of teaching methods and the case of idle students. Regarding the first question he said; *"I chose demonstration and lecture because English language is the second language for us and my students are not to the level to apply any other method."* (Kindu: Interview, April 24, 2014). Regarding the idle students he replied; *"I have tried my maximum effort to improve the students' condition. But I could not solve their problems."* (Kindu: Interview, April 24, 2014). From Kindu's experience I understood that Kindu was the sole decision maker in the choice of methods of teaching. Besides, he seemed *hopeless about the 'idle students'*. So what? Who would be responsible for these students? (not yet answered).

In addition to his non-caring classroom practice, Kindu perceived the majority of interactions between teachers and students in the school as non-caring that teachers do not have concern for personal issues of students. According to Kindu's opinion, many of the teachers in the school blamed students and their parents for any kind of students' misbehavior; and it resulted emotionless teacher-student interaction in the school.

In general, in AGPS most of participant teachers' interactions with their students were observed non-caring. Theoretically some understood caring relationship as relational and emotion embedded; and others as justice and virtue ethics. However, except Ezra, the rest teacher participants claimed to be caring.

Yassin and Tulu were rule based. Tsige and Ezra favored competition than cooperation; and Kindu preferred methods characterized by one way approach and suggested that fear is a source of mutual respect.

Hence, except few attempts done to care for students (eg. greeting, recognition of students' work, and motivating students), many of other interactions observed were characterized by traditional sitting arrangement, non-functional and or constant grouping, detachment, competition, negligence for students interest, one way communication, impositions, rule based, and boring.

5.4 Students' Views on Caring Relationship

Wishes were expressed as freedom to interact, free from insult and punishment, considering learning and willingness to listen

Tarik was a thirteen years old 6th grade student and one of the students of Kindu and ranked third out of sixty students from her class in the first semester of 2013/2014 academic year. Tarik was

identified by her teachers with her regular attendance and participation. She wished to have teachers who allow *'freedom to interact' or who create an environment 'embodied with sharing ideas and free dialogues'*. Tarik's desire of caring teachers goes with the idea of Pianta et al (2003) and Larvee(1999) that caring schools are places where teachers and students freely share ideas about their lives.

Sultan was an eight years old student in Grade Two. He ranked first out of sixty seven students from his class in the first semester of 2013/2014 academic year. Sultan was also known by his teachers with regular attendance and participation. He was a student of Tsigie and wanted an interaction without insults and corporal punishment. The student said that *"I like teachers who do not insult and punish students corporally; and who give attention to my ideas"* (Interview, Sultan, April 10, 2014).

Sultan's description of caring relationship was connected with the concept of *'non violent interaction'* (Gilligan, 1982).

Mihret, was a nine years old female student in grade three. She was a student of Tulu and ranked 22nd out of sixty eight students from her class in the first semester of 2013/2014 academic year. She was known by her frequent absenteeism and less participation. The student wished to have teachers who *'acknowledge students' learning'*. She said that she dislikes a teacher who does not invest his/her maximum effort to make students understand things. She also said that she dislikes teachers who used corporal punishments (eg. hitting on the fingers by sticks) to discipline without attending students' needs. This implies Mihret is in need of caring teachers who are empathic and who give multiple experience and different points of views (Verducci, 1999).

The fourth student (Mekbib) was a fourteen years old male student in Grade Seven. He was ranked 42nd from his class out of 65 students in the first semester of 2013/2014 academic year.

He was one of the students of Yassin and the least achieving students in the school. He was perceived by his teachers as disruptive and truant. The student explained that he wanted to have teachers who are *'willing to listen'*. Mekbib also wished to have teachers who are *helpful, good listeners and voluntary to share students' ideas*.

In general, the selected participant students in the school have said their wishes and the desirable characteristics of caring teachers who situate; freedom to interact, non violent interrelationship, acknowledgment of students' learning and willingness to listen. This means the students have explained what their teachers ought to do to be caring teachers.

Judgments of contemporary interactions as inattentiveness, intolerant, controlling a inflexible

Even though students wished to have relational care with their teachers, except rare witnesses of caring, they perceived the contemporary teacher student interactions as non-caring.

Tarik explained the non-caring acts of teachers as follows;

Many of the teachers in the school preferred physical punishment, than giving advice to "misbehaving students". They insist us to follow rules. If we [students] violet the rules, our teachers do not tolerate us. They either immediately punish us physically or urge us to go to home and bring our parents to the school. (Tarik, Interview, April 14, 2014)

From Tarik's experience I understood that teachers and students interactions were more of rule dependant that focused on punishment than receptive and relational type. In addition, teachers yell at students, but yelling damages the capacity of students' brains to learn (Larson, 2012); and tolerance is absent in the interactions, while it is important to establish a caring relationship between teachers and students (Gilligan, 1982; Noddings, 1992).

Tarik extended her explanation about the ongoing teaching learning process. She said that the teaching-learning process in the school a one way communication:

Teachers usually explain everything to us, give notes and ask questions. Rarely, we ask questions and our teachers answer them, but most of the times we do not question. Instead teachers themselves ask questions (mostly at the end of the periods) and answer the questions themselves. Everyday most of our teachers give us home works and give feedback on our works (mostly in mass) on the other day. When group work is needed, the constant already established groups (one to five group arrangements) are used for the whole academic year. Most of learning activities are dependent on teachers and text books. I do not remember a teacher who initiates us to come up with our own new ideas and create argumentative situations in classrooms (Interview, Tarik, 14, April, 2014).

Tarik has also noticed; *“Teachers blame us or our parents for whatever academic and personal problems we encounter” (Interview, Tarik, 14, April, 2014).*

Concurrently, Tarik explained the importance of corporal punishment and some caring attempts done by teachers; *“I believe that physical punishment is important; when students could not correct themselves after they are repeatedly advised” (Interview, Tarik, 14, April, 2014).* She also said that being obedient to teachers’ expectation is an indicator of showing respect to them.

The experience of Tarik informed me that teachers were focusing on controlling and procedural activities. Though, the practice dehumanizes students (Cohn, 2011; Burber, 1947). Tarik has developed a mentality that encourages punishment and obedience as a solution of problems and a means to mutual respect respectively.

Sultan (another male student in the school) explained his perception;

This year I and my classmates are taught by two teachers. One is teaching us three subjects such as: Environmental Science, Mathematics and Aesthetics; and the other teaching us English and Amharic. Both teachers do not want to give attention to our ideas when we commit “mistakes”; instead they preferred taking measures (physical punishment, making us to stay out of the classroom, forcing us to bring our parents, etc) (Interview, 10, April, 2014).

Similarly from Sultan’s explanation, I understood that sultan’s teachers were tyrant who focused more on controlling and punishment than giving freedom to their students, while freedom is important in caring teaching-learning process (Pianta, et al, 2003; Larvee, 1999).

Mekbib in his turn explained the contemporary non-caring teacher-student interactions by taking his own experience as an example;

In the previous years (before 2013/2014 academic year), I was not stable and was misbehaving (eg. getting quarrel with my teachers) because of family problem (broken family). My teachers were not attentive and they were not interested to understand me. They recognized me to bring my parents to the school. I was living with my father and when I tell him the case he was hitting me frequently. These incidences exposed me to further aggression and commission of additional mistakes. But this year (in 2013/2014 academic year) there was a change of my fathers’ behavior (from hitting to advising me) and I am feeling better and live with my father peacefully. Accordingly, I feel I am doing well in the school. However, many of my teachers perceive me as before and they do not want to recognize the changes that I show. (Mekbib, Interview, 10, April, 2014)

From Mekbib's experience, it is possible to deduce that teachers lacked attentiveness of the student's improvement or positive change of behavior. If teachers were attentive and believed in change, they would understand the changes made by the student. Hence, these teachers were uncaring because they lacked attentiveness (McAllister, 2002; Cooper, 2011) and they were also unable to understand the changes of individuals (Owens and Ennis, 2005).

Mihret (the last interviewee student in the school) explained the contemporary interactions between teachers and students in the school as non-caring type. She said that our teachers have been teaching us in mass and do not assist us individually; *"They usually ask oral questions like 'Do you understand?', and rash to the next concept without checking individual student's understanding."* (Interview, 11, April, 2014).

In addition, the student explained that she has been daily observing bigoted (intolerant) teachers who dismissed students from the class and/or send them to home to bring their parents. According to Mihret, teachers did such punishment even for *"minor mistakes"* like *'talking with a friend while teachers are explaining'*.

The student further told me about one of the bad times that she encountered:

One day in the first semester while our Environmental Science teacher was explaining and writing notes on the chalk board, I was looking for extra pen from my friends (requesting them to lend me) so that I could write what the teacher was writing on the chalk board. Meanwhile, the teacher saw me and immediately ordered me to leave the room. I left the room and spent three periods idle. (Interview, Mihret, April 11, 2014).

Mihret's experience showed that her teacher focused on controlling and intolerant to students' conditions.

In sum, from students' perceptions I learnt that majority of interactions between teachers and students were care neutral: Intolerance, bounded with punishment, one way communication (from teacher to student), inattentiveness, focused on content coverage, and inflexible interactions (eg. not believing in change). In addition, the care neutral teacher-student interactions caused students' wrong mentality of punishment and obedience.

5.5. Obstructing Factors

From the responses of participants and observation results, several blocking factors of caring relationship were identified.

Belief in Relationship Boundary and Large Class-Size

Teachers believed in boundary limit of relationships. Many teacher participants in this study considered students as simple receivers of preplanned lessons, and they imposed students to perform things based on the rules and regulations set. These situations of teacher-student interactions highly challenged caring relationship and resulted with an atmosphere of 'I-It' type of relationship (Buber, 1937) in which students are objects and teachers are mechanics who manipulate students (objects).

Besides, teachers were facing problems of knowing their students at least by their names and they complained the large class size as a barrier for knowing students. Thus, without at least knowing the names of students (Ravizza, 2005), it was difficult for teachers to situate caring relationship with their students. For instance, Ezra said that I used to teach students through lecture method to cover the contents within the time given in the academic calendar.

Students' lack of interest in Learning and lack of mutual respect

Participants of this study argue that 'students' lack of interest in learning' was a challenge to caring relationship. They said students have doubt on what they are learning, weather it helps them to improve their life or not, as a result they are disinterested in learning and they worried about the shortest way of earning money regardless of their effort. For instance, Yassin (a teacher) explained; "*Students do not give value for their learning and they do not care whether they succeed in their education or not.*" (Interview, April 10, 2014). In addition, Tiku, (a parent and a member of parent-teacher-student association of the school) suggested that students do not focus on their education (including his child). As a result they do not give attention to what is said by their teachers. To this end, the Vice Director of the school told me that teachers and students get into quarrel because of students' disobediences such as: failure to work assignments, being late to school, and failure to come to school with the necessary materials (text books, exercise books, etc)

Accordingly, teachers have explained that there has been lack of mutual respect between teachers and students; while mutual respect is one of the important factors to establish caring relationship (Larvee, 1999).

Research participants pointed that many of the students do not respect their teachers. For example, Yassin explained his sorrow feeling of students' unethical writing found on the chalk board in his classroom. When the time Yassin told me the unethical writing says '*We have old and outdated teachers for sell through bills*', his sorrow feeling was floating on his face. Yassin developed hatred on students and his students in turn also expressed their hatred by writing touching and betraying texts on the board. In line with this, Yassin seemed not in a position to

shoulder the burden. He said: *“In the near future within four and five years no experienced teacher will remain, all will leave the school.”*(Interview, April 10, 2014)

Teachers’ center of attention other than students’ learning

Participant teachers were highly worried about the low salary that they were earning, and they suggested that this was a cause for the lack of teachers’ motivation and lack of caring relationship between teachers and students. They were also concerned about their living situations (such as low quality dressing, low quality house etc.) and the least status given by the society.

One of the vice directors of the school has also suggested that teachers are very much concerned for their low salary, as a result they are not motivated and the relationship between teachers and students was negatively affected.

To this end, Yassin (a teacher) fearlessly told me that *“Majority of teachers (85%-90%), including me, do not like our profession, because of the least living standard we have and low value of the profession given by the society”*.(Interview, 10, April, 2014).

In addition, teachers were focusing on content coverage than students’ condition. They have been using students as a means to complete their tasks. This means teachers were treating students as objects and subjective engagement were ignored. As a result students do not trust their teachers (Buber, 1937) and disagreement were common in the interactions between teachers and students.

Parents’ or Guardians’ uncooperativeness

Teachers and directors of the school have blamed parents for being uncooperativeness.

The director said that most parents and guardians do not want to come to school to discuss about their children issues. As a consequence teachers have been disappointed and felt negligence about their students.

Besides, teachers also complained about parents' disrespecting behavior. For instance, Ezra (a teacher) complained parents' for their disrespect towards teachers and teaching and accounted it as reason for low support to their children and blocking factor of caring relationship between teachers and students.

However, Tiku (a parent) argued that it is not negligence or disrespect that made parents to be uncooperative; instead it is lack of knowledge and time that made parents not to support their children's learning. Particularly, Tiku said, we lack time to look after our children's education because of different commitments to cover the expenses of our households.

In sum, the evidences gathered from Andenet Public General Primary School showed that teachers' interactions with their students were founded on either justice or virtue ethics theories. However, teacher participants claimed to be caring. Besides, students explained their wish and what ought to be done in order to realize caring relationship in the interactions between teachers and students.

Chapter Six

Caring Relationship in Ewket

Introduction

Under this chapter the surrounding physical and demographic situations of Ewket Public General Primary School (EGPS); and teacher-student interactions in the perspective of caring relationship were presented and analyzed. Lastly obstructing factors of caring relationship were included.

6.1. Context of the School

Ewket Public General Primary School is located at the periphery of Addis Ababa in Kolfe Keranyo Sub City. It is one of the middle achieving schools in the city (Addis Ababa Education Bureau Officer; June 03 and June 05, 2013). The school is established in 2008 and has two buildings with five floors each. All ground rooms of one of the buildings are for administrative offices, science laboratory and staff room. The rest rooms of the two buildings are students' classrooms. The school has library and staff lounge. The compound of the school is wide enough; contains open space and play ground. The school has toilets but they are poorly handled and not neat. Shortage of water is one of the persistent problems of the school.

There are 40 classrooms in the school; each contains an average of 73 students. Students are made to stay the whole day (8:00-3:30) from Monday to Friday. The total number of students in the school is 2925 of whom 1500(669 males and 831 females) are first cycle primary students and 1425 (628 males and 797 females) are second cycle primary students. The students are made to sit by sharing a bench for three or four.

The school has 84 teachers, of whom 39(13 males and 26 females) are first cycle primary teachers and 45 (29 males and 16 females) are second cycle primary teachers. The school

principals are three in number (one director and two vice directors). In similar fashion parent-teacher-student association monitors the school's performance.

The school has posted its values; and vision, missions and goals at the center of the school compound. The school has been entangled with lack of caring relationship, because the school itself has identified issues related with caring relationship deficiencies; to be improved in 2013/2014 academic year (Minute, on September, 16, 2013).

Some of the problems mentioned in the Minutes were; lack of mutual respect between staff members and students, lack of cooperation, lack of inquiry-based teaching, teachers' absenteeism and increased number of late coming students, lack of trust, absence of opportunities for students' creativity, lack of conducive environment to develop holistic personality of students, lack of concern for students personal interests and interference in the school's activities and impositions of Woreda offices.

Besides, the school had also proposed remedial actions such as increasing students' academic results (particularly test results) and making majority (90% of students) to score 50% and above; and strengthening one to five group arrangements. In addition, reducing the number of dropouts and grade repeating students; working collaboratively with students' parents, providing supplementary classes and giving special support to female students were also put as additional solutions.

The 'how' of the above remedial actions was not explicitly put in the schools' plan. In addition, some of the proposed remedial actions were not going with the problems raised. For instance, lack of cooperation, lack of addressing personal interest and others cannot be removed by increasing students grades, rather they demand emotion embedded relationship or caring relationship (Gholami, 2011).

