



Positive Teacher-student Relationships in Gomdar Cluster Schools

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The sole author designed, analyzed, interpreted and prepared the manuscript.

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ABSTRACT

A mixed methods research design is conducted in this research. For the quantitative survey, the data were collected from 120 students, 8 principals and 80 teachers from all the Gomdar Cluster Schools. After the data collection, inferential correlation analysis study was carried out. The findings of the study revealed that teachers, who exhibit nurturing characteristics, result learners to build self esteem, curb disciplinary issues, decrease dropout rates and enhance academic performance. For qualitative study, the sample consisted of 8 principals and 80 teachers participated in the interview. The data were collected through the use of semi-structured interviews and transcribed and analyzed using thematic approach. The study revealed that the positive teacher-student relationships develop students self esteem, increase class attendance and enhance academic performance. It stimulates teacher job satisfaction without teaching stress and burnout and retention in the profession. Therefore, the positive teacher-student relationship is recommended to be strengthened in our schools.

Keywords: Teacher-student relationship; Bhutanese education system; job satisfaction; interview.

1. INTRODUCTION

It is imperative to comprehend the power and significance of developing a positive teacher-

student relationship and its connection to academic achievement. A teacher who builds a healthy relationship with students is one of the significant aspects of effectiveness and expertise

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in teaching. This study concentrated on the research topic and realized a strong focus on the teacher-student relationship must be emphasized in our Bhutanese education system because the way teachers deal with the students is traditional, punitive and limited to a rigid curriculum. The Bhutanese school curriculum that it is too academic/traditional generating graduates without acquiring required skills for the job performance and a globalized environment [1] remarks on the. Additionally, [2] stated punitive actions taken by teachers negatively impact students' engagement in academic instruction and peer relationship. For instance, in our Bhutanese classroom, it is an acceptable fact that the teacher controls the entire class. The lecture teaching strategy holds the teacher as a source of knowledge. Teachers simply depend on the textbook and lecture the content depriving interaction and innovation. Therefore, with the change of the world, it is time to change the teacher's teaching role. Bhutanese teachers need to flush out the traditional thoughts and ideas in teaching-learning. For instance, it is customary for the Bhutanese teachers to distance the learners by restricting the close interaction with students to discipline their children. When a teacher limits the interaction; it hampers the learners to innovate, create, and discover the new learning. If student-teacher interaction begins in school, it promotes students to draw opinions, knowledge, and builds problem-solving abilities and develops self-discovery. Students' interactions in the classroom and behaviour towards peers believed to influence the rate and quality of students' participation in class discussions [3]. The Bhutanese teaching-learning scenario contradicts contemporary teaching-learning approaches because classroom interaction occurs less; it blocks the student-teacher relationship. It is believed to be one of the reasons hampering effective learning in our classroom situation. Thus, it is high time for the teachers to realize the importance of a student-teacher relationship. A good relationship creates a sense of belongingness, and they can positively affect students' academic achievement.

If the school needs to enhance academic success, the building of a positive student-teacher relationship is necessary. Without it, effective learning is impossible. A positive student-teacher relationship is the key to provide a desirable education that will best prepare students for their future. The formations of the

positive relationship by the teachers have a significant impact on the students' level of connectedness with the school, their level of well-being, and their academic achievement. Today teachers in our school take their primary role to simply deliver the lesson in the class. Teachers do not go beyond lesson deliberation to enhance academic learning through other measures. Simply knowing the names of the students, social status, ethnic and economic background of the students will help teachers to deliver the lesson according to the needs of a learner and motivates them to learn better. When teachers know and understand students' background; it enables them to provide better academic support and creates a classroom environment that fosters positive relationships [4]. No matter whatever the situation may be, our students require love and care from the teachers. According to [5] the children will develop a supportive academic mindset and find the school to be a meaningful experience when teachers exhibit their love, care, and supportive relationship [4] Believes that building a positive teacher-student relationship will be the seed of learning because students feel free to clarify their doubts; they develop a sense of love and care; it motivates them to learn further and results in a conducive learning atmosphere [6]. Identified a teacher who models good characters and can maintain a supportive relationship with students that results in positive, motivated, and engaged learners. The direct impact on teachers can be incorporating creativity in the lesson; lots of fun and interactive activities into their daily classroom. Positive teacher-student relationships are instrumental not only in the potential impact they can have on the student but also in the effect they can have on the teacher.

