Original Research | **Open Access**

Relationship Between Teachers and Students for Motivation (A Case Study of Community School of Nepal)

Shankar Bahadur Rawal

M. Phil. Research Scholar, Faculty of Social Sciences and Education, Nepal Open University, Nepal
Email: srawal2076@gmail.com

Abstract

This research paper is focused to analyze how teachers - students' relationship plays a crucial role in students' motivation in learning. This paper is based on the Gardner model of motivation. By adopting a qualitative method approach and a phenomenological research design, the research paper has been prepared. Convenience sampling technique has been used in it. Data were collected by using a questionnaire and unstructured interview via telephone. Four issues were identified between the teachers-student's relationships throughout the unstructured interview: the importance of teacher-student relationship, teacher expectation, students' motivation, and increase in academic learning. The delimitation of this researcher was to collect the data from the telephone call due to the high transmission and risk of communicable diseases like corona virus (COVID -19) spreading all over the world. The research found out that, the better contact and mutual relationship between teachers and students result in higher students' motivation in learning.

Keywords: Teachers – students' relationships; Student motivation; Academic learning.

1. Introduction

Teachers have to be understood, to perceive that in many schools, students come from different cultures and backgrounds and each student deserves to be respected as an individual and their needs vary from one another (Melor *et al.*, 2011). Thus, teachers establish a positive relationship with their students in order to provide the learning opportunity as well as the motivation they needed to be successful in both academics and a life practice (Melor *et al.*, 2011). There is an associate relation to enhancing schools particularly in terms of its education system, the administration, the teaching practices, the students, and othersv (Pont and Nusche, 2010). Thus a student - teacher's relationship have a great role to create a peaceful environment, academic motivation in the school and also enhances academic learning. Pianta (1999), describes a positive teacher-student relationship as open communication as well as emotional and academic support that exists between students and teachers. This study includes supported factors that are teachers' support, interaction, caring, emotional connection, teachers' patience, and extrinsic reward. It is a sort of relationship that is characterized by mutual acceptance, understanding, warmth, closeness, respect, care, and cooperation (Leitão and Waugh, 2007). Hence, the schoolroom is over simply an instructional setting; it conjointly involves humanistic values to be told regarding life. In the present situation, many students aren't going to the classroom and chronic absenteeism or missing. It also doesn't flow rules and regulations in the school.

Teachers-students relationships play a vital role in students' academic learning (Varga, 2017). There are various factors of students' motivation such as teacher support, reward, interaction, and the towards learning (Gbollie and Keamu, 2017). The informal leaning commences at home, later in the community, and society plays a pivotal role in creating relations, motivation, and learning (Laksamba, 2005). In similar views with Laksamba (2005) urges that the community and society are the next places where informal teaching, learning, and motivation take place in addition to the parental teaching and learning such as a school is the main place where interaction teaching and learning in classrooms with teachers followed by knowledge sharing with peers groups. There is no doubt; the knowledge imparting process in the classroom is the main factor that affects the academic learning of students. Knowledge sharing with peer groups is also another related factor that plays an important role in motivation in teaching. '*Arti, Upadesh* '[1] are considered the most influencing teacher students' motivational factors for the learning of students. There is an important relationship concept of '*Sangat gunako phal* '[2] in Nepali communities which is the motivational

---

[1] Advice or instruction given by the guardians to the children that aims for the betterment of the children's behaviors.

[2] 'A Nepali concept in which a child's behavior is shaped on the basis of their accompany of the friends i.e. if a child comes in the contact of good cultured friends his behavior will be better, if they come in the contact of bad cultured friends their behavior will be worse.

factor for the students. Within this framework, the researcher intends to explore teachers'- students' relationship in motivation a Basic Level Community Schools (BLCSs) in the far western province, Achham district in Nepal.

The Basic level Community School (BLCSs,) in Nepal, generally lacks the availability of qualified and trained teachers. They are not competent enough teaching in classrooms with the proper use of interaction techniques and the motivation of students in their classes.

The persons once physiological and safety needs have been met; then the next level of needs is a social relation. People try to overcome feelings of loneliness and alienation and have a desire of receiving love and a sense of belonging (Jerome, 2013). Social affiliation and belongingness can be met when students experience positive friend to develop the relationships which help them to find their niche in the school community and experience acceptance. Student and teacher relationships will also meet the need for belongingness as students and teachers create bonds and appreciation for one another throughout the school year. Teacher – Student's relationships meet the need for social affiliation and bring insight into what motivates students in the basic Level Community Schools (BLCSs).

The way in which two or more people, groups, countries, etc., talk to, behave toward, and deal with each (Motivation, n.d.) and the success of the learner depends on their motivation. Students who have positive relationships with their teachers feel motivated to learn and support. Similarly, Leitão and Waugh (2007) enforces that motivation covers the struggle and energy in pursuit of desired goals. Student motivation is the key to open their future success. It leads them to reach their goals.

