

BUILDING POSITIVE TEACHER-STUDENT RELATIONSHIP IN PRIVATE SCHOOLS: EXPLORATORY APPROACH

CHRISTIAN DAVE A. BUMAGAT¹ and DR. GEMMA N. KINTANAR²

¹Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: bumagatchristiandave7@gmail.com

ABSTRACT

This study determined the dimensions of building positive teacher-student relationship among private schools. Ten participants were invited for in-depth-interview (IDI) and 7 participants for focus group discussion (FGD). Two hundred (200) teachers as respondents used for exploratory factor analysis in the Municipality of M'lang, Cotabato. The study employed an exploratory sequential design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on building positive teacher-student relationship in private schools. The results revealed upon factor analysis that building positive teacher-student relationship in private schools have eight themes which include managing the classroom and teaching methods, identifying problems and communicating expectations, self-reflection and establishing meaningful relationship, understanding differences and individual identity, showing empathy and motivation to work, provision of support and affection, increasing classroom engagement and interaction, meeting student's expectations. Building Positive Teacher-Student Relationship Questionnaire with 89 items was developed. Reliability test revealed the results on building positive teacher-student relationship in private schools the overall Cronbach's Alpha value of .921 which interpreted as very high. It means that the validity of the instrument was very high and suitable for using the instrument as a tool. Results from the Exploratory Factor Analysis (EFA) revealed that there are 89 items of set of questionnaires that are suitable for factor loading. This means that these items are appropriate and pass the face validity for measuring tools in the study.

Keywords: *Building Positive Relationship, Private Schools, Exploratory Approach, Exploratory Factor Analysis, M'lang, Cotabato*

INTRODUCTION

Relationships between students and teachers must be supportive and positive for students to succeed. When teachers take the time to get to know their pupils, they establish a sense of community, safety, and attachment to the classroom, all of which lay the groundwork for academic success. As stated by, "brain rich environments" are those that offer kids a sense of security, encouraging criticism, acceptance, and sustenance. Memory performance is improved in surroundings that are peaceful,

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stress-free, and constructive. Cooperation and participation in the classroom enhance when there are good teacher-student interactions. These connections support an inclusive educational environment that fosters equity, social-emotional growth, and less disruptions in the classroom. Teachers can encourage the establishment of positive relationships by using positive language and effective classroom management (Haggis, 2020).

Skinner et al. (2020) indicated that children may perceive themselves as undesired outsiders and become alienated from school when there are no positive relationships at their school. Behavior issues, rejection, and alienation might result from encounters with insensitivity or apathy, authoritarian classroom management, arbitrary decision-making, or rigid teacher behavior (Cefai & Cooper, 2020; Liesen & Luder, 2021). Students must therefore perceive schools as dependable institutions of learning and support in order to feel socially included, and this perception is dependent on the caliber of their interactions with classmates and teachers. For kids with special needs, who are more likely to experience victimization and isolation (Koster et al., 2020; DeVries et al., 2019), this is even more crucial.

Numerous studies have established the value of developing good relationships between teachers and students. In some private schools in M'lang, Cotabato, it appears that this topic is understudied, and there is no evidence to support the notion that teachers alone have an impact on students' beneficial relationships with others. It is understudied how exploratory design and other qualitative approaches are used in relation to this subject. To conduct this related study, several researchers used path analysis and other quantitative techniques. As a result, the researcher is committed to learning more about this subject in order to fill in any knowledge gaps and gain a deeper comprehension of it. Offering a theoretical and conceptual framework for the examination into developing positive teacher-student relationships in private schools is one of the researcher's key goals.

Because of the knowledge and insight, it will provide of students, teachers, school administrators, and policy makers regarding the importance of teachers' love and concern for pupils in student outcomes, the study's findings will be helpful for both institutions and for educators. Through the provision of pertinent information and the development of key interventions related to this subject, this study also provides institutions with guidance to aid teachers working in improved educational environments. All parties involved in the study, including but not limited to the program providers, staff members, and students, are anticipated to gain from it.

FRAMEWORK

The Attachment Theory is the foundation of this work. The idea is pertinent to our study because it emphasizes relationships between two or more individuals, especially those that last a long time, like those between romantic partners and families (Cherry, 2018). One of the most eminent psychologists, John Bowlby, created this theory in 1958 and published it in the trilogy *Attachment and Loss* in 1969 (Bowlby, 1969). According to Cherry (2018), he defines attachment as a "lasting psychological connectedness between people and that it is a sort of behavior aimed to build and keep closeness and

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contact with an adult and figure who is rational and attentive to the child wants. As to Bowlby (1969) and Krstic (2015), the idea contends that when adults offer emotional support in a stable, secure, and predictable setting, it encourages children to become more independent and learn more effectively because they have confidence in an adult's ability to lead and assist them. Krstic (2015) indicated that children's complementary exploratory systems—which drive them to explore—are active when they feel safe and secure.

This study was also influenced by Deci and Ryan's (1993) Self-Determination Theory, which explains how positive teacher-student interactions contribute to academic motivation by satisfying three fundamental psychological needs: the need for attachment, the need for competence, and the need for autonomy. Students' learning and achievement motivation will increase, which is linked to the learning progress, if a teacher meets these three basic needs by demonstrating commitment (for example, through caring behavior or genuine interest), by ensuring clear structures, and by strengthening the autonomy of students (Roorda et al., 2019). The attachment theory is used by self-determination theorists to define "commitment" as an emotional aspect of interactions between teachers and students. As a result, emotional safety and the fundamental desire for attachment are strongly related (Roorda et al., 2019). This idea holds that the satisfaction of the aforementioned three basic needs, which support one another and ensure optimal, healthy development, is a good indicator of the quality of teacher-student relationships (Bakadorova & Raufelder, 2018).

These theories are thus pertinent to the study because it supports the idea that positive student-teacher interactions are essential for both students' academic success and teachers' job satisfaction. There is no question that when students and teachers get along well, pupils can grow a sense of belonging and a kind of freedom of mind that allows them to consult and communicate with their teachers whenever they want without feeling intimidated or fear. As tools for fostering teacher-student interactions, student engagement and motivation are therefore an antidote that may spark students' interest and foster positive attitudes about learning, success, and their academic performance (Hughes, Luo, Kwok, & Loyd, 2008).

METHODS**Research Design**

This study utilized exploratory-sequential methodology. It is an approach that is utilized when a researcher wishes to combine qualitative and quantitative analyses. This two-stage approach is very beneficial for researchers who want to develop a new instrument, taxonomy, or treatment process (Creswell & Plano Clark, 2011). The researcher applies the qualitative (exploratory) findings from the first phase to the construction of the instrument or intervention, which is then tested in the second stage (quantitative).

Respondents

For the preliminary (qualitative) phase of the study, a total of 10 private

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elementary school teachers were invited for in-depth interview. The results of which were used to identify the emerging themes and as well as the items to generate the questionnaire.

For the succeeding quantitative phase, the constructed survey questionnaires from the qualitative interviews were disseminated to 200 teachers of private schools in M'lang, Cotabato.