1.1 Problem Statement

In Bhutanese classrooms, the frequency of the interaction between teachers and students, and engagement activities in classroom teaching is inadequate. Thus, it hampers the social, emotional and cognitive growth of the students [7] stated that Bhutanese educators should devote enough time for their students to engage in focusing more on self-learning activities. Realizing this, the teacher and student must interact if they need to motivate and promote academic success. Students develop strong academic self-identity and stay motivated when they interact positively with teachers [8]. Right from the beginning to the end of the classroom teaching, most of the teachers find no time to

interact and provide cooperative learning practices for the learner. We know that children are very energetic, enthusiastic, and inquisitive to explore anything new in the world. If a teacher deprives their learning opportunities without the inclusion of interactive and cooperative learning practices, their learning results are ineffective. Interactive teaching is focusing on students becoming active and interactive learners, increasing interaction between student and instructor, student and student, student and content, and student and outside resources. It was noticed that the teacher who interacts and communicates infrequently with students deprives cooperative teaching-learning strategies, which leads to poor academic performance. As a consequence, students blame the teacher and vice-versa. Children opt to go to other schools. This study realized that one of the gaps for such problems must be the lack of teacher-student relationship because unless a teacher has a positive relationship with students, effective learning will not take place. Students do not express and their box of learning remains closed. On the other hand, teachers overlook the causes of social, behavioural and cognitive problems and the support required. Many times in the meetings and gatherings, teachers repeatedly address the students' non-cooperation in learning. They blame the students for failing to come to the teachers for learning clarification. This single view does not suffice the academic performance of the students. There are other factors such as teachers' motivation and encouragement in learning; the closeness between teachers and students; the approachability of the teachers in the school are some of factors contributing to enhancing academic performance [9]. Interpreted a higher level of conflict with a student as associated with lower social competence, while a higher level of closeness with a student was associated with higher levels of social competence.

Therefore, the researcher's research on "Building positive Teacher-Student Relationship" is based on the most prevailing problems in schools of Gomdar Cluster, SamdrupJongkhar Dzongkhag. On average, the majority of the schools are day-scholars. Many students come from far-flung villages. Our students travel exhaustive journeys to school and home every day. Unlike boarding school, children find minimum time to interact with teachers during the recess time. Simply the allocation of a classroom teaching-learning period does not provide enough time for both the teacher and student to interact. Therefore, it

negatively impacts building a positive teacher-student relationship. When a teacher does not understand much about the students, it hampers academic performance [10]. describes students who maintain a healthy relationship with teachers usually receive a higher rating on academic social skills, and, in turn, build stronger perceptions of their relationships with teachers.

1.2 Overarching Research Questions

To examine and describe the effective strategies in this qualitative research, this study was guided by the following research question:

Main question: What is the teacher-student relationship in building up quality learning in the schools?

1. What is the positive student-teacher relationship in school?
2. How do GCS teachers describe to promote supportive student-teacher relationships?
3. How does the positive student-teacher relationship impact teaching and learning?

1.3 Objectives of the Study

The main reason for this mixed-method study is to investigate, examine, describe and explain the benefits of positive teacher-student relationships and academic enhancement. This study is proposed to analyze the correlation of teacher's leadership intentions for a supportive teacher-student relationship to the understanding and effects of the teachers and the participation of their students. This study seeks to contribute insight into five questions incorporated with teacher-student relationships in GCS schools. Generally, our current trend in educational policy tends to focus more on assessment and accountability rather than the effective elements which fundamentally contribute to academic achievement [11]. Comments that the Bhutanese teachers need to emphasize more on teaching and learning than final examination results similar to many other countries at this stage. Through the analysis, the researcher intended to study and address a gap in the academic literature and help educators understand how a positive teacher-student relationship impacts academic enhancement and how those elements reflect the intentions of principals and teachers. The following are the objectives:

1. To define the positive teacher-student relationships in school.

2. To identify the ways to build a teacher-student relationship.
3. To examine the impacts of the positive teacher-student relationship in teaching and learning.

1.4 Significance of the Research

Developing a positive relationship between teachers and students has a positive, significant, and long-lasting impact on the students' lives, both academically and socially. Specifically, this study is intended to bring benefits for the following:

School: The school is more than academics. It's a social organization and maintaining positive teacher-student relationships can provide a safe and secure place for both the teachers and students. All the stakeholders in the school would unite as one and cooperate to carry out job responsibilities with utmost sincerity and integrity. The positive relationships in a school would promote respectful, caring relationships, collaboration and emotional security. The school would strive to achieve academic success collaboratively. The school would have an effective communication system and conduct more meetings and workshops for teachers' professional growth. There would be fewer disciplinary issues and teachers could focus more on lesson planning and teaching. The teacher can also come up with the best and most effective teaching methods since they know their students well and build a conducive classroom environment. The teachers would create classroom environments that exhibit trust between the teacher and student, a sense of caring, the expectation for academic enhancement and behavioural development, which is a critical vehicle for improving their performance. While strong relationships between teachers and students would develop an intrinsic desire to help the students and reduce teachers stress and burnout.

Students: The supportive teacher-student relationships would promote classroom participation, develop curiosity and inquisitiveness in learning. High frequencies of teacher-students interaction would take place and clarify doubts anywhere at any time other than classroom teaching. It would also help them to develop high self-esteem and motivate them to learn enthusiastically when interacting frequently with teachers. Students seem to love the subject taught by the teachers because they love the

teachers. As a result, it would decrease the drop-out rate. The class would have fewer discipline issues. Although students often do not feel comfortable seeking advice from family members for fear of punishment; they look to teachers to fulfill a parental role. Teachers' help to solve their problems is vital to students' confidence.

