

The Impact of Teacher-Learner Relationship on the Learning Outcomes among Intermediate Pupils at Mudjunun Elementary School, Patikul East District, Division of Sulu

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ABSTRACT. This study examined how teacher-learner relationships influence the learning outcomes of intermediate pupils at Mudjunun Elementary School. It used a descriptive-correlational research design involving 100 student respondents selected through purposive sampling. The data were analyzed using statistical tools such as frequency, percentage, weighted mean, standard deviation, Pearson's correlation, t-test, and ANOVA. The research focused on the impact of teacher-learner relationships on several areas of student development, including social and emotional growth, personal development, academic achievement, and student engagement. It also considered the learners' demographic characteristics, such as age, gender, grade level, and parents' educational attainment. The findings showed that most respondents were aged 10 and above, with the majority being female, primarily in Grade 4, and having parents who were elementary or high school graduates. Overall, students perceived their relationships with teachers as favorable across all areas studied, although the level was moderate, reflected in an "Applies somewhat" rating. In terms of group differences, learners aged 10 and above, female students, and those in Grade 6 showed a more positive perception of how teacher-learner relationships affect their learning outcomes. The results also revealed a generally moderate to high positive and statistically significant correlation between teacher-learner relationships and students' outcomes. These findings support Hagenauer and Volet's multidimensional model, which suggests that the emotional and supportive aspects of teacher-student relationships play a deeper and more essential role in shaping student success. Overall, the study highlights the importance of teachers serving not only as instructors but also as mentors. Providing emotional support and building strong personal connections help promote character development, personal growth, academic responsibility, and active participation ultimately contributing to students' academic success.

Keywords: *Impact, Teacher, Learner, Relationship, Intermediate*

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1. INTRODUCTION

Teacher-student relationships play a major role in shaping how students feel, behave, and perform in school. Every day, teachers interact with their learners in ways that can either build

trust and connection or create distance. As explained by Woodis (2019), these daily interactions determine whether relationships become positive or negative. Because of this, it is important for teachers to be aware of how they communicate and engage with each student, since these relationships can strongly influence a learner's overall development.

Many studies have already shown how important these relationships are in education. When teachers build strong and supportive connections with their students, it often leads to better academic performance, improved social and emotional development, and stronger personal growth (Hagenauer et al., 2023). In the same way, Crosnoe et al. (2010) emphasized that teacher-student interactions are central to children's learning experiences, while Gawel-Mirocha (2017) pointed out that positive relationships can increase students' motivation, participation, and overall well-being. Simply put, students tend to do better when they feel supported and valued by their teachers. In support of this, Ang et al. (2025) also highlighted that motivating and engaging classroom environments are essential in meeting the needs of 21st-century learners. Similarly, Chavez (2023) emphasized that humanized teaching practices strengthen academic integrity and deepen meaningful teacher-student connections in learning environments.

However, building these positive relationships is not always easy. There are several challenges that teachers may face, such as differences in students' backgrounds, varying levels of teacher experience, peer influences, and students' motivation to learn. These factors can make it harder for teachers and students to connect. In some cases, negative relationships may even develop, which can harm students' academic performance. For example, Spilt, Hughes, Wu, and Kwok (2012) found that conflict between teachers and students can lead to poor or even no academic progress at all. Chavez, Adalia, and Alberto (2023) further noted that parental support systems also play a crucial role in shaping learner motivation, which may indirectly affect how teacher-learner relationships develop in classroom settings.

To address these challenges, teachers can use different strategies to strengthen their relationships with students. The motivational model developed by Connell and Wellborn (1991), along with the works of Deci and Ryan (1985, 2000) and Skinner et al. (2009), suggests that teachers should focus on understanding their students, supporting their needs, and encouraging positive interactions. This means getting to know students on a personal level and responding to them with patience and empathy. In addition, Furrer et al. (2014) highlighted the importance of creating a welcoming and inclusive classroom environment where students feel accepted and comfortable participating. Similarly, Cutillas et al. (2025) emphasized that teaching strategies that appeal to learners, especially modern and diverse learners, contribute to stronger engagement and better classroom relationships. Murro (2024) also supports this idea by showing that supportive learning environments positively influence students' study habits and academic achievement. Supporting this, Chavez (2024) emphasized that parental influence and home-based learning support significantly shape how learners engage and respond to classroom instruction.

