Achieving Positive Student-Teacher Relationship With 7TH Grade Student At Terk Lák High School: A Qualitative Study on Cambodia Context

ការបង្កើតទំនាក់ទំនងវិជ្ជមានរវាងមានគ្រូ-សិស្សជាមួយសិស្សថ្នាក់ទី៧ នៅវិទ្យាល័យទឹកល្អក់៖ ការសិក្សាបែបគុណវិស័យនៅក្នុងបរិបទប្រទេសកម្ពុជា

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ABSTRACT

This study aims to investigate the strategies to build and enhance positive teacher-student relationships in the Cambodia chemistry context. Qualitative Methodology was used in this research. Three 10+ years teaching experienced science teachers and six grade 7 students were selected by purposive sampling. During this examination, the researcher uses semi-structured interviews, observation checklists, and classroom experiments to collect data. The interviews were used to investigate the strategies which teachers used to achieve PTSR in the classroom. Observation checklists were divided into two. One was focusing on how the researcher used the strategies in the classroom and the other one was used to observe the changes in student characteristics from week to week to indicate the PTSR quality in the chemistry classroom. Based on the perception of teachers to construct a quality PTSR with students in the classroom, teachers need to possess PTSR characteristics which are attunement, availability in answering student questions, supportiveness, using gentle discipline, and conscientiously in work. Depending on this study′s findings, there are some effective strategies that teachers can use to enhance and start a PTSR with students in classrooms. Those strategies are using appropriate speech, effective engagement techniques, praising, no discrimination against students, creating a positive environment, being aware of students′ needs, and effectiveness in classroom management. In order to build PTSR successfully, students also need to possess some characteristics that were found in this study. Those characteristics are raising fingers to answer questions, following teacher instructions, asking questions, do not have any disruptive behavior, and often smiling. During the implementation, students start to possess PTSR student characteristics from week 1 to week 5 which indicates

the PTSR form in the chemistry classroom. In conclusion, in order to build PTSR in the classroom both teachers and students need to have PTSR characteristics. However, teachers should use effective strategies to enhance or establish PTSR along with those characteristics. Further research should be studying the impact of PTSR on teachers and over a long-term period of time. Also, future research should be done in quantitative with larger scale study. On the other hand, the researcher suggests teachers should try to establish PTSR with students and be flexible in using these strategies.

Keywords: *Positive Teacher-Student relationship, Teacher Characteristics, attunement.*