Statistical Treatment

In the qualitative data, thematic analysis was used to analyze the data. This approach places a premium on identifying, evaluating, and documenting patterns (or "themes") within the data. Themes are patterns found in data sets that are important for the explanation of a phenomena and are associated with certain study areas (Boyatzis, 1998).

In quantitative data, the Exploratory Factor Analysis is used in the study. It determines empirically how many constructs, or latent variables, or factors underlie a set of items. Factor analysis is a type of multivariate analysis that seeks to explain the relationship between a large number of variables (items) in terms of a set of independent underlying factors. This statistical method can serve as an important tool for validating the structure of instruments (Nunnally, 1978; Carpenter, 2007) pointed out that factor analysis is not a simply defined statistical method, but a broad category of methods for conceptualizing groupings of variables that includes mathematical procedures for assigning variables to certain groups.

Additionally, the questionnaire was tested to Cronbach's Alpha to determine its reliability. This intended to offer a measure of a test's or scale's internal consistency. Internal consistency refers to the amount to which all items in a test assess the same notion or construct, and is therefore linked to the interrelatedness of the test items. Internal consistency should be established prior to using a test in study or examination to verify its validity (Cronbach, 1951).

RESULTS AND DISCUSSION

Emerging Themes of Building Positive Teacher-Student Relationship in Private Schools

There are eight themes that emerges from in-depth interview and focus group discussion with the selected private-school teachers in Central district of M'lang, Cotabato that put emphasis on managing the classroom and teaching methods, identifying problems and communicating expectations, self-reflection and establishing meaningful relationship, understanding differences and individual identity, showing empathy and motivation to work, provision of support and affection, increasing classroom engagement and interaction, meeting student's expectations.

Managing the Classroom and Teaching Methods. For most participants, proper classroom management and sufficiency of teaching methods is essential in building positive relationship. It helps teachers to identify what is necessary resources

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and intervention to be implemented in order for them to create a meaningful relationship with their students that is why they believed that establishing guidelines and administering discipline helps them to earn students' trust. In addition, they said that being approachable and kind at the same time setting limits and boundaries to their students is necessary for them to maintain relationship. The participants explain these ideas as follows:

I establish as set of guidelines in order to earn my students' trust and administer discipline in an appropriate manner.
(IDI-Participant 7)

I am an approachable and kind teacher that is available to speak with students whenever they need to.
(FGD-Participant 6)

I maintain relationships and even become friends with my students, but I also establish limits and boundaries.
(IDI-Participant 10)

Meanwhile, the participant also believes that the use of differentiated instructional strategies gives them knowledge and understanding in meeting the learning needs of their students. They also added that employing interactive techniques both verbal and non-verbal helps them to make their students pay attention to their class discussion. These are presented in the narratives of the participants below:

I used differentiated instruction and instructional strategy adaptation to meet the needs of each individual student.
(FGD-Participant 6)

I employ interactive techniques, both verbal and nonverbal, to pay attention to their behaviors and voice tonality.
(IDI-Participant 2)

The findings imply that using several techniques and methods in teaching increases teachers' effectiveness and efficiency in managing classroom and teaching processes. Teachers that are approachable and upbeat build stronger relationships with their pupils since communication between teachers and students is so important. Differentiated responses from teachers will result in fewer good encounters and more unfavorable contacts with students. So that more wholesome connections can develop, teachers have a duty to welcome all pupils and foster a climate of respect among them (Boynton & Boynton, 2020).

Identifying Problems and Communicating Expectations. In a statement given by the participants, they reported that they are having a problem with the diverse attitude of their students as well as their lack of confidence to participate in class which

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hinders them to build a positive relationship with their students. Furthermore, they added that they are having trouble when they encounter students with lack of expressiveness and had a weak emotion. These are evident in the following quotes from the participants.

I was having problems with my students' diverse attitudes, especially those stubborn ones.

(FGD-Participant 7)

I find it challenging when students lack the confidence to participate in class.

(FGD-Participant 2)

It is hard for me to overcome my students' lack of expressiveness and tendency to cry whenever I ask them about their concerns.

(IDI-Participant 10)

However, it is both rewarding and overwhelming that despite of the problems and issues identified by the teachers in building positive relationship with their students they can still be able to communicate and provide some alternative solutions to prevent those problems. They reported that they make some effort to comprehend students' incorrect behavior. Additionally, teachers are making efforts to chat their students for them to know the problems and give required attention needed by the students at the same time. These are presented in the narratives of the participants below:

I make an effort to comprehend my students' incorrect behavior, but occasionally I run into issues.

(FGD-Participant 6)

I chat to students and get to know their issues in order to give them the attention they require.

(FGD-Participant 7)

The participants imply that in spite of having a problem in building positive relationship with their students, teachers are able to provide meaningful engagement and interaction with their students. They can still be able to afford to create a solution to prevent the issues and problems. It is challenging for teachers to comprehend their students' requirements, take the time to get to know each of them, and develop lasting relationships with them as a result of evidence-based teaching (Valli & Buese, 2020). The time teachers spend on developing relationships with students, learning about their unique needs, and comprehending them personally is replaced by time spent making decisions for the class as a whole that will help every student succeed (Valli & Buese, 2020).

In the study of Lui and Meng (2019), it shows that students value teachers who can communicate effectively, who know what they are teaching and the most effective ways to teach it, and who have good rapport with the students. These traits help students feel accepted and significant in the classroom.

Self-Reflection and Establishing Meaningful Relationship. Many participants believed that self-reflection is necessary in establishing meaningful relationship with their students. They believed that they are more conscious of the consequences of their actions and how it will affect to their wellbeing. They also added that they are taking a

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moment, pray and gather their thoughts as well as interacting students with politeness in order for them to foster positive relationship with their students. The participants explained these ideas as follows:

I am conscious of the consequences of my actions and how they affect my wellbeing.

(FGD-Participant 4)

When I'm stressed, I take a moment to calm down, gather my thoughts, and pray the Lord to show me the proper course of action.

(FGD-Participant 7)

I used to watch how I interacted with my students by speaking politely to them.

(FGD-Participant 3)

In addition, the participants also believed that they enjoy spending time with their students by talking to them and communicating them with their experiences in life. They also said that they strive to establish a feeling of purpose and connection to strengthen their bonds with their students. These views are presented in the phrases quoted by the participants below:

I enjoy spending time with my students, engaging in conversation and hearing about their experience.

(FGD-Participant 2)

I strive to establish a feeling of purpose and connection in my profession to strengthen my bonds with my students.

(FGD-Participant 4)

This imply that self-reflection is one of the most significant components of establishing positive relationship with other people. Respectful interactions between teachers and their students, a commitment to learning, and the development of students' academic skills are all characteristics of high-quality teacher-student relationships (Furrer et al., 2019). In order to continue building trustworthy relationships that support their students' academic performance, teachers must maintain positive relationships with their students (Cook et al., 2018). Teachers can be informed of ways to cultivate and strengthen relationships between students once they feel a feeling of belonging (Canary & Yum, 2020).