The school appeared to generate citizens who are competent and have high test results, though some of the school's identified problems showed that the school is enmeshed with erosion of caring relationship. This would indicated that the school pretend mechanical actions (Wiman and Wikbald, 2004; Brabeck, 1993) without addressing its lived contextual situations.

In fact, increasing cooperation with parents, support to female students and strengthening group works could help to solve some of the problems identified by the school, though they were not explicitly answered the how of these remedial actions.

6.2. Out of Classroom Interactions

Under this subtopic, observation results of out of classroom teacher-student interactions in Ewket Public General Primary school were presented and analyzed.

Giving advises, announcing notices and warning “latecomers”

In similar fashion, students in EPGPS are made to form a queue every morning of the school days in front of the flag pole to celebrate flag ceremony. Students were made to sing the national anthem during the ceremony. Few home room teachers and directors have been participating to discipline and force students to come to flag ceremonies. As policemen teachers and directors were with sticks in their hand. The sticks were used to punish (by beating) late comers and students who committed “crimes”. Similar to AGPS active singers of the national anthem in the school were first cycle primary students. During the time of flag ceremonies directors were advising students, announcing notices, warning late comers, (though many of late comers have been out of the school compound). Moreover, the directors re-announcing the school's rules and regulations in order to remind students the consequences (punishments), if they failed to do so. This would indicate that directors were worried about late comers. But, on the other side, it seemed that directors warned students for the sake of ‘saying’ or ‘completeness’, because the

ones who were hearing directors' cautions were not late comers. To this end, during my three weeks observation times in the school, I have not seen a day without late comers. There were many late coming students who were made to stay out of the school compound for at least a period every day. No one has tried to deal about the root cause of late comers, except making students to miss a period or periods (My personal observation, February 18 - March 09, 2014). In addition, as the students were made to stay out of the school compound, they (particularly females) were exposed to harassment by bad boys.

Loss of respect, loss of rapport; intolerance, lack of responsibility and the school as a prison

Rapport is an ingredient of emotional sensitive relationship (Goleman, 2006). However, from my out of classroom observation (*February 25, 2014*), I observed an incidence which signifies the loss of rapport and loss of respect; I and the vice director (who was also the chemistry teacher of grade eight students) were standing at a distant around the staffroom. The Vice Director was looking something from his note book. Meanwhile a female student (whose age approximately was around 15 or 16 years old) came to the vice director and said 'I am looking for Nesru (Nesru was the director of the school). As soon as the vice director listened to the way the student called the name, he shouted on her because of her "mistake" of not adding the prefix like 'Teacher' or 'Ato' or 'Mr.' The student "carelessly" replied; 'what is the problem?' She seemed to lack respect to the director. The vice director again yelled at her. He physically pushed and ordered her to leave the school compound and bring her parents the next day.

From the above incident I felt that the vice director was worried about only his colleague more than the student's issue. In fact, I personally believe that teachers and directors need to be respected. But students' issues also need not be neglected and ridiculed. I was worried about the

student's situation. The vice director could not see the situation on behalf of the student; he was only sensing his feeling and concerned for himself and his colleague. The student's feeling was ignored. On the other side, regardless of the student's issue, the way the student responded to the vice director and the act of the vice director indicated something related to lack of respect and lack of rapport between the director and the student. In whatever way the student acted, if there were rapport, the student would have been returned back with feeling of being heard and understood (Goleman, 2006).

In the other incident, I have observed one student (*February 26, 2014*), who sat idle out of classrooms and other students (*February 28, 2014*) rambling in the school compound while their friends were learning in the classrooms. I had a chance to talk with these students; they shared me their feelings of sadness about their teachers.

The one who sat idle was a grade two male student. He said that my teacher ordered me to leave the classroom and bring my parents because of my failure to bring a textbook. However, the student was sitting idle on the floor of the corridor near his classroom; no one was giving attention to him. The student neither went to home nor attended the lesson in his classroom. This showed me that the teacher in particular and the school in general failed to be considerate, because they were not concerned about the student's learning and personal situation.

Others who were rambling in the school compound were talking each other and laughing. I asked them why they were out of classrooms while their friends were attending lessons in the classroom. The students were sent out of classrooms due to different reasons; failure to work 'home assignments', failure to bring textbooks, and being absent from the school on the previous days. They were out of their classrooms after they were told to bring their parents. But they seemed not voluntary to do so; instead the students were arguing that their teachers' measures

were not appropriate, because they believed that their mistakes were minor. Rather, the students were suggesting that teachers need to be tolerant for such mistakes. Apart from students' suggestion I was thinking about students' education; there was no responsible person who consulted them while they were wasting their time.

During the time of exit students were screaming and running to get out of classrooms and the school compound, but they were very slow to return back to their classrooms and the school. They were looking their classrooms and the school as prisons and their teachers as policemen who keep prisons and prisoners. Teachers in EGPS have been with sticks in their hand and forced students to enter in to their classrooms. This indicated that students were not valued and respected, because if they were respected and valued, they would have been developed strong attachment (Larson, 2012) with their classrooms and the school in general.

6.3. Teachers' Conceptions, Perceptions and Observed Practices

Under this sub topic teachers' sayings or definitions of caring relationship; perceptions and observed practices of contemporary teacher-student interactions in classrooms were presented and analyzed.

Defining caring relationship as 'concern for students learning'

Meseret was teaching the Amahric Language for Grade Five students. She had five years teaching experience in the school. The teacher explained caring relationship as '*concern for students learning*'; and she said; "I am very much concerned about my students' learning" (Meseret: Interview, February 13, 2014).

Mesert viewed the contemporary interactions between teachers and students as relational and she said that she has caring relationship with her students. She supported her claim by saying;

I always think and do things to make my students happy. To make it practical, I have anecdotal records of my students and this record enabled me to give the necessary support to my students” (Meseret: Interview, 13 February, 2014).

In addition, Meseret said that she did such relational approaches, because of the experience she had as cared for student in primary school. She explained her personal experience:

When I was a student in grades one to four, I had a teacher who was compassionate and helpful to me. She was assisting me in many ways by understanding my academic and personal situations. What the teacher did for me is a model to my current relationship with my students (Interview, February 13, 2014).

Considering oneself as caring, but concern for self, rule-based, procedural practices

Meseret said that she believed in friendly approach (with students) and she said that she has been treating students as a group as well as individually. Meseret has also told me that she respects students’ idea and she says she believes that it is useful for successful learning. She also said that she encouraged students’ freedom to communicate with her and their friends.

Though Meseret was trying to support students based on the data gathered in the form of anecdotal records; to the contrary she had serious and task-focused relationship with her students. She told me “whenever I am in classrooms to teach, I am very ‘serious’” (*Interview, Meseret, 13, February, 2014*) and she said that she was helped by this approach to lead peaceful classroom environment. By being serious, according to Meseret, means strictly following the pre-planned lesson and respect the ground rules. To this end, Meseret honestly told me that she was not allowing students to go out of the objectives stated, even when students raised issues out

of the lesson. Meseret was contradicting herself; in one side she believed in free communication as caring teachers do (Pianta et al., 2003) on the other side she followed a strict principle based relationship without giving attention to students' interests (Bevis, 1993). In fact, being serious avoids caring relationship (Firere, 2000).

Besides I have also observed another contradictory situation of her meaning of caring and claim to be caring in Mesert's response. Whenever students come to her with new ideas (out of the prescribed lesson), she has been refusing students' ideas by saying that the ideas are not part of the lesson's objectives.

As evidence, she told me;

One day, I was making students to read a passage about HIV/AIDS. A student raised her hand and asked me to tell her detail explanation about HIV/AIDS. Meanwhile, I responded to the student 'it is not the issue of language, be focused on language related questions: reading, writing, speaking and listening. (Interview, 13, April, 2014).

I asked Meseret 'why she used to do it and had not been looking some other options like arranging some other time or directing the students to the possible sources from which they could get possible answers'. Meseret responded to me that '*yes you are right, but I am afraid of the consequence. If I do as you said students would lack trust in my competence.*'

From Mesert's story I understood two things; first, she considers herself as a respectful, context based and relational teacher while she was more of procedural. Second, though Meseret claimed that she was concerned for students learning, in her responses opposite practices (that show her concern about her 'competence) were observed.

Begins with greeting and apology... but inattentiveness and concern for controlling students

Based on the program I and Meseret fixed, I arrived at her classroom on time but she was not around. She came late to class. She greeted me and her students and owed apology to us for being late.

On the wall of Meseret's classroom, I read a strange (boldly written) statement ended with double exclamation marks; 'ተቀምጦ ለመሄድ ኑ!!'(Come to school to pass the day idle and go back home). After I read the statement, I was thinking of the meaning behind it. It sent a message to me that the school in general and teachers in particular were not in a position to bring meaningful change in students' learning.

Students were sitting in groups (One to five group arrangements). Meseret introduced the day's topic and began to explain it. She was explaining about letter writing. While she was explaining concepts, the classroom was noisy. The teacher was caution students frequently by saying 'keep quiet'. But, the noisy situation as well as the warning of the teacher continued for nearly twenty minutes. The teacher never knew who was "disturbing", nor did she ever care to find out. If she had had a clear reason for the noisy situation, she would have created more appropriate teaching approaches that would avoid annoying noise. She was much more focused on disciplining and controlling. Besides, Meseret was busy most of the minutes of the period in explaining and writing things on the chalk board and rarely forwarding oral questions to students. Mostly the students were trying to answer questions in mass. Very few who were front sitters had the chance to answer individually. After her explanation, she made four students (three female and one male) to write their own letters (which was given as homework on the previous day) on the chalk board and compete each other. While the selected students were writing their letters, others were

looking at the board. Some others were chatting, few others were slept on their desk. The three female students finished their writing correctly, and the fourth (male student) was not able to write according to the instruction given. He was in tension and trying to copy others work. Lastly he has finished his writing but not correct. Then, the teacher made the students to clap their hands for those three female students who were evaluated as “correct and winners”. (Classroom observation, February 18, 2014)

From Meseret’s classroom, I observed that at the beginning of the class the teacher showed respect to students by greeting and owing apology to students for being late. But later on she focused on controlling. Most of her students were not attentive to what she was explaining. At the same time she was busy in explaining too much and was also not attentive to individual students (eg. she was not attentive to the feeling of the student who failed to write the correct letter and she has not assisted him individually). But caring teaching requires being sensitive to the actions of students in order to address the personal reactions of the students (Gholami and Tirri, 2012).

Defining caring as parent-child relationship, but interpreted as authoritarian interaction

Zinet was a female teacher with 34 years of teaching experience in different primary schools. She was a self-contained Grade Four teacher; teaching Mathematics, Amharic Language and Aesthetics.

Zinet defined caring relationship as *parent-child relationship*. In her own words she said: “academic Parent and child” and she believed that she has been practicing this type of relationship with her students. She also explained how much she has been concerned for her students;

I always think of my healthy relationship with my students. When I feel something bad, I do not want to enter in the classroom, because I do not want my students to see my unhappy face. Instead what I am doing mostly is that I stay out until I am able to control or become free from my bad feeling. Sometimes I pray to God to make me free from sinful feelings. (Interview, Zinet, 14, February, 2014).

The said effort of Zinet to avoid her frowned face is useful to students' learning because smiles are preferred by human brains and brains recognize smiles more readily and quickly than those with negative expressions (Golman, 2006).

Though, Zinet looked highly responsive to her students, she, to the contrary, argued about the importance of restricted relationship boundary between teachers and students. In her words she said; *"I as a teacher shouldn't put myself down with students, though I consider them as my children."* (Interview; 14, February, 2014). In this case Zinet's parent-child relationship shifted from being high responsiveness (relational) to low responsiveness (detached). This means Zinet believed in authoritarian type of relationship, because she has been detaching herself from students (Bevis, 1993).

Surprisingly, Zinet was not only detached from her students, but she was also detached from her profession. In this regard she explained the following;

When I walk in the city, when ever my students see me they call me 'Teacher, Teacher'. These incidents are not comfortable to me because I do not want to be known by other people. I always warn my students not to call me out of the school compound. (Interview, February 14, 2014)

Zinets's explanations would show that she was not interested in being addressed by the name teacher and did not want to be known by others as a teacher.

The teacher also told me that she and her students set classroom ground rule that contains the 'Dos' and 'Don'ts' of students. I asked the teacher whether the rule governs her or not. She smiled and answered me that *"I haven't thought of it, but what is assumed in my experience and in the school's experience is ground rules are for students."*(Interview, February 14, 2014).

Though the teacher is rule dependent and the one who disliked to be called as a teacher, she said "I respect my students' ideas and I usually teach my students with fun; for this I gained good feedback from my students." (Zinet: Interview, 14, February, 2014).

Zinet pretended to be a caring teacher, while she has been ashamed of her professional name 'Teacher' and encouraged a detached interaction. This would show that Zinet disliked her profession and she was a teacher who saw students only as learner but not as individuals (persons with feelings) (Camp, 2011).

Procedural activities, lack of responsibility and no concern for individual students

I observed Zinet's classroom for two periods. Zinet has been following prescribed procedures to teach her students in her classroom. In the class room (March 15, 2014) I have observed orders of activities (written on the chalk board) to be followed one by one and Zinet was proud of her procedure led classroom activity. Though students were sitting in groups, the teacher was the one who transmit knowledge based on the preplanned activities. She strongly believed in such pre-planned based teaching-learning process for its importance to accomplish tasks in time.

On the other day of my observation time (February 17, 2014) Zinet was sitting in front of students and she was doing on paper work, meanwhile a female student replaced the teacher.

Zinet told me that the student was the one who ranked first from her classroom in the first semester of 2014/2015 academic year and she teach her friends by replacing me, when I am busy on paper works like recording students' test results, planning lessons, etc. (Interview, February 18, 2014). The student was relatively aged (13 years old) and physically strong, while other students are ten to eleven years old. She had a stick in her hand and was frequently warning her friends to keep quiet by hitting desks with the stick. At the same time the student was given a responsibility to assign students classroom activities.

From this observation, at least two things could be coined out. First the teacher was not care full about students' learning; she was simply come to the classroom for the sake of presence. Second, the teacher was not conscious of the psychological as well as physical damage that could be happened as a result of mistreatment by untrained grow (the assigned student), though peer teaching under the supervision of the teacher is important in caring relationship (Verducci, 1999).

Besides, in Zinet's class room I observed a female student who sat at the back and did not participate in the classroom's activities. This female student couldn't properly listen and speak the Amharic language, though it is the medium of instruction. Nobody was concerned about the student; she was watching her friends silently.

Zinet, told me that the student came from Non-Amharic speaking region and I couldn't help her because I do not even know how to help her without knowing her language (Interview, February 18, 2014).

From Zinet's classroom, I observed that Zinet was a procedural teacher who did not give attentions to uncertainties, while caring teaching demands it. The teacher was not attentive to individual differences and she was also reluctant to students' interests. Moreover, she was

incapable of helping students to solve their individual problems. But caring teaching demands to deal with personal problems of students with empathy and patience (Gholami, 2011)

Defining caring relationship as sensing other's feelings, but interpreted as alienation

Fikre was another “experienced” teacher in Ewket School. She had thirty three years teaching experience. She was Grade One self contained teacher teaching three subjects: English, Amharic and Aesthetics for Grade One students.

Fikre expressed caring relationship as ‘*sensing other's feelings*’. She explained her definition of caring relationship by saying: “*teachers must not see their students as bad; even during the time when they commit and show “unwanted” behaviors. Because, when we approach students we can find lots of secrets which make our students to misbehave.*”(Interview, February 18, 2014).

