

# Student as School Adjunct in the School Organization: Basis for Leadership Capability Enhancement

Dennis M. Adrales

Assistant Professor

Nueva Ecija University of Science and Technology

San Isidro, Nueva Ecija

dennismadrales@yahoo.com

**Abstract** - The study investigated school issues in terms of interrelationship and team working from the students' viewpoint as partners in the system. Specifically, it tried to answer the following questions: How may the profile of the respondents be described? How may the respondents' interrelationship and teamwork be described? Is there a significant relationship between the respondents' profile and their descriptions of interrelationship and teamworking? Is there a significant relationship between interrelationship and teamworking? Based on the result of the study, what program may be proposed to enhance students' skills and abilities? The participants of the study were the officers of the Local Student Council of six (6) campuses of Nueva Ecija University of Science and Technology. The respondents were college student leaders in their school organizations and were enthusiastically involved in the school activities. There was a collaborative relationship between the students and teachers that influence and sustain the students' motivation and improve their learning process. A friendly relationship between the students creates an atmosphere of camaraderie in working and learning and having fun together. The school environment is an ideal avenue for learning where students feel comfortable and safe by providing opportunities to improve their academic and social skills and more importantly the opportunity to grow as a person ready to face the changing world. The students regard their peers as a good influence in the fulfilment of their goals, with their assistance, help and support in their pursuits. The teacher's effectiveness in their practices heightened the interest of the students where they can engage in the learning activities that build their knowledge and make a great difference in the learning achievement.

**Key Words:** interrelationship; school environment; student-student relationship; student as school adjunct; teacher-student relationship; teamworking

## I. Introduction

Students as part of the educational system have parts and roles as partners or collaborators in achieving the schools' aims and objectives. As partners, they are open to issues that are critical and need to be addressed with care and understanding as it deals with interrelations with the main players of the system. The relationship can make or break the school environment of functioning and operating since coordination affects the working atmosphere. Teamwork in an organization is also involved in decision-making and

communication that will serve as a challenge to the students' personal skills and abilities.

## Review of Related Literature

### Teacher-Student Relationships as Socialization Contexts

Daniels, E., & Arapostathis, M. (2010) stated that models of socialization suggest several mechanisms whereby students' social interactions with teachers might influence motivation and goal-directed behavior. First, ongoing social interactions teach children what they need to do to become accepted and competent members of their social worlds. In addition, the quality of social interactions informs children about the degree to which they are valued and accepted by others. For example, children who enjoy interpersonal relationships with adults that are nurturant and supportive are more likely to adopt and internalize the expectations and goals that are valued by these adults than if their relationships are harsh and critical. In general, these mechanisms correspond to parenting dimensions characterized by consistent enforcement of rules, expectations for self-reliance and self-control, solicitation of opinions and feelings, and concern for emotional and physical well-being.

When applied to the social worlds of the classroom, these dimensions are reflected in opportunities for learning as reflected in teachers' communications of rules and expectations for behavior and performance, and openness to providing instrumental help. Models of socialization also imply that teachers are likely to have motivational significance for students if they create contexts in which children feel emotionally supported and safe, as described in the previous section. As evidenced in the family socialization literature, these mechanisms should be viable for all school-aged children. Moreover, just as parents interact with each of their children differently, it is believed that although teachers can establish classroom-level climates along these dimensions, they also create unique interpersonal contexts with students on an individual basis.

### Teacher roles

As Nielson, K. A., & Lorber, W. (2012) explained that the roles of a teacher are to facilitate the communication process between students and to act as an independent participant within the learning-teaching group. According to Richards and Rodgers (2011), the teacher can also be assumed to be a: needs analyst (determining and responding to learner language needs); counselor (expected to exemplify an effective

communicator); and group process manager (organize the classroom for communication and communicative activities.)

Teachers are not in the classroom just to correct speech and writing. The teacher's role is to create learning conditions and gives students the chance to produce language, interact and make mistakes and errors; teachers had to develop a different view of learners' errors to facilitate language learning.

As Juvonen, (2010) associated, teacher-student relationships are among the most fundamental factors in successful schooling. What is especially striking about teacher-student relationships is not just that they matter, but that they appear consequential for such an extraordinary number and variety of academic and motivational outcomes for students.

### Interpersonal Communication

Interpersonal communication has been defined as "the exchange of symbols used to achieve interpersonal goals". The goals between two communicators may vary, but many times refer back to the interpersonal needs of affection, inclusion, and control. Comadena, M.E., Hunt, S.K., & Simonds, C.J. (2010) argued that we develop interpersonal relationships to satisfy such needs. To elaborate on the nature of interpersonal relationships, five characteristics have been identified to qualitatively define interpersonal communication. Arguably, four out of the five characteristics provided in this framework may also be applied to teacher-student relationships. The first is uniqueness, which is referred to above, in which the two parties within a relationship communicate based on personal factors, rather than sociological factors. The second characteristic is irreplaceability, indicating the impossibility of any relationship to replace any other relationship. This characteristic is the one that we will drop from this study since often teacher-student relationships are not irreplaceable, because (in most cases) students have the option to take the same class from a different teacher and develop a relationship with him/her.

Next, there is usually some degree of interdependence within interpersonal relationships. This is evident in teacher-student relationships since the teacher is dependent on the students' communication to aid in the facilitation of learning. The student is also dependent on the teacher for the fulfillment of course goals, academic pursuits, and perhaps even help with personal matters. Disclosure has also been identified as a feature of interpersonal relationships, that is, personal self-disclosure that ultimately binds together the two relational partners. Finally, interpersonal relationships are said to produce intrinsic rewards for both persons within the relationship.

