



The Role of Teacher-Student Relationship on Classroom Management and Learners' Autonomy in Elementary

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Abstract

The study aimed to determine the Role of Teacher-Student Relationship to the Classroom Management and Learners' Autonomy of selected Grade 4 – 6 pupils from Calauan District. Participants are assured of utmost confidentiality regarding information provided by them. The respondents are two hundred twenty-eight (228) Grade 4-6 pupils, from Cluster 1, Calauan District. The authors of the study used descriptive-correlation type of research and mediation analysis to determine the role of teacher-student relationship on classroom management and learner autonomy. The main instrument used in the study was adaptive researcher-made questionnaire. The statistical tool used in the study was the descriptive statistics such as frequency and percent distribution, mean and standard deviation, inferential statistics like Pearson-Product-Moment-Correlation Coefficient, and Mediation Analysis to analyze inferential data. This paper finds on the classroom management in the aspects of time management, routines, preventive strategies, and reactive strategies was manifested which means that classroom management are managed properly. And on the level learner's autonomy in the aspect of their action oriented, cognitive, metacognitive, and affective and motivation is well manifested. And as per teacher-student relationship it was observed by the student which mean that a positive relationship between teacher and students was observed. Based form the result of this study, the hypothesis stating that there is no significant relationship between the classroom management observations and the teacher-student relationship is not sustained as well as the hypothesis stating that there is no significant relationship teacher-student relationship and the level of learner's autonomy and classroom management and learner's autonomy is not sustained. And, teacher-student relationship partially mediates classroom management observations and learner's autonomy.

Keywords

Classroom Management, Teacher-Student Relationship, Learner Autonomy

INTRODUCTION

Schools are considered responsible for all facets of student accomplishment in the modern culture. Student success in the classroom is greatly influenced by classroom management. Sadly, a lot of educational changes have neglected to address or acknowledge the connection between student behavior and academic success (Brannon, 2010).

Effective classroom management and a positive teacher-student dynamic are essential for reducing disturbances in the classroom. Classrooms are social environments by nature. Fostering student learning and minimizing disruptions in the classroom depend on the development and maintenance of strong teacher-student relationships. A distinct benefit to children' social and cognitive development is the presence of positive teacher-student connections. A significant level of instructor influence and close proximity to pupils are characteristics of appropriate teacher-student relationships. Teachers should therefore build trusting relationships with their pupils and provide environments that encourage exploration and learning. Several favorable social, emotional, and educational results are linked to teacher-student relationships that are positive.

Keeping the classroom in order is one of the fundamental duties of teaching. Teachers have often expressed concern about how to achieve "good discipline" in their classrooms since the beginning of their professions. Pupils look up to teachers who can maintain discipline, and they expect their teachers to be capable of doing so. The public views an orderly school as a "good" school and views discipline as one of the most important issues facing education.

Thus, the term "classroom management" here refers to the methods and techniques educators employ to address the issue of maintaining order in the classroom. Since order is a social system characteristic, the language of management needs to consider the group aspects of the learning environment in the classroom as well as the environments in which order is established and maintained. Because teachers and students work together to maintain order, management is a difficult endeavor because a variety of immediate variables influence the degree of orderliness, the need for intervention, and the outcomes of specific actions taken by teachers and students.

"Classroom management" is defined as "actions taken to create a productive, orderly learning environment to elicit changes in students' behavior and to help students fulfill their responsibilities more effectively" by Woolfolk Hoy and Weinstein (2006). Studies on the stages of development in teaching (Huberman, 1989/1993) consistently show that one of the most crucial, if not the most crucial, areas of concentration for new instructors is classroom management. Consequently, compared to more experienced teachers, they perceive worse classroom climates (Jensen, Sandoval-Hernández, Knoll, & Gonzalez, 2012).

The broad definition of learner autonomy is the ability that learners are gaining to take ownership of their education. In order to foster a learner-directed learning environment, educators should encourage students to reflect on their learning, comprehend language and the learning process, and adopt learning patterns where they take the initiative and feel in charge of their own development.

In modern education, the emphasis on student autonomy aligns with the movement towards a student-centered approach, as noted by Geng (2010) and Wenden (2002). Schools are seen of being producers of information. Schools must thus provide pupils with more individualized choices and flexibility for personal growth in order to provide a more competitive product. Along with possibilities for topic and material negotiation, students are recognized for their unique learning preferences and methods, as well as their socioeconomic and cultural values. In exchange for these individualized training plans, students are expected to use their autonomy to participate in these chances and gain useful skills.

MATERIALS AND METHODS

The main purpose of this study is to determine the Role of Teacher-Student Relationship to the Classroom Management and Learners' Autonomy in Elementary. descriptive-correlation type of research and mediation analysis to determine the role of teacher-student relationship on classroom management and learner autonomy. Quantitative interpretation was utilized based on the gathered data.