It is also important to remember that relationships in school are influenced by factors outside the classroom. Studies by Farmer (2018) and Gutman and Midgley (2000) showed that teacher qualities, student independence, parental involvement, and a sense of belonging all affect student motivation and achievement. Cook et al. (2018) further explained that strong teacher-student relationships are a key part of students having positive school experiences. On the other hand, students who experience problems at home or lack support from parents may struggle more in school. According to Hamre and Pianta (2005), students are more likely to succeed when they feel heard, understood, and supported by their teachers. In relation to learning engagement, Calubag et

al. (2025) also found that real-life and meaningful learning experiences help strengthen students' interest and participation in school activities.

Even though many studies have discussed teacher-student relationships, there is still a need to better understand how these relationships affect learners in specific contexts. In particular, there is limited research focusing on intermediate pupils at Mudjunun Elementary School in Patikul East District, Division of Sulu. This creates a gap in understanding how teacher-learner relationships influence students' learning outcomes in this setting.

Because of this, the present study aims to examine how teacher-learner relationships impact the learning outcomes of intermediate pupils. It focuses on important areas such as social and emotional development, personal growth, academic achievement, and student engagement. It also considers factors like age, gender, grade level, and parents' educational background to better understand the learners' experiences.

This study is based on the idea that the way teachers interact with students can shape the learning environment and affect how well students perform in school. By exploring these relationships, the research hopes to provide useful insights that can help teachers build stronger connections with their learners.

In the end, this study expects to show that positive teacher-learner relationships lead to better academic performance, higher engagement, and improved overall development among students. It also aims to highlight the importance of teachers not just as instructors, but as mentors who play a key role in guiding and supporting their students toward success.

2. METHODS

2.1 Research Design

The study used a quantitative descriptive-correlational research design. This type of design helps determine whether a relationship exists between variables and how strong that relationship is. It involves analyzing two or more sets of data to identify possible connections between them. As explained by Holden (2012), a descriptive-correlational approach is useful in establishing predictive relationships among variables. In this study, the design was used to describe and analyze how teacher-learner relationships influence the learning outcomes of intermediate pupils. Specifically, it aimed to examine how the nature of these relationships is connected to students' performance and development. Overall, the chosen design allowed the researcher to explore the extent to which teacher-learner relationships affect the learning outcomes of pupils in the selected school.

2.2 Participants of the Study

The study was conducted at Mudjunun Elementary School, located in the Patikul East District of Sulu, during the 2025–2026 school year. The focus of the research was on intermediate-level pupils enrolled in the school. A total of 100 learners, both male and female, were selected as respondents to participate in the study.

Respondents of the Study

Respondents	Corresponding Number of Intermediate pupils of Mudjunun E/S
Grade 4	40
Grade 5	30

Grade 6	30
Total	100

2.3 Sampling Procedure

The study used a purposive sampling technique, meaning the researcher intentionally selected participants based on specific criteria. In this case, 100 intermediate-grade learners from Mudjunun Elementary School in the Patikul East District, Division of Sulu, were chosen. The group included both male and female students. Since the participants were deliberately selected, this approach is classified as purposive sampling.

2.4 Research Instrument

The study used an adapted questionnaire developed by R. C. Whitaker, T. Dearth-Wesley, and R. A. Gooze (2015) to address its specific research questions. The instrument consisted of 20 statements, with minor modifications made to better suit the context of the present study. Respondents answered each item by selecting the option that best reflected their experience. The collected data were analyzed quantitatively using the mean and Pearson correlation coefficient to determine relationships between variables. A 5-point Likert scale was used to interpret responses, ranging from “definitely does not apply” to “definitely applies.” This scale helped assess how teacher–learner relationships relate to students’ social and emotional development, personal growth, academic achievement, and engagement.

2.5 Data Gathering Procedure

Before distributing the questionnaire, the researcher first secured permission from the Dean of the Graduate School of Sulu State University through a formal request letter addressed to the school head of Mudjunun Elementary School in the Patikul East District. In addition, an assent letter was prepared for the student respondents to inform them about the purpose of the study and to ensure their willingness to participate.