Understanding Differences and Individual Identity. Some of the participants asserted that giving value to the differences and individual identity of their students creates better opportunity for them for get them know better. They reported that by improving their relationship and acknowledging the individuality of their students increases their level of efficacy as a teacher. In addition, they actively listen to their students' concerns and offer support and encouragement to create and establish a safe and welcoming environment for the students. These are presented in the narratives of the participants below:

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I improve relationships, acknowledge and value each student's individuality, and increase efficacy as a teacher.

(IDI-Participant 1)

I take an interest in my students' lives, actively listen to them, offer encouragement and support, and establish a welcoming and safe learning atmosphere in my classroom.

(IDI-Participant 3)

Moreover, one of the participants indicated that having a good relationship with their students makes her admirable and gives her a feeling of purpose and connection, which is incredible fulfilling and rewarding for her. The participants explained these ideas as follows:

I find it admirable that having a good relationship gives my work feeling of purpose and connection, which is incredible fulfilling and rewarding.

(IDI-Participant 4)

The participants imply that the purpose of knowing the differences and individual identity of a person is to create an opportunity to get them know better and have a better understanding in every circumstances. In an effort to support all students' needs and learning preferences, teachers can work to create a learning environment that encourages students to try their best even when they are uncertain. This is seen in interactions between students and between students and teachers in the classroom. In order to improve their own learning, students will also show greater interest and participation in class and take risks when posing and responding to questions (Morganett, 2019).

Showing Empathy and Motivation to Work. The participants believed that having empathy and motivation towards their students helps them create a positive relationship. They also believed that being sincerely care and fair to their student's wellbeing is an effective way to develop good learners. These are presented in the narratives of the participants below:

I sincerely care about my students' wellbeing and want them to develop into effective learners.

(IDI-Participant 5)

I treat my students fairly and with a kind demeanor.

(IDI-Participant 9)

On the other hand, the participants extend their warm greetings to their students and ask them about their day so that student may feel that they are being valued by their teachers. In addition, teachers are driven by the success achieved by their students. These are evident in the following quotes from the participants.

I ask the students how their day is doing and extend a warm hello to them to start my day.

(IDI-Participant 8)

Knowing that I contribute to my students' success and their learning inspires me.

(IDI-Participant 2)

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The participants imply that giving empathy and motivation towards their students shows great affection and can enhance better relationship. Nugent (2019), asserted that teachers should inspire students while they are learning in order to build good relationships. Relationships develop in social groupings that include both teachers and pupils, particularly in educational settings. As a result, in order to achieve academic achievement, both teachers and students need to take a more active part and build stronger, more enduring relationships. In order to establish positive interactions in the classroom, motivation is essential since it pushes students to put in a lot of effort in order to receive more.

Provision of Support and Affection. Many participants believed that giving support and affection to their students is a better way to foster positive relationship with them. They explained that they look for ways to interact with their students in a clear and kind manner. In addition, in order to help students achieve their academic goals, they offer a conducive learning environment and sufficient time. These views are presented by the quotes of the participants as discussed below:

I look for ways to interact with my students in a clear and kind manner.
(FGD-Participant 4)

I support an environment that is conducive to learning and helps students achieve higher academic goals.
(IDI-Participant 9)

I offer advice every time one of my students has an issue.
(IDI-Participant 6)

Meanwhile, other participants show themselves to their students in a way they communicate and they comprehend the needs of their study and give motivation to them about their studies. The participants emphasized the following statements below:

I show myself to my students in a way that I communicate, how personable I am and how well I comprehend their needs and motivation to study.
(IDI-Participant 3)

This implies that the provision of support and affection helps students to feel valued by their respective teachers in school. By showing support, it makes them feel more comfortable and safer in the classroom. Morganett (2019) stated that teachers can utilize a variety of techniques to build trusting relationships with their students, including teaching them their names and getting to know them. To make them feel valued members of the class, teachers can have students introduce themselves to the group. It's crucial to get to know each student in the classroom since it gives the teachers a chance to learn more about each one. Additionally, teachers might give pupils the impression that the teacher cares about what they have to say and who they are (Morganett, 2019).

Increasing Classroom Engagement and Interaction. It is both overwhelming and rewarding that teachers are able to build positive relationship with their students by increasing classroom engagement and interaction. Majority of the participants believed

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that having frank conversation, raising issues, and delivering debates to the classroom foster students' participation. Other participants believed that by giving a lot of patience and listening to their students intentionally helps them to make their student feel their love and care.

*I raise issues, have frank conversations about them,
and foster encouraging debate in order to directly solve
them.*

(IDI-Participant 1)

*I listen intently to my students and have a lot
of patience with them so that they can sense my
love and caring.*

(IDI-Participant 2)

Meanwhile, other participants reported that by utilizing learning materials such as books, charts, videos, and learning modules increases students' participation in class which is resulted to the creation of positive teaching-learning environment. These are presented in the narratives of the participants below:

*I created books, charts, videos, and learning modules
to help me and my students have positive working
environment.*

(IDI-Participant 1)

This implies that the interactions between teachers and students are crucial in forming one's perception of a person. According to Ewnetu and Fisseha (2019), teachers have a basic need for relatedness among the students in their class, which can have a significant impact on students' self-concepts, expectations for academic success, and how to live a fulfilling life after school. Consequently, the overall sense of support that a kid receives from the significant individuals in their life determines how their self-esteem develops. Positive interactions between students and teachers can help students navigate the difficulties of school and encourage them to exhibit positive classroom behaviors that will support their learning progress.

Meeting Student's Expectations. The participants believed that meeting students' expectation towards their teachers is crucial however, teachers are able to meet these expectations by consistency of maintaining composure to their students in a way that their own problems will not affect students' education. They also added that they treat their students as a friend or their children and wishing them the best in life. In doing these, they are expecting that they met the expectations of their respective students as a teacher.

*I constantly maintain my composure and make sure
that my issues don't get in the way of the students' education.*

(IDI-Participant 7)

*I let my students experience life as it really is by being
a friend and a second parent to them.*

(IDI-Participants 10)

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I wish my students all the best and have faith in their ability to thrive in life.
(IDI-Participant 7)

The participants imply that meeting the expectation of their students gives them a sense of fulfillment and accountability. It requires a lot of patience and effort before achieving it. Fosnot (2020), quoted that "expectations of students may be directly linked to motivation and performance in learning." As an illustration, providing motivation to students' and teachers' in-class behavior can forge a strong bond because, to some extent, they are influencing one another.

Construction of Building Positive Teacher-Student Relationship Scale

Based from the narratives of the participants, the Table 1 presents the building positive teacher-student relationship scale items which are selected based on their frequency or occurrence from the responses in qualitative reviews. This 162-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to eight based on the priori qualitative analysis dimensions.

