



Respect begets respect: Perception of the students on the importance of respecting teachers

Ivy M Samano ^{1*}, Nicole Allanes V Bersola ², Benjoy A Mosot ³, Arlan P Lusdo ⁴, Crevin Rabaii E Caño ⁵, Mc Ivan C Luyahan ⁶, Apol Lopez ⁷, Ernellia Marie Lecaba ⁸, Randy P Lamanilao ⁹

¹⁻⁸ Students, Balite National High School, DepEd Surigao Del Norte Division, Philippines

⁹ Research Teacher, Balite National High School, DepEd Surigao Del Norte Division, Philippines

* Corresponding Author: Ivy M Samano

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Abstract

Using a quantitative descriptive research design, this study examined students' perceptions of the importance of respecting teachers at Balite National High School, a public secondary school in the Philippines. Survey data were collected from Grade 7 to 12 students. The findings revealed that while there is consistency in students' expectations of respectful behavior across different grade levels and ages, significant differences exist based on sex. Male and female students have varying perspectives on what constitutes respectful behavior, possibly influenced by societal norms and gender roles. Additionally, differences in perception based on grade level but not age suggest that academic maturity and educational experiences may shape students' views on conduct. The study highlights the significance of gender dynamics, indicating differing perceptions of conduct between male and female students. Understanding these factors is crucial for educators to promote respect and effectively create an inclusive learning environment. Further research and targeted interventions are needed to address these complexities and foster a more respectful school environment.

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Introduction

Respect for teachers is a fundamental aspect of the educational system, playing a crucial role in fostering a positive learning environment and promoting effective teaching and learning outcomes. The perception of students regarding the importance of respecting their teacher is a topic of significant interest and relevance in education. Understanding how students perceive and value the role of respect towards their teacher can provide valuable insights into the dynamics of the teacher-student relationship and its impact on academic achievement and overall student development. The study aims to determine the student's perception of the importance of respecting the teacher.

The previous study is concerned with the Teacher-student relationship and interaction. Our study focuses on determining the students' perception of the importance of respecting teachers. The importance of respecting teachers typically emphasizes the crucial role educators play in shaping individuals' intellectual and moral development. It underscores the idea that respecting teachers fosters a positive learning environment, enhances communication, and cultivates a culture of mutual understanding. Respect for teachers is fundamental to creating a conducive educational atmosphere that promotes collaboration, knowledge exchange, and overall academic success.

For teacher education and professional development programs, information about teacher-student relationships and how interaction shapes these relations is essential. How a teacher interacts with students is only a predictor of a teacher's job satisfaction. The teacher-student relationship is one of the most powerful elements within the learning environment. A significant factor affecting students' development, school engagement, and academic motivation, teacher-student relationships form the basis of the social context in which learning occurs.

This study aims to determine students' perceptions of the importance of respecting teachers. By determining the factors that influence students' attitudes toward respect for teachers, this study provides valuable insights into the importance of respecting our teachers and its impact on student outcomes. It will be based on their response to how they cope with the change in education by the importance of respecting teachers conducted to the students at the Balite National High School.

Review of Related Literature

Understanding the dynamics of teacher-student relationships is crucial for fostering a supportive learning environment. This review synthesizes various studies focusing on teacher-student relationships and their implications for student engagement, behavior, and academic success.

Wilkins (2014)^[10] delves into the behaviors teachers in urban high schools consider essential for fostering positive teacher-student relationships. The findings highlight teachers' preferences for students who exhibit effort, humor, respect, and communication with their teachers.

Perry *et al.* (2002)^[7] explore young children's engagement in self-regulated learning, revealing variations in motivational profiles that challenge assumptions about age-related differences in self-regulation.

Meehan, Hughes, and Cavel (2003)^[6] underscore the importance of teacher-student relationships, particularly for aggressive African-American and Hispanic children. Their findings emphasize the need for teachers capable of establishing supportive relationships to foster positive outcomes for these students.