### Teacher Behavior and Student Attitudes

Henning, Z.T. (2010) have argued that teacher-student relationships influence learning outcomes but rely mainly on correlations between teacher behaviors (e.g., immediacy) and student attitudes (e.g., liking, learning loss, satisfaction) to support their argument. Henning, Z.T. (2010) examined interpersonal solidarity as student-teacher solidarity, arguing that the relationship between teachers and students is unique from other types of interpersonal dyads. In this seminal

research, no explicit links were found between teacher-student relationships and learning outcomes.

### Educational Friendships

Jones, A.C. (2011) framed teacher-student relationships as "educational friendships" and suggested that students and teachers face ongoing challenges of dialectical tensions which make the relationship fragile to manage. Kerssen-Griep, J., Trees, A.R., & Hess, J.A. (2010) worked on teacher caring; again it was argued the teacher-student relationship is important, yet little empirical evidence was provided. Kline, R.B. (2005) investigated the link between the teacher-student relationship and learning, yet reported the most significant correlation with affective learning and failed to account for a significant proportion of variance in cognitive learning. Finally, McCroskey, J.C., Richmond, V.P., & McCroskey, L.L. (2010) examined student-teacher classroom communication and found student levels of attraction for the instructor positively relate to motivation to develop a relationship with him/her. Taken together, past research provides evidence that teacher-student relationships are related to student attitudes, but the degree to which they predict student understanding remains uncertain.

### Teacher Caring

According to Welsh, J.F., Petrosko, J., & Taylor, H. (2010) "Caring means that the other person matters, that the other person makes a difference not only to the person directly affected, but also to others who care". An obvious construct important to other types of interpersonal relationships (e.g., friendships, romantic relationships), perceived caring is also crucial within teacher-student relationships. It is likely that teacher caring may predict a significant portion of the variance in student perceptions of instructional solidarity. As Schrodt, P., et al (2010) write, a caring teacher is someone who "acknowledges, rather than ignores, what goes on outside of the classroom as being relevant for student learning". Additionally, teacher behaviors within the classroom are also significant to the development of student perceptions of teacher caring.

According to Teven (2015) "A vital requisite to effective teaching is establishing a climate of warmth, understanding, and caring within the classroom". Perceptions of teacher caring have been correlated with student reports of affective and cognitive learning. In Mottet, T.P., et al (2010) conducted research that indicated the three factors involved in teacher caring were empathy, understanding, and comforting strategies. Similarly, these same factors are characteristics of other types of interpersonal relationships. More recently, Teven (2015) found student perceptions of teacher caring to be related to reports of teacher credibility and trustworthiness, as well as increased affect toward both the instructor and the course. Because caring is such an important construct in the development of other types of interpersonal relationships, it seems likely that teacher caring behaviors will similarly lead to student perceptions of instructional solidarity.

Unfortunately, many of the claims that have been made regarding the importance of teacher caring in the development of teacher-student relationships have not been

empirically tested. Similar to teacher immediacy, the extent of the impact of teacher caring in student perceptions of instructional solidarity remains a question. Moreover, how teacher caring influences student understanding is unclear in the existing body of literature. Hence, this dissertation seeks to clarify existing literature surrounding teacher caring and its relationship to both student perceptions of instructional solidarity, as well as student understanding. Given the complexity of the classroom setting, it seems likely that factors beyond teacher immediacy and teacher caring will influence student perceptions of instructional solidarity. Thus, we turn to other classroom behaviors that may influence student perceptions of instructional solidarity Meyers, L.S., Gamst, G., & Guarino, A.J. (2006).

### Positive Feedback

Allen, M., Witt, P.L., & Wheelless, L.P. (2013) claimed that students who provided positive feedback would be perceived more positively by their teachers in terms of credibility, attraction, solidarity, homophily, and potential for educational success. Results of this research indicate that immediacy plays a significant role in teacher perceptions of students. Particularly, as teachers perceived their students as more immediate, they also perceived their students to be more credible. More recently, it was shown that teachers who perceive their students as more nonverbally immediate (in the classroom environment) expressed more positive affect for students than did teachers who perceived their students as engaging in less nonverbally immediate behaviors.

Therefore, it is clear that immediacy behaviors, initiated by both teacher and students, positively influence affect. To reiterate, however, neither student behaviors, nor teacher behaviors, independently, can lead to student perceptions of a teacher-student relationship. In addition, when students desire such a relationship with their teacher, they may engage in other behaviors to increase teacher affect. Thus, it is important to review the literature surrounding affinity-seeking behaviors in the classroom.

### Affinity-Seeking Behaviors

Affinity is defined by Allen, M., Witt, P.L., & Wheelless, L.P. (2013) as “a positive attitude toward another person”. Affinity-seeking behaviors, then, include behaviors such as increasing positive self-disclosure, stressing areas of positive similarity, providing positive reinforcement, expressing cooperation, complying with others’ wishes, and fulfilling others’ needs. Dobransky, N.D. (2012) developed a typology of affinity-seeking behaviors that individuals may use to induce positive feelings. In their research, affinity-seeking strategies were shown to have significant correlations with liking, loving, satisfaction, and social effectiveness.

Within the instructional context, students’ use of affinity-seeking behaviors should positively correlate with positive feelings for a teacher. Further, it is possible that if teacher affinity-seeking behaviors are successful, this will lead to greater frequency and quality of both formal and informal interaction between teacher and student. In turn, affinity-

seeking behaviors will not only positively affect interaction, but also student perceptions of a teacher-student relationship.

### Instructional Student Motivation

Gettinger, M., & Kohler, K. M. (2012) describes more specifically how teacher-student interactions along these dimensions can promote student motivation and subsequent performance. Derived from theoretical perspectives on person-environment fit and personal goal setting, Gettinger, M., & Kohler, K. M. (2012) argues that school-related competence is achieved to the extent that students can accomplish goals that have personal as well as social value, in a manner that supports continued psychological and emotional well-being. The ability to accomplish these goals, however, is contingent on opportunities and affordances of the school context that allow students to pursue their multiple goals.

