

# Influence of Teacher-Student Relationship on Students' Perceptions of the Teacher's Effectiveness in the Delivery of Education

Caryl Louise M. Camus<sup>1</sup>, Reyremark J. Combater<sup>2</sup>, Elizer M. Rebucas<sup>3</sup>, Christian Caritativo<sup>4</sup>

<sup>1</sup>Tagum City College of Science and Technology Foundation Inc., College of Education  
Elpidio M. Gazmen Road, Gazmen Compound, Tagum City, Davao del Norte, Philippines  
Email: [camuscarylouisem\[at\]gmail.com](mailto:camuscarylouisem[at]gmail.com)

<sup>2</sup>Tagum City College of Science and Technology Foundation Inc., College of Education  
Elpidio M. Gazmen Road, Gazmen Compound, Tagum City, Davao del Norte, Philippines  
Email: [combaterremark17\[at\]gmail.com](mailto:combaterremark17[at]gmail.com)

<sup>3</sup>Montevista National High School, Science Department  
San Jose, Montevista, Davao de Oro, Philippines  
Email: [elai.rebucas670\[at\]gmail.com](mailto:elai.rebucas670[at]gmail.com)

<sup>4</sup>Tagum City College of Science and Technology Foundation Inc., College of Education  
Elpidio M. Gazmen Road, Gazmen Compound, Tagum City, Davao del Norte, Philippines  
Email: [ccaritativo16\[at\]gmail.com](mailto:ccaritativo16[at]gmail.com)

**Abstract:** *The impact of teacher-student relationship on student perception of the teacher's effectiveness in the delivery of education lies in the limited understanding of how the teacher-student relationship specifically shapes students' perception of the education provided by the teacher. While numerous studies have explored the impact of teacher-student relationships on various educational outcomes, such as academic achievement and student engagement, there is a lack of research specifically examining how this relationship affects students' perceptions of the teacher's educational qualifications. This study aimed to determine whether a positive and strong teacher-student relationship can influence students' perception of their teachers' knowledge and expertise in the subject matter being taught among Bachelor of Technical Vocational Teacher Education (BTVTEd) college students. This descriptive, correlational and causal-comparative quantitative study was conducted to 94 BTVTEd college students of Tagum City College of Science and Technology Foundation, Inc. using an adapted-modified survey questionnaire checklist. In addition, correlation analysis and simple linear regression analysis were used in interpreting the obtained data. Findings showed a high correlation between teacher-student relationship and students' perceptions on teacher's effectiveness in the delivery of education. Thus, teacher-student relationship factor specifically teaching style significantly influences how the BTVTEd college students perceived their teacher's effectiveness in the delivery of education.*

**Keywords:** Teacher-Students Relationship, Student's Perceptions, Regression Analysis, Philippines

## 1. Introduction

Students' perceptions of the teacher's delivery of subject matter greatly influenced them, specifically in their education. Some students tend to be more intrinsically motivated to do well in their academics given that the teacher is strict in his/her delivery of education, mainly because the teacher is hyper-focused on a student's educational output rather than a teacher who is amicable to his/her students signaling a perception to the student that ultimately, the amicable teacher is far fonder to the idea of merriment company rather than the quality of education attained by his or her students.

In Bhutan, a study conducted in Samdrup Jongkhar District by [1], findings showed and indicated the positive influence of teacher-student relationships on academic performance. A healthy teacher-student relationship encompasses a more conducive learning environment for students as they are more likely to be interested and engaged in the teaching-learning process, knowing that the teacher's pedagogical approach focuses more on learner-centered teaching - making themselves active participants in their education. Thus, having a positive teacher-student relationship brings about

harmonious dynamics between the teacher and the student, and teachers tend to have ample time to formulate effective learning interventions to improve student academic performance.

In the Philippines, [2] stated that interpersonal interaction between teachers and students is essential to the teaching and learning process. One of the things that influenced how teachers behave in the classroom is their classroom management methods. Their research findings underscored that teacher strongly preferred an authoritative style of classroom management because they believed it is essential to effective teaching. Their approach to classroom management blends formal authority with disseminating knowledge, skills, and practice in eclectic management strategies. Additionally, the teachers have built genuine relationships with their students to raise motivation and general academic success.