Table 1
Building Positive Teacher-Student Relationship

ITEMS	
1.	I take time to learn about the backgrounds of my pupils, use interactive exercises to establish a connection and show my concern for their well.
2.	I extend an invitation to other faculty members to watch me teach and engage with students.
3.	I enforce rules, motivate my pupils to work hard in their studies, and show them respect.
4.	I raise issues, have frank conversations about them, and foster encouraging debate in order to directly solve them.
5.	I put self-care first by setting and upholding reasonable standards, and by keeping a good work-life balance.
6.	I remain strong, resolute, concentrated, and optimistic at all times.
7.	I created books, charts, videos, and learning modules to help me and my students have positive working environment.
8.	I improve relationships, acknowledge and value each student's individuality, and increase efficacy as a teacher.
9.	I have faith in myself, adopt optimistic outlook, maintain focus and act consistently.
10.	I respond to students and treat them with respect.
11.	I establish a safe environment where students can freely express their ideas, find their hobbies and interests, and learn about their strengths and challenges.
12.	I listen intently to my students and have a lot of patience with them so that they can sense my love and caring.
13.	I provide my students with high-quality education they need and evaluate their participation in class.

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14. I treat students like daughters and sons, offering them more helpful criticism and encouragement.
15. I find it difficult to navigate my students' diverse opinions and determine the best course of action for their education.

16. I employ interactive techniques, both verbal and nonverbal, to pay attention to their behaviors and voice tonality.
17. I prioritize things, use effective time management techniques, and be conscious of the things that cause me stress.
18. I am skilled at engaging with students in a way that makes them feel comfortable and strengthens our bond.
19. I used educational books and the internet to visit websites that gave me access to tools and resources that I needed.
20. I need to be more conscious of the advantages and disadvantages in order to improve as a teacher and interact with students more.
21. I demonstrate self-love for myself in order to build healthy relationships with my students.
22. Knowing that I contribute to my students' success and their learning inspires me.
23. I my students' wellbeing, individuality and learning preferences first.
24. I hope to gain the trust of my students by constantly acting with justice, respect and integrity.
25. I show myself to my students in a way that I communicate, how personable I am and how well I comprehend their needs and motivation to study.
26. I take an interest in my students' lives, actively listen to them, offer encouragement and support, and establish a welcoming and safe learning atmosphere in my classroom.
27. Language hurdles, behavioral problems, and a lack of trust and respect from the students are some of my challenges.
28. I use active learning to comprehend the viewpoints of my students, offer encouraging criticism and support, and keep my communication clear and constant.
29. I engage in relaxing self-care activities and ask students and colleagues for feedback so that I may make necessary improvements.
30. I work with children to identify problems and include them in the decision-making process.
31. I engage in constructive relationship-building activities with students by attending webinars, conferences, and reading educational literature.
32. I understand how crucial is to identify and meet the various needs of my students in order to foster and inclusive and encouraging learning environment.
33. I pause to consider the value and advantages of healthy relationships in both my personal and professional life, as well as how they will affect my teaching profession.
34. I find it admirable that having a good relationship gives my work feeling of purpose and connection, which is incredible fulfilling and rewarding.
35. I converse with my students to demonstrate that I genuinely care about them.
36. I listen to what interests the pupil and inquire about their days to demonstrate my concern for them.
37. Being with my students makes me happy because I can relax by chatting to and listening to them.
38. I appreciate my students' individuality by acknowledging and valuing it.
39. I have problems when students get disheartened, humiliated or fearful of learning.
40. I used to get to know my students before anything else since I am sensitive to their needs.
41. I am open and honest about my priorities, and I communicate my emotions to my coworkers through lighthearted banter.
42. I just acknowledge that problems are a part of my work and I accept them.
43. I encourage myself to develop healthy relationships because I see it as a purpose.

44. Knowing that my pupils succeed in life and reach their goals makes me pleased.
45. I am aware of each student's unique demands, family history, and physical requirements.
46. I respect my students, find out about their interests, and make learning enjoyable.

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47. I entail communicating, comprehending, extending trust, and providing feedback.
 48. I offer encouraging criticism, support and appreciation to strengthen the relationship.
 49. I have issues with students' diversity, which makes it difficult for me to build positive relationships with them.
 50. I believed that open communication is essential to comprehend students' viewpoints and meet each student's unique learning needs.
 51. I build effective communication and practice time management and work-life balance.
 52. I put myself first, ask help from friends, family, mentors, and coworkers, manage my workload, and keep an optimistic outlook.
 53. I use variety of teaching strategies, including technology, educational resources, and professional development opportunities in order to keep good rapport to my students.
 54. I modify my teaching strategies to meet the various demands of my students by acknowledging their individual learning preferences.
 55. I establish a friendly atmosphere where people can show that they genuinely care about each other and understand one another.
 56. I sincerely care about my students' wellbeing and want them to develop into effective learners.
 57. I give each student my full attention, offer encouragement, and adjust to their interests.
 58. I treat my students with respect, love them and support them in pursuing their goals in life.
 59. I speak positively to my students so they will be inspired each day and every day.
 60. I offer students unrestricted freedom.
 61. I provide the necessary attention to my students and demonstrate my enthusiasm for teaching.
 62. I interact with students and inquire about the issues that are bothering them.
 63. I allow myself the opportunity to think clearly so that I can deal with life's challenges.
 64. I offer advice every time one of my students has an issue.
 65. I do my best and acknowledge my mistakes to improve as a teacher.
 66. I am ready to hear what my students have to say and treat them with the dignity they merit.
 67. When my students pay attention in class and offer new ideas to the subject, it makes me pleased.
 68. I have faith in my students, and I pay attention to how they perform.
 69. I engage with my student more and commend them for their efforts and hard work.
 70. I give every student the same treatment and reprimand them when they make mistakes.
 71. I support students emotionally, share private information with them, and steer clear of criticism.
 72. I encounter improper behavior from my students, which makes it difficult for me to establish a good rapport with them.
 73. I work one-on-one with students, particularly those who have behavioral problems.
 74. I constantly maintain my composure and make sure that my issues don't get in the way of the students' education.
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75. I always reflect on my objectives and the things I intended to accomplish for my students.
 76. I establish as set of guidelines in order to ear my students' trust and administer discipline in an appropriate manner.
 77. I am persistent, patient, humble and sensitive to the needs of my students.
 78. I wish my students all the best and have faith in their ability to thrive in life.
 79. I am pleased to see my students putting all I have taught them into practice because I want them to grow into the greatest version of themselves.
 80. I cultivate healthy relationships and learning environments in order to enhance students' learning journeys.
 81. I establish a rapport with my students by getting to know their families, interests and pastimes.
 82. I demonstrate empathy and a sincere desire to learn about the viewpoints, worries, and emotions of my students in order to validate their own experiences.

