

The Role of Teacher-Learner Relationships in Academic Motivation

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ARTICLE INFO

Keywords: Teacher-learner relationships, academic motivation, self-determination theory

Received : 12, May

Revised : 13, June

Accepted: 31, July

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ABSTRACT

This study examined the role of teacher-learner relationships in academic motivation among 100 randomly selected elementary learners at Tinoc Central School using a quantitative descriptive-correlational research design. Data were gathered through a researcher-made questionnaire measuring teacher support, communication, trust, and approachability, alongside intrinsic motivation, extrinsic motivation, engagement, and persistence. Findings revealed very high levels of both teacher-learner relationships ($M=4.28$) and academic motivation ($M=4.26$). Pearson correlation analysis showed a strong, positive, and statistically significant relationship between the two variables ($r=0.782$, $p<0.001$), with approachability exhibiting the strongest correlation. Regression analysis confirmed that teacher-learner relationships significantly influence academic motivation ($\beta=0.61$, $R^2=0.61$). The study concludes that positive, supportive teacher-learner relationships enhance learners' motivation, engagement, and persistence, recommending sustained implementation of relationship-building practices.

INTRODUCTION

The teacher–learner relationship is a critical factor in educational effectiveness, extending beyond knowledge transmission to include trust, emotional support, and meaningful interaction. Research indicates that effective teacher–learner relationships significantly influence instructional outcomes, with teachers balancing authority and flexibility while fostering supportive learning environments (Tiberius et al., 2002). Moreover, involving learners in classroom decisions and recognizing individual differences enhances academic performance and engagement, while teachers often assume roles as mentors, counselors, and coaches to support learners' holistic development (Gkonou et al., 2021; Soldaat et al., 2019).

Academic motivation is equally essential in shaping learners' academic performance, persistence, and engagement. According to Collie et al. (2019), motivation consists of factors such as self-efficacy, valuing learning, and persistence that enable learners to regulate their learning. Howard et al. (2021) further confirmed that intrinsic motivation and personal value strongly predict academic success, engagement, and well-being, while Martin et al. (2012) emphasized that motivation is influenced by cognitive, behavioral, and emotional factors.

Student engagement, characterized by behavioral, emotional, and cognitive participation in learning, is another important determinant of academic success (Kassab et al., 2022). This multidimensional framework has been supported by Delfino et al. (2019), Burch et al. (2015), and Li et al. (2012), highlighting engagement as a key link between effective teaching practices and positive educational outcomes.

Although previous studies consistently demonstrate the close relationship among teacher–learner relationships, academic motivation, and student engagement, limited research has explored these variables in elementary schools within local and rural contexts such as Tinoc Central School. Addressing this gap, the present study examines how teacher–learner relationships influence the academic motivation of learners at Tinoc Central School by assessing the quality of teacher–learner relationships, determining learners' level of academic motivation, and analyzing the influence of these relationships on motivation. The findings are expected to provide valuable insights for teachers, school administrators, and policymakers in strengthening teacher–learner relationships to improve learners' motivation and overall educational outcomes.

LITERATURE REVIEW

The literature consistently establishes that positive teacher–learner relationships are central to effective teaching and meaningful learning, significantly influencing academic motivation, achievement, and emotional well-being. Tiberius et al. (2002) reported that relationship quality accounts for nearly half of the variance in teaching effectiveness, while Wentzel et al. (2009, 2012) found that emotionally close teacher–student connections enhance participation and commitment. Empirical studies further confirm these effects across contexts, with Zhang et al. (2022) identifying significant positive correlations between relational quality and achievement, Nazish et al. (2024) linking perceived teacher

support to improved outcomes, and Huda et al. (2025) concluding that relational communication and mutual respect reduce behavioral issues and improve performance.

