

# Behavior Management Approaches and Teacher-Student Connectedness: A Quantitative Investigation

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**Abstract:-** This study aimed to determine the influence of behavior management approaches on teacher-student connectedness among public elementary school teachers at Jesus V. Ayala Elementary School, Binugao District, Davao City Division. Fifty students were identified using the universal sampling method. The study utilized a descriptive-correlational design, employing two survey questionnaires focused on behavioral management approaches and teacher-student connectedness for data collection. Statistical tools used included mean, Pearson  $r$ , and regression analysis. Results indicated that the level of behavioral management approach was high in the democratic approach and preventive approach, and moderate in assertive discipline and intervention approaches. Regarding teacher-student connectedness, levels were moderate in individualized personal interaction and support, and high in empathy and perspective taking. The findings also revealed a strong significant relationship between behavioral management approach and teacher-student connectedness ( $p < .05$ ). Furthermore, democratic approach, assertive discipline approach, preventive approach, and intervention approach significantly influenced teacher-student connectedness. Specifically, for every unit increase in these domains of behavioral management approach, teacher-student connectedness increased by 1.908, holding other factors constant. Based on these findings, the study recommends that teachers engage in continuous professional development focused on adaptive behavior management strategies to effectively support student behavior and maintain a positive classroom atmosphere, thereby fostering a conducive learning environment for all.

**Keyword:-** Behavioral Management Approach, Teacher-Student Connectedness, Correlational, Davao City.

## I. INTRODUCTION

Teachers' relationships with their pupils have an indispensable influence in their academic development. According to various researchers, the quality of a student-teacher connection leads to a higher level of learning in the classroom. Furthermore, studies show that when children feel connected to their teachers, they are more likely to engage in productive activities. In relation to this, teachers utilize behavior management approaches to manage students in the classroom. These include a wide range of strategies and techniques used by teachers to encourage positive behaviors while minimizing disruptive ones. The efficiency of these

approaches frequently hinges on the strength of the teacher-student connectedness.

Students nowadays are extremely hyperactive, therefore they engage in a variety of activities that cause them to become angry, quarrelsome, or even strange in behavior. The idea emphasizes the reality that not all pupils behave as expected in teaching-learning settings. Teachers often become perplexed by the dramatic changes exhibited by their students. Moreover, when teachers are not fully prepared to confront challenging behaviors, minor disruptions may lead to an escalation in student misbehavior. Researchers underlined the importance of teacher-student connections, which have frequently been linked to greater instances of less disruptive behavior in the classroom. How pupils interact with their teacher has a substantial impact on their self-esteem and comfort in their surroundings (Braun et al., 2020).

According to Langreo (2023), many students in the United States do not have favorable connections with their teachers. According to a study of over 88,000 secondary school students conducted between October and December 2022, less than a quarter (22 percent) of middle and high school students believe that "many" or "all" of their teachers make an attempt to understand their lives outside of school. The survey found that students have mental health concerns and struggle with finding help at school. According to research, students learn best when they feel supported and connected to their teachers and classmates.

According to an Australian study published by Duncan et al. (2022), meaningful interactions and activities account for 83% of successful change, while teaching methods accounts for only 17%. Genuine interactions between learners and their teachers facilitate positive growth. Furthermore, change is triggered by children's relational support networks, not the labels they wear or the strategies used by their teachers.

In India, due to the pandemic years, there was a lack of personal interaction with students. And this has had an impact on how teachers interact with students (and vice versa), manifesting itself as a sense of detachment. The connection between teacher and student is currently strained. From being a highly esteemed teacher and granted god-like status to being an information disseminator and, lastly, a learning facilitator. The contemporary view of the teacher-student connection emphasizes the necessity for the teacher to be more learning-centered than teaching-focused (Mathew, 2021).

Furthermore, Aruta et al. (2019) explored the experiences of power in a teacher–student relationship context among Filipino teachers and students. Both groups generally describe that the experience of power (and powerlessness) in a teacher–student relationship contexts can be described by the difference in knowledge and expertise between teachers and students, hierarchy dictated by social role and age, responsibility and obligation, and response to power and authority.

Meanwhile, in Davao City, Christian et al. (2024) employed the Foreign Language Interaction (FLINT) method to describe interactions between teachers and students. The collected data demonstrated that the teacher and students undertake equal turns in the process of learning. Teachers supported students to reflect on their thinking as well as learning processes while promoting student autonomy. This involves accepting students' feelings, applauding or encouraging them, utilizing their ideas, asking questions, and making time to assist silent and confused pupils in class. Students, on the other hand, occasionally respond to teacher initiation, and they may even start questions and ideas.