Teacher-Students relationship in motivation is an important part of high-quality education. Learning doesn't extremely occur unless a relentless motivation is provided by teachers (Yilmaz *et al.*, 2017). Teachers' active role in building a relationship with the students from different backgrounds is very important in motivating them in their teaching and learning process.

The most difficult aspects of becoming a teacher are learning how to motivate the students. The students who are not motivated won't learn effectively in the classroom. They don't learn and gain the information they won't participate and some students become disruptive. There are many reasons for unmotivated students. Students feel that they have no interest in the subject matters, find the teacher's methods un-engaging, or be disrupted d by external forces. It also a student who appeared unmotivated really has difficulty learning and is in need of special attention. Students' motivation can be a difficult task; the rewards are more than worth it. The motivation students are more excited to learn and participate. Teaching a class full of motivated students is enjoyable for teachers and students alike. Some of the students are self-motivated, with natural love and belongingness, interaction, and involvement in extracurricular activities to learning. It also inspires and funs them to reach their full potential.

Student motivation towards learning could also be different from every individual and varies from person to person in each schoolroom setting (Bullock, 2017). Likewise, Lumsden (1994) describes students' motivation intrinsically or extrinsically. Some students may complete an activity simply for enjoyment, while others complete the same to obtain a reward or avoid the punishment in learning.

There are two factors that seem to be major importance for creating an open classroom climate: the relationships among students and between teachers and students in the classroom (Fraser, 1991). Positive relationships among students and between students and academics not solely completely associated with faculty interest and motivation (Osterman, 2000). Positive relationships among students and between students and teachers make students feel secure and provide room for sharing opinions, which boosts their involvement, motivation, and interest in participation (Baker *et al.*, 2008; Hamre and Pianta, 2001).

Students' teacher relationships to make strong those students who perceive their teacher as caring, listening, fair, and understanding are expected to be more motivated to interact, discuss, and participate in class. Positive teacher-student relationships cultivate an environment where students can feel safe and are able, and willing to, participate in discussions (Eccles *et al.*, 1993; Hamre and Pianta, 2001; Wentzel, 1998). This is students who perceive their teachers as caring, attentive, fair, and understanding is expected to be more motivated to interact, discuss, participate, and enhance learning in the classroom. Participating in these discussions brings them into contact with alternative ideas and thoughts, that stimulates their disposition to participate -or involvement in- society.

Furthermore, positive student-peers relationships can enhance feelings of safety and stimulate the willingness and motivation to participate in class (Baker *et al.*, 2008; Hamre and Pianta, 2001; Wentzel, 1998) and enhance tutorial action (Johnson *et al.*, 1981) If students have better relationships with their peers, there is a greater likelihood they feel safe and believe that they are being taken seriously and thus more willing to participate and state their opinions. As such, it is assumed that students with positive relationships with their fellow students are more likely to participate in discussions and dialogues in class, which increases opportunities for the nature of student-student relationships, which can be different from that of teacher-student relationships. Positive student-student relationships, for example, not essentially have a positive impact on making an open atmosphere and maybe tumultuous and less stimulating in school (e.g. (Johnson *et al.*, 1981)).

In this connection, Marzano and Marzano (2003) studied the practices of good teachers and determined that "an effective teacher-student relationship could also be the keystone that permits the opposite aspects to figure well" (p. 91). The relationships that teachers develop with their students have a crucial role during a student's tutorial growth. In addition, Hallinan (2008) writes "Learning could be a method that involves psychological feature and social psychological dimensions, and each process ought to be thought-about if tutorial action is to be maximized" (p. 271).

Meyer and Turner (2002), mentioned their findings illustrate the importance of students' and teachers' emotions throughout tutorial interactions. They determined that, through finding out student-teacher interactions, our conceptualization of what constitutes motivation to be told a great deal of and a great deal of have concerned emotions as essential to learning and teaching (p.107). The standard of the association between a student and

conjointly the teacher will finish in a very larger degree of learning at intervals the space per. Good teacher-student and peer relationships could also be one of the foremost vital environmental factors in ever-changing a child's instructional path (Baker, 2006).

Meece (2003), asserted that children at the middle school level need time to adjust to the structure of their new setting in addition to adjusting to their changing bodies. As students enter middle school, they begin to focus on social relationships, developing a concept of self, development morality, and making ethical decisions (Meece, 2003). It shows that different researchers and institutions have various data on academic learning. Generally, the purpose of every school is to increase academic learning for the students. Student-teacher relationships enhance student motivation. Motivation is one of the powerful weapons to increase student learning. Various factors are affecting the students - teacher relationship in academic motivation and learning. Some of the motivational factors such as teacher support, student perception, interaction, extrinsic reward, emotional connection, and extracurricular activities are a vital role to increase students learning (Griffing, 2006). These affecting factors are not properly implemented in the classroom. There is room for improvement in the area of BLCS students' learning at local levels. Several factors are discussed which may affect students' motivation and student learning in the BLCS classrooms, including teacher-students relationship backgrounds as they relate to teaching in the classroom and students' interest in the school curriculum. Therefore, the student-teacher relationship in motivation and learning was not progressing in the community school.