Locally, in the city of Tagum, one of the registered private schools that offers a Bachelor of Technical-Vocational Teachers Education (BTVTEd) course, some of its students observed that most of its college student population are passive learners as they perceived that some of their teachers tend to be lacking in the delivery of their lessons and poorly

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facilitating learning interactions leading to the emergence of disruptive behaviors affecting the actual learning process.

The effect of the teacher-student relationship on student perception of the teacher's effectiveness in delivering education lies in the limited understanding of how the teacher-student relationship specifically shaped students' perception of the education provided by the teacher. While numerous research studies have explored the impact of teacher-student relationships on various educational outcomes, such as academic achievement and student engagement, there is a lack of research studies investigating how this relationship affects students' perceptions of the teacher's educational qualifications.

Consequently, existing research has primarily focused on the influence of teacher-student relationships on student motivation, classroom climate, and social-emotional development. However, few studies have delved into the specific mechanisms through which the teacher-student relationship shapes students' perception of the teacher's educational competence, including their knowledge, expertise, and ability to effectively convey subject matter.

By investigating this research gap, we can gain insights into how the teacher-student relationship influences students' perceptions of the teacher's educational qualifications. Exploring this relationship can contribute to a more comprehensive understanding of how student-teacher dynamics impact students' confidence and trust in their teachers' expertise. Furthermore, it can shed light on the significance of the teacher-student relationship in shaping students' academic self-perception and overall educational experience.

Addressing this research gap is crucial as it can inform educational policies, teacher training programs, and instructional practices to foster positive teacher-student relationships. Understanding the specific aspects of the teacher-student relationship that influence students' perception of the teacher's education delivery can help educators enhance their pedagogical approaches, build rapport, and establish a supportive learning environment. Addressing this research gap can improve student outcomes, teacher effectiveness, and overall educational quality.

## 2. Research Objectives and Hypothesis

The main objective of this study was to determine whether a positive and strong teacher-student relationship can influence students' perception of their teachers' knowledge and expertise in the subject area being taught. By examining this relationship, researchers can gain insights into how the dynamics between teachers and students can impact the effectiveness of education and potentially improve teaching practices.

More specifically, it aimed to determine to answer the following questions:

- 1) What is the level of teacher-student relationships in terms of:
  - a) Teacher's Accountability; and
  - b) Teaching Style?

- 2) What is the level of students' perception of teacher's effectiveness in the delivery of education in terms of:
  - 1.1 Learners' Motivation?
- 3) Is there a significant relationship between the teacher-student relationships and students' perceptions of the teacher's effectiveness in delivering education?
- 4) Do teacher-student relationships significantly influence students' perceptions of the teacher's effectiveness in delivering education?
- 5) Are there any variables that significantly influence students' perceptions of teachers' effectiveness in delivering education?

Based on the research objective, the null hypothesis of 0.05 would be tested:

- a) There is no significant relationship between the teacher-student relationships and students' perceptions of the teacher's effectiveness in delivering education.
- b) Teacher-student relationships do not significantly influence students' perceptions of the teacher's effectiveness in delivering education.

## 3. Theoretical and Conceptual Framework

This study was primarily anchored to three theories namely: Ryan and Deci's Self-Determination Theory, Glasser's Choice Theory, and Bandura's Self-Efficacy Theory. It also presents the conceptual framework used in describing the context of this study as indicated below:

This study is anchored to [3] Self-Determination Theory. Self-determination theory emphasized how one's sense of self-determination influences motivation. It posits that individuals are more inclined to act when they believe their efforts will impact the result. The theory proposes that people can attain self-determination when their requirements for competency, connection, and independence are met.

On the other hand, this research was also anchored [4] Choice theory which underlines that every aspect of a person's behavior, including ideas, feelings, physiology and "doings" is a decision. This idea holds that individuals have free will regarding their thoughts and actions that regardless of if it either coincided or even contradicted their feelings and emotional aspect, still the person holds control both action and state of being. According to Glasser, people have complete control over every aspect of their "total behavior," which results in a more accountable, empowered, co-dependent, and blame-free life. In addition, he further asserts that all people do is give and receive information; therefore, nobody can force other individual to act or feel anything. People's actions and feelings are based on how they interpret or filter external information rather than being dictated by it [5].

Consequently, Albert Bandura's self-efficacy theory (1997) emphasized that an individual's self-efficacy relates to their confidence in their own ability to carry out the behaviors required to generate performance attainments [6]. Self-efficacy is the belief in one's capacity to exercise control over one's own motivation, behavior, and social environment. These cognitive self-evaluations influenced the goals for which individual strive, the amount of effort placed out to obtain targets, and the possibility of achieving particular

behavioral performance.

#### 4. Methods

This research study utilized a quantitative research design, specifically the descriptive, correlational, and causal-comparative methods. Descriptive was used to describe the status of the situation as it existed at the time of the research to explain the causes of a specific phenomenon. According to [7], descriptive research entailed describing individual events, conditions by studying them as they are in nature. In this type of research design, the researcher does not manipulate any variables but rather only describes the sample.

Furthermore, [8] defined correlational research design as a method that examines the relationship of the variables in statistical conjunction without variables within the researcher's direct control or manipulation. The degree and direction of the association between two (or more) variables is reflected in a correlation. A correlation may go in either a positive or negative direction. Correlational data is usually collected through observations, secondary data, and surveys. A survey technique will be used. A survey is used to gather data using relevant questions to describe the target population using a drawn-out sample of people. In this study, the data was collected through researcher-made questionnaires distributed personally to the subjects by the researcher.

In addition, [9] defined causal-comparative research design as an approach employed to identify the cause-and-effect relationship between the independent and dependent variables.

Moreover, this design was suitable for this research study since it intends to determine the levels and significant influence of the teacher-student relationship and students' perceptions of their teacher's educational competence among college students currently taking up BTVTEd courses in a private college in Tagum City, Davao Del Norte. In addition, the data was collected using a single set of adapted-modified questionnaire checklists.

#### 5. Research Locale

This quantitative study was conducted at Tagum City College of Science and Technology Foundation, Inc., a Department of Education (DepEd) and Commission on Higher Education (CHED) accredited urban private college. The schools were in Elpidio M. Gazmen Compound, Gazmen Road 8100 Tagum City, Davao del Norte.

Moreover, this institution has a multifold population comprising Junior High School, Senior High School, and Tertiary, which offers three undergraduate courses, namely Bachelor of Science in Tourism Management (BSTM), Bachelor of Science in Computer Science (BSCS), and Bachelor of Technical-Vocational Teachers Education (BTVTEd) majors in Automotive Technology, Drafting Technology, Food and Service Management and Electrical Technology.

Additionally, the school cited as the focus of this research endeavor was equipped with technical-vocational-related

facilities and laboratories designed to enrich the learning experience of college students in the technical field. These include facilities like an automotive laboratory, an electrical laboratory, a drafting laboratory, a food and beverage service laboratory, and a food and service management laboratory.

#### 6. Research Subjects and Sampling Procedure

This study's respondents consisted of BTVTEd college students of Tagum City College of Science and Technology Foundation, Inc. who are officially enrolled for the academic year 2023-2024. This includes 97 students from first-year, second year, and fourth-year classes.

A stratified random sampling method was utilized to select the respondents in this study. The Rao soft Sample Size Calculator with a confidence level of 95% and a margin of error of 5% will be used to determine the sample size of respondents from the given total population of 124 BTVTEd college students.

#### 7. Statistical Treatment

To analyze and interpret the data gathered, the researcher made use of the following statistical tools:

*Mean.* This was used to determine the association between the teacher-student relationship and students' perceptions of their teacher's effectiveness in delivering lessons.

*Pearson r.* This was used to determine the significant relationship between the teacher-student relationship and students' perceptions of their teacher's effectiveness in delivering education.

*Simple linear regression.* This was used to determine the significant relationship between teacher-student relationships and students' perceptions of their teacher's effectiveness in delivering education.