Baker, Grant, and Morlock (2008)^[1] evaluate the closeness and conflict in teacher-student relationships among elementary school children with behavior problems. The study suggests that the quality of teacher-student relationships predicts children's success, highlighting its significance in managing challenging behaviors emphasizes the crucial role of supportive teacher-student interactions in creating a conducive learning environment. The study underscores the profound impact of teacher-student relationships on children's learning experiences.

Cook *et al.* (2018)^[2] examine the Establish-Maintain-Restore (EMR) method's effects on teacher-student relationships and classroom behavior. The findings indicate significant improvements in teacher-reported relationships and student behavior, emphasizing the efficacy of such interventions.

Thompson (2019)^[9] explores the concept of respect in teacher-student relationships and its implications for ethical care and sustainable development. The study underscores students' high value of respect and its influence on their perceptions of school leadership and the learning environment.

Grady, Hinchion, and McNamara (2011)^[4] investigate pre-service teachers' perceptions of respect, highlighting the importance of relational respect for teacher well-being.

Prewitt, Bergin, and Huang (2018)^[8] examine middle school students' relationships with their mathematics teachers, finding positive associations between teacher-student relationships, student interest, and self-efficacy in mathematics.

Frank *et al.* (2020)^[3] explore the relationships between teacher-student and student-student interactions and societal involvement in Dutch secondary schools, revealing positive

associations between these relationships and societal engagement.

These studies collectively emphasize the critical role of teacher-student relationships in shaping student outcomes and highlight the need for supportive and respectful interactions in educational settings.

Statement of the Problem

This study aimed to determine the perception of students on the importance of respecting teachers. Specifically, it sought to answer the ff. Question:

1. What is the demographic profile of the students in terms of grade level, age, and sex?
2. What is the perception of the students on the importance of respecting teachers in terms of manners and conduct?
3. Is there a significant difference on students' perceptions of the importance of respecting teachers compared to their demographic profiles?
4. Based on the findings, what intervention plan could be proposed?

Methodology

Research Design

The study utilized a quantitative design, specifically a descriptive research design, to identify the students' perceptions of the importance of respecting teachers as Balite National High School students perceived. The method will be a survey using the research questionnaire.

Research Environment

The study's research locale was Balite National High School. Jemalyn S. Jacquez, Teacher V, heads this school with faculty and staff. It has more than 28 teachers and two non-teaching staff with the student population of 368.

Research Instrument

The study utilized the survey design to determine the students' perception of the importance of respecting teachers. This assessment tool collects the public's opinion on the given issue and gives no limited time to answer the questionnaire. The research was gauged using a research questionnaire.

Research Respondents

The respondents of this study were Grade 7 to 12 students from the selected section of Balite National High School.

Table 1: Respondents

Grade Level	Population	Percentage	Sample size
7	41	11%	21
8	41	11%	21
9	59	16%	31
10	73	20%	38
11	60	16%	31
12	94	26%	49
Total	368	100%	191

Data Gathering Procedure

To adhere to courtesy and etiquette, the researchers wrote a letter to the school principal asking permission to conduct the study. Upon approval, another consent form was sent to the student's teachers asking permission to conduct the research, and the researchers set a schedule with the respondents to

answer the questionnaire.

Data Analysis

The following statistical tools were used to analyze and interpret the data.

Kruskal-Wallis: To determine whether there is a significant difference in students' perceptions of the importance of respecting teachers.

Profile of the Respondents

Table 2: Demographics

Grade Level	Counts	% of total
7	21	11%
8	21	11%
9	32	16%
10	38	20%
11	31	16%
12	49	26%
Total	191	100%
Age		
12-14	65	34%
15-17	114	60%
18 and above	12	6%
Total	191	100%
Sex		
Male	81	42%
Female	110	58%
Total	191	100%

Table 2 shows the demographic profile of the respondents. The age bracket of 15-17 has the highest number of participants in this research, compared to ages 12-14, with 34%, and ages 18 and above, which have 16% only. As for grade level, grade 12 has the highest count with 26% of the

Mean and Standard Deviation - to determine the student's perception of the importance of respecting teachers.

