The Pupil-Teacher Relationship and Gender Differences in Primary School

Rocco Quaglia, Francesca Giovanna Maria Gastaldi, Laura Elvira Prino, Tiziana Pasta and Claudio Longobardi*

Department of Psychology University of Turin, Torino, Italy

Abstract: In the perspective of multiple attachment bonds, the teacher-child relationship is considered as one of the fundamental ways to express a crucially relevant bond for the child's emotive and cognitive development. The contextualist approach underlines how the dynamics of interaction between the individual and micro-sociocultural contexts play a mediating role on developmental processes. Studies by Pianta, in particular, ascribed to the teacher-pupil interaction a crucial developmental function in the adaptation of the child, both in preschool age children and in the subsequent years of primary school.

The purpose of this study is to examine the characteristics of the teacher-pupil relationship when the teacher is male in the primary school setting. There were 310 children involved, equally distributed by gender, with their 52 teachers, of whom 42 were female and 10 were male.

The analyses carried out reveal statistically relevant differences between the two groups of teachers on the issue of the way male teachers assess their relationship with female pupils. More than their male colleagues, female teachers tend to evaluate girls in a significantly different way as far as closeness and dependency are concerned. The data that emerges calls for careful consideration of the effect that the gender imbalance marking the teaching population in the early stages of schooling can have on aspects of child development.

Keywords: Child gender, elementary school teacher, female teacher, male teacher, quality teaching, teacher-child relationship, teacher gender.

INTRODUCTION

The social and relational experiences of early childhood strongly affect the prospects of scholastic success (or failure), both in the near term and the long term. Such experiences, in fact, beginning in nursery school, are crucial in developing high levels of linguistic, social, and cultural competence [1]. The relevant literature agrees that the good quality of the teacher-pupil relationship is a central factor in the child's successful development of various competences. A high quality relationship with the pupil correlates with the positive development of language and literacy skills [2], with the development of social skills [3], and with a successful adjustment to school [4]. The teacher-pupil relationship can therefore be described as a micro-system [5] of fundamental importance for the individual's successful development. Interaction with the teacher, both from an eco-cultural and a purely affective point of view, differs in some respects from the other kinds of relationships experienced by the child. Unlike the relationship with parents, siblings, and relatives in general, the relationship with the teacher is first of all an *asymmetrical* relationship, in which the adult acts out an

explicit guiding role, with an obvious directive function [6]. It is the teacher who manages the cultural and social context, in which there are frequent interactions with the pupils and amongst the pupils themselves. Various studies underline that the frequency, the reciprocity, and the quality of such interaction can be considered predictors of the quality of the relationship established with the pupil [7]. On this point, many research projects of different kinds [4, 8, 9] indicate that a positive teacher/pupil relationship predisposes the pupil to scholastic success, both from the curricular point of view and from the social and behavioral one. By contrast, a low quality teacher/pupil relationship would correlate with lower school performance amongst pupils [4].

The teacher-pupil relationship is regarded here, in the perspective of multiple attachment bonds [10, 11], as one of the fundamental modes of expression of a bond of crucial importance for the child's emotive and cognitive development. While the contextualist approach had the merit of emphasizing that developmental processes are necessarily mediated by the dynamics of interaction established by individuals in the social and cultural micro-contexts of which they are part [12-19], the studies carried out by Pianta [2] later attributed to the teacher-pupil relationship an essential developmental role in the adaptation of the child of pre-

*Address correspondence to this author at the Dipartimento di Psicologia, Università di Torino, Via Po 14, 10123 Torino Italy; Tel: 011.670.30.56; Fax: 011.814.62.31; E-mail: claudio.longobardi@unito.it

school and primary school age and beyond. It is therefore desirable for the teacher to offer the pupil a solid reference point with which to identify, serving as a model who can inspire efficacious ways of self-regulating its behavior.