Across its dimensions, teacher support is strongly associated with academic and emotional outcomes. Yang Tao et al. (2022) found a small-to-medium positive correlation between perceived support and achievement, with emotional support showing the strongest effect, while Lei et al. (2018) associated supportive behaviors with increased enjoyment and reduced anxiety. Tennant et al. (2015) linked emotional support to higher GPAs and fewer internalizing problems, and Shen et al. (2024) reported that support explains 72% of variance in well-being and engagement. Communication also plays a critical role, with Sidelinger et al. (1997) and Frymier et al. (2005) showing improved credibility and learning affect, while Mursalin et al. (2025) and Fahroni et al. (2024) highlighted that empathetic communication enhances understanding and psychological safety. Trust further strengthens relationships, as Kurnianingsih et al. (2012) found improved concentration among trusting students, Gregory et al. (2008) showed trust mediates discipline and behavior, and Glessmer et al. (2024) and Mozafarianpour et al. (2023) identified transparency and consistency as key trust factors. Similarly, approachability enhances engagement and motivation, with Collier et al. (2018) identifying it as a key instructional trait, Sweet et al. (2017) confirming its instructional value, Diez et al. (2025) linking it to classroom climate, and Andriani et al. (2023) showing its role in improving motivation through interaction.

Academic motivation is widely recognized as a multidimensional construct involving intrinsic and extrinsic motivation, engagement, and persistence. Research shows that intrinsic motivation promotes deep learning, engagement, and well-being (Bandara et al., 2025; Di Domenico et al., 2017; Vansteenkiste et al., 2006; Liu Siyu et al., 2025), while also supporting achievement, self-efficacy, and persistence (Vallerand et al., 1992; Lei et al., 2010). However, it may decline without reinforcement (Shan et al., 2020). Extrinsic motivation, defined by Ryan and Deci (2000), is influenced by external rewards and teacher support (Moazam Vatankhaha et al., 2014; Chiew Fen Ng et al., 2015), and is effective when balanced, though it can both help or hinder depending on learners' intrinsic levels (Yuan Liu et al., 2020; Shazalina Mohamed Shuhidan et al., 2025).

Engagement and persistence further strengthen academic outcomes. Engagement—behavioral, emotional, and cognitive—enhances performance and persistence (Juan Hu et al., 2025), though it varies across contexts (K. Walker et al., 2021; C. Sum et al., 2021). Instructional strategies such as interactive learning improve engagement (Abrar Ullah et al., 2020), while persistence supports achievement and can be developed through effective teaching practices (D. Lufi et al., 2003; E. Brown et al., 2015; Helen Huntly et al., 2009).

Theoretical frameworks reinforce these findings. Self-Determination Theory emphasizes autonomy, competence, and relatedness as key drivers of motivation (Ryan et al., 2020; Niemiec et al., 2009), with relatedness being especially influential (Nehir Devrim et al., 2021; Kyle F. Trenshaw et al., 2016).

Social Constructivist Theory highlights learning through interaction and collaboration (Mishra et al., 2023; Muniyappan et al., 2018; Hammoodi et al., 2020; S. Black et al., 2018), while Motivation and Engagement Theory integrates cognitive and behavioral dimensions shaped by teacher practices (Collie et al., 2019; Apel Seikh et al., 2025; Jin Zheng et al., 2021; Julianne C. Turner et al., 2014). Overall, motivation is shaped by both internal drives and teacher-mediated learning environments.

METHODOLOGY

This study employed a quantitative descriptive-correlational research design to examine the role of teacher-learner relationships in academic motivation among learners of Tinoc Central School. The descriptive approach was used to determine the levels of teacher support, communication, trust, approachability, intrinsic motivation, extrinsic motivation, engagement, and persistence, while the correlational approach examined the relationship and predictive influence of teacher-learner relationships on academic motivation. The study involved 100 randomly selected elementary learners from Tinoc Central School. Data were collected using a researcher-made, structured questionnaire developed from the study objectives, related literature, and theoretical foundations. The instrument consisted of two parts measuring teacher-learner relationships and academic motivation using a five-point Likert scale.