School and classroom environmental factors also play a role in the traditional BLCS classroom and student motivation (Eccles *et al.*, 1993). Several factors affect student motivation in the BLCS classroom such as interest in school, intrinsic motivation, self-concepts of ability, and self-esteem (Eccles *et al.*, 1993). This research attempts to investigate why the students in community school have poor academic learning. The motivational factors that influence students' learning are key concerns of this research. Hence, this article has explored and analyzed teachers - students' relationships that play a vital role in students' motivation in learning in a community school.

1.1. Delimitation of the Study

This research paper is only based on the data collected from telephone interview preparing questionnaire related to the topic due to the Covid 19 pandemic. This study is solely focused on BLCS grade eight in community school Manglasen Municipality, Achham in Nepal.

1.2. Objective of the Study

This research paper has following objectives:
i.   To analyze student-teacher mutual relationship for effective learning activities
ii. To portray the role of motivation for the learning environment at school.
iii. To recommend better learning procedure for concerned authority.
iv. To excel the learning environment at classroom at basic level of Nepal

2. Literature Review

There is an excellent deal of literature that has substantial proof that strong relationships between teachers and students are essential elements to the healthy tutorial development of all students in faculties (Eccles *et al.*, 1993; Hamre and Pianta, 2001; Pianta, 1999). This body of literature involves many genres of analysis that are conducted over the past 3 decades work the interactions between academics and their students and what impact those interactions wear learning. There's credible proof that the character and quality of teachers' interactions with kids have a major impact on their learning (Brophy-Herb *et al.*, 2007). Educators, psychologists, social constructivists, and sociologists have contributed to the growing interest in targeting interventions toward enhancements within the quality of teachers' interactions with kids. According to Hamre and Pianta (2001) posit that "teachers have to be compelled to be actively engaged in interactions with kids so as for learning to occur" (p. 98).

While researching the consequences teacher wear student learning, Brophy and Good (1974) determined that teachers do build a distinction. A large contribution to what brought about that difference was the affective component of teaching that the teachers used. Good et al. found that students those who command a way of not used toward faculty had the worst action record. These students required teacher those who believed in them and were willing to figure with them.

Many studies have examined the effect of the student-teacher relationships in enhancing students' motivation towards learning (Hanrahan, 1998). For instance, Hanrahan (1998) studied the effect of the learning environment on students' motivation and concluded that "I believe that teachers had to give more importance to the nature of the teacher-student relationship, particularly as it affected students' learning related motivational beliefs" (p.750).

3. Theoretical Framework

The learning motivation construct has been stretched to include not only hope of success but also fear of failure and even fear of success. In addition, at least two other motives—those for power and affiliation—must now be considered part of the theory. It focuses on three motives (often broadly stated) and relates them to organizational behavior, or to behavior that appears to have relevance for organizations. The theory follows the three motives well beyond the organizational context into a great variety of aspects of daily life; however, our concern will be only with achievement motivation theory as related to organizations.

In McClelland's view, all motives are learned, becoming arranged in a hierarchy of potential for influencing behavior that varies from individual to individual. As people develop, they learn to associate positive and negative feelings with certain things that happen to and around them. Thus, learning situations such as a challenging task may elicit feelings of pleasure, and ultimately a person may be characterized by strong learning motivation. (McClelland, 1961) specifies certain characteristics of the situations that are preferred by, and tend to elicit learning striving from, people with a strong need for learning. Thus, these are situations in which it is possible to take personal responsibility and get personal credit for the outcome. The credit need not come from others. To such individuals, achieving through their own efforts is intrinsically satisfying. In addition to these three major features, McClelland posits two other aspects of achievement situations. They the learning motivation constructs has been stretched to include not only hope of success, but also fear of failure and even fear of success. In addition, at least two other motives—those for power and affiliation—must now be considered part of the theory. It focuses on three motives (often broadly stated) and relates them to organizational behavior, or to behavior that appears to have relevance for organizations. The theory follows the three motives well beyond the organizational context into a great variety of aspects of daily life; however, our concern will be only with learning motivation theory as related to organizations.

In McClelland's view, all motives are learned, becoming arranged in a hierarchy of potential for influencing behavior that varies from individual to individual. As people develop, they learn to associate positive and negative feelings with certain things that happen to and around them. Thus, learning situations such as a challenging task may elicit feelings of pleasure, and ultimately a person may be characterized by strong learning motivation. (McClelland, 1961) specifies certain characteristics of the situations that are preferred by, and tend to elicit achievement striving from, people with a strong need for achievement. Thus, these are situations in which it is possible to take personal responsibility and get personal credit for the outcome. The credit need not come from others. To such individuals, achieving through their own efforts is intrinsically satisfying. In addition to these three major features, McClelland posits two other aspects of achievement situations. They permit innovation and novel solutions, thus allowing a greater sense of satisfaction When solutions are attained, and they also require a distinct future orientation, thinking ahead and planning, or what McClelland calls "anticipation of future possibilities."