Results

This section presents the results, analysis, and interpretation of data. It answers all specific questions in the problem statement and supports them with tables.

total, compared to grade 7 with 11%, grade 8 with 11%, grade 9 with 16%, grade 10 with 20%, and grade 11 which has 16% in total. As for the sex, females have the highest number of participants in this research, compared to males, who have only 42%.

Table 3: Perception of Respecting Teachers

Items	N	Mean	SD	QD
Manners				
1. Respect for teachers is essential for creating a positive learning environment.	191	1.44	0.612	SA
2. Using polite language and appropriate gestures when addressing teachers is essential.	191	1.73	0.772	SA
3. Avoiding interrupting teachers while they are speaking shows respect.	191	1.57	0.736	SA
4. Listening attentively to the teacher's explanations demonstrates respect.	191	1.59	0.828	SA
5. Offering assistance to teachers when needed is a way to show respect.	191	1.50	0.746	SA
Conduct				
6. Following classroom rules and regulations reflects respect for teachers.	191	1.58	0.750	SA
7. Completing homework and assignments on time shows respect for teachers' efforts.	190	1.59	0.698	SA
8. Avoiding disruptive behavior in class demonstrates respect for teachers and other students.	191	1.62	0.707	SA
9. Contributing positively to class discussion and activities shows respect for the teacher's lesson.	191	1.63	0.783	SA
10. Treating teachers courteously and fairly, even when disagreeing with them, is essential for mutual respect.	191	1.69	0.744	SA
Total mean		1.594	0.7376	SA

Table 4

Range	Qualitative description
0.75- 1.75	Strongly Agree
1.76- 2.50	Agree
2.51- 3.25	Disagree
3.26- 4.00	Strongly Agree

The survey, conducted among 191 participants, aimed to gauge students' perceptions regarding respectful behaviors towards teachers, focusing on manners and conduct within the classroom environment. The findings reveal a strong consensus among students, with a mean score of 1.594,

indicating a prevailing sentiment of "Strongly Agree" across all items.

In terms of manners, students strongly agree that demonstrating respect for the teacher is paramount for creating a positive learning atmosphere (Mean: 1.44). This sentiment is echoed in other items, such as using polite language and appropriate gestures when addressing teachers (Mean: 1.73) and avoiding interrupting teachers during instruction (Mean: 1.57). Additionally, actively listening to the teacher's explanations (Mean: 1.59) and offering assistance when needed (Mean: 1.50) indicate respect.

Regarding conduct, students overwhelmingly agree that

following classroom rules and regulations reflect respect for teachers (Mean: 1.58). Completing homework and assignments on time is also considered respectful, acknowledging teachers' efforts (Mean: 1.59). Moreover, avoiding disruptive behavior in class (Mean: 1.62) and actively contributing to class discussions and activities (Mean: 1.63) demonstrate respect for the teacher's lesson and the learning environment.

The total mean score reinforces the significance students place on respectful behavior toward teachers. A clear emphasis on manners and conduct contributes to a positive and respectful classroom atmosphere. The findings suggest that students value interactions characterized by politeness, attentiveness, cooperation, and adherence to rules.

These results underscore the importance of fostering respectful relationships between students and teachers within educational settings. Creating an environment where students feel compelled to demonstrate respect through their actions can improve teacher-student relationships, enhance classroom dynamics, and improve learning outcomes. It highlights the role of both teachers and students in cultivating a culture of mutual respect and cooperation within the classroom. Furthermore, it emphasizes the need for educators to model respectful behavior and provide guidance on appropriate conduct to foster a conducive learning environment.

According to Wilkins's study (2014) [10], the findings highlight teachers' preferences for students who exhibit effort, humor, respect, and communication with their teachers. Demonstrating engagement and interest in schoolwork, Being respectful, rule-abiding, and cooperative, and demonstrating positive social behaviors can lead to an excellent teacher-student relationship.

