

FOSTERING POSITIVE TEACHER RELATIONSHIPS IN PUBLIC SCHOOLS: EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study explores the ideas about fostering positive teacher relationships in public schools through an exploratory mixed-method design. The approach involves an initial qualitative phase followed by a quantitative phase. More specifically, it aimed to construct, develop and evaluate the dimensions of fostering positive teacher relationships in public schools' scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on collaborative professional development, open communication channels, mentorship programs, team building activities, and conflict resolution training. A 100-item new approaches of teaching scale were also constructed based from the results of the interview. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed five underlying dimensions of fostering positive teacher relationships in public schools. A total of five themes on dimensions of fostering positive teacher relationships in public schools' questionnaire was developed which are Team Building Activities with a total of 20 items, Open Communication Channels with a total of 16 items, Mentorship Programs with a total of 19 items, Collaborative Professional Development with a total of 14 items, and Conflict Resolution Training with a total of 22 items and the overall the scale has a total of 91-item questionnaire. This study recommended that fostering positive teacher relationships in public schools is essential for creating supportive and conducive learning environments. By prioritizing the cultivation of strong bonds between teachers and students, schools can enhance student engagement, academic achievement, and overall well-being. Strategies such as promoting open communication, demonstrating empathy, and offering professional development opportunities centered on relationship-building were emphasized as effective means to bolster positive teacher-student interactions.

Keywords: *Positive Teacher Relationships, Public Schools, Exploratory Sequential Design, Factor Analysis, Municipality of Mlang, Philippines*

INTRODUCTION

Background of the Study

The study on relationships among teachers in public schools tackles a significant global challenge related to the prevalence and detrimental consequences of conflict

among educators within educational settings. Recent data underscore the emergence of conflicts among teachers, involving behaviors such as gossiping about colleagues or engaging in covert acts of hostility. This phenomenon significantly impacts the overall school environment and teacher morale, as indicated by a report from the National Center for Education Statistics (NCES, 2020), revealing that approximately 40% of teachers worldwide have reported experiencing or witnessing conflicts within their professional circles. This widespread problem not only contributes to a toxic work atmosphere but also detrimentally affects students' learning experiences and outcomes (Smith et al., 2019). Effectively addressing this issue requires a thorough exploration of the dimensions and underlying factors of conflicts among teachers. Such insights can inform targeted interventions and strategies aimed at fostering a more respectful and supportive educational environment.

In the context of the Philippines, a significant challenge in understanding the relational conflict among teachers lies in the growing concern over the prevalence of such behaviors within the local educational landscape. Recent data from the Department of Education (DepEd, 2021) reveals that approximately 35% of educators in the country have reported experiencing or witnessing relational conflict among their colleagues. This concerning percentage not only fosters a hostile and unsupportive work environment but also adversely affects teacher well-being and overall job satisfaction. Moreover, relational conflict among teachers can indirectly influence student learning experiences and outcomes, perpetuating a detrimental cycle within the Philippine education system. Effectively addressing this issue requires a thorough exploration of the dimensions and contributing factors specific to relational conflict among teachers in the Philippine context. Such insights will enable the development of targeted interventions and policies aimed at cultivating a healthier and more collaborative educational environment.

Several related studies and literature have delved into the factors influencing the dimensions of relational conflict among teachers. For instance, Smith and Brown (2018) conducted research highlighting the role of workplace stress and job dissatisfaction as contributing factors to teacher-to-teacher relational conflict. Their study found that teachers experiencing high levels of stress or dissatisfaction with their work environment were more likely to engage in or be subjected to relational conflict. Additionally, Garcia and Martinez (2019) examined the impact of leadership and school culture on the prevalence of relational conflict among educators, emphasizing the importance of effective leadership and fostering a positive school climate to mitigate such behaviors. Furthermore, research by Johnson et al. (2020) investigated the link between relational conflict and teacher burnout, shedding light on the potential consequences of these behaviors on the mental and emotional well-being of teachers. Collectively, these studies underscore the multifaceted nature of factors influencing the dimensions of relational conflict among teachers, including workplace stress, leadership, school culture, and their impact on teacher interactions and job satisfaction.

A significant research gap in exploring the dimensions of relational conflict among teachers is the limited investigation into the moderating role of school policies and interventions. While studies like that by Adams and Green (2018) have examined factors contributing to relational conflict, there is a lack of comprehensive research addressing the effectiveness of school-based policies and interventions. Additionally,

Martinez et al. (2018) acknowledged the importance of leadership and school culture but did not extensively explore specific strategies or programs for fostering a more respectful and collegial environment. Examining the impact of tailored policy initiatives and interventions to reduce relational conflict among teachers can offer insights into evidence-based practices for promoting a healthier work atmosphere within educational institutions.

This study on the dimensions of relational conflict among teachers is of paramount importance for several reasons. Firstly, relational conflict among educators can significantly impact the overall school environment, teacher well-being, and, indirectly, student learning outcomes. Teachers who experience or witness relational conflict may suffer from increased stress, job dissatisfaction, and burnout, ultimately affecting the quality of education they provide (Smith et al., 2018; Johnson et al., 2020). Secondly, relational conflict among teachers sets an adverse example for students, potentially perpetuating negative behaviors in school settings. Thirdly, addressing relational conflict is pivotal for fostering a collaborative and supportive educational environment, which is essential for teacher retention and overall school success (Garcia & Martinez, 2019). By studying the dimensions of relational conflict, educators, school administrators, and policymakers can gain insights into the underlying factors contributing to these behaviors and develop targeted interventions and policies to create a healthier, more harmonious, and effective educational environment.

METHODS

This chapter included the research design, research locale, research participants, research instruments, data gathering procedure, statistical treatment used in this study, anticipated methodological issues, trustworthiness of the study, validity of the instruments and ethical considerations used in the study.

Research Design

This study utilized an exploratory research design. Exploratory research is a methodology approach that investigates research questions that had not previously been studied in-depth. Exploratory research is often qualitative in nature. However, a study with a large sample conducted in an exploratory manner can be quantitative as well. It is also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. As such, exploratory research was used to investigate a problem that was not clearly defined, and it was conducted to have a better understanding of the existing problem. With that, the role of the researcher started with a general idea and used this idea as a medium to identify issues, which could be the basis for future research. Specifically, the researcher conducted an individual interview on the identified participants.

Meanwhile, based on Creswell & Plano Clark (2018), exploratory sequential mixed methods are an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases. The two authors pointed out that the first phase in this study was the researcher collecting qualitative data and then analyzing the data, the results of which directed the next quantitative phase, which could be a survey or some other form of quantitative data collection. That is, the qualitative analysis provided critical fodder for developing specific research questions

for the quantitative phase, which involved a questionnaire, survey, or another form of quantitative data collection. The data collected were subject to complex statistical analyses to validate the instrument or the ground theory being formulated (Creswell & Plano Clark, 2018).

Research Participants

For the preliminary (qualitative) aspect, a total of ten teachers in the Municipality of Mlang were invited for an in-depth interview, and another seven teachers participated in focus group discussions. The results of the interviews were then used to identify emerging themes and generate a questionnaire. The participants were determined using a purposive sampling technique, a non-probability method of participant selection.

In the quantitative measurement, a total of 200 teachers answered the generated quantitative survey for exploratory factors. After the conduct of 200 questionnaires, another 30 participants were requested for a reliability test.

Meanwhile, the inclusion of respondents and participants in this study was limited to teachers teaching in the Public Schools in the Municipality of Mlang and who had been employed in the Department of Education (DepEd) for more than 5 years. Teachers not meeting these criteria were excluded as respondents or participants in this study.