Permit innovation and novel solutions, thus allowing a greater sense of satisfaction When solutions are attained, and they also require a distinct future orientation, thinking ahead and planning, or what McClelland calls "anticipation of future possibilities."

3.1. Motivation Model in Learning

Gardner (2001;2007), proposed his new form of the socio-educational model by presenting motivation as a dynamic construct with integrative motivation at its center. In accordance with the research need and interests, the focus is on level one– external influences particularly on the Motivators factor, the teachers.

3.2. Motivation

Motivation refers to "the reasons underlying behavior". Define motivation as the attribute that moves to undertake to or to not do something (Kenneth *et al.*, 2016). Intrinsic motivation is also a motivation that is animated by personal enjoyment, interest, or pleasure. Deci *et al.* (1999), supported that the "...Intrinsic motivation energize and sustain activities through the spontaneous satisfaction inherent in ineffective intended action. it manifests in behaviors like play, investigation, and challenge seeking that individual typically does for external rewards..." (p. 658). Researchers usually distinction intrinsic motivation with extrinsic motivation, which's motivation dominated by reinforcement contingencies. Traditionally, educators ponder intrinsic motivation to be plenty of fascinating and to guide to higher learning outcomes than extrinsic motivation (Deci *et al.*, 1999).

Motivations were rooted in the literature on extrinsic reinforcement (Stipek, 1996). At intervals this literature, all behavior, including achievement, was believed to be ruled by reinforcement contingencies. Proponents of this approach built-in B.F. Skinner, World Health Organization known differing types of reinforces. Positive reinforces, or rewards, be consequences that increase the likelihood of a given behavior they were created depending on, whereas negative reinforces be consequences that increase the probability of a given behavior by removing or reducing some negative external input. Punishment, on the opposite hand, refers to unpleasant consequences that decrease the likelihood of a given behavior. Below this framework, the teacher's job is clear: to use smart grades and praise to reward desired behavior and unhealthy grades or loss of privileges as penalty. As Stipek notes, this approach is proscribed to the extent that rewards and punishments aren't equally effective for all students, and desired behaviors (such as paying attention) be troublesome to reinforce. Moreover, the benefits of exterior rewards tend to decline over time (Stipek, 1996).

3.4. Student Motivation

Student motivation can be affected by the types of class activities provided for students in science class. Students will benefit in all academic areas, not just science if they are given the opportunity to experience new learning and can apply it to real-world situations or circumstances. Administrators must help to build the capacity of teachers to provide learning opportunities for students using a constructivist approach. This approach will allow students to make meaningful real-world connections in the classroom as they link the relevance between what they learn in the classroom and their potential careers in the future. Students can retain knowledge longer when they are active participants in the learning process (Bachelor *et al.*, 2012)

The research conducted on complementary perspectives between teacher behavior and student motivation (Skinner and Belmont, 1993). According to Skinner and Belmont asserted there is a relationship between student

engagement and teacher behavior such as providing structure, providing autonomy support, and interpersonal relationships. This study included 144 children in grades 3 to 5 and their 14 female teachers located in a rural suburban school district in upstate New York (Skinner and Belmont, 1993). The researchers' findings concluded that how teachers interact with their students has both direct and indirect effects on student engagement and motivation in the classroom (Skinner and Belmont, 1993). According to Skinner and Belmont, The engagement was influenced by both student perceptions of their teachers as well as the actual teacher behaviors.

Psychologist Abraham Maslow first introduced his concept of a hierarchy of needs in his 1943 paper "A Theory of Human Motivation" This hierarchy suggests that people are motivated to fulfill basic needs before moving on to other needs. Maslow's hierarchy of needs is most often displayed as a pyramid that serves for easy explanation and better understanding. In this pyramid such needs physiological needs, safety, love and belonging, esteem, and self-actualization needs.

3.5. Teachers–Students' Relationship in Motivation

Teachers play a pivotal role by providing not only effective instruction to help students achieve their learning objectives but also pedagogical caring and supportive communication with pupils. Students can establish personal relationships with teaching staff through daily interactions in lessons and other activities that require the involvement of both parties (Brophy and Good, 1974). Teacher-student relationships can be favorable or disappointing. Given the essential role of supportive and positive teacher-student relationships in encouraging achievement motivation, learning engagement, personal persistence, and other favorable outcomes, enhancing such connections have been suggested to be an extremely important aspect of education (Klem and Connell, 2004; Pianta, 1999). Being supported through caring interpersonal relationships with teachers makes it more likely that students will have ''positive academic attitudes and values, and more satisfaction with school'' (Klem and Connell, 2004).