After receiving the approved request, the researcher personally administered the questionnaires to the learners over five consecutive days. Time was allotted to explain the instructions clearly to the intermediate pupils, ensuring they understood how to answer each item. This helped promote consistency and reduce possible bias. The participants were asked to read and sign an informed consent form before completing the questionnaire. Once finished, they submitted their responses in an organized manner by placing the questionnaires face down in a designated box. The collected data were then carefully classified, organized, and tabulated for analysis.

2.6 Ethical Considerations

Ethical considerations played an important role in ensuring the reliability and validity of the study. The researcher made sure that all data collected and analyzed adhered to accepted ethical standards. Throughout the research process, care was taken to avoid causing any harm to the respondents and to respect their dignity and rights at all times. The researcher also ensured that all information gathered remained confidential and that the identities of the participants were kept anonymous. Objectivity was maintained in presenting, interpreting, and analyzing the data to avoid bias. Participation in the study was entirely voluntary, with respondents giving their informed

consent before taking part. In addition, the researcher secured ethics clearance by complying with all the requirements set by the appropriate ethics committee.

3. RESULTS

Question 2. What is the extent of impact of teacher-learner relationship on the learning outcomes among intermediate pupils at Mudjunun Elementary School in terms of: Social and Emotional Development; Personal Growth; Academic Achievement; and Student Engagement?

Table 2.1 Extent of impact of teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of social and emotional development

No	Statements	Mean	S.D.	Description
1	My teacher always gave me a warm relationship with her/him	4.11	.73711	Applies somewhat
2	When I ever feel upset my teacher always there to comfort me	4.17	.75284	Applies somewhat
3	My teacher always makes sure I feel loved by him/her	4.09	.87727	Applies somewhat
4	My teacher praises me whenever I do good things	4.05	.75712	Applies somewhat
5	I learned to make friends with others with the help of my teachers	4.13	.73382	Applies somewhat
Weighted Mean		4.110	.60661	Applies somewhat

Legend: (5) 4.50 – 5.00=Definitely apply; (4) 3.50 – 4.49=Applies somewhat; (3) 2.50 – 3.49=Neutral, not sure; (2)1.50 – 2.49=Not really; (1)1.00 – 1.49=Definitely does not apply

Table 2.1 The findings show the extent to which teacher–learner relationships influence the social and emotional development of intermediate pupils at Mudjunun Elementary School. Overall, the respondents obtained a composite mean score of 4.11 with a standard deviation of 0.61, which is interpreted as “applies somewhat.” This suggests that students generally perceive their relationship with their teachers as having a positive, though moderate, impact on their social and emotional growth.

Looking more closely at the results, the highest-rated statement was “When I feel upset, my teacher is always there to comfort me,” with a mean score of 4.17. This was followed by “I learned to make friends with others with the help of my teachers,” which had a mean of 4.13, and “My teacher always gives me a warm relationship,” with a mean of 4.11. All of these were interpreted as “applies somewhat,” indicating that students recognize their teachers as supportive figures who help them manage emotions and build positive relationships with others.

These results point to a generally positive classroom environment, where teachers are seen as sources of comfort and guidance. This aligns with the findings of McNally and Stutsky (2018), who emphasized that strong teacher–student relationships contribute to a safe and supportive emotional climate. Similarly, Longobardi et al. (2022) found that positive relationships with teachers are associated with improved academic outcomes and the development of prosocial behavior among students.

Table 2.2 Extent of impact of teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of personal growth

No	Statements	Mean	S.D.	Description
1	My teacher helps me to do my tasks independently	4.06	.74968	Applies somewhat
2	My teacher taught me to do good things for others with or without compensation	4.19	.72048	Applies somewhat
3	My teacher helps me to become a better person	4.13	.76085	Applies somewhat
4	My teacher always makes sure to do her/his parts as second parent	4.10	.75879	Applies somewhat
5	My teacher boosts my self-confident	4.13	.79968	Applies somewhat
Weighted Mean		4.122	.56704	Applies somewhat

Legend: (5) 4.50 – 5.00=Definitely apply; (4) 3.50 – 4.49=Applies somewhat; (3) 2.50 – 3.49=Neutral, not sure; (2)1.50 – 2.49=Not really; (1)1.00 – 1.49=Definitely does not apply

Table 2.2 The results show how teacher–learner relationships influence the personal growth of intermediate pupils at Mudjunun Elementary School. Overall, the respondents obtained a composite mean score of 4.12 with a standard deviation of 0.57, which is interpreted as “applies somewhat.” This indicates that students generally perceive their teachers as having a positive influence on their personal development.