Applying this perspective more specifically to the study of teacher-student relationships, Hoy, A. W., & Weinstein, C. S. (2010) further suggests that students will come to value and subsequently pursue academic and social goals valued by teachers when they perceive their interactions and relationships with them as providing clear direction concerning goals that should be achieved; as facilitating the achievement of their goals by providing help, advice, and instruction; as being safe and responsive to their goal strivings; and as being emotionally supportive and nurturing. In this manner, students’ school-based competencies are a product of social reciprocity between teachers and students. Just as students must behave in ways that meet teachers’ expectations, so must teachers provide support for the achievement of students’ goals. Students’ motivation to achieve academic and social goals that are personal as well as socially valued should then serve as mediators between opportunities afforded by positive interactions with teachers and their academic and social accomplishments.

### Teacher Communications and Expectations

Gettinger & Kohler, (2012) stated that it is reasonable to assume that the degree to which students pursue goals valued by teachers is dependent on whether teachers communicate clearly and consistently their values and expectations concerning classroom behavior and performance. As with parents, teachers vary in the degree to which they interact with their students in consistent and predictable ways. Moreover, clarity of communications and consistency of classroom management practices early in the academic year tends to predict positive academic and social outcomes in elementary and secondary level classrooms. Presumably, these practices promote a climate of interpersonal trust and fairness that promotes students’ willingness to listen to teacher communications and adopt their behavioral and learning goals and values.

With respect to the content of these goals and values, researchers rarely have asked teachers directly about their specific goals for students. However, teachers’ expectations for students can be gleaned from research on the characteristics of students those teachers tend to like.

### **Ideal Students**

Hughes, J. N., & Kwok, O. M. (2011) reported that teachers' descriptions of "ideal" students reflect three general types of desired outcomes: social outcomes such as sharing, being helpful to others, and being responsive to rules; motivational qualities related to learning such as being persistent, hard-working, inquisitive, and intrinsically interested; and performance outcomes such as getting good grades and completing assignments. Similarly, elementary-school teachers have consistently reported preferences for students who are cooperative, conforming, cautious, and responsible. Researchers have documented that teachers continuously communicate these ideals directly to their students, regardless of their instructional goals, teaching styles, and ethnicity.

### **Teacher Expectation on Students' Abilities**

Beyond communicating values and expectations for behavior and achievement at the classroom level, teachers also convey expectations about ability and performance to individual students. As part of ongoing interpersonal interactions, these communications have the potential to influence a student's beliefs about her ability and goals to achieve academically. Hughes, J. N., Zhang, D., & Hill, C. R. (2011) described these communications as part of a process of influence whereby teachers' expectations result in their differential treatment of students. These communications most often reflect beliefs that students can achieve more than previously demonstrated, or negative expectations reflecting underestimations of student ability. Teachers' negative expectations are often targeted toward minority students, with expectations for competent behavior and academic performance being lower for them than for other students.

### **False Expectation**

Jussim & Harber, (2010) cited that teachers' false expectations can become self-fulfilling prophecies, with student performance changing to conform to teacher expectations, especially as students get older. Although the effects of these negative expectations appear to be fairly weak, and short-lived, self-fulfilling prophecies tend to have stronger effects on African-American students, students from low socioeconomic backgrounds, and low achievers. In addition, however, teachers' overestimations of ability seem to have a somewhat stronger effect in raising levels of achievement than teachers' underestimates have on lowering achievement, especially for low-performing students. Therefore, teachers who communicate high expectations for individual students can bring about positive changes in academic accomplishments. However, the direct impact of these expectations on student motivation has been examined infrequently.

### **Willingness to provide help, advice, and instruction**

In the classroom, teachers play the central role of transmitting knowledge and training students in academic subject areas. In this role, teachers routinely provide children with resources that directly promote the development of social and academic competencies. These resources can take the form

of information and advice, modeled behavior, or specific experiences that facilitate learning. The fact that teachers vary in the amount of help and instruction they offer to students is reflected in evidence that children's willingness to seek help from teachers is related to several factors, including the availability of emotional support, structure, and autonomy. Little is known about teacher characteristics that predict their willingness to help students. However, Mantzicopoulos, P. (2010) documented the relevance of teachers' relationships with elementary-aged students for gaining access to academic resources. The teachers observed in their research reported that they were more appreciative and positive toward students who were cooperative and persistent (i.e., behaviorally competent) than toward students who were less cooperative but displayed high levels of creativity and achievement. Teachers also responded with help and encouragement to students about whom they were concerned when they sought help. In contrast, students toward whom they felt rejection were treated most often with criticism and typically were refused help. Experimental work also suggests that the nature of teachers' responses to students' poor academic performance tends to vary as a function of their attributions for these outcomes. Specifically, teachers were prone to anger when students were perceived to fail for reasons that were under their control; when reasons for student failure were perceived to be uncontrollable, teachers tended to express sympathy. Of interest for understanding willingness to help, teachers in this study reported a greater likelihood to respond to controllable failures with punishment rather than with help. Given these findings, understanding why teachers like some students but not others, and identifying the reasons that teachers attribute to individual students' classroom behavior and academic performance is an important area of study that should not be ignored.

### **Synthesis of the Related Literature**

The literature focus on further discussions on the importance of the school environment and teachers influence on students to aspire for a higher level of performance. It also emphasized the motivational characteristics of teachers and the quality of the student-teacher relationship, as well as the factor of teaming up with their peers, to enable them to achieve academic competence and social interrelationship. The literature also stressed that companionship, interaction, and approval are sources of support for students' success.

#### **Objectives of the Study**

- To study the profiles of respondents under study
- To study the respondents' perception of interrelationship and team working
- To study the relationship between the respondents' profile and their descriptions on interrelationship and team working
- To study the relationship between interrelationship and team working
- To propose a program to enhance student's skills and abilities

**Methodology**

A sample consisting of 80 officers of the Local Student Council of six (6) campuses of the Nueva Ecija University of Science and Technology.

