

Relational Teaching Behaviors and Their Associated Factors among Private Basic Education Teachers

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Abstract: *This research investigates relational teaching behaviors among private basic education teachers and the factors influencing them, including age, sex, rank, and educational attainment. Utilizing a descriptive-correlational design, the study engaged 43 full-time teachers from two institutions using the Teaching Relating Behavior Scale (TRBS). Findings indicated that overall relational behaviors were satisfactory but inconsistently practiced. Notably, junior high school teachers and those in higher ranks exhibited stronger relational competencies. Age and present position significantly influenced behavior patterns. The study underscores the need for professional development focused on emotional intelligence, classroom interaction, and teacher-learner rapport.*

Keywords: relational teaching, private school, classroom behavior, teacher-student interaction, educational psychology

1. Introduction

By the year 2030, the fourth Sustainable Development Goal (SDG) focused on quality education ensures that everyone has access to inclusive and equitable education, while also promoting opportunities for lifelong learning.

Educational institutions aim to offer learners with a high-quality education aligned with the fourth sustainable development goal as well as the national development goal on access to quality education and skills development for all citizens. The holistic development of learners is the hallmark of a high-quality education.

Teaching involves both interpersonal and intellectual interaction. Teaching-relating behavior is the collection of relational, interpersonal, and socioemotional behaviors teachers employ to create helpful learning environments (Cornelius-White, 2017; Roorda et al., 2019). These are the interpersonal behaviors that foster positive relationships between them and their learners, such as warmth, responsiveness, emotional support, fairness, trust-building, and effective communication. These relational processes are important for learner engagement, socioemotional growth, classroom behavior, and academic outcomes (Pianta, Hamre; Roorda et al. (1999). Positive teacher-learner relationships improve academic achievement. Supportive relational behavior lowers behavioral issues and boosts engagement, and interpersonal sensitivity, and emotional intelligence.

The quality of teacher-learner connections operationalized as Teaching-Relating Behavior (TRB) predicts learner engagement, classroom behavior, socio-emotional development, and academic achievement. The qualities of teachers either facilitate or hinder relational activities. This study synthesizes empirical and theoretical evidence regarding the associations between TRB and teacher age, sex, grade assignment, length of experience, current role, and highest educational attainment. A supportive classroom environment is fostered by TRB, which includes teacher

warmth, responsiveness, fairness, constructive criticism, culturally sensitive engagement, and communication styles.

Aldrup et al. (2018) study found that frequent learner misbehavior undermines teacher well-being; however, strong teacher-learner relationships significantly buffer this negative effect. Relational teaching behaviors such as warmth, responsiveness, and emotional support help teachers manage stressors in the classroom. Findings also revealed that positive teacher-learner relationships promote better emotional regulation, reduce burnout, and enhance the overall classroom climate. The study suggests that teachers with stronger relational skills can create more supportive and resilient classroom environments, even in challenging situations.

Berg and Cornell (2016) findings affirm that relational teaching behaviors, such as fairness, clarity, and emotional support, foster a positive psychosocial learning environment. They conclude that when teachers exhibit strong relational competencies, learners feel more secured, respected, and engaged, contributing to fewer disciplinary incidents. This supports the present study on analyzing differences in teaching-relating behavior across private elementary, junior high, and senior high school teachers, emphasizing how relational competence may differ according to teacher profiles such as age, sex, grade assignment, experience, rank, and highest educational attainment.

In the context of this study, teaching relating behavior refers to the teachers' ability and competence in providing and maintaining a wholesome learning environment, creating a rapport with and among the learners, using the most appropriate kind of verbal communication in different kinds of situations, and in effecting among learners the desired behaviors and characteristics. It means the behavior teachers practice in tackling and meeting conflicts and learners' problems which may arise in the classroom. Finally, it is assuring learners that they are invaluable in the education community. This is measured by the Teachers' Relating Behavior Scale (TRBS).

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The present study reinforces the importance of relational teaching competencies across different educational contexts and investigates how these behaviors differ across elementary, junior high, and senior high school teachers. Also, the present study supports the premise that teaching-relating behavior is crucial in shaping teacher well-being and classroom outcomes. The mediating role of teacher-student relationships highlight why teachers' individual characteristics such as age, sex, experience, rank, and educational attainment may correlate with differences in relational teaching behavior.