Education system: Currently, many Bhutanese teachers are stressed and burnout because of poor teacher-student relationships. If the relationships are developed, the teacher attrition rate would decrease when teacher and students love, care, and respect each other. Despite this, the students' basic education completion rate would also increase more.

Community/ Society: The sense of belongingness and ownership would develop. The attendance rate of parents and other public people in the school programs and activities participation would increase significantly. There would be more public looking forward to supporting the school in human and material resources.

2 LITERATURE REVIEW

One of the most important fundamentals to promote academic achievement is to build a positive student-teacher relationship. Students and teachers must love each other and promote harmonious living in the school. The largest obstacle we face in the twenty-first century is to build a healthy teacher student-relationship. Teachers simply deliver the lesson and students hardly participate in the class. This study assumed that the interaction between teacher and student and classroom participation hinders in promoting a supportive relationship. Thus, the study aimed to research how a positive teacher-student relationship benefits academic performance. How principal, teachers and students contribute to building a positive student-teacher relationship. What are the ways to build a relationship? Bhutanese teachers must create a welcoming and homely classroom. Teaching-learning should be fun without stress and fear and encourage them to participate with much enthusiasm.

Many Bhutanese teachers do not realize that the positive student-teacher relationship enhances academic performance. They believed that students learn more when students are physically punished and verbally pressurized. This study intends to conduct research on

building a positive student-teacher relationship and advocate the findings. Whatsoever, the purpose of a teacher is to enhance the academic performance of the students, but what impedes academic performance remain unrealized by many of the teachers. The researcher assumed that effective learning takes place when a student-teacher builds positive relationships.

The traditional teaching chalk-and-board practice does exist in many of the schools. Bhutanese teachers need to increase the acceptance of experiential learning. They need to dispel such preconceived notions and expand on a teacher's diversity of teaching techniques to offer more opportunities for student learning. [7] stated the majority of teachers continue to follow conventional chalk-and-talk teaching approaches. Therefore, the study felt that the chalk and board teaching strategies must replace with interactive and cooperative teaching-learning strategies. It hampers learners to build a supportive relationship with teachers; it kills their interest, and it hinders classroom participation. The impact of the positive teacher-student relationship remains hidden for many of the Bhutanese teachers. Thus, this study aims to limelight the findings. Whatever it may be, at the end of the year, our purpose is to enhance the academic performance of the students. We presumed that effective learning takes place when a student-teacher builds positive relationships.

2.1 Positive Teacher-Student Relationship in School

The perception of the positive teacher-student relationship is the relationship between teacher and student full of love, empathy, trust, respect, empathy, compassion, and perseverance in teaching-learning. A student having a good relationship with teachers with warmth, trust, and without much conflict was expected to perform positive school outcomes [12]. There must be good collaboration, active participation, meaningful interaction, motivation and a stress-free environment. Highly motivated students are enthusiastic, interested, involved, and curious. They try hard to cope with challenges and setbacks. To promote a conducive learning atmosphere, the teacher must empathize and reflect on how the learners feel when they are punished, stressed or aggressive in the class. Similarly, students must understand the hardship teachers face in teaching and dealing with them. Keeping aware of the role of both students and

teachers will help them to develop sympathy. The effective teacher-student partnership in the school is the deep exposure between teachers and students in and around the classroom of caring, concern and appreciation and the mutual commitment to achieve academic success. According to [13] academic and social achievement promotes when there is trust, respect, and admiration between teacher and pupil. In comparison, if teachers and students maintain a confident relationship, students succeed academically. Bhutanese classrooms exist in a sense of fear and fretfulness to approach teachers for doubt clarification. The teacher must break this barrier and inspire students to get closer to promote a positive relationship of affection, appreciation and confidence, as it has an important influence on academic success.

Communication is one of the elements determining supportive teacher-student relationships. The school consisted of large numbers of students, so failing to communicate might bring lots of distractions and pollute the tranquility and harmony of the school. With such an atmosphere, teaching and learning might not occur as expected by the school. We communicate with the principal, teachers and students daily in our school. The communication system in school must be free and open to all so that all sorts of information can be transparently communicated from one another. A good teacher-student relationship as described by [14] is open communication, emotional stability, and academic support between students and teacher. There must be a proper communication system to support and value the feedback provided to learners and teachers so that the opinions of the other person is respected [15]. Defined the teacher-student relationship as the degree to which learners feel loved, encouraged, and appreciated by their teachers.

In the eyes of the students, teachers are their world. The little act of kindness and generosity will change their lives. For instance, morning greetings, calling their names, and knowing their socio-emotional background could brighten their feelings and develop a love for teachers. When students love teachers, they love the subject taught by the teachers. As a result, their social behaviours and academic performance are likely to enhance. Therefore, a little gesture of love and expression of kindness matter much in their lives. To promote their relationship, teachers must talk about the lesson beyond classroom teaching or

communicate freely and keep attached with students in and out of the classroom. The teacher-student relationship is an attachment that developed due to free conversations during or after class revolving around the curriculum or student outside life. The teacher-student connectedness and closeness in the school and approachability help them to deepen their relationship.