Based on the existing literature, there is an absence for more nuanced research into the factors that influence the emergence and maintenance of teacher-student connectedness across educational settings and grade levels. While some studies have looked at this concept generally, there remains a lack of linkage to behavior management approaches, which could have a substantial impact on the quality of teacher-student relationships. Resolving these gaps could not only improve theoretical knowledge of teacher-student connectedness, but also provide educators and policymakers with practical methods for improving relational practices in schools. As a result, the researcher was prompted to undertake the study.

The main purpose of this study was to determine the influence of behavior management approaches to teacher-student connectedness among public elementary school teachers in Jesus V. Ayala Elementary School, Binugao District, Davao City Division.

Specifically, this study aimed to answer the following questions:

- What is the level of behavior management approaches among elementary teachers in terms of:
  - Democratic Approach
  - Assertive Discipline Approach
  - Preventive Approach
  - Intervention Approach
- What is the level of teacher-student connectedness among elementary teachers in terms of:
  - Individualized Personal Interaction
  - Empathy and Perspective Taking
  - Support

- Is there a significant relationship between behavior management approaches and teacher-student connectedness among elementary teachers?
- Which of the domains of behavior management approaches significantly influence teacher-student connectedness among elementary teachers?
  - Ho1. There was no significant relationship between behavior management approaches and teacher-student connectedness among elementary teachers.
  - Ho2. None of the domains of behavior management approaches significantly influence teacher-student connectedness among elementary teachers.

## II. METHOD

This section presented components of the methodology that was used in the study. These were research design, research respondents, research instruments, data gathering procedure, research ethics, and data analysis.

This study employs a quantitative research approach with a descriptive-correlational design to systematically describe and explore the relationship between behavior management approaches and teacher-student connectedness among elementary teachers. The descriptive aspect aims to methodically depict the levels of behavior management strategies and the extent of teacher-student relationships, addressing questions related to what, where, when, and how variables interact. It utilizes a variety of research techniques to examine these variables. The correlational aspect assesses the strength of the hypothesized connections between behavior management approaches (dependent variable) and teacher-student connectedness (independent variable), focusing on measuring the degree of relationship without manipulating variables. Correlational studies, as non-experimental designs, emphasize understanding correlations between variables rather than establishing causal relationships (McCombes, 2023; Cherry, 2023).

This study surveyed public elementary school students from Jesus V. Ayala Elementary School, Binugao District, Davao City Division, utilizing universal sampling to include all eligible students in the population as respondents. The sample consisted of at least 50 students selected through this method, which aims to encompass the entire population rather than selecting randomly. The study applied specific inclusion criteria, targeting students currently enrolled at the school. Exclusion criteria were applied to students not meeting these tenure and location requirements within the specified school and district (Bryman, 2019).

This study employed a survey questionnaire to assess behavior management approaches—democratic, assertive discipline, preventive, and intervention—as adapted from Ganaban (2023), and measured teacher-student connectedness using dimensions such as individualized personal interaction, empathy, perspective-taking, and support, adapted from García-Moya (2021). Rigorous reliability and validity testing, overseen by education and research experts, including pilot testing with a score exceeding .70, ensured the questionnaire's reliability. Data

collection procedures included obtaining approvals from the Dean of the Graduate School of Rizal Memorial Colleges and the Office of Division Superintendent, conducting content validation, and pilot testing with teachers not part of the study. Questionnaires were distributed face-to-face to facilitate interaction, with ample time given for completion before retrieval. Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS), adhering to institutional formatting requirements for data interpretation and publication.

The researcher strictly followed Rizal Memorial Colleges' Research Ethics principles every step of the study, assuring social value by exploring the influence of behavior management approaches on teacher-student connectedness. Respondents provided informed consent face-to-face, highlighting voluntary involvement and the freedom to withdraw at any moment. Efforts were made to keep respondents secure and comfortable during data collection, with strict privacy standards in place to protect personal information. The study valued the ideals of justice by treating all participants equally and sharing study methodology and findings in a transparent manner. The researcher, who was qualified and supported by academic guidance, gained access to essential facilities and engaged the community by publishing findings in order to improve knowledge and support of the variables of the study.

The collected data was thoroughly analyzed using various statistical techniques. The Mean described the level of behavior management approaches and level of teacher-student connectedness. Meanwhile, Pearson  $r$  coefficients were used to determine the relationship between behavior management approaches and teacher-student connectedness

among elementary teachers. Lastly, Multiple Linear Regression Analysis determined which behavior management approach had the greatest influence on teacher-student connectedness.

