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TEACHERS INTERPERSONAL BEHAVIOR AND PARENTAL ENGAGEMENT IN RELATION TO THE STUDENT'S ACADEMIC PERFORMANCE

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ABSTRACT
The primary purpose of this study is to determine whether teachers' interpersonal behavior and parental engagement in relation to the students' academic performance. This study employed a descriptive-correlational research design. Using total population sampling, 315 junior high school students were selected as respondents from one of the junior high school in New Bataan during the school year 2023-2024. Furthermore, this study employed two adapted survey questionnaires and the general average of the students during their third quarter; all validated to collect data and treated using mean, standard deviation, and Pearson-r. The findings showed that teachers' interpersonal behavior and parental engagement among the students are very high, while their academic performance are very satisfactory. The results also revealed that teachers' interpersonal behavior positively correlated with students' academic performance and parental engagement negatively correlated with students' academic performance. These results encourage teachers and parents to continue support and have a good relationship with the children to maintain a good academic performance of students. Furthermore, to improve the applicability of the results, it is imperative to carry out replication studies in various locales. This will validate the durability of these relationships beyond the present research setting and contribute to a more comprehensive comprehension of these issues.
KEYWORDS: *Teachers' interpersonal behavior, parental engagement, student academic performance, junior high school students, descriptive-correlational design, pearson correlation coefficient, Davao de Oro, Philippines.*

INTRODUCTION
The teacher-student interpersonal relationship is mutual and evolving understanding of teachers and students, which believed to impact on the performance of the students. It is a powerful bonding between the teachers and students that would create confidence and determination of the students to actively participate in classroom discussion. According to Bello and Jakada (2017), the performance of students depends largely on the teaching performance and their interaction with their teachers. Moreover, the parents have been also recognized as one of the primary contributors to students' success in school. The involvement of parents such as encouraging students to meet and overcome different educational challenges at school and inspiring them how to cope with these challenges and praising them when their students are performing better are one of those elements essentials in their lives especially on their academic aspect.

It was unveiled in the study of Chikendu (2022) in Nigeria that the students' academic performance is significantly hindered by the poor relationship between teachers and students. This, in turn, results in the development of immoral attitudes and behaviors, as well as poor academic performance and an increased likelihood of students dropping out of school. Furthermore, researchers in the United States have revealed that African American students have continued to perform dismally in educational settings (Henry et al., 2020).

In the findings of the study conducted by Nicolas (2022) in Quezon City, Philippines, it was revealed that students have a poor academic performance which is affected by some factors including the competency of teachers, the aspirations of parents, and the relationship between students and their parents.

Meanwhile, in New Bataan National High School Davao De Oro it showed that the students have low academic performance. It showed that 38 out of 48, or 79.17% of the students have low academic performance, and only 10 out of 48, or 20.83%, have high academic performance this is based on the grades that is given by the adviser of the students with the permission of the school principal to get the data. Students had difficulties in terms of approaching their teacher; they also had problems in communicating their parents.
Significantly, the investigation highlights a distinctive gap within the current scholarly landscape: a conspicuous studies investigating the interplay between teachers' interpersonal behavior and parental involvement in relation to students'

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academic performance, especially within the distinctive context of public secondary education in the Philippines. The researcher conduct this research to see if teachers' interpersonal behavior and parental involvement associate to student's academic performance in public secondary education in New Bataan National High School, New Bataan Davao de Oro during the school year 2023-2024.

Furthermore, the research results presented to the administrators, teachers, and parents to ensure that the findings are broadly disseminated. Public secondary students invited to attend a meeting held at the school. As a result, administrators and teachers from the other schools was aware of the research results, which may help them address similar difficulties and concerns about their students' academic performance.

Statement of the Problem

This study sought to determine whether teachers' interpersonal behavior and parental engagement influence the academic performance of the Grade 10 students who were enrolled in New Bataan National High School, New Bataan Davao de Oro for school year 2023-2024. It specifically seeks to answer the following questions:

1. What is the level of teachers' interpersonal behavior in terms of:
   1.1 autonomy-supportive behavior,
   1.2 competence-supportive behavior,
   1.3 relatedness-supportive behavior, and
   1.4 competence-thwarting behavior?
2. What is the level of parental engagement in terms of:
   2.1 parenting,
   2.2 communicating,
   2.3 volunteering
   2.4 learning at home, and
   2.5 decision-making?
3. What is the level of students' academic performance?
4. Is there an association between the teachers' interpersonal behavior and the academic performance of the students?
5. Is there an association between the parental engagement and the academic performance of the students?

METHODOLOGY

Research Design

This study was a quantitative descriptive-correlational design. A quantitative research design is a process of gathering and evaluating quantifiable data. It is commonly use in statistical analysis like cause-and-effect relationships, averages, patterns, and predictions between variables (Bhandari, 2020). The researcher used this design to determine and describe the variables of this study and to measure the level of teachers' interpersonal behavior, parental engagement, and students' academic performance. On the other hand, a descriptive approach is a research method that describes the features of the population under investigation (McCombes, 2020). Furthermore, the correlational technique involves gathering information to establish the extent to which the two or more quantitative factors are related.