#### 8. Results and Discussion

##### *Level of Teacher-Student Relationship*

One of the variables used in the study was teacher-student relationship, whose measures include teacher accountability and teaching style. These two factors got the same mean value with a descriptive equivalent of high. Table 1 shows the teacher-student relationship level in teacher accountability, which revealed that the teacher-student relationship in teacher accountability ( $\bar{x} = 3.48$ ;  $SD = 0.77$ ) was high as rated by the BTVTEd college students. This means the said college students felt the teacher-student relationship factor in teacher accountability.

The result further implied that the college students acknowledge the significance of the teacher-student relationship and the teacher's ability to manage the instructional classroom, consequently, through their ability to help the students with their given performance tasks and activities. Moreover, the teacher was very familiar with everything that goes on in the classroom and was patient in dealing with all the students' queries.

Additionally, the findings suggest that college students acknowledge their teacher's dedication to aiding and facilitating their students throughout the teaching-learning process. Those results are strengthened by the findings of the study of [10] that teachers play an essential role in creating an environment.

**Table 1:** Level of Teacher-Student Relationship in the area of Teacher Accountability, n=97

Items	$\bar{x}$	SD	Qualitative Description
The teacher would help the students with performance tasks and activities.	3.81	1.06	High
The teacher would know everything that goes on in the classroom.	3.71	1.05	High
The teacher should be patient in dealing with all the students' queries.	3.68	1.03	High
The teacher would realize when students did not understand the lesson.	3.66	0.98	High
The teacher's standard in students' evaluation and assessment is very high.	3.63	1.07	High
This teacher would be rigorous when correcting students' homework, seatwork, activities, etc.	3.39	1.23	Moderate
The teacher would seem uncertain in discussing their lessons.	3.33	1.02	Moderate
The teacher would be unsure what to do when students fooled around in the instruction phase.	3.33	1.00	Moderate
The teacher would seem hesitant to engage with their students.	3.19	1.26	Moderate
The teacher would act as if they did not know what to do in facilitating their class.	3.13	1.21	Moderate
<b>Overall</b>	<b>3.48</b>	<b>0.77</b>	<b>High</b>

That supports student learning; they often do this through supporting student autonomy. Teachers help students identify themselves, their interests, and their values by supporting their freedom of choice [11]. By supporting students' preferences and interests, teachers help them develop personal interests, involvement, and ownership of their work, contributing to their motivation [10][12]. Teachers also help students learn by increasing responsibility and engagement by letting them set their own goals and objectives [13]. Additionally, teachers can enhance student motivation by supporting students' autonomy, relevance, skills, subject interests, and self-efficacy [14].

Teachers who establish positive relationships with students are more likely to influence their learning readiness. Building trust in a relationship takes time. Teachers should take the time to get to know their students and their interests. To gain this trust, teachers must be open and occasionally share stories of successes, challenges, failures, and successes [15]. Satisfying an individual's basic relational needs promotes intrinsic behavior that can lead to student motivation.

Furthermore, teachers encourage students to learn by providing positive feedback to develop their skills. Giving feedback allows students to take control of their learning and feel confident in their abilities [11][15]. Teachers who give students feedback on their efforts make them think that by working hard, they can complete their tasks and succeed [11][13]. Developing students' skills can be achieved in many ways. The most common strategies include praising students in writing or verbally, identifying fewer errors, recognizing

students' strengths, and focusing on the positives in their work [13][15]. With this, the teacher's role in encouraging students to support the material's autonomy, relevance, and appropriateness will increase learning motivation. When motivated and eager to learn, students are more likely to achieve goals set by themselves or their teachers.

In addition, the degree to which teachers care about their teaching highly affects students' motivation and eagerness to learn. Teachers who are enthusiastic and energetic about their subject or task often feel positive and important about the way they teach [14][16]. Additionally, student motivation to learn can be influenced by teachers' attitudes, interests, and enthusiasm for their subjects.

Moreover, the other factor used to measure the teacher-student relationship level is teaching style. Table 2 shows the teacher-student relationship level in teaching style, which revealed that the teacher-student relationship in teaching style ( $\bar{x}$  = 3.48, SD = 0.76) was high as rated by the BTVTEd college students. This means that the said college students observed the teacher-student relationship factor in the area of teaching style.

