THE ROLE OF TEACHER-STUDENT RELATIONSHIP IN THE LIVES OF GRADE 10 STUDENTS: A MIXED METHODS ANALYSIS

Ivy D. Paragele, Assumption College of Nabunturan, Philippines
Romulo P. Doronio, Assumption College of Nabunturan, Philippines

ABSTRACT

This study examines the significant role of teacher-student relationship and its vital influence on the learning process of students, particularly in Kao National High School. It offers directions for educators to understand that teacher-student relationship can create positive outcomes for students' learning experiences and their socialization. For a broader view of the problem, explanatory sequential-mixed methods analysis was used in this study. Grade 10 students were purposively selected as respondents for the quantitative section and 15 of them were selected as informants for the one-on-one in-depth interview for the qualitative section. Survey questionnaires and an in-depth interview were carried out to gather essential data for the study. To guarantee the reliability and validity of the data needed, the researcher herself administered the questionnaire and conducted one-on-one interviews with the participants. The findings of the study revealed that the teacher-student relationship has a great impact on the lives of the students. As discussed in the interpretation of data with the level of student-teacher relationship the result explicitly indicates that teachers of Kao National High School established a strong rapport with their students, teachers are in-touched with their students to the extent that students can express themselves freely by sharing personal matters like problems and experiences. With this kind of communication between the teacher and the student, there is a quality of motivation in the learning of the students. Moreover, this warm relationship that girdles between the teacher and the students of Kao National High School determines the acceptance and confirmation of the diverse backgrounds of the students. It was also revealed that a positive bond with the students could provide engaging interactions that lead to maximum learning for the students. It also indicates from the point of the learners having a good relationship with the teacher, it could lead to personal growth inasmuch as this positive bond with the learners, teachers could easily step into the students to give guidance and assistance to be better in school. It was also shown having a positive bond with the students creates an open relationship that incorporates a surrounding that has a mutual respect, this gives an opportunity for both to develop mentally as well as socially.

Keyword : *Explanatory Sequential Mixed Methods, Teacher-Student Relationship, In-depth interview (IDI), Positive Outcomes, Communication, Feed backing, Consultation, Philippines.*

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1. TITLE- The Role of Teacher-Student Relationship in the Lives of Grade 10 Students: A Mixed Method Analysis

It is a common mentality of many people that teacher-student relationship is one of the factors that promotes students learning whether it is negative or positive relationship. According to Agyekum (2019) positive interaction creates a peaceful environment, but negative interaction would lead to instability. The positive teacher relationship would help promote the academic development of the students. However, an overemphasized negative students' behavior rather than praise would lead to bad relation between the teacher and students. In the field of education, the teacher-student relationship plays a crucial role in shaping students' academic success, personal development, and overall well-being. This relationship is characterized by mutual trust, respect, and connection, which create a positive learning environment where students feel supported and motivated to reach their full potential. Research has

consistently shown that when teachers foster positive and supportive relationships with their students, students are more engaged in learning, exhibit better academic performance, and have a greater sense of belonging within the school community. Furthermore, positive teacher-student relationships not only enhance students' social and emotional skills but also contribute to their overall adjustment and school engagement. These relationships are not only important for academic success but also for the holistic development of students (Zhou, 2021). The researcher believes that when there is a good rapport between the teacher and the students, there will be harmonious relationship in the classroom environment which motivates the students to be involved during the teaching and learning processes. The students feel that they are valued and empowered to become better learners' everyday.

It was revealed in the study of da Luz (2015) in Massachussets, USA that majority of teachers and students value a supportive and caring relationship between them and that interaction is essential to the teacher-student relationship. This sense of caring and supporting from teachers motivates students to become a more interested learner. A caring teacher will help students to overcome struggles**.**

In the Philippines, it was also revealed in the study of Maulana et al. (2013) that good teacher-student relationships can positively impact student behaviors in the classroom. The learning environment plays a significant role in developing students' motivation to learn and positive relationships can help maintain student interest and become active participants during classroom discussions. The existing relationship must be founded with respect, acceptance, concern, and love. As emphasized by Alinsunurin (2021) that these relationships improve student engagement, motivation, and participation in class, leading to a more fulfilling learning environment. Teachers must find ways and means to cater to the needs of their students and there must be an adequate bond of good relationship between them. They are key elements in molding their students and their relationships with their students are significantly important.