Data collection sources

Primary data

A questionnaire is administered to the 80 respondents and primary data is extracted by this method

Secondary data

Secondary data is collected through articles, websites, etc.

**Limitations of the study:**

- Focused in terms of interrelationship and team working which eventually contributed to respondents' personal development
- Sample size is limited
- Time is a major constraint

**Results and Discussion**

**Table: 1**

**Age group of respondents**

16 and below	17-20	21 and above
6	54	20

From the above table, it is evident that there were 54(67.5%) students with age 17-20; 20 (25.0%) were in the age range of 21 and above and 6; (7.5%) were in the age group of 16 and below. The majority of the students were in their late teens.

**Table: 2**

**Gender of the respondents**

Male	Female
41	39

From the above table, it is found that of the 80 students, there were 39(48.8%) female and 41(51.3%) male students.

**Table: 3**

**Course of the respondents**

Bachelor of Science in Education	Bachelor of Elementary Education	Bachelor of Science in Business Administration	Bachelor of Science in Engineering	Bachelor of Science in Information Technology	Bachelor of Science in Nursing	Bachelor of Science in Architecture
13	16	29	11	7	3	1

From the above table, it is found that there were 29(36.3%) students of Bachelor Science in Business Administration; 16(20.0%) were taking up Bachelor of Elementary Education; 13(16.3%) were enrolled in Bachelor of Science in Education; 11(13.8%) were Engineering students and; 1 (1.3%) was taking up Architecture. The majority were enrolled in Bachelor Science in Business Administration course.

**Table: 4**

**Year of the respondents**

First	Second	Third	Fourth	Fifth
3	24	42	8	3

From the above table, it is revealed that there were 42 (52.5%) students who were in the third year of their course; 24(3.0%) were in the second year; 8(10.0%) were the fourth year; 3 (3.8%) were in their fifth year and; 3 (3.8%) were first-year college students. Most of the students were in their third year of schooling.

**Table: 5**

**Name of school campus of the respondents**

Sumacab	General Tinio	San Isidro	Fort Magsaysay	Atate	Gabaldon
20	19	11	10	10	10

From the above table, it is revealed that there were 20 (25.0%) students who were enrolled in Sumacab campus; 19(23.8%) were from the General Tinio campus; 11(13.8%) were students from the San Isidro campus; 10(12.5%) were students of Fort Magsaysay; 10(12.5%) in Atate and; 10(12.5%) were from Gabaldon campus.

**Table: 6**

**Position of the respondents in the student organization**

Chairman / Governor	Vice-Chairman / Vice Governor	Secretary	Treasurer	Business Manager	Public Relation Officer	Representative	Auditor
8	8	8	8	8	8	24	8

From the above table, it is evident that there were 8(10.0%) students elected as governor/chairman of the school organization, 8(10%) were vice-governor/vice-chairman; 8(10%) were secretary; 8(10%) were treasurer; 8(10%) were business managers; 8(10%) were elected as public relation officers; 24 (30%) were representatives of their campus and; 8 (10%) were auditor. They were all school officers in student organizations on all campuses of Nueva Ecija University of Science and Technology.

**Table: 7**

**Weighted mean and verbal interpretation perception on students' interrelationship between teacher-student relationship**

<b>Teacher-student relationship</b>	<b>Weighted Mean</b>	<b>Verbal Interpretation</b>
1. Most of my teachers like me.	3.74	Agree

2. Most of my teachers respect me.	3.98	Agree
3. Most of my teachers trust me.	3.94	Agree
4. Most of my teachers know my name.	4.19	Agree
5. Most of my teachers don't understand me.	2.54	Disagree
6. Most of my teachers are not helpful.	2.34	Disagree
7. Most of my teachers pick on me.	2.98	Somewhat Agree
8. Most of my teachers encourage me to do my best.	4.23	Strongly Agree
9. Most of my teachers believe in me.	3.93	Agree
10. Most of my teachers value what I say.	3.80	Agree
Average weighted mean	3.56	Agree

The table shows that the students strongly agreed that most of their teacher encourages them to do their best (wm=4.23); they agreed that most of their teacher knows their names (wm=4.19); respect them (wm=3.98); trust them (wm=3.94); believe on them (wm=3.93); and value what they say (wm=3.80).

The findings indicate the effective influence of the teachers on the students' social and intellectual experience. They have a supportive from their teachers who motivated and engaged them in the learning process. Their teachers showed high expectations from their students in terms of their level of achievement and their social behavior in the classroom. This stimulates students to develop a sense of trust and comfort with all members of the classroom community.

The teacher-student relationship demonstrated an ideal workplace where students are influenced by their teachers to achieve academically and socially. This supports the opinion of Hughes (2011), that teachers' expectations for higher academic performance encourage the students to perform more and achieve more.

**Table: 8**  
**Weighted mean and verbal interpretation perception on students' interrelationship between student-student relationship**

Student-student relationship	Weighted Mean	Verbal Interpretation
1. Students in my school help one another even when they are not friends.	3.73	Agree
2. Students at my school support most extra-curricular activities.	3.78	Agree

3. Students in my school make me feel that I belong.	3.94	Agree
4. Students in my school treat one another with respect.	3.96	Agree
5. Students in my school get along with each other	3.85	Agree
6. Students in my school are often disruptive, taking away from my learning time.	2.83	Somewhat Agree
7. Students in my school make me feel uncomfortable to ask them questions.	2.73	Somewhat Agree
8. Students in my school tend to bully or harass me.	2.03	Disagree
9. Students in my school tend to pressure me for fraternity involvement.	1.88	Disagree
10. Students in my school make me feel safe at school.	4.04	Agree
Average weighted mean	3.27	Somewhat Agree

The data revealed that the students agreed that students in their school make them feel safe at school (wm=4.04); students in their school treat one another with respect (wm=3.96); they get along with each other (wm=3.85), and support most extracurricular activity (wm=3.78).