Da Luz (2015) study confirmed that learners are motivated and benefit further in a safe and trusting setting with their professors. The quality of teacher-learner interactions depends on a deep and sufficient grasp and appreciation of teaching and learning (Allen, Gregory, Mikami, Lun, Hamre, and Pianta (2013). Students become more motivated and this is expressed to their professors through their actions and performance (Weber, Martin, and Cayanus, 2005).

Klassen's & Kim's (2019) study found that older teachers exhibited stronger relational competencies, including patience, conflict mediation, and emotional regulation. Their argument was that relational behavior develops through accumulated professional experience. Also, Aldrup et al. (2020) posited that younger teachers reported higher relational stress and inconsistencies in relational engagement. Older teachers were more stable and more effective in sustaining positive interactions.

Moving on, female educators exhibit greater emotional warmth, responsiveness, and interpersonal sensitivity, particularly in early childhood and elementary settings (Spilt, Koomen, and Mantzicopoulos 2018). Similarly, García-Crespo et al. (2021) expressed those male teachers are more task-oriented, while female teachers employed more learner-centered relational techniques. Donohoo and Katz (2020), however, concluded that gender disparities diminish when schools promote a collaborative atmosphere. Male instructors tend toward task-oriented, boundary-maintaining relational approaches, whereas female teachers score higher on warmth, empathy, and affective support. Gender interacts with school culture, role expectations, and training to affect relationship behavior.

Hafen et al. (2020) reported a decline in emotional support and positive classroom climate from elementary to high school. Although autonomy support and instructional scaffolding increase in later grades, relational engagement becomes less prominent. Roorda et al. (2017) confirmed that teachers in lower grade levels display higher emotional warmth and nurturing relational behavior, while secondary teachers lean toward instructional and managerial interactions. Also, Engels et al. (2020) study reported that primary school teachers were more positive and supportive in relational interactions than high school teachers, who prioritized content mastery.

Relative to present position or rank, Leithwood et al. (2020) exposed those teachers in higher positions demonstrated stronger relational leadership and more consistent relational modeling for colleagues. Qureshi & Ambreen (2017)

confirmed that senior-level teachers engaged more in mentoring roles involving relational support, collaboration, and emotional guidance. Higher position/rank is associated with enhanced relational behavior, due to expanded social responsibilities.

Yin, Huang, & Wang (2016) study generalized those teachers with longer experience demonstrated more effective relational practices due to better emotional management and classroom communication. Moreover, Richards et al. (2018) summarized those experienced teachers showed stronger relational efficacy and ability to connect instructional and socio-emotional processes. Collie (2021) synthesized that experience predicted higher relational resilience and more adaptive relational strategies, especially in diverse classrooms. Consolidating the studies reviewed, teaching experience positively predicts relational competence, especially about emotional regulation and relational consistency.

Darling-Hammond et al. (2017) study claimed that teachers with graduate studies demonstrated deeper interpersonal understanding and reflective relational practices. Also, Torres & Weiner (2018) reported that advanced degrees were associated with greater pedagogical and relational adaptability, helping teachers better respond to student needs. Finally, Friesen & Brown (2022) stated that higher educational attainment correlated with more effective relational decision-making and socio-emotional integration in teaching.

The teacher truly plays a vital role in shaping the psychosocial environment of the classroom. Lindgren (1976) posited that the classroom atmosphere significantly impacts students' learning. Moreover, Gordon (1974) points out that when teachers foster a relationship where both their own needs and those of the students are respected, the educational experiences offered can become engaging and enjoyable.

This study explored the factors that influence teachers' relational behaviors, linked to fostering and sustaining positive relationships with learners. It hopes to uncover insights into how teachers connect with their learners' value systems, as this understanding is vital for enhancing learners' academic performance and shaping their character and behavior.

The study could offer the management valuable insights into the level of relational behavior among teachers. This information is essential in planning, organizing, and implementing seminars focused on the emotional aspects that enhance teachers' relationships with their learners.

Moreover, this study would inspire and motivate learners to enhance their academic performance due to the strengthened bonds with their teachers.

This may enhance parental satisfaction by improving learner behavior and academic progress, while also enhancing their bond with their children as they observe the positive changes in their academic performance, attitudes, and behavior.