The positive teacher-student relationships in this research are the close relationship between teachers and students within the school full of love, fun, and good cooperation in the classroom. It increases classroom participation and daily attendance of the students. Despite socio-emotional development, teachers are equipped with daily lesson plans incorporating various teaching strategies. Supportive feedback is provided and in and around the classroom. For example, both the teacher and students feel free to communicate their teaching-learning difficulties; they must clarify their learning doubts and collaboratively take equal responsibilities in academic success. They need to foster a sense of belongingness about teaching-learning and create a healthy psychosocial ambience so that all the stakeholders in the school feel secure to work for the common goal. It was clarified by [16] that healthy teacher-student relationships foster a sense of belongingness in school and create a comfortable classroom atmosphere. It increases students' academic success through their clear engagement with motivational, emotional and behavioural factors.

2.2 Ways to develop a Student-Teacher Relationship

There should be certain strategies to develop a positive student-teacher relationship. Considering the current situation in our Bhutanese education system, many teachers and administrators tend to be busy with their schedule. Teachers focus more on prescribed curriculum delivery; timely completion of syllabi; strict classroom discipline rather than a quality education. Besides, the [17] [18] concluded that strict syllabi, textbook and test orientation, stringent instruction in the classroom, and weak teacher education are documented in the Bhutanese education system. They pay less heed to other factors which contribute to academic success. This is one of the reasons hampering a supportive teacher-student relationship. To build a good relationship, it is imperative to conduct meetings frequently with

students. They must address their educational needs as per their desire. It would help them to resolve many of the conflicts and problems in the school. The student and teacher need to allocate separate interaction time other than teaching in the class hours. The more they interact, the closer they become to breaking the communication barrier and building confidence. This could be a better opportunity for both the students and teachers to develop trust, love, and compassion.

Another way to build a positive student-teacher relationship is to visit their home to understand their social and emotional status [19]. Used social and emotional learning as a lens for classroom management, knowing that using social and emotional learning allows students to recognize, regulate and express the social and emotional aspects of their lives so they can successfully manage life tasks. The teacher must know what sort of emotional, social and economic background they are coming from [20]. Reported that emotions are related to students' motivation, learning strategies, cognitive resources, self-regulation and academic achievement. Understanding the living conditions of students at home will ensure the teacher develops love and compassion for their children. The majority of our parents are farmers. They do not have all the luxurious life like children living in urban areas. Many of our students travel long distances from school to home and vice versa. They get exhausted and do not get time to study other than school hours. Thus, it is mandatory to visit their home; understand their living conditions; know travelling distance, and listen to them about their learning interest. Each student will have different stories to tell. Teachers complain about students' failure on assignment tasks is a common issue in school. It becomes one of the factors hampering a teacher-student relationship. Teachers visiting the students' home for a better understanding of their learning environment, playing games, taking a field trip, and celebrating teachers' day will promote the relationship with students and community people.

There are several different ways teachers can develop a good relationship with their students. Many students respond to a planned atmosphere positively. Teachers seldom clarify the learning goals to their pupils. Rules and regulations must be fair and constantly improved. The confidence of students in their teacher will improve in these circumstances, and they will realize that their instructor has their best interest in heart.

Teachers lack motivation and enthusiasm to educate our students. Most of the teachers simply teach without keeping the learners in the centre of their heart with full sincerity and dedication. If a teacher's task is to just attend the class and complete their lesson whether the learners understood or not, then they are not doing justice. Learning should be full of fun. Indeed, fun learning facilitates student engagement and participation. Energetic and positive teachers show sincere interest in the lives of students beyond the school and do their utmost for the children's wellbeing all the time. A teacher who loves their students maintains a supportive environment for learning. As a result, the teacher will equally experience reciprocal respect from their students. Bullying and criticizing either by the teacher or among learners are quite prevalent in our Bhutanese Education System. Teachers need to set guidelines whereby students do not harass, bully or threaten each other.

2.3 Impacts of a Positive Teacher-Student Relationship in Teaching and Learning

The positive student-teacher interaction usually brings about a concrete change in the behavior and academic success of students. It improves teaching-learning, reduces the administrative burden and widens the positive social connectedness with the community. [21] reported connections that occur when a student (or group of students) initiates conversations with a teacher revolving around education or their social lives during or after class. Teachers' openness and free communication with students help them to develop a healthy mindset, closeness and a sense of respect. Students who consider a healthy, warm and close teacher are interested in school and to boost their academic achievement. If students believe a loving person is their teacher, so the classroom becomes a comfortable and welcoming environment for everyone. The direct impact is students like the subject the teacher teaches. [22] defined immediacy as communication that improves attitude indicating positive behaviours such as approachability, availability for communication, and interpersonal warmth. [23] also describes that communication needs to be frequent, and the conversations should offer information about academic and social gains. Good teacher-student partnerships have an emotional influence on students by increasing their confidence and their interaction with the teacher. [24] reported