សង្ខិត្តន័យ

ការស្រាវជ្រាវនេះមានគោលបំណងសំខាន់ គឺដើម្បីស្វែងរកវិធីសាស្ត្រដែលជួយឱ្យគ្រូបង្កើត និងធ្វើឱ្យប្រសើរឡើងនូវទំនាក់ទំនងវិជ្ជមានជាមួយសិស្សនៅក្នុងបរិបទថ្នាក់រៀនគីមីវិទ្យា។ ភាគសំណាកក្នុងការសិក្សានេះ គឺត្រូវបានជ្រើសរើសដោយមានគោលបំណង ដែលក្នុងនោះមានគ្រូដែលមានបទពិសោធន៍បង្រៀន រយៈពេល ១០ឆ្នាំជាង និង សិស្សថ្នាក់ទី ៧ ចំនួន ៦នាក់ ។ អ្នកស្រាវជ្រាវបានប្រើការសម្ភាស, ការសង្កេត និងការអនុវត្តក្នុងថ្នាក់រៀន ដើម្បីប្រមូលទិន្នន័យ។ ការសម្ភាសត្រូវបានប្រើប្រាស់ដើម្បីស្វែងរកនូវវិធីសាស្ត្រដែលគ្រូ អនុវត្តក្នុងការបង្កើតទំនាក់ទំនងជាមួយសិស្ស។ ចំណែកឯការសង្កេតក្នុងថ្នាក់រៀនត្រូវបានប្រើដើម្បីប្រមូលទិន្នន័យទាក់ទងនឹង ការអនុវត្តរបស់អ្នកស្រាវជ្រាវដោយប្រើប្រាស់វិធីសាស្ត្របង្កើតទំនាក់ទំនងវិជ្ជមានជាមួយសិស្ស និងសង្កេតមើលបម្រែបម្រួលនូវអាកប្បកិរិយារបស់សិស្សក្រោយពេលការអនុវត្តវិធីសាស្ត្រទាំងនេះពីមួយសប្តាហ៍ ទៅមួយសប្តាហ៍។ លទ្ធផលនៃការស្រាវជ្រាវបានបង្ហាញឱ្យឃើញថា ដើម្បីអាចបង្កើតទំនាក់ទំនងវិជ្ជមានជាមួយសិស្សបាន គ្រូទាមទារត្រូវមានវិធីសាស្ត្រ និងបុគ្គលិកលក្ខណៈមួយចំនួន។ បុគ្គលិកលក្ខណៈនោះ រួមមាន៖ យល់ពីសិស្ស, ភាពទំនេរក្នុងការឆ្លើយសំណួររបស់សិស្ស, ការគាំទ្រ, ការប្រើប្រាស់វិន័យវិជ្ជមាន និងភាពហ្មត់ចត់ក្នុងការងារ។ ចំណែកឯវិធីសាស្ត្របង្កើតទំនាក់ទំនងវិជ្ជមានគ្រូ-សិស្សវិញ មានដូចជា៖ ការប្រើប្រាស់ពាក្យសម្តីសមរម្យ, ការប្រើប្រាស់វិធីសាស្ត្រឱ្យសិស្សចូលរួមរៀនមានប្រសិទ្ធភាព, ការសរសើរ, មិនរើសអើងសិស្ស, ដឹងពីតម្រូវការរបស់សិស្ស និង ការគ្រប់គ្រងថ្នាក់រៀនមានប្រសិទ្ធភាព។ ទន្ទឹមនឹងនេះ ដើម្បីអាចឱ្យបង្កើតទំនាក់ទំនងវិជ្ជមានគ្រូ-សិស្សប្រព្រឹត្តទៅបានជោគជ័យសិស្សក៏ត្រូវមានអាកប្បកិរិយាមួយចំនួនដូចជា៖ លើកដៃឆ្លើយសំណួរ, ប្រតិបត្តិតាមការណែនាំរបស់គ្រូ, សួរសំណួរ, មិនបង្ហាញអាកប្បកិរិយាអវិជ្ជមាន និងញញឹម។ កំឡុងពេលអនុវត្តវិធីសាស្ត្រនេះ អ្នកស្រាវជ្រាវបានសង្កេតឃើញថាសិស្សចាប់ផ្តើមមានអាកប្បកិរិយាដែលរៀបរាប់ខាងលើបន្តិចម្តងៗពីសប្តាហ៍ទី ១ ដល់សប្តាហ៍ទី ៥។ ការស្រាវជ្រាវនេះមានរយៈពេលខ្លី និងធ្វើឡើងក្នុងបរិបទថ្នាក់ទី ៧ នៃមុខវិជ្ជាគីមីវិទ្យា ដូច្នេះការ

ស្រាវជ្រាវ ក្រោយៗគួរតែសិក្សាក្នុងរយៈពេលវែង, សិក្សាបែបបរិមាណវិស័យ ។ ចំពោះគ្រូបង្រៀនវិញ គួរតែបង្កើត និងបង្កើនទំនាក់ទំនងវិជ្ជមានគ្រូ-សិស្ស និងមានភាពបត់បែនក្នុងការប្រើប្រាស់វិធីសាស្ត្រទាំងនេះ ។

ពាក្យគន្លឹះ៖ *ទំនាក់ទំនងវិជ្ជមានគ្រូ និងសិស្ស បុគ្គលិកលក្ខណៈរបស់គ្រូ ភាពម៉ត់ចត់*

១. សំ សុជាម គរុនិស្សិត១២+៤ ជំនាន់ទី២ (២០២២-២០២៣)ឯកទេសបង្រៀនគីមីវិទ្យានៅមធ្យមសិក្សាបឋមភូមិ
២. គ្រូឧទ្ទេសដឹកនាំ ៖ គង់ សំអុល

1. INTRODUCTION

Due to increasing the need of human resources, education has become the number 1 priority to produce and develop human resources in response to the fast-changing of the labor market in globalization society (MoEYS, 2018). In order to achieved the first angle of the rectangle strategy, Ministry of Education Youth and Sports had set out and implemented the Education strategic plan which is building effective human resources (MoEYS, 2019). In producing human resources, the most necessary tool is teachers in view of the fact that teacher is the factor that makes student accomplish their learning achievement goal (TTD, 2015). Teachers have been acknowledged and given high value in building human resources and play a significant role in family, community, country, and global (MoEYS, 2013). So, MoEYS decided to promote two of the RTTCs at Phnom Penh and Battambang to institute which name is Phnom Penh Teacher Education College and Battambang Teacher Education College according to pillar 1 of the education strategic plan 2019-2023 (MoEYS, 2019). Moreover, the first component of the teacher's professional standard is professional knowledge which teachers need to be aware of student needs, and competency in order to have a strong relationship with them to help them accomplish their academic achievement. Having positive relationships with students can impact on their linkage in school, encouragement, academic performance, and interaction well-being. Many researches have indicated that the development of student-teacher relationships involves both student and teacher characteristics. The negative relationship between student-teacher can affect student performance and also their attitude toward the subject (Fredriksen & Rhodes, 2004).