The study was conducted in the Municipality of Calauan, Laguna, Philippines. Specifically, it was conducted in Calauan District, Division of Laguna which was composed of 26 schools, 22 (22) of which were elementary schools while four (4) were secondary schools.

There were 228 research respondents. These were taken from 439 total population of Grades 4-6 learners from Cluster 1 of Calauan District. The sample size or number of the respondents of the study was determined using random sampling technique.

The main instrument used in the study was adaptive researcher-made questionnaire. The questionnaire was divided into four parts. Part I deals with the respondent's profile in terms of gender, name of school, and grade level. Part II focuses on the perception of the respondents on classroom management. Part III, determined the perception of the respondents on learners' autonomy. Part IV, determined the perception of the respondents on teacher-student relationship in the classroom.

The researcher conducted a pilot testing for the validity of the research instrument before conducting the actual study. The validators were taken from different schools. The purpose of choosing validators from different position was to get their perspectives and ideas. They provided their comments and suggestions to make the instrument valid. Furthermore, before the study, the researcher ran a pilot test with thirty Grade 4-6 pupils to determine the internal consistency of the survey questionnaire items. Cronbach's Alpha was used to analyze the data gathered during the pilot testing.

The author asked permission from the Schools Division Office. Letter of approval was sent to the office of the School Division Superintendent and likewise to the School District Supervisor, Principal and School Heads before the administration of questionnaires. Upon approval, the survey questionnaire was sent to the principal and school heads, to the teacher, down to the learners. The accomplished questionnaires forms were retrieved, consolidated, tabulated, and subjected to appropriate statistical analysis.

This study used the descriptive statistics such as frequency and percent distribution, mean and standard deviation, inferential statistics like Pearson-Product-Moment-Correlation Coefficient, and Mediation Analysis to analyze inferential data. The procedure and purpose of the study were explained to the participants giving them assurance of the confidentiality of their answers. These steps were taken to ensure that the authors conducted the study in a way that upheld ethical norms and considerations.

RESULTS AND DISCUSSION

Classroom Management Skills

Table shows the summary of perceived classroom management as to time management, routines, preventive strategies and reactive strategies with an overall mean of 4.39 stating that classroom management was "managed". Classrooms with inadequate management are not conducive to effective teaching and learning (Jones & Jones, 2012; Marzano, Marzano, &

Pickering, 2003; Van de Grift, Van der Wal, & Torenbeek, 2011). Good classroom management techniques and support efficient instruction and learning.

Table 1 Skills in Classroom Management

Subscales	Mean	SD	Verbal Interpretation
Time Management	4.47	0.72	Managed
Routines	4.40	0.73	Managed
Preventive Strategies	4.39	0.78	Managed
Reactive Strategies	4.31	0.87	Managed
Overall	4.39	0.78	Managed

This implies that a classroom with an established organized management clearly provides an effective teaching and learning process. It also promotes social and emotional development by making the learners feel comfortable and connected to one another and to their activities.

As presented in the table, it shows that time management got the highest mean of 4.47 and verbally interpreted as “managed”. This means that time management helps the learners improve their academic performance and achievements. While reactive strategies got the lowest mean of 4.31 and verbally interpreted as “managed”. This means that the teacher must show control in dealing learners misbehavior to avoid interruption of classes. Teachers behavior occur following a child’s inappropriate behavior.

Learning Autonomy Skills

Table 2 presents the perceived skills on learning autonomy in terms of action oriented, cognitive, metacognitive and lastly, affective and motivation. The learners perceived learning autonomy as “well manifested” with an overall mean of 4.50. Learner autonomy, defined by Benson (2013) as the capacity to take control of one’s learning.

Table 2 Skills on Learning Autonomy

Subscales	Mean	SD	Verbal Interpretation
Action oriented	4.36	0.77	Manifested
Cognitive	4.59	0.64	Well Manifested
Metacognitive	4.57	0.67	Well Manifested
Affective and Motivation	4.49	0.76	Manifested
Overall	4.50	0.71	Well Manifested

It’s implications that learning autonomy of the learners are shown and manifested where they are allowed to think on their own and given space to build their own learning path while reflecting their own progress and process on how they work their knowledge/skills on dealing situations or task.

As shown in the table, cognitive has the highest mean of 4.59 and verbally interpreted as “well manifested”. This may imply that the learner’s cognitive skill is present where they are able to construct and confirm meaning through a spontaneous discussion. While action oriented got the lowest mean of 4.36 and verbally interpreted as “manifested”, this may imply that learners have shown dis engagement and are disinterested to achieved more. This may result to low academic learning process even if the teachers present the lesson well and provide materials for the activities.

Teacher-Student Relationship

Table 3 presents the summary of perceived teacher-student relationship in terms of classroom climate, respectful treatment and setting of instructions. The learners perceived that teacher-student relationship as “observed” with an overall mean of 4.42. This may imply that teacher-student relationship is established wherein it positively affects students' classroom well-being. Relationships between students and teachers are crucial because they foster a positive learning environment in the classroom, support students' self-worth development, and enhance their mental health (Buffet, 2019).

Table 3 Teacher-Student Relationship

Subscales	Mean	SD	Verbal Interpretation
Classroom Climate	4.49	0.71	Observed
Respectful Treatment	4.36	0.79	Observed
Setting of Expectations	4.41	0.76	Observed
Overall	4.42	0.75	Observed

As presented in the table, classroom climate has the highest mean of 4.49 and verbally interpreted as “observed”. This could imply that improved classroom environments help students learn more easily and achieve higher academic goals while also enabling teachers to educate more effectively. Students' learning outcomes are improved in classrooms when appropriate teaching and learning tools are used. While respectful treatment must encourage and give importance so that the learners may feel fair treatment and boost interest/confidence to express his/her opinions and received positive feedbacks.

Relationship between Classroom Management and Teacher-Student Relationship

As shown in the Table 4, there is a positive significant relationship between the observable classroom management and teacher-student relationship as regards to classroom climate, respectful treatment and setting of instructions.

Table 4 Test of Relationship between Classroom Management Observations and the Teacher-Student Relationship

Classroom Management	Teacher-Student Relationship		
	Classroom Climate	Respectful Treatment	Setting of Expectations
Time Management	.299**	.266**	.379**
Routines	.336**	.157*	.453**
Preventive Strategies	.286**	.370**	.435**
Reactive Strategies	.159*	.154*	.287**

*. Correlation is significant at the 0.05 level (2-tailed)

In terms of classroom climate, in the above interpretation reactive strategies yearned a (.159*) r-value implying high level of correlation of teacher-student relationship and classroom climate remarked as significant. The teacher's approach to a student misbehaving in class is to provide fair and consistent discipline right away. These steps have the potential to deter the conduct going forward, but they also run the risk of failing.

Alongside with this, routines yearned a (.157*) r-value implying high level of correlation of teacher-student relationship as to respectful treatment remarked as significant. Learners feel more confident and at ease since they understand what is expected of them in various scenarios. Establishing routines is very beneficial when working with young students and teenagers who require further assistance in controlling their behavior.

Likewise, reactive strategies yearned a (.154*) r-value implying a positive correlation to teacher-student relationship as to respectful treatment and classroom climate.

Relationship between the Teacher-Student Relationship and the Level of Learner's Autonomy

Table 5, defines teacher-student and its correlation to learner autonomy as to action oriented, cognitive, metacognitive and affective and motivational. The relationship between the degree of learner autonomy and the teacher-student interaction is positively significant, as the table illustrates.

Table 5 Test of Relationship between the Teacher-Student Relationship and the Level of Learner's Autonomy

Teacher-Student relationship	Learner Autonomy			
	Action Oriented	Cognitive	Metacognitive	Affective & Motivational
Classroom Climate	.342**	.330**	.317**	.333**
Respectful Treatment	.441**	.199**	.431**	.222**
Setting Expectations	.603**	.336**	.352**	.326**

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

In terms of classroom climate, in the above interpretation classroom climate yearned a (.342**) r-value implying the level of correlation to learner autonomy remarked as significant.

In addition, the teacher-student connection was found to have a substantial link with the (.199**) r-value for respectful treatment. As a result of knowing what is expected of them in various scenarios, learners experience an increase in comfort and confidence.

It demonstrates that learners' autonomy and the teacher-student connection have a good and substantial link. This suggests that teachers' interpretations of and interactions with the students were impacted by their positive teacher-student relationships. It affects the extent and manner in which educators encourage it, which in turn affects the chances students have to develop their independence.

Students must see schools as dependable centers of learning and support in order to feel socially included, and this perception is dependent on the caliber of their interactions with classmates and teachers. Since they are more likely to experience victimization and isolation than other students, children with special educational needs should take this much more seriously (Murray and Pianta, 2007; Pijl et al., 2008; Koster et al., 2010; DeVries et al., 2018).

Relationship between Classroom Management and the Level of Learner's Autonomy

As shown in Table 19, The autonomy of the students as demonstrated by their action-oriented, cognitive, metacognitive, emotional, and motivational skills is positively correlated with the classroom management. This suggests that effective classroom management helps students become more capable of taking ownership of their education. Academic performance will increase in students who are valued for their unique learning preferences and styles, possibilities for topic and material negotiation, and socioeconomic and cultural values.