### III. RESULTS AND DISCUSSIONS

This section presents the results of the data gathered to answer the stated problem of the study. The presentation starts from the descriptive analysis of the level of behavior management approaches among elementary teachers and the level of teacher-student connectedness. Also, to examine the perceived relationship of the mentioned variables. And lastly, to determine which domains of behavior management approaches significantly influence teacher-student connectedness among elementary teachers.

#### ➤ *Level of Behavior Management Approaches of Elementary Teachers*

Table 1 shows on the Summary on the Level of Behavior Management Approaches of Elementary Teachers which are measured by three indicators namely: (1) Democratic Approach, (2) Assertive Discipline Approach, (3) Preventive Approach, and (4) Intervention Approach. The mean ratings of these indicators are as follows: Democratic Approach (3.71) was high, which means that it was oftentimes evident. Assertive Discipline Approach (3.18) was moderate, which means that it was sometimes evident. Preventive Approach (3.42) was high, which means that it was oftentimes evident. Intervention Approach (3.04) was moderate, which means that it was sometimes evident. The overall mean rating was 3.34 or moderate, which means that the level of behavior management approaches of elementary teachers was sometimes evident.

**Table 1.** Level of Behavior Management Approaches of Elementary Teachers

| No.            | Indicators                    | Mean        | Descriptive Interpretation |
|----------------|-------------------------------|-------------|----------------------------|
| 1              | Democratic Approach           | 3.71        | High                       |
| 2              | Assertive Discipline Approach | 3.18        | Moderate                   |
| 3              | Preventive Approach           | 3.42        | High                       |
| 4              | Intervention Approach         | 3.04        | Moderate                   |
| <b>Overall</b> |                               | <b>3.34</b> | <b>Moderate</b>            |

An approach to teaching students how to conduct in the classroom is known as behavior management. This is accomplished by explicitly defining the principles and expectations of the classroom. Praise is accorded to those who adhere to the rules, while those who violate them are subjected to consistent and equitable discipline. In the classroom, behavior management is a method of promoting positive behavior among students during class. It underscores the importance of establishing distinct and comprehensible rules and expectations to ensure that students are aware of what constitutes appropriate and inappropriate classroom behavior. With this approach, students' misbehavior is met with consistent and equitable consequences, allowing the teacher to devote more time to instructional activities and learning rather than reprimanding disruptive students. To foster positive behavior in the future, students who adhere to the norms are consistently praised (Hartin, 2023).

Effective behavior-management approaches can prevent or correct a multitude of behavioral issues. Many practices have been shown to be effective in preventing and correcting this behavior, as evidenced by research. Prevention and intervention are effective strategies for moderating the aggressive behavior of students. Prevention strategies are designed to halt the behavior before it begins, while intervention techniques are designed to halt the behavior after it has begun (American Federation of Teachers, 2020).

#### ➤ *Level of Teacher-Student Connectedness of Elementary Teachers*

Table 2 shows on the Summary on the Level of Teacher-Student Connectedness of Elementary Teachers which are measured by three indicators namely: (1) Individualized Personal Interaction, (2) Empathy and Perspective Taking, and (3) Support. The mean ratings of these indicators are as follows: *Individualized Personal Interaction* (3.25) was

moderate, which means that it was sometimes evident. *Empathy and Perspective Taking* (3.53) was high, which means that it was oftentimes evident. *Support* (3.39) was moderate, which means that it was sometimes evident. The

overall mean rating was 3.39 or moderate, which means that the level of teacher-student connectedness of elementary teachers was sometimes evident.

**Table 2.** Summary on the Level of Teacher-Student Connectedness of Elementary Teachers

| No.     | Indicators                          | Mean | Descriptive Interpretation |
|---------|-------------------------------------|------|----------------------------|
| 1       | Individualized Personal Interaction | 3.25 | Moderate                   |
| 2       | Empathy and Perspective Taking      | 3.53 | High                       |
| 3       | Support                             | 3.39 | Moderate                   |
| Overall |                                     | 3.39 | Moderate                   |

Teacher-student connectedness is a psychological connection and sense of belonging in a classroom setting that emphasizes the extent to which students feel personally acknowledged, valued, involved, and supported by other individuals. Teacher pedagogical performance and students' educational involvement, wellbeing, achievement, interpersonal interaction skills, sense of feelings of attachment, resilience, and the like are all enhanced in a positive and nurturing classroom environment. This sense of relational closeness to students, as identified by researchers, is an example of positive interpersonal communication behaviors that contributes to the classroom environment and addresses various student requirements. (Frisby, 2019).