In contemporary society, the teacher's educational and relational role assumes an even more evident importance if related to the changes in the culture and the family taking place over the past few decades. The fragmentation of the traditional nuclear family, combined with the increasingly obvious crisis of the male figure in Western society, poses new questions about the possibility of providing adequate family micro-contexts that can offer the child of pre-school and primary school age positive bsituations for development. Specifically, it has become crucial to ask, in such a context, how useful the particular presence of females (massive and pervasive) in the teaching population can be: it is legitimate to wonder whether and to what degree this aspect might impact on the educational relationship and the quality of teaching provided. In the US context, the first studies on this point began in the 1950s. Rogers [20], with *A Study of the Reactions of Forty Men to Teaching in the Elementary School,* triggered a series of studies designed to show the benefits of the presence of males in teaching. At a time when great emphasis was placed on the particular capacity of women to offer high-quality affective and educational care, this work helped to emancipate the teaching profession from being considered a purely female domain. In the decades that followed, however, there continued to be a clear prevalence of women teachers. Fagot [21], in his article entitled "Male and Female Teachers: Do They Treat Boys and Girls Differently?", stresses a sort of "entrapment" of pupils in a one-dimensional context, populated overwhelmingly, at school and at home, by female figures. Fagot [22] also conducted an observational study that describes the importance of the male role above all in managing moments of free play, which have an educative and affective value. These studies were followed more recently by works highlighting the co-presence of male and female figures, also covering the development of reasoning skills [23]. In the last decade, there has also been a surge of studies on the figure of the "master," the male primary teacher, suggesting a fresh interest in an aspect of schooling that is very influential on the social level. The lack of opportunities for interaction with male figures can, in fact, strongly limit the child's possibilities of identification with adequate gender role models, both male and female. On this point, Skelton [24], in her *Male Primary Teachers and Perceptions Of Masculinity*, stresses that the obvious feminization of the pre-school and primary school teaching staff may, in coming decades, become an extremely important problem, to combat which various Western countries [25, 26] are introducing an intense policy of employing male teachers. Further studies have, on the other hand, found a link between the lack of male staff in schools and the fact that teaching has generally lost professional and social prestige [27].

The figure of the "master" emerges from the various studies carried out so far as being potentially supportive from the relational and educative point of view. In broader terms, from the cultural angle, the co-presence of teachers of both genders is desirable [28, 29] insofar as it is believed to enable the pupils to develop a vision less based on rigid sexist patterns. More specifically, there are still relatively few studies [30] that investigate in depth how teacher gender impacts on the relationship formed with the pupil. Some research works [31] have showed differences attributable to the teacher's gender, especially in the perception of the level of conflict marking the relationship. In nursery school, female teachers assign higher conflict levels in the relationship to male pupils. Most of the studies on the teacher-pupil relationship, however, have analyzed it in terms of the global characteristics of the teacher, including gender, without necessarily giving that variable a discriminating role.

This study has the precise aim of exploring the exact specificities of the teacher/pupil relationship based on teacher gender. Starting from the above premises and in accordance with the main studies on the teacher-pupil relationship [30], which attribute a clear importance to the presence of male teachers at pre-school and primary school, the question investigated concerned the influences that can be exerted by the teacher's gender on the particular features of the relationship formed with the pupil. This research was therefore carried out within an educational vision with the power essentially to foster gender equality in the education of the new generations, while respecting the particular diversities of expressed by each person.

METHOD

Sample

The study involved 310 children attending the first three classes of primary school, equally distributed by gender. The children, all Italian, ranged in age from 73 to 110 months (average= 90.92; sd = 10.84). The teachers of the classes involved also participated in the study. The group of teachers comprised 52 subjects, 10 of whom were males. The prevalence of female teachers is due to the characteristics of the reference population, in which females are the majority. Teacher age ranged from 26 to 62 years (average= 45.75; sd = 9.21). Socio-personal characteristics were distributed as shown in Table **1**. The teacher characteristics considered (age, years of teaching experience, and weekly teaching hours in the class) show no significant differences in the averages of the two genders.