In this regard, she shared me her experience by blaming one of her previous colleagues;

One day I found a student, whom I know before, out of the school compound. I asked him why he was out while his friends were learning in the school. He told me that his teacher urged him to leave the school compound and bring his parents. But he was not able to bring his parents, because both parents were seriously sick and they could not come to school. What he preferred was to stay out of the school compound and waiting his friends until the last period ends. I felt sympathy and took the student to his teacher. I and his teacher discussed on the issue, but the teacher did not want to change her mind. Lastly I suggested an alternative solution; to register the student in my class. After a long time of conversation, she accepted the solution and I became very happy. (Interview, 18, February, 2014).

Fikre's explanation of caring relationship was characterized by care ethics theory; and she looked sensitive to the student's personal problem, while her friend was ignorant and inflexible. However, Fikre was encouraging the existence of restricted relationship boundary between teachers and students. She also contends that students should not be allowed to come to staff lounge and staff rooms for whatever case, because, these rooms are for teachers to relax; if students are in these rooms, we teachers do not feel freedom. Conflicting ideas were observed from Fikre's opinions. In one side Fikre seemed caring, on the other side she looked non-caring who alienates (Vargos, 2009) her from students.

Students were encouraged to participate, but non-functional grouping, students' passiveness and controlling situations were observed

When I was in Fikre's classroom for a period (on 20, February, 2014), she was encouraging (orally) students to question and answer. The students looked confused with what the teacher was saying. Many raised their hands without understanding the questions. They said 'እኔ' 'እኔ' (let me answer! Let me answer!).

Besides, Fikre's students were made to sit in groups but nothing was done in groups. The teacher was the one who spoke much than students. Students were passive recipients. Some were doing something different from what was said by their teacher. I observed some students who slept on desks and who did not get the teacher's attention. Some others were gossiping each other.

In Fikre's class room, students work results such as pictures, charts etc are hanged on the wall. Displaying students' work results is one of the caring teachers' activities (Pennigton, 1996).

Besides, in Fikre's classroom the classroom ground rule was hanged near to the chalk board. The rule addressed only the duties of students and Fikre blamed students for not respecting the rule.

The rule was used to control and discipline students; and make the students attentive to the lesson. For instance, Fikre was often pointed a statement in the ground rule says '*put hands on chest when teachers teach*, to make students keep silent.

Even though, Fikre has orally encouraged students to question and answer, she was not in a position to identify each individual student's ability. In addition, though students were made to sit in groups, they were not active; Instead Fikre was active (she talked too much). This means, as uncaring teacher does, Fikre was focused on knowledge delivery (Gage, 2009) and controlling classroom discipline (Vargos, 2009).

Expressing caring as 'understanding others' but ignorant and hostile situations were perceived

Worku was one of the young male teachers in the school, who was teaching physics for seventh grade students. He had five years teaching experience in the school. He described caring relationship as '*understanding the feelings of others*'. However, what Worku observed in the school was different from what he expressed. He said that in the school, there are two types of interactions which are not caring, 'Ignorant type' and 'interactions with full of quarrel';

Some teachers, who have relatively greater years of experience, do not want to give attention to whatever activities performed by students. Such teachers neither encourage nor discourage students' activities. They simply passed as if they had seen nothing. Others, disputably interacting teachers (who were relatively with less years of teaching experience) create frequent contradictions with their students (Worku: Interview, 21, March, 2014).

Worku added: *“The former ones are bystanders who are tired of students’ misbehaviors; and the later ones are sensitive to everything and they frequently got disagreement and create conflicts with their students.”*(Interview, 21, March, 2014). For instance, Worku himself has got contradiction with his students.

He said:

One day when I monitor my students’ assignment, I found a student who did not do his homework and I questioned him why he did not do the assignment. Mean while, he ignored my question and left the room by pushing me aside. As a result I became very offended and reported the case to the director’s office. The director made the student to bring his parents and tried to settle the problem. Finally the student was allowed to enter in the classroom. But I always feel bad and insecurity whenever I see the student in that particular classroom (Interview, February 21, 2014)

Worku in his hopeless words added:

Such unethical activity of students is common in our school. The school’s director is tired of such incidents and appeals. As a result, these days, the director has begun to take issues to other legal institutions such as Police Offices and Courts. (Interview, February 21, 2014).

To this end Worku told me that, in the first semester of this academic year (2013/2014), one teacher was sent to jail because of the hostile situation created between the teacher and one of his students. Besides, Worku said; *“In our school it is not unusual to see policemen in the school compound and we teachers have been always in tension whenever we saw policemen in the*

school compound “(Interview, February 21, 2014). In fact, when I was in the school compound to observe, I met policemen and asked them why they were in the school compound. But the police men were not willing to answer my question. Another time, I raised the same question to the director, he in short answered me that *‘to keep the security of the school’*. Thus the school looks like a prison!

Moreover, Worku commented that many students in the school claimed their rights to be respected, but they did not want to hear about their duties. However, “*students respect and obey the orders of serious teachers.*” Said Worku. (Interview, February 21, 2014). According to the teacher, ‘serious teacher’ means the one who only transmits everything to students through lecture and writing notes on the board; and who does not allow personal interactions in and out of classrooms. From Worku’s explanation, I observed a paradox that autocratic teachers are more “respected” in the school than non-dictators.

Worku encouraged the existence of restricted boundary limit of relationship between teachers and students. He has also set classroom ground rules. But he complained students for violation of the rule. This would show that students were not the owners of the rule.

The teacher also believed in corporal punishment. In this regard, Worku said: “*How can we make students focus on their learning unless we sometimes use corporal punishment. If you warn students even by saying ‘you will lose marks/grades’, they don’t care about their marks/grades.*”(Interview, February 21, 2014).

Though Worku has explained caring relationship as understanding of students’ feelings, his interpretations showed that the teacher is an autocratic procedural teacher who prioritized punishment and rules than interpersonal understandings. Moreover, he developed hatred on students.

Majorities were neglected... concern for one's expertise

According to Worku, the practical situation of teacher-student interactions in the school failed to be caring, because teacher-student interactions were full of conflicts, rather than being relational and receptive (Noddings, 2005; Gilligan, 1982). Worku himself has failed to implement relational practices in his classroom.

I observed Worku's classroom for a period on 24, February, 2014. Worku was teaching physics. Worku's classroom is more of traditional type; Students sat facing to the chalk board and the teacher was teaching students through lecture with quick fire oral questions. Many questions were answered in mass. Only few students who sat at the front seemed active (they tried to answer oral questions individually). The teacher was explaining too much and some students at the back were bored. One student who sat nearby me was drawing a picture that has no any conceptual relation with what the teacher was explaining. The teacher was busy in explaining concepts. In addition to his lecture, he was quickly writing short notes on the chalk board. The teacher looked "well prepared" to show his expertise.

From Worku's classroom, I observed that the teaching learning process was traditional (one way approach) and students were not active. As a result students felt bored. In addition, Worku was concerned about his competence than students' learning. This means Worku was focusing on self and tasks (Kugel, 1993 and Fuller, 1967) than students.

6.4. Students' Views on Caring Relationship

Desire to have rule based interaction, but opposing rule based punishment practice

Rukya is a thirteen years old female student in Grade Five. She ranked first out of seventy one students in the first semester of 2013/2014 academic year. She is a student of Meseret. Rukya

was known with her regular attendance and high participation. She wished to have teachers who ‘*respect rules and regulations*’. According to Rukya, caring relationship is a type of relationship guided by rules and regulations. Though Rukya said caring relationship is rule based, she opposed the rule based decision (consequence) taken on the school’s students (who violated the rules of the school);

The school dismissed several students because of their frequent violation of the rules of the school. I felt unhappy with the decision made by the school, because I am worried about the fate of these dismissed students and the burden on their parents (Rukya; Interview, February 13, 2014).

This would indicate that Rukya was tacitly against rule based interaction. Besides, Rukya’s worry made me to raise a question ‘*who is responsible about these dismissal students?*’ These students are not only the burden of their family they are also burdens of the country.

Moreover, Rukya has perceived the contemporary interactions between teachers and students as discriminatory; she told me that some teachers in the school give care for high achieving students than low achieving ones. This means students who were struggling at the bottom were forgotten (Cooper, 2011). But caring teacher-student relationships are free from preconceived judgments (Thompson, 2011).

Desire to have motherly relationship, mutual understanding and respect with teachers

Chaltu, was a grade four student who ranked first out of seventy five students in her classroom in the first semester of 2013/2014 academic year. Chaltu was a student of Zinet. She was also identified with her regular attendance and high participation. She wished to have ‘*motherly relationship*’ with her teachers. Chaltu also loves teachers who act as mothers. She further

explained; *“Mothers always sense the feeling of their child; likewise teachers who sense the feeling of their students are academic mothers”* (Interview, February 14, 2014). Moreover, Chaltu wished to have teachers who understand them and do not punish physically.

In addition Chaltu told me that she liked teachers who called her ‘my child’ and who are available when she needs their help. Caring teachers are available any time to their students (Owns and Ennis, 2005).

Tewolde was a grade one student in the school. He is a student of Fikre. He ranked twenty second out of seventy students from his class in the first semester of 2013/2014 academic year. Tewolde was known with frequent absence and less participation. Tewolde wanted teachers who *‘make things understandable’*. He farther explained; *“I would say I have caring relationship with my teacher, if the teacher makes me clear about what s/he is teaching.”* (Tewolde: Interview, February 20, 2014).

Zeru was a fourteen years old seventh grade student in the school and he was a student of Worku. He ranked fortieth out of seventy students in his classroom in 2013/2014 academic year. He was judged by his teachers as the most disturber student in the school. He was also known with his frequent absence. Zeru wished to have teachers who situate *‘mutual respect’*. He told me that he has respect to his teachers. He respected his teachers because, they are sources of knowledge.

From Zeru’s response, I understood that the one who delivers knowledge in objective way is “respected” by students. This idea was similar to the idea of Worku (Zeru’s teacher) that serious teachers are respected by the students, while they are non-caring because of their dictatorial behavior (Firere, 2000; Gage, 2009; Vargos, 2009). Zeru’s as well as his teacher’s meaning of

‘respect’ is about considering students as only ‘learners but not as people’ and teachers as ‘manipulators in a detached way without emotional involvement’

Attempts of caring relationship versus detached, hierarchal, and insincere interactions

While, Chaltu (a student) perceived the contemporary interactions between teachers and students as detached and hierarchal, another student ,Tewolde, has perceived two things in the school; an attempt of caring practice; like aiding materials such as; pens, pencils, exercise books, etc to the needy students and teachers’ insincerity to students. Regarding the latter one, he told me;

One day my teacher ordered me to leave the classroom and bring my parents to school for reason which I don’t know. Later on, after the discussion made with my father, both the teacher and my father told me to increase my participation in classroom (Interview, Tewolde, Feburary 20, 2014).

Twolde was confused about the action taken by the teacher. I also became surprised about Tewolde’s experience and asked a question for myself ‘wouldn’t it be possible to tell the issue to Tewolde before he brought his parents to the school so that the teacher and Tewolde could solve the problem. This showed that the teacher was not sincere and not transparent, because he was unable to communicate the student’s problem frankly (Gholami, 2011) with his student.

Zeru had an interest to participate in co-curricular activities, though his interest was not welcomed by his teachers. He told me; *“I preferred working in the school’s co-curricular activities to learning in the classroom; because of this I have less interest to classroom lessons.”(Zeru: Interview, February 21, 2014).* Zeru believed that his preferences had resulted bad image on him and negative impact on his academic achievement. In addition, because of his

preference, Zeru mostly got contradiction with his teachers. However, Zeru has been enjoying his participation in the co-curricular activities and has been proud of it.

Though, most participant students in EGPS have expressed their wishes and the desirable practices of caring relationship, except the attempt of ‘aiding needy students’ all other students’ perceptions showed that the teacher-student interactions in the school were characterized by lack of caring relationship. Even the attempt to aid the needy students would lack caring if it is simply caring without emotional attachment, because, caring is not simply a detached care giving practice (Held, 2006).

6.5. Obstructing Factors

Under this section several factors which obstruct caring relationship in the school were presented and analyzed. These obstructing factors were identified from the responses of participants and my observation.

Being serious versus mutual respect

Two contradictory concepts were observed from the responses of teachers and students. Participants believed that mutual respect could be gained from serious approaches or procedural interactions and they used to follow restricted prescribed plans. This made teaching inflexible. This means teaching was not adapted and built on each lessons progress (Cooper, 2011). It abandoned relationship; instead it caused non caring interactions. It also observed causing rule based and inflexible mentality of students. Moreover, it made participants to relate opposing concepts; care ethics with autocratic and alienation concepts.

Lack of interest for learning, disrespect and violent behavior of students

Teachers, students, parents and principals perceived that many of the students in the school do not give the necessary value to their education. They do not want to work the assignments given by their teachers; as a result teachers get conflicts with students. To this end Seid (a parent) said; *“Students get in to contradiction because of their failure to work their home assignments.”(Interview, February 23, 2014).*

Similarly Seid and Ali (parents) said; since most students are disinterested in their learning, they do not want to pass through hard work like (eg. doing assignments). Students either wait for teachers to get ready made answers or they do not care about it.

In addition, participant teachers highly condemned many of the students (particularly students of second cycle grades) in the school for their violent behaviors. For instance, Worku (a teacher) said that many students, especially those in grades Seven and Eight have been always creating contradiction with teachers and they sometimes attacked teachers physically (eg. hitting teachers by throwing stones). Worku explained further about violent students;

Violent students usually come to school without doing what is expected from them (eg. home assignments). During these times we teachers make students to leave the classroom and bring parents. But instead of doing what is ordered, they throw stones and attack us physically.”(Interview, February 21, 2014)

Meseret (a teacher) in her part has also shared her experience;

One day a student came to my class without doing her home work. I told her about the importance of doing home work and advised her not to repeat such a mistake for the coming days. Despite my advice, the student did the same mistake on the

other day. I immediately ordered her to bring one of her parents (father or mother) to school. She came with a female neighbor. I became offended. I again urged my student to bring her real parent. Meanwhile, the female neighbor and my student became angry and shouted at me (wanting to reject my order). As a result I got contradiction not only with the student but also with the female neighbor. (Interview, February 13, 2014).

Teachers' Problems; concern other than students' learning

Fikre (a teacher) commented the bad activities of teachers. She said that students sometimes commit “unwanted” behaviors because of teachers’ disrespect approach. She explained it by taking her past unpleasant situation when she was a student in primary school and its similarity with the current situation in the school:

When I was a student in primary school, there was my mathematics teacher who always forced me to work on mathematical activities out of my interest and whenever I missed concepts he blamed me. Because of this I had no good attitude towards the subject as well as the teacher; likewise, we teachers in this school have been imposing students to work on activities without giving attention to their interests. (Interview, February 18, 2014)

Besides, teachers’ lack of commitment to support and guide students was observed as barrier to caring relationship. For instance, Nesru (the director of the school) suggested the following;

There are two types of teachers in the school: aged teachers who have relatively many years teaching experience; and young teachers who have relatively fewer years teaching experience. The aged teachers are not motivated due to monotonous life they

have. The young ones are very much busy in learning for another profession (other than teaching profession) to change their career. Hence, teachers in this school are very much reluctant and do not care to their students. (Interview, February 21, 2014)

In addition, the director told me that he himself share teachers' concern'.

According to some parents, teachers are also not kind and not tolerant. In this regard, Seid (a parent) said that most teachers do not want to scarify their time and knowledge to their students; in addition they do not tolerate minor mistakes. Seid added: *“Many teachers in the school usually made students to go back to their home and bring their parents or made students to pass their time idle out of classrooms.”(Interview, February 25, 2014).*

In line with this, Ali (another parent in the school) commented; *“Teachers’ absenteeism, being late and lack of preparation of what they are teaching were the causes for unhealthy relationship between teachers and students.”(Interview, February 25, 2014).*

Besides, Participant teachers have been worried about the cost of their lives. They were always looking for another profession. To this end Ali (a parent) boldly told me that teachers are always complaining their monthly low income; as a result they don't bother about their students and their profession.