that strong relationships between students and teachers develop an intrinsic desire to help the students; these relationships also contribute to reducing teacher stress and burnout. The current trends of high rate Bhutanese teachers' attrition in our education system may drop down as a result of the positive teacher-student relationships. [25] stated that positive relationships in the classroom influence not only learning but also social behaviour. Students' positive attitude and behaviour will motivate teachers to attend the class and teach well since they will not get interrupted while preparing their lesson. For instance, a student behavioural problem in a class hampers the whole teaching period. As a result teacher and student develop a bad relationship that impacts social and cognitive development. [26] stated that the quality of the teacher-student relationship influences not only a child's cognitive development but also their social development. To avoid classroom cognitive and disruptive social behaviours, the teacher needs to engage our students. The moment teachers fail to engage, disruptive behaviours are likely to occur in the school. [27] reported that engagement is a state of emotional and cognitive obligation to participate in the task of a learning goal. The strategy to curb students' bad behaviour is to improve student engagement. In a classroom setting, students' engagement is the willingness to participate in the context of the class. [24] claims that positive teacher-student relationships impact the classroom environment because they decrease discipline problems. Students are naturally sensitive and energetic. To a certain extent, they could sense and feel how the teacher treats them. Even the little words of love or small deeds of kindness will matter much in their lives. Thus, for every little good deed, the teacher needs to praise them sincerely. [28] concluded that positive attention (i.e., praise) motivates students; it indicates that their teacher genuinely cares for them by offering both academic and social support. This support comes from showing an interest in their students by discussing academics and personal issues, regularly checking their grades, attending extracurricular activities, and being available for their students.

A student's well-being, self-esteem, trust, and inspiration are emotional elements that demonstrate how a good interaction between a teacher and student will impact a pupil. A positive student-teacher relationship will indeed help children to uplift their morale. Students who believe their teachers care about and support

them are less likely to struggle with depression and low self-esteem [29]. Found that the advantage of positive relationships between teacher and student in the classroom fosters school connectivity, a sense of belonging, and a good sense of self, both of which improve student involvement and academic achievement. These connections within the classroom, for both the teacher and student, can have a positive teaching-learning impact. [16] explained that positive teacher-student relationships foster students' sense of belongingness in school. It will promote a warm school climate, which in turn may facilitate students' academic success through their association with motivational, emotional, and behavioural factors related to students' school engagement [30] Reported that a lack of supportive teacher-student interactions can have contradictory emotional and social impacts and can affect the academic success of students. When the teacher and students have a negative relationship, students tend to create disciplinary problems and drop out of school. Teacher-student interaction is critical for teachers to understand and collect the proper information about the development and behaviour of the students. Frequent interaction with children will increase social skills and enhance academic performance. [31] concluded that teacher-student interaction is a natural way for teachers to model skills for students and promotes student engagement. The frequent interaction with children enables the teacher to engage without giving room for them to indulge in undesirable behaviour so that teachers and students remain occupied with meaningful activities. [32] stated that teachers create an environment of respect, support, positive interactions, and understand students' needs to help facilitate social and emotional learning.

3. METHODOLOGY

In this digital world, the needs of students are different from those of any earlier students. Teachers must build positive relationships with children to help them fulfil their learning desire and achieve academic performance [33]. The significance of building supportive relationships not only impacts in terms of study, but it enables students to build confidence and self-esteem. It has a positive professional and social development impact even for the teachers in school [34] stated that despite this, positive teacher-student relationships determine job satisfaction and retention in the profession.

This chapter describes the research methodology of this study including the research design, sample, and interview protocol and questions. This chapter also describes the data collection procedures, data analysis, trustworthiness, and summary. This Mixed-methodology used to study a positive teacher-student relationship and influences on academic achievement of GCS students under SamdrupJongkhar Dzongkhag.

The main focus of this mixed-method research is to study how a positive teacher-student relationship impacts academic achievement in school because of the actions, behaviors and influence of the teachers, students and principal among themselves. The problem attempted to address in this study is that the current policy and practices of our education system need to spotlight the significant benefits of relationships between teachers and students. Subsequently, the researcher chose to study a positive teacher-student relationship within the schools (GCS) on account of the existing poor teacher-student relationship practice. Specifically, the mixed-method study was to determine the actual factors that contribute to academic success when developing a positive teacher-student relationship. All the sixth-grade students of Gomdar Cluster after graduation from Primary Schools go to Gomdar Central School. When they go to the new school, they find new friends, a new teacher and a different school climate. There is a high risk of getting social, emotional and behavioural problems if they do not value the importance of a positive relationship with all stakeholders and its benefits for their academic success. Since all the data and information for this research will be collected from our cluster school, it will help both teacher and students to better understand the positive impact of the teacher-student relationship and avoid harassment and bullying among students. The study analyzed and reported findings on factors determining a positive teacher-student relationship, impacts of the positive teacher-student relationship and ways to develop a teacher-student relationship. The overall intention of this work was to explore students, teachers, and principals in building a positive teacher-student relationship.

The researcher employed three research questions in the course of this study. They are as follows: (1) what is the positive student-teacher relationship in school? (2) How do GCS teachers promote supportive student-teacher

relationships? (3) How does the positive student-teacher relationship impact teaching and learning?