Instruments

The Italian version of the Student-Teacher Relationship Scale (STRS) [30, 32, 33] has been used for the evaluation of the student-teacher relationship. The questionnaire chiefly aims to clarify the teacher's perception of his/her relationship with a given pupil. Twenty-two items form the questionnaire and the applicability of each of them is assessed on a 5-point Likert scale. This questionnaire provides three separate scores. The scores refer to three basic dimensions that qualify the analyzed construct. The scale of *closeness* refers to all aspects of sharing, communication and affection; the scale of *conflict* refers to anger, tension, and lack of mutual comprehension; and the scale of *dependency* evaluates the operational and emotive autonomy of the pupil.

Analysis of Data

This is an exploratory study. As the very first step, descriptive statistics were run. Then *t* tests were conducted to examine preliminary associations among teacher's perception of the relationship and children's gender. These analyses were pursued on all the sample and on male and female teachers considering separately. Pearson correlation coefficients were calculated to assess associations between STRS dimensions and demographic characteristics of teachers. Non parametric Spearman coefficients were used to correlate the teacher's perception of the relationship with children's progress and effort in school activities, evaluated on a 3-point Likert scale.

Mono and bivariate analysis were carried out on the data collected, using the statistical software SPSS 20.0.

Presentation and Discussion of Results

The teachers considered in the study on average perceive their relationships with their pupils as being of good quality. These relationships are marked by high levels of closeness and low levels of conflict and dependency (Table **2**).

The teacher's perception of the relationship with male pupils and female pupils (Table **2**) differs to a significant degree regarding closeness (t = -4.319; df = 279.611; p < .001) and dependency (t = -3.377; df = 303; p < .01) and conflict is only neared significance (t = 1.905; df = 270.804; p = .06). The relationship with female pupils is, in the teachers' perception, marked by a higher level of closeness, i.e.,

confidence, intimacy, and sharing [4, 34-39] and by a higher degree of dependency [33, 35, 37, 39]. Compared to the data found in the international literature, however, there is no significant difference concerning conflict, usually showing higher scores for male pupils. In the sample considered, this discrepancy is not significant, or is of borderline significance.

For a more thorough investigation of the influence of gender on the perception of the relationship with pupils, the STRS compiled by male and female teachers were examined separately. Differences were found in the perceived relationships with male and female pupils. With reference to male teachers, no significant differences were found in any of the dimensions examined using STRS: the male teachers' perception of closeness, elements of conflict, and dependency in the relationship therefore seems not to be tied to the child's gender. For female teachers, on the other hand, significant differences were found in all three dimensions: relationships with male pupils are marked by greater levels of conflict (t = 2.206; df = 206.068; p < .05) and lower levels of closeness (t = -4.238; df = 216.525; p < .001) and dependency (t = -3.541; df = 242.209; p < .001). In contrast to what is found when considering the whole sample, in considering only the female teaching population, the differences found between male and female pupils are in line with the findings of the international literature [4, 34-36, 38, 39].

The correlations between the STRS scales compiled by male and female teachers are the same, but the strength of these correlations differs (Table **3**). The conflict dimension

Table 1.   Characteristics of the Sample

			N	Average	Std. Deviation	Min-Max
Children	Age in months		310	90.92	10.84	73-110
	Gender	Male	156			
		Female	156			
	Class	First	96			
		Second	108			
		Third	108			
Teachers	Gender	Male	10			
		Female	42			
	Teacher's age		52	45.75	9.21	26-62
		Male age	10	46.40	10.29	30-62
		Female age	42	45.60	9.06	26-59
	Years of experience		52	22.73	10.92	1-40
		Males	10	22.80	11.61	6-38
		Females	42	22.71	10.90	1-40
	Teaching hours per week in class		52	18.89	4.85	6-26
		Males	10	20.00	3.80	11-24
		Females	42	18.63	5.07	6-26