In addition teachers were worried about their competency than students learning. Moreover teachers were focused on maintaining rules and procedures to manage classroom discipline, rather than getting to know students and help them to get something from the educational point of view.

Belief in restricted relationship boundary limit, class size and the curriculum (particularly lesson plans)

Participant teachers believed in setting restricted relationship boundary between teachers and students and thereby they do not allow free emotion embedded interaction with their students. Besides, the school was entangled with serious problem because of large class size. In EGPS, per classroom, the number of students was very big (greater than seventy students) and teachers were in problem to know their students in person. Let alone personal or individual treatment of students, some students in classrooms were out of sight of their teachers. Besides, teachers were focusing on accomplishing tasks and covering contents of lesson plans and textbooks than students' learning. Controlling was pervasive in the classrooms and out of the classrooms; as a consequence teachers became less friendly, less warm and less close to the students (Cooper, 2011).

Uncooperativeness of parents or guardians and their living condition

Participants spoke of the uncooperativeness of parents as obstructing factor of caring relationship. For instance, Meseret (a teacher) accused some of her students' parents or guardians' lack of necessary support to their children's education (as barrier to caring relationship). She told me a story of her experience about how she was disliked by her student because of guardian's lack of cooperation;

The student was a boy. He was living with his aunt. His aunt was not supportive.

The aunt did not give enough time to the student to work on his education.

Instead she was always urging the student to focus on other home activities.

Because of this the student was not happy in his educational life and he was one

of the least achieving students. As a consequence the student had no good feeling for the subject as well as for the teacher (me). (Interview, February 13, 2014).

Zinet (a colleague) has also explained about lack of guardians' support to their children and its negative consequence;

Many of my students are not living with their real parents, their guardians are aunts or uncles or other relatives. These "guardians" brought the students from rural areas for household work. Because of this the students were not supported in home (eg. they do not get enough time to do their assignments). As a result they come to school without doing their assignments and I usually get contradiction with them. (Interview, 14, February, 2014).

Chapter Seven

Caring Relationship in Chora

Introduction

Under this chapter the context of the school and the contemporary interactions between teachers and students with respect to caring relationship were presented and analyzed.

7.1. Context of the School

Chora Public General Primary School is one of the recently established schools in Addis Ababa. It is established in 2008. Though it is relatively new, the school is located at one of the old villages in Addis Ketema Subcity. The school is one of the least achieving school in the city (Personal communication with the city's Education Bureau office on June 03, and June 05, 2013; and Kifle Ketema Education office's Evaluation and Curriculum Coordinator on December 09, 2013),

The school is surrounded by residents who are slum dwellers, whose houses are mud-walled old tin roofed. In addition, According to the school's director (Personal communication; December 27, 2013), most of the students are from poor family and many of them, particularly females are not living with their parents (mothers and fathers); rather they live with guardians and serve as home maids.

The school has only one building and one temporarily built house which serves as staffroom. The building consists of classrooms, administration offices, ICT (information and communication Technology) room, laboratory room and library. The school compound is very narrow and no enough space for play ground. It has toilets, though they are not neat and entangled with shortage of water.

The school has 16 classrooms each contains 65 students on average. Similar to other two case schools, the students are made to stay the whole day (8:00-3:30) in the school. The total number of students is 1064(500 males and 564 females). There are 480 (213 males and 267 females) first cycle students and 584(290 males and 294 females) second cycle students. Students in the classrooms share a bench for 3or 4.

The school has 40 teachers of which 24 (20 males and 4 females) are first cycle and 16 (8 males and 8 females) are second cycle primary teachers. The minimum and maximum service years of teachers in the school are one and thirty three respectively. The school has two principals; one is the head and the other is vice-principal. Both principals are males. The school also has a guidance and counseling officer who was serving as counselor of students, when the students of the school consult him.

Like other two case schools, the school constitutes parent-teacher-student association which is made to monitor the school's performance.

In similar fashion, CGPS has posted its vision, mission and values near the gate of the school compound; and it claimed to produce both competitive and cooperative relational citizens, though difficult to achieve simultaneously these contradictory behaviors of people.

7.2. Out of Classroom Interactions

Under this sub topic the observation results of out of classroom teacher-student interactions in CGPS were presented and analyzed.

School work begins with flag ceremony... students looked disliked the school and teachers lack concern for students

Like the other two case schools the school begins its work every morning by celebrating flag ceremony. During the flag ceremony students sing national anthem. Though, principals and home room teachers have been participating in the ceremony, the only singers of the national anthem were the students; particularly students of grade one to four.

During my stay in the school I have observed many late comer students every morning. Among the latecomer students there were students whose homes were nearby the school. Latecomer students who arrived to the school just few minutes (three to five minutes) after the flag ceremony began were made to enter in the school compound(after they have been hit by sticks). Those who were coming after the class began were not allowed to enter in the school compound. They stayed outside the school compound for at least a period. During these times there were some students who returned back to somewhere; some to their home, some others to other places where the school itself was not sure. To this end, Rabia (a parent) said;

As my home is nearby the school, I have been daily observed thirty to fifty students who arrived late to school and were made to stay out of the school compound. Some students have been returned back to their home. Some others stayed at the back of the school compound until the last period's bell rang and went to home as if they have been attended the whole day in the school.

(Interview, March 20, 2014)

The above accounts informed me two things; students disliked the school and the school lacked concern for the students. Moreover, like EGPS students were seeing their school as a prison, because when the bell rang for exit they were observed running to leave the school, but to the opposite when they were returned back.

Lack of free space to play... lack of responsibility

As the school compound is very narrow, students were in problem to play. Usually the narrow space, which served as play ground, has been crowded with many students of the school (aged seven to eighteen years old). Kids were suffering because of elders' domination; the elders did not give them space to play. I have observed many students playing different games on corridors of upstairs. This was the irritating situation that I have seen in the school. I have asked myself 'what if they fell from that upper floor?' No one was concerned about those kids. Besides, the school was entangled with shortage of water and lack of neat toilets. As a result students were in problem to keep their sanitation, particularly during lunch time I have observed students who ate their lunch without washing their hands.

7.3 Teachers' Conceptions, Perceptions and Observed Practices

Under this sub topic teachers' meanings of caring relationship, perceptions and observation results of contemporary teacher-student interactions were presented and analyzed.

Caring was expressed as both interest and rule based interaction...teachers got conflict with students

Habte is one of the youngest Mathematics teachers in CGPS. He had five years teaching experience and he was teaching Grade Six students. Habte, described caring relationship in both ways that caring relationship as addressing interest and maintaining prescribed procedures. He simultaneously encouraged being sensitive to feelings of students as caring teachers do (Noddings,1984) and establishing rules and maintaining standards as non-caring teachers do (Miller,2008).

Habte took himself as a helpful and supportive teacher who always ready to help his students. However he blamed the contemporary interaction of teachers and students for its lack of caring relationship. He said: “We teachers got contradiction with students because of students’ violation of school rules such as negligence of their home assignments and disobedience of classroom ground rules.”(Habte: Interview, March 18, 2014). Habte put parents and guardians accountable for the inconvenience. He said that parents are not cooperative in the teaching-learning process; “they do not check what their children are doing in the home as well as in schools” (Habte: Interview, March 18, 2014).

As many of the interviewed teachers, Habte also believed in teacher-student limited relationship (with restricted boundary). To make it practical, he has set ground rules. In addition, Habte has been using reduction of students’ marks or grades as punishment so as to discipline students. Though Habte partially conceived caring relationship as sharing interests (Mc Allister, 2002), his personal experience and perception of the contemporary relationship were not characterized by caring. As non caring teachers do, Habte prioritized penalties rather than relations (Vargos, 2009), but he did not want to doubt himself as a cause of students’ disobedience.

Begins with greeting, but limited by the text book and mass interaction

I have observed Habte’s classroom for a period (March 19, 2014); after greeting his students Habte wrote the topic on the chalk board and introduced it by reading too. Students were sitting in groups, but Habte was teaching his students through oral questions and answers; the questions were from the text book. Mostly, students were answering questions in mass. When the teacher spoke to individual students, he did not call students by their names; instead he called them ‘you’.

Students looked free to talk each other in Habte's classroom and no one was warning them to stop their talking. But there was no any attempt to raise new ideas beyond the text book. Besides, the teacher was frequently used mass questions and answers approach.

Caring relationship described as 'heartfelt relationship' but authoritarian and rule based practices were reflected

Samrawit is a female teacher who had twenty one years teaching experience. She was teaching the Amahric language for Grade Eight students. She defined caring relationship as '*authentic relationship*'. According to Samrawit by authentic relationship means a *heartfelt* relationship that exists any time.

She said that she has caring relationship with her students; "*Sometimes, students disturb me, but I accept them. Students are not aggressive by nature, instead we make them aggressive. If we do not treat them as human beings, they would commit mistakes which could offend us*" (Samrawit: Interview, 17, March, 2014). In this regard, Samrawit said that she has learnt caring practices from bad experience of her student life;

When I was a student in primary school, my English language teacher had been always nagging me as if I was a problematic student. During that time, I was at puberty stage and I did not know what impression I created on my teacher. It was so horrific to me. I still do not forget that event, though I learnt much from it. Now what I am trying to do is not to commit such awful things on my students (Samrawit: Interview, March 17, 2014).

Besides, Samrawit shared me her observation in the school:

Teachers oblige students to focus on paper-pencil work, while students' interest is something different from what is intended by their teachers like participating in clubs, working in the laboratory and workshops (Interview, 17, March, 2014).

To this end, Samrawit commented that we teachers complained students for what we did not accomplish our own tasks. Besides, Samrawit explained her strong belief about the close relationship between teachers and students. However, she said that classroom ground rules are useful to maintain boundary limit and gain mutual respect.

Begins with greeting...competition was emphasized

I have observed Samrawit's classroom for a period (March 18, 2014). After greeting students and introducing the day's lesson Samrawit has arranged her students in groups (the usual one to five group arrangements). She made her students to give answers in groups for questions listed in the textbook. Later on she divided the chalk board in columns and wrote the groups' numbers on the top of columns. Then she asked members of groups turn by turn and put tick () mark for correct answers and 'X' mark for wrong answers. Lastly she counted the tick marks for each group and leveled the groups by saying first, second, third, etc. Samrawit notified the winner and made the students to clap their hands for the winner groups.

Though Samrawit was arranging students in groups, she had not made students to discuss on argumentative issues; instead what she did was working on objective questions which were not appropriate for group works. In addition though the teaching learning process made students funny, her main focus was on the competition between groups than students' learning.

Expressing caring as ‘supporting needy students’ but disrespect and rule based practices were pervasive

Tirsit is a female teacher in CGPS who was teaching Grade Three students. She was teaching three subjects: Mathematics, Environmental Science, and Aesthetics as self contained teacher. She had fifteen years of teaching experience in different primary schools of the city. She expressed caring relationship as ‘*supporting needy students*’. Tirsit told me that she enjoyed supporting needy students. She shared me what she and her colleagues were doing in the school; “*I and my friends save money from our salary and used it to feed students who come from poor families.*” (Tirsit: Interview, March 17, 2014). In addition, the teacher leveled herself as caring that she is sensitive to whatever personal problems her students face.

On the other side, Tirsit strongly believed in fixing classroom ground rules and limiting relationship with students. Besides, she perceived the contemporary teacher-student interactions as full of disrespect and she blamed students’ misconducts for the source of disrespect;

In the first semester, there was a grade eight student who was blamed for his naughtiness (creating conflicts with teachers and disobeying teachers). I and my colleagues have been trying to approach and advice him, but he couldn’t change his bad behavior. We became very tired of him and left him as he was. Later on the school’s discipline committee took decision on the student to leave the school. (Tirsit: Interview, 17, March, 2014).

The experience of Tirsit and her colleagues showed two contradicting things; they claimed to be supporters of needy students (economical support) and on the other side they seemed hopeless and harsh about the “naughty” student because they preferred rule

based decision to alleviate the problem than finding other alternatives to make the student ethical.

Tirist claimed to be caring teacher but her sayings about her practices showed the opposite that she was alienating herself from students by restricting relationship boundary between her and her students. This means Trist's practice did not include engrossment (Noddings, 1984) with students' issues.

Tirsit has followed the same procedure of Samrawit's teaching and learning process for two periods of my observation times. The only differences were the teachers, the grade level and the contents.

Moreover, Tirsit explained why she preferred group competition method for her teaching; *"I preferred group competition method for its importance to make students work hard and get better grades at group level as well as individual level."* (Trsit: Interview, March 20, 2014)

From Trsit's classroom experience, I have observed that the teacher strongly believed in competition and increasing students' grade than developing their holistic personality as human learner.

Defining caring as 'need based relationship', but limited interaction was encouraged

Gemechu was one of the experienced teachers in the school. He had 20 years of teaching experience. As a self contained teacher, he was teaching three subjects (English, Aesthetics and Environmental science) for Grade One students. Gemechu conceived caring relationship as *'need based relationship'*. He further explained caring as *'establishing and maintaining relationship based on students' interests and feelings'*. He also said that we teachers are in the school to satisfy students' interests.

However, Gemechu believed in prescribed ground rule and restricted relationship boundary limit between teachers and students; he believed that mutual respect can be gained by fixing rules and limiting relationship. Gemechu preferred limited interactions than free interactions because of the bad consequence of limitless relationship that he faced;

There was one teacher (a colleague), who usually pass his weekends with his female students and commit sexual relationship. I was always worried about his bad manners and one day I tried to advise him. But the response was not good. The other day he attacked me and hit me with a stone. As a result of this incident I was hospitalized and got health problem for a long period of time. (Interview, 18, March, 2004)

In addition, Gemechu perceived the contemporary teacher-student interactions as full of contradictions; particularly students do not have interest for their own learning and mostly they come to school without doing their home assignments.

Begins with greeting, looked energetic, but no attention for individual students

I have observed Gemechu's classroom for a period (on 25, March, 2014). I and Gemechu together went to his classroom from staff lounge. When we arrived to the class we greeted the students and the students greeted us too. Gemechu directed me to take a sit at the back right corner and he began to introduce the day's lesson by writing the topic. He was teaching English vocabularies and their representation by pictures. Gemechu seemed energetic. He spoke loudly. He was repeating words again and again as a drill. Most of the minutes passed in this way. Students were listening and repeating the words in mass after the teacher. At the end, the teacher made the students to copy the words from the text book.

What Gemechu did in his classroom informed me that Gemechu looked interested in his teaching. However, he was not sure about each individual student whether they understood the English words or not.

7.4 Students' Views on Caring Relationship

Wished to have helpful interaction, problem solving approach, non discriminatory and imaginative situation with teachers

Abdu was a fifteen years old eighth grade student. He stood first out of sixty three students from his classroom in the first semester of 2013/2014 academic year. He was a student of Samrawit. Abdu was known with his regular attendance. Abdu wished to have 'helpful' teachers. He explained his description of caring relationship by taking one "good instance" done by one of his teachers:

This year (2013/2014 academic year) in the first semester, we (I and my classmates) were attending supplementary classes by paying tuition fee monthly. In the middle of the semester, I was not able to pay the tuition fee because of family problem. Since I was eager for the supplementary classes, I asked the school to attend classes for free. But no one was responding me positively except my biology teacher. She discussed with the principals and other teachers (who were giving us supplementary classes) and solved my problem by giving permission to attend classes for free. (Abdu: Interview, 17, March, 2014).

From Abdu's experience I understood that teachers rarely attempted to care for their students when students request for help.

Merem was a Grade Three female student. She was ten years old, who stood twenty ninth out of seventy one students from her class in the first semester of 2013/2014 academic year. She was a student of Tirsit. Merem was identified with her frequent absenteeism and low participation. Merem wanted to have teachers who have ‘*good rapport*’ with students. Merem added: “*I wished to have teachers who sense the pains and feelings of students.*” (Interview, March 17, 2014).