1.1 Review of Related Studies

Teacher-student relationship. Teachers play an important role in the trajectory of students throughout the formal schooling experience (Baker, Grant, & Morlock, 2008). Furthermore, teachers have been said to play a crucial role in academic performance and educational attainment, because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Omodan et al., 2018) The student-teacher relationship is one of the most important features in the context of learning. It is also one of the factors affecting student-teacher development, school engagement, and academic motivation. Student-teacher relationships form the basis of the social context in which learning takes place (Spilt, Koomen & Thijs, 2011).

Communication. An important aspect of classroom management is communication. A structured learning environment is created where students feel safe and are aware of their boundaries when expectations, rules, and guidelines are communicated clearly and consistently. A good communication between teacher and student would establish a cooperative strategy for students' achievement. Human beings are social animals and communication between humans is an inevitable component of human life. In a formal school setup, the routine interpersonal interactions in classrooms form the building block of the teacher-student relationships. In the same way strong healthy interpersonal relationships between students and teachers necessitate skills that revolve around the ability of both to create a positive educational setting encompassing conditions of empathy, warmth, mutual respect, amongst others Hepfer (2023). In addition communication in education is vital to the development of the whole person (Morreale & Pearson, 2000).

Consultation. Academic advising is essential for the foundation of the students. Getting advice from others is crucial for achieving academic objectives and pursuing career or educational aspirations Jamaludin et. al (2021). Consultation is an essential element of the comprehensive school counseling model. It involves school teachers to identify and address the unique social, personal, and academic needs of each student. Teachers can create a holistic understanding of the student that goes beyond academic performance and test scores. Through consultation, teachers can gain a deeper understanding of students' individual needs, including their strengths, challenges, interests, and aspirations. This knowledge helps teachers personalize their instruction and support to better meet the needs of each student. Additionally, when teachers have a holistic understanding of their students, they are better equipped to create a positive and inclusive classroom environment that fosters academic success (Pope et al., 2019).

Feedbacking. Research has shown that feedback is one of the most crucial factors affecting learning and achievement. However, it is important to note that feedback can have both positive and negative effects on these areas. While effective feedback can help students understand their strengths and weaknesses and guide them towards improvement, poorly constructed feedback can lead to confusion and even demotivation (Hattie & Timperley, 2007). Feedback is a fundamental component of the instructional process that is essential for effective learning. It enables learners to receive information about their progress, identify areas of improvement, and set goals for future

learning. Feedback is not limited to the classroom but is applicable to all aspects of life where learning takes place. It provides information that can be used to modify and enhance instructional activities to make them more effective. By providing relevant data about the learner, feedback helps in the construction of re-evaluations, assumptions, and goals with the aim of improvement (Câmpean et al., 2024). Supported by Ahmed, M., Thomas, M., & Farooq, R. (2021) in their study the belief that a teacher's constructive, evaluative, and corrective feedback is important for students' academic performance. It also suggests that self-efficacy plays a mediating role between a teacher's feedback and students' academic performance. However, the effectiveness of feedback may vary depending on the type of feedback, individual factors, and the specific context of the learning environment.

2. Conceptual Framework

The framework of the study was anchored on Vygotsky's Social Constructivist Theory. In this theory, the fundamental aspect is the Zone of Proximal Development. Accordingly, there are tasks that are too difficult for an individual to master alone but can be mastered with the assistance or guidance of adults or more-skilled peers. Furthermore, social constructivism of Vygotsky is a sociological theory of knowledge according to which human development is socially situated in which knowledge is constructed through interaction or collaboration with significant others such as teachers. According to Vygotsky, learning occurs through interactions with the environment and people in that environment. Because students spend a significant portion of time in classrooms interacting with their teachers, teacher-student interactions are the primary medium through which learning occurs
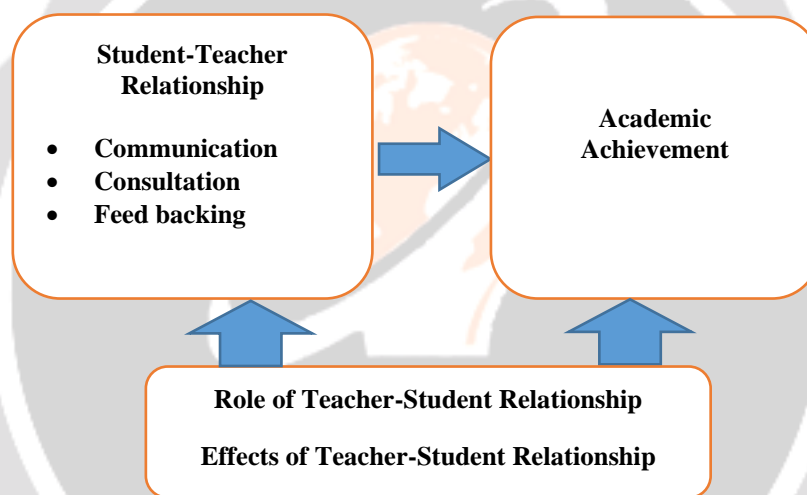