They disagreed that students in their school tend to bully or harass them (wm=2.03), and disagreed that they tend to pressure them for fraternity involvement (wm=1.88). However, there are instances that students in their school disrupt their learning time (wm=2.83); and make them uncomfortable to ask the relations the questions (wm=2.73).

The findings on the student-student relationship indicated the friendly alliance of the respondents with their peers. They have a solid interconnection as evident of their mutual respect and their sense of belonging. There is no incident of bullying or harassment, nor pressure for fraternity involvement although there are times that they are disrupted from their learning time during their casual bantering periods.

The student's perceptions of their interrelationship with their teachers and peers are described during the interview: *"My teacher provides support for the achievement of my goals in terms of advice and interactions."* *"My teacher established a climate of warmth, understanding, and caring with the classroom."* *"My co-students make me feel safe and comfortable in the school environment as I feel the sense of belonging."* *"My co-students are friendly and we treat one another with respect."*

The student's perception of their interpersonal relationships with their teacher and peers which involved

empathy, understanding, and comfort is by the opinion of Teven (2015) that both the teacher and the peers' behavior will lead to the students' perception of solidarity and increased affect and cognitive learning.

**Table: 9**  
**Weighted mean and verbal interpretation perception on respondents' perception on team working as described in terms of their school environment**

School Environment	Weighted Mean	Verbal Interpretation
1. My schools' discipline practices and policies are fair and well-coordinated.	3.93	Often
2. My schools' administrators respect all races and cultures.	4.10	Often
3. My school has a curriculum that challenges students.	4.13	Often
4. My school values what students have to say.	3.93	Often
5. My school encourages active classroom participation.	4.13	Often
6. My school plan for work after college.	3.93	Often
7. My school stimulates good academic performance.	4.20	Always
8. My school hones the students' interests and talents.	4.09	Often
9. My school discourages disrupting classes.	3.46	Often
10. My school provides opportunities to pursue extra-curricular interests.	3.79	Often
Average weighted mean	3.97	Often

The table shows that the students perceived that their schools always stimulate good academic performance (wm=4.20); often encourage active classroom participation (wm=4.13); has a curriculum that challenges students (wm=4.13); the administration respect all races and culture (wm=4.10); often hones the students' interest and talents (wm=4.09), and the discipline practice and policies are fair and well-coordinated.

The students described their school environment as an ideal place of learning where they are always stimulated to do their best in their undertakings and always aspire for excellence. The administrators are approachable, they listen, respect and value the students' ideas and concerns. School

policies and disciplines are communicated and provide opportunities for the students to nurture their talents and potential.

A good school environment contributes much in engaging students in learning activities which conforms to the theory of Myers (2012) that a classroom environment established social relationships and social development among students and teachers.

**Table: 10**  
**Weighted mean and verbal interpretation perception on respondents' perception on team working as described in terms of their fellow students**

Students	Weighted Mean	Verbal Interpretation
1. When I need help in my class, I often find another student able to help me.	3.95	Often
2. I seek the assistance of my classmate when I think can help clarify our lesson for me.	3.98	Often
3. I consult my classmates who can assist me in my academic requirements.	3.89	Often
4. I request other students to guide me with the task I am doing so that I will be in the right direction.	3.79	Often
5. Joining group studies are an effective way of studying.	3.96	Often
6. We make learning fun and meaningful.	4.25	Always
7. We get to be creative and use our abilities in school.	4.31	Always
8. We can do better work if we help each other.	4.48	Always
9. We learn to complete homework assignments by doing them together.	4.03	Often
10. Learning together gives us opportunities to pursue a classroom-based interest.	4.23	Always
Average weighted mean	4.09	Often

The data revealed that the student's perception of their collaboration with peers is always doing better work if helping each other (wm=4.48); getting to be creative and using their abilities in school (wm=4.31); always making learning fun and meaningful (wm=4.25); learning to complete homework assignments by doing it together (wm=4.03); and when needing

help in their class, after finding another student to help them (wm=4.23).

There is a collaborative relationship between the students as evident in their working tasks where they assist, help and guide one another in their academic pursuit. They perceived that they can produce better output if doing the task together. They have renewed interest in their studies with their partnership and where they have each other and at their beck and call. Solidarity and collegiality have a significant correlation with social effectiveness which supports the opinion of Dobransky (2012) that positive feelings influence positive interaction with others.

**Table: 11**  
**Weighted mean and verbal interpretation perception on respondents' perception on team working as described in terms of their teachers**

Teachers	Weighted Mean	Verbal Interpretation
1. Teachers work well with students from different backgrounds.	4.00	Often
2. Teachers give students a lot of individual help with their work.	3.83	Often
3. Teachers build trust and respect with students.	4.18	Often
4. Teachers work with all students' styles of learning.	4.04	Often
5. Teachers explain materials well to the students.	3.98	Often
6. Teachers have control of the classroom by assigning specific tasks to students to make them busy and challenged.	4.00	Often
7. Teachers use fun and creative technique to arouse the students' interest.	4.03	Often
8. Teachers show expertise in the subject matter by encouraging students to voice their comments and suggestions.	4.23	Always
9. Teachers have high expectations for students by believing in all students' abilities to learn.	4.18	Often
10. Teachers think about students as individuals,	4.05	Often

and do not stereotype them as part of the group.		
Average weighted mean	4.05	Often

The data revealed that the teachers' collaboration as perceived by the students is their showing of expertise in the subject matter by always encouraging students to voice their comments and suggestions (wm=4.23); they build trust and respect with students (wm=4.18); they work with all students' style of learning (wm=4.04); they think about students as individuals and not stereotype them as part of the group (wm=4.05); they use fun and creative technique to arouse the students' interest (wm=4.03), and work well with students from different backgrounds (wm=4.00).