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83. I approach my students with enthusiasm and positivity.
 84. I had issues with my students' academic impairments, cultural differences, and communication barriers.
 85. I set up precise guidelines with definite penalties that offer constant encouragement, assistance, and interventions.
 86. I come up with tactics like drawing boundaries between my personal and professional lives.
 87. I foster a positive learning environment and offer fresh perspectives and methods for interacting with my students.
 88. I establish trusting relationships with students by being kind and supportive of them.
 89. I get to know each student on a personal level, foster an inclusive and encouraging learning atmosphere, and offer constructive criticism and encouragement on a regular basis.
 90. Witnessing my students thrive intellectually, personally, and even socially brings me immense satisfaction.
 91. I often compliment and comment on how my students' look, and sharing my experiences, anecdotes and personal interest with them.
 92. I watch students through their interactions with me as well as their activities and behaviors.
 93. I ask the students how their day is doing and extend a warm hello to them to start my day.
 94. I find it challenging that students act in such a way, refusing to complete their assignments and disobeying directions.
 95. I treat my students fairly and with a kind demeanor.
 96. I get lost of sleep so that I can think clearly and chat to my coworkers for suggestions.
 97. I have a positive outlook in life and make plans to deal with whatever issue I came into.
 98. I engage in ball games with my students to strengthen our bonds.
 99. I support an environment that is conducive to learning and helps students achieve higher academic goals.
 100. I impart to my students moral principles that will serve them well in the future.
 101. I treat my students fairly, with compassion, and by giving them options.
 102. I am able to discuss my students' issues and secrets with them.
 103. I have one-on-one conversations with my students to help them feel more at ease.
 104. It is hard for me to overcome my students' lack of expressiveness and tendency to cry whenever I ask them about their concerns.
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105. I promise my students that I will always be there for them and that I will keep all of their private information.
 106. I maintain relationships and even become friends with my students, but I also establish limits and boundaries.
 107. I let my students experience life as it really is by being a friend and a second parent to them.
 108. I let student get in touch with me to talk about their emotions, worries, and life's challenges.
 109. My goal is to help my students learn more effectively, and I am determined to offer them what they deserve.
 110. I am delighted when my former students get in touch with me and inquire about how I am doing in life. It makes me happy and comfortable.
 111. I used to assess the performance and skills of my students and utilize learning strategies that were appropriate for their level of learning.
 112. I congratulate my students on their appearance as well as their behavior.
 113. I watch the behaviors and actions of the students every time I am not present.
 114. I have a conversation with students about their willingness to learn.
 115. I used to share my issues and experiences with my students and fellow instructors to build bonds.
 116. I concentrate on the actions I do to solve issues and maintain my optimism each day.
 117. When I used to clean the classroom with my students, we had wonderful conversations.

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118. I enjoy spending time with my students, engaging in conversation and hearing about their experience.
119. I find it challenging when students lack the confidence to participate in class.
120. I enjoy myself while talking to my coworkers and sharing my feelings with them.
121. I research the various moods of my students and incorporate it into my instruction.
122. I view teaching as a mission and push myself to provide my students with the best education possible.
123. I ask students how their days are going and I consult them about their circumstances.
124. I give students better instruction and demonstrate greater interests in what I'm learning.
125. I treat my students like a mother and provide them with helpful suggestions.
126. I used to watch how I interacted with my students by speaking politely to them.
127. When I was stressed out, I used to prioritize my tasks and manage my time well.
128. I employed evidence-based resources and the internet, which are crucial for students' social and emotional wellbeing.
129. My evaluation of my students' performances was based on my awareness of their strengths and weaknesses.
130. I can now set boundaries and show respect for other while still expressing myself more effectively.
131. I teach my students that building trust is the cornerstone of a healthy relationship.
132. I look for ways to interact with my students in a clear and kind manner.
133. I establish a secure and supportive learning atmosphere for my students and am always available to them.
134. I consistently enforce rules so that students have consistency and a feeling of order in the classroom.
135. I push students to be accountable for their own behavior and learning.

136. I work to improve my classroom management and effective communication skills in order to build strong relationships with my students.
137. I understand how critical it is to identify and meet the various requirements of the students.
138. I am conscious of the consequences of my actions and how they affect my wellbeing.
139. I strive to establish a feeling of purpose and connection in my profession to strengthen my bonds with my students.
140. I inquire about the students' preferences while offering assistance and motivation for their academic pursuits.
141. I helped students understand the value of education and how it will impact their lives going forward.
142. I used to be aware of my students' personal details in order to gain their confidence and trust.
143. I make an effort to comprehend my students' incorrect behavior, but occasionally I run into issues.
144. I greet my class and students with kindness and optimism as I begin my day.
145. I gain students' trust by enforcing regulations and maintaining appropriate classroom behavior.
146. I gain knowledge about the value of humility, perseverance, and patience in building strong relationship with students.
147. I place a high value on education for my students and strive for their future success.
148. I listen to my students and treat them with love and respect in order for us to have a good relationship.
149. I use understanding and good communication with my students, and I also provide them with comments and reflections.
150. I used differentiated instruction and instructional strategy adaptation to meet the needs of each individual student.
151. I keep a good outlook, manage my workload, and consult with other educators when needed.

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152. I use interactive learning and a variety of teaching strategies, which are important tools in my classroom.
 153. I adopt a unique teaching style and methodology in order to satisfy the different demands of my students.
 154. I cultivate in my students a sense of love, concern, and support.
 155. My students' welfare concerns me, and I want them to grow, learn and achieve.
 156. I engage students in learning and use their interests to gauge what they need to learn.
 157. I chat to students and get to know their issues in order to give them the attention they require.
 158. I offer words of inspiration, constructive criticism, and direction to my students.
 159. I was having problems with my students' diverse attitudes, especially those stubborn ones.
 160. I provide my students with a top-notch education in an effort to build strong bonds with them.
 161. When I'm stressed, I take a moment to calm down, gather my thoughts, and pray the Lord to show me the proper course of action.
 162. I am an approachable and kind teacher that is available to speak with students whenever they need to.
-

Dimensions of Building Positive Teacher-Student Relationship

Testing of the Proposed Questionnaire consisting of 160-Item Scale on Building Positive Teacher-Student Relationship. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 2 that KMO value is .726 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974).

Meanwhile, the Bartlett's test was performed to check if there is a certain redundancy between the variables that we can summarize with a few numbers of factors. The results revealed that the p-value is significant ($p < .05$) which indicates that the data has patterned relationships, and factorability is assumed. It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis is suitable.

Table 2

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.726
	Approx. Chi-Square	27128.342
Bartlett's Test of Sphericity	Df	13041
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 162-item building positive teacher-student relationship scale is suitable and adequate for extraction of factors, and thus ready for factor analysis.

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Derivation of Factors Structure for Building Positive Teacher-Student Relationship. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are eight dimensions of building positive teacher-student relationship. Hence, the eight-factor model exhibits clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and from 160 items, only 89 items passed the criteria then subject for rotation and analysis.

After which, the 160-item construct is then subjective for rotation. The promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. The results show that the loadings of the eight factors' items are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Additionally, it is clear that there is no item cross-loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor correspond, with higher loadings making the variable more indicative of the factor.