Figure 1 shows the schematic diagram of the study

3. Method

This study used the explanatory sequential mixed methods design also called a two-phase model (Creswell & Clark 2011). Explanatory sequential-mixed methods was used in this study of which the researcher first conducted quantitative research, analyzed the results and then built on the results to explain them in more detail with qualitative data. It is considered explanatory because the initial quantitative data results were explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase. By mixing both quantitative and qualitative research, the researcher gained in breadth and depth of understanding and corroboration, while offsetting the weaknesses inherent to using each approach by itself (Creswell, 2014). For the quantitative phase, to get the vital information from the respondents, a survey questionnaire was used and for the qualitative phase, a set of interview guide was also used for the In-depth Interview (IDI) with the participants.

3.1 Research Respondents and Participants

For the quantitative study, universal sampling technique was used in selecting the 70 Grade 10 students while, purposive sampling was used to identify 15 students who were not included for the quantitative phase. To identify these 15 participants, the researcher considered their attendance at school and their behavior shown in the classroom with their teachers. Table 1 below shows the number of student respondents and participants who were all Grade 10 students.

Table 1
Number of Respondents

Grade 10 Sections	Respondents	Participants
Diamond	35	7
Emerald	35	8
Total	70	15

3.2 Instrument of the study

A survey questionnaire was used as an instrument for data collection. Quantitative data were gathered through the use of this questionnaire which was adapted. This questionnaire consisted of two sections. The first section of the questionnaire was on the level of relationship of the students with their teachers in terms of communication, consultation, and feedbacking and the second section was on the academic achievement of the students which was taken from their final weighted average grades during the academic year 2015-2016. In evaluating the level of relationship between the students and the teacher, the scale below was used.

Range of Mean	Descriptive Equivalent	Interpretation
4.50-5.00	Very high	Indicator is always manifested.
3.50-4.49	High	Indicator is often manifested.
2.50-3.49	Moderate	Indicator is sometimes manifested.
1.50-2.49	Low	Indicator is rarely manifested.
1.00-1.49.	Very low	Indicator is never manifested.

However, in the qualitative phase of the study, an IDI was used in gathering responses from the 15 participants. There were three main questions asked with specific sub-questions.

Mean Interval	Level of Proficiency
90% above	Advance
85-89%	Proficient
80-84%	Approaching Proficiency
75-79%	Developing
74% below	Beginning

3.3. Results and Findings
Level of Students-Teacher Relationship

Communication. Illustrated in Table 2 are the mean scores of the level of relationship between the students and their teachers in terms of communication.

Table 2
Communication

The teacher…	x̄	Descriptive Equivalent	Interpretation
1. Appreciates participation, even if it is not always correct.	3.62	High	Often
2. Displays a personal interest through verbal encouragement.	3.91	High	Often
3. listens to students' point of view	4	High	Often
4. Answers questions in a way I understand it.	3.89	High	Often
5. Provides an opportunity to increase participation.	4.05	High	Often
Weighted mean	3.89	High	Often

Table 2 shows that indicator number 5, provides opportunity to increase participation has the highest mean score of 4.05, with a descriptive equivalent of high and thus the actions is oftentimes manifested. Indicator Item number 1, appreciates participation, even if it is not always correct has the lowest mean score of 3.62, which is described as high. The overall weighted mean for communication is 3.89 with a descriptive rating of high. The result is an indication that teachers are in touch with their students and that they have some positive actions oftentimes manifested. Teachers established rapport with their students which is clearly revealed in the data presented in Table 2.