The study is significant as it provides localized insights into how demographic and professional factors shape teachers' relational competencies, with implications for classroom management, learner engagement, and policy formulation in teacher development.

Specifically, the study intended to achieve the following objectives:

- 1) To determine the level of teaching relating behaviors among private elementary, junior and senior high school teachers when grouped according to age, sex, grade assignment, present position/rank, length of teaching service, and highest educational attainment.
- 2) To explore if there is a significant difference in the teaching relating behaviors among private elementary, junior and senior high school teachers.
- 3) To determine if there are significant differences in point of relating behaviors among the participants involved in this study when grouped according to age, sex, grade assignment, present position/rank, length of teaching service, and highest educational attainment.

2. Conceptual Framework

This study explored the ideas from the human relations theory outlined by Gordon (2003) in his book, *Teachers' Effectiveness Training (TET)*.

The first concept emphasizes that teaching and learning are two different functions—separate and distinct from one another. For teaching and learning processes to be successful, there needs to be a special kind of relationship between the teacher and the learner, a connection that links them together.

The second concept focuses on the bond between a teacher and a student. This relationship flourishes when there is openness, care, individuality, interdependence, and mutual respect.

Martin (1980) highlights some key behaviors that every teacher should adopt to be effective, which include: **1) Reflect.** Teachers should take the time to carefully consider ways to address any urgent conflicts in the classroom. **2) Listen.** Carl Roger's (2022) listening technique emphasizes reflecting on both content and feelings. This form of reflective listening helps teachers to: a) steer clear of moralizing, preaching, threatening, questioning, and other obstacles to communication; and b) become more sensitive listeners. **3) Identify Responsibility.** When educators take on the responsibility for their students' challenges, it can reduce the incentive for those students to resolve their own issues. **4) Withdraw Cooperation.** Once teachers recognize that power struggles can be a form of negative cooperation, they can reflect on their own actions with the question: "What am I doing to contribute to this power struggle?" By finding the answer, a teacher can help diffuse the situation by withdrawing their cooperation. **5) Avoid Pressuring for Agreement.** Some teachers limit themselves by wanting students to agree that their actions are right, just, or fair. It's important for teachers to take responsibility for their decisions, regardless of whether others agree or not. **6) Motivate Students to Assess Their Challenges.** Helping students recognize their ability to improve or worsen

situations is essential. Just as teachers can inspire students to reflect on their own actions. **7) Minimize Defensive Reactions.** Teachers tend to be more effective when they recognize that their concern about how things should be often serves as a way to avoid addressing the issue at hand. **8) Embrace Equality Among Others.** Embracing equality allows teachers to address behavioral issues head-on, rather than getting caught up in blame and guilt. **9) Letting Go of the Control Myth.** Teachers feel great when they are able to discipline, motivate, and control every student. Their belief that they must control their students leads teachers to be less effective, less successful, and have a diminished impact than they could otherwise achieve.

Emotional Support

It shows how much teachers foster a welcoming, respectful, sensitive, and emotionally safe learning environment. Three important dimensions comprise this domain: 1) positive climate, referring to warmth, mutual respect, and positive affect; 2) teacher sensitivity, which captures responsiveness to students' academic and emotional needs; and 3) regard for student perspectives, reflecting autonomy support, flexibility, and respect for students' ideas and experiences.

Hamre & Pianta, 2006; Reyes et al., (2012) expressed that emotionally supportive classrooms are linked to reduced levels of behavioral issues and emotional distress as well as increased student engagement, motivation, and achievement. Relating behavior, including empathy, approachability, fairness, respect, and responsiveness, is a fundamental relational activity in this domain. Sustained academic engagement requires trust and a sense of belonging fostered by teachers who exhibit emotional attunement and care. Hence, emotional support serves as the relational basis for effective instruction.

Classroom Organization

Classroom organization is how educators control time, conduct, and instructional routines to establish a productive and well-organized learning environment. This includes: 1) behavior management, emphasizing clear expectations and proactive strategies; 2) productivity, reflecting efficient use of instructional time; and 3) instructional learning formats, which are essential for sustaining student engagement. Positive teacher-student connections are facilitated by well-organized classrooms because they foster equity, lessen conflict, and create predictable, safe spaces for children. Well-run classrooms promote students' self-control and lessen interpersonal stress, especially for those who struggle with conduct or attention (Evertson & Weinstein, 2006).