Table 3
Pattern Matrix Eight-Factor Model

ITEMS	FACTORS							
	1	2	3	4	5	6	7	8
1. I respond to students and treat them with respect.	.519							
2. I employ interactive techniques, both verbal and nonverbal, to pay attention to their behaviors and voice tonality.	.424							
3. I my students' wellbeing, individuality and learning preferences first.	.419							
4. I hope to gain the trust of my students by constantly acting with justice, respect and integrity.	.424							
5. I used to get to know my students before anything else since I am sensitive to their needs. \	.424							
6. I just acknowledge that problems are a part of my work and I accept them.	.424							

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- | | |
|---|------------------|
| 7. Knowing that my pupils succeed in life and reach their goals makes me pleased. | .
4
5
5 |
| 8. I believed that open communication is essential to comprehend students' viewpoints and meet each student's unique learning needs. | .
4
8
5 |
| 9. I give each student my full attention, offer encouragement, and adjust to their interests. | .
4
9
0 |
| 10. I speak positively to my students so they will be inspired each day and every day. | .
4
1
6 |
| 11. I allow myself the opportunity to think clearly so that I can deal with life's challenges. | .
5
4
0 |
| 12. I do my best and acknowledge my mistakes to improve as a teacher. | .
4
6
5 |
| 13. I am ready to hear what my students have to say and treat them with the dignity they merit. | .
6
3
7 |
| 14. I have faith in my students, and I pay attention to how they perform. | .
4
9
7 |
| 15. I engage with my student more and commend them for their efforts and hard work. | .
6
3
5 |
| 16. I always reflect on my objectives and the things I intended to accomplish for my students. | .
4
8
9 |
| 17. I establish as set of guidelines in order to earn my students' trust and administer discipline in an appropriate manner. | .
7
2
4 |
| 18. I am pleased to see my students putting all I have taught them into practice because I want them to grow into the greatest version of themselves. | .
4
8
0 |
| 19. I cultivate healthy relationships and learning environments in order to | .
5 |

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enhance students' learning journeys.	7	
20. I establish a rapport with my students by getting to know their families, interests and pastimes.	2	
	.	
	4	
	4	
	3	
21. I approach my students with enthusiasm and positivity.	.	
	5	
	7	
	4	
22. I get to know each student on a personal level, foster an inclusive and encouraging learning atmosphere, and offer constructive criticism and encouragement on a regular basis.	.	
	5	
	7	
	2	
23. I impart to my student's moral principles that will serve them well in the future.	.	
	5	
	9	
	8	
24. I maintain relationships and even become friends with my students, but I also establish limits and boundaries.	.	
	5	
	6	
	5	
25. I helped students understand the value of education and how it will impact their lives going forward.	.	
	4	
	0	
	1	
26. I used differentiated instruction and instructional strategy adaptation to meet the needs of each individual student.	.	
	4	
	1	
	3	
27. I am an approachable and kind teacher that is available to speak with students whenever they need to.	.	
	4	
	4	
	2	
28. I extend an invitation to other faculty members to watch me teach and engage with students.	.	
	4	
	2	
	1	
29. I engage in constructive relationship-building activities with students by attending webinars, conferences, and reading educational literature.	.	
	4	
	5	
	3	
30. I have issues with students' diversity, which makes it difficult for me to build positive relationships with them.	.	
	6	
	3	
	4	

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31. I support students emotionally, share private information with them, and steer clear of criticism.	. 6 5 8
32. I encounter improper behavior from my students, which makes it difficult for me to establish a good rapport with them.	. 5 6 8
33. I work one-on-one with students, particularly those who have behavioral problems.	. 5 0 9
34. I had issues with my students' academic impairments, cultural differences, and communication barriers.	. 7 5 9
35. I find it challenging that students act in such a way, refusing to complete their assignments and disobeying directions.	. 4 9 6
36. I get lot of sleep so that I can think clearly and chat to my coworkers for suggestions.	. 7 4 3
37. I engage in ball games with my students to strengthen our bonds.	. 6 7 7
38. I am able to discuss my students' issues and secrets with them.	. 6 9 8
39. I have one-on-one conversations with my students to help them feel more at ease.	. 5 1 2
40. It is hard for me to overcome my students' lack of expressiveness and tendency to cry whenever I ask them about their concerns.	. 6 6 1
41. I watch the behaviors and actions of the students every time I am not present.	. 5 2 0
42. I used to share my issues and experiences with my students and fellow instructors to build bonds.	. 4 5 0
43. When I used to clean the classroom with my students, we had wonderful conversations.	. 4 9 4

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44. I find it challenging when students lack the confidence to participate in class.	.502
45. I research the various moods of my students and incorporate it into my instruction.	.484
46. I make an effort to comprehend my students' incorrect behavior, but occasionally I run into issues.	.413
47. I chat to students and get to know their issues in order to give them the attention they require.	.41
48. I was having problems with my students' diverse attitudes, especially those stubborn ones.	.483
49. I have a conversation with students about their willingness to learn.	.475
50. I enjoy spending time with my students, engaging in conversation and hearing about their experience.	.436
51. I used to watch how I interacted with my students by speaking politely to them.	.414
52. I teach my students that building trust is the cornerstone of a healthy relationship.	.530
53. I establish a secure and supportive learning atmosphere for my students and am always available to them.	.458
54. I work to improve my classroom management and effective communication skills in order to build strong relationships with my students.	.454
55. I understand how critical it is to identify and meet the various requirements of the students.	.455
56. I am conscious of the consequences of my actions and how they affect my wellbeing.	.518
57. I strive to establish a feeling of purpose and connection in my profession to strengthen my bonds with my students.	.438
58. I gain students' trust by enforcing regulations and maintaining appropriate classroom behavior.	.495

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59. I place a high value on education for my students and strive for their future success.	.569	
60. I listen to my students and treat them with love and respect in order for us to have a good relationship.	.527	
61. My students' welfare concerns me, and I want them to grow, learn and achieve.	.479	
62. When I'm stressed, I take a moment to calm down, gather my thoughts, and pray the Lord to show me the proper course of action.	.480	
63. I improve relationships, acknowledge and value each student's individuality, and increase efficacy as a teacher.	.	4 0 2
64. I establish a safe environment where students can freely express their ideas, find their hobbies and interests, and learn about their strengths and challenges.	.	5 0 9
65. I take an interest in my students' lives, actively listen to them, offer encouragement and support, and establish a welcoming and safe learning atmosphere in my classroom.	.	4 6 7
66. I pause to consider the value and advantages of healthy relationships in both my personal and professional life, as well as how they will affect my teaching profession.	.	5 0 2
67. I find it admirable that having a good relationship gives my work feeling of purpose and connection, which is incredible fulfilling and rewarding.	.	6 0 7
68. I converse with my students to demonstrate that I genuinely care about them.	.	4 5 9
69. I listen to what interests the pupil and inquire about their days to demonstrate my concern for them.	.	5 1 8
70. Being with my students makes me happy because I can relax by chatting to and listening to them.	.	4 6 1