Data collection was conducted after securing the necessary approvals from the school administration and observing ethical standards, including voluntary participation, confidentiality, and anonymity of respondents. The questionnaires were administered in a controlled classroom setting, after which the responses were coded, organized, and analyzed. Weighted Mean and Standard Deviation were used to determine the levels of the study variables, while the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to examine the significant relationship between teacher-learner relationships and academic motivation. All hypotheses were tested at the 0.05 level of significance, providing empirical evidence on the influence of teacher-learner relationships on learners' academic motivation.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data gathered for the study "The Role of Teacher-Learner Relationships in Academic Motivation." The discussion is organized according to the Statement of the Problem and employs statistical tools such as frequency, percentage, mean, standard deviation, Pearson Product-Moment Correlation, and Multiple Regression Analysis to examine the relationship between teacher-learner relationships and academic motivation among 100 learners of Tinoc Central School. The collected data were systematically organized, tabulated, and analyzed to determine the levels of teacher-learner relationships and academic motivation, as well as their significant relationship and predictive influence.

Table 1. Level of Teacher-Learner Relationship in Terms of Teachers' Support

Indicators	Mean	SD	Verbal Interpretation
1. My teacher encourages me to do my best in class activities.	4.36	0.71	Very High
2. My teacher helps me when I have difficulty understanding lessons.	4.28	0.75	Very High
3. My teacher listens to my concerns and problems in school.	4.11	0.82	High
4. My teacher gives positive feedback on my performance.	4.24	0.77	Very High
5. My teacher motivates me to participate in classroom activities.	4.31	0.73	Very High
Composite Mean	4.26	0.76	Very High

Table 1 presents the level of the teacher-learner relationship at Tinoc Central School in terms of teacher support. The data were analyzed using the mean and standard deviation to determine the average responses and their consistency.

The overall result revealed a mean of 4.26 and a standard deviation of 0.76, verbally interpreted as Very High, indicating that learners generally perceive their teachers as highly supportive. The highest-rated indicator was "My teacher encourages me to do my best in class activities" ($M = 4.36$, Very High), followed by "My teacher motivates me to participate in classroom activities" ($M = 4.31$, Very High) and "My teacher helps me when I have difficulty understanding lessons" ($M = 4.28$, Very High). The lowest-rated indicator, "My teacher listens to my concerns and problems in school," obtained a mean of 4.11 (High), suggesting opportunities to strengthen teachers' emotional responsiveness. Overall, the findings indicate that learners perceive a very high level of teacher support, consistent with Self-Determination Theory and the studies of Niemiec and Ryan (2009), Wood (2016), and Arnado (2026), which emphasize the positive influence of supportive teacher-learner relationships on learners' motivation, engagement, and academic performance.

Table 2. Level of Teacher-Learner Relationship in Terms of Communication

Indicators	Mean	SD	Verbal Interpretation
1. My teacher explains lessons clearly and understandably.	4.34	0.70	Very High
2. My teacher allows learners to express their ideas during discussions.	4.22	0.76	Very High
3. My teacher answers questions politely and respectfully.	4.29	0.72	Very High
4. My teacher communicates classroom instructions effectively.	4.18	0.79	High

5. My teacher encourages open communication inside the classroom.	4.25	0.74	Very High
Composite Mean	4.26	0.74	Very High

Table 2 presents the level of the teacher-learner relationship at Tinoc Central School in terms of communication. The data were analyzed using the mean and standard deviation to determine the average responses and their consistency.

The overall result showed a mean of 4.26 and a standard deviation of 0.74, verbally interpreted as Very High, indicating that learners perceive teacher communication as highly positive and supportive. The highest-rated indicator was "My teacher explains lessons clearly and understandably" (M = 4.34, Very High), followed by "My teacher answers questions politely and respectfully" (M = 4.29, Very High), "My teacher encourages open communication inside the classroom" (M = 4.25, Very High), and "My teacher allows learners to express their ideas during discussions" (M = 4.22, Very High). The lowest-rated indicator, "My teacher communicates classroom instructions effectively," obtained a mean of 4.18 (High), indicating a need for greater clarity in instructional communication. Overall, the findings demonstrate a very high level of teacher-learner communication, supporting Social Constructivist Theory and the studies of Andersen et al. (1981), Frymier (2005), and Erdene et al. (2026), which highlight the importance of effective teacher communication in promoting learner engagement, participation, and academic success.