Table 6 Test of Relationship between Classroom Management and the Level of Learner's Autonomy

Classroom Management	Learner Autonomy			
	Action Oriented	Cognitive	Metacognitive	Affective & Motivational
Time Management	.445**	.392**	.320**	.240**
Routines	.437**	.348**	.312**	.276**
Preventive Strategies	.345**	.409**	.353**	.239**
Reactive Strategies	.291**	.086	.068	.082

** . Correlation is significant at the 0.01 level (2-tailed)

* . Correlation is significant at the 0.05 level (2-tailed)

Teachers' assessments of their ability to carry out classroom management tasks in the face of challenges, such as interacting with individuals and groups, establishing expectations and rules, and reining in disruptive behavior, are known as classroom management self-efficacy (Pfitzner-Eden, Thiel, & Horsley, 2015; Tschannen-Moran & Woolfolk Hoy, 2001).

Except for reactive strategies, it does not show any significance on learners' autonomy, this may imply that the teacher might sometimes react negatively when the students are misbehaving in the class. There are times teachers lose their patience when the students are not attentive to their teacher and creating chaos inside the classroom. There are times that the teacher forgot to control themselves when the students shows negative behavior and not taking seriously when the teacher warned them already.

Mediation Analysis of Teacher-Student Relationship to the Relationship between the Classroom Management and Learner Autonomy

The table shows the mediating analysis of Teacher-Student relationship to the relationship between the classroom management of the teacher and the learner autonomy. The results revealed a significant indirect effect of the teacher-student relationship to the classroom management of the teacher and the learner autonomy. Furthermore, the direct effect of classroom management of the teacher to the learner autonomy in presence of the mediator was also found significant ($p = .0000$, $t = 4.9844$). Hence, the teacher-student relationship partially mediated the relationship between the classroom management of the teacher and the learner autonomy.

Table 7 Mediation Analysis of Teacher-Student Relationship to the Relationship between the Classroom Management and Learner Autonomy

Effect	Estimate	SE	95% Confidence Interval		t	P
			Lower	Upper		
Direct	.2356	.0473	.1425	.3288	4.9844	.0000
Indirect	.2244	.0407	.1519	.3092		
Total	.4600	.0470	.3675	.5526	9.7963	.0000

Effect	Estimate	SE	95% Confidence Interval		T	P
			Lower	Upper		
Classroom Mgt --> T-S Relationship	.5059	.0548	.3980	.6138	9.2372	.0000
Classroom Mgt --> L Autonomy	.2356	.0473	.1425	.3288	4.9844	.0000
T-S Relationship --> L Autonomy	.4436	.0489	.3472	.5400	9.0678	.0000
CM --> TSR--> LA	.2244	.0407	.1519	.3092		

The findings suggesting a significant indirect effect of the teacher-student relationship on both classroom management and learner autonomy highlight the intricate dynamics between teacher-student interactions and student autonomy within the classroom. A positive teacher-student relationship, characterized by trust, respect, and rapport, lays the foundation for effective classroom management practices. When teachers foster strong relationships with their students, they create a supportive and conducive learning environment where students feel valued, understood, and motivated to engage in their learning. This positive classroom climate, in turn, facilitates effective classroom management by promoting cooperation, mutual respect, and a sense of community among students, ultimately leading to better behavior and smoother classroom functioning.

Moreover, the direct effect of classroom management on learner's autonomy, even in the presence of the mediator, underscores the critical role of effective management practices in promoting student autonomy and self-regulation. When teachers establish clear expectations, provide structure, and implement consistent and fair discipline strategies, they empower students to take ownership of their learning and develop autonomy in decision-making and problem-solving. A well-managed classroom provides students with the freedom and independence to explore their interests, make choices, and take responsibility for their learning, fostering a sense of autonomy and agency. Therefore, investing in building positive teacher-student relationships and implementing effective classroom management strategies is essential for promoting learner autonomy and creating a supportive and empowering learning environment for all students. According to Skinner et al., 2014 when good relationships at school are lacking, students can see themselves as undesirable outsiders and alienate from school.

CONCLUSIONS

Based on the results of this study, these conclusions had been drawn.

1. The hypothesis being posited is not supported, therefore, there is a significant relationship between the classroom management observations and the teacher-student relationship.
2. The hypothesis being posited is not supported, therefore, there is a significant relationship between teacher-student relationship and the level of learner's autonomy.
3. The hypothesis being posited is not supported, therefore, there is a significant relationship between classroom management and learner's autonomy.
4. Finally, the hypothesis on mediation analysis is not supported, therefore, teacher-student relationship partially mediates classroom management observations and learner's autonomy.

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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