The teachers are effective partners in promoting a climate of trust and fairness to motivate the students to achieve academic and social goals that are personally valued. In this regard, students' school-based competencies are products of the teachers' instructional supports. Students' successes and failures can be attributed to the teachers' effectiveness in how they communicate and motivate students to learn.

The perceptions of the students in the school environment and teacher collaboration are pronounced during their interview:

**"I see my teacher as someone who can protect me and will give me chance to enhance my learning."**

**"I feel I am a part of my classroom community because of a good classroom environment that made us see ourselves capable, and worthy members of the learning process."**

**"With the support of the teachers and in making us safe in a goal learning environment, I develop my self-esteem and enhance my social development."**

The interview emphasized the positive regard of the students to their teachers whom they held in high esteem and admiration.

The teamwork and collaboration of the school environment and the teacher towards the student's improvement of academic and social skills and the skills needed to grow as a person in this changing world, is by the view of Nugent (2015) that students can feel engaged and motivated to learn, share their experience and demonstrate their competence if they will be inserted in a safe environment capable of enhancing students' learning process.



Their satisfaction is demonstrated by their involvement in all activities provided by their teachers. This

		Teacher-Student	Student-Student	School Admin	Students	Teachers
Position	Correlation Coefficient	.010	-.098	.003	.080	-.013
	Sig. (2-tailed)	.932	.387	.978	.483	.911
	N	80	80	80	80	80
Age	Correlation Coefficient	.112	.047	-.076	.015	.126
	Sig. (2-tailed)	.322	.680	.501	.897	.267
	N	80	80	80	80	80
Gender	Correlation Coefficient	<b>-.310**</b>	<b>-.279*</b>	-.170	<b>-.276*</b>	<b>-.253*</b>
	Sig. (2-tailed)	.005	.012	.132	.013	.023
	N	80	80	80	80	80
Course	Correlation Coefficient	-.214	-.096	.031	.049	.007
	Sig. (2-tailed)	.057	.399	.786	.666	.953
	N	80	80	80	80	80
Year	Correlation Coefficient	-.185	-.158	.032	-.150	-.024
	Sig. (2-tailed)	.100	.161	.778	.184	.830
	N	80	80	80	80	80
Campus	Correlation Coefficient	-.156	-.001	-.184	-.016	-.158
	Sig. (2-tailed)	.166	.992	.102	.885	.051
	N	80	80	80	80	80

**Table: 12**  
Relationship between the respondents' profile and their descriptions on interrelationship and team working

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

Gender is significantly related to students' perception of teacher-student and student-student relationships and teamwork as to students and teachers. Male students are more likely to have better perceptions than females, since the male was found out to be more outgoing, aggressive, and have the initiative to make the first move towards making friends.

This implies that male students are more demonstrative of their competence initiated by their communication with their instructors for functional and participatory reasons. This correlates to the theory of Macpherson (2012) that interest is drawn by some environmental factors (teacher behavior), the perspective of the condition that induces interest, and from the standpoint or perceptions of the person.

**Table: 13**  
Relationship between interrelationship and team working

\*\* . Correlation is significant at the 0.01 level (2-tailed).  
\* . Correlation is significant at the 0.05 level (2-tailed).

Students' perception of teamwork is significantly related to teacher-student and student-student relationships. This implies that students who are effectively motivated are engaged in their studies and have a higher level of interest to perform in their academic pursuits.

		Teacher-Student	Student-Student
School Admin	Pearson Correlation	<b>.409**</b>	<b>.286*</b>
	Sig. (2-tailed)	.000	.010
	N	80	80
Students	Pearson Correlation	<b>.426**</b>	<b>.384**</b>
	Sig. (2-tailed)	.000	.000
	N	80	80
Teachers	Pearson Correlation	<b>.415**</b>	.200
	Sig. (2-tailed)	.000	.075
	N	80	80

supports the concept of Mazer (2012) that students who experienced heightened emotional interest are influenced to instructional solidarity of teaming up with their peers that promotes relational partnerships.

**Table: 14**  
Proposed program to enhance the students' skills and abilities

Objective: Identify and recognize personal skills needed to be developed for building positive relationships in life.

Area	Strategies	Persons involved	Time frame	Expected outcome
Teamwork	Help the student to settle into your class; share ideas in a group	students	Whole year-round	Worked as an effective partner in teams
Creativity	Use computer graphics; photography or writing stories			Developed camaraderie with colleagues
Staying fit	Practice and play sport regularly			
Communication	Develop listening skills; pass messages accordingly to friends, teachers			Identified and developed personal skills

Planning and organizing	Organize and plan for local team competition			like journalistic abilities
Problem-solving	Work out how to get to a place; solve puzzles			Developed additional abilities to manage pathways through working life
Designing new things	Work on handicraft, clothing, tech in craft			
Assembling or repairing things	Assemble kits, require punctures to bike tires			
Learning new skills	New dance steps, new subjects, sports skills			Developed special talents like leadership skills, social graces, and vocational and technical abilities
Feeling instinct	Get a meal ready, follow a recipe			
Showing Initiative	Volunteer to go with things without having to be told			
Information gathering and research	Operate a camcorder using a computer; find information for a school assignment using technology			Developed skills in technologies

improve their learning process. The positive relationship affects the quality of students' will to learn where their needs to belong are addressed and with the improved qualities of teacher-student interaction inside the classroom. There is an emotional link between the students that suggests a solid understanding of their roles in the school. They have the same line of thinking that proposed an effective student-student relationship that encouraged a greater sense of security and confidence in ones' support and dependency.