Consultation. Presented in Table 3 are the mean scores of the level of relationship between the students and the teachers in terms of consultation

Table 3
Consultation

The teacher…	x̄	Descriptive Equivalent	Interpretation
1. Entertains questions whenever I encounter difficulties.	3.04	Moderate	Sometimes
2. Talks with me about my interest.	3.70	High	Often
3. Gives individual attention in his/her spare time, and suggest something nice.	3.77	High	Often
4. Takes time to assist individual students that need help.	3.58	High	Often
5. Guides students in a positive direction for their personal growth.	4.13	High	Often
Weighted Mean	**3.64**	High	Often

As shown in Table 4, indicator number 5 gained the highest mean test score of 4.13, followed by indicator number 3 with a mean score of 3.77. Items number 1 receive mean scores of 3.04, with a descriptive rating of moderate, and item number 4 has a mean score of 3.58, with a descriptive rating of high. The overall weighted average for consultation is 3.64, high. The rating is quite impressive but with some inhibitions since there are other teachers who were assessed with low ratings compared with the others. Further, the results suggest that teachers in Kao National High School possess the quality of being concerned and interested to help the students to perform better in school.

Feedbacking. Table 4 shows mean scores on the level of relationship between the students and the teachers in terms of feed backing.

Table 4
Feedbacking

The teacher…	x̄	Descriptive Equivalent	Interpretation
1. Gives feedbacks with constructive criticism	3.62	High	Often
2. Provides relevant information to explain the points of subject matter.	3.20	Moderate	Sometimes
3. Appreciates participation, even if it is not always correct.	3.29	Moderate	Sometimes
4. Gives satisfactory correlatives related to the mistakes that I have done.	3.64	High	Often
5. Makes positive comments about the students' abilities to learn.	4.12	High	Often
Weighted Mean	**3.57**	High	Often

Illustrated by Table 4, indicator number 5, makes positive comments about the students' abilities to learn has the highest mean score of 4.12, high; indicator number 4, gives satisfactory correlatives related to the mistakes that I have done has a mean rating of 3.64, high; and indicator number 1, gives feedbacks with constructive criticism receives a mean rating of 3.62, high. While items numbers 2 and 3 have mean ratings of 3.20 and 3.29 respectively, both are described as moderate. This means that teachers are appreciative to their students' success. Because of this they reprimand and re-align the mistakes committed by their students. It has been emphasized that when teachers express care toward students, behave sensitively, communicate respect and interest, and remain warm and engaged, this is not only improving individual relationship, student's sense of school belonging, cooperation among students, and motivates students to learn, as well as prevents and diffuses disturbing behavior, but also affects the broader climate and reduces classroom conflicts.

Level of the Academic Achievement of the Students

Table 5 shows the achievement level of the students.

Table 5
Level of Academic Achievement of the Students

TOTAL MEAN SCORE (Academic Achievement of the Students)	DESCRIPTION
84.73	**Satisfactory**

The data presents the level of academic achievement of the students in Kao National High School, which has a mean of 84.73 with a descriptive rating of satisfactory. It means that, students have a satisfactory grade in the school year 2015-2016.

Level of Relationship of the Students with their Teachers in Communication, Consultation, and Feedbacking.

Table 6 presents the level of relationship of Students with their Teachers in Communication, Consultation, and Feedbacking.

Table 6
Level of Relationship of Students with their Teacher

Level of Relationship of Students with their Teachers	Mean	Description

1	Communication	3.89	High
2	Consultation	3.64	High
3	Feedbacking	3.57	High
Weighted Mean		3.7	High

Based on the data shown in Table 6, the indicator c*ommunication* gained the highest mean of 3.89. Followed by the indicator c*onsultation* having a mean of 3.64, and the indicator f*eedbacking* got the lowest mean of 3.57. However, these indicators have the same descriptive equivalent of high which implies that these three indicators are oftentimes evident in the level of relationship of students with their teachers in the classroom.

Table 7
Relationship between the Student-Teacher Relationship and the Academic Achievement of the Students

Variables	p-value	Correlation coefficient	Remarks
Student teacher relationship Academic Achievement	0.420	0.096	Not Significant

Correlation was conducted to test the relationship between student-teacher relationship, p-value is 0.420 which is greater than .05, not significant.

Table 7 shows the relationship between the student-teacher relationship and the academic achievement of the students. With the used of Pearson Correlation, it was found out that the p-value of 0.420 is greater than 0.05 which means that there is no significant correlation between the teacher-student relationship and the academic achievement of the students. The result further suggests that the computed value of 0.096 implies that there is a high positive correlation between the teacher-student relationship and the academic achievement of the students. As reflected in the results, there is no significant effect of teacher-student relationship when related to the academic achievement of the students. This also means that whether the relationship is good or not, the students are not affected academically.