Ewnetu (another student in the school) was a twelve years old sixth grade student who stood twenty-fifth (out of sixty seven students) from his classroom in the first semester of 2013/2014 academic year. He was a student of Habte. Ewnetu was identified as frequent absentee and less participant student. Ewnetu wished to have teachers who are ‘*non discriminatory and solutions seeking*’. He explained: “*caring teachers are teachers who do not discriminate one from the other and who search for solutions when students are in problems* (Ewnetu: Interview, March 19, 2014).

Reda , the last interviewee student in the school, was a seven years old student in grade one. He is a student of Gemechu. He stood tenth out of sixty students in the first semester of 2013/2014 academic year. Reda was perceived as relatively less participant and with regular attendance. Reda desired to have teachers who are ‘*capable of telling stories to students and make things clear*’. He farther explained; “*I feel happy when our teachers tell us stories and make things understandable, but such conditions happened rarely.*” (Reda: Interview, March 18, 2014). To this end story telling is not only useful to make things clear but also helpful to develop students’ imagination power.

In sum all the interviewee students in CGPS have explained the desirable caring relationship practice in relational sense and wished to have such relationship with their teachers.

Judging the contemporary interactions as restricted, unfeeling, prejudicial and autocratic

Abdu said that many of the teacher-student interactions in the school are restricted with strong boundary limit that classifies a teacher as a teacher and a student as a student. Abdu himself supported such type of interaction. He told me its importance; *“Relationship boundary is important to make students not to cross the limit and not to create unnecessary relationship with teachers and develop mutual respect.”*(Abdu: Interview, 17, March, 2014). Abdu suggested some examples of unnecessary relationships; having tea with teachers, and consulting with teachers in the staff room. From Abdu’s suggestion I understood that teachers’ friendly relationship with students hardly existed in the school. Moreover, Abdu’s explanation informed me that the meaning of ‘respect’ was wrongly associated with ‘detachment’ and ‘fear’.

Merem, the second interviewee student in the school, perceived that many of the teachers in the school did not care for students’ feelings. For instance;

In the classrooms, when we feel sick and want to go to toilet, we ask our teachers for permission. Most of our teachers do not allow us to go out of the classrooms. Rather they yell at us: Sit down! Don’t disturb the class! (Interview, 17, March, 2014).

From Merem’s experience, I understood that teachers were unfeeling to the pains of their students; instead they yelled on students, but yelling damages the capacity of students’ brain to learn (Larson, 2012). Merem has also blamed the constant ‘one to five’ group arrangement for its boredom, since it lacks variations in members of the group.

Ewnetu in his turn has observed a non caring prejudiced interaction in the school: *“Some teachers control male students and give freedom for females. Others give special attention to*

students who come from rich families and neglect poor students.”(Interview, March 19, 2014).

This means, according to Ewnetu, there were teachers who discriminated students by their sex and economical background. This discriminatory and pre judgment based relationship contradicts the caring teachers practices, giving support to students without any judgment (Thompson, 2011).

Reda, the last research participant student said that most of the contemporary interactions between teachers and students were autocratic than relational. Reda’s perception has similarity with Merim’s observation;

We students are dominated by our teachers. For instance, while we are learning in the classroom; if we ask teachers for permission to go out of the classroom, even for toilet, in most cases teachers do not allow. As a result we usually stay where we are with the pain. In addition when we sometimes be absent from school because of personal problems, they punish us (eg. corporal punishment or making us to leave the classroom) (Interview, March 18, 2014)

From Reda’s experience I understood that the classroom was like a prison where students are prisoners who are kept by police men (teachers).

7.5. Obstructing Factors

Under this section several obstructing factors of caring relationship in the school were presented and analyzed.

Mixing up the notion of respect with unfriendly interaction and restricting boundary of relationship

Participants have wrongly attached the notion of respect with fixing boundary between teachers and students; and they also wrongly associated it with unfriendly relationship. This thinking led teachers and students to have non-caring interactions such as distancing teachers from students and not allowing friendly relationship. Besides, cooperative activities were lost. Instead competition was emphasized. As a result relational aspects were neglected and the learning which could be gained from relational activities was missed.

Students' lack of interest to their Learning

Research participants in the school were blaming students for lack of interest to their learning and its negative impact on the interaction between teachers and students. For instance, Tirist (a teacher) told me; *“My students do not give value for what they are learning, because of this they do not respect teachers” (Interview, March 17, 2014).*

Moreover, Rabia (a parent) sorrowfully expressed;

My son has no concern about his education. He has no interest for his education and the school. I have discussed about my son's condition with his teachers. However, the teachers could not bring change on my students' condition.” (Interview, March 20, 2014).

Besides, Abdu (a student) perceived that many students are not interested for their education;

The students are in the school by imposition of their parents. They (particularly grade seven and eight students) preferred other income generating activities than wasting their time in the school; as a result students are reluctant for

whatever assignment or home work given by their teachers and they get contradiction with teachers(Abdu: Interview, March 17, 2014).

Teachers' mistreatment of students and students' misconduct resulted lack of mutual respect

Teachers themselves were observed as causes of lack of mutual respect; Habte (a teacher) blamed his colleagues' unethical activities for the source of disrespect: *"There are teachers who do unethical activities like 'chatt mekam (ጫጉ መቃም)' together with their students; thereby it causes lack of mutual respect."* (Interview, March 18, 2014)

Besides, Geleta (a principal) blamed students' disobedience for lack of mutual respect; *"Except few, many of the students in the school are reluctant for tasks given by their teachers; as a result they get conflict with their teachers."*(Interview, March 18, 2014).

Similarly, Rabia (a parent) commented; *"These days' students do not respect elders, their teachers and the school. They also do not respect their parents and do not want to hear advice."* (Interview, March 20, 2014).

Melkam (another parent in the school) has also told me that students' ethical problems are among the main issues that the school director has been always discussing with us (parents). From the unethical activities of students in the school, Melkam mentioned some; being late to school, unwillingness to wear school uniform, deceiving teachers or the school by bringing false custodians (who are not parents or not guardians). .

Teachers' worry about the cost of life than students

One of the obstructing factors of caring relationship in the school was teachers' worries for their own personal issues than students' learning. In this regard, Habte (a teacher) explained; *"Life is difficult. I feel ashamed to stand in front of my students because of my poor quality of dressing."* (Interview, February 21, 2014).

Habte extended:

To tell you the truth I am always come to school (in the morning) without eating my breakfast. Because, I could not afford all the expenses like house rent, transport, etc unless I save money by skipping breakfast time (without eating). These situations made me to look for another work; and for this purpose I began learning Engineering in the extension program in one of the private colleges in Addis Ababa. As soon as I finish my education in Engineering, I will leave the teaching profession. (Interview, March 18, 2014).

Habte's worry was his personal life not students' and he was not morally confident to stand as a teacher before his students.

Similarly, Trsit and Gemechu (teachers) were also very much concerned about their economical status. Trsit said:

The monthly salary that I am earning is very much lower than my neighbors' incomes who are laborers. This situation by itself creates a problem on my social life and my activity as a teacher. (Interview, March 17, 2014).

Gemechu in his turn said about the unaffordable cost of life he encountered: *“I am very much worried about my low salary for its insufficiency to cover all my basic needs.”*(Interview, March 18, 2014).

In this regard Geleta (the school director) blamed teachers’ worry of their salary for its negative impact on teacher-student interactions in particular and the teaching-learning process in general:

Many of the teachers in the school are young and they are not satisfied with the salary they are earning. They are not stable and always searching for another job. As a consequence, they do not care about what they are teaching and their students. (Interview, March 18, 2014).

I have also assured Geleta’s comment through my personal observation; When I was in the staff room (March 19, 2014), I heard a young female teacher saying that she is dissatisfied with her current job (teaching) and wants to go out of the school to apply for another job in the city. Meanwhile her friends were encouraging the teacher.

Class size and focus on pre planned lesson

The large number (greater than sixty) of students in a class widened the gap between teachers and students. Mass question and answers were common and teachers were facing difficulties to treat students individually. Even teachers were in problem in knowing their students at least by their names. They were also focused on accomplishing of preplanned activities in the textbooks and lesson plans; and rigged rules than students’ contextual situations.

Uncooperativeness of parents or guardians

Parental involvement is the most important component in building an ethical school (Starrat, 1994). However, parents were blamed as uncooperative and the cause for lack of caring relationship between teachers and students.

Geleta (a principal) explained that parents or guardians do not cooperate with the school;

Most of the students in this school came from rural areas by their guardians (uncles, aunts, and other relatives) for labor work in home. Some others are from poor family and they are not handled properly by their parents. Because of these and other related reasons, students do not do what the school expects from them (eg. they do not do home assignments in time, they do not come with the necessary stationary materials, they do not properly dress their uniforms, they do not come to school on time, etc). As a result students get awful interaction with their teachers and the school in general (Interview, March 18, 2014).

Besides, Habte (a teacher) added the other aspect of parents' uncooperativeness;

When we call our students' parents or guardians to come to school for discussion about their children education, most of the students' parents and guardians do not want to come to school. This is a great barrier to the teaching-learning process in general and the relationship with students in particular. Sometimes we force parents to come to school by sending their children without their bags and uniform (sweater). (Interview, March 18, 2014)

Gemechu (a teacher) in his part said that many parents or guardians do not care about their children. He said this because, like Habte (his colleague), he also had been disappointed by

absence of parents after he has called them to come to school for discussion on matters related to students.

Melkam (a parent) suggested that many of the parents are economically poor and their life is ‘ከእጅ ወደ አፍ ነገዳ’ (‘work for food’), and they spent many of their times for labor work; hence, they do not give the necessary educational support to their children other than trying to fulfill the basic needs (food, shelter and cloth). In line with this, Habte (a teacher) added;

Many of the parents and guardians of our students are living at a lower level life standard. They work for food and they do not have time and ability to support their children. Because of this, their children (many of our students) come to school without even reading questions of their home assignments. As a result we teachers become upset and get contradiction with students (Habte: Interview, March 18, 2014).

Chapter Eight

Teachers' Caring Relationship with their Students

Introduction

Multiple case study approach allowed me to compare and contrast among case schools, and it gave me an opportunity to examine the state of teachers' caring relationship with their students across different case schools and bring experiences to the research questions of the study.

Hence by attending participants' conception of caring relationship, perceptions and observed practices of contemporary interactions; and constraints of caring relationships in each case school; I was able to compare and contrast among experiences such as *definitions* (teacher participants' meanings of caring relationship), *interpretations* (teacher participants' further explanations of their definitions), *'said' practices* (what teacher participants said about their own practice of caring relationship) and *observed practices* (perceived and actual practices observed in the interactions between teachers and students).

Thereby, four themes were derived; *Teachers inconsistent conceptions of caring relationship*, *Mismatch between said and observed practice*, *Teacher centered instruction challenges caring relationship* and *Teachers concerns about self and tasks provide little space for caring relationship*. For each theme, matrix table was developed and each matrix table was analyzed and interpreted. The way the themes manifested in the case schools was different among the schools; hence examples from participants of each case school were included to give a sense of how participants expressed that theme.

8.1. Teachers' Inconsistent Conceptions of Caring Relationship

Under this theme, three routes of inconsistent conceptions of caring relationship were identified from participant teachers' *definitions* and *interpretations* of caring relationship.

The first route was about *defining in relational sense and interpreting it in rule based (Re-RuC)*; the second was *defining in relational sense; and interpreting it in both rule and relational based (Re-RuReC)*; and the last conflict was *defining in both rule and relational based notions; and interpreting it likewise (ReRu-ReRuC)*.

While the first route was reflected in all the case schools, the second was observed in AGPS and CGPS; and the third was only visible in CGPS.

Schools	Re-RuC	Re-ReRuC	ReRu-ReRuC
AGPS	Yes	No	No
EGPS	Yes	Yes	No
CGPS	Yes	Yes	Yes

Table-2: Teachers' Inconsistent Conceptions of caring relationship

Relational-Rule Conflict (ReRuC)

The first route was reflected in AGPS and it was the only 'conception conflict' seen in the school. Teacher participants started to define caring relationship in relational sense (that went with the essence of care ethics) and interpreted in rule based justice or virtue ethics. For instance, Yassin and Tulu have started to express caring relationship in relational sense (parent-child relationship), but they interpreted it in differing way that explains about doing things right; equally to every student. But, parent-child relationship is an emotion embedded interaction guided by obligation of love (Richards, 2010) that helps a child to become a person of his/her

own. In this sense teachers are expected to give the best possible opportunities of life to their students. instead of making them to perform prescribed duties. However, Yassin interpreted his definition to the opposite that teachers persuade students to follow general guides (Mazzala, 2012) of what adults (teachers) do and say, while Tulu further elaborated his definition as fair management of students based on prescribed rules and regulations. Both of them were opposing their definitions in their interpretations.

In the same way, in EGPS, Zinet defined caring relationship as a relationship between parents and children. However in her interpretation she has contradicted herself by saying; “I shouldn’t put myself down with students”. But caring relationship demands intense engagement with students (Damasio, 1999). The teacher expressed caring relationship in relational sense at the start; though she was tacitly in favor of dissociation.

Likewise, the first route was manifested in CGPS; participant teachers have defined caring relationship in the sense of emotion embedded interactions, but the interpretations were to the opposite that explained role defined mechanical teacher-student interactions. For instance, Tirsit and Gemechu have defined caring relationship in similar terms; ‘addressing needy students’ and ‘creating need based relationship’ respectively. But their interpretations have reflected ideas about alienation and detachment.

Relational- ‘Rule and Relational’ Conflict

Regarding the second route, teacher participants in EGPS and CGPS have suggested relational concepts such as concern for students, understanding feelings of students and heartily relationship as the meanings of caring relationship. But, they interpreted their definitions in a different way that exemplifies both objectification and mutual respect. They encouraged inflexible and detached rule based serious interaction; and at the same time they also believed in

mutual respect. Besides teachers assumed that they gain respect from detached interaction, while respect is something to be offered in collaboration (Day, 2004).

Moreover, teachers were in favor of punishment as a means to conflict resolution and mutual respect between teachers and students. But mutual respect is about sensing the needs of others (Gilligan, 1982), where as punishment is an action practiced in the detached interactions as consequence of violation of rules (Kohlberg, 1969).

For instance, in CGPS, Samrawit has started to define caring relationship as 'heartfelt relationship'. But, right after her definition she suggested mixed ideas about close relationship and punishment as interpretation of her definition.

'Relational and Rule'- 'Relational and Rule' Conflict

Exceptionally, the third route was manifested in CGPS. Teachers started to define caring relation in both need and rule based sentiments and at the same time their interpretations were also characterized by both. For instance, Habte defined caring relationship as addressing interests and maintaining procedures; and he also interpreted his definition in the same way that contained ideas about sensitivity and encouragement of rules.

In sum, though the forms are different, conception conflicts were observed in all the case schools. Contradicting situations; impersonal persuasion of traditional ethics and need based caring relationship were reflected, though teachers started to define caring relationship in relational sense. This indicated that both ethics that support co-existence and co-exploration, (Noddings, 1998); and abstract rules and punishment (Mazzala, 2012 and Hursthouse, 1999) were reflected.

Hence, the inter case analysis, regarding teacher participants' conception affirmed that teachers mentality of caring relationship was equipped with two conceptually contrasting ideas; one is 'need and context based relationship'; and the other is rule driven pedagogy and conformity with prescribed goals. Moreover, as Starrat (1994) mentioned, such rule based mentalities of teachers in the case schools had the potential to socialize students in the trend of conformity with authorities. For instance, this was reflected by Tarik in AGPS, Rukya and Zeru in EGPS and Abdu in CGPS.

8.2. Mismatch between Said and Observed Practices

The inter-case analysis confirmed the existence of pretension in the case schools; teacher participants were posturing to be caring, while they were not in their actual behaviors/ practices. Pretension in this study was denoted by the mismatch between 'said' practices and 'observed' practices.