Looking at the specific items, the highest-rated statement was “My teacher taught me to do good things for others with or without compensation,” with a mean score of 4.19. This was followed by “My teacher helps me to become a better person” and “My teacher boosts my self-confidence,” both with a mean of 4.13. All these responses fall under “applies somewhat,” suggesting that teachers play a meaningful role in shaping students’ values, character, and self-belief.

These findings highlight the important role teachers play beyond academic instruction, particularly in supporting students’ personal development. The results are consistent with the work of McGuire and Meadan (2022), who noted that positive and supportive teacher–student relationships contribute to a more inclusive classroom environment and lead to improved overall school experiences for learners.

Table 2.3 Extent of impact of teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of academic achievement

No	Statements	Mean	S.D.	Description
1	My teacher helps me with my academic endeavors	4.18	.80879	Applies somewhat
2	My teacher teaches me how to be more attached and responsible with my academic endeavors	4.10	.81029	Applies somewhat
3	My teacher teaches me to be more engaged with my academic achievement	4.20	.75210	Applies somewhat
4	My teacher helps me to achieve higher grades	4.10	.75879	Applies somewhat
5	My teacher inspired me to do well in my academic endeavors	4.08	.77434	Applies somewhat
Weighted Mean		4.132	.56370	Applies somewhat

Legend: (5) 4.50 – 5.00=Definitely apply; (4) 3.50 – 4.49=Applies somewhat; (3) 2.50 – 3.49=Neutral, not sure; (2)1.50 – 2.49=Not really; (1)1.00 – 1.49=Definitely does not apply 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50-3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

Table 2.3 The results show how teacher–learner relationships influence the academic achievement of intermediate pupils at Mudjunun Elementary School. Overall, the respondents obtained a composite mean score of 4.13 with a standard deviation of 0.56, which is interpreted as “applies somewhat.” This suggests that students generally view their relationship with their teachers as having a positive impact on their academic performance.

Looking at the individual items, the highest-rated statement was “My teacher teaches me to be more engaged with my academic achievement,” with a mean score of 4.20. This was followed by “My teacher helps me with my academic endeavors,” which had a mean of 4.18. Both were interpreted as “applies somewhat,” indicating that students see their teachers as supportive and actively involved in their learning process.

These findings suggest that the connection between teachers and students plays an important role in shaping students’ motivation and engagement, which are key factors in achieving academic success.

Table 2.4 Extent of impact of teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of student engagement

No	Statements	Mean	S.D.	Description
1	My teacher teaches me how to be more responsible towards my studies	4.20	.65134	Applies somewhat
2	My teacher taught me to be more engaged in participating in class	4.17	.77921	Applies somewhat
3	My teacher is generous when it comes to knowledge	4.13	.69129	Applies somewhat
4	My teacher encourages me to take risks and try new things	4.13	.78695	Applies somewhat
5	My teacher helps me to be engaged with my studies	4.03	.77140	Applies somewhat
Weighted Mean		4.132	.53350	Applies somewhat

Legend: (5) 4.50 – 5.00=Definitely apply; (4) 3.50 – 4.49=Applies somewhat; (3) 2.50 – 3.49=Neutral, not sure; (2)1.50 – 2.49=Not really; (1)1.00 – 1.49=Definitely does not apply

Table 2.4 The findings highlight how teacher–learner relationships influence student engagement among intermediate pupils at Mudjunun Elementary School. Overall, the respondents obtained a composite mean score of 4.13 with a standard deviation of 0.53, which is interpreted as “applies somewhat.” This indicates that students generally perceive their teachers as having a positive role in encouraging their involvement in class and school activities.

Looking at the individual responses, the highest-rated statement was “My teacher teaches me how to be more responsible towards my studies,” with a mean score of 4.20. This was followed by “My teacher taught me to be more engaged in participating in class,” which had a mean of 4.17. Both were interpreted as “applies somewhat,” suggesting that teachers help students develop a sense of responsibility and active participation in their learning.