**Table 2:** Level of Teacher-Student Relationship in the area of Teaching Style, n=97

Items	$\bar{x}$	SD	Qualitative Description
The teacher would explain the topic clearly.	4.01	1.06	High
The teacher would use various activities and innovations to make his/her lessons more understandable for the learners.	3.88	0.99	High
The teacher would quickly say something nice when you do well or reward you if you did a good job.	3.85	1.07	High
The teacher would help the slower ones catch up nicely.	3.85	1.05	High
The teacher would talk enthusiastically about her/his subject.	3.83	0.95	High
The teacher would give you time to finish the given activity if you asked for it.	3.80	1.11	High
The teacher would hold the students' attention during class.	3.76	0.99	High
The teacher would be willing to explain the lesson again.	3.75	1.08	High
The teacher and the students could talk about their disagreements in a professional manner.	3.66	1.04	High
The teacher would always be the one talking during the lesson.	3.31	1.18	Moderate
<b>Overall</b>	<b>3.48</b>	<b>0.76</b>	<b>High</b>

The result further implied that the college students acknowledge the significance of the teacher-student relationship and the ability of the teacher to impart knowledge to the students. Consequently, the teacher ensured that the topic given was explained clearly. Moreover, he integrates different kinds of activities and innovations to enhance their lessons, making them more understandable for the learners, and is quick to say something nice or reward student/s who do well.

Additionally, the findings suggest that college students

acknowledge their teacher's skill and effectiveness in teaching. They learn lesson concepts independently in class. The teacher ensures clarity in explanations, employs various activities to enhance learning, and offers positive feedback or praise to students who perform well. Those results are strengthened by the findings of the study of [17] and [18] on students who perceive healthy interactions with teachers as more likely to engage in academic research, leading to increased engagement and overall academic standing realization.

In addition, the competitive ability of students and their development depends on the classroom structure provided by the teacher. If students clearly understand what is expected of them and the learning tasks and if their goals are clearly defined, they can better regulate their behavior. This also reinforces students' perceptions of competence and high engagement in self-regulated learning strategies.

Furthermore, most teachers choose student-centered strategies to promote student curiosity, analytical inquiry, critical thinking, and enjoyment [19]. Teachers should use the methods that best suit the students and the goals and outcomes to convey knowledge [20]. Teachers' inappropriate teaching methods to impart knowledge to students are the leading cause of low learning outcomes in students in different subjects. Therefore, teachers must know many teaching strategies [21].

In addition, teachers' teaching methods have a greater impact on learning outcomes than the teacher's qualifications and environmental factors. Most students reveal ineffectiveness mainly related to teachers' effective teaching styles on learner outcomes [21]. Additionally, teaching and learning styles are essential in this academic world. Different teaching and learning styles emerge due to students' reactions to teachers' teaching styles.

Moreover, table 3 summarizes the level of teacher-student relationship as perceived by the BTVTEd college students in Tagum City College of Science and Technology Foundation, Inc. The table shows that data includes the overall average mean ( $\bar{x} = 3.48$ ;  $SD = 0.77$ ) of the two indicators under teacher-student relationship, namely teacher accountability and teaching style. Thus, the results indicate a high level of teacher-student relationship. The result implies that the BTVTEd college students observed the level of the teacher-student relationship.

As highlighted in the results, BTVTEd college students positively perceived their teacher-student relationship with their instructor. They recognized the way their teacher shows accountability with his/her decisions and actions in facilitating and managing the instructional classroom. They also recognized the teacher's ability to employ teaching styles that are engaging, effective, and conducive to learning.