Table 2.   Summary of Statistics STRS Scores

		STRS *Conflict*	STRS *Closeness*	STRS *Dependency*
Whole sample	N	306	306	305
	Average	13.32	35.98	9.75
	Average male pupils	13.89	34.63	9.20
	Average female pupils	12.75	37.34	10.30
	Standard deviation.	5.27	5.65	2.89
Male teacher	Average	14.08	34.55	10.43
	Average male pupils	14.20	33.57	10.20
	Average female pupils	13.97	35.53	10.67
	Standard deviation	6.60	5.92	3.04
Female teacher	Average	13.13	36.33	9.58
	Average male pupils	13.81	34.89	8.96
	Average female pupils	12.45	37.78	10.21
	Standard deviation.	4.89	5.54	2.84

correlates positively with dependency and inversely with closeness, while closeness and dependency do not correlate with each other.

In the male teacher's perception of the relationship, it is only dependency that is inversely correlated with the child's age ($r = -.532$; $p < .001$). Considering the responses of the female teachers, as well as the inverse correlation with dependency ($r = -.149$; $p < .05$), there is also an indirect correlation with closeness ($r = -.229$; $p < .001$). The correlations found in the female sample are equivalent to those of the whole teacher sample, though with different values (dependency: $r= -.229$; $p < .01$; closeness: $r = -.179$; $p < .01$). The diminished level of dependency in the relationship can be explained by the increased autonomy, self-control, emotive self-regulation, and conflict management that come about with age. For female teachers in particular, the growth of children in the early years of primary school does seem to be accompanied by a perceived reduction of sharing and closeness. This variation is not recorded for male teachers.

Also taken into consideration are the child's progress and effort in school activities, which correlate with the relationship factors over the whole sample [34, 39-44]. More specifically, in the male teacher's perception of the relationship, the conflict factor correlates inversely with the child's progress and effort (respectively: Rho = -.300; $p < .05$ and Rho = -.391; $p < .01$). On the other hand, in the female teacher's perception of the relationship, there are significant correlations on all three dimensions (Table **3**). Compared to her male colleagues, therefore, the female teacher's perception seems to be tied more to scholastic aspects and the child's performance in tests.

The effect on the relationship of certain socio-personal variables in teachers was also considered. The first factor was the teacher's age. It is only for male teachers that con-

flict correlates inversely with age ($r = -.356$; $p < .01$). For the general sample and for female teachers, there are no correlations between teacher age and the perceived quality of the relationship.

Years of teaching experience correlate indirectly with the dimension of conflict ($r = .120$; $p < .05$) and directly with closeness ($r =.126$; $p < .05$) for the whole sample of teachers involved. By separately examining the teachers based on gender, only one correlation is found for male teachers: years of teaching correlates inversely with the dimension of conflict ($r = -.334$; $p < .01$). For female teachers, however, no significant correlation was found.

The number of hours taught in the class correlates directly with dependency, considering both the whole sample and the data broken down by teacher gender (for the whole sample: $r = .185$; $p < .01$; for male teachers: $r = .279$; $p < .05$; for female teachers: $r = .155$; $p < .05$).

To examine in more depth the peculiarity of relationships depending on the teacher's gender, in this final part, the only STRSs taken into consideration are those compiled in classes where one of the two teachers are male. Both teachers completed the STRS for the same pupils, drawn at random from the class group. In comparing the perceptions of relationships with pupils provided by the two teachers of different gender, it emerges that there is a correlation of the scores for the dimensions of closeness ($r = .622$; $p < .001$) and dependency ($r = .325$; $p < .05$). The correlation for the dimension of conflict is of borderline significance ($r = .249$; $p = .06$); this result differs from what is reported in the literature, concerning the correlation in the perception of conflict and closeness [3]. In our view, this discrepancy may be due to the peculiarity of the sample examined, half of which was composed of male compilers. Assessing the differences in the averages recorded in the three dimensions by the two teachers through