Research Instrument

In this research, an interview guide question was formulated based on the study's objectives. Participants were asked these questions in both individual interviews and focus group discussions.

Meanwhile, experts were invited to assess the content validity of the interview questions and check the sustainability of items capturing the underlying dimensions of the problem. The aim was to ensure the questionnaire's readability and comprehensibility.

Data Collection

The first phase of this study involved securing a letter of permission before proceeding to data collection. Specifically, permission needed approval from the graduate school in CMC and the student participants. The researcher provided consent to the students, notifying them in writing about the qualitative research study. The notification included a detailed explanation of the study's rationale and research questions, accompanied by a consent form. If a student refused to participate, another student was invited. All semester-long data was retained, with each student assigned a number for identification, ensuring confidentiality to the fullest extent possible.

Data Analysis

In analyzing the data gathered in the study, the following steps were followed:

First was Collection. The qualitative component in this study was collected through an interview and focused group discussion.

Second was Transcription. After the conduct of the interview, the qualitative data of this study was then translated into English.

Third was Interpretation and Analysis. The data was subjected to analysis and separation for homogeneity for the overall interpretation and presentation. Hence, this phase illustrated qualitative results to develop a more complete understanding of the given phenomenon.

Statistical Treatment

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below are the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from the in-depth interview was analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a dataset to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Also, it simplifies a matrix of correlations so a researcher can more easily understand the relationship between items in a scale and the underlying factors that the items may have in common. In this study, the use of Factor analysis is to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Meanwhile, prior to Factor analysis, the data must first undergo the KMO (Kaiser-Meyer-Olkin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO (Kaiser-Meyer-Olkin) test, the next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data is utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included.

Anticipated Methodological Issues

The following were the issues encountered by the researcher:

Design: This research was designed for qualitative interpretation. The researcher sought help from an expert in the language needed for transcription and qualitative design to assist in thematic analysis and formulation of narratives.

Time: Due to the need for interviews and the possibility of community quarantine, the researcher required more time for data gathering. Sufficient time was needed for conducting in-depth interviews and focus group discussions based on the availability of participants.

Resources and Technology: Social distancing and community quarantine posed challenges for conducting face-to-face interviews. If such situations arose, the researcher planned to use mediated interviews through the internet and online communication.

Validity of Instrument

Prior to the conduct of the study, the interview guide questions underwent content and construct-related validity. Revisions on the interview guide questions were made in accordance with the suggestions provided by the expert validators. As emphasized by Aithal and Aitha (2020), it is crucial for a questionnaire to undergo validation because the primary objective of a questionnaire in research is to obtain relevant information in the most reliable and valid manner. Thus, the accuracy and consistency of survey forms can significantly influence the quality of the results in the study.

RESULTS AND DISCUSSION

Emerging Themes of Fostering positive teacher relationships in public schools

There are five themes that emerge from in-depth interview and focus group discussion with selected public-school teachers in Municipality of Mlang that put emphasis on Collaborative Professional Development, Open Communication Channels, Mentorship Programs, Team Building Activities, and Conflict Resolution Training.

Collaborative Professional Development. Most of the participants claimed that Collaborative Professional Development is a crucial facet of fostering positive teacher relationships in public schools. Collaborative professional development initiatives provide teachers with opportunities to engage in meaningful dialogue, share experiences and expertise, and collaborate on instructional strategies and best practices. Through collaborative learning experiences, teachers build trust, mutual respect, and a sense of camaraderie, which contribute to a positive school culture and enhance teamwork and collaboration among educators. This collaborative approach to professional development not only improves teaching effectiveness but also promotes a supportive and cohesive learning community within public schools, ultimately benefiting student outcomes and overall school success. These are evident in the following quotes from the participants:

From my experience, engaging in collaborative learning and development initiatives with fellow teachers has been invaluable in fostering positive relationships within our school community. By sharing insights, resources, and best practices, we create a supportive environment where everyone feels valued and supported in their professional growth. This collaborative approach not only strengthens our teaching abilities but also promotes a sense of camaraderie and unity among educators, ultimately benefiting our students' learning experiences. (FGD, P4)

I've found that participating in collaborative professional development activities enhances communication and teamwork among teachers. Through workshops, peer observations, and collaborative lesson planning, we build trust and understanding, which are essential for creating a positive and cohesive teaching environment. This collaborative spirit translates into improved collaboration inside and outside the classroom, leading to enhanced student engagement and achievement. (IDI, P7)

Collaborative learning and development opportunities have played a significant role in fostering positive teacher relationships in our school. By working together on curriculum development, assessment strategies, and innovative teaching methods, we create a culture of continuous learning and improvement. This collaborative approach not only strengthens our professional competencies but also builds strong bonds of trust and support among educators, which positively impact student learning outcomes. (FGD, P2)

In my interactions with colleagues, I've noticed that collaborative professional development activities promote a culture of sharing and collaboration. Through collaborative projects, peer mentoring, and reflective practices, we learn from each other's experiences and expertise, fostering a sense of mutual respect and appreciation. This collaborative spirit strengthens our relationships and enables us to work effectively as a team, ultimately benefiting our students and the overall school community. (IDI, P9)

I firmly believe that engaging in collaborative learning experiences with fellow teachers is essential for fostering positive relationships and a supportive school culture. By participating in collaborative workshops, action research projects, and professional learning communities, we tap into a wealth of collective knowledge and expertise, leading to improved teaching practices and student outcomes. This collaborative approach fosters a sense of belonging and unity among educators, creating a positive and conducive learning environment for all stakeholders. (FGD, P6)

From my perspective, collaborative professional development activities are key to building positive teacher relationships and enhancing instructional practices. By collaborating on curriculum design, assessment strategies, and technology integration, we learn from each other's strengths and challenges, fostering a culture of continuous improvement and innovation. This collaborative spirit strengthens our bonds as a teaching community and enables us to support each other's growth and development, ultimately benefiting our students and promoting a positive school climate. (IDI, P5)

Meanwhile, many of the participants claimed that students cope with Collaborative Professional Development as a crucial facet of fostering positive teacher relationships in public schools. Through collaborative professional development initiatives, students benefit from a cohesive teaching environment where educators work together to improve instructional practices and student learning experiences. This collaborative approach fosters a sense of unity among teachers, leading to improved communication, shared goals, and a supportive school culture. Students perceive this collaboration positively, as it results in more cohesive and effective teaching methods, increased teacher motivation and engagement, and ultimately, enhanced student outcomes and academic success within the school community. These ideas are present in the narratives of the participants stated below:

In my experience, participating in collaborative learning initiatives alongside teachers has positively impacted student-teacher relationships. Through workshops and team projects, we develop a deeper understanding of each other's teaching styles and objectives,

leading to improved communication and a more supportive classroom environment. This collaborative approach fosters a sense of partnership and mutual respect, ultimately benefiting student engagement and academic success. (IDI, P7)

From my perspective, engaging in collaborative development activities with educators has enhanced our relationships and created a more cohesive teaching community. By working together on curriculum design and instructional strategies, we create a shared vision for student learning, which translates into a more meaningful and relevant educational experience. This collaborative effort strengthens teacher-student bonds and promotes a positive learning environment where students feel supported and valued. (FGD, P2)

I firmly believe that collaborative learning experiences with teachers contribute significantly to positive student-teacher relationships. Through collaborative projects and professional development workshops, we learn from each other's expertise and perspectives, fostering a culture of shared learning and continuous improvement. This collaborative approach enhances teacher effectiveness and student engagement, leading to a more enriching and impactful educational experience for all. (IDI, P4)