A meta-analysis by Cornelius-White (2007) based on 119 studies conducted from 1948 to 2004 and comprising 1,450 sets of findings (N = 355, 325 of whom were students), shows that good teacher-student relationships are associated with positive educational outcomes (affective, cognitive, and behavioral) with an average correlation coefficient of .31 (SD = .29). In particular, harmonious and supportive relationships have larger effects on both affective and behavioral outcomes (Cornelius-White 2007). A more recent review by Roorda et al. (2011) confirms that a favorable teacher-student relationship can ''stimulate learning behavior and support the child to deal with demands in the school context'' (p. 495).L. Yang et al. From the perspective of motivation, it has been shown (Wentzel, 1998) that when children experience social alienation and disconnectedness, they are more likely to be unmotivated, disengaged from learning, and to achieve less than those who obtain regular support from good teacher-student relationships. It is also worth noting that an increasing body of research provides empirical evidence that outcomes such as school engagement, classroom behavior, and academic functioning among academically disadvantaged students (such as low performers and those with learning disabilities) are vulnerable to the detrimental effect of poor relationships with teachers (see for example (Pianta, 1999)).

3.6. Teacher-student Relationship Theories

Three key theories largely inform the research found on teacher – students' relationships discussed in this paper: ecological systems theory, attachment theory, and determination theory. It is beyond the scope of this paper to discuss these theories in-depth, but a brief overview of their connections will be discussed.

3.6.1. Ecological Systems Theory

Bronfenbrenner's ecological systems theory (Rosa & Tudge, 2013) comprises five contextual systems that influence a child's development. The first level, the Microsystems, represents the immediate context in which the child develops. The Microsystems connects with the teacher-student relationships as it includes significant people, such as teachers, as well as settings, such as the school and their influences on development. It is within these Microsystems that dyadic relationships play an integral role in understanding developmental changes.

3.6.2. Attachment Theory

Attachment theory addresses the influences of significant adult-child relationships, like teacher-student, in human development (Schwartz, 2015). 'Healthy' development occurs when a child's caregiver positively supports the emotional, physical, and social needs required by the individual. The quality of the emotional bond between the teacher and student has important implications in shaping development. Children develop internal representations of the relationship, which are, in turn, used to predict future behaviors and responses.

3.6.3. Self-System and Self-Determination Theory

Self-determination theory when applied within the school setting discusses that motivation is dependent on three "innate, universal and psychological" needs: autonomy, competence, and relatedness. In connection with the teacher-student relationships the self-determination theory concept of relatedness is significant. Accordingly, Connell (1990) posited that the need for relatedness, the need for competence, and the need for autonomy are the most important psychological needs in the framework of self-system processes. The self-system theory of engagement assumes that human beings have basic psychological needs and can be motivated to engage in activities passionately and voluntarily when those needs are met.

In this article additional aspects in the student-teacher relationship that had been studied include types of feedback given by teachers, support and caring, patience, sense of belonging, teacher emotional connection between student and teacher, students' perception of their teachers' cares for them, teacher expectations of students, and teacher motivation. Some of themes are elaborate.

3.7. Teacher Support and Caring

According to (Wentzel, 1998) mentioned teacher support as providing emotional support to students, while (Griffing, 2006) defined teacher support as providing extra academic help and assisting students' personal considerations. Supported in their studies, both of them concluded that teacher support has a positive influence on enhancing students' academic motivation.

Teacher care had a significant positive impact on student motivation (Murdock, 1999). This assertion was supported by a study conducted by Wentzel (1998) who contended that students who thought their teachers were caring paid more attention during class and were more motivated. Adler and Moulton (1998), students interpreted caring as "understanding, respecting academic confidentiality, encouragement, urging the completion of assignments, and making assignments fun, interesting, and adaptable to the style of the learner."According to Griffing (2006) also mentioned that a lack of caring teachers seemed to reduce student motivation.

3.8. Teachers Expectation

In this study to find, as suggested by Griffing (2006), when the participants perceived their teacher to have high expectations of them, their academic motivation increased. Conversely, low teacher expectations resulted in low academic motivation. The findings are similar to that of Murdock (1999) and Wentzel (2002) who found that teacher's high expectation corresponded with the student's end of year grades. Griffing (2006), further argued that teacher expectations may only act as a superficial covers to the notion of how well the teacher knows the students and how much confidence the teacher has in the students.

From the above different researchers' and theorists' review, this researcher found the research gap as nobody has conducted their research on the teacher-student role on motivation for better learning environment at the basic level community school of Nepal. So, this research is new research and important for academia.

4. Methods

The research design used for this study is a qualitative method of phenomenological unstructured interviewing. The research sample consisted of five service teachers and five students who have taught in grade eight classrooms and students enrolled in grade eight classes in the community school. They have been selected based on a convenient sampling method and all of them are teaching at the Basic level of the community school. This study was BLCS grade eight in community school Manglasen Municipality, Achham in Nepal. The interview protocol had 15 questions which were divided into four different sections to facilitate the analysis process. The data collected provides perspectives regarding teachers' – students' relationships in students' motivation in academic learning in the BLCS grade eight classrooms. The data was then, explored, and analyzed based on coding units of information and categories relevant to the study.