3.1 Research Design

The research design for this study is a mixed-method as it relies entirely on interviews and surveys. The researcher planned to conduct both quantitative and qualitative research covering six themes each on the positive teacher-student relationships within GC schools. The principal, teachers, and students will be the sources of the data. For the quantitative portion of the study, the researcher surveyed principals, teachers, and students. The researcher looked at the teacher and students' perception of the positive teacher-student relationship, how GCS teachers promote supportive teacher-student relationships, and how positive student-teacher relationships in school impacts teaching-learning.

The design of the qualitative piece of the study was a qualitative interview and approach using a semi-structured interview. The study aimed to interview principals and teachers. Research questions on how GCS principals interpret the positive-student relationships in their school, and how the positive teacher-student relationships impact teaching and learning is prepared for interviews. In this qualitative study, the researcher performed a crucial role in the research process. To obtain the appropriate answer for the research questions, the researcher began to gather data from the principals, teachers and students. The researcher mailed the letter to all the principals before the commencement of the interview. The researcher requested principals to recommend the prospective teachers for the study to provide detailed information about the study, benefits of their participation, and their rights as participants. Despite this, the researcher provided the consent form. Depending on the literature review, the researcher developed interview questions. The researcher asked the same query to principals and teachers. This study maintained the confidentiality and anonymity of the participants. The researcher made aware of the declination of the questions if they were not feeling comfortable answering.

3.2 Sample/Participants

For this quantitative portion of the study, the sample was convenient. The researcher mailed survey questionnaires to eight school principals.

All the concerned principals were requested to pass it to the teachers and complete the survey on time. With their support, the researcher sought help to print the survey questionnaires and distribute them to 10 teachers in their respective schools. In total, the researchers planned to survey 8 principals and 80 teachers from eight different schools under Gomdar Cluster. Only 120 students (35girls and 25 boys) each from Gomdar Central School and Orong Higher Secondary schools were surveyed since the rest of the schools were closed due to pandemic COVID 19. This survey is proposed to conduct with an equal number of gender participants although there are imbalanced gender ratios on account of the remoteness of the schools. Despite the worst COVID situation, the survey and interview data were collected in hard copy, conducting face to face interviews visiting all the schools personally. The majority of teachers in this cluster school have teaching experience of 3-5 years. This is because the Ministry of Education adheres to a policy of placing freshly graduated teachers initially in remote schools. Therefore, many teachers were not as experienced as in urban areas.

3.3 Data Collection Tools

The quantitative survey data had three different parts. The first construct measured in the survey is the definition of positive teacher-student relationships. The second part of the survey measured the strategies to develop the positive teacher-student relationships. The third section of the survey measured the impact of the positive teacher-student relationships in teaching and learning. The idea for creating questions on the importance of teacher-student relationships emerged from the literature [19]. This study developed a few questions based on three constructs and surveyed the principals, teachers, and students to rate all the questions on the Likert Scale (Strongly Agree=5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree=1). For this qualitative study, the researcher conducted two semi-structured interviews with the selected teachers and students. This study asked questions to the participants about their perception of a positive teacher-student relationship and teaching-learning impact. There were some follow-up and clarification questions and transcribed the full interviews for analysis. The researcher followed interview protocols leaving room for follow up and providing the opportunity to make necessary probes into participants' responses. [35]

described a semi-structured interview as providing room to construct the knowledge and improve the depth of data by probing details for the interviewer.

4. RESULTS AND DISCUSSION

This chapter presents the findings and conclusion. The findings of the research have been organized and discussed in detail under different three themes: i). The definition of the positive teacher-student relationship; ii). The ways to promote the positive teacher-student relationship; and iii) the impact of the positive teacher-student relationship.

This chapter also depicts the overall findings of the paper on the Positive Teacher-student Relationships in Gomdar Cluster Schools under Samdrup Jongkhar Dzongkhag and summarizes the main findings, draw general conclusions and make aware of the impact of teaching and learning.

4.1 Results

The discussion of the findings of the current study is presented in the following sections.

4.1.1 The definition of the positive teacher-student relationship

The inferential studies of the students revealed that a positive teacher-student relationship is a healthy attachment that has the maximum correlation. Table 1 indicates that it correlates with trust, empathy and approachability to clarify learning doubts.

On contrary this, teachers inferential studies shown in the table 2 demonstrated that a positive teacher-student relationship is an engagement of students for learning, it correlates with the degree to which student feel respected in school, development of learning curiosity, an active interaction revolving around the curriculum and fun in teaching-learning.

Therefore, it is concluded that teachers and students have a different perception of the definition of the positive-teacher student relationship.

The researcher compared teachers and students inferential studies and found that there are commonalities in the definition of the teacher-student relationship. Table 3 indicates both the

teachers and students defined a positive teacher-student relationship as an approachability to clarify learning doubts with an active interaction revolving around the curriculum.

This study in the interviews with the teachers confirmed that a positive teacher-student relationship is when both the teacher and student develop trust and respect for each other. Students develop a healthy relationship depending upon the degree to which students feel respected and valued by their teachers. The inferential studies for teacher and student and the interview findings indicate that the positive teacher-student relationship is the development of empathy, care, love and compassion.