Bonding between teachers and students can reflect a classroom capacity to foster development and it is in this way that relationships and interactions are the answer to understanding the engagement (Pianta, Hamre, & Allen, 2012). Strong student-teacher relationships are beneficial to the student more than to the teacher (Klem & Connell, 2004).

Relationships between teachers and students have a big influence on how students feel about learning and how well they do academically. Students will be motivated and feel secure when positive relationships are built, which increases their interest in learning (Suryani, 2019). Powerful student-teacher connections can increase pupils' feelings of being safe, and secure and may eventually result in better academic success (Baker, 2006; Hershkovitz, 2018). Some studies have found that a positive student-teacher relationship is a factor in controlling pupil interest, active performance in the learning process, and also healthy growth (Maulana et al., 2012a, 2013) There are many studies that focus on the impact of positive relationships on student academic achievement all result in better grades when having a positive relationship in the classroom between teacher and (Al Nasseri et al., 2014; Ayaz, Shah, & Khan, 2013; Cornelius-White, 2007; Farmer, 2018; Hamre & Pianta, 2001; Hughes et al., 2005).

On the other hand, students who have encountered negative experiences have difficulty in building positive relationships with their teachers (Varga, 2017). Negative relationships between students and teachers might put students in a bad spot where they do not feel connected to the academic and emotional resources at their school and may cause them to fail (Roorda et al., 2011a). Having bad relationships with students may result in student school dropout(Davis & Dupper, 2004; Fine, 1991). Some studies have found that student who has a negative relationship with teacher tend to be inactive or feel isolated (Murdock, 1999).

Before teachers begin their first year in the classroom, they must practice relationship-building and conflict-resolution techniques as there is currently a lack of training in this area in the present teacher preparation programs. The issue is that while some teachers incorporate relationship building into their effective classroom management strategies, many do not because they are unaware of how these

relationships affect classroom management and have a long-term impact on student learning and achievement outcomes (Dicke, Elling, Schmeck, & Leutner, 2015; Krane, Karlsson, Ness, & Binder, 2016; Skiba, Ormiston, Martinez, & Cummings, 2016).

Also, during the third pedagogical practicum (PR3) researcher had a negative relationship with a few students as can see in pedagogical practicum portfolio and it influenced their interest in studying chemistry. Therefore, the researcher decided to study this topic. The aim of this study is to investigate the strategies to build and enhance positive teacher-student relationships in the Cambodia chemistry context.

2. METHODOLOGIES

There are a lot of studies toward positive student-teacher relationship in both qualitative and quantitative. Most of the paper of PTSR happen especially on kindergarten or primary student but not on secondary student or high school student. But as the students' ages are larger the difficulty in engaging or interacting with them as mentioned above in chapter 2: literature review, in this paper, researcher studied this regard by using qualitative method. Choosing qualitative method enables the researcher to a more thorough and precise examination of the phenomenon based on the researcher's use of empirical research. In order to develop a conceptual theory, the researcher can also create or generate fresh ideas and insights into the phenomenon using a qualitative research method. The qualitative research approach also emphasizes gathering and processing data in order to fully comprehend the phenomenon. That is why this study chooses qualitative approach in order to investigate further and deeper understanding about PTSR.

This research has been processed in 10weeks notice during year 4 practicum in Teuk Lák high school. There are two steps in order to obtain the data. First, researcher interviewed teachers who have an amazing long-time teaching to acquire the strategies that they used to build the positive relationship with their students. Second, researcher implemented those strategies into the chemistry and classroom and observed the different from week to week in the change of student behaviors.

In this study, a total of 3 teachers who are experts in science and have many years of teaching experience. Two out of the three teachers who teach at Teuk laark

high school were recommended by the principal of the school. Teachers from Teuk laark high school currently teach secondary level student. And a total of 6 students who does not contain any of the indicator behaviors.