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71. Knowing that I contribute to my students' success and their learning inspires me.	.	4	
	0		
	3		
72. I establish a friendly atmosphere where people can show that they genuinely care about each other and understand one another.	.	5	
	1		
	5		
73. I sincerely care about my students' wellbeing and want them to develop into effective learners.	.	5	
	5		
	6		
74. I watch students through their interactions with me as well as their activities and behaviors.	.	5	
	0		
	3		
75. I ask the students how their day is doing and extend a warm hello to them to start my day.	.	4	
	4		
	1		
76. I treat my students fairly and with a kind demeanor.	.	6	
	2		
	2		
77. I show myself to my students in a way that I communicate, how personable I am and how well I comprehend their needs and motivation to study.		.4	
		70	
78. I offer advice every time one of my students has an issue.		.6	
		35	
79. I support an environment that is conducive to learning and helps students achieve higher academic goals.		.4	
		18	
80. I look for ways to interact with my students in a clear and kind manner.		.4	
		19	
81. I take time to learn about the backgrounds of my pupils, use interactive exercises to establish a connection and show my concern for their well.		.	
		5	
		3	
		5	
82. I raise issues, have frank conversations about them, and foster encouraging debate in order to directly solve them.		.	
		4	
		3	
		0	
83. I created books, charts, videos, and learning modules to help me and my students have positive working environment.		.	
		5	
		0	
		2	

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84. I have faith in myself, adopt optimistic outlook, maintain focus and act consistently.	.	4	2	8
85. I listen intently to my students and have a lot of patience with them so that they can sense my love and caring.	.	4	8	7
86. I provide my students with high-quality education they need and evaluate their participation in class.	.	4	1	1
87. I constantly maintain my composure and make sure that my issues don't get in the way of the students' education.			.4	2
88. I wish my students all the best and have faith in their ability to thrive in life.			5	9
89. I let my students experience life as it really is by being a friend and a second parent to them.			.4	9
				3

The item loading of each item to their factor indicates sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the eight-factor model of building positive teacher-student relationship with 89 items was developed as shown in table 4, namely, managing the classroom and teaching methods, identifying problems and communicating expectations, self-reflection and establishing meaningful relationship, understanding differences and individual identity, showing empathy and motivation to work, provision of support and affection, increasing classroom engagement and interaction, meeting student's expectations.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the item in factor 3, 5, 14, 15, 17, 18, 19, 20, 21, 27, 28, 29, 30, 32, 38, 39, 41, 43, 45, 46, 47, 48, 51, 52, 53, 54, 58, 60, 61, 62, 67, 70, 77, 82, 85, 86, 87, 88, 90, 91, 97, 101, 105, 108, 109, 110, 111, 112, 116, 120, 122, 123, 124, 125, 127, 128, 129, 130, 134, 135, 140, 142, 144, 146, 149, 151, 152, 153, 154, 156, 158, and 160 does not fit the factor talking about on managing the classroom and teaching methods, identifying problems and communicating expectations, self-reflection and establishing meaningful relationship, understanding differences and individual identity, showing empathy and motivation to work, provision of support and affection, increasing classroom engagement and interaction, meeting student's expectations.

Reliability Test of the Scale

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The instrument was validated for reliability to determine the internal consistency of items. It can be observed in the table 4 that the overall reliability is high with a Cronbach's alpha value of .921. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely managing the classroom and teaching methods ($\alpha=.844$), identifying problems and communicating expectations ($\alpha=.854$), self-reflection and establishing meaningful relationship ($\alpha=.823$), understanding differences and individual identity ($\alpha=.796$), showing empathy and motivation to work ($\alpha=.892$), provision of support and affection ($\alpha=.814$), increasing classroom engagement and interaction ($\alpha=.819$) and meeting student's expectations ($\alpha=.886$). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis Building Positive Teacher-Student Relationship Scale

Scale	Cronbach's alpha
Managing the Classroom and Teaching Methods	.844
Identifying Problems and Communicating Expectations	.854
Self-Reflection and Establishing Meaningful Relationship	.823
Understanding Differences and Individual Identity	.796
Showing Empathy and Motivation to Work	.892
Provision of Support and Affection	.814
Increasing Classroom Engagement and Interaction	.819
Meeting Student's Expectations	.886
Overall Reliability	.921

Final Version of Building Positive Teacher-Student Relationship Model

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 5. From 89 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al., (2010) that those items having no sense and not effective with the factor can be removed in the model. Also, Hair et al., (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, Building Positive Teacher-Student Relationship Questionnaire was developed. This tool is consisting of 89 items which consist of eight themes. Eight themes were obtained after the qualitative results. Eight themes were developed which are managing the classroom and teaching methods with a total of twenty-seven (27) items, identifying problems and communicating expectations (21) items, self-reflection and establishing meaningful relationship (14) items, understanding differences and individual identity (8) items, showing empathy and motivation to work (6) items, provision of support and affection (4) items, increasing classroom engagement and

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interaction (6) items, and meeting student's expectations (3) items. The 5-point Likert scale from 5-Always to 1-Never is shown below.

Table 5
Building Positive Teacher-Student Relationship Questionnaire

ITEMS	
MANAGING THE CLASSROOM AND TEACHING METHODS	
1	I respond to students and treat them with respect.
2	I employ interactive techniques, both verbal and nonverbal, to pay attention to their behaviors and voice tonality.
3	I my students' wellbeing, individuality and learning preferences first.
4	I hope to gain the trust of my students by constantly acting with justice, respect and integrity.
5	I used to get to know my students before anything else since I am sensitive to their needs.
6	I just acknowledge that problems are a part of my work and I accept them.
7	Knowing that my pupils succeed in life and reach their goals makes me pleased.
8	I believed that open communication is essential to comprehend students' viewpoints and meet each student's unique learning needs.
9	I give each student my full attention, offer encouragement, and adjust to their interests.
10	I speak positively to my students so they will be inspired each day and every day.
11	I allow myself the opportunity to think clearly so that I can deal with life's challenges.
12	I do my best and acknowledge my mistakes to improve as a teacher.
13	I am ready to hear what my students have to say and treat them with the dignity they merit.
14	I have faith in my students, and I pay attention to how they perform.
15	I engage with my student more and commend them for their efforts and hard work.
16	I always reflect on my objectives and the things I intended to accomplish for my students.
17	I establish as set of guidelines in order to earn my students' trust and administer discipline in an appropriate manner.
18	I am pleased to see my students putting all I have taught them into practice because I want them to grow into the greatest version of themselves.
19	I cultivate healthy relationships and learning environments in order to enhance students' learning journeys.
20	I establish a rapport with my students by getting to know their families, interests and pastimes.
21	I approach my students with enthusiasm and positivity.
22	I get to know each student on a personal level, foster an inclusive and encouraging learning atmosphere, and offer constructive criticism and encouragement on a regular basis.
23	I impart to my student's moral principles that will serve them well in the future.
24	I maintain relationships and even become friends with my students, but I also establish limits and boundaries.
25	I helped students understand the value of education and how it will impact their lives going forward.
26	I used differentiated instruction and instructional strategy adaptation to meet the needs of each individual student.
27	I am an approachable and kind teacher that is available to speak with students whenever they need to.
IDENTIFYING PROBLEMS AND COMMUNICATING EXPECTATIONS	
1	I extend an invitation to other faculty members to watch me teach and engage with students.
2	I engage in constructive relationship-building activities with students by attending webinars, conferences, and reading educational literature.
3	I have issues with students' diversity, which makes it difficult for me to build positive relationships with them.