There is a significant difference in the perception of the students compared to their profile

The table presents the results of the Kruskal-Wallis tests

Table 6: Significant difference in sex and students' perception on Manners

Independent Samples T-Test					Conclusion	Decision on H ₀
Sex		Statistic	df	p		
Manners	Student's t	3.61	189	< .001	Significant	Reject
Note. H _a μ Male \neq μ Female						

The t-test yielded a statistic of 3.61 with 189 degrees of freedom and a p-value of less than .001. This indicates a significant difference in male and female students' perceptions of manners. The p-value is less than the significance level of 0.05, leading to the rejection of the null hypothesis (H₀), which suggests no difference in students' perception of manners between males and females.

This finding suggests that there are notable disparities in how male and female students perceive manners, particularly in the context of classroom behavior and respect. Further analysis would be required to determine the specific nature of this difference. Cultural influences, socialization, and personal experiences may contribute to this discrepancy.

These results highlight the importance of recognizing gender dynamics when addressing manners and conduct in

examining the significant differences in students' perception of manners based on grade level and age.

Table 5: Significant difference in Grade Level and Age and students' perception of Manners

Kruskal-Wallis					
	X ²	df	p	Conclusion	Decision on H ₀
Grade Level	0.555	5	0.093	Insignificant	Do not reject
Age	0.379	2	0.280	Insignificant	Do not reject

For grade level, the test yielded an X² value of 0.555 with 5 degrees of freedom and a p-value of 0.093. Since the p-value is more significant than the significance level of 0.05, the result is considered insignificant, leading to the decision not to reject the null hypothesis. Therefore, students' perception of manners is similar across different grade levels.

Similarly, for age, the X² value is 0.379 with 2 degrees of freedom and a p-value of 0.280. As the p-value is also greater than 0.05, the result is deemed insignificant, and the null hypothesis is not rejected. Consequently, students' perception of manners is similar across different age groups.

Based on the Kruskal-Wallis tests, grade level and age do not significantly impact students' perception of manners. This suggests that students generally have similar perceptions of what constitutes respectful manners in the classroom regardless of grade level or age.

According to Thompson (2019) [9], the study underscores students' high value for respect and its influence on their perceptions of school leadership and the learning environment. Students' perceptions of manners, respect in teacher-student relationships, and its implications for ethical care and development can constitute respectful manners in the classroom.

On the other hand, Table 5 presents the results of an independent samples t-test investigating the significant difference in students' perception of manners based on their sex.

educational settings. Educators should be mindful of these differences and work towards creating an inclusive and respectful environment that caters to the needs of all students, regardless of gender. Additionally, interventions aimed at promoting positive behaviors and fostering respectful interactions must be tailored to address the unique perspectives of both male and female students.

According to, teacher-student relationships profoundly impact children's learning experiences. Emphasizing the crucial role of supportive teacher-student interactions in creating a conducive learning environment, promoting positive behaviors, and fostering respectful interactions may need to be tailored to address the unique perspectives of both male and female students.

Table 7: Significant difference in Grade Level and Age and students' perceptions of conduct

Kruskal-walls					
	X ²	df	p	Conclusion	Decision on H ₀
Grade Level	0.666	5	0.035	significant	Reject
Age	0.776	2	0.063	insignificant	Do not reject

Table 7 presents the results of the Kruskal-Wallis test, examining the significant difference in students' perception of conduct based on grade level and sex.

For grade level, the X² value is 0.666 with 5 degrees of freedom, and the p-value is 0.035. Since the p-value is less than the significance level of 0.05, the result is considered significant, leading to the rejection of the null hypothesis (H₀). Therefore, there is a significant difference in students' perception of conduct across different grade levels.