Interview and observation process were used to collect and obtain qualitative data. The researcher conducted three interviews with 10+ years experiences teacher who teach in science (chemistry, biology, physics). Interviews were conducted by asking 10 questions regarding the positive student-teacher relationship including their perspective and strategies in building PTSR. The data that was collected from the interview were transcribed, refined, coded, and analyzed by the researcher. For observation on student's characteristics that can indicate whether they have PTSR with researcher or not. The data were combined from 3 different observers. The data are going to show whether students who have a disruptive or do not have PTSR with researcher at first can have an effect after using all the techniques that were used throughout the learning and teaching process. Moreover, the researcher is going to analyze from week 1 to week 5 to see the differences and the impact of the strategies on PTSR in classroom situations.

Table 3.1. Samples of teachers

No.	Gender	Qualification	Description	Teaching experience
Teacher 1	M	Master's degree	Teuk laark high school	30+
Teacher 2	M	Master's degree	PTEC	10+
Teacher 3	F	Bachelor's degree	Teuk laark high school	11+

Table 3.2. Samples of students

No.	Gender	Age	Grade	Description
Student 1	M	13	7	Teuk laark high school
Student 2	M	13	7	Teuk laark high school
Student 3	M	13	7	Teuk laark high school
Student 4	F	12	7	Teuk laark high school
Student 5	F	13	7	Teuk laark high school
Student 6	F	13	7	Teuk laark high school

3. RESULT AND FINDING

Result from interview: : In these interviews, researcher had found many themes arise. In those themes, the most important one is the strategies that teachers use to establish PSTR with students. Those strategies include: Using appropriate speech, try different engagement techniques to make students to participate in class, providing students with acknowledgement of an expected behavior, anticipating justice in classroom, creating positive environment, utilize the techniques to get to know students and generating productive learning environment. During the interview, researcher also found some of the teacher characteristics to enhance the positive teacher student relationship in classroom. Those characteristics are attunement where teacher understands students and their opinion. Availability is when teacher free to all student′ questions. Supportiveness is a strategy that teacher uses to give respect and value to students. Using gentle discipline to provide positive classroom management. And conscientiously is when teacher being punctual and seriousness. Just as importantly, in order to achieve PTSR in classroom, students need to possess some of PTSR characteristics which were found in this study. These qualities include smiling, asking questions, obeying directions, following through on instructions, and lifting a finger to respond to inquiries.

Result from Observation on student characteristics: This observation checklist was created to indicate whether the researcher and the samples (students) have a positive relationship with each other in the classroom. The data itself was collected throughout the pedagogical practicum at Teuk Lák high school from week 1 to week 5. From week 1 to week 5, all six of the students were forming a positive relationship with the teacher. As seen in week 1, all of those students did not have any of the indicators. But at the end of the practicum (week 5) all of them performed all the characteristics of PSTR.

Discussion

Interview: Even though, interviewees were as 10 different questions regarding the PTSR. But the main question that lie between those 10 questions are question number 2 and number 4 which focus on strategies in building PTSR with student and

the student characteristics that indicate PTSR. In the interview process, teachers were answered based on their teaching and problem encounter experience. The strategies that emerged from the interview's answers were used by the research to establish the PTSR with students in classroom condition. Those strategies include getting to know students, no discrimination, using appropriate speech, praising, engagement techniques, and effective classroom management. Most of these techniques were found in other study too (Alder, 2002; García-Moya, 2020; Gurgel, 2015; Minahan, 2019; Pianta et al., 2002). There are some more strategies that interviewees used in their teaching career and recommended to the researcher. Those strategies are having small talk or a joke or a small conversation with students when you find their attention spam has gone down. Moreover, during the coded process, researcher have found another theme which was teacher characteristics in building positive student-teacher relationship in classroom.

According to the interview's answers, there are many characteristics that teachers should have in order to establish positive student-teacher relationships. Those characteristics include attunement, availability, supportiveness, gentle discipline (positive reinforcement), and conscientiousness. Furthermore, to indicate the PTSR, interviewees recommend student's characteristics that happen when students have PTSR with their teacher. Positive student-teacher relationship indicator includes raising finger to answer, follow instructions, ask question before, during or after class, do not show any disruptive behavior and smiles.