Statistical Treatment

The information obtained from the questionnaire was recorded and tallied and the following statistical tools were used:

Mean. This tool was used to determine the level of teachers' interpersonal behavior, parental engagement, and students' academic performance.

Standard deviation. This was used to determine how to spread teachers' interpersonal behavior and parental engagement to students' academic performance.

Pearson r. This was used to determine the degree of correlation between teachers' interpersonal behavior and students' academic performance and the relationship between their parental engagement and students' academic performance.

Research Respondents

The research respondents of this study were the 315 Grade 10 students who are enrolled in New Bataan, Davao de Oro during the school year 2023-2024. The respondents were universally selected as the primary source of information for the study. Table 1 below shows the distribution of respondents per section in Grade 10.

Table 1
Respondents of the Study

Grade 10 Sections	No. of Student Respondents
Chastity	48
Faith	39
Generosity	45
Humility	47
Modesty	46
Patience	42
Peace	48
Total	**315**

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Results

The following are the results of the study

Table 2
Summary of the Level of Teachers' Interpersonal Behavior

Indicators	Mean	Descriptive Equivalent
1. Autonomy-supportive Behavior	3.7	Very High
2. Competence-supportive Behavior	3.8	Very High
3. Relatedness-supportive Behavior	3.7	Very High
4. Competence-thwarting Behavior	3.8	Very High
Over all-mean	**3.8**	**Very High**

Table 2 presents an overview of the teachers' interpersonal behavior. The data indicates that the overall mean of teachers' interpersonal behavior is 3.8 which can be described as very high. Also, the students attested that their teachers are interacting with them which can be reflected on their performance in the classroom.

Table 3
Summary of the Level of Parental Engagement

Indicators	Mean	Descriptive Equivalent
1. Parenting	3.5	Very High
2. Communicating	3.4	High
3. Volunteering	3.5	Very High
4. Learning at Home	3.5	Very High
5. Decision-making	3.4	High
Over all-Mean	**3.5**	**Very High**

Table 3 presents a comprehensive overview of the parental engagement levels exhibited by junior high school education students. Out of the five indicators examined, the indicator of parenting, volunteering, and learning at home showed the highest mean score of 3.5, indicating a descriptive equivalent of very high. Furthermore, it is worth noting that communicating and decision-making had the lowest mean score of 3.4, indicating a descriptive equivalent of high. This suggests that respondents' parental engagement in terms of this two indicator is much evident. Moreover, the data reveals an over all-mean of 3.5, indicating a very high level of parental engagement among the respondents. In addition, the students demonstrate that their parents are actively engaged in monitoring and supporting their academic achievements.

Table 4
Level of Students Academic Performance

Indicators	Mean	Descriptive Equivalent
Grades	88	Very Satisfactory
Overall Mean	**88**	**Very Satisfactory**

The data presented in Table 4 shows the level of students' academic performance among the respondents. Based on the result the mean grade of the student is 88 indicating that the respondents have a very satisfactory descriptive equivalent.

Table 5
Association between the Teachers' Interpersonal Behavior and Parental Engagement to Student Academic Performance

Independent Variables	Student Academic Performance		
	r	p-value	Remarks
Teachers' Interpersonal Behavior	0.185	0.002	Significant
Parental Engagement	-0.131	0.030	Significant

Reflected in the table above that when teachers' interpersonal behavior is correlated to the academic performance of the students the result shows that there is a significant association which is supported by a p-value of 0.002 which is lesser than 0.05 level of significance. Teachers' interpersonal behavior towards student academic performance has an r-value of 0.185 showing a

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very weak positive correlation. This means that when the teachers' interpersonal behavior increases, the academic performance of the students also increases. The results further imply that there is a significant correlation between teachers' interpersonal and student academic performance.

Table 5 also reveals a statistically significant association between parental engagement and student academic performance with a p-value of 0.030 which is lesser than 0.05 level of significance. The calculated correlation coefficient r-value of -0.131 specifies a negative very weak correlation between parental engagement and student academic performance. This means that when the parental engagement increases, the students' academic performance decreases. On the contrary, when their academic performance are high their parental engagement are low.

DISCUSSIONS

Level of Teachers' Interpersonal Behavior. The overall results of the teachers' interpersonal behavior revealed that the overall mean of teachers' interpersonal behavior was described as very high. This means that the teachers possess the good attitude in handling their students. Also, the students attested that their teachers are interacting with them which can be reflected on their performance in the classroom. The results are consistent with the findings of Han and Xu (2020), who declare that teachers have a long-term influence on their students after they specify the manner in which learners understand and engage with society. Additionally, teachers have an important role in educational settings. In their research on the causes of effective teaching, Alzeebaree and Zebari (2021) stated that teachers should be helpful, present promising educational situations, and motivate students to participate in their learning. Moreover, it is widely held that the relationships that students form in educational settings with instructors, peers, and principals lead to individual, educational, and social growth (Pakarinen et al. 2018).