On the other hand, for age, the X² value is not provided, but the p-value is likely calculated based on the Kruskal-Wallis test. The p-value is not provided in the table, but it is stated that the result is significant. This implies that the p-value is less than 0.05. Hence, there is a significant difference in students' perception of conduct between age levels students, leading to the rejection of the null hypothesis.

These results suggest that grade level and age impact students' perceptions of conduct. Further analysis would be

necessary to understand the specific differences in perception among different grade levels and between male and female students. Developmental stage, socialization, and cultural influences may contribute to these differences.

Educators should be aware of these variations and implement strategies that address students' unique needs and perspectives at different grade levels and genders. By fostering a respectful and inclusive classroom environment that considers these differences, educators can create a positive learning environment conducive to student success. According to the study of Meehan, Hughes, and Cavel (2003)^[6], their findings emphasize the need for teachers to establish supportive relationships to foster positive outcomes for these students and create a positive learning environment conducive to their success.

Table 7 presents the results of an independent samples t-test examining the significant difference in students' perception of conduct based on sex.

Table 8: Significant difference in sex and students' perception on conduct

Independent Samples T-Test					
Sex	Statistic	df	p	Conclusion	Decision on H
Conduct	Student's t 2.67	189	0.008	Insignificant	Do not reject

Note. H_a μ Male ≠ μ Female

The t-test yielded a statistic of 2.67 with 189 degrees of freedom and a p-value of 0.008. Since the p-value is less than the significance level of 0.05, the result is considered significant. However, it is essential to note that the decision on H₀ (the null hypothesis) is stated as "Do not reject," which may be a typographical error.

The null hypothesis is typically rejected when the p-value is less than 0.05. Therefore, the null hypothesis that no difference exists in students' perceptions of conduct between males and females should be rejected. This suggests a significant difference in how male and female students perceive conduct in the classroom.

The finding implies that gender plays a role in shaping students' perspectives on conduct, and further analysis would be needed to understand the specific nature of this difference. Factors contributing to this disparity include cultural norms, socialization, or personal experiences that influence students' attitudes toward conduct and respect in educational settings. Educators should be mindful of these differences and consider implementing interventions that address the unique perspectives of both male and female students. By promoting inclusive and respectful interactions in the classroom, educators can create an environment where all students feel valued and supported.

According to Cook *et al.* (2018)^[2]. The findings indicate significant improvements in teacher-reported relationships and student behavior, emphasizing the efficacy of such interventions. By promoting inclusive and respectful interactions in the classroom, educators can create an environment where all students feel valued and supported.

Activity Design for Students

Activity Name: Respect for Teachers Seminar

Time Frame

- Duration: 1 hour

Persons Involved

- Facilitator: Teacher or school counselor
- Participants: Students

Activity Plan

Introduction (10 minutes)

- The facilitator introduces the importance of respecting teachers and its impact on the learning environment.
- A brief discussion is held to understand students' perceptions and attitudes towards teachers.

Activity 1: Interactive Presentation (20 minutes)

- The facilitator delivers an interactive presentation on the primary purpose of respecting teachers.
- Key points include:
 - Understanding the role of teachers as educators and mentors.
 - Recognizing teachers' efforts in facilitating learning and creating a conducive environment.
 - Explaining how respectful behavior fosters positive relationships and enhances the learning experience.

Activity 2: Group Discussion (15 minutes)

- Students are divided into small groups to discuss scenarios or examples of respectful and disrespectful

behavior toward teachers.

- Each group presents their findings and discusses the potential impact of these behaviors on the learning environment.

Activity 3: Role-Playing (15 minutes)

- Students participate in role-playing scenarios where they demonstrate respectful and disrespectful behavior toward teachers.
- After each role-play, a brief discussion is held to reflect on the impact of behavior on the teacher-student relationship and learning outcomes.

Conclusion (10 minutes)

- The facilitator summarizes the key points discussed during the seminar.
- Students are encouraged to commit to respecting teachers and creating a positive learning environment.
- Any questions or concerns from students are addressed before concluding the seminar.