The school environment is described by the students as a facilitator of their goals by being responsive to their needs to achieve their academic and social goals. The school environment is ideal in the sense that beyond communicating values and expectations for behavior and success for the school, the school also expects students to perform tasks independently while making sure to achieve high academic performance. The students regard their peers as someone they can depend on and rely on. They enjoy working together, learning together, and having fun together. They develop a strong friendly relationship where they shared each other interests and ideas. They perceived their peers as instruments in realizing their desires to succeed in life by supporting and nurturing them. The teachers have a strong effect in raising the students' level of achievement. They play an important role in transmitting knowledge and training the students through giving information and advice. They are indeed role models of effective partners and a collaborative member of a team that focuses on the students' development.

The teachers' effectiveness in class stirs up or heightens the interest of the students to be more engaged in the learning activities that build their knowledge and make a great difference in the learning achievement. Students' high interest in class makes a great difference in their performance in achieving their goals.

Male students are found to have a good interrelationship with their teachers and colleagues and effective partners in teaming up with their peers.

Team working correlates relational partnership that influenced students to aspire for a higher level of academic performance.

**References**

- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of Effective Teacher-Student Interactions in Secondary School Classrooms: Predicting Student Achievement with the Classroom Assessment Scoring System in Secondary. *School Psychology Review*, 42(1), 76-98. Retrieved March 27, 2015, from Maxwell Library.
- Allen, M., Witt, P.L., & Wheelless, L.P. (2012). The Role of Teacher Immediacy as a Motivational Factor in Student Learning: Using Meta-Analysis to Test a Causal Model. *Communication Education*, 55, 21-31.
- Bok, D. (2012). *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why*

**II. Conclusion**

The respondents are in their late teens with ages ranging from 17-20, mostly male, in their third year, taking education from various campuses. Officers of the school organizations are all college students in the six campuses of Nueva Ecija University of Science and Technology.

The development of the positive relationship between the teacher and student, sustains the students' motivation to

- They Should Be Learning More. Princeton: Princeton University Press.
4. Bordia, S., Wales, L., Pittam, J., & Gallois, C. (2012). Student Expectations of TESOL Programs: Student and Teacher Perspectives. *Australian Review of Applied Linguistics*, 29(1), 4.1–4.21.
  5. Burroughs, N.F. (2011). A Reinvestigation of the Relationship of Teacher Nonverbal Immediacy and Student Compliance-Resistance with Learning. *Communication Education*, 56, 453-475.
  6. Collier, M. (2010). An Ethic of Caring: The Fuel of High Teacher Efficacy. *The Urban Review*, 37 (4), 351-359
  7. Comadena, M.E., Hunt, S.K., & Simonds, C.J. (2010). The Effects of Teacher Clarity, Nonverbal Immediacy, and Caring On Student Motivation, Affective and Cognitive Learning. *Communication Research Reports*, 24, 241-248.
  8. Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston, MA: Pearson.
  9. Daniels, E., & Arapostathis, M. (2010). What Do They Really Want? Student Voices and Motivation Research. *Urban Education*, 40, 34–59
  10. Dobransky, N.D. (2010). Do Teacher-Student Relationships Make A Difference?: A Model of Instructional Solidarity in the College Classroom. Unpublished manuscript, University of Kentucky, Lexington, KY.
  11. Frymier, A. B. (2015). Students' Classroom Communication Effectiveness. *Communication Quarterly*, 53, 197-212.
  12. Gettinger, M., & Kohler, K. M. (2012). Process-Outcome Approaches to Classroom Management and Effective Teaching. In C. Evertson & C. Weinstein (Eds.), *Handbook of Classroom Management – Research, Practice, and Contemporary Issues* (pg. 73–96). Mahwah, NJ: Erlbaum.
  13. Giles, D. (2012). Exploring the Teacher-Student Relationship in Teacher Education: A Hermeneutic Phenomenological Inquiry (Doctoral dissertation). Auckland University of Technology, New Zealand. Retrieved from <http://aut.researchgateway.ac.nz/bitstream/handle/10292/537/GilesD.pdf?sequence=4>
  14. Glascock, J., & Ruggiero, T.E. (2010). The Relationship of Ethnicity and Sex to Professor Credibility at a Culturally Diverse University. *Communication Education*, 55, 197-
  15. Henning, Z.T. (2010). Resolving the Cognitive Learning Dilemma Through the Student Cognitive Learning Theory: How Student Impressions of Teacher Behaviors Influence Student Engagement Behaviors to Predict Student Perceptions of Cognitive Learning. Unpublished doctoral dissertation, University of Kentucky, Lexington, KY.
  16. Hoy, A. W., & Weinstein, C. S. (2010). Student and Teacher Perspectives on Classroom Management. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management – Research, practice, and contemporary issues* (pp. 181–219). Mahwah, NJ: Erlbaum
  17. Hughes, J. N., & Kwok, O. M. (2011). Classroom Engagement Mediates the Effect of Teacher-Student Support on Elementary Students' Peer Acceptance: A Prospective Analysis. *Journal of School Psychology*, 43, 465–480.
  18. Hughes, J. N., Zhang, D., & Hill, C. R. (2011). Peer Assessments of Non-Native and Individual Teacher-Student Support Predict Social Acceptance and Engagement Among Low-Achieving Children. *Journal of School Psychology*, 43, 447– 463.
  19. Jones, A.C. (2011). The Effects of Out-Of-Class Support on Student Satisfaction and Motivation to Learn. *Communication Education*, 57, 373-388.
  20. Jussim, L., & Harber, K. D. (2010). Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved, and Unresolved Controversies. *Personality and Social Psychology Review*, 9, 131–155.
  21. Juvonen, J. (2010). Sense of Belonging, Social Bonds, and School Functioning. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology*. (pp. 655-674). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
  22. Kerssen-Griep, J., Trees, A.R., & Hess, J.A. (2010). Attentive Facework During Instructional Feedback: Key to Perceiving Mentorship and An Optimal Learning Environment. *Communication Education*, 57, 312-332.
  23. Kline, R.B. (2011). *Principles and Practice of Structural Equation Modeling* (2nd ed.) New York: The Guilford Press.