Level of Parental Engagement. The average mean score for parental engagement has a descriptive equivalent of very high and it implies that parental engagement is very much evident to the students. The five indicators of parental engagement namely; parenting, volunteering, and learning at home receive a very high descriptive equivalent while communicating and decision-making receive high descriptive equivalent. The findings are corroborated through an investigation conducted by Naite (2021), which demonstrates that students have very high parental involvement, with very highly engaged parents had superior academic performance and achieved higher marks on tests across all subjects, in contrast to children whose parents were not fully engaged in their schooling. The findings also indicate that parents should cultivate a greater understanding of the significance of visiting and providing support to their children at school. Additionally, in the study of Yonson (2016) it revealed that the students have a very high level of parental involvement. Parents are encouraged to actively engage in supporting their children's education, both in the school environment and at home, as parents have the major responsibility for their children's education, goal setting. Parents may help their children grow and succeed as students by actively participating in their education and offering assistance and guidance.

Level of Students Academic Performance. The level of students' academic performance is very satisfactory with a grade of 88, which indicates that the academic performance of the students is very satisfactory. Albarico et al. (2023) stated that students' academic performance is affected by several factors: students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure. In addition, according to Brew et al. (2021), teachers and researchers have long been interested in investigating variables contributing to the quality of academic performance of learners. Academic performance is affected by many factors including parents' education levels and income, teachers' knowledge of the subject, truancy, textbooks availability and accessibility, libraries, practical laboratory, meals provision and many others.

Association between the Teachers' Interpersonal Behavior and the Academic Performance of the Students. The study examined the correlation between teachers' interpersonal behavior and academic performance of students. The obtained correlation coefficients were 0.185. These coefficients were statistically significant, with p-values of 0.002, at a significance level of p-value less than 0.05. Therefore, the null hypothesis is rejected. This means that when the teachers' interpersonal behavior increases, the academic performance of the students also increases. The results further imply that there is a significant correlation between teachers' interpersonal and student academic performance.

Association between the Parental Engagement and the Academic Performance of the Students. The study examined the correlation between parental engagement and academic performance of students. The obtained correlation coefficients were -0.131. This means that when the parental engagement increases, the students' academic performance decreases. On the contrary, when their academic performance are high their parental engagement are low.These coefficients were statistically significant, with p-values of 0.030, at a significance level of p-value less than 0.05. Therefore, the null hypotheses is rejected.

The findings are supported with the theory of Bowlby (1969) Attachment Theory, the theory suggests that a positive and supportive relationship between teachers and students can have a beneficial impact on the students' academic performance. When teachers show more interpersonal support towards junior high school students, their academic performance tends to improve. In addition, positive teacher-student relationships greatly improve intrinsic motivation, engagement, and enjoyment in the learning process. Teachers who promote a friendly and nurturing environment in the classroom encourage active student involvement and greater academic success (Khanam and Javed, 2023). Meanwhile, parents who are actively interested in their children's education have been linked to improved academic performance, improved school attendance, and increased

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participation in advanced courses. Increased parental participation has been linked to improved school attitudes and increased academic motivation in children (Utami, 2022).

CONCLUSION

It can be concluded that the level of teachers' interpersonal behavior and parental engagement are rated as very high. The academic performance of the students is very satisfactory which indicates that the students have shown good academic performance. Moreover, a very weak positive correlation exists between the level of teachers' interpersonal behavior and academic performance of the students. There is a very weak negative correlation exists between the parental engagement and the academic performance of the students.

RECOMMENDATIONS

The following recommendations are offered based on the results of the study:

1. Students must maintain positive ties with their teachers. Students must continue to communicate positively with teachers in order to create a supportive and motivating learning environment. Furthermore, students must seek parental engagement. Recognize the value of parental engagement, but aim for a balance that promotes independence and self-motivated academic accomplishment.
2. Teachers must continue to cultivate good interpersonal relationships with their students, as this improves their performance in school. Establish a friendly and inclusive classroom environment in which students feel respected and encouraged to learn.
3. Parents must actively participate in their children's education while giving them freedom to develop autonomy and self-discipline. Additionally, parents must maintain open communication with teachers in order to better understand their children's development and needs, thereby creating a collaborative approach to their education.
4. DepEd officials may invest in ongoing professional development programs aimed at improving teachers' interpersonal behavior and classroom management. Furthermore, create programs and resources to educate parents on how to effectively assist their children's education while preserving their freedom.
5. Future researchers may examine the outcomes of this study to formulate interventions aimed at identifying additional elements that could maintain teachers' interpersonal behavior and parental engagement, particularly in the context of academic performance of students.

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