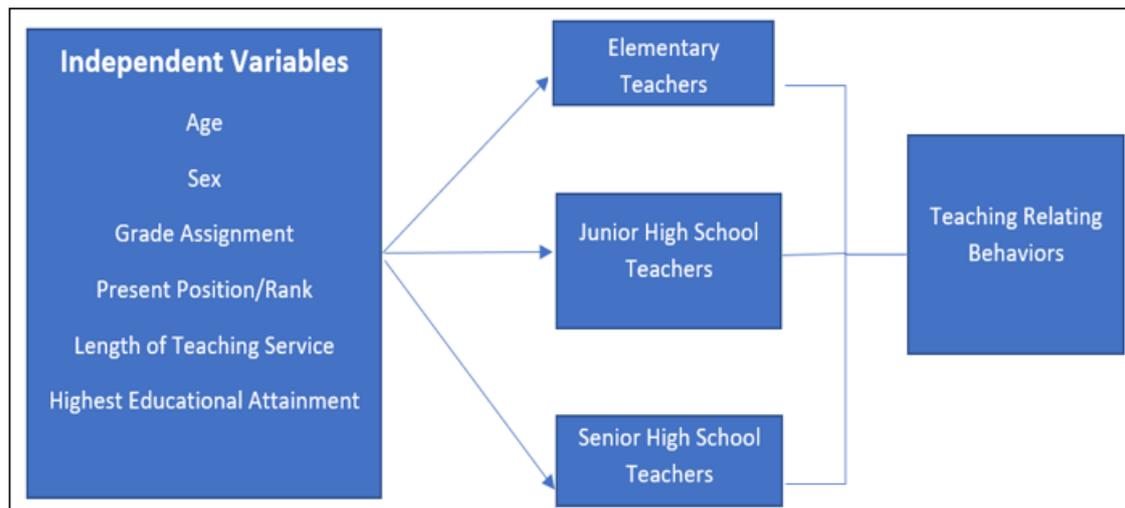
Instructional Support

Pianta and Hamre (2014) stress that instructional support is fundamentally interpersonal, despite its predominantly academic focus. Teachers must listen intently, answer appropriately, and scaffold learning depending on students' comprehension in order to provide high-quality instructional interactions. These behaviors rely on mutual respect and trust in relationships. They also expressed that instructional assistance works best when it is integrated into relationships between teachers and learners that are emotionally supportive. When learners believe their teachers are kind and

encouraging, they are more open to criticism and mentally challenging assignments.

The study explored how teachers' relating behaviors connect with various factors as seen in the research paradigm illustrated below.

→ The direct relationship of the independent variables to its dependent variable.



The figure suggests that factors such as age, sex, grade assignment, present position/ rank, years of teaching experience, and highest level of education might be linked to the teaching behaviors of private elementary, junior, and senior high school teachers.

3. Methodology

The study was descriptive-correlational. It explored the relationship between the relating behaviors among private elementary, junior, and senior high school teachers and the various factors related to the study.

A descriptive-correlational design describes the links and relationships between variables without asserting any cause-and-effect claims. It confirms that a relationship exists between variables and to explain what that relationship entails. The variables include age, sex, grade assignment, length of teaching service, current position/rank, and highest level of education achieved.

The study included 43 elementary, junior, and senior teachers who are regular and full-time from Northeast Luzon Adventist College (NELAC) and Alicia Adventist School Incorporated (AASI) in Alicia, Isabela during the school year 2024-2025. It was ensured that the purpose and nature of the study were clearly communicated to everyone involved. This information was included in the letter and questionnaire sent to the NELAC president and the principal of AASI.

No sampling technique was employed. All elementary, junior, and senior high school teachers were taken as participants in the study.

To involve the participants, permission was sought through a letter from the college president's office at NELAC and the principal of AASI. The approved letters were then provided to the principal at NELAC and shared with the participating teachers, including those at AASI.

It was emphasized that participating in the research was completely voluntary. Participants have the freedom to withdraw at any point during the process without facing any consequences.

Any information provided in the questionnaire was treated with utmost care, ensuring maximum privacy and confidentiality. All data was securely stored and will be properly discarded once it's no longer needed.