24. Kolb, S. M. (2012). Grounded Theory and the Constant Comparative Method: Valid Research Strategies for Educators. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(1), 83-86. Retrieved from <http://jeteraps.scholarlinkresearch.org/articles/Grounded%20Theory%20and%20the%20Constant%20Comparative%20Method.pdf>
25. Kvale, S. (2010). *Doing Interviews*. Thousand Oaks, CA: Sage.
26. Larson, R. (2011). *Teacher-Student Relationships and Student Achievement*. Omaha, NE: University of Nebraska.
27. Macpherson, A. (2012). *Cooperative Learning Group Activities for College Courses: A Guide For Instructors*. Kwantlen University College. Retrieved April 10, 2015, from Maxwell Library.
28. Marchand, G., & Skinner, E. A. (2010). Motivational Dynamics of Children's Academic Help-Seeking and Concealment. *Journal of Educational Psychology*, 99, 65-82.
29. Mazer, J. P. (2012). Development and Validation of the Student Interest and Engagement Scales. *Communication Methods and Measures*, 6, 99-125. Retrieved April 1, 2015, from Maxwell Library.
30. Mantzicopoulos, P. (2010). Conflictual Relationships Between Kindergarten Children and their Teachers: Associations with Child and Classroom Context Variables. *Journal of School Psychology*, 43, 425-442.
31. McCroskey, J.C., Richmond, V.P., & McCroskey, L.L. (2010). *An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training*. Boston: Pearson.
32. Meyers, L.S., Gamst, G., & Guarino, A.J. (2010). *Applied Multivariate Research: Design and Interpretation*. Thousand Oaks, CA: Sage.
33. Mottet, T.P., Parker-Raley, J., Cunningham, C., & Beebe, S.A. (2010). The Relationship between Teacher Nonverbal Immediacy and Student Course Workload and Teacher Availability Expectations. *Communication Research Reports*, 22, 275-282.
34. Murray, Christopher, and Robert C. Pianta. (2011) *The Importance of Teacher-Student Relationships for Adolescents with High Incidence Disabilities*. 46th ed. Vol. 2. N.p.: Theory Into Practice, n.d. 105-12. Maxwell Library. Web. April 1, 2015.
35. Myers, S. A., & Claus, C. J. (2012, August). The Relationship Between Students' Motives to Communicate with their Instructors and Classroom Environment. *Communication Quarterly*, 60(3), 386-402. Retrieved February 26, 2015, from Maxwell Library.
36. Narváez, O. M. (2010). University Students' Beliefs About Teaching and Teachers. In R. Reyes (Ed.), *Creencias, Estrategias y Pronunciación en el Aprendizaje de Lenguas Extranjeras* (pp. 183-206). Chetumal, MX: Universidad de Quintana Roo.
37. Nielson, K. A., & Lorber, W. (2012). Enhanced Post-Learning Memory Consolidation is Influenced by Arousal Predisposition and Emotion Regulation but not by Stimulus Valence or Arousal (pp. 70-79). N.p.: *Neurobiology of Learning & Memory*, 92. Retrieved March 1, 2015
38. Nugent, T. T. (2015). *The Impact of Teacher-Student Interaction on Student Motivation and Achievement* (Doctoral dissertation). University of Central Florida, Orlando. Retrieved from [http://etd.fcla.edu/CF/CFE0002884/Nugent\\_Tisome\\_T\\_200912\\_EdD.pdf](http://etd.fcla.edu/CF/CFE0002884/Nugent_Tisome_T_200912_EdD.pdf)
39. O'Connor, E., & McCartney, K. (2010). Testing Associations between Young Children's Relationships with Mothers and Teachers. *Journal of Educational Psychology*, 98, 87-98.
40. Peregoy, S. & Boyle, O. (2013). *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*, 6th ed. Pearson Education, Inc.
41. Richards, J. C. (2010). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
42. Richards, J. C., & Rodgers, T. E. (2011). *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library). 2nd ed. Cambridge: Cambridge University Press.
43. Richards, J.C (2013). Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. *RELC Journal* 44 (1) 5-33. Retrieved from <http://www.professorjackrichards.com/wp-content/uploads/CurriculumApproaches-in-Language-Teaching.pdf>
44. Richmond, V.P., Lane, D.R., & McCroskey, J.C. (2010). Teacher Immediacy and the Teacher-Student Relationship. In T.P. Mottet, V.P. Richmond, & J.C. McCroskey (Eds.), *Handbook of Instructional*

communication (pp. 167-189). Boston, MA: Pearson Education, Inc.

45. Schrodt, P., Witt, P.L., & Turman, P.D. (2010). Reconsidering the Measurement of Teacher Power Use in the College Classroom. *Communication Education*, 56, 308- 332.
46. Teven, J.J. (2015). Teacher Caring and Classroom Behavior: Relationships with Student Affect and Perceptions of Teacher Competence and Trustworthiness. *Communication Quarterly*, 55, 433-450.
47. Tsiplakides, I., & Keramida, A. (2010). Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Educational Studies*, 2(4), 39-44.
48. Weiss, S.D., & Houser, M.L. (2010). Student Communication Motives and Interpersonal Attraction Toward Instructor. *Communication Research Reports*, 24, 215-224.
49. Welsh, J.F., Petrosko, J., & Taylor, H. (2010). The School-To-College Transition in the Context of Educational Reform: Student Retention and the State Policy Process. *Journal of College Student Retention: Research, Theory, & Practice*, 8, 307-324.
50. Wentzel, K. R., Filisetti, L., & Looney, L. (2012). Adolescent Prosocial Behavior: The Role of Self-Processes and Contextual Cues. *Child Development*, 78, 895–910.

#### Author(s) Profile

**Dennis M. Adrales** is currently working as Assistant Professor at Nueva Ecija University of Science and Technology, San Isidro Campus.