Table 3.   Correlations Between the STRS Scales and with the Characteristics of Child and Teacher. (Statistical Tests Used: Pearson's r and Spearman's Rho)

			STRS Conflict	STRS Closeness	STRS Dependency
STRS Closeness		Correlation	**-.465**[**]	1	.040
		Correlation – male teacher	**-.656**[**]	1	-.010
		Correlation – female teacher	**-.396**[**]	1	.074
STRS Dependency		Correlation	**.438**[**]	.040	1
		Correlation – male teacher	**.369**[**]	-.010	1
		Correlation – female teacher	**.459**[**]	.074	1
Child	Age	Correlation	-.004	**-.179**[**]	**-.229**[**]
		Correlation – male teacher	-.194	.007	**-.532**[**]
		Correlation – female teacher	.060	**-.229**[**]	**-.149**[*]
	Progress	Correlation (Rho di Spearman)	**-.301**[**]	**.260**[**]	**-.131**[*]
		Correlation – male teacher	**-.300**[*]	.220	-.112
		Correlation – female teacher	**-.307**[**]	**.261**[**]	**-.128**[*]
	Effort	Correlation (Rho di Spearman)	**-.320**[**]	**.207**[**]	-.109
		Correlation – male teacher	**-.391**[**]	.250	-.146
		Correlation – female teacher	**-.305**[**]	**.182**[**]	-.087
Teacher	Age	Correlation	-.077	.086	-.015
		Correlation – male teacher	**-.356**[**]	.169	-.010
		Correlation – female teacher	.017	.071	-.023
	Years of teaching	Correlation	**-.120**[*]	**.126**[*]	-.018
		Correlation – male teacher	**-.334**[**]	.201	.049
		Correlation – female teacher	-.051	.110	-.039
	Teaching hours per week in the class	Correlation	.098	.047	**.185**[**]
		Correlation – male teacher	.234	-.031	**.279**[*]
		Correlation –female teacher	.060	.082	**.155**[*]

[*]: p < .05 [**] p < .01

the paired samples t test, no significant discrepancies are found between teachers of different genders.

CONCLUSIONS

The first aspect to underline in the study presented here is related to the scarcity of data available in the literature about gender differences in the perception of the relationship with the pupil. It must be pointed out that much of the research into the teacher-student relationship is based on samples consisting in the vast majority (if not in all) cases of female teachers, with very few males. This can be connected to one of the limits of the study presented here, namely, the smallness of the male teacher group, due to the composition of the primary school teaching population. Greater equality in group distribution would allow for a more thorough study of the particular features of the relationships formed by the teachers as a result of their gender and that of the child. More

specifically, it would be of interest to evaluate the relationship in cases of correspondence vs. difference between child and teacher gender. From the results, it emerges that the male teacher's perception of the relationship is not influenced by the child's gender, unlike that of the female teacher, whose assessment of the relationship differs significantly according to the gender of the child. Another specificity is the difference in the impact of the variables connected to scholastic success (the child's progress and effort). For male teachers, these aspects are linked (inversely) only to the degree of conflict in the relationship, while for female teachers, they are linked to a significant degree with all the components of the relationship. It would therefore seem that women have more power to discriminate amongst a child's characteristics than men do, an aspect that may be connected to the different relational and "nurturing" skills specific to the two genders [45]. On this point, it is of interest to see that

the teacher's characteristics (such as age and years of teaching experience) are related to the perception of the relationship only by male teachers.

These comments call for careful consideration of the possible social impacts of the increasing feminization of the teaching population. This sociological phenomenon, owing to the tradition of greater involvement of women in the caring professions, could involve a reduction of efficacious gender models, especially for male children [46, 47].

CONFLICTS OF INTERESTS

The authors confirm that this article content has no conflicts of interest.