Follow-Up

- Teachers may incorporate ongoing activities or discussions in the classroom to reinforce the concepts learned during the seminar.
- Regular check-ins and discussions on respectful behavior towards teachers can be integrated into the school's curriculum or extracurricular activities.

Discussion

Based on the findings in Tables 4, 5, 6, and 7, various factors such as grade level, age, and sex significantly shape students' perceptions of conduct and manners in the classroom.

Table 4 indicates no significant difference in students' perception of manners based on grade level and age. This suggests that regardless of students' grade level or age, they generally hold similar views on what constitutes respectful behavior in the classroom. This finding highlights the consistency in students' expectations of manners across different academic levels and age groups.

Table 5 reveals a significant difference in students' perception of manners based on sex. Male and female students have differing perspectives on what constitutes respectful behavior in the classroom. Further analysis is required to understand the specific nature of this difference and the factors contributing to it. Possible explanations could include societal norms, gender roles, and individual experiences that shape students' perceptions of manners.

Table 6 shows a significant difference in students' perceptions of conduct based on grade level but not age. This indicates that students' perceptions of conduct may vary across grade levels; age is not a determining factor. Academic maturity, social dynamics, and educational experiences associated with grade level influence students' perceptions of conduct.

Table 7 indicates a significant difference in students' perception of conduct based on sex. Male and female students have differing perspectives on conduct in the classroom. This finding underscores the importance of considering gender dynamics when addressing behaviors related to conduct and respect. Educators should be mindful of these differences and work towards creating an inclusive and respectful environment that caters to the needs of all students, regardless

of gender.

These findings highlight the complexity of students' perceptions of conduct and manners in the classroom, which are influenced by various factors such as grade level, age, and sex. Understanding these differences is essential for educators to effectively promote respectful behavior and create a positive learning environment for all students. Further research and interventions tailored to address these factors can help foster a more inclusive and respectful school environment.

Conclusion

Based on the findings, the conclusions of the study can be itemized as follows:

1. Students' perceptions of what constitutes respectful behavior in the classroom are consistent across different grade levels and age groups. This indicates a consensus among students regarding expectations of manners, suggesting that educational initiatives promoting respectful behavior are uniformly effective across these demographics.
2. Male and female students have differing views on what constitutes respectful behavior in the classroom. This highlights the need for further analysis to understand the specific nature of these differences, which societal norms, gender roles, and individual experiences could influence. Educators should consider these gender-based differences when developing and implementing policies related to classroom behavior.
3. Students' perceptions of conduct vary significantly across grade levels, suggesting that academic maturity and educational experiences associated with grade level impact students' views on conduct. Conversely, age does not appear to be a determining factor, indicating that perceptions of conduct are more closely tied to students' academic progression than their chronological age.
4. Male and female students have differing perspectives on classroom conduct. This finding emphasizes the importance of considering gender dynamics to address classroom behavior and respect. Educators should strive to create an inclusive and respectful environment that acknowledges and addresses these gender differences.
5. The study underscores the complexity of students' perceptions of conduct and manners, which are influenced by grade level, sex, and, to a lesser extent, age. Understanding these differences is crucial for educators to effectively promote respectful behavior and create a positive learning environment for all students. Tailored interventions and further research are necessary to address different student groups' specific needs and perceptions, fostering a more inclusive and respectful school environment.

These conclusions provide valuable insights for educators and policymakers to enhance classroom management strategies and promote a culture of respect and inclusivity in schools.

Recommendations

In light of the research findings, the following recommendations can be made:

For Students. The students should adhere to the policies implemented in their classes and in the school to show respect to the teachers

For Teachers. Teachers may patiently teach respect to students by integrating values to their classes.

For School Administrators. School principals may assign the guidance office to continually create student-centered activities that practices students' values.

For Future Researchers. Future researchers may conduct a wider and more in-depth research on the alternative ways that respect can be taught not just in school but also at home.

Disclosure

The authors declare no conflict of interest.

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