Mismatches were different among the case schools and teacher participants. Two types of mismatches were indentified; the first mismatch was *between relational 'said' practices (ReSP) and detached observed practices (DOP)* and the second was *between conflicting 'said' practices (relational and detached)(ReDSP) and detached observed practices(DOP)*.

While the first type of pretension was reflected in AGPS and CGPS, the second was reflected in all the case schools (AGPS, EGPS and CGPS) as presented in the following matrix table.

Schools	ReSP-DOP	ReDSP-DOP
AGPS	Yes	Yes
EGPS	No	Yes
CGPS	Yes	Yes

Table-3: Mismatch between Said and Observed Practices

Relational ‘Said’ Practice and Detached ‘Observed’ Practice (ReSP-DOP)

Teachers spoke of their claim to be caring while their practices were different. In AGPS teachers claimed to be caring teachers but in their observed practice they were not caring. Instead, they were nagging students and focused on competition than cooperation. Similarly, Teachers’ pretensions have been also observed in CGPS. Teachers explained themselves as caring teachers who believe in close relationship that students need to be listened and addressed according to their interests, while their actual practices were to the opposite.

For instance, Tsige in AGPS and Samrawit in CGPS said that they are caring teachers, but in the observed practice they were not found as they said; in their practices they had strong stand in restricting boundaries between teachers and students; and they were also favoring competition than cooperation.

Conflicting ‘Said’ Practices and Detached Observed Practice (ReDSP-DOP)

Teacher participants have reflected conflicting ‘said’ practices by mixing the relational/ need practices with detached practices, while their observed practices were dominantly detached and rule based.

For instance, in AGPS, teachers were encouraging contradictory concepts, respect and terror, to be run in their teaching-learning process, while they were autocrat in their observed practice. In

this regard Kindu's experience can be mentioned; he said that he has always been helping and understanding students as they are; and at the same time he believed that teachers need to be feared. But Kindu was the sole decision maker who did not allow his students to participate in the choice of teaching methods. Similarly, in the same school, Yassin and Tulu have said that they wanted to have restricted relationship with their students and at the same time they said that they are concerned about students. But, in their observed practices, all of the teachers mentioned above were procedural and insensitive to their students.

Likewise, in EGPS and CGPS teachers' experiences were entangled with mismatches between conflicting 'said' practices and observed practices. Teacher participants were saying that they have been using different mechanisms to make their students happy and be familiar with them. But at the same time they said that they are in favor of serious interactions and alienation, accordingly their observed practices were emotion neutral and non-caring. For instance, Meseret and Zinet said that they have been using different emotion embedded activities to assist students personally and make them happy respectively. But, at the same time they were saying that they are in favor of autocratic and one way interactions. In line with this their observed practices were found solely non-caring and disconnected in which students were not seen as co-learners.

In the same way, teacher participants in CGPS claimed to be caring teachers; but they preferred detached and restricted interactions with their students. However, their observed practices were characterized by procedures, blaming others (students and parents) and punishment.

As Noddings (2005a) noted; "it is not enough to hear the teachers claim to care" (p.1) instead actual practices need to be checked (Noddings, 2005a) to say that teachers are caring. Most importantly, the cared for students responses are indicators of the existence of caring relationship between teachers and students (Noddings, 2002; Teven & Mc Croskey, 1997). In this regard, the

inter-case analysis of this study has additionally proofed the certainty of teachers' pretention; because the spoken caring practices of teachers were not confirmed by their students. Instead students have perceived the contemporary interactions between teachers and students as non-caring. This implies teachers' claim to be caring was not complete (Noddings, 1984).

Hence, though teacher participants pretend to be caring and have made rare attempts of caring such as *greeting students, displaying students work, owing apology for being late, creating fun classroom environment by making students to sing songs and material supports*, they failed to show reliable caring behaviors in practice.

8.3. Teacher Centered Instruction Challenges Caring Relationship

The inter-case analysis surfaced out the existence of non-responsive didactics in the case schools. Non-responsive didactics, in this section, is about non-caring teaching; characterized by teacher centered teaching methods and non collaborative sitting arrangements observed in the case schools.

The theme was visible in different forms in the case schools' teaching-learning processes. The forms were four; '*one way interaction with non-functional grouping*'(OWI-NFG), '*one way interaction with raw sitting arrangement*'(OWI-RSA), '*one way interaction and competition with non-functional grouping*'(OWIC-NFG) and the last form was '*non-supervised peer teaching with non functional grouping*'(NSPT-NFG) .

In this section, one way (from the teacher to the student) interaction includes lecture, demonstration and question and answer.

While NSPT-NFG was seen only in EGPS, other forms were observed in all the case schools.

X	OWI-NFG	OWI-RSA	OWIC-NFG	NSPT-NFG
AGPS	Yes	Yes	Yes	No
EGPS	Yes	Yes	Yes	Yes
CGPS	Yes	Yes	Yes	No

Table-4: Teacher Centered Instruction Challenges Caring Relationship

One Way with Non-Functional Grouping

The case schools have been using more of lecture method to teach their students. Teachers in the schools were not attentive to individual feelings of their students. In addition to lecture method, they have been using demonstration. For instance, in AGPS, Kindu argued that lecture and demonstration are the only methods to teach the English language as second language. Besides, Kindu's students were sitting in groups but group tasks were not given and nothing was done in groups.

Similarly, in EGPS and CGPS, teachers have been run one way teaching learning processes; lecture and 'oral questions and answers'. Teachers were the dominant figures in their classrooms. They were more focused on knowledge transmitting than collaborative teaching-learning process, though their students were sitting in groups. Students were passive recipients of the teachers' explanations. Besides students' passiveness, they were observed doing something different from the lesson provided by their teachers. For instance, Habte was using lecture; and question and answer (the teacher questions and students answer). The teacher was strictly following the text book and students' initiative ideas were not entertained in the classroom.

One Way with Row Sitting Arrangements

One way interaction and seminar type of sitting arrangements were observed in the case schools. Teachers have been observed explaining things for a long period of minutes and their students were made to sit in row and “listen” what the teachers were explaining. For instance, in AGPS, Yassin was using extended lecture and he was also observed using the whole period for note taking. As a result his practice was not welcomed by his students; they were bored and reluctant to take notes. Similarly, in the same school, Ezra was in favor of lecture method and oral questions and answers (from the teacher to the student), though the questions were not answered by the students.

In similar fashion, in EGPS and CGPS, teachers were the sole knowledge providers in their classrooms and students were sitting facing to the chalk board. For instance, in CGPS, Gemechu’s students were made to sit in row and to listen and repeat as a ‘drill’ what the teacher was saying.

One Way and Competition with Non-Functional Groupings

One way interaction combined with competition was practiced by teachers’ teaching-learning processes in the case schools. Besides, students were sitting in groups but they were not made to discuss or work collaboratively in groups. Instead the students were either “listening” what the teachers were explaining or competed each other.

For instance, Samrawit and Tirsit, in CGPS, Meseret in EGPS; and Tsige in AGPS arranged students to sit in groups and compete each other for answers of oral questions raised from teachers; though the sitting arrangements were in the form of groups.

But 'lecturing' left students as simple receivers of knowledge (Palmer ,2007; and competition encouraged individualism (Starrat, 1994) in the case schools.

Unsupervised Peer Teaching with Non Functional Grouping

Different from other case schools, in EGPS unsupervised peer teaching method was observed. Though peer teaching is important for students learning and it is one of the indicators of caring relationship (Verducci, 1999), it was used in a wrong way without supervision of actual classroom teacher. For instance in Zinet's classroom the students were learning by their friend without Zinet's supervision. The student (the grow girl) was teaching her friends, who were sitting in groups, by replacing the teacher (Zinet). Zinet was present physically in the classroom doing another paper work that had no any relation to the day's teaching-learning process.

In general, teachers in the case schools were focused on coverage of contents without giving attention to students' condition and learning. The types of teaching methods observed were very limited in number and teacher centered; and in line with this the sitting arrangements were also either in row or non functional groupings. To this end, students in AGPS witnessed the pervasiveness of teacher and textbook centered procedural instruction and the monotonous non functional groupings in classrooms.

The traditional sitting arrangements, hierarchal teaching-learning process and uncooperative groupings would send a message that teachers were the sole knowledge sources and students were receivers of the knowledge. In addition, it showed the existence of boundary limit or a buffer between teachers and students (Palmer, 2007); and students were alienated from their teachers; two way interactions were not allowed, and students were not assisted personally. This would mean that classrooms were places of domination where emotional as well as academic learning were not supported well (Roeser, Eccles, & Sameroff, 2000). But caring classrooms

demand sensitiveness to personal issues (Engster, 2005) and providing opportunities to students to express their emotions freely (Seaton, 2007).

8.4. Teachers' Concerns about Self and Tasks provide little Space for Caring

Relationship

On top of inconsistent conceptions, mismatch between said and observed practice; and teacher centered instruction the inter-case analysis surfaced out teachers' concerns about self and Tasks as opposite to their rare attempts of caring relationship.

In this study, teachers concerns about self and task was identified as a barrier of caring relationship and a non-caring practice by itself.

Teachers' concerns other than students; to self and tasks (Schmuck, 1997) eroded caring relationship (Day, 2004) in the case schools. Teachers in the case schools were more concerned either on their private issues, particularly the cost of life they entangled with or maintaining their expertise or keeping standards and pursuing students to comply with those standards, than students and their learning. In other words teachers were worried about their own and or tasks governed by rules or regulations set at individual class level as well as at school level.

The extent of concern about self and task differs from one case school to the other case school. In this regard two practices were observed; one practice extends *to hatred level and the other goes up to violence level (between teachers and students)*. Namely, *concern about self and task up to hatred level (CSTHL)* and *concern about self and task up to violence level (CSTVL)* which includes the hatred level too.

The hatred issues observed in the case schools were manifested by different indicators. Some were manifested by students' actions such as *writing annoying texts about teachers, being late*

and disobedience to teachers' and schools' expectations. Besides, teachers have been also orally expressed about the type of hatreds; teachers towards to students, students towards teachers; and students' hatred towards to their education and schools. Concurrently, violence between teachers and students was visible through strange circumstances and physical attacks.

While 'concern about self and task up to hatred level' was observed in all case schools, 'concern about self and task up to violence level' was reflected only in EGPS.

Schools	CSTHL	CSTVL
AGPS	Yes	No
EGPS	Yes	Yes
CGPS	Yes	No

Table-5: Teachers' Concerns about Self and Tasks Provide Little Space for Caring Relationship

Concern about self and Task up to hatred Level

Teachers were concerned about the coverage of contents than their students' interests. Classrooms were boring because of the teacher centered teaching methods and teachers were complaining students for misbehaviors without doubting their inappropriate teaching methods for their potential to engender misbehaviors of students. Likewise, teachers were also focused on completing their tasks and cover contents in time assuming students as a means to achieve their goals. Besides, teachers were concerned for their experts than their students. To this end, in AGPS, Mihret (a student) perceived that teachers in the school are not concerned about students 'pace of learning'. She said that they were rushing to cover contents than to make students learn. This indicated that teacher-student interactions have overlooked the existence of students as a person (Bevis, 1993).

Students were not only ignored for the sake of completeness and tasks, but also for materials. In this line Tulu in APGPS, was observed as ignorant of students for the sake of saving electric power, while his students were in problem to read words on the chalk board. Moreover, teacher-student interactions were observed as full of insensitiveness and intolerance; sticks were in the hand of teachers to punish students corporally. Interactions were also limited with time and place; for instance, in AGPS, Mehari's student was not allowed to talk with him in the staff lounge.

Above all, students in AGPS, witnessed that teacher-student interactions were full of ignorance, punishment, detachment, inattentiveness and inflexibility. For instance Tarik (a student) said one way interactions and physical punishment were pervasive in the school. She also blamed teachers' unwillingness to solicit inputs from students. Similarly, Mekbib (a student) has also accused unfeeling and inflexible behaviors of teachers and he was suffering from it. Another student, Mihret was also a victim of her teacher's indifference practice. She was forced to leave her classroom for tolerable "mistake" and made to pass periods idle.

As a result, in AGPS, both students and teachers developed hatred (one on the other). Students reflected their hatred by writing annoying texts about their teachers and showing disobedience to teachers' and schools expectations. Teachers in their turn leveled their students as naughty. They were also hopeless about their students' futurity (as learner and person). In addition students were expressing their hatred to their education in different ways. For instance, they were reflecting their feeling of happiness when the school days are closed for different reasons.

Similarly, teachers' indifferent behaviors were extended to hatred level in CGPS. In addition to students' disobedience, the type of hatred in CGPS was more manifested by teachers' harsh discipline measures and students' lateness. Teachers were not friendly to their students.

Detachment and one way communication was common in the school. For instance, Samrawit and Gemechu were observed as reluctant to individual feelings of students, while caring teacher-student relationship demands interdependent interactions (Larson, 2012), and the existence of community of learners (Liston & Garrison, 2004) in which individuals live in relation (Held, 2006; Ows and Ennis, 2005) through connected self and other (Cooper, 2011).

Besides, teachers were learning in the evening programs for another profession in CGPS. Accordingly they have been observed busy in working their private assignments and projects during their free time (off class time) for the new profession they sought. These teachers had no time to think about their students and reflect on their practice, while it is important to assess how their activities and choices influence students' outcomes (Noddings, 2002; Mihalas, 2008) in caring environment.

Above and beyond, in CGPS, students developed hatred towards to their teachers in particular and the school in general. Many late comers were observed during the school days and they were made to stay outside the school compound for at least a period. Among the late comers many were returning back to somewhere else (home or other areas) than waiting outside the school compound. Besides, students were reluctant to work on their assignments given by their teachers. In line with this, teachers were favoring rules and punishment than students' feelings. For instance, when Habte's students come to school without doing their home work, he was punishing students instead of understanding the root causes of the problem and trying to solve it

Concerns about Self and Task up to Violence Level

Similar to other case schools, lack of concern to hatred level was demonstrated in EGPS. As it is perceived and observed by participants, students were not valued and respected; and trust between teachers and students was not existed; one blamed the other for mistakes. As a result

students did not want to do things according to teachers' instructions (Noddings, 1998). To gain respect, teachers preferred to be serious and ignorant about students' feelings, interests and motivations. Teachers were more concerned about themselves and tasks than students. For instance, Meseret was worried about her plan and self than needs of students. She was not willing to escape out of her plan even when students come with new ideas, but it is not only the existence of lesson plans and text books matter in education instead relation also matters a lot (Noddings, 2002). In addition she did not want to be challenged by her students, because she was afraid of being underestimated by her students.

Similarly, teachers were worried about their expertise and content coverage; they were not allowing students to entertain new ideas. They also developed hatred on students and considers them as unethical. Even "experienced" teachers were committing lack of concern to their students. For instance, Zinet was worried about her duty than being responsible to students. For instance, one student in her classroom was sitting idle but Zinet did nothing to the idle student. Moreover, she was not curious enough to her students' interests.

In EGPS it was common to see idle students out of classrooms, while their friends are learning. Along with this, many late comer students were made to stay at least for a period out of the school compound and female students were exposed to be harassed by bad boys, but no one was concerned about these students.

Differently, the indifference situation in EGPS extends up to violence level (between teachers and students). In addition to lack of concern to students learning and hatred situations observed, teacher-student conflicts in EGPS were serious problem. Hostile situations were reflected in the school because of teachers' unemotional impositions of their interests on students. Physical attacks (eg. throwing stones to hit teachers) were common in the school. Police men, as stranger,

were seen in the school compound to keep the security of the school. It showed the severity of violence in the school.

Besides, the school together with other legal institutions was taking harsh disciplinary measures like dismissing students from the school and sending teachers to jail.

On top of the above insensitive practices, teacher participants in all case schools were very much concerned about their income than their students. They have accounted their low salary for their dishearten practices. As a result they have been always searching for another work, assuming that respect could be gained from earning high salary or high pay.