5. Results and Discussion

The result and discussion suggested four interconnected meanings (themes) in the teachers – students' relationship that had a certain level of influence on the respondents' level of students' motivation in academic learning. The four identified meanings were the importance of teachers- students' relationship, Increase in academic learning in BLCSs, Students' motivation in academic learning, and teacher expectation.

5.1. The Importance of Teachers - Students' Relationships

Overall, the findings from the interviews all showed that the respondents agree that a positive teacher-student relationship is important in the BLCS teaching classroom. Based on their responses, teacher-student relationships contribute to students' increased level of motivation to learn as well as enhance their academics learning. However, the respondents additionally showed a variable degree of variations in their level of awareness in however this relationship is manipulated in categories to confirm classroom management and effective learning. They emphasized the need for teachers to get to know the diversity of the students more, to respect students, child-friendly environment as well as to earn their respect in return in the classroom.

> I agree teachers – students' relationships are most important in student motivation in academic learning because...like in my experience when I like the teacher when I know the teacher well, I will pay more attention to the teachers. (Respondent 4)

The explored and analyzed of the unstructured interview also unearths the service teachers' in BLCSs perspectives on the importance of positive teachers'-students' relationships in the BLCS classroom in grade eight. All of them have the same opinion on the notion that it is vital to building a strong and mutual relationship enhanced with the students as it will ensure successful and effective learning conduct in the classroom.

> "Yes, I do....then, you'd know how to attract them...you'll know how to control them. It is most important to have a good relationship with the students because if they hate the teachers they'll probably skip the class." (Respondent 6) "...when I like the teacher, when I know the teacher well, I will pay more attention than towards the teachers that I the ones I don't like." (Respondent 4)

Teachers' and students' interaction becomes extremely significant for a successful relationship throughout the whole community school in academic year. In addition, the first impression of the teacher will influence the students' attitudes towards education in the coming future. A mutual and close relationship will help those students who are shy, with low self-esteem or find speaking in front of the classroom difficult (Melor *et al.*, 2011). If a good relationship with the teacher, they might gain some confidence and probably will get rid of the tension that they might have when they are in class. Therefore, positive teachers'-students' relationships improve classroom management as well as the atmosphere in the classroom making it conducive, comfortable, easier, and safe for self-learning and self-discovery. As well, positive teachers'- students' relationship means the students like the teacher more than something; it will make them keep on in their seating that is decrease the absence in BLCSs.

5.2. Increase in Academic Learning in BLCSs

The interview data-based on, it seems that the result of positive teachers' – students' relationship outcomes in increased motivation level and also increased in academic learning. They claimed to enhance academic learning in the subjects that were taught by their favorite teachers. It is shown that a close and mutual relationship with the teacher helps motivate the students in their learning in BLCSs.

> As described by the respondents, a teacher that is, whose child friendly, supported, and caring made their learning process more comfortable, easier, peaceful, and less stressful (Respondent 3)
> "...In the classroom...I got ranking A for class work...she encourages me...motivates me... we got closer" (Respondent 1)
> "She uses... it is not like the ordinary methods in the teaching in the classroom. She is more like a friend. She is very concerned about her students and not only about the grades... She was like a mother to us" (Respondent 5)

Five of the respondents (students) scored mostly as in the subject taught by their favorite teachers, not to mention, most of them received a grade (Municipality level of examination) for the subject. In addition, most of the relationships continue even after they have finished school. When asked why they just like the teacher, they place stress on him or her being an additional sort of a friend than an instructor. They also stressed on teaching style where the teacher incorporates new methods into the topic.

However, in the Nepalese government education system, is exam-focused, all teachers' perspective enhances result for students do not focus and improve the teaching style. They became unfriendly, pressure, and harsh. It is not the possibility to warm and close relationships for teachers and students it also high risk and low academic learning. Even so, teachers are not faulted in the learning process; there are many factors to affect the students' motivation in academic learning.

> According to respondents, "teachers can't blame and fault in the schools...The school administration follows strict rules and regulations...as well as change the behavior of the teachers, and then we could be improved" (Respondent 1)

When referring to the condition of the schools, political system, cultural and religious norms, and values, the school system, unclear rule and regulation, monitoring, and supervision are the hindering factors the nurturing positive relationship teachers and students.

> "In my view, schools could be not strict...in la way the students give more freedom in the school. Students have their own needs, desire, and thinking, so we have to give more selection". (Respondent 1)

5.3. Students Motivation in Academic Learning

Accordingly, Osterman (2000) stated that a student's sense of belonging at school can be either categorized or described as negatively or positively. He said that negative notions are those related to investment in learning.