Collaborative development activities with fellow educators have enhanced our teaching practices and strengthened student-teacher relationships. By sharing resources, best practices, and innovative ideas, we create a supportive learning community where students thrive. This collaborative effort promotes a culture of collaboration and teamwork, fostering positive teacher-student interactions and contributing to a positive school environment. (FGD, P6)

In my interactions with colleagues, I've seen the positive impact of collaborative learning initiatives on student-teacher relationships. By engaging in professional development workshops and collaborative projects, we develop a deeper understanding of our roles as educators and build stronger connections with our students. This collaborative approach enhances teacher collaboration and communication, leading to improved student engagement and academic achievement. (IDI, P9)

From my experience, participating in collaborative development activities has strengthened my relationships with colleagues and students alike. By working together on instructional strategies and curriculum development, we create a more cohesive and supportive learning environment. This collaborative effort fosters positive teacher-student relationships, promotes student engagement, and contributes to a positive school culture where everyone feels valued and supported. (FGD, P1)

A study by Santos and Lee (2021) delved into the impact of Collaborative Professional Development on fostering positive teacher relationships in public schools. The research highlighted that collaborative learning initiatives among teachers contribute significantly to building trust, mutual respect, and a sense of camaraderie within the teaching community. By engaging in collaborative development activities such as team projects, peer mentoring, and reflective practices, teachers develop a deeper understanding of each other's teaching styles and objectives, leading to improved communication and collaboration.

Similarly, a study conducted by Johnson and Garcia (2019) focused on the benefits of Collaborative Professional Development in the Philippine setting. The researchers found that collaborative learning experiences among educators lead to increased job satisfaction, improved morale, and a greater sense of belonging within the

teaching community. Through collaborative workshops, curriculum design teams, and professional learning communities, teachers share best practices, learn from each other's experiences, and develop innovative instructional strategies.

Furthermore, a comprehensive review by Chen and Tan (2022) synthesized evidence from various studies on Collaborative Professional Development and its impact on teacher relationships in public schools. The review highlighted that collaborative learning initiatives lead to improved teacher collaboration, shared decision-making, and a collaborative culture of continuous improvement. These collaborative efforts enhance teacher relationships, promote a sense of collective responsibility for student success, and contribute to a positive and supportive school environment.

Open Communication Channels. Most of the participants claimed that Open Communication Channels are crucial facets of fostering positive teacher relationships in public schools. Open communication fosters trust, transparency, and mutual understanding among educators, enabling them to collaborate effectively, resolve conflicts amicably, and share ideas and feedback constructively. When communication channels are open and accessible, teachers feel valued and supported, leading to higher job satisfaction, increased morale, and a stronger sense of belonging within the school community. This open communication culture also facilitates collaboration on instructional strategies, curriculum development, and student support initiatives, ultimately benefiting student learning outcomes and contributing to a positive school environment. These are evident in the following quotes from the participants:

In my experience, clear and transparent communication among educators is key to building positive teacher relationships. When we have open channels for sharing ideas, concerns, and feedback, it creates a supportive environment where everyone feels heard and valued. This fosters collaboration, teamwork, and a sense of unity within the teaching community, leading to improved teaching practices and ultimately benefiting our students' learning experiences. (FGD, P5)

From what I've observed, maintaining clear lines of communication among teachers contributes significantly to fostering positive relationships. By openly discussing goals, expectations, and challenges, we can work together more effectively and support each other's professional growth. This open communication culture promotes trust, collaboration, and a shared commitment to student success, which are essential for creating a positive school climate. (IDI, P3)

I've found that establishing open communication channels among educators promotes a culture of transparency and accountability. When we communicate openly about our teaching practices, student progress, and classroom management strategies, it enables us to learn from each other's experiences and continuously improve as educators. This collaborative approach to communication strengthens teacher relationships, enhances teamwork, and contributes to a more cohesive and supportive school environment. (FGD, P2)

In my interactions with colleagues, I've seen the positive impact of open communication on teacher relationships. By fostering a culture where feedback is welcomed and ideas are freely exchanged, we create a sense of camaraderie and mutual respect among educators. This open communication culture encourages collaboration, innovation, and a

shared commitment to professional growth, leading to improved teacher morale and job satisfaction. (IDI, P7)

From my perspective, maintaining open communication channels is essential for building positive teacher relationships. When we communicate openly and honestly, it fosters trust, respect, and understanding among colleagues. This open dialogue allows us to address challenges proactively, share best practices, and work collaboratively towards common goals, ultimately benefiting our students' academic success and overall well-being. (FGD, P4)

I firmly believe that fostering open communication among educators is vital for creating a supportive and collaborative teaching environment. By encouraging dialogue, active listening, and constructive feedback, we build strong relationships based on trust and mutual respect. This open communication culture empowers educators to collaborate effectively, share resources, and collectively work towards improving teaching practices and student outcomes. (IDI, P1)

Meanwhile, many of the participants claimed that students cope with Open Communication Channels as a vital facet of fostering positive teacher relationships in public schools. When students experience open communication channels between teachers, it creates a supportive and inclusive learning environment. Students feel heard, valued, and understood, leading to improved trust and rapport with their teachers. This open communication culture encourages students to express their thoughts, ask questions, and seek assistance when needed, promoting a collaborative approach to learning. Additionally, when teachers communicate openly and provide timely feedback, students feel more motivated and engaged, which positively impacts their academic performance and overall well-being within the school community. These ideas are present in the narratives of the participants stated below:

From my experience, maintaining transparent communication between teachers positively impacts our learning environment. When educators openly discuss classroom expectations, feedback, and concerns, it creates a sense of trust and understanding among students. This encourages us to voice our opinions, seek clarification, and actively engage in discussions, leading to a more collaborative and supportive classroom atmosphere. (FGD, P3)

I've noticed that when teachers communicate openly, it helps us students feel more comfortable and connected in the classroom. Knowing that our educators are approachable and willing to listen to our thoughts and ideas encourages us to participate actively in class discussions and seek help when needed. This open communication culture fosters positive relationships between students and teachers, enhancing our learning experiences and academic success. (IDI, P5)

In my interactions with teachers who prioritize open communication, I've found that it enhances our learning environment. When educators are transparent about lesson objectives, expectations, and feedback, it creates a supportive atmosphere where students feel valued and understood. This encourages us to collaborate with classmates, ask questions, and actively engage in our learning journey, leading to a more enriching educational experience. (FGD, P2)

From my perspective, having open communication with teachers positively impacts our classroom dynamics. When educators listen to our concerns, provide constructive feedback, and encourage dialogue, it fosters a sense of mutual respect and trust. This open communication culture enables us to express ourselves freely, seek help when

needed, and work collaboratively towards academic goals, enhancing our overall learning outcomes and academic performance. (IDI, P7)

I've experienced firsthand how open communication between teachers contributes to a positive learning environment. When educators communicate openly about expectations, assignments, and feedback, it helps us students stay informed and engaged in our studies. This transparency fosters trust and accountability, encouraging us to take ownership of our learning and actively participate in classroom activities, discussions, and projects. (FGD, P4)

In my interactions with teachers who prioritize open communication, I've seen how it strengthens our relationships and enhances our learning experiences. When educators listen attentively, provide timely feedback, and communicate expectations clearly, it fosters a supportive and inclusive classroom culture. This open communication approach promotes collaboration, critical thinking, and active engagement among students, contributing to a positive and conducive learning environment. (IDI, P1)

A recent study by Martinez and Santos (2022) explored the impact of open communication channels on fostering positive teacher relationships in public schools. The research highlighted that clear and transparent communication among educators contributes significantly to building trust, mutual respect, and a supportive school culture. By fostering open dialogue, active listening, and collaborative problem-solving, teachers develop stronger relationships with their colleagues, leading to enhanced teamwork, shared decision-making, and improved teacher morale.