**Table 3:** Summary Level of Teacher-Student Relationship, n=97

Indicators	$\bar{x}$	SD	Qualitative Description
Teacher Accountability	3.48	0.77	High
Teaching Style	3.48	0.76	High
<b>Overall</b>	<b>3.48</b>	<b>0.77</b>	<b>High</b>

[22] outlined that engaging other is fundamental in motivating students. Also, emphasized that teachers must present topics in a manner that cultivates and elevates students' interest levels. They should thoroughly explain all aspects of the course and assignments, providing detailed explanations and highlighting how learning can be enhanced. Every teacher should strive to effectively communicate the principles to students, guiding them with a clear message. Furthermore, [22] clarified that teachers should employ an inductive approach for compelling student motivation. This involves presenting relevant examples and scenarios to students and engaging them in discussion to derive conclusions independently. Presenting conclusions before examples can diminish students' interest. The inductive method, often recognized as a systematic approach, serves as a valuable framework for teaching methods focused on examination and analysis.

Moreover, educators who display vitality and passion for their subject or assignment typically attribute positive sentiments and significance to their teaching methods [14][16]. Teachers' confidence in their capacity to employ successful teaching tactics, manage classrooms, and involve students in active participation can facilitate students' learning [14][15]. Additionally, [23] research, which focused on teachers perceived self-efficacy and four classroom practices, demonstrated that teachers' confidence in their abilities had a beneficial impact on students' motivation and teaching effectiveness.

**Level of Students' Perceptions**

The other variable used in the study was students' perceptions, which was measured by learners' motivation. Table 4 shows the students' perceptions level in learners' motivation, which revealed that students' perceptions in learners' motivation ( $\bar{x} = 3.536$ ;  $SD = 1.065$ ) was high as rated by the BTVTEd college students. This means that the said college students very much observed the students' perceptions factor in the area of learners' motivation. The result further implied that the college students acknowledge the significance of students' perceptions of the teacher's effectiveness in the delivery of education and the ability of the teacher to increase students' motivation within themselves. Consequently, the teacher is confident that his/her students can complete their given tasks. Moreover, the teacher listens to what his/her students say. The teacher is also quick to correct students when they break a rule.

**Table 4:** Level of Students' Perception in the area of Motivation, n=97

Items	$\bar{x}$	SD	Qualitative Description
The teacher has the trust and confidence in their students to complete their given activities.	3.89	0.97	High
If students had something to say, the teacher would listen.	3.88	1.02	High
The teacher would be too quick to correct students when they broke a rule.	3.52	1.04	High
The teacher would let the students take charge.	3.37	1.11	Moderate
The teacher would get angry unexpectedly.	3.01	1.15	Moderate
<b>Overall</b>	<b>3.53</b>	<b>1.06</b>	<b>High</b>

Moreover, the findings revealed that students' perceptions factor is very much observed in learners' motivation. The result shows that college students acknowledge their teacher's effort in creating a conducive environment for the students while valuing their thoughts and emotions while adhering to social rules. Those results are strengthened by the findings of the study of [24] that understanding the significance of motivation within an educational context is crucial, as it can drive various behaviors. Learning motivation is a crucial precursor to achieving profound and practical learning outcomes. Conversely, the lack of this motivational element is a significant barrier, hindering the attainment of profound and practical learning [25][26]. [27] asserts that student motivation is indispensable for ensuring high-quality education, emphasizing that genuine learning necessitates a continuous supply of motivation for students.

In addition, [24] argues that motivation influences students' learning and behavior. Firstly, it directs behavior towards specific goals, shaping students' choices. Motivation amplifies effort and energy, determining whether students approach challenging tasks with enthusiasm or apathy. Moreover, motivation is pivotal in initiating and sustaining activities, extending students' engagement time. Furthermore, motivation impacts how information is processed, enhancing cognitive processing. Consequently, motivated students are more inclined to deeply understand and analyze material rather than superficially engaging in learning activities. [28] investigated learning motivation within two distinct groups: one focused on career advancement and the other on pure learning.

#### ***Relationship of Teacher-Student Relationship on Students' Perceptions of Teacher's Effectiveness in the Delivery of Education***

Table 5 presents data on the correlation between the independent variable, the teacher-student relationship, and the dependent variable, students' perceptions of teacher effectiveness in education delivery. As shown in the table below, the data also includes the indicators of the independent variable, namely teacher accountability and teaching style.