On Qualitative Data

This section presents the different responses from the research questions. An in-depth one on one interview with the 15 student participants informants, as to research ethics for qualitative research, secrecy of the identity and as to the results were concealed. The responses were properly transcribed and thoroughly organized into themes by the data analyst. The results were presented according to the order of the research questions used in this study.

What role does the teacher-student relationship play in the lives of the students?

This section presents the responses to the first major research question "What role does the student-teacher relationship play in the lives of the students in Kao National High School?'' Five specific questions were used to gather vital information for this major research question.

Students' Description of their Relationship with their Teachers

Drawn from the responses of the research participants, this section presents the results to the specific question 1.1 'How would you describe your relationship with your teacher?' which is under the 1st major research question 'What role does the student-teacher relationship play in the lives of the students? The responses generated sis themes: just like a friend, just like a parent, like surrogate parents, spread good values to the students, considerate and understanding, provide encouragement, and friend to the students.

Ways in which Teachers Treat the Students in School

This section presents the results to the specific question 1.2 'How do teachers treat you in school?' which is under the 1ˢᵗ major research question 'What role does the student-teacher relationship play in the lives of the students in Kao National High School?' From the responses, the following themes were drawn: treating us like their children, teaching us well, being considerate and treat us as friends.

Treating us like their Children. Students found it beneficial on their learning having a good quality of relationship with their teachers, with this kind of relationship, treating students like their own they can talk freely to their teachers without hesitation.

Teachers Model the Values by Showing Good Behavior with the Students

This section presents the results to the specific question 1.3 'How well does the teacher model the values through how she/he behaves with the students?' Under the 1ˢᵗ major question 'What role does your teacher play in your life as a student?' The following themes served as the results, these are show good deeds, and anger can hide their good side, trying to be considerate model of good values, teach students well, and practice what they preach.

Show Good Deeds. One trait that the teachers possess is they are persons with dignity by showing good deeds to their students.

3.3 Discussion

On the Level of Relationship of the students with their teacher. Communication has the highest mean of the three indicators under this variable, implying and displaying a high level of engagement in communication. The data is an indication that teachers of Kao National High School established a bond of understanding that provides a better relationship among the students, though there are some who received low scores but it does not affect the general outcomes. However, among the three indicators, Feedbacking gained the lowest mean but still with a descriptive rating of high. This means that students have the acceptance even when reprimanded by their teachers, for they accepted it as an advice coming from the concerned teachers. Having a good relationship with strong communication, students could easily interact, giving feedbacking allows teachers to address their concern to students positively. Krasovskaya (2016) believed that the quality of communication between teacher and student has a significant impact on the quality of motivation in the learning of the students. In other words, the caring attitude of teachers and their warmth acceptance of the diverse background of the students would make the students feel that they belong to the group

Similarly, Massey (2006) explained that teachers are the ones who are working with student's day in and day out. The trend in education is the new idea of being a guide on the side. In education, the teacher is a guide who shows the students what to do and does not tell them what to do but to guide them along the way to allow them to gradually take on more responsibility for themselves.

Herwitt (2001) also highlighted the teacher's role of a participant as critical to effective learning. The role of the participant is essential for the teacher. The teacher as an efficient communicator should be actively engaged in the activities going on in the classroom and this approach allows for a more exploratory approach to learning.

It has been emphasized that when teachers express care toward students, behave sensitively, communicate respect and interest, and remain warm and engaged, this is not only improving individual relationships, students' sense of school belonging, cooperation among students, and motivates students to learn, as well as prevents and diffuses disturbing behavior, but also affects the broader climate and reduces classroom conflicts (Giani & O' Guin, 2010).

Furthermore, when teachers form positive bonds with students, classroom becomes supportive spaces in which students can engage in academically and socially productive ways. Positive student teacher relationships are classified as having the presence of closeness, warmth, and positivity. Students with positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001).

Aramaviciūte (2005) emphasizes that harmonious relationship between students and teachers based on mutual respect, understanding, kindness and cooperation are essentials for the success of education. Teachers' respect and confidence influences student's productive self-expression, finding the sense of activity, activates efforts to act creatively and independently. Good relationship has feedback effects on the quality of activity and the nature of communication. Further discussed the teacher in particular, can affect the success or failure of students through the school that chooses strategies in classroom management and communication with students, the latter react to them with their different characteristics and personalities.