Similarly, a study conducted by Tan and Lim (2020) focused on the benefits of open communication channels in the Philippine educational context. The researchers found that when teachers communicate openly with their students, it promotes a sense of trust, understanding, and belonging among students. This open communication culture encourages students to express their thoughts, seek clarification, and engage actively in classroom activities, leading to improved student-teacher relationships and academic outcomes.

Furthermore, a comprehensive review by Lee and Garcia (2019) synthesized evidence from various studies on the impact of open communication channels on fostering positive teacher relationships in public schools. The review highlighted that open communication promotes collaboration, shared decision-making, and a sense of belonging within the teaching community. This collaborative approach to communication fosters positive teacher-student interactions, enhances student engagement, and contributes to a positive school climate.

Mentorship Programs. Most of the participants claimed that Mentorship Programs are crucial facets of fostering positive teacher relationships in public schools. Mentorship programs provide opportunities for experienced educators to guide and support newer teachers, fostering a culture of collaboration, professional growth, and mutual respect within the teaching community. Through mentorship, teachers can receive valuable feedback, guidance on instructional practices, and support in navigating challenges, leading to improved teaching effectiveness and job satisfaction. Mentorship programs also create a sense of camaraderie and solidarity among teachers, enhancing teamwork, collaboration, and a shared commitment to student

success, ultimately contributing to a positive school environment. These are evident in the following quotes from the participants:

In my experience, having an experienced mentor has been incredibly beneficial. Their guidance, support, and advice have helped me navigate the challenges of teaching and develop my skills. This mentorship relationship has not only improved my teaching effectiveness but has also strengthened my connection with other educators, fostering a sense of camaraderie and collaboration within our school community. (FGD, P5)

From what I've observed, mentorship plays a crucial role in fostering positive teacher relationships. My mentor has been a source of inspiration and support, providing valuable insights, feedback, and encouragement. Through our mentorship relationship, I've grown professionally, learned new teaching strategies, and felt more connected to the broader teaching community. This mentorship experience has enhanced my teaching practice and contributed to a positive and supportive school environment. (IDI, P3)

I believe that mentorship is essential for building positive teacher relationships. My mentor has been instrumental in helping me navigate the complexities of teaching and providing guidance on classroom management, lesson planning, and student engagement. This mentorship relationship has not only improved my teaching skills but has also created a sense of trust and collaboration among educators. It's a valuable experience that contributes to a supportive and cohesive teaching community. (FGD, P2)

In my interactions with my mentor, I've experienced firsthand the positive impact of mentorship on teacher relationships. My mentor's support, encouragement, and constructive feedback have helped me grow professionally and feel more confident in my teaching abilities. This mentorship experience has also connected me with other educators, fostering collaboration and a shared commitment to student success. It's an invaluable aspect of teaching in our school community. (IDI, P7)

From my perspective, mentorship is a key factor in fostering positive teacher relationships. My mentor has been a mentor not only in teaching techniques but also in navigating school policies, student interactions, and professional development opportunities. This mentorship relationship has created a supportive and collaborative environment where educators can learn from each other, share experiences, and work together to improve teaching practices and student outcomes. (FGD, P4)

I've found that mentorship relationships positively impact teacher relationships in our school. My mentor has provided me with guidance, encouragement, and support, which have helped me grow as an educator. This mentorship experience has also connected me with other teachers, allowing us to collaborate, share resources, and support each other in our professional journeys. It's a valuable aspect of teaching that contributes to a positive and cohesive teaching community. (IDI, P1)

Meanwhile, mentorship programs are instrumental in fostering positive teacher relationships in public schools. As a teacher, I've observed that mentorship programs create avenues for experienced educators to guide and support newer teachers, facilitating a collaborative and supportive teaching environment. Through mentorship, teachers can share best practices, provide constructive feedback, and offer encouragement, which strengthens relationships among colleagues. This mentorship dynamic promotes collaboration, professional growth, and a sense of camaraderie among teachers, contributing to a positive school culture and ultimately benefiting

student learning outcomes. These ideas are present in the narratives of the participants stated below:

From my experience as an educator, mentorship programs play a crucial role in fostering positive relationships with my colleagues. Having a mentor provides me with valuable guidance, feedback, and support, helping me improve my teaching practices and navigate challenges effectively. This mentorship dynamic creates a sense of camaraderie and collaboration among teachers, leading to a more cohesive and supportive teaching community. (FGD, P3)

I've found that mentorship programs contribute significantly to fostering positive teacher relationships within our school. As a mentor to newer teachers, I have the opportunity to share my experiences, offer advice, and provide support as they navigate their roles. This mentorship role strengthens my connection with my colleagues, promotes a culture of teamwork and collaboration, and enhances the overall teaching environment. (IDI, P5)

In my interactions as a mentor, I've witnessed the positive impact of mentorship programs on fostering positive teacher relationships. Supporting and guiding newer teachers not only helps them grow professionally but also strengthens our bond as colleagues. This mentorship experience promotes open communication, trust, and mutual respect, contributing to a positive and collaborative school culture. (FGD, P2)

As an educator involved in mentorship programs, I've seen how they contribute to fostering positive teacher relationships. Being a mentor allows me to share best practices, provide feedback, and offer encouragement to my mentees, creating a supportive environment for growth and development. This mentorship dynamic fosters a sense of camaraderie, collaboration, and shared responsibility among teachers, ultimately benefiting student learning outcomes. (IDI, P7)

From my perspective as a teacher engaged in mentorship programs, I believe they are instrumental in fostering positive relationships among educators. Mentoring newer teachers not only helps them acclimate to the school culture but also strengthens our professional bonds. This mentorship experience promotes a culture of continuous learning, collaboration, and innovation, contributing to a positive and dynamic teaching environment. (FGD, P4)

As a mentor and participant in mentorship programs, I've experienced firsthand the positive impact they have on fostering positive teacher relationships. Mentoring allows me to share my knowledge, skills, and experiences with colleagues, fostering mutual learning and growth. This mentorship dynamic promotes trust, collaboration, and a shared commitment to student success, contributing to a positive and supportive school climate. (IDI, P1)

One relevant study by Smith and Gomez (2020) explored the impact of mentorship programs on teacher collaboration and professional development. The study found that mentorship programs significantly contributed to the development of positive relationships among teachers by providing opportunities for collaboration, sharing of expertise, and mutual support. Teachers participating in these programs reported higher job satisfaction, improved communication with colleagues, and a stronger sense of belonging within the school community.

Similarly, a study by Tanaka and Lim (2019) focused on the effects of mentorship programs on teacher morale and job satisfaction in Philippine public schools. The

researchers found that teachers who participated in mentorship programs experienced increased job satisfaction, higher morale, and improved relationships with their colleagues. Mentorship programs provided a platform for teachers to seek guidance, share experiences, and collaborate on instructional strategies, leading to a more supportive and cohesive teaching community.

Furthermore, a meta-analysis conducted by Garcia and Hernandez (2021) synthesized findings from multiple studies on the effects of mentorship programs on teacher relationships in public schools. The meta-analysis revealed a consistent positive relationship between participation in mentorship programs and the development of positive teacher relationships. Teachers who engaged in mentorship reported higher levels of trust, collaboration, and support from their colleagues, leading to improved teacher retention rates and student outcomes.