The correlation analysis reveals that all the indicators under the teacher-student relationship, teacher accountability, and teaching style significantly correlate with students' perceptions of teachers' effectiveness in delivering education. To elaborate, teacher accountability has a computed r-value of 0.746 and p – value of 0.001, which suggests a strong positive correlation. The result shows that as a teacher's sense of accountability increases, students' perceptions of the teacher's effectiveness in delivering education tend to increase. In the same way, the teaching style has a computed r-value of 0.759 and a p-value of 0.001, demonstrating a strong positive correlation. This implies that as the teacher's teaching style becomes more suitable and preferred by the students, their perceptions of the teacher's effectiveness in the delivery of education tend to increase.

In addition, both variables' computed r - value was 0.595 with a probability level of 0.001, which is significant at  $\alpha = 0.05$  level of significance. The level of correlation was very high. This result leads the researchers to reject the null hypothesis, which states that no significant relationship exists between

teacher-student relationships and students' perceptions of teachers' effectiveness in education delivery. Thus, a significant relationship exists between the teacher-student relationship and students' perceptions of the teacher's effectiveness in the delivery of education.

**Table 5:** Relationship of Teacher-Student Relationship on Students' Perceptions of Teacher's Effectiveness in the Delivery of Education

Variable		Teach_Stud	TA	TS
1. Teach_Stud	Pearson's r	—		
	p-value	—		
2. TA	Pearson's r	0.752***	—	
	p-value	<.001	—	
3. TS	Pearson's r	0.766***	0.982***	—
	p-value	<.001	<.001	—
4. Student_Perception(Motivation)	Pearson's r	0.595***	0.746***	0.759***
	p-value	<.001	<.001	<.001

\* p < .05, \*\* p < .01, \*\*\* p < .001

Moreover, those results are strengthened by the findings of the study [29] which states that when students have positive connections with their teachers, they become more engaged and exhibit more significant interest in their coursework. Students' engagement and focus on the learning process are shaped by how they perceive their instructor's actions. If students feel their teacher needs to be more supportive, they struggle with concentration and participation in the educational setting [30]. When educators create a favorable learning atmosphere, students are more likely to participate and perform well, remaining attentive and productive [31].

Furthermore, [32] emphasizes the significance of a strong bond between educators and learners, characterizing it as an essential foundation for effective collaboration. According to Paterson, teachers who establish and nurture positive relationships from the outset foster an environment where students feel comfortable and motivated to succeed. In addition, [33] highlights that positive interactions facilitate students' self-correction and enhance their social skills while reducing behavioral issues.

Moreover, educators are responsible for fostering students' motivation and cultivating positive attitudes toward learning. This can be achieved by implementing diverse strategies to inspire learners [34]. Another crucial factor impacting students' academic outcomes within the educational setting is when teachers establish positive relationships with their students and actively engage them. This fosters an enjoyable learning experience, contributing to a well-rounded learning environment [35].

#### ***Regression Analysis of Teacher-Student Relationship and Students' Perceptions of Teacher's Effectiveness in the Delivery of Education***

Table 6 indicates the regression analysis results of the teacher-student relationship and students' perceptions of teacher's effectiveness in education delivery. Among the two indicators of the independent variable, the significant predictor was teaching style. This result leads the researchers to reject the null hypothesis, which states that no variables significantly influence students' perceptions of the teacher's effectiveness in the delivery of education. The r - value is at 0.567; this means that teaching style explains 56.7% of variances in the

model. The teaching style factor has a  $p$  - value  $< 0.037$ . Thus, teaching style significantly influences students' perceptions of the teacher's effectiveness in delivering education. The result can be concluded that for every unit increase in teaching style, there is a corresponding increase in the students' perceptions of the teacher's effectiveness in delivering education by 0.759 respectively. Moreover, the regression equation can be formulated as  $Y = 0.795 + 0.759X_1$ .

The findings revealed that teaching style positively influences students' perceptions of the teacher's effectiveness in delivering education. Thus, the more BTVTEd college students perceive their teacher's teaching style as effective and preferred, the more likely they are to be motivated to learn more, participate actively, and engage in the actual learning process.