In sum, though the case schools were different in their performance level, as measured by the City's Education Office, similar behaviors (from conception to practice level) were observed across the case schools. Particularly, the case schools were not able to give appropriate caring embedded answers (in practice) for questions (Miller, 2008) such as; How well do I know my students? How do I treat my students? How often do I communicate with parents and make the school environment conducive for their children?

Being failed to give appropriate answers to the above questions would mean that teachers in the case schools were not only obstructions of caring relationship but they were also the main sources of other obstructions of caring relationship such as; lack of mutual respect, lack of students' interests to learning and parents' uncooperativeness. Because, how good students are depended on how teachers treat them (Noddings, 1997). In addition it is difficult to expect caring relationship from others before acting it (Noddings, 1984). Particularly, students' lack of interest to learning and lack of mutual respect could be a result of teachers who do not maintain concern, hope and the determination to learn through emotionally safe teaching-learning process (Pennington, 1996).

Thus, subjectivity and emotional engagements; the key components of care ethics (Held, 2006) were dying in the case schools, while students were wishing to have teachers who look for more than rules and principles; and want to develop in relationship (Gilligan, 1982), Noddings ,1984 Noddings, 2010).

In sum, though rare attempts of caring relationship were observed, the non-caring behaviors of teachers weighted more in the balance of caring-non-caring encounters of teacher-student interactions in the case schools.

Chapter Nine

Conclusion and Implication

9.1. Conclusion

My concern in this study was based on the argument that caring relationship is a necessary condition for students' learning. This quality of relationship is developed from the analysis of theories and arguments discussed in the frame work and the literature review of this study. Caring has come a long way since Gilligan (1982) and Noddings (1984) first outlined their accounts of care ethics. These care theorists have outlined a number of moral justifications to care for others.

In this study I have tried to increase the understanding of care theory by exploring the state of teachers caring relationship with their students in public general primary schools.

The thesis of this study was framed on the care theory of Gilligan (1982) and Noddings (1984) and it is distinct from traditional justice and virtue ethics theories by its focus on needs and relational concepts such as attentiveness, responsiveness and respectful interactions than agent based (Hursthouse, 1996) and rule based fair interactions (Kohlberg,1969).

While it was known about the importance of caring relationship to increase students' school engagement and achievement, less was known about the state of caring relationship in schools, particularly about its place from conception to practice level. Besides, constraints of caring relationship were not sufficiently investigated. Hence, this research sought to address these areas.

I argue in this study that morality of care is very important if not very necessary in schools. However, this case study concluded that in the Ethiopian selected case schools it was hard to get teachers' caring relationship behaviors in the interaction between teachers and their students.

This study was certain about teachers' spoken caring relationship; that was defined in etymologically related words to care ethics concepts of Carol Gilligan (1982), Nel Noddings (1984) and their descendants. But, it assured the existence of conflicts of conceptions and discrepancies between spoken caring relationship and actual behaviors manifested in practice. This means, beyond rare attempts of caring, it was hard to get empathic relationship in the practices of teacher-student interactions. The need and context based meanings and claims of teacher participants to be caring were not realized in the observed practices. *The orally expressed attitudes were in conflict with the actual behaviors in practice.*

The wish to have positive image, one of the Psychological Models of Greenwald (1980), about one self was manifested in the Ethiopian case schools, though wishing to be caring did not guarantee the real caring behavior in practice. Instead, to the opposite, it made teachers of the case schools to uphold norms and standards; and focus on fair managerial duties. Teachers aspire well in the eyes of others when they are not caring in practice. This would indicate the ethical problems of teachers such as dishonesty and fraudulence.

Besides, free standing logic of equality and right obligations of justice ethics (Kohlberg, 1981; Slote, 1998) was manifested in the interactions between teachers and their students in the selected case schools.

This means public and general issues were addressed while personal issues (Held, 2006) were ridiculed. As Starrat (1994) noted students in the selected case schools were tightly controlled and channeled; boundaries were defined by the authorities (teachers) who enjoy unquestioned rights to reward and punish. It disposed students toward passive acceptance of authority rather than active cooperation. It also ignored lessons that would help to understand what it means to be human being.

Being fair by itself has no problem, but what is just for one might not be just for the other unless it is complemented in an ethic of care (Starrat, 1994); because, in the emotion neutral interactions, contractual and legalistic views take precedence over personal issues. Persons are taken as a means to gain some other external advantages and leads to detachment and forcing others to accomplish duties out of their interests. This resulted with hatred and violence as manifested in the teacher-student interactions in the selected Ethiopian case schools.

The reconciliation issue was manifested in the Ethiopian case schools at conception level that teachers expressed both caring and justice concepts in their definitions and interpretation of caring relationship, though the perception and observation results in the teacher-student interaction of Ethiopian case schools showed the pervasiveness of impartial (justice) ethics than partial (care) ethics.

Concurrently, this case study concluded that teachers control most of the benefits and penalties over the students' existence (Vargos, 2009). Students were feeling that they are not valued by their teachers. In line with this, teachers' commitments were not realized; they were not practicing inclusion of students' feelings and ideas. In other words students' needs were not addressed. Teachers did not try to make motivational shift; from focus on self as teacher to a focus on students as others. Besides, teachers were not in a position to view the world through the eyes of the students.

As Oser (1991) explained moral conflicts were manifested in the teacher-student interactions of the selected case schools, where teachers developed single minded focus of attention instead of adapting a double minded focus of attention (Cohn, 2011). But caring teachers' practices say *'caring teachers put aside their own interest and purposes for the sake of students' learning* (Noddings, 2010).

Moreover, the concept '*a student as a learner only*', takes precedence over the '*real student as a person*' in the practice of teachers of the selected Ethiopian case schools. As a consequence students were left as isolated variables manipulated by teachers that students had no power within the overall social framework in the case schools and personal issues of them were ignored under generalized orthodoxy of adult driven pedagogy. In other words teachers were ignorant about personhood and discouraged students' opportunities to make well-informed choices. Teachers put themselves as task accomplishing mechanics that transmit prescribed knowledge, set rules, discipline and punish students.

Besides teachers were assessing students without considering the idiosyncratic nature of teaching and learning process and students were imposed to replicate certain adult behaviors. Teacher-student interactions were at contractual level and dictated by strict procedures and structured lessons in which the social and emotional aspects are ignored. But students as human beings have unpredictable behaviors that demand teachers' engrossment and partial context based interactions (Noddings, 2002; 1986; Cohn, 2011).

In general, though the current education system of Ethiopia intended to situate active learning and collaborative work to educate students in accordance with students' potential and needs (MoE, 1994), teachers in the Ethiopian case schools followed and owned up the externals (Palmer, 2007) and considered themselves as deliverers of knowledge and students as output of educational process. These situations of teachers' practices put the '*authenticity of being a teacher and students' learning*' under question.

Thereby schools demand a shift from achieving objectivity and detachment to responsive engagement with care (Gilligan, 1982) led by relational (Frimannsson, 2012) teacher-student interaction that value learners as person (Hoffman, 2000; Cohn, 2011).

9.2. Limitation of the Study

I observed the teacher-student interactions only in the classrooms; and out of classrooms during times of entry, tea break, lunch and exit. Therefore interactions during co-curricular activities and other types of meetings were not observed. Besides because of teachers' absenteeism (after taking appointments), some classrooms were observed for a period.

Though the transcribed data were checked with participants, validation among co-researchers was not made. Because I was the only individual who gathered data and made analysis.

9.3. Implications

As Slattery (2006) contends, educators particularly Ethiopian educators need to see alternatives out of this chaos of contemporary schooling entangled with emotional fatigue, demoralization and despair. Hence the following implications were suggested;

To the case schools

Teachers in the case schools need to put caring relationship in to practice beyond pretending and saying the desirable acts of caring relationship. Saying about caring relationship without putting it in to practice is futile that does not create opportunities to students to gain what caring could provide them. This means teachers need to model caring through living in it rather than telling it.

In addition, as teaching is a moral profession (Noddings, 2002), the case schools need to consider ethics of care. For instance, there is a need to investigate the schools' continuous professional development programs with respect to care ethics concepts so that the programs could develop teachers' behaviors of caring relationship (Engster, 2005).

For Curriculum Development

What is demanded in these days of the post modern era is a social process in schools (Slattery, 2006). Thus, the education system of Ethiopia should not only focus on test results and competitive situations, because there are more to life and learning than academic proficiency demonstrated by test scores (Noddings, 2007). In addition, it is not only the lesson plan, text book, and classroom management matters rather it is also the caring relationship and sense of community matters to build holistic personality of students (Fink, 2007).

As Noddings argues, we can have much to gain in academically and humanly by including concepts of caring relationship in curriculum. Because, learning should not only take students somewhere, it should allow them later to go further more easily (Goleman, 1995).

Hence, teachers need to know and practice caring relationship. To this end there is a demand to assess the education system of Ethiopia in general and teachers' education curriculum in particular for its vitality in solving education problems (Fullan, 1993) so that teachers would develop their pedagogical skills of linking caring relationship, achievement and pro-social characters of students (Solomon, Watson and Battistich, 2002). Because better world is more likely depend on better people than on better procedure and principle (Thayer-Bacon, 2000).

For further research

As this study is limited itself to only the state of caring relationship between teachers and students in three selected public general primary schools in Addis Ababa, it implied there would be an interest for farther investigation about caring relationship at different levels of the education system and even in the same level (primary education level) between principals and teachers, students and students, schools and parents and similar others. Moreover, the

authenticity of being a teacher and students' learning, with respect to nurturing human beings, needs to be further researched. Hence, researchers who are interested in these areas are encouraged to extend the knowledge of ethics of care for the benefit of students in particular and human kind in general.

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Appendix-A

Interview Questions for Teachers

School Code:

Teacher's Code:

Sex:

Year of service as a teacher:

Rank of the teacher (According to teachers' carrier structure):

Grade level (he/she teaches):

Date:

1. I say the word "caring relationship", what do you think about it? How would you explain 'caring relationship'?
2. 'Teaching is a caring profession'. Do you believe in this statement? Why? Why not?
3. How do you explain your practice with respect to caring relationship?
4. What are your concerns (focus areas or worries) in your teaching carrier? Why these worries came to your mind?
5. Do your students enjoy the relationship you have with them? How do you describe it?
6. 'There must be boundary limit between you and your students' Do you believe in this statement? Why? To what extent?
7. How do you explain your classroom interaction with your students?
8. Have you ever been disappointed by your students? When? Why that has happened? How did you react?

9. How do you interact with your students?(as a group or at individual level)
10. To what extent do you know your students?
11. Do you have any classroom rule by which classroom relationship led? Who set the rule?
What does it look like?
12. How do you teach your students?
13. How do you treat if any one of your students comes up with different view? If not with contradictory view in your classroom?
14. Do your students share classroom decisions? To what extent? In what activities?
15. Have you ever encountered with students who have deviated opinions from preplanned lessons? How? Why not? Did you enjoy it? Why? Why not?
16. How do you treat your students' personal worries?
17. What factors do you suggest as barriers of caring relationship between you and your students?

Appendix-B

Interview Questions for Students

School Code:

Student Code:

Sex:

Grade:

Date:

1. How would you explain 'a caring relationship' that you wished to have with your teachers?
2. How do you and your friends interact with your teachers? Do you feel as you heard, understood and helped by your teachers? When? How? Why not?
3. Is there any known classroom rule by which classroom relationship is led? Who set the rule? What do you feel about the rule?
4. Are you respected by your teachers? How do you know? Why not?
5. How do you and your friends learn in classroom? (Cooperative or Competitive) Why? Which one do you enjoy? Why?
6. Have you ever come up with different or contradictory views in classrooms? Why? Why not? How did your teachers respond? Why? Why not?
7. Have you ever consulted with your teachers in person? What were your feelings after consultation? (bad or good) Why?
8. How much is your share in classroom decisions? Why less? Why more?
9. Have you ever disappointed your teachers? How? Why you disappointed your teacher?

10. Have you ever presented ideas which are deviated from preplanned lessons? What happened? What were your teachers' responses?
11. How do you evaluate the extent of your teachers' involvement in your personal feelings (anger, joy, etc)? What were their actions? Were you happy? Why? Why not?
12. Are there teachers who have good relationship with you (who make you feel happy)? What do they do? How do you respond for their action? What about teachers who have bad relationship with you? What do they do? How do you respond for their action?
13. How do you judge your relation with your teachers? What type of interactions do you wish to have with your teachers?
14. 'There must be a boundary limit between teachers and students' Do you believe in this statement. To what extent? In what conditions? Why?
15. What factors do you suggest as barriers of caring relationship between you and your teachers?

Appendix-C

Observation Protocol (in classroom) and Interview Questions for Teachers (After Observation)

a) Observation Protocol (in classroom)

1. How do the teacher and students act at the beginning of the lesson?
2. How do teachers and students interact throughout the teaching-learning process?

b) Interview Questions for Teachers (After Observation)

School Code:

Teacher/Student Code:

Date:

1. Explain to me what I saw when I observe your classroom?
2. Why things are happened the way they are demonstrated?
3. Do you have any additional information you would like to tell me?

Appendix-D

Interview Questions for Principals and Parents

1. How do teachers and students interact in the school?
2. How do you judge the interaction of teachers and students with respect to caring relationship?
3. What challenges of caring relationship do you observe?
4. What additional information can you share me about the state of caring relationship in the school?

Appendix-E

Informed Consent for Teachers

Research Topic: Teachers' Caring Relationship with Public General Primary School Students in Addis Ababa.

This is a case study qualitative research exploring caring relationship and the surrounding conditions which triggers or inhibits the relationship.

Purpose of the Research

The purpose of the study will be to understand the status of caring in the relationship between teachers and students in classrooms of public primary schools.

You have been invited to participate because you are a teacher in public primary school and teaching in classrooms.

Procedures

If you decide to participate in this study, you will participate in two one-on-one interviews with the researcher. The interview will take place at a time and location mutually agreed upon by you and the researcher. The first interview will take approximately 50-60 minutes, and you may take breaks during the interview as needed. The second interview will take place after the observations and will be 30-60 minutes long. During the interviews, the researcher will ask you questions about issues that relate to your relationship with your students and your concern as a teacher. The interviews will be audio recorded for later transcription and analysis. As part of the interviews, I will ask you to provide your year of service and other related information.

The researcher will also ask to observe you working with students and the classroom observation sessions will also be video recorded for later transcription.

Risks and/or Discomforts

There are no known risks to participants.

Confidentiality

All information collected from you will be kept confidential. Your name will appear only on this consent form and will not be associated with your demographic information form or with the audio recording made of interviews. Any identifying information will be removed from your writing. Audio recordings will be transcribed by the researcher and then immediately destroyed. I will not use your name in any manuscripts or presentations resulting from this research. Instead, I will assign you a pseudonym. I may report the data in journals or talk about it at professional meetings, but I will not provide any identifying information about you. All research materials will be kept in a locked file cabinet, and I will destroy all research materials as soon as I complete the analysis procedures.

Compensation

You will not be paid for this study.

Opportunity to Ask Questions

Your participation in this study is voluntary. You have the right to ask questions and to have those questions answered.

Freedom to Withdraw From the Study

You may decide not to participate in this study or withdraw at any time. Your decision not to participate or to withdraw will not harm your relationship with the researcher. You are

voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate, having read and understood the information presented. You will be given a copy of this consent form to keep.

Signature of Participant _____

Date_____

Researcher: Molalign Tamiru

Appendix-F

Informed Consent for Students

Research Topic: Teachers' Caring Relationship with Public General Primary School Students in Addis Ababa, Ethiopia

This is a qualitative case study research exploring caring relationship and the surrounding conditions which triggers or inhibits the relationship.

Purpose of the Research

The purpose of the study will be to understand the status of caring in the relationship between teachers and students in classrooms of public primary schools.

You have been invited to participate because you are a student in public general primary school.