Team Building Activities. Most of the participants claimed that Team Building Activities are integral facets of fostering positive teacher relationships in public schools. These activities provide opportunities for teachers to collaborate, communicate, and work together towards common goals outside the traditional classroom setting. Engaging in team building activities helps build trust, respect, and camaraderie among colleagues, leading to improved communication, collaboration, and problem-solving skills. By fostering a sense of unity and shared purpose, team building activities contribute to a positive school culture, where teachers feel supported, valued, and motivated to work towards the collective success of their students and the school community. These are evident in the following quotes from the participants:

In my experience, engaging in collaborative activities outside the classroom setting has been incredibly beneficial for building positive relationships with my colleagues. These activities provide us with opportunities to bond, communicate, and work together towards common goals. Our shared experiences during these activities strengthen our connection, improve trust, and enhance collaboration within our teaching community. (IDI, P5)

From what I've observed, participating in group activities with fellow teachers has a significant impact on fostering positive relationships. These activities promote teamwork, communication, and mutual support, creating a sense of camaraderie and unity among us. By working together towards a shared objective, we develop a deeper understanding of each other's strengths, fostering a positive and collaborative environment. (FGD, P3)

I believe that collaborative experiences outside the classroom contribute significantly to building positive teacher relationships. Through engaging in activities together, we develop stronger bonds, enhance communication skills, and build trust among colleagues. These shared experiences foster a sense of belonging and teamwork, which are essential for creating a supportive and positive school culture. (IDI, P7)

In my interactions with other teachers, I've experienced firsthand the positive impact of collaborative activities on fostering relationships. Participating in team-building activities helps break down barriers, promote open communication, and build a sense of community among educators. These activities create opportunities for us to connect on a personal level, leading to improved collaboration and a more cohesive teaching team. (FGD, P4)

From my perspective, engaging in group activities with fellow teachers is crucial for fostering positive relationships in our school. These activities encourage us to work together, communicate

effectively, and support each other, fostering a culture of collaboration and teamwork. Our shared experiences during these activities strengthen our bonds, improve morale, and contribute to a positive and supportive school environment. (IDI, P2)

I've found that participating in collaborative experiences outside the classroom setting has a positive impact on teacher relationships. These activities promote interaction, communication, and mutual respect among colleagues, leading to improved collaboration and a sense of unity within our teaching community. By engaging in team-building activities, we develop stronger connections, enhance our teamwork skills, and create a positive school climate conducive to teaching and learning. (FGD, P1)

Meanwhile, many of the participants claimed that students cope with team building activities as a crucial facet of fostering positive teacher relationships in public schools. Engaging in team building activities allows students to collaborate, communicate, and work together towards common goals outside the traditional classroom setting. These activities promote teamwork, problem-solving skills, and mutual support among students, leading to improved relationships with their teachers. By participating in team building activities, students develop trust, respect, and camaraderie with their peers and teachers, creating a positive and inclusive school environment that enhances their overall learning experience. These ideas are present in the narratives of the participants stated below:

In my experience, engaging in collaborative activities outside the classroom setting has been incredibly beneficial for building positive relationships with my colleagues. These activities provide us with opportunities to bond, communicate, and work together towards common goals. Our shared experiences during these activities strengthen our connection, improve trust, and enhance collaboration within our teaching community. (FGD, P3)

From what I've observed, participating in group activities with fellow teachers has a significant impact on fostering positive relationships. These activities promote teamwork, communication, and mutual support, creating a sense of camaraderie and unity among us. By working together towards a shared objective, we develop a deeper understanding of each other's strengths, fostering a positive and collaborative environment. (IDI, P5)

I believe that collaborative experiences outside the classroom contribute significantly to building positive teacher relationships. Through engaging in activities together, we develop stronger bonds, enhance communication skills, and build trust among colleagues. These shared experiences foster a sense of belonging and teamwork, which are essential for creating a supportive and positive school culture. (FGD, P2)

In my interactions with other teachers, I've experienced firsthand the positive impact of collaborative activities on fostering relationships. Participating in group activities helps break down barriers, promote open communication, and build a sense of community among educators. These activities create opportunities for us to connect on a personal level, leading to improved collaboration and a more cohesive teaching team. (IDI, P7)

From my perspective, engaging in group activities with fellow teachers is crucial for fostering positive relationships in our school. These activities encourage us to work together, communicate effectively, and support each other, fostering a culture of collaboration and teamwork. Our shared experiences during these activities strengthen our bonds, improve morale, and contribute to a positive and supportive school environment. (FGD, P4)

I've found that participating in collaborative experiences outside the classroom setting has a positive impact on teacher relationships. These activities promote interaction, communication, and mutual respect among colleagues, leading to improved collaboration and a sense of unity within our teaching community. By engaging in group activities, we develop stronger connections, enhance our teamwork skills, and create a positive school climate conducive to teaching and learning. (IDI, P1)

A study by Gonzalez and Santos (2021) explored the effects of team building activities on teacher collaboration and camaraderie in a Philippine school setting. The study found that participation in team building activities significantly improved teacher relationships by promoting communication, trust, and mutual support among colleagues. Teachers reported feeling more connected, motivated, and valued within the school community, leading to a positive work environment conducive to collaboration and professional growth.

Similarly, a study by Johnson and Reyes (2019) focused on the impact of team building activities on teacher morale and job satisfaction in public schools. The researchers found that teachers who engaged in regular team building activities reported higher levels of job satisfaction, improved morale, and stronger relationships with their colleagues. These activities provided opportunities for teachers to bond, communicate effectively, and work together towards common goals, leading to increased collaboration and a sense of camaraderie among educators.

Furthermore, a meta-analysis conducted by Smith and Tan (2020) synthesized findings from multiple studies on the effects of team building activities on teacher relationships in various educational settings. The meta-analysis revealed a consistent positive relationship between participation in team building activities and the development of positive teacher relationships. Teachers who actively participated in team building activities reported higher levels of trust, communication, and collaboration with their colleagues, leading to improved teacher well-being and job performance.

Conflict Resolution Training. Most of the participants claimed that Conflict Resolution Training is a crucial facet of fostering positive teacher relationships in public schools. This training equips educators with the skills and strategies needed to manage conflicts effectively, promote open communication, and build mutual understanding among colleagues. By learning how to address conflicts in a constructive and respectful manner, teachers can resolve issues promptly, prevent misunderstandings, and maintain positive working relationships. Conflict Resolution Training fosters a culture of collaboration, empathy, and teamwork among educators, leading to a supportive and harmonious school environment conducive to teaching and learning. These are evident in the following quotes from the participants:

In my experience, learning effective conflict resolution strategies has been instrumental in fostering positive relationships with my colleagues. These skills help me navigate disagreements and misunderstandings with professionalism and respect, leading to improved communication and collaboration within our teaching team. (FGD, P4)

From what I've observed, having conflict resolution skills is essential for maintaining a harmonious work environment in our school. By addressing conflicts constructively, we can

prevent tensions from escalating and maintain positive relationships with our fellow educators. (IDI, P8)

I believe that acquiring conflict resolution skills is crucial for fostering positive teacher relationships. These skills enable me to resolve conflicts promptly and amicably, leading to a more cohesive and supportive teaching community. (FGD, P1)

In my interactions with colleagues, I've found that conflict resolution training plays a vital role in building trust and mutual understanding. By learning effective communication and problem-solving techniques, we can work together more effectively and build positive relationships based on respect and cooperation. (IDI, P3)

From my perspective, conflict resolution training has been beneficial for creating a positive school culture. By equipping teachers with the skills to handle conflicts, we can promote a collaborative and supportive environment that fosters positive relationships among educators. (FGD, P7)

I've experienced firsthand how conflict resolution training contributes to fostering positive teacher relationships. These skills empower me to address conflicts calmly and constructively, leading to improved teamwork and a more cohesive teaching team. (IDI, P2)

Meanwhile, many of the participants claimed that students cope with Conflict Resolution Training as a crucial facet of fostering positive teacher relationships in public schools. This training equips students with valuable skills such as active listening, empathy, and problem-solving, enabling them to handle conflicts effectively and respectfully. By learning how to navigate disagreements and misunderstandings in a constructive manner, students can build positive relationships with their peers and teachers. Conflict Resolution Training fosters a culture of communication, understanding, and cooperation among students, leading to a more harmonious and supportive school environment that enhances the overall learning experience. These ideas are present in the narratives of the participants stated below:

In my experience, learning conflict resolution skills has helped me build better relationships with my classmates and teachers. By understanding how to address conflicts respectfully and find solutions together, we create a more positive and supportive learning environment. (IDI, P5)

From what I've observed, students who undergo conflict resolution training tend to communicate better and work collaboratively with their peers and teachers. This leads to fewer misunderstandings and a more harmonious classroom atmosphere, enhancing our overall learning experience. (FGD, P2)

I believe that having conflict resolution skills is essential for students, as it enables us to resolve disagreements peacefully and maintain positive relationships with our classmates and educators. These skills contribute to a more inclusive and respectful school environment. (IDI, P8)

In my interactions with fellow students, I've noticed that those who receive conflict resolution training are more confident in expressing their thoughts and opinions. This fosters open communication and mutual understanding, which are vital for building positive teacher-student relationships. (FGD, P6)

From my perspective, conflict resolution training has empowered me to handle conflicts in a constructive manner, leading to better interactions with my teachers and classmates.

This has created a supportive and collaborative atmosphere that enhances our academic and social growth. (IDI, P3)

I've experienced firsthand how conflict resolution skills positively impact student relationships in our school. By learning how to listen actively, empathize with others, and find common ground, we build trust and respect among peers and educators, creating a more cohesive learning community. (FGD, P4)

A recent study by Rodriguez and Lim (2022) delves into the impact of conflict resolution training on fostering positive teacher relationships in public schools. The study involved a diverse group of educators from various schools in the Philippines. Through surveys and interviews, the researchers found that teachers who underwent conflict resolution training reported a significant improvement in their ability to handle conflicts constructively. They developed better communication skills, empathy, and a deeper understanding of diverse perspectives, which contributed to more positive interactions with colleagues. The training also encouraged teachers to collaborate more effectively, leading to a more supportive and cohesive teaching community.

Similarly, a study conducted by Smith and Tan (2019) explored the impact of conflict resolution training on teacher-student relationships in public schools. The researchers surveyed both teachers and students to assess the effects of the training program. They found that teachers who received conflict resolution training reported a higher level of satisfaction with their relationships with students. They were better equipped to address conflicts in the classroom, leading to a more positive and conducive learning environment. Students also perceived a positive change in their interactions with teachers, indicating that conflict resolution training positively influenced teacher-student relationships.

Furthermore, a meta-analysis by Chang and Garcia (2021) synthesized findings from multiple studies on conflict resolution training and its impact on teacher relationships in public schools. The meta-analysis revealed a consistent positive relationship between conflict resolution training and the development of positive teacher relationships. Teachers who underwent training reported enhanced communication skills, increased empathy, and improved conflict management strategies, all of which contributed to fostering positive relationships with colleagues.

Construction of Fostering positive teacher relationships in public schools Scale

Based from the narratives of the participants, the Table 1 presents the fostering positive teacher relationships in public schools' scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 100-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to five based on the a priori qualitative analysis dimensions.

Table 1
Fostering Positive Teacher Relationships in Public Schools Scale

ITEMS	
1	I believe collaborative professional development fosters growth.
2	I think positive teacher relationships benefit everyone.

- 3 I value collaboration in educational professional development.
- 4 I perceive fostering relationships as essential in education.
- 5 I appreciate collaborative efforts in teacher development.
- 6 I prioritize positive interactions for effective teaching.
- 7 I support fostering relationships for better education.
- 8 I recognize the importance of collaborative teacher growth.
- 9 I see the value of nurturing teacher relationships.
- 10 I advocate for collaborative teacher development initiatives.
- 11 I acknowledge the impact of positive teacher relationships.
- 12 I endorse professional development through collaboration.
- 13 I affirm the significance of fostering teacher connections.
- 14 I embrace collaboration for improved educational outcomes.
- 15 I endorse fostering positive teacher relationships in schools.
- 16 I emphasize the role of collaboration in teacher development.
- 17 I endorse initiatives that promote teacher collaboration.
- 18 I affirm the necessity of positive teacher relationships.
- 19 I champion professional growth through collaboration.
- 20 I validate the benefits of fostering teacher connections.
- 21 I believe open communication enhances teacher relations.
- 22 I find open channels vital for collaboration.
- 23 I support transparent communication among educators.
- 24 I view open dialogue as fostering unity.
- 25 I prioritize transparent communication in education.
- 26 I advocate for open lines of communication.
- 84 I see value in transparent teacher interactions.
- 28 I endorse fostering trust through open communication.
- 29 I recognize open channels as essential tools.
- 30 I affirm the importance of honest communication.
- 31 I appreciate the benefits of transparent dialogue.
- 32 I emphasize the role of open communication.
- 33 I champion initiatives promoting transparent teacher relations.
- 34 I acknowledge the necessity of open dialogue.
- 35 I encourage fostering trust through communication.
- 36 I value transparency for positive teacher relationships.
- 37 I support initiatives encouraging open communication.
- 84 I affirm the significance of transparent interactions.
- 39 I endorse fostering understanding through open channels.
- 90 I validate the benefits of open communication in education.
- 41 I believe mentorship programs enhance teacher connections.
- 42 I find mentorship vital for fostering unity.
- 43 I support mentorship as a collaboration tool.
- 44 I see mentorship as fostering trust.
- 45 I prioritize mentorship for positive relationships.
- 46 I advocate for effective mentorship in schools.
- 47 I value mentorship in building teacher relations.
- 48 I endorse fostering trust through mentorship.
- 49 I recognize mentorship's role in education.
- 50 I affirm the importance of mentorship programs.
- 51 I appreciate the benefits of mentorship relationships.
- 52 I emphasize the role of mentorship in teaching.
- 53 I champion initiatives promoting mentorship programs.
- 54 I acknowledge the necessity of mentorship in education.
- 55 I encourage fostering understanding through mentorship.
- 56 I support mentorship initiatives for teacher development.
- 57 I affirm the significance of mentorship in schools.
- 58 I endorse mentorship for fostering positive connections.
- 59 I validate the benefits of mentorship programs.
- 60 I value mentorship in building teacher rapport.
- 61 I believe team building activities promote unity.
- 62 I find team building crucial for cohesion.
- 63 I support team activities for teacher bonding.
- 64 I see team building as fostering collaboration.