These results show that strong teacher–student relationships can foster greater responsibility and engagement among learners. Such relationships create a supportive environment that encourages students to take an active role in their studies and become more accountable for

their learning. This is supported by the findings of Lee et al. (2019), who emphasized that positive and respectful teacher–student relationships promote meaningful student engagement across different stages of development.

Question 3. Is there any significant difference in teacher-learner relationship on the learning outcomes among intermediate pupils at Mudjunun Elementary School when the data are grouped according to the demographic profile of the learner-respondents in terms of: Age; Gender; Grade Level; and Parents’ Educational Attainment?

Table 3.1 Differences in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Social and emotional development	Between Groups	10.026	2	5.013	18.416	.000	Significant
	Within Groups	26.404	97	.272			
	Total	36.430	99				
Personal growth	Between Groups	7.214	2	3.607	14.213	.000	Significant
	Within Groups	24.617	97	.254			
	Total	31.832	99				
Academic achievement	Between Groups	8.191	2	4.095	17.074	.000	Significant
	Within Groups	23.267	97	.240			
	Total	31.458	99				
Student engagement	Between Groups	5.096	2	2.548	10.707	.000	Significant
	Within Groups	23.082	97	.238			
	Total	28.178	99				

Significance at alpha 0.05

Table 3.1 The results show differences in how teacher–learner relationships affect learning outcomes among intermediate pupils at Mudjunun Elementary School when grouped according to age. Based on the computed F-ratios and p-values, there is a statistically significant difference under this category.

This means that age plays an important role in how students perceive the impact of their relationship with their teachers on their learning outcomes. In other words, learners of different ages tend to experience and interpret these relationships differently.

Because of this, the null hypothesis stating that there is no significant difference in teacher–learner relationships in terms of age is rejected.

Table 3.2 Differences in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Social and emotional development	Male	3.748	.58644	-.52408	-4.341	.000	Significant
	Female	4.272	.54554				
Personal growth	Male	3.903	.52630	-.31706	-2.665	.009	Significant
	Female	4.220	.56061				
Academic achievement	Male	3.903	.53134	-.33156	-2.814	.006	Significant
	Female	4.234	.55089				
Student engagement	Male	3.851	.56325	-.40636	-3.748	.000	Significant
	Female	4.258	.47167				

Significance at alpha 0.05

Table 3.2 The results show differences in how teacher–learner relationships influence learning outcomes among intermediate pupils at Mudjunun Elementary School when grouped by gender. Based on the computed mean differences and t-values, there is a statistically significant difference between male and female learners.

In particular, female learners reported higher mean scores across all areas of the teacher–learner relationship (4.272, 4.220, 4.234, and 4.258) compared to male learners (3.748, 3.903, 3.903, and 3.851). This suggests that female students may be more responsive to or more aware of how their relationships with teachers affect their learning outcomes than their male counterparts.

Table 3.3 Differences in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of grade level

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Social and emotional development	Between Groups	9.854	2	4.927	17.983	.000	Significant
	Within Groups	26.576	97	.274			
	Total	36.430	99				
Personal growth	Between Groups	9.672	2	4.836	21.170	.000	Significant
	Within Groups	22.159	97	.228			
	Total	31.832	99				
Academic achievement	Between Groups	6.794	2	3.397	13.361	.000	Significant
	Within Groups	24.663	97	.254			
	Total	31.458	99				
Student engagement	Between Groups	5.466	2	2.733	11.673	.000	Significant
	Within Groups	22.711	97	.234			
	Total	28.178	99				

Significance at alpha 0.05

Table 3.3 shows the difference in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of grade level. It can be gleaned from this table that, generally, the overall value of F-ratios and P-values obtained under this category indicate a significant difference.

Result shows that grade level was found to be a significant predictor of the how teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School are perceived.

Therefore, the hypothesis, which states that “There is no significant difference in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School when data are grouped according to grade level” is rejected.