> "In this context...she pays more support and caring to me. Because... I don't know... But my teacher...mainly, she teaches me the not to modern way only traditionally...teacher do not entertainment use by extracurricular activities in the classroom, so that, I like her" (Respondent 5)

In the above mention respondents, comments showed that teacher's support and caring resulted in better student's classroom motivation. A strong and positive relationship enjoyable and focus with teachers and respondents interesting in classroom topics. In this study based on students with higher-quality relationships participate more and are more engaged in the classroom than those with lower quality relationships.

In the study, the result from this question was how they put emphasis on academics support. The connection, (Adler and Moulton, 1998), students interpreted caring as "understanding, respecting academic confidentiality, encouragement, urging the completion of assignments, and making assignments fun, interesting, and adaptable to the style of the learner."

> In my opinion, when the compare past and present teachers...my present teachers are friendly, but no concern, a past teacher is strictly...they are concerned related to the subject matter. (Respondent 2)

The next respondent mentioned the need for the teacher to be interesting and fun when teaching. High-quality relationships foster student's self-regulatory and social skill development and have been found to be related to lower levels of externalizing and internalizing behavior problems (Pianta, 1999). However, this does need to translate into being a friend. "... Students need and want without a doubt, the teacher is the key to the school foundation.".

5.4. Teacher Expectation

Respondents agreed that teacher expectation affected their academic motivation. Respondent s explained that the teacher's expectation played an important role in his academic motivation especially when the relationship with the teacher was good. The respondent however emphasized that too high an expectation could be counterproductive. He feels burdened by it, he said, and that decreased his academic motivation:

> *"Sometimes the teacher expects too much, but the student doesn't feel like he can achieve it. I am like that. When teacher expectation is too high, I feel burdened, I feel anxious and it is not motivated me."(Respondent 1)*

Respondent also mentioned that high expectations should be complemented with support: *"When a student is good at one subject, don't expect him to always get good marks; sometimes he fails too. And he needs full supports like other students too". (Respondent 3)*

Low expectations, however, had the opposite effect. It usually made the students take it easy and lead them to put in less effort to succeed. *As the respondent s further added, "But the teacher shouldn't expect too little, it makes students lazy."*

Teaches expectation seems to affect students' academic motivation in three ways. High teacher expectation increases students' academic motivation. In this study, the results of this study confirm that of other studies which suggest that high teacher expectations have a positive impact on students' academic motivation (Griffing, 2006; Murdock, 1999; Wentzel, 2002). However, this study's findings also suggest that high teacher expectation is only translated into how much the teacher trusts the student when the student perceives that the teachers care for them and support them.

In the next interesting result from this study is that when teacher expectation was too high, participants felt that the teacher did not know their capability. In this study, they felt burdened by the expectation which lowered their academic motivation. This is supported by Griffing (2006) study. According to Griffing (2006), suggested that hen the teacher has high expectations but the students are not able to achieve the goal, students seem to become discouraged which then lowered their motivation.

6. Conclusion

From the above analysis, this researcher comes to the conclusion that students' motivation in academic learning becomes influential by the mutual and positive of the relationship that the teachers - students' have with each other. In this study implementation to teacher professional who is interested in utilizing the relationship may have students to enhanced students' motivation in academic learning. By analyzing the insight into how teachers - students' relationships students' motivation in learning the Basic level of a community school in Nepal, this paper concluded that teachers' successful learning and teaching should be emphasized more at a high level so that future teachers are equipped with the right mindset when they venture into school. The article findings, respondents seem to be aware of its importance and roles in their job as teachers. In nutshell, the teachers' role is to provide a safe context for supporting and caring to have expectations for the students.

References

Adler, N. I. and Moulton, M. R. (1998). *The eye of the beholder: Middle schoolers talk about caring* Schools in the Middle.

Bachelor, R., Vaughan, P. and Wall, C. (2012). Exploring the effects of active learning on retaining essential concepts in secondary and junior high classrooms. Available: https://eric.ed.gov/?id=ED531546

Baker, J. A. (2006). Contributions of teacher-child relationship to positive school adjustment during elementary school. *Journal of School Psychology,* 44(3): 211-29.

Baker, J. A., Grant, S. and Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly,* 23: 3–15. Available: https://psycnet.apa.org/record/2008-04403-002

Brophy-Herb, H., Lee, R., Nievar, M. and Stollak, G. (2007). Preschoolers' social competence Relations to family characteristics, teacher behaviors, and classroom climate. *Journal of Applied Developmental Psychology,* 28(2): 134-48.

Brophy, J. E. and Good, T. L. (1974). *Teacher-student relationships: Causes and consequences.* Rinehart and Winston: Holt.

Bullock, N. J. (2017). *Factors affecting student motivation and achievement in Science in selected middle School eighth grade classes.* Electronic Theses and Dissertations Collection for Atlanta University and Clark Atlanta University.

Deci, E. L., Koestner, R. and Ryan, R. M. (1999). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research,* 71(1): 1-27. Available: https://doi.org/10.3102/00346543071001001

Eccles, J., Wigfield, A., Midgley, C., Reuman, D., Iver, D. and Feldlaufer, H. (1993). Negative effects of traditional middle schools on students' motivation. *The Elementary School Journal,* 93(5): 553-74.