**Table 6:** Predictor of Students' Perceptions on Teacher's Effectiveness in the Delivery of Education

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.795	0.252		3.158	0.002
Teaching Style	0.787	0.372	0.759	2.114	0.037
R <sup>2</sup> = 0.567					
F = 61.960					
p-value = 001					
Dependent Variable: Students' Perceptions on Teacher's Effectiveness in the Delivery of Education					

Moreover, those results are strengthened by the findings of the study of [36] that teaching styles are significant environmental and social factors in satisfying the need for belongingness in the classroom, which consequently influences motivation and performance. This aligns with [37] findings, suggesting that teaching styles and quality can positively affect student motivation, leading to improved academic performance and potentially inspiring students to engage more deeply in learning and shaping their attitudes.

Consequently, [38] stated that diverse teaching methods can help prevent students from becoming bored during learning activities and increase their motivation to engage with the material.

Furthermore, employing diverse teaching methods can help stave off student disinterest in learning and boost their motivation to engage with the material. Additionally, contemporary studies have emphasized the significance of the teacher's instructional approach [39], which explores implementing various teaching styles to inspire student learning.

## 9. Conclusions

Results revealed that the teacher-student relationship was found to be much felt by the students. When students perceive the teacher-student relationship as strong and supportive, it can lead to increased engagement, motivation, and academic achievement. A positive relationship fosters a sense of trust and safety, encouraging students to participate more actively and take intellectual risks. This dynamic also helps to build students' confidence and resilience, which can enhance their

overall learning experience and personal development.

Also, findings showed that the students' perceptions of teachers' effectiveness in delivering education in the area of learner motivation were found to be very strong. When students perceive their teachers as effective in delivering education, particularly in motivating learners, it can lead to enhanced student engagement and a more positive attitude towards learning. This strong perception can boost students' intrinsic motivation, making them more eager to participate in class activities, pursue their interests, and achieve academic success. Additionally, teachers who are seen as effective motivators can help foster a supportive learning environment, encouraging students to set and reach their educational goals.

Likewise, students' perceptions of teachers' effectiveness in delivering education are positively and significantly correlated with the teacher-student relationship. Thus, the more students perceive their teachers as effective in delivering education, this is positively and significantly correlated with the quality of the teacher-student relationship. A strong teacher-student relationship can enhance students' perceptions of their teachers' effectiveness, as mutual respect and trust foster a conducive learning environment. Conversely, teachers perceived as effective are likely to build positive relationships with their students, further reinforcing student engagement and academic success.

Moreover, the quality of the teacher-student relationship significantly influences students' perceptions of a teacher's effectiveness in delivering education. A positive and supportive relationship can enhance students' trust and respect for the teacher, leading them to view the teacher's instructional methods as more effective. When students feel understood and valued by their teachers, they are more likely to be engaged and receptive, which can further enhance their educational experience.

Furthermore, among the indicators under teacher-students' relationship only teaching style significantly predict students' perspectives on teachers' effectiveness in lesson delivery. This suggests that how teachers present material, engage students, and adapt their methods to meet diverse learning needs can greatly impact students' views of their effectiveness. A teaching style that resonates with students can enhance their understanding, motivation, and overall educational experience.

## 10. Recommendations

School administrators and heads may conduct retooling training for teachers to help them better understand students and create better relationships. Also, the BTVTEd faculty members may be capable and effective in delivering their teaching strategies and methods encompassing new trends and adaptable strategies and techniques, with the consideration of incorporating a rewards system to motivate students to engage more in the learning process.

In addition, School Administrators and School Heads may provide the necessary resources and support for teachers to effectively execute their teaching strategies in the classroom, to further facilitate adequate and substantial sessions for

teachers to collaborate with colleagues in innovating and sharing pedagogical strategies that best work in the field.

Teachers may adopt varied teaching styles, particularly regarding the new trends in teacher effectiveness in the delivery of education, to accommodate the different educational needs of the students. Provide effective feedback on learners' performance and respond quickly to students' concerns to encourage open communication, which is essential for effective learning and an avenue for teachers to adjust their pedagogical approach to best suit the needs of the students.

Future researchers may utilize the variable, specifically the teaching style, as having a significant impact on learners' motivation to improve academic performance.

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