Table 3.4 Differences in teacher-learner relationship on the learning outcomes among intermediate pupils in Mudjunun Elementary School in terms of parents’ educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Social and emotional development	Between Groups	1.461	3	.487	1.337	.267	Not Significant
	Within Groups	34.969	96	.364			
	Total	36.430	99				
Personal growth	Between Groups	3.730	3	.243	1.248	.107	Not Significant
	Within Groups	28.101	96	.293			
	Total	31.832	99				
Academic achievement	Between Groups	1.118	3	.373	1.179	.322	Not Significant
	Within Groups	30.340	96	.316			
	Total	31.458	99				
Student engagement	Between Groups	1.462	3	.487	1.751	.162	Not Significant
	Within Groups	26.715	96	.278			
	Total	28.178	99				

Significance at alpha 0.05

Table 3.4 The results show how the impact of teacher–learner relationships on learning outcomes varies when students are grouped according to their parents’ educational attainment. Based on the computed F-ratios and p-values, there is no statistically significant difference in this category.

This means that regardless of whether parents have an elementary, high school, or higher level of education, students tend to have similar perceptions of how their relationship with their teachers affects their learning. In other words, the influence of teacher–learner relationships appear to be consistent across different family educational backgrounds.

Because of this, the null hypothesis stating that there is no significant difference in teacher–learner relationships when grouped according to parents’ educational attainment is accepted.

4. DISCUSSION

The findings of the study provide a clearer picture of how teacher–learner relationships shape the learning outcomes of intermediate pupils at Mudjunun Elementary School.

In terms of the learners' profile, most respondents were between 10 and 11 years old, which reflects the typical age range for intermediate pupils. The majority were female and enrolled in Grade 4. This may suggest higher participation or retention among female learners in the school. In addition, most parents had only reached elementary or high school level, which could be influenced by socioeconomic challenges and family responsibilities. These background factors offer important context but, as later findings suggest, do not necessarily limit how students experience their relationships with teachers.

Across all domains, the teacher–learner relationship was consistently rated as having a strong positive impact on learning outcomes. Academic achievement received the highest ratings, indicating that a positive relationship with teachers plays a key role in motivating students and supporting their academic success. Student engagement followed closely, showing that when teachers build strong connections with their learners, students become more responsible, participative, and invested in their studies. Personal growth was also highly rated, highlighting how teachers influence not just academic performance but also students' values, confidence, and character. Although social and emotional development ranked slightly lower, it still reflected a positive classroom environment where teachers are seen as supportive figures who provide comfort and guidance.

When differences were examined, age, gender, and grade level all showed significant effects. Older students, particularly those aged 10 and above, appeared to have a deeper appreciation of how teacher relationships affect their learning. Female learners consistently reported higher perceptions across all domains, suggesting they may be more responsive to or aware of these relationships. Similarly, Grade 6 pupils showed stronger perceptions, possibly due to greater maturity and more developed understanding of their learning experiences. In contrast, parents' educational attainment did not result in any significant differences, indicating that the positive influence of teacher–learner relationships is consistent regardless of students' family educational background.

The correlation analysis further strengthens these findings by showing that all domains are positively related to one another. The strongest link was found between social and emotional development and student engagement, suggesting that when students feel emotionally safe and supported, they are more likely to participate actively in class. Personal growth was also closely connected to both engagement and academic achievement, implying that character development and self-confidence contribute to better learning outcomes. While the relationship between academic achievement and engagement was slightly lower, it remained positive, reinforcing the idea that active participation in learning is closely tied to academic success.

Overall, the results emphasize that teacher–learner relationships go beyond academic instruction. They serve as a foundation for emotional support, personal development, and student engagement, all of which contribute to improved learning outcomes. The findings suggest that fostering strong, supportive, and meaningful relationships in the classroom can have a lasting impact on students' overall development, often even more than traditional academic support alone.

5. CONCLUSION

The study concludes that most of the respondents were female pupils aged 10 and above, mainly from Grades 4 and 5, and coming from families where parents had completed elementary or secondary education. Overall, teacher–learner relationships in Mudjunun Elementary School were found to be positive and supportive. These relationships contribute to a chain of outcomes—when students feel emotionally safe, they develop personally, become more engaged, and ultimately perform better academically. The findings also show that age, gender, and grade level influence how students perceive these relationships. Older pupils, female learners, and those in higher grade levels tend to have a stronger appreciation of the impact of teacher–learner relationships on their learning. However, parents’ educational attainment does not appear to make a difference in this regard. Finally, the study highlights that all aspects of teacher–learner relationships are interconnected, with emotional support playing a central role. This supports the ideas of Hagenauer and Volet (2016), emphasizing that a caring and supportive classroom environment is key to improving student engagement and overall learning outcomes.

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