Teacher-student’s acquaintance and teacher-student relationship in Arabic student in The Arab Schools in Israel.

**Abstract**

This research aims to explore and examine the connection between teacher acquaintances of student and quality of teacher-student relationship in Arabic schools in Israel. Particulary, between schools with Ashalim interference or without it. The sample of the research included 82 teachers, and 151 students (5th -6th grades). The research used two questionnaires, the first one, teacher’s acquaintances, included 8 domains, which was composed by alqasmi research team, while the second, “The teacher and I”, was taken from (Al-Yagon and Mikulincer) which included 25 domains. Demographic background was, also, included for further examination.

The results show higher degree of acquaintances of Arabic teacher, in schools of Ashalim interference than without. While teacher-student relationship was lower without Ashalim interference than with it. The results show that teachers and students, without Ashalim, have better relationship than with Ashalim, which could be understood because of differences of the quality of teachers and students between both schools, because of unique cultural and structure of the each society of school. The research found, also, significant levels of differences of acquaintance in regard of teacher gender, seniority and pupil gender. While there was opposite relationship in the acquaintance in regard of, teacher’s degree. The researcher proposes that this research can be a basis of wider future research, taking in a account the differences of teacher and students quality between schools. Research should examine differences by time scale of progression and not by comparing schools with different qualities.