Table 3. Level of Teacher-Learner Relationship in Terms of Trust

Indicators	Mean	SD	Verbal Interpretation
1. I believe that my teacher treats learners fairly.	4.30	0.71	Very High
2. I trust my teacher to guide me in my studies.	4.35	0.69	Very High
3. My teacher shows concern for my academic progress.	4.27	0.74	Very High
4. I feel comfortable sharing my academic difficulties with my teacher.	4.12	0.81	High
5. My teacher keeps a respectful and trustworthy relationship with learners.	4.33	0.70	Very High
Composite Mean	4.27	0.73	Very High

Table 3 presents the level of the teacher-learner relationship at Tinoc Central School in terms of trust. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a mean of 4.27, verbally interpreted as Very High, indicating that learners have a high level of trust in their teachers. The highest-rated indicator was "I trust my teacher to guide me in my studies" (M =

4.35, Very High), followed by "My teacher keeps a respectful and trustworthy relationship with learners" (M = 4.33, Very High), "I believe that my teacher treats learners fairly" (M = 4.30, Very High), and "My teacher shows concern for my academic progress" (M = 4.27, Very High). The lowest-rated indicator, "I feel comfortable sharing my academic difficulties with my teacher," obtained a mean of 4.12 (High), suggesting that some learners remain hesitant to discuss academic concerns openly. Overall, the findings indicate a very high level of trust between teachers and learners, supporting Self-Determination Theory, Social Constructivist Theory, and the studies of Schulte-Pelkum et al. (2014), Jederlund and von Rosen (2021), and Arnado et al. (2026), which emphasize that trust strengthens learner motivation, engagement, confidence, and academic success.

Table 4. Level of Teacher-Learner Relationship in Terms of Approachability

Indicators	Mean	SD	Verbal Interpretation
1. My teacher is friendly and easy to approach.	4.38	0.68	Very High
2. I feel comfortable asking questions to my teacher.	4.29	0.73	Very High
3. My teacher is willing to listen when learners need help.	4.33	0.71	Very High
4. My teacher makes learners feel welcome in the classroom.	4.26	0.75	Very High
5. My teacher responds positively when learners ask for guidance.	4.31	0.72	Very High
Composite Mean	4.31	0.72	Very High

Table 4 presents the level of the teacher-learner relationship at Tinoc Central School in terms of approachability. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result showed a mean of 4.31 and a standard deviation of 0.72, verbally interpreted as Very High, indicating that learners perceive their teachers as highly approachable. The highest-rated indicator was "My teacher is friendly and easy to approach" (M = 4.38, Very High), followed by "My teacher is willing to listen when learners need help" (M = 4.33, Very High), "My teacher responds positively when learners ask for guidance" (M = 4.31, Very High), and "I feel comfortable asking questions to my teacher" (M = 4.29, Very High). The lowest-rated indicator, "My teacher makes learners feel welcome in the classroom," obtained a mean of 4.26 (Very High), indicating that although learners generally feel welcomed, further efforts to promote inclusivity may still be beneficial. Overall, the findings demonstrate a very high level of teacher approachability, consistent with the studies of Denzine and Pulos (2000), Perrine (1998), and Mpisi and Alexander (2022), which emphasize that approachable teachers foster learner engagement, confidence, positive relationships, and meaningful classroom participation.

Table 5. Summary Table on the Level of Teacher-Learner Relationship

Dimensions of Teacher-Learner Relationship	Mean	SD	Verbal Interpretation
Teachers' Support	4.26	0.76	Very High
Communication	4.26	0.74	Very High
Trust	4.27	0.73	Very High
Approachability	4.31	0.72	Very High
Overall Composite Mean	4.28	0.74	Very High

Table 5 presents the overall level of the teacher-learner relationship at Tinoc Central School in terms of teacher support, communication, trust, and approachability. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.28 and a standard deviation of 0.74, verbally interpreted as Very High, indicating that learners generally perceive a highly positive teacher-learner relationship. Among the dimensions, approachability obtained the highest mean of 4.31 (Very High), followed by trust ($M = 4.27$, Very High), while both teacher support and communication recorded mean scores of 4.26 (Very High). These findings suggest that teachers are perceived as approachable, trustworthy, supportive, and effective communicators, fostering a positive learning environment. Overall, the results support Self-Determination Theory, Social Constructivist Theory, and the studies of Arnado et al. (2026), Dobransky and Frymier (2004), and Nazish and Kang (2024), which emphasize that strong teacher-learner relationships enhance learners' motivation, engagement, emotional well-being, and academic performance.