On the Level of the Academic Achievement of the Students. The average mean of the academic achievement of Grade 10 students is equivalent to 84.73% which described as satisfactory academic achievement. The result of the data analysis specifically on the academic achievement of the students was profoundly showing that students in Kao National High School are performing well in all areas of instructions.

Significant Association between the Students' Academic Achievement and the Student-Teacher Relationship. There is no significant relationship between student-teacher relationship and the academic performance of the students. The academic achievement of the students is not affected by teacher-student relationship. Though some students give importance on student-teacher relationship still it cannot affect the general outcomes of the group. It is not only the student-teacher relationship that could affect the atmosphere in the school but there are many factors to be considered why students are not performing well in class. As the result of the study, students in Kao National High School can still perform and be with the teacher even if they're not in good relationship or most likely having shallow relationship.

Qualitative Part
The structured and the emerging themes were made as bases in broadening the discussions of the findings of this study. Each theme is linked to the related literature and studies that substantiated the findings.

Describing the relationship with the teacher. The emerging themes in this structured theme were just like a friend, just like a parent, like surrogate parents, spread good values to students, considerate and understanding, provide encouragement, and friend to the students. These were the descriptions of the students to their teachers. The findings revealed that the teachers were appreciated by their students by describing them positively. The experiences that the students had with their teachers are worthy to be acknowledged since they felt that they are loved and cared. Educators are expected to be the second parents of their students and they are not only facilitators of learning but their role goes beyond. As long as the students are in the school, teachers would not see the boundaries. They are always there to guide the students even more than how they care their own children. According to Gablinske (2014), there is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning with the teachers' personal interactions with their students can make a significant difference for students. In addition, personality traits certainly have a great effect on the teaching profession. Teachers need to have such personal traits required for teaching that they should be models for students. Otherwise, teachers might mitigate the existing skills of students (Yazici, 2006).

Treating the students. The emerging themes under this structured theme were treating us like their children, teaching us well, being considerate, and treat us like friends. For the students their teachers are not only facilitators of learning but they are their second parents while they are away from home. Being the second parents, the students are confident that even if they are away from home, someone is taking good care of them. They felt accepted since their teachers are there acting like their parents. The classroom becomes their classhomes. Aside from being their parents other students felt that their teachers are also their friends who would listen to their feelings and emotions especially when they had encountered difficulties in life as students.

According to Fan and Williams (2010), suggest that students' perception of their relationship with teachers plays an essential role in forming an interest in the subject and motivating students to learn better. A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn. The student-teacher relationship is one of the most important features in the context of learning. It is also one of the factors affecting student-teacher development, school engagement and academic motivation. Student-teacher relationships form the basis of the social context in which learning takes place (Spilt, Koomen & Thijs, 2011).

One positive aspect about the above perceptions from literature is evidence that good relationships between students and their teachers are essential to the development of all students in school (Hamre & Pianta, 2001). As cited by Downey (2008) the quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom. Further, Marzano (2003) said that an effective teacher-student relationship may be the keystone that allows the other aspects to work well. Students with high-quality of teacher-student interaction enjoy higher levels of peer acceptance (Hughes, Cavell, & Willson, 2001), and are less likely to engage in classroom disruptive behaviors (Baker, 2006).

Model the Values. From this structured theme, six emerging themes came out during the interview, these are show good values, anger can hide their good side, trying to be considerate, model of good values, teach students well, practice what they preach. It was revealed that the teachers showed good values and considerate to the needs of their students especially in times of difficulties. As professional teachers, they are performing better in classroom instruction. However, there are times when they could not control their temper due to foolishness of students. Further, the students observed that their teachers are doing what they preach to students. Moreover, teachers who

support students in the learning environment can positively impact their social and academic outcomes which are important for the long-term trajectory of school and eventually employment (O'Connor et al., 2011). When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). According to them, positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development. This includes relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations. Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

One thing that the teacher does well. This structured theme generated to four emerging themes: willingness to teach us, teach us good manners, appreciate students' talents, and share their knowledge. It was revealed that the teachers are willing to teach which could be seen on the way they facilitate the learning process. They also teach the students the proper manner that is expected of an educated person. They are not only honing the intellectual capabilities of the students but also equipping them to do the right thing to be morally upright. Whitaker (2005) suggests that teachers are the first and perhaps most important point of contact in a student's life. As emphasized, the most powerful weapon teachers have, when trying to foster a favorable learning climate, is positive relationships with their students. Students who perceive their teachers as more supportive have better achievement outcomes Gehlbach, H., Brinkworth, M. E., & Harris, A. D. (2011, April).