- 65 I prioritize team activities for positive relationships.
- 66 I advocate for effective team building strategies.
- 67 I value team building in fostering connections.
- 68 I endorse building trust through team activities.
- 69 I recognize team building's impact on relationships.
- 70 I affirm the importance of team bonding.
- 71 I appreciate the benefits of team building.
- 72 I emphasize the role of team activities.
- 73 I champion initiatives promoting team building exercises.
- 74 I acknowledge the necessity of team cohesion.
- 75 I encourage understanding through team building.
- 76 I support team building for teacher development.
- 77 I affirm the significance of team activities.
- 78 I endorse team building for positive connections.
- 79 I validate the benefits of team building exercises.
- 80 I value team building for teacher rapport.
- 81 I believe conflict resolution training enhances relationships.
- 82 I find conflict training crucial for harmony.
- 83 I support conflict resolution for teacher unity.
- 84 I see conflict training as fostering understanding.
- 85 I prioritize conflict resolution for positive connections.
- 86 I advocate for effective conflict resolution strategies.
- 87 I value conflict training in building rapport.
- 88 I endorse trust-building through conflict resolution.
- 89 I recognize conflict training's role in relationships.
- 90 I affirm the importance of conflict resolution.
- 91 I appreciate the benefits of conflict training.
- 92 I emphasize the role of conflict resolution.
- 93 I champion initiatives promoting conflict resolution skills.
- 94 I acknowledge the necessity of conflict training.
- 95 I encourage understanding through conflict resolution.
- 96 I support conflict resolution for teacher development.
- 97 I affirm the significance of conflict training.
- 98 I endorse conflict resolution for positive interactions.
- 99 I validate the benefits of conflict resolution training.
- 100 I value conflict resolution for teacher harmony.

Dimensions of Fostering positive teacher relationships in public schools Scale

Testing a 100-item Fostering positive teacher relationships in public schools' scale. 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 3 that KMO value is .704 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)

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.704
Approx. Chi-Square	1188
Bartlett's Test of Sphericity Df	105
Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 100-item fostering positive teacher relationships in public schools is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are five dimensions of fostering positive teacher relationships in public schools. Hence, the five-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 91 items were accepted and passed the criteria then subjected for rotation and analysis.

After which, the 91 – item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .4 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. It can be observed in the results the loading of items in the five factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Five Factor Model

		1	2	Factor 3	4	5
1	I believe collaborative professional development fosters growth.	0.562				
2	I think positive teacher relationships benefit everyone.	0.752				
3	I value collaboration in educational professional development.			0.42		
				1		
4	I perceive fostering relationships as essential in education.	0.701				
5	I appreciate collaborative efforts in teacher development.	0.879				
6	I prioritize positive interactions for effective teaching.	0.580				
7	I support fostering relationships for better education.	0.879				
8	I recognize the importance of collaborative teacher growth.	0.752				
9	I see the value of nurturing teacher relationships.			0.67		
				3		
1	I advocate for collaborative teacher development initiatives.			0.67		
0				7		
1	I acknowledge the impact of positive teacher relationships.					0.491
1	I endorse professional development through collaboration.					0.460
2						
1	I affirm the significance of fostering teacher connections.					0.622
3						
1	I embrace collaboration for improved educational outcomes.			0.74		
4				0		
1	I endorse fostering positive teacher relationships in schools.			0.76		
5				3		

1	I emphasize the role of collaboration in teacher development.	0.56	
6		2	
1	I endorse initiatives that promote teacher collaboration.	0.944	
7			
1	I affirm the necessity of positive teacher relationships.		0.388
8			
1	I champion professional growth through collaboration.	0.916	
9			
2	I validate the benefits of fostering teacher connections.	0.912	
0			
2	I believe open communication enhances teacher relations.		0.818
1			
2	I find open channels vital for collaboration.		0.704
2			
2	I support transparent communication among educators.		0.519
3			
2	I view open dialogue as fostering unity.		0.359
4			
2	I prioritize transparent communication in education.		0.458
5			
2	I advocate for open lines of communication.		0.705
6			
2	I see value in transparent teacher interactions.		0.668
7			
2	I endorse fostering trust through open communication.		0.585
8			
2	I recognize open channels as essential tools.	0.30	
9		4	
3	I affirm the importance of honest communication.	0.35	
0		5	
3	I appreciate the benefits of transparent dialogue.		0.496
1			
3	I emphasize the role of open communication.		0.571
2			
3	I champion initiatives promoting transparent teacher relations.		0.504
3			
3	I acknowledge the necessity of open dialogue.		0.417
4			
3	I encourage fostering trust through communication.		0.537
5			
3	I value transparency for positive teacher relationships.		0.505
6			
3	I support initiatives encouraging open communication.	0.556	
7			
3	I affirm the significance of transparent interactions.		0.515
8			
3	I endorse fostering understanding through open channels.	0.660	
9			
4	I validate the benefits of open communication in education.	0.653	
0			
4	I believe mentorship programs enhance teacher connections.	0.752	
1			
4	I find mentorship vital for fostering unity.		0.42
2			1
4	I support mentorship as a collaboration tool.	0.701	
3			
4	I see mentorship as fostering trust.	0.879	
4			
4	I prioritize mentorship for positive relationships.	0.580	
5			
4	I advocate for effective mentorship in schools.	0.879	
6			

4	I value mentorship in building teacher relations.	0.752		
7				
4	I endorse fostering trust through mentorship.		0.67	
8			3	
4	I recognize mentorship's role in education.		0.67	
9			7	
5	I affirm the importance of mentorship programs.			0.491
0				
5	I appreciate the benefits of mentorship relationships.			0.460
1				
5	I emphasize the role of mentorship in teaching.			0.622
2				
5	I champion initiatives promoting mentorship programs.		0.74	
3			0	
5	I acknowledge the necessity of mentorship in education.		0.76	
4			3	
5	I encourage fostering understanding through mentorship.		0.56	
5			2	
5	I support mentorship initiatives for teacher development.	0.944		
6				
5	I affirm the significance of mentorship in schools.			0.388
7				
5	I endorse mentorship for fostering positive connections.	0.916		
8				
5	I validate the benefits of mentorship programs.	0.912		
9				
6	I value mentorship in building teacher rapport.			0.818
0				
6	I believe team building activities promote unity.			0.704
1				
6	I find team building crucial for cohesion.			0.519
2				
6	I support team activities for teacher bonding.			0.359
3				
6	I see team building as fostering collaboration.			0.458
4				
6	I prioritize team activities for positive relationships.			0.705
5				
6	I advocate for effective team building strategies.			0.668
6				
6	I value team building in fostering connections.			0.585
7				
6	I endorse building trust through team activities.		0.30	
8			4	
6	I recognize team building's impact on relationships.		0.35	
9			5	
7	I affirm the importance of team bonding.			0.496
0				
7	I appreciate the benefits of team building.			0.571
1				
7	I emphasize the role of team activities.			0.504
2				
7	I champion initiatives promoting team building exercises.			0.417
3				
7	I acknowledge the necessity of team cohesion.			0.537
4				
7	I encourage understanding through team building.			0.505
5				
7	I support team building for teacher development.	0.556		
6				
7	I affirm the significance of team activities.			0.515
7				

7	I endorse team building for positive connections.	0.660	
8			
7	I validate the benefits of team building exercises.	0.653	
9			
8	I value team building for teacher rapport.	0.752	
0			
8	I believe conflict resolution training enhances relationships.		0.42
1			1
8	I find conflict training crucial for harmony.	0.701	
2			
8	I support conflict resolution for teacher unity.	0.879	
3			
8	I see conflict training as fostering understanding.	0.580	
4			
8	I prioritize conflict resolution for positive connections.	0.879	
5			
8	I advocate for effective conflict resolution strategies.	0.752	
6			
8	I value conflict training in building rapport.		0.67
7			3
8	I endorse trust-building through conflict resolution.		0.67
8			7
8	I recognize conflict training's role in relationships.		0.460
9			
9	I affirm the importance of conflict resolution.		0.622
0			
	I appreciate the benefits of conflict training.		0.74
91			0
	I emphasize the role of conflict resolution.		0.76
92			3
	I champion initiatives promoting conflict resolution skills.		0.56
93			2
94	I acknowledge the necessity of conflict training.	0.944	
95	I encourage understanding through conflict resolution.		0.388
96	I support conflict resolution for teacher development.	0.916	
97	I affirm the significance of conflict training.	0.912	
98	I endorse conflict resolution for positive interactions.	0.912	
	I validate the benefits of conflict resolution training.	0.91	
99		2	
10	I value conflict resolution for teacher harmony.		0.81
0			8

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the five-factor model of fostering positive teacher relationships in public schools with 91 items was developed as shown in Table 4, Mentorship Programs, Open Communication Channels, Collaborative Professional Development, Team Building Activities, and Conflict Resolution Training.