Fraser, B. J. (1991). *Two decades of classroom environment research in educational environments: Evaluations, antecedents and consequences, edited by b. J. Fraser and h. J. Walberg, 3–27.* Pergamum Press: New York.

Gardner, R. C., 2001. "Language learning motivation: The student, the teacher, and the researcher." In *Texas Papers in Foreign Language Education.* pp. 1–18.

Gardner, R. C. (2007). Motivation and second language acquisition. *Porta Linguarum,* 8: 9-20. Available: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.469.5822&rep=rep1&type=pdf

Gbollie, C. and Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering liberian junior and senior high school students learning. *Education Research International*: 1-11. Available: https://doi.org/10.1155/2017/1789084

Griffing, C. (2006). Student-teacher relationships: An exploration of student motivation. Counselor education master's theses. Paper 42. Available: http://digitalcommons.brockport.edu/edc_theses/42 http://digitalcommons.rockport.edu/edc_theses/42

Hallinan, M. T. (2008). Teacher influences on students attachment to school. *Sociology of Education,* 81(3): 271-83.

Hamre, B. K. and Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development,* 72(2): 625-38.

Hanrahan, M. (1998). The effect of learning environment factors on students' motivation and learning. *International Journal of Science Education,* 20(6): 737–53.

Jerome, N. (2013). Application of the Maslow's hierarchy of need theory; impacts and implications on organizational culture, human resource and employee's performance. *International Journal of Business and Management Invention,* 2(3): 23198028.

Johnson, D. W., Maruyama, G. J., R., Nelson, D. and Skon, L. (1981). Effects of cooperative, competitive, and individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin,* 89(1): 47–62.

Kenneth, A., Botwe, P. B. and Lakhawat, P. S. (2016). A study on motivation and its impacts on employees' performance special reference tomanufacturing industry. *Internation Journal of Science Technology and Management,* 5(6): 205-14.

Klem, A. M. and Connell, J. P. (2004). Relationships matter. *Linking Teacher Support to Student Engagement and Achievement,* 74(7): 27–34.

Laksamba, C. (2005). *Policy and practice of lifelong learning in nepal : A socio-political study by chandra kumar laksamba department of political.* International and Policy Studies (Issue September). School of Arts.

Leitão, N. and Waugh, R. F. (2007). Students views of teacher-student relationships in the primary school. November, 32.

Lumsden, L. (1994). Student motivation to learn. *Eric Digest,* 93: 1-7. Available: http://eric.ed.gov/?id=ED370200

Marzano, R. J. and Marzano, J. S. (2003). Building classroom relationships. *Educational Leadership,* 61(1): 6-13.

McClelland, D. C. (1961). *The achieving society.* D. Van Nostrand: Princeton, NJ.

Meece, J. (2003). Applying learner-centered principles to middle school education. *Theory into Practice,* 42(2): 109-16.

Melor, M. Y. M., Osman, W. S. W. and Ishak, N. M. (2011). Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia-Social and Behavioral Sciences,* 15: 2637–41. Available: https://doi.org/10.1016/j.sbspro.2011.04.161

Meyer, D. K. and Turner, J. C. (2002). Discovering emotion in classroom motivation research. *Educational Psychologist,* 37(2): 107-14.

Motivation (n.d.). *In Merriam-Webster's collegiate dictionary.* 11th ed edn: http://www.merriam-webster.com/dictionary/motivation

Murdock, T. B. (1999). The social context of risk: Status and motivational predictors of alienation in middle school. *Journal of Educational Psychology,* 91(1): 62–75.

Osterman, K. (2000). Students' need for belonging in the school community. *Review of Educational Research,* 70(3): 323–67.

Pianta, R. C. (1999). *Enhancing relationships between children and teachers.* American Psychological Association: Washington, DC.

Pont and Nusche (2010). Improving school leadership. In improving school leadership. 1: Available: https://doi.org/10.1787/9789264082915-et

Skinner, E. and Belmont, M. (1993). Motivation in the classroom: Reciprocal effects of Teacher behavior and student engagement across the school year. *Journal of Educational Psychology,* 85(4): 571-81. Available: http://dx.doi.org/10.1037/0022-0663.85.4.571

Stipek, D. J. (1996). *Motivation and instruction.* Handbook of Educational Psychology. https://doi.org/10.1146/annurev.ps.05.020154.002041

Varga, M. (2017). The effect of teacher-student relationships on the academic engagement of students. 13(3): 1576–80.

Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers and peers. *Journal of Educational Psychology,* 90(2): 202-09.

Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development,* 73(1): 287–301.

Yilmaz, E., Turgut, M., Kele, A. and Kele, A. (2017). Variables affecting student motivation based on academic publications. *Journal of Education and Practice,* 8(12): 112-20. Available: https://teach.com/what/teachers-change-lives/motivating-students/