It has furthermore been emphasized in the literature that the most frequently stated indicator of highly effective schools for students is a caring environment exhibiting a homelike atmosphere in which teachers treat all students with respect and care, and interact with them in relationships similar to the extended family (Tosolt, 2010). Similarly, it has been emphasized that when teachers express care toward students, behave sensitively, communicate respect and interest, and remain warm and engaged, this not only improves individual relationships, students' sense of school belonging, cooperation among students, and motivates students to learn, as well as prevents and diffuses disturbing behavior, but also affects the broader climate and reduces classroom conflicts (Giani & O' Guin, 2010).

Ways teachers showing respect for all students. This is one of the structured theme that was generated from the major research question number one. This structured theme created five emerging themes: understand students' situation, gives students constructive criticisms, recognize students' opinion, treat students as friends, and give students importance. Undeniably, teachers are facilitators of learning. To be effective facilitators, they must extend their patience to understand and recognize the opinions of the students. Teachers need to establish a relationship with their students that engender trust, respect, and an understanding of them as learners. He considers it an essential component of teaching and learning. Eccles and Wigfield (2002) investigated motivational beliefs and values that guide a student's learning process. They define motivation as the study of action; in particular, they focus on achievement motivation. They posit that people have expectations about success as well as values and reasons for doing an activity. There is an expectation for success and a sense of control over outcomes which are related beliefs that motivate individuals when completing tasks, especially challenging tasks. This sense of self-efficacy is strong in some people but weak in others. As reported by Eccles and Wigfield, not knowing the cause of one's successes and failures undermines one's motivation to work on associated tasks. They determine that having a strong sense of control and confidence over your outcomes leads to success. Hamre and Pianta (2006) also investigated the importance of teacher–student relationships. They posit that positive relationships between teacher and student serve as a source to students as it helps maintain their engagement in academic pursuits.

Effects of the relationship with the teachers in terms of learning. This section is one of the specific questions under the second major research question which resulted to four themes: additional knowledge/learning, instruments of students' growth, help in personal lives, and getting more motivated. The results revealed that the relationship that has been established between the teachers and the students motivated the students to be interested to learn and made them grow better as persons and improved their own personal lives. This simply shows that the students are inspired by what they have observed and experienced with their teachers. Teacher-child relationship does not only contribute positively to child development but also serve as an influential social source on the children's obtainment and development of social and academic skills (Valiente et al., 2008). Closeness is referred to as one of the most important concepts related to quality teacher-child relationships. The closer a child's relationship is with the teacher the more secure the child will feel with that teacher, thereby benefitting from the teacher as a firm basis and source for exploring learning opportunities in class. Cordially and confidently established relationships between children and their teachers also provide support for the children to display positive behavior toward their

peers (Colwell & Lindsey, 2003). Roorda et al. (2011) demonstrated that the quality of student-teacher relationships is strongly related to student's motivation to learn.

Effects of the relationship with the teachers in terms of behavior. This specific question yielded to two themes: teach students good manners and promote discipline among students. Teachers are said to be good disciplinarian. Discipline in this regard is not about inflicting pain to the students but teaching the students to be responsible of whatever actions they have inside the classroom. Part of the discipline is to inculcate good manners to the students. Good relationship with the teachers would result to well-disciplined students who possess the good values needed to become more productive and responsible members of the community. In a similar way, the teacher should provide opportunity for students with diverse types of learning preferences to contribute verbally and in writing to class discussions. Positive student-teacher interactions also benefit students' emotional health and help them build self-worth in addition to academic benefits. As previously said, strong student-teacher interactions are crucial for a successful classroom. Particularly, student-teacher interactions are crucial to students' short- and long-term educational success. In the short term, student-teacher connections are crucial because they foster a positive learning environment, support students' development of self-worth, and enhance their mental health (Buffet, 2019). Additionally, these beneficial connections can lessen behavioral issues and encourage academic achievement. Student-teacher connections contribute to students' academic achievement.

"The relational part of teaching may very well be its most underrated aspect. When teachers are good at building relationships with students, the skill is seen more as cover for a lack of content knowledge or wherewithal to instruct with rigor," (James, 2015). To the contrary, he added, "Our first job as teachers is to make sure that we learn our students, that we connect with them on a real level, showing respect for their culture and affirming their worthiness to receive the best education possible." Also, the ability to communicate to students on a personal level might increase their intrinsic motivation to learn.

Effects of the relationship with the teachers in terms of who you are as a person

This specific question resulted to two themes: influenced by the teachers' desirable behavior and influenced by the teachers' negative behavior. It can be said that the students were influenced by either desirable or the negative behavior of the teachers. It is said that teachers are role models their influence is beyond compare. In other words whether the behavior of the teacher is desirable or undesirable, it can bring some lasting effects to the students. The participants had reiterated that their observation of the behavior of their teachers is sometimes desirable and undesirable. They understood that their teachers showed some manifestations of being angry because of their foolishness and these manifestations affect them personally. According to Baker, Grant, and Morlock (2008), teachers play an important role in the trajectory of students throughout the formal schooling experience Furthermore, teachers have been said to play a crucial role in academic performance and educational attainment, because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2003). The student-teacher relationship is one of the most important features in the context of learning. It is also one of the factors affecting student-teacher development, school engagement, and academic motivation. Student-teacher relationships form the basis of the social context in which learning takes place (Spilt, Koomen & Thijs, 2011).

Effects of the relationship with the teachers in terms of choices you make in school. This specific question yielded to two emerging themes: becoming more attentive and becoming more cautious.

It was revealed by the participants that they become more attentive and interested to the lessons facilitated by their teachers and more cautious of whatever they do inside the classroom because their teachers are there to make some follow ups on their performance and participation. As pointed out by Fredriksen and Rhodes (2004) that relationships with teachers may have an impact on students' learning and academic achievement. Children with better social skills may be more adept at interacting in positive ways with teachers and peers, and teachers may interpret positive interactions as reflecting not only social competence but also intellectual competence. Moreover, supportive relationships with teachers may augment students' motivation to learn and actively participate in subject domains that have traditionally held little interest for them. Increased participation may result in changes in attitude regarding the subject domain as students experience increased efficacy, interest, and perceived utility.

Further, Roorda et al. (2011) demonstrated that the quality of student-teacher relationships is strongly related to student's motivation to learn. In the same vein, Nurmi (2012) found that teachers ensure more close relationships with highly engaged students. The association of teacher-student relationships is stronger with student engagement than with learning achievement (Cornelius-White, 2007). Liu and Meng (2009) concluded that students value specific teacher characteristics and among the characteristics students outlined were teaching ability, adequate content knowledge, and positive student-teacher relationship.

Convergence of data

Understanding the relationship between students and teachers can be analytically explained through a mixed-method research approach. The combination of quantitative and qualitative research approaches by integrating both in-depth narratives and numerical data, provides a holistic comprehension of the diversified and complexities within the student-teacher relationship.

In Qualitative the analysis will explore into the subjective experiences, perspectives, and emotions of participants. By interviewing, doing focus groups, or delivering open-ended surveys, affluent qualitative data will be collected to seize the complexities, motivations, and implications of student teacher interactions. These qualitative data provide depth, context, and personal meanings to complement the quantitative findings.

The analysis of quantitative data will involve statistical measures to quantify the extent of student-teacher relationship thus survey questionnaires may be used to gather salient numerical insights into the frequency and outcomes of the student-teacher relationship. These quantitative findings direct to offer a structured overview with statistical validation of the relationship.

Both quantitative and qualitative data sources, will give an extensive and dynamic portrait of the relationship between students and teachers. The impact on students learning outcomes and the implications for educational practices are more likely explained in this study. The unification of diverse data will allow for a more in-depth understanding and exploration of the different factors influencing the kind of relationship that exist. Finally, this study desires to make valuable insights to contribute to educational research and execute by illuminating the diversified nature of the student-teacher relationship.

4. CONCLUSIONS

Based on the results of the quantitative part of the study, the level of teacher-students relationship in terms of communication, consultation and feedbacking were evaluated as high; the academic achievement of the students was satisfactory; and there was no significant relationship that was established between the teacher-students relationship and the academic achievement of the students. Furthermore, the findings of the qualitative part of the study revealed that students' description about their relationship with their teachers yielded to seven emerging themes which are all desirable descriptions which motivated them to be more attentive and cautious of the things they wanted to do in school. The effects of the teacher-students relationship improve the learnings of the students; they were taught good values and right manners; improved their personal lives and became more motivated and attentive to learn. However, the desirable and undesirable behavior of the teachers affects the students as a person.

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