On the contrary, other questions were focused on teacher perception about PTSR. There are many categories such as factor affecting PTSR, benefit of PTSR to both parties, and challenges in constructing PTSR. In the interviews Teacher 2 expressed that student's age is the factor in building PTSR in classroom and he also explained by providing his own experience in teaching. He said that *"from my experience I have a better relationship with 10th-grade students than 12th-grade students because the older the students are, the more independent they have."*. By his experience, the researcher can conclude that the students age can affect PTSR in classroom. Because the older the students are, the less close it can be. This factor is

also found in other research such as Furrer & Skinner (2003); Karcher (2008), and O′Connor (2010).

Another interesting find in these interviews are the challenges that interviewees encountered. Teacher 1 said in his interview that the problems that he encountered are disruptive student, non-actively student, an initiative in building positive student-teacher relationships. For Teacher 2 and Teacher 3, the challenges in building PTSR were teacher experience and when teacher and student do not know each other well. Teacher experience is quite crucial in building PTSR because the more experience the teacher are the more flexible they can be in establishing PTSR with their students in classroom (Gallagher et al., 2013; O′Connor, 2010; O′Connor & McCartney, 2006).

In addition, interviewees have a similar perspective on the effect of PTSR on students′ ability, behavior and learning choice in classroom. They believe that PTSR not only affects their academic ability but also their ethic. And he also affirmed that PTSR creates a comfortable learning environment for students, and it helps students to engage more. Teacher 1 concluded that *"it does help students to have good grades. When students like to study our subject, it means that they are good learners with higher academic achievement than those who do not want to study our subject. So, we can say that the student-teacher relationship really influences on student′s competency."*

Finally, PTSR can benefit both teacher and students. For example, Teacher 2 and Teacher 3 think that PTSR helps teachers become closer with their pupil, gain more experience, and also make teaching much easier. For students, it can help them to be active in learning, more confident and desire to learn with teachers. When students have PTSR with teachers, it can help them feel safe, that why they are more engageable in learning (Baker, 2006; Hershkovitz, 2018; Maulana et al., 2012, 2013; Suryani, 2019).

Observation: From week 1 to week 5, we can see that all six of the students were forming a positive relationship with the teacher. As seen in week 1, all of those students do not have any of the indicators because the researcher and students are not familiar with each other. As the time goes by, researcher start to improve the quality of PTSR with students in classroom. At first, from week 1 to week 2 researcher

seems to struggle with male students as they show some disruptive behavior such as talk during learning process and do not follow instruction. Male students tend to stay away from teacher as found in these study (Buyse et al., 2011; Furrer & Skinner, 2003; Hamre & Pianta, 2001; Jerome et al., 2009; Lei et al., 2018; Murray & Murray, 2004; Wyrick & Rudasill, 2009) But from week 3 to week 5,they start to develop PSTR with researcher as they start to familiar with researcher.

4. CONCLUSION

Based on the data, the researcher can conclude that teachers can build a positive student-teacher relationship with disruptive students. Teachers can use many strategies or techniques to build a PTSR with their students. The techniques or strategies that have been found in this particular study that teachers can implement in real classroom situation. Those strategies are getting to know them, praising, using appropriate speech and language, using engagement techniques, using effective classroom management. In those techniques were implement in chemistry classroom context on secondary students. And it was effective enough for researcher to build a PTSR with disruptive students who have a negative relationship with researcher before. But to remind, this research was implemented for only 5week which equivalent to 5hours of study, so it might be a short-term relationship. To build a PTSR, using only strategies alone cannot construct a strong effective PTSR. Teachers should have some characteristics that can enhance PTSR with students in classroom. Teachers´ characteristics in building PTSR were also found in this study including attunements, availability, supportiveness, gentle discipline and conscientiously. When students have PTSR with their teachers, they often show some characteristics such as raising finger to answer the question, do not show any disruptive behavior, ask questions, follow instructions and smiling. Teachers can use it to signify the PTSR in the classroom.

PTSR is really crucial for both teacher and student. But It benefits student more. So, teacher should try to establish PTSR with their students. All the strategies above are really helpful for teacher to start a good relationship with students. But it requires flexibility to use these strategies because the strategies above are conducted on secondary school students and in the chemistry subject. Moreover, to achieve a

strong PTSR, first teacher needs to be aware of student's characteristics in classroom and should possess the characteristics above.

This study was conducted for only 5 weeks of teaching which is a short period of time to observe each of the strategies, so future research should investigate and emphasize one or two strategies in order to find out the effectiveness of those strategies. Also, this study is conducted on a small scale, further research should be studied on a larger scale. Moreover, later study should be done to show the impact of PTSR on teachers. In addition, forthcoming investigation should be studied on different subject besides chemistry and on student academic achievement.

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