Procedures

If you decide to participate in this study, you will participate in one-on-one interviews with the researcher. The interview will take place at a time and location mutually agreed upon by you and the researcher. The interview will take approximately 50-60 minutes, and you may take breaks during the interview as needed. During the interview session, the researcher will ask you questions about issues that relate to your relationship with your teacher. The interviews will be audio recorded for later transcription and analysis. As part of the interviews, I will ask you to provide me with demographic and biographic information (e.g., age, grade level, etc).

Risks and/or Discomforts

There are no known risks to participants.

Confidentiality

All information collected from you will be kept confidential. Your name will appear only on this consent form and will not be associated with your demographic information form or with the audio recording data. Any identifying information will be removed. Audio recordings will be transcribed by the researcher and then immediately destroyed. I will not use your name in any manuscripts or presentations resulting from this research. Instead, I will assign you a pseudonym. I may report the data in journals or talk about it at professional meetings, but I will not provide any identifying information about you. All research materials will be kept in a locked file cabinet, and I will destroy all research materials as soon as I complete the analysis procedures.

Compensation

You will not be paid for this study.

Opportunity to Ask Questions

Your participation in this study is voluntary. You have the right to ask questions and to have those questions answered.

Freedom to Withdraw From the Study

You may decide not to participate in this study or withdraw at any time. Your decision not to participate or to withdraw will not harm your relationship with the researcher. You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

Signature of Participant _____

Date _____

Researcher: Molalign Tamiru

Appendix-G

Parent Permission Form (Concerning their children)

Dear _____:

I am a doctoral student in Addis Ababa University. Your son/daughter _____ is invited to participate in the research project designed by me to study the state of caring relationship in and out of classrooms. Since the concept of caring has not been explored in the Ethiopian context, it is hoped that the information gathered in this study will play a part in identifying the type of interactions and the surrounding conditions that effect the existing relationship. If you choose to allow your son or daughter to participate, he/she will be asked to participate in audio taped interviews. These interviews will be conducted in a safe, secure area of the school as designated by the school administration. I will also visit your son's classroom to observe any interaction between students and their teachers.

I assured that participation in this study will in no way affect your child.

I will treat each participant and the data collected in this study in a confidential manner. Every effort will be made to protect the confidentiality of the student participants' identities. I will include pseudonyms in place of the name of the participant student.

Your child's teachers and administrators will not have access to any of the data collected from your child.

If you choose to allow your child to participate, please confirm by putting your signature on the blank space below and return it back to me.

Name _____

Signature _____

Thank you for your willingness!

Researcher: Molalign Tamiru

Department of curriculum studies and teachers' professional Development

Addis Ababa University

Appendix-H

Parent Permission Form (Concerning themselves)

Dear _____:

I am a doctoral student in Addis Ababa University. You are invited to participate in the research project designed by me to study the state of caring relationship in and out of classrooms. Since the concept of caring has not been explored in the Ethiopian context, it is hoped that the information gathered in this study will play a part in identifying the type of interactions and the surrounding conditions that effect the existing relationship. If you choose to participate, you will be asked to participate in audio taped interview. The interview will be conducted in a safe, secure area of the school as designated by the school administration.

I assured that participation in this study will in no way affect you.

I will treat you and the data collected in this study in a confidential manner. Every effort will be made to protect the confidentiality your identity. I will include pseudonyms in place of the name of you.

Your child's teachers and administrators will not have access to any of the data collected from you.

If you choose to participate, please confirm by putting your signature on the blank space below and return it back to me.

Name _____

Signature _____

Thank you for your willingness!

Sincerely,

Researcher: Molalign Tamiru

Department of curriculum studies and teachers' professional Development

Addis Ababa University

Appendix-I

Consents: Amharic Version

የስምምነት ደብዳቤ (ለመምህራን)

የጥናቱ ርዕስ: የመምህራንና የተማሪዎች ግንኙነት በተወሰኑ አዲስ አበባ ዉስጥ በሚገኙ አጠቃላይ የመጀመሪያ ደረጃ ት/ቤቶች

ዓላማ: የዚህ ጥናት ዓላማ በአ/አ ውስጥ የሚገኙ የመጀመሪያ ደረጃ ት/ቤት መምህራንና ተማሪዎች መካከል ያለው ግንኙነት ምን ይመስላል? አሁን የሚታየው የግንኙነት ሁኔታ እንዲኖር ያደረጉ ምክንያቶች ምን ምን ናቸው? ለሚሉት መሰረታዊ ጥያቄዎች ምላሽ ለማግኘት ነው።

የሚከናወኑ ሥራዎች

እኔ (አጥኚው) ከእርስዎ ጋር ቃለ ምልልስ አደርጋለሁ። በተጨማሪም በክፍልዎ ዉስጥ ተገኝቶ ምልክታ አደርጋለሁ ። የምለከታዉ ጊዜ የመለማመጃና ዋና የምልክታ ጊዜ የያዘ ነዉ። ዋናዉ የምልክታ ጊዜ በምስል ይቀረጻል።

ሁለት የቃለ ምልልስ ጊዜያት እናደርጋለን። የመጀመሪያዉ ቃለምልልስ ከዋናዉ ምልክታ በፊት የሚደረግ ሁኖ የሚወስደዉ ጊዜ ከ50-60 ደቂቃ ሲሆን ሁለተኛዉ ቃለምልልስ ደግሞ ከዋናዉ ምልክታ በሃላ የሚከናወን ይሆናል የሚወስደዉ ጊዜም ከ30-40 ደቂቃ ይሆናል። በቃለምልልሱ ጊዜ እረፍት ከፈለጉ ማረፍ ይቻላል።

ቃለምልልሱ የሚከናወንበት ጊዜና ቦታ በስምምነት ይወሰናል። ቃለምልልሱ በመቅረፅ ድምፅ ይቀረጻል። በቃለምልልሱ ጊዜ እኔ በእርስዎና በተማሪዎችዎ መካከል ስላለዉ ግንኙነትና በሌሎች ተዛማጅ የሆኑ ጉዳዮች ዙሪያ ጥያቄዎችን እጠይቀዎታለሁ። ከዚህ ጋር ተያይዞ ስለእርስዎ የአገልግሎት ዘመን፣ የስራ እድገት ደረጃ፣ እድሜና የመሳሰሉትን በተመለከተ ይጠየቃሉ።

የሚታወቅ ችግር ቀደም ብሎ የሚታወቅ ችግር የለም።

ሚስጥራዊነት ከእርስዎ የተገኘ ማንኛዉም መረጃ በሚስጥር የሚጠበቅ ሲሆን ከጥናቱ አላማ ዉጪ ሌላ ስራ ላይ አይውልም።

የሚደረግ ማካካሻ

በጥናቱ ውስጥ በመሳተፍዎ የሚሰጥ የገንዘብም ሆነ የቁሳቁስ ማካካሻ የለም፡፡

የተሳትፎ ነፃነት

በጥናቱ ውስጥ እንዲሳተፉ ሲመረጡ ፍቃድኝን ትዎን ከግምት ውስጥ በማስገባት ነው፡፡ በጥናቱ ውስጥ ከመሳተፍዎ በፊትም ሆነ በሃላ ላለ መሳተፍ ከፈለጉ ማቀረጥ ይቻላል፡፡

ከላይ የተጻፈውን በጥንቃቄ የተረዳሁና በተጻፈውም መሠረት የተስማማሁ ስለሆነ ከዚህ በታች ባለው ክፍት ቦታ ስሜንና ፊርማዎን አስቀምጧልሁ፡፡

የአጥኝ ውስምና ፊርማ

በአ/አ/ዩ የስርዓተ ትምህርት ቀረፃና ማጎልበቻ ትምህርት የፒ.ኤች.ዲ ተማሪ

የስምምነት ደብዳቤ (ለተማሪዎች)

የጥናቱ ርዕስ: የመምህራንና የተማሪዎች መተሳሰብን ትኩረት ያደረገ ግንኙነት በተወሰኑ አዲስ አበባ ዉስጥ በሚገኙ አጠቃላይ የመጀመሪያ ደረጃ ት/ቤቶች

ዓላማ: የዚህ ጥናት ዓላማ በአ/አ ዉስጥ የሚገኙ የመጀመሪያ ደረጃ ት/ቤት መምህራንና ተማሪዎች መካከል ያለው ግንኙነት ምን ይመስላል? አሁን የሚታየው የግንኙነት ሁኔታ እንዲኖር ያደረጉ ምክንያቶች ምን ምን ናቸው? ለሚሉት መሰረታዊ ጥያቄዎች ምላሽ ለማግኘት ነው። :

የሚከናወኑ ሥራዎች

እኔ (አጥኚው) ከአንተ/ቺ ጋር ቃለ ምልልስ አደርጋለሁ። : በተጨማሪም በምትማርበት/ሪበት ክፍል ዉስጥ ተገኝቶ ምልክታ አደርጋለሁ። : የምለክታዉ ጊዜ የመለማመጃና ዋና የምልክታ ጊዜ የያዘ ነው። : ዋናው የምልክታ ጊዜ በምስል ይቀረጻል። :

አንድ የቃለ ምልልስ ጊዜ እናደርጋለን። : የሚወስደው ጊዜ ከ 50-60 ደቂቃዎች ነው። :

ቃለ ምልልሱ የሚከናወንበት ጊዜና ቦታ በስምምነት ይወሰናል። : ቃለ ምልልሱ በመቅረፀ ድምፅ ይቀረጻል። : በቃለ ምልልሱ ጊዜ እኔ በአንተ/ቺና በመምህራኖችህ/ሽ መካከል ስላለው ግንኙነትና በሌሎች ተዛማጅ የሆኑ ጉዳዮች ዙሪያ ጥያቄዎችን እጠይቅሁለሁ/እጠይቅሻለሁ። : ከዚህ ጋር ተያይዞ የክፍል ደረጃህን/ሽ፣ እድሜህን/ሽንና የመሳሰሉትን በተመለከተ እጠይቅሁለሁ/እጠይቅሻለሁ። :

የሚታወቅ ችግር

ቀደም ብሎ የሚታወቅ ችግር የለም። :

ሚስጥራዊነት

ከአንተ/አንቺ የተገኘ ማንኛውም መረጃ በሚሰጥህ የሚጠበቅና ከጥንቱ አላማ ወጪሌላ ስራ ላይ አይወልም፡፡

የማደረግ ማካካሻ

በጥናቱ ውስጥ በመሳተፍህ/ሽ የሚሰጥ የገንዘብም ሆነ የቁሳቁስ ማካካሻ የለም፡፡

የተሳትፎ ነፃነት

በጥናቱ ውስጥ ለመሳተፍ ስትመረጥ/ጩፍቃድኝነትህን/ሽን ከግምት ውስጥ በማስገባት ነው፡፡

በጥናቱ ውስጥ ከመሳተፍህ/ሽ በፊትም ሆነ በሃላ ላለ መሳተፍ ፍላጎት ካለ ማቁአረጥ ይቻላል፡፡

ከላይ የተጻፈውን በጥንቃቄ የተረዳሁና በተጻፈውም መሠረት የተስማማሁ ስለሆነ ከዚህ በታች ባለው ክፍት ቦታ ስሜንና ፊርማዎን አስቀምጥሉ፡፡

የአጥኝ ዉስምና ፊርማ

በአ/አ/ዩ የስርዓተ ትምህርት ቀረፃና ማሳልበቻ ትምህርት ክፍል የፒ.ኤች.ዲ ተማሪ

የ ስምምነት ደብዳቤ (ለ ወላጆች)

(ልጆቻቸውን በተመለከተ)

ውድ ወላጅ፡ -

እኔ በአ/አ ዩኒቨርሲቲ በመምህራን ትምህርትና የስርዓተ ትምህርት ጥናት ትም/ክፍል የስርዓተ ትምህርት ቀረፃና ማጎልበቻ ትምህርት የፒ.ኤች.ዲ ተማሪ ስሆን የማጠናወ የጥናት ርዕስ በመምህራንና ተማሪዎች መካከል ያለ ግንኙነት የሚል ነወ። በዚህ ጥናት ውስጥ መምህራን ከተማሪዎቻቸው ጋር የሚያደርጉት ግንኙነት የተማሪዎችን ስሜት ከግምት ውስጥ ያስገባ ነወ ወይ? አሁን እየታየ ያለው የግንኙነት ሁኔታ እንዲኖር ያደረጉ ምክንያቶች ምንድን ናቸው? ለሚሉት መሠረታዊ ጥያቄዎች ምላሽ ለመስጠት ይሞክራል ከልጅዎ ጋር ቃለ ምልልስ አደረጋለሁ። ቃለ ምልልሱ ልጅዎ በሚመቸው/በሚመቻት ጊዜና ቦታ ይከናወናል። ከቃለ ምልልሱ የሚገኝ መረጃ በሚስጥር ይያዛል፤ ከጥናቱ ዓላማ ውጭ ለምንም አይውልም። ከዚህ በተጨማሪ ልጅዎ በሚማርበት/በምትማርበት ክፍል በመገኘት የመማር ማስተማር ሂደቱን አመለክታለሁ።

ልጅዎ በጥናቱ ውስጥ በመሳተፉ/ፋ የሚደርስበት/የሚደርስበት ችግር አይኖርም።

ከላይ የተጻፈውን ዝርዝር ጉዳይ በሚገባ የተረዳሁ ስለሆነ ስሜንና ፊርማዎን ከዚህ በታች በተቀመጠው ቦታ ለይ አስቀምጧለሁ።

የ ወላጅ ስምና ፊርማ

የ አጥኝ ወ.ስምና ፊርማ

በአዲስ አበባ ዩኒቨርሲቲ የ መምህራን ትምህርትና የ ስርዓተ ትምህርት ጥናት ትምህርት ክፍል የ ፒ.ኤች.ዲ ተማሪ

የ ስምምነት ደብዳቤ (ለ ወላጆች)

(ወላጆችን በተመለከተ)

ውድ ወላጅ፡ -

እኔ በአ/አ ዩኒቨርሲቲ በመምህራን ትምህርትና የሰርዓተ ትምህርት ጥናት ትም/ክፍል የሰርዓተ ትምህርት ቀረፃና ማጎልበቻ ትምህርት የፒ.ኤች.ዲ ተማሪ ስሆን የማጠናወ የጥናት ርዕስ በመምህራንና ተማሪዎች መካከል ያለ ግንኙነት የሚል ነወ። በዚህ ጥናት ውስጥ መምህራን ከተማሪዎቻቸው ጋር የሚያደርጉት ግንኙነት የተማሪዎችን ስሜት ከግምት ውስጥ ያስገባ ነወ ወይ? አሁን እየታየ ያለው የግንኙነት ሁኔታ እንዲኖር ያደረጉ ምክንያቶች ምንድን ናቸው? ለሚሉት መሠረታዊ ጥያቄዎች ምላሽ ለመስጠት ይሞክራል ከእርስዎ ጋር ቃለ ምልልስ አደረጋለሁ። ቃለ ምልልሱ እርስዎ በሚመቻቸው ጊዜና ቦታ ይከናወናል። ቃለ ምልልሱ በመቅረፅ ድምፅ ይቀረፃል። ከቃለ ምልልሱ የሚገኝ መረጃ በሚሰጥ ለይዘት፤ ከጥናቱ ዓላማ ወጭለ ምንም አይወልም። እርስዎ በጥናቱ ውስጥ በመሳተፊዎ ምክንያት የሚደርስ ችግር አይኖርም።

ከላይ የተጻፈውን ዝርዝር ጉዳይ በሚገባ የተረዳሁ ስለሆነ ስሜንና ፊርማዎን ከዚህ በታች በተቀመጠው ቦታ ላይ አስቀምጧለሁ።

የ ወላጅ ስምና ፊርማ

የ አጥኝ ወሰንምና ፊርማ

በአዲስ አበባ ዩኒቨርሲቲ የ መምህራን ትምህርትና የሰርዓተ ትምህርት ጥናት ትምህርት ክፍል የፒ.ኤች.ዲ ተማሪ