ACKNOWLEDGEMENT

REFERENCES

[1]   Koles B, O'Connor E, McCartney K. Teacher-child relationships in prekindergarten: The influences of child and teacher characteristics. J Early Child Teach 2009; 30: 3-21.

[2]   Pianta RC. Enhancing relationships between children and teachers. Washington DC: American Psychological Association 1999.

[3]   Pianta RC, Steinberg MS, Rollins KB. The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. Dev Psychopathol 1995; 7: 295-312.

[4]   Hamre BK, Pianta RC. Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. Child Dev 2001; 72: 625-38.

[5]   Bronfenbrenner U. The ecology of human development: Experiments by nature and design. Cambridge, MA: Harvard University Press 1979.

[6]   Hinde RA. Relationships: A dialectical perspective. East Sussex, UK: Psychology Press Publishers 1981.

[7]   Sameroff AJ, MacKenzie MJ. Research strategies for capturing transactional models of development: The limits of the possible. Dev Psychopathol 2003; 15: 613-40.

[8]   Hamre BK, Pianta RC. Can instructional and emotional support in the first-grade classroom make a difference for children at risk of school failure? Child Dev 2005; 76: 949-67.

[9]   Rudasill KM. Child temperament, teacher–child interactions, and teacher–child relationships: A longitudinal investigation from first to third grade. Early Child Res Q 2011; 26: 147-56.

[10]   Anderson CW, Nagle RJ, Roberts WA, Smith JW. Attachment to substitute caregivers as a function of center quality and caregiver involvement. Child Dev 1981; 52: 53-61.

[11]   Howes C, Hamilton CE. Children's relationships with child care teachers: Stability and concordance with parental attachments. Child Dev 1992; 63: 867-78.

[12]   Bruner J. Acts of meaning. Cambridge, MA: Harvard University Press 1990.

[13]   Carugati F, Selleri P. Psicologia sociale dell'educazione. Bologna: Il Mulino 1996.

[14]   Carugati F, Selleri P. Psicologia dell'educazione. Bologna: Il Mulino 2001.

[15]   Cole M, Cole S. The development of children. New York: Scientific American 1989.

[16]   Liverta Sempio O, Marchetti A, Eds. Il Pensiero dell'altro. Contesto, conoscenza e teorie della mente. Milano: Raffaello Cortina Editore 1995.

[17]   Mantovani G. L'elefante invisibile. Alla scoperta delle differenze culturali. Firenze: Giunti 1998.

[18]   Pontecorvo C, Ajello AM, Zucchermaglio C, Eds. I contesti sociali dell'apprendimento: acquisire conoscenze a scuola, nel lavoro, nella

[19]   vita quotidiana. Milano: LED-Ed. universitarie di Lettere Economia Diritto 1995.

[19]   Rogoff B. Apprenticeship in thinking: Cognitive development in social context. New York: Oxford University Press 1990.

[20]   Rogers D. A study of the reactions of forty men to teaching in the elementary sch. J Educ Soc 1953; 27: 24-35.

[21]   Fagot BI. Male and female teachers: Do they treat boys and girls differently? Sex Roles, 1981; 7(3): 263-71.

[22]   Fagot BI. Consequences of moderate cross-gender behavior in preschool children. Child Dev 1977; 48: 902-7.

[23]   Mancus DS. Influence of Male Teachers on Elementary School Children's Stereotyping of Teacher Competence. Sex Roles 1992; 26: 109-28.

[24]   Skelton C. Male primary teachers and perceptions of masculinity. Educ Rev 2003; 55: 195-210.

[25]   Lahelma E. Lack of male teachers: A problem for students or teachers? Pedagogy Cult Soc 2000; 8: 173-86.

[26]   Sargent P. Real men or real teachers? Contradictions in the lives of men elementary school teachers. Harriman, TENN: Men's Studies Press 2001.