NELAC is located 3 kilometers from the town center, making transportation easily accessible since it's situated along the national highway. The site is secured with a concrete perimeter fence to ensure the safety and protection of internal stakeholders. NELAC has dedicated security personnel providing service for 8 hours each day. On the other hand, AASI is situated right in the town center, merely 100 meters from the national highway, and is also protected by a concrete perimeter fence for the safety of its key stakeholders.

The tool used to address the issues in the investigation was the Teaching Relating Behavior Scale (TRBS). The items on this scale were sourced from Thomas Gordon's 1974 book, *Teachers' Effectiveness Training (TET)*. It encompasses 11 key areas or concepts that Gordon discusses, including: 1) Teacher-Learner Relationships: The Missing Link; 2) A Model for Effective Teacher-Student Relationship; 3) What Teachers Can Do When Students Have Problems; 4) The Many Uses of Active Learning; 5) What Teachers Can Do When Students Give Them Problems; 6) How to Modify the Classroom Environment to Prevent Problems; 7) Conflict in the Classroom; 8) The No-Lose Method of Resolving Conflicts; 9) Putting the No-Lose Method to Work: Other Uses of Method in Schools; 10) When Values Collide in Schools; and 11) Making the School a Better Place for Teaching.

A Table of Specifications was prepared to ensure of a good mix of items from each area or concept. The tool has been

validated by test experts and is free from biases related to gender, class, ethnicity, or culture. The researcher personally administered the questionnaire to participants, having received approval from NELAC president and the principal of AASI ensuring that they received quick and accurate answers to any questions they had. The participants answered the TRBS for 15 minutes.

This instrument is a scale of 40 statements, each with four response options: “Strongly Agree”, “Agree”, “Disagree”, and “Strongly Disagree”. It was designed to gather opinions on the relationship between teachers and learners. Since there’s a lot of differing opinions on what these relationships should be, there are no right or wrong answers. What’s important is how each participant feels about the statement and were encouraged to think about the general situation rather than specific instances. The questionnaire shows a reliability coefficient of .89!

Descriptive statistics, t-test, and ANOVA were used to address the 3 objectives of the study, respectively.

The Table below presents the numerical range and descriptive interpretation to determine the level of teaching-relating behavior of the respondents.

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Outstanding	Teaching-relating behaviors are consistently and highly evident in classroom practice.
3.41 – 4.20	Very Satisfactory	Teaching-relating behaviors are frequently demonstrated with minimal gaps.
2.61 – 3.40	Satisfactory	Teaching-relating behaviors are moderately evident but inconsistently practiced.
1.81 – 2.60	Fair	Teaching-relating behaviors are occasionally demonstrated and need improvement.
1.00 – 1.80	Poor	Teaching-relating behaviors are rarely or not demonstrated.

4. Results and Discussion

Data revealed that teachers aged 21-29 obtained a mean of 3.26 while those aged 30-39 and 40-49 got a mean of 3.25 and 3.23 respectively. Teachers aged 50 and above showed a mean of 3.22. Generally, the level of respondents’ relating behaviors is satisfactory which unfolds that their behaviors are moderately evident but inconsistently practiced.

The younger teachers demonstrate better relating behaviors than their counterparts. They accept, understand, and respect learners’ individualities. They have positive mindset towards learners. They are still young in the service, dynamic, and love their vocation. They hold few frustrations, problems, and challenges in the job.

The findings of the present study counter Klassen’s & Kim’s (2019) study which found that older teachers exhibited stronger relational competencies, patience, conflict mediation, and emotional regulation. The researchers argued that relational behavior develops through accumulated professional experience. Also, Aldrup et al. (2020) posit that

younger teachers reported higher relational stress and inconsistencies in relational engagement. Older teachers were more stable and more effective in sustaining positive interactions. Findings largely showed that age is positively associated with more effective relational behavior, attributed to maturity and professional socialization spirit.

When grouped according to sex, female respondents show an average mean of 3.27 compared to the male with a mean of 3.19. This suggests that female teachers may express more nurturing behaviors toward learners. The male teachers are more distant in relating to learners. Corporately, the respondents perform satisfactorily. Their relating behaviors are moderately evident but inconsistently practiced. The respondents’ relational behaviors are transitory and dependent upon their mood, emotions, condition, and current situations.