In school contexts, connectedness has been primarily defined as a sense of affinity and belongingness, although some scholars have regarded it as a component of other related terms, such as "relatedness." The concept was further solidified when it was linked to the concern for individual learners and their learning. The concept of connectedness is now comprehended and positioned within the school climate framework, which includes four dimensions: safety,

relationships, academic environment, and institutional environment (Wang & Degol, 2021).

➤ *Significant Relationship between Behavior Management Approaches and Teacher-Student Connectedness*

Table 3 presented the Significant Relationship between Behavior Management Approaches and Teacher-Student Connectedness. The Pearson Product Moment Correlation (Pearson  $r$ ) was applied for the two (2) variables on their significant relationship. The results appeared a computed  $p$ -value of .000 which was lower than the .05 level of significance. Thus, the null hypothesis was rejected since the value denotes of having a significant relationship.

Furthermore, the computed  $r$ -value of 0.87 denotes the correlation between the two variables with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a strong significant relationship between behavior management approaches and teacher-student connectedness of elementary teachers. Consequently, it is expected that excellent behavior management approaches would contribute to an increase on teacher-student connectedness.

**Table 3.** Significant Relationship between Behavior Management Approaches and Teacher-Student Connectedness

| Variables                          |                                   | r-value | Statistical Description | p-value | Decision     |
|------------------------------------|-----------------------------------|---------|-------------------------|---------|--------------|
| Behavior Management Approaches (x) | Teacher-student Connectedness (y) | 0.87    | Strong correlation      | .000    | Reject $H_0$ |

One of the most critical environmental factors that can influence a child's educational progress is the development of strong teacher-student relationships. The establishment of social relationships in a classroom can significantly affect the effectiveness of teaching and the accuracy of evaluation, as researchers have asserted. Student learning is most effective when students experience feelings of safety, acceptance, and appreciation. On the contrary, employing bad behavior management approaches to regulate behavior has the opposite effect. Poor outcomes are experienced by students who perceive their teachers as disliking them. Further, the consequences of punishing a single student are not limited to the 'well-behaved' students; the entire class experiences apprehension as a result, which instills a dread of being the next to receive a reprimand. Additionally, the establishment of relationships with students necessitates years of

dedication; however, they can be irreparably damaged in a matter of seconds. These fragile relationships can be permanently damaged by losing one's composure, shouting at, or humiliating students. Students are not only demotivated by such behaviors, but they also lose respect and cooperation as a result (Thorburn, 2022).

➤ *Domains of Behavior Management Approaches that Influences Teacher-Student Connectedness*

Table 4 exemplified the regression test among the behavior management approaches namely: democratic approach, assertive discipline approach, preventive approach, and intervention towards teacher-student connectedness. The overall correlation had a computed  $r$ -value of 0.87 with a  $p$ -value of <.000 in the significant level denotes the high positive correlation (Cohen, 2002) between the two variables



with which the hypothesis on significant relationship was tested. Clearly, the findings inferred a Very strong significant relationship between the behavior management approaches and teacher-student connectedness. It also shows an F-value of 68.84 with a p-value of  $<.000$  which is significant indicating a model fit. Meanwhile, it registers an  $R^2$  value of 0.7569 which implies that 75.69 percent on the teacher-student connectedness has been explained by the predictors holding other percentages not accounted to the three dimensions.

Regression coefficients displays that all the behavior management approaches that influences teacher-student connectedness. Likewise, unstandardized coefficients exhibit that among the domains of behavior management approaches, Democratic Approach with a coefficient of ( $\beta=0.380$ ) had the best significant influence on the teacher-student connectedness by displaying p-values which are lesser than .05. Hence, the null hypothesis is rejected.

**Table 4.** Domains of Behavior Management Approaches that influence Teacher-student Connectedness

| Behavior Management Approaches | Teacher-Student Connectedness |            |                       |         |         |                  |
|--------------------------------|-------------------------------|------------|-----------------------|---------|---------|------------------|
|                                | Unstandardized Coefficients   |            | Standard Coefficients |         |         |                  |
|                                | B                             | Std. Error | Beta                  | t-value | p-value | Decision @= 0.05 |
| Constant                       | 1.908                         | .209       |                       | 4.668   | .000    |                  |
| Democratic Approach            | .380                          | .085       | .102                  | 1.086   | .001    | Reject $H_0$     |
| Assertive Discipline Approach  | .300                          | .079       | .601                  | 6.432   | .000    | Reject $H_0$     |
| Preventive Approach            | .321                          | .079       | .408                  | 2.918   | .002    | Reject $H_0$     |
| Intervention Approach          | .231                          | .073       | .384                  | 4.057   | .000    | Reject $H_0$     |

Based on the above result, the behavior management approaches namely: democratic approach, assertive discipline approach, preventive approach, and intervention approach significantly influences teacher-student connectedness by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of behavior management approaches predictors, the teacher-student connectedness will increase by 1.908 holding other factors constant.