Table 6. Level of Academic Motivation in Terms of Intrinsic Motivation

Indicators	Mean	SD	Verbal Interpretation
1. I study because I enjoy learning new things.	4.32	0.71	Very High
2. I feel happy when I accomplish my school tasks.	4.28	0.74	Very High
3. I participate in class because I am interested in the lessons.	4.19	0.80	High
4. I like learning even when there are no rewards involved.	4.11	0.83	High
5. I feel proud when I understand difficult lessons.	4.35	0.69	Very High
Composite Mean	4.25	0.75	Very High

Table 6 presents the level of learners' academic motivation at Tinoc Central School in terms of intrinsic motivation. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.25 and a standard deviation of 0.75, verbally interpreted as Very High, indicating that learners are highly motivated by personal interest and enjoyment in learning. The highest-rated indicator was "I feel proud when I understand lessons" (M = 4.35, Very High), followed by "I study because I enjoy learning new things" (M = 4.32, Very High) and "I feel happy when I accomplish my school tasks" (M = 4.28, Very High). The lowest-rated indicators were "I participate in class because I am interested in the lessons" (M = 4.19, High) and "I like learning even when there are no rewards involved" (M = 4.11, High), suggesting that some learners may still be influenced by external motivation. Overall, the findings indicate a very high level of intrinsic motivation, supporting Self-Determination Theory and the studies of Vansteenkiste et al. (2006), Mustafa et al. (2012), and Oona (2010), which emphasize that intrinsic motivation promotes learner engagement, persistence, and academic achievement.

Table 7. Level of Academic Motivation in Terms of Extrinsic Motivation

Indicators	Mean	SD	Verbal Interpretation
1. I study hard to get high grades.	4.41	0.67	Very High
2. I participate in class to receive recognition from my teacher.	4.18	0.79	High
3. I complete my assignments to avoid getting low scores.	4.24	0.76	Very High
4. I feel motivated when my teacher praises my performance.	4.36	0.70	Very High
5. I work hard in school to make my parents proud.	4.44	0.65	Very High
Composite Mean	4.33	0.71	Very High

Table 7 presents the level of learners' academic motivation at Tinoc Central School in terms of extrinsic motivation. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.33 and a standard deviation of 0.71, verbally interpreted as Very High, indicating that learners are highly motivated by external factors such as parental expectations, grades, praise, and recognition. The highest-rated indicator was "I work hard in school to make my parents proud" (M = 4.44, Very High), followed by "I study hard to get high grades" (M = 4.41, Very High), "I feel motivated when my teacher praises my performance" (M = 4.36, Very High), and "I complete my assignments to avoid getting low scores" (M = 4.24, Very High). The lowest-rated indicator, "I participate in class to receive recognition from my teacher," obtained a mean of 4.18 (High), suggesting that learners are also influenced by factors beyond external recognition. Overall, the findings indicate a very high level of extrinsic motivation, consistent with the studies of Corno and Mandinach (1983) and Galamay et al. (2025), which emphasize that parental support, teacher

recognition, and positive reinforcement enhance learner engagement, persistence, and academic performance.