The findings of this study support Koomen, & Mantzicopoulos’ (2018) findings that female teachers consistently scored higher in sensitivity, warmth, and emotional responsiveness in relational interactions with learners. Garcia-Crespo et al. (2021) concluded that female teachers demonstrated stronger student-centered relational approaches, whereas male teachers tended to use more task-oriented interaction patterns. Donohoo & Katz (2020) confirmed minimal differences when school culture emphasized collaborative relational practices, suggesting gender effects may be moderated by organizational norms.

With regard to grade assignment, the junior high school respondents revealed a mean of 3.38, the elementary and senior high school respondents secured a mean of 3.27 and 3.13 respectively. Generally, the respondents perform satisfactorily; their relating behaviors are moderately evident but inconsistently practiced. This explains that the respondents’ relating behaviors depend largely on their current condition, mood, dispositions, and interests.

Hafen et al. (2020) study found a decline in emotional support and positive classroom climate from elementary to high school. This underscores how teaching-relating behavior evolves as learners mature and classroom expectations intensify. In relation to the present study, these findings justify comparing teaching-relating behavior among private elementary, junior high, and senior high school teachers, as similar developmental patterns may influence relational teaching dynamics across grade levels.

The present study negates Roorda et al. (2017) conclusions that teachers in lower grade levels display higher emotional warmth and nurturing relational behavior, while secondary teachers lean toward instructional and managerial interactions. However, Engels et al. (2020) study reported that primary teachers were more positive and supportive in relational interactions than high school teachers, who prioritized content mastery.

As regards the respondents’ present position/rank, a mean of 3.25, 3.13, and 3.37 are computed from Teacher 1, 2, and 3 respectively. This suggests that teaching-relating behaviors are present but inconsistently applied. This expresses that

teachers' attitudes are transitory due to their conditions, situations, interests, and dispositions.

The findings of the present study relate positively to Leithwood et al. (2020) which concluded that teachers in higher positions demonstrated stronger relational leadership and are more consistent in their relational behaviors. Qureshi & Ambreen (2017) confirmed that senior teachers engaged more frequently in relational support, collaboration, and emotional guidance. To synthesize, higher position/rank is associated with enhanced relational behavior, due to expanded social responsibilities.

When grouped according to length of teaching experience, the respondents with shorter teaching experiences have better relating behaviors than their senior colleagues as expressed in the mean 3.28 and 3.16, correspondingly. The respondents' level is satisfactory. Their teaching-relating behaviors are moderately evident but inconsistently practiced. This connotes those teachers with shorter experiences claim teaching as vocation. They possess passion, grit, and determination on their learners' optimum development. They apply the principles and concepts of psychology of learners.

The study under investigation counter with Yin's, Huang's, & Wang's (2016) conclusions that teachers with longer experience demonstrated more effective relational practices due to better emotional management and classroom communication. Moreover, Richards et al. (2018) summarized those experienced teachers showed stronger relational efficacy and ability to connect instructional and socio-emotional processes. Collie (2021) synthesized that experience predicted higher relational resilience and more adaptive relational strategies, especially in diverse classrooms.

Regarding highest educational attainment, respondents with MA degrees showed a higher mean of 3.25 while respondents with Bachelor degrees obtained a mean of 3.23. Both groups show a satisfactory level of teaching relating behaviors which are moderately evident but inconsistently practiced. Teachers with MA degrees are a little bit better in their relations to learners. The higher the educational attainment of teachers, the better they are in their relating behaviors.

The present study corroborates with Darling-Hammond et al. (2017) study which claimed that teachers with graduate diploma demonstrated deeper interpersonal understanding and reflective relational practices. Torres & Weiner (2018) reported that advanced degrees are associated with greater pedagogical and relational adaptability, helping teachers better respond to learners' needs. Finally, Friesen & Brown (2022) stated that higher educational attainment correlated with more effective relational decision-making and socio-emotional integration in teaching.

Regarding the second objective of the study, data disclosed that there is a significant difference in relating behaviors among private junior and senior high school teachers with a mean of 3.38 and 3.13, respectively. The mean difference is significant at 0.05 level. This shows that the respondents relate differently to learners. The interaction reflects the

learners' maturity level, abilities, and personality and teachers' condition, personality, and preferences.

Campbell and Anderson (2021) study revealed elementary teachers generally demonstrated higher levels of warmth, responsiveness, and emotional support. In contrast, middle and high school teachers showed more content-focused interactions but less relational engagement. The study highlighted that as students progress to higher grade levels, teacher-student relationships become more formal, distant, and academically driven.