The data collected from interviews and inferential studies indicated that a healthy teacher-student relationship as the development of an attachment and approachability by teachers toward their students. Throughout the interviews, teachers repeatedly discussed about possession of nurturing characteristics to motivate and enhance academic performance. The review literature revealed that the teacher-student relationship as the degree to which students feel loved, cared, and valued by their teachers is defined as the teacher-student positive connection [15]. Similarly, [13] stated when there is trust, respect, and admiration between teacher and pupil, they achieve higher academic performance.

"The positive teacher-student relationship in school is building trust, love and respect between the teachers and the students. Both teacher and student feel secure in school and participate more in classroom teaching-learning. (Teacher: TR-2024).

"Having unwavering faithfulness, loyalty and trust between teacher and student which is quite important be it in classroom setting or outside classroom setting. This would enhance academic performance, behaviors, attendance and the learning outcomes" (Principal: PP-102).

4.1.2 The ways to promote the positive teacher-student relationship

The survey data collected from the teachers show that to promote a positive teacher-student relationship, teachers need to involve parents in school activities, conduct meeting with students, develop compassion to their students, always engage students with learning activities, visit the

Table 1. Correlation with healthy attachment

	A positive teacher-student relationship is an empathy	A Positive teacher-student relationship is a trust	A positive teacher-student relationship is an approachability to clarify learning doubts
A positive teacher-student relationship is a healthy attachment	.760**	.732**	.651**

Table 2. Correlation with engagement of students for learning

	A positive teacher-student relationship is the degree to which all feel respected in school	A positive teacher-student relationship is a development of learning curiosity	A positive teacher-student relationship is an active interaction revolving round the curriculum	A Positive teacher-student relationship is fun in teaching-learning
A positive teacher-student relationship is an engagement of students for learning	.494**	.483**	.498**	584**

Table 3. Students and teachers communalities on the positive teacher-student relationship

Students Inferential Studies

	A Positive teacher-student relationship is a trust	A positive teacher-student relationship is a healthy attachment	A positive teacher-student is an active interaction revolving around the curriculum
A positive teacher-student relationship is an approachability to clarify learning doubts	.656**	.651**	.595**

Teachers Inferential studies

	A positive teacher-student relationship is an open communication in and around the classroom	A positive teacher-student relationship is a development of learning curiosity	A positive teacher-student relationship is an active interaction revolving round the curriculum
A positive teacher-student relationship is a an approachability to clarify learning doubts	.474**	.459**	667**

Table 4. Teachers perspective to promote the Positive Teacher-student relationship

	To promote a positive teacher-student relationship, I need to develop compassion to my student	To promote a positive teacher-student relationship, I need to always engage my students with learning activities	To promote a positive teacher-student relationship, I need to visit the students home	To promote a positive teacher-student relationship, I need to frequently interact with students revolving around the curriculum	To promote a positive teacher-student relationship, I need to make fun while teaching	To promote a positive teacher-student relationship, I need to encourage student participation in classroom teaching
To promote a positive teacher-student relationship, I need to involve parents in school activities	.515**	.473**	.492**	.657**	.475**	.447**

students home, interact frequently with students revolving round the curriculum, make fun while teaching and encourage participation in classroom teaching.

This study also reveals that students have their own perspective to promote healthy relationships with teachers in school. The Table 5 indicates that teachers need to know the students name, students must develop empathy for their teachers and teachers need to visit students' homes.

While examining the teachers and students survey data, the researcher noticed some of the common strategies to promote a healthy teacher-students relationship. Both the teachers and students in table 6 (A & B) reveal that to promote positive teacher-student relationship, they need to frequently interact revolving round the curriculum, make fun while teaching and

learning, engage with teaching learning activities and encourage classroom participation.

The data collected from the principals and teachers' interviews sum up that teachers must know the students well before teachers teach. Teachers are recommended to teach as per the learning needs and desires of the students, conduct meetings with students, provide positive feedback, develop mutual trust and respect, make learning fun, know the background of the learners, be active listeners to the students and teach the students with passion and enthusiasm. In the review of literature, positive comment and feedback was found as another approach for developing healthy teacher–student interactions (Joseph & Strain, 2004). Twenty of the thirty two teachers interviewed believed that praising was an essential approach for developing connections.