[27]   Cushman P. Let's hear it from the males: Issues facing male primary school teachers. Teach Teach Educ 2005; 21: 227-40.

[28]   Driessen G. The feminization of primary education: effects of teachers' sex on pupil achievement, attitudes and behaviour. Int Rev Educ 2007; 53: 183-203.

[29]   MacNaughton G, Newman B. Masculinities and men in early childhood: Reconceptualising our theory and practice. In: Dau E, Ed. The anti-bias approach in early childhood, Sydney: Longman 2001; pp. 145-57.

[30]   Pianta RC. Student-Teacher Relationship Scale: Professional manual. Odessa, FL: Psychological Assessment Resources, Inc 2001.

[31]   Brophy JE. Teacher-student interaction. In: Dusek JB, Hall VC, Meyer WJ, Eds. Teacher expectancies, Hillsdale, NJ: Lawrence Erlbaum 1985; pp. 303-27.

[32]   Fraire M, Longobardi C, Sclavo E. Contribution to validation of the Student–Teacher Relationship Scale (STRS Italian Version) in the Italian educational setting. Eur J Educ Psychol 2008; 1: 49-59.

[33]   Fraire M, Longobardi C, Prino LE, Sclavo E, Settanni M. Examining the Student-Teacher Relationship Scale in the Italian context: A factorial validity study [E-pub ahead of print].

[34]   Birch SH, Ladd GW. The teacher-child relationship and children's early school adjustment. J Sch Psychol 1997; 35: 61-79.

[35]   Gregoriadis A, Tsigilis N. Applicability of the Student–Teacher Relationship Scale (STRS) in the Greek educational setting. J Psychoeduc Assess 2008; 26: 108-20.

[36]   Hamre BK, Pianta RC, Downer JT, Mashburn AJ. Teachers' perceptions of conflict with young students: Looking beyond problem behaviors. Soc Dev 2008; 17: 115-36.

[37]   Howes C, Phillipsen LC, Peisner-Feinberg E. The consistency of perceived teacher-child relationships between preschool and kindergarten. J Sch Psychol 2000; 38: 113-32.

[38]   Hughes J, Kwok OM. Influence of student-teacher and parent-teacher relationships on lower achieving readers' engagement and achievement in the primary grades. J Educ Psychol 2007; 99: 39-51.

[39]   Moreno García R, Martínez Arias R. Adaptación española de la escala de relación profesor-alumno (STRS) de Pianta. Psicolog Educ 2008; 14: 11-27.

[40]   Fumoto H, Hargreaves DJ, Maxwell S. Teachers' perceptions of their relationships with children who speak English as an additional language in early childhood settings. J Early Child Res 2007; 5: 135-53.

[41]   Graziano PA, Reavis RD, Keane SP, Calkins SD. The role of emotion regulation and children's early academic success. J Sch Psychol 2007; 45: 3-19.

[42]   Hughes JN, Gleason KA, Zhang D. Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first grade students. J Sch Psychol 2005; 43: 303-20.

[43]　Pianta RC, Stuhlman MW. Teacher-child relationship and children's success in the first years of school. Sch Psychol Rev 2004; 33: 444-58.

[44]　Rey RB, Smith AL, Yoon J, Somers C, Barnett D. Relationships between teachers and urban African American children: The role of informant. Sch Psychol Int 2007; 28: 346-64.

[45]　Spilt JL, Koomen HM, Jak S. Are boys better off with male and girls with female teachers? A multilevel investigation of measure-ment invariance and gender match in teacher-student relationship quality. J Sch Psychol 2012; 50: 363-78.

[46]　Bem SL. Gender schema theory: A cognitive account of sex typing. Psychol Rev 1981; 88: 354-64.

[47]　Ewing A. Teacher-child relationship quality and children's school outcomes: Exploring gender differences across elementary school grades. The University of Arizona: ProQuest, Umi Dissertation Publishing 2009.