The democratic classroom is a microcosm of society, where students can learn to respect all types of differences, express their opinions, and live with freedom. A teacher's students will readily internalize democratic values if the teacher possess them. The students' internalization of these democratic values will be facilitated by the teacher's willingness to embrace them as well. Moreover, a classroom is not democratic if the students are intimidated and fearful of their teacher. Teachers who lack democratic qualities are not particularly interested in student participation and are either unaware of or unable to employ any other teaching methods than lecturing. There are three methods by which communication is initiated in a democratic classroom: from the teacher to the student, from the student to the teacher, and, most importantly, from the student to the student (Knight, 2021). Another trait of democratic teachers is that they treat all of their students fairly and equally. A teacher who discriminates against their students on the basis of race, religion, belief, gender, socio-economic status, attire, and other factors, is partial in the distribution of rewards and punishments, does not allow all students to have an equal voice, and is knowingly unfriendly to certain students, cannot be considered fair or equalitarian, and is, as a result, not democratic (Selvi, 2021).

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were offered:

On the behavior management approaches among elementary teachers reveals that both democratic and preventive approaches are frequently utilized, indicating a preference for creating inclusive and proactive classroom environments. In contrast, assertive discipline and intervention approaches are less commonly employed, suggesting that teachers may resort to these methods only when necessary. Overall, the behavior management strategies of elementary teachers are moderately evident, reflecting a balanced application of various techniques to maintain effective classroom management and support student behavior.

On the teacher-student connectedness among elementary teachers reveals a consistently high level of engagement in individualized personal interactions, empathy and perspective-taking, and support. This indicates that these teachers prioritize building strong, meaningful relationships with their students. The overall very high rating suggests that elementary teachers consistently foster a positive, supportive, and empathetic classroom environment, ensuring that students feel understood and connected to their teachers.

Clearly, there is a significant relationship between behavior management approaches and teacher-student connectedness among elementary teachers. The application of Pearson Product Moment Correlation revealed a p-value below the .05 significance level, leading to the rejection of the null hypothesis. This indicates that effective behavior management strategies are positively associated with higher levels of teacher-student connectedness. These results suggest that fostering a supportive and structured classroom

environment through adept behavior management techniques can enhance the interpersonal relationship between teachers and students, potentially fostering a more engaging and conducive learning atmosphere.

The results from demonstrate a strong and significant relationship between behavior management approaches—specifically democratic approach, assertive discipline approach, preventive approach, and intervention approach—and teacher-student connectedness among elementary teachers. The regression analysis indicated that these approaches collectively contribute significantly to fostering a positive teacher-student relationship. The high  $R^2$  value suggests that a substantial portion of the variance in teacher-student connectedness can be explained by these predictors. Particularly noteworthy is the influence of the democratic approach, which emerged as the most influential factor in enhancing teacher-student connectedness. These findings underscore the importance of implementing effective behavior management strategies to cultivate supportive classroom environments that promote meaningful interactions and student engagement.

Based upon the outcomes of the findings, the following recommendations are suggested for consideration:

Department of Education should encourage and support professional development initiatives that emphasize effective behavior management strategies among teachers, fostering a school culture that prioritizes positive teacher-student relationships and student well-being.

School Heads should encourage teachers to prioritize individualized personal interactions, empathy, and support to enhance teacher-student relationships within their schools and implement policies and practices that promote and recognize effective behavior management approaches among teachers, ensuring consistent support and resources to enhance teacher-student connectedness and overall classroom atmosphere.

Teachers should engage in continuous professional development focused on adaptive behavior management strategies to effectively support student behavior and maintain a positive classroom atmosphere, fostering a conducive learning environment for all.

Students should actively participate in creating a positive classroom atmosphere through respectful communication and collaboration with their teachers to enhance teacher-student relationships, thereby promoting a supportive learning environment for everyone involved.

Future Researchers should Conduct longitudinal studies to explore how evolving behavior management practices impact sustained teacher-student connectedness and academic outcomes over time.

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