Table 5. Students perspective to promote the Positive Teacher-student relationship

	I need to need to attend meeting with elders	My teacher needs to visit home
To promote a positive teacher –student relationship, I need a teacher to be approachable	.690**	.679**

Table6 (A & B) Teachers and students communalities to promote healthy relationship

A. Students Inferential Studies

	I need to develop respect to my elders	I need to frequently interact with teacher revolving round the curriculum	My teacher needs to motivate classroom participation
To promote a positive teacher –student relationship, my teacher needs to make fun while teaching	.712**	.708**	.606**

B. Teachers Inferential Studies

	To promote a positive teacher-student relationship, I need to conduct meeting with my students	To promote a positive teacher-student relationship, I need to involve parents in school activities	To promote a positive teacher-student relationship, I need to visit the students home	To promote a positive teacher-student relationship, I need to frequently interact with students revolving around the curriculum	To promote a positive teacher-student relationship, I need to always engage my students with learning activities
To promote a positive teacher-student relationship, I need to make fun while teaching	.582**	.475**	.520**	.472**	.631**

Table 7. Students Inferential studies on impact of the healthy teacher-student relationship

	Motivate me to retain in school	Enhance my academic performance
The positive teacher –student relationship will motivate my classroom participation	.535**	.496**

Table 8. Teachers Inferential studies on impact of the healthy teacher-student relationship

	Deve— lop compas- sion to stu-dents	De- velop sense of an em- pathy	De- velop a sense of belong- ingness	Re- duce school drop- outs	Pro- mote respect to elders	Im- prove stud- ent's class atten- dance	Im-prove teach- ingstrate- gy	Promote student's engage- ment in learning	Re-duce tea- cher's burnout	Encou- rage learning curiosity	Motivate class- room partici- pation	Pro-mote teach- ing- learning interac- tion
The positive teacher-student relationship will develop self esteem	.575**	.504**	.503**	.444**	.553**	.509**	.671**	.512**	.499**	.456**	.412**	.530**

“There are many ways and means but I would like to suggest a few. First one is we have to individually know our students from what background they come from, like social, cultural, religious and economic. Providing positive comments and reinforcement for all works they do in the class. Offering one-on-one support .Listening to every individual student carefully and give feedback as per their wants and needs. Other one is mutual trust and respect in both teachers and students. Usually in a school, we have a program or meeting. During such meeting we find out the background of the students to bridge the strong relationship” (Principal: PP102).

4.1.3 The impact of the positive teacher-student relationship

The inferential studies of the students in Table 7 revealed that a positive teacher-student relationship has a significant impact on students' motivation and classroom participation. It shows the school to curb dropout rates and increases the retention rate of the students. Enhancement of the academic performance is also indicated as one of the significant impacts on account of healthy teacher-student relationship.

The Table 8 showed that teachers have more impacts than students. The positive teacher-student-teacher relationship develops self esteem, compassion, empathy, develops a sense of belongingness, reduces dropouts, promotes respect for elders, improves teaching strategies, improves class attendance, reduces teacher's burnout, encourages learning curiosity, motivates classroom participation and promotes teaching-learning interaction.

The positive teacher-student in school has profound impacts both to the teachers and students. One of the principals interviewed for this study indicated that a healthy teacher-student relationship will enhance love, compassion and empathy. It will result in a conducive learning atmosphere and enhance active interaction. The development of trust between school and parents will enhance to greater heights. According to [1] a kid who has a positive connection with his or her instructors, one that is warm, trusting, and free of conflict, is more likely to perform well in school. [36] thinks that if students have positive interactions with their instructors, they will be more behaviorally and emotionally engaged, which will lead to improved academic performance.

“Out of love, compassion and empathy, all students should nurture with warm-heartedness. As a result, children feel like to come to school and enhance learning goals. Students, parents and teachers will develop trust. Lots of active interaction and shouting in the class indicates the teaching and learning is actively taking place”(Principal: PP-104).

“The relationship between student and teacher plays a big role in the child's academic performance and social development. It helps students feel more comfortable and safe in school environments. Students will participate actively in the class and as a result students tend to get good grades in academics” (Teacher: TR-2024).

5. CONCLUSION

Based on the findings of this study, several conclusions were drawn on building of the positive teacher–student relationships and its impact in school:

This study showed that both teachers and students who exhibit nurturing characteristics such as love, respect, care, trust, compassion and empathy enable them to build positive teacher–student relationships in school. The healthy relationship in school helps them to accomplish their psycho-social desire. Students will be more engaged and motivated when their basic stoical needs are being met since the study indicated that students develop good communication skills, curb disciplinary issues, decrease dropout rates, develop self esteem and improve approachability to elders. Despite this, the study demonstrated that the positive teacher-student relationship in school motivates teachers. Teacher always revolves around the curriculum in and around the class, makes fun while teaching, encourages participation in classroom teaching and enhances teaching strategies. It helps them to reduce stress and burnout and results in reduction of teachers' attrition from the teaching fraternity.

The majority of the teachers interviewed commented on the enhancement of the academic performance due to the positive teacher-student relationships. The healthy teacher-student relationship enables students to grow learning curiosity, increases classroom participation, promotes engagement in learning and improves class attendance. These

characteristics of the students help them grow academically and socially in the school. The inferential correlation data analysis distinctively indicated that the positive teacher-student relationship has a significant impact on students' academic performance and socio-emotional growth. Besides this, it has immense impacts on teachers. Teachers feel secure and invited in the class. It was clearly demonstrated in the inferential studies that teacher's burnout and attrition rate gets minimized.

The findings of this study also suggested some of the strategies to promote the positive teacher-student relationship. The school needs to involve parents in school activities, conduct meetings with students and visit the students' home to know their social and economic background.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Author has declared that no competing interests exist.

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