Hafen, Hamre, and Pianta (2020) study unlocked that emotional support and positive classroom climate decline from elementary to high school, while instructional support and autonomy-granting behaviors increase in higher grade levels. Older students require greater academic challenge and independence, prompting teachers to shift toward more content-specific instruction and reduced relational engagement. Strong teacher-student relationships remain critical across all grade levels, but the form of relational behavior changes depending on student developmental needs.

Aldrup et al. (2018) investigation revealed that positive relational teaching behaviors significantly reduce emotional exhaustion among teachers. This demonstrates that relational competence is not an interpersonal skill but a crucial buffer against the stresses of classroom management. Teachers with stronger relational skills create more supportive and resilient classroom environments, even in challenging situations. Teaching-relating behaviors are meaningful on teachers' psychological functioning and vary depending on demographic characteristics such as experience, training, and grade-level assignment.

Berg and Cornell (2016) study found that schools with stronger supportive relationships between teachers and students reported significantly lower instances of disciplinary incidents. They emphasized that relational teaching behaviors directly contribute to safer and more positive school environments. It unlocked that teacher-student connectedness plays a key role academic engagement and promotes behavioral regulation and emotional security among learners.

Kim, Darajia, and Ruzek (2020) investigation concluded a decline in emotional teaching quality as students progress through higher grade levels. In contrast, instructional quality generally increases during the transition to secondary education. The study attributes these shifts to developmental, structural, and curricular factors.

Finally, Pianta, Hamre, and Allen (2020) found that younger learners benefit more from high emotional support, warmth, and responsiveness. They emphasized that positive TSRs across all levels are strongly linked to engagement, motivation, and improved academic outcomes.

The last objective of the study dealt on determining if there are significant differences in point of relating behaviors among the participants when grouped according to the variables considered. Data pointed out that age and present

position/rank revealed significant differences as supported in .986 and .316, respectively.

This confirms that that the respondents practiced different behaviors in relating to learners. Younger teachers are better in classroom management and relations. They are warmer, more patient, and more accommodating, and empathized with learners' situations. They possess maternal instincts which strengthen and sustain the relationship.

As to present position/rank, it could be claimed that the respondents relate differently with learners. The respondents with higher position/ rank are better in their relations with learners. They show empathy, respect, acceptance, and flexible attitude. They are open to discussions with learners. They are gritty and passionate in performing their job. Their purpose is to build up and nurture learners' full potentials, abilities, and characteristics.

The findings of the present study relate positively to Leithwood et al. (2020) that teachers in higher positions demonstrated stronger relational leadership and more consistent relational modeling for colleagues. Qureshi & Ambreen (2017) expressed that senior-level teachers engaged more frequently in mentoring roles involving relational support, collaboration, and emotional guidance. Higher position/rank is associated with enhanced relational behavior due to expanded social responsibilities and international literature links leadership or senior professional roles to relational outcomes.

5. Findings

Younger respondents obtained the highest mean of 3.26. Female respondents claimed higher mean of 3.27. Junior high school teachers reported the highest mean of 3.38. Teacher 3 respondents revealed the highest mean of 3.37. Respondents with 2 years and below teaching experiences showed the highest mean of 3.28. Respondents with MA degrees showed a higher mean of 3.25. The junior and senior high school teacher-respondents differ significantly on their relating behaviors with a mean of 3.38 and 3.13, respectively. Age and present position/rank showed significant differences as supported in .986 and .316, respectively.

6. Conclusions

The level of teaching relating behavior among the respondents is satisfactory. Their teaching-relating behaviors are moderately evident but inconsistently practiced. The junior and senior high school teacher-respondents differ significantly on their relating behaviors. The variables which influence most the teaching relating behavior of the respondents are age and present position/rank.

7. Recommendations

The administration may continually implement capacity-building activities on psychology and human relations. Conduct studies that explore how smaller class sizes and parental expectations influence relationship-building practices. Local data are needed as relationship dynamics shifted due to remote and hybrid learning. Validated tools that

are adapted along with multi-source data from both public and private schools are essential. Conduct surveys into how teacher training programs and professional development affect relational skills on classroom management, teaching pedagogy, student engagement, and learning outcomes.

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