Table 8. Level of Academic Motivation in Terms of Engagement in Learning Tasks

Indicators	Mean	SD	Verbal Interpretation
1. I actively participate in classroom activities.	4.27	0.73	Very High
2. I pay attention during class discussions.	4.34	0.69	Very High
3. I complete my learning tasks on time.	4.22	0.76	Very High
4. I exert effort in accomplishing difficult school activities.	4.18	0.80	High
5. I stay focused while doing academic tasks.	4.20	0.78	High
Composite Mean	4.24	0.75	Very High

Table 8 presents the level of learners' academic motivation at Tinoc Central School in terms of engagement in learning tasks. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.24 and a standard deviation of 0.75, verbally interpreted as Very High, indicating that learners are highly engaged in classroom activities and academic tasks. The highest-rated indicator was "I pay attention during class discussions" ($M = 4.34$, Very High), followed by "I actively participate in classroom activities" ($M = 4.27$, Very High) and "I complete my learning tasks on time" ($M = 4.22$, Very High). The lowest-rated indicators were "I stay focused while doing academic tasks" ($M = 4.20$, High) and "I exert effort in accomplishing difficult school activities" ($M = 4.18$, High), indicating that some learners may experience challenges in sustaining focus and effort during demanding tasks. Overall, the findings demonstrate a very high level of engagement in learning tasks, supporting Social Constructivist Theory and the studies of Collie and Martin (2019) and Green et al. (2012), which emphasize that active participation, attentiveness, and persistence contribute to learner motivation and academic achievement.

Table 9. Level of Academic Motivation in Terms of Persistence

Indicators	Mean	SD	Verbal Interpretation
1. I continue studying even when lessons are difficult.	4.29	0.72	Very High
2. I try my best to finish challenging school tasks.	4.25	0.75	Very High
3. I do not easily give up when I encounter academic problems.	4.17	0.81	High

4. I remain motivated even when I receive low scores.	4.08	0.84	High
5. I keep working hard until I complete my school requirements.	4.33	0.70	Very High
Composite Mean	4.22	0.76	Very High

Table 9 presents the level of learners' academic motivation at Tinoc Central School in terms of persistence. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.22 and a standard deviation of 0.76, verbally interpreted as Very High, indicating that learners generally demonstrate strong persistence in accomplishing academic tasks despite challenges. The highest-rated indicator was "I keep working hard until I complete my school requirements" (M = 4.33, Very High), followed by "I continue studying even when lessons are difficult" (M = 4.29, Very High) and "I try my best to finish challenging school tasks" (M = 4.25, Very High). The lowest-rated indicators were "I do not easily give up when I encounter academic problems" (M = 4.17, High) and "I remain motivated even when I receive low scores" (M = 4.08, High), suggesting that academic setbacks may reduce motivation for some learners. Overall, the findings indicate a very high level of persistence, supporting Self-Determination Theory and the studies of Kalogeropoulos and Fernández (2025), Aulia et al. (2022), and Vallerand et al. (1997), which emphasize that motivation, resilience, and supportive learning environments strengthen learners' perseverance and academic success.

Table 10. Summary Table on the Level of Academic Motivation

Dimensions of Academic Motivation	Mean	SD	Verbal Interpretation
Intrinsic Motivation	4.25	0.75	Very High
Extrinsic Motivation	4.33	0.71	Very High
Engagement in Learning Tasks	4.24	0.75	Very High
Persistence	4.22	0.76	Very High
Overall Composite Mean	4.26	0.74	Very High

Table 10 presents the overall level of academic motivation among learners at Tinoc Central School in terms of intrinsic motivation, extrinsic motivation, engagement in learning tasks, and persistence. The data were analyzed using the mean and standard deviation to determine the average responses and the consistency of learners' perceptions.

The overall result revealed a composite mean of 4.26 and a standard deviation of 0.74, verbally interpreted as Very High, indicating that learners possess a very high level of academic motivation. Among the dimensions, extrinsic motivation obtained the highest mean of 4.33 (Very High), followed by intrinsic motivation (M = 4.25, Very High), engagement in learning tasks (M = 4.24, Very High), and persistence (M = 4.22, Very High). These findings suggest that learners are motivated by both internal and external factors, resulting in

active participation, sustained engagement, and commitment to academic tasks. Overall, the results support Self-Determination Theory and the studies of Idulsa Jr. and Luzano (2024), Lepper et al. (2005), and Stover et al. (2014), which emphasize that intrinsic and extrinsic motivation enhance learner engagement, persistence, and academic achievement.