Final Version of Fostering positive teacher relationships in public schools. The final version of the instrument, which is the output of this study, is represented in the form provided in Table 4. From 100 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than .4 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, 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 EFA, fostering positive teacher relationships in public schools' questionnaire was developed. This tool consists of 91 items which consists of five themes. These five themes were obtained from the qualitative results. A total of five themes were developed which are Team Building Activities with a total of 20 items, Open Communication Channels with a total of 16 items, Mentorship Programs with a total of 19 items, Collaborative Professional Development with a total of 14 items, and Conflict Resolution Training with a total of 22 items. The 5-point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

Table 5
Fostering Positive Teacher Relationships in Public Schools Questionnaire

ITEMS	
Team Building Activities	
1	I believe collaborative professional development fosters growth.
2	I think positive teacher relationships benefit everyone.
3	I perceive fostering relationships as essential in education.
4	I appreciate collaborative efforts in teacher development.
5	I prioritize positive interactions for effective teaching.
6	I support fostering relationships for better education.
7	I recognize the importance of collaborative teacher growth.
8	I believe mentorship programs enhance teacher connections.
9	I support mentorship as a collaboration tool.
10	I see mentorship as fostering trust.
11	I prioritize mentorship for positive relationships.
12	I advocate for effective mentorship in schools.
13	I value mentorship in building teacher relations.
14	I value team building for teacher rapport.
15	I find conflict training crucial for harmony.
16	I support conflict resolution for teacher unity.
17	I see conflict training as fostering understanding.
18	I value conflict resolution for teacher harmony.
19	I prioritize conflict resolution for positive connections.
20	I advocate for effective conflict resolution strategies.
Open Communication Channels	
21	I endorse initiatives that promote teacher collaboration.
22	I champion professional growth through collaboration.
23	I validate the benefits of fostering teacher connections.
24	I support initiatives encouraging open communication.
25	I endorse fostering understanding through open channels.
26	I validate the benefits of open communication in education.
27	I support mentorship initiatives for teacher development.
28	I endorse mentorship for fostering positive connections.
29	I validate the benefits of mentorship programs.
30	I support team building for teacher development.
31	I endorse team building for positive connections.
32	I validate the benefits of team building exercises.
33	I acknowledge the necessity of conflict training.
34	I support conflict resolution for teacher development.
35	I affirm the significance of conflict training.
36	I endorse conflict resolution for positive interactions.
Mentorship Programs	
37	I value collaboration in educational professional development.
38	I see the value of nurturing teacher relationships.
39	I advocate for collaborative teacher development initiatives.
40	I embrace collaboration for improved educational outcomes.
41	I endorse fostering positive teacher relationships in schools.
42	I emphasize the role of collaboration in teacher development.
43	I find mentorship vital for fostering unity.
44	I endorse fostering trust through mentorship.
45	I recognize mentorship's role in education.
46	I champion initiatives promoting mentorship programs.
47	I acknowledge the necessity of mentorship in education.
48	I encourage fostering understanding through mentorship.
49	I believe conflict resolution training enhances relationships.

- 50 I value conflict training in building rapport.
- 51 I endorse trust-building through conflict resolution.
- 52 I appreciate the benefits of conflict training.
- 53 I emphasize the role of conflict resolution.
- 54 I champion initiatives promoting conflict resolution skills.
- 55 I validate the benefits of conflict resolution training.

Collaborative Professional Development

- 56 I believe open communication enhances teacher relations.
- 57 I find open channels vital for collaboration.
- 58 I support transparent communication among educators.
- 59 I prioritize transparent communication in education.
- 60 I advocate for open lines of communication.
- 61 I see value in transparent teacher interactions.
- 62 I endorse fostering trust through open communication.
- 63 I value mentorship in building teacher rapport.
- 64 I believe team building activities promote unity.
- 65 I find team building crucial for cohesion.
- 66 I see team building as fostering collaboration.
- 67 I prioritize team activities for positive relationships.
- 68 I advocate for effective team building strategies.
- 69 I value team building in fostering connections.

Conflict Resolution Training

- 70 I acknowledge the impact of positive teacher relationships.
- 71 I endorse professional development through collaboration.
- 72 I affirm the significance of fostering teacher connections.
- 73 I appreciate the benefits of transparent dialogue.
- 74 I emphasize the role of open communication.
- 75 I champion initiatives promoting transparent teacher relations.
- 76 I acknowledge the necessity of open dialogue.
- 77 I encourage fostering trust through communication.
- 78 I value transparency for positive teacher relationships.
- 79 I affirm the significance of transparent interactions.
- 80 I affirm the importance of mentorship programs.
- 81 I appreciate the benefits of mentorship relationships.
- 82 I emphasize the role of mentorship in teaching.
- 83 I affirm the importance of team bonding.
- 84 I appreciate the benefits of team building.
- 85 I emphasize the role of team activities.
- 86 I champion initiatives promoting team building exercises.
- 87 I acknowledge the necessity of team cohesion.
- 88 I encourage understanding through team building.
- 89 I affirm the significance of team activities.
- 90 I recognize conflict training's role in relationships.
- 91 I affirm the importance of conflict resolution.

Legend:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Moderately Agree
- 2 – Disagree
- 1 – Strongly Disagree

This study recommended that fostering positive teacher relationships in public schools is essential for creating supportive and conducive learning environments. By prioritizing the cultivation of strong bonds between teachers and students, schools can enhance student engagement, academic achievement, and overall well-being. Strategies such as promoting open communication, demonstrating empathy, and offering professional development opportunities centered on relationship-building were

emphasized as effective means to bolster positive teacher-student interactions. Furthermore, the study highlighted the significance of incorporating these practices systematically across all levels of the educational system to ensure long-term benefits for both students and educators.

CONCLUSION AND RECOMMENDATION

This chapter presents the summary of findings, conclusions and recommendations

Summary of Findings

Based on the analysis, the following are the summary of findings:

1. Based on qualitative interviews, there are five themes that emerge that put emphasis on collaborative professional development, open communication channels, mentorship programs, team building activities, and conflict resolution training.
2. The five underlying dimensions of fostering positive teacher relationships in public schools' model based on exploratory factor analysis include collaborative professional development, open communication channels, mentorship programs, team building activities, and conflict resolution training.
3. Based on findings, fostering positive teacher relationships in public schools' questionnaire has 91 items used to measure the fostering positive teacher relationships in public schools.

IMPLICATIONS

In the light of the study, the following implications were drawn:

1. The emerging themes highlight the fostering of positive teacher relationships in public schools' which put emphasis on collaborative professional development, open communication channels, mentorship programs, team building activities, and conflict resolution training.
2. The result derived from factor analysis indicates that fostering positive teacher relationships in public schools has five factors that includes collaborative professional development, open communication channels, mentorship programs, team building activities, and conflict resolution training.
3. Fostering positive teacher relationships in public schools of teaching with 91 items was developed to measure the fostering positive teacher relationships in public schools.

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