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- 4 I support students emotionally, share private information with them, and steer clear of criticism.
- 5 I encounter improper behavior from my students, which makes it difficult for me to establish a good rapport with them.
- 6 I work one-on-one with students, particularly those who have behavioral problems.
- 7 I had issues with my students' academic impairments, cultural differences, and communication barriers.
- 8 I find it challenging that students act in such a way, refusing to complete their assignments and disobeying directions.
- 9 I get lot of sleep so that I can think clearly and chat to my coworkers for suggestions.
- 10 I engage in ball games with my students to strengthen our bonds.
- 11 I am able to discuss my students' issues and secrets with them.
- 12 I have one-on-one conversations with my students to help them feel more at ease.
- 13 It is hard for me to overcome my students' lack of expressiveness and tendency to cry whenever I ask them about their concerns.
- 14 I watch the behaviors and actions of the students every time I am not present.
- 15 I used to share my issues and experiences with my students and fellow instructors to build bonds.
- 16 When I used to clean the classroom with my students, we had wonderful conversations.
- 17 I find it challenging when students lack the confidence to participate in class.
- 18 I research the various moods of my students and incorporate it into my instruction.
- 19 I make an effort to comprehend my students' incorrect behavior, but occasionally I run into issues.
- 20 I chat to students and get to know their issues in order to give them the attention they require.
- 21 I was having problems with my students' diverse attitudes, especially those stubborn ones.

SELF-REFLECTION AND ESTABLISHING MEANINGFUL RELATIONSHIP

- 1 I have a conversation with students about their willingness to learn.
- 2 I enjoy spending time with my students, engaging in conversation and hearing about their experience.
- 3 I used to watch how I interacted with my students by speaking politely to them.
- 4 I teach my students that building trust is the cornerstone of a healthy relationship.
- 5 I establish a secure and supportive learning atmosphere for my students and am always available to them.
- 6 I work to improve my classroom management and effective communication skills in order to build strong relationships with my students.
- 7 I understand how critical it is to identify and meet the various requirements of the students.
- 8 I am conscious of the consequences of my actions and how they affect my wellbeing.
- 9 I strive to establish a feeling of purpose and connection in my profession to strengthen my bonds with my students.
- 10 I gain students' trust by enforcing regulations and maintaining appropriate classroom behavior.
- 11 I place a high value on education for my students and strive for their future success.
- 12 I listen to my students and treat them with love and respect in order for us to have a good relationship.
- 13 My students' welfare concerns me, and I want them to grow, learn and achieve.
- 14 When I'm stressed, I take a moment to calm down, gather my thoughts, and pray the Lord to show me the proper course of action.

UNDERSTANDING DIFFERENCES AND INDIVIDUAL IDENTITY

- 1 I improve relationships, acknowledge and value each student's individuality, and increase efficacy as a teacher.

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- 2 I establish a safe environment where students can freely express their ideas, find their hobbies and interests, and learn about their strengths and challenges.
- 3 I take an interest in my students' lives, actively listen to them, offer encouragement and support, and establish a welcoming and safe learning atmosphere in my classroom.
- 4 I pause to consider the value and advantages of healthy relationships in both my personal and professional life, as well as how they will affect my teaching profession.
- 5 I find it admirable that having a good relationship gives my work feeling of purpose and connection, which is incredible fulfilling and rewarding.
- 6 I converse with my students to demonstrate that I genuinely care about them.
- 7 I listen to what interests the pupil and inquire about their days to demonstrate my concern for them.
- 8 Being with my students makes me happy because I can relax by chatting to and listening to them.

SHOWING EMPATHY AND MOTIVATION TO WORK

- 1 Knowing that I contribute to my students' success and their learning inspires me.
- 2 I establish a friendly atmosphere where people can show that they genuinely care about each other and understand one another.
- 3 I sincerely care about my students' wellbeing and want them to develop into effective learners.
- 4 I watch students through their interactions with me as well as their activities and behaviors.
- 5 I ask the students how their day is doing and extend a warm hello to them to start my day.
- 6 I treat my students fairly and with a kind demeanor.

PROVISION OF SUPPORT AND AFFECTION

- 1 I show myself to my students in a way that I communicate, how personable I am and how well I comprehend their needs and motivation to study.
- 2 I offer advice every time one of my students has an issue.
- 3 I support an environment that is conducive to learning and helps students achieve higher academic goals.
- 4 I look for ways to interact with my students in a clear and kind manner.

INCREASING CLASSROOM ENGAGEMENT AND INTERACTION

- 1 I take time to learn about the backgrounds of my pupils, use interactive exercises to establish a connection and show my concern for their well.
- 2 I raise issues, have frank conversations about them, and foster encouraging debate in order to directly solve them.
- 3 I created books, charts, videos, and learning modules to help me and my students have positive working environment.
- 4 I have faith in myself, adopt optimistic outlook, maintain focus and act consistently.
- 5 I listen intently to my students and have a lot of patience with them so that they can sense my love and caring.
- 6 I provide my students with high-quality education they need and evaluate their participation in class.

MEETING STUDENTS' EXPECTATIONS

- 1 I constantly maintain my composure and make sure that my issues don't get in the way of the students' education.
- 2 I wish my students all the best and have faith in their ability to thrive in life.
- 3 I let my students experience life as it really is by being a friend and a second parent to them.

Legend:

- 5-Always
- 4-Frequently
- 3-Sometimes
- 2-Seldom

CONCLUSIONS

Results on the study of building positive teacher-student relationship in private schools entails several implications for educational practices. As the study revealed that teachers were challenge on how to build a strong positive relationship with their students while facing different problems and issues. However, despite of those struggles and difficulties, there are things that keeps them motivated and inspired to continue to provide the best education for the young children. Teachers are able to manage their classroom and teaching methods, show empathy and clear communications, increase classroom engagement and interaction as well as providing support and affection towards their students. The success of their students and their genuine desire and interest to create a meaningful and significant relationship serves as their strong foundation to continue to impart their knowledge and learnings in the mind of the young children and mold them into a better person in the future.

Findings on this study clearly indicate that in spite of everything, teachers were doing the best that they can to make children a better individual in the future not just on their learnings but also in fostering positive relationship with each other. Teachers' love and affection and understanding to their students' individual identity creates an essential contribution for both student academic achievement and personal life and can open more opportunity for improvement that will lead them to become more efficient and effective in the future. Provision of support, motivation and encouragement coming from their respective school heads, co-workers, students and the community may create a significant impact on their lives and to their own professional development career.

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