Table 11. Significant Relationship Between Teacher-Learner Relationship and Academic Motivation

Variables	Computed r-value	p-value	Decision	Interpretation
Teacher-Learner Relationship and Academic Motivation	0.782	0.000	Reject Ho	Significant Relationship

Table 11 presents the significant relationship between the teacher-learner relationship and academic motivation among learners of Tinoc Central School using the Pearson Product-Moment Correlation. This statistical test was employed to determine the strength and direction of the relationship between the two variables.

The analysis revealed a Pearson correlation coefficient (r) of 0.782 with a p -value of 0.000, which is lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a strong, positive, and statistically significant relationship between teacher-learner relationship and academic motivation. This means that learners who perceive stronger teacher support, communication, trust, and approachability also tend to exhibit higher levels of academic motivation. The findings support Self-Determination Theory, Social Constructivist Theory, and the studies of Maulana et al. (2014), Buka (2013), and Wentzel (2009), which emphasize that positive teacher-learner relationships enhance learners' motivation, engagement, persistence, and academic success.

Table 12. Significant Relationship Between the Dimensions of Teacher-Learner Relationship and Academic Motivation

Dimensions of Teacher-Learner Relationship	r-value	p-value	Decision	Interpretation
Teachers' Support and Academic Motivation	0.761	0.000	Reject Ho	Significant Relationship
Communication and Academic Motivation	0.734	0.000	Reject Ho	Significant Relationship
Trust and Academic Motivation	0.748	0.000	Reject Ho	Significant Relationship
Approachability and Academic Motivation	0.786	0.000	Reject Ho	Significant Relationship

Table 12 presents the significant relationship between the dimensions of the teacher-learner relationship and academic motivation among learners of Tinoc Central School using the Pearson Product-Moment Correlation. This

statistical test was used to determine the strength and direction of the relationship between each dimension of the teacher-learner relationship and academic motivation.

The results showed that all dimensions had p-values of 0.000, which are lower than the 0.05 level of significance; therefore, the null hypothesis was rejected, indicating that all dimensions are significantly and positively related to academic motivation. Approachability exhibited the strongest relationship ($r = 0.786$), followed by teacher support ($r = 0.761$), trust ($r = 0.748$), and communication ($r = 0.734$), all indicating strong positive relationships. These findings suggest that learners who perceive their teachers as approachable, supportive, trustworthy, and effective communicators tend to demonstrate higher levels of academic motivation. The results support Self-Determination Theory, Social Constructivist Theory, and the studies of Arnado et al. (2026), Maulana et al. (2014), and Opdenakker et al. (2012), which emphasize that positive teacher-learner relationships enhance learner motivation, engagement, and academic success.

CONCLUSIONS AND RECOMMENDATIONS

The findings revealed that learners perceived a very high level of teacher-learner relationship in terms of teacher support, communication, trust, and approachability. Teachers were viewed as supportive, approachable, fair, and effective communicators, fostering a positive, learner-centered classroom environment. These positive interactions enhanced learners' confidence, participation, and willingness to engage in academic activities.

The study also found that learners demonstrated a very high level of academic motivation, reflected in strong intrinsic and extrinsic motivation, active engagement in learning tasks, and persistence in overcoming academic challenges. Furthermore, the Pearson Product-Moment Correlation analysis confirmed a strong and significant positive relationship between teacher-learner relationship and academic motivation. This indicates that supportive, communicative, trustworthy, and approachable teachers play a vital role in strengthening learners' motivation, engagement, persistence, and overall academic success.

Recommendations

Based on the findings, teachers are encouraged to sustain supportive, approachable, and respectful relationships with learners by providing consistent academic guidance, positive reinforcement, effective communication, and meaningful learning experiences.

FURTHER STUDY

Finally, future researchers may replicate the study using larger samples, different educational settings, or additional variables to further examine the relationship between teacher-learner relationships and academic motivation.

ACKNOWLEDGMENT

The authors sincerely thank all participants, educational institutions, and individuals who contributed to the completion of this study on the role of teacher–learner relationships in academic motivation.

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