

Review Form 1.6

Journal Name:	Asian Journal of Advanced Research and Reports
Manuscript Number:	Ms_AJARR_93426
Title of the Manuscript:	The Impact of Supportive Teacher-Student Relationships on Academic Performance
Type of the Article	Short Research Article

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

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PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	None	
Minor REVISION comments	<p>counsellors</p> <ul style="list-style-type: none"> - Correct the spelling – (counselor) <p>The enhancement of the quality education in Bhutan has been vibrantly vibrated even on the lips of the His Majesty the king of Bhutan but the actual cause and the truth behind are yet to be comprehended. Out of many, one of the most important contributing factors could be the development of Supportive Teacher-Student Relationships which focuses deeply on holistic enrichment and modern learning inquisitiveness in the school to prepare them locally and globally competent. We must prioritize their holistic development in addition to educating and preparing them for the twenty-first century so that they grow into compassionate, dependable, and honest people as well as patriotic citizens. (Wangchuck, 2021)</p> <ul style="list-style-type: none"> - wordy sentence - word choice - intricate text - incomplete sentence <p>Over 23 years of personal experience, other people's views, as well as testimonies from teachers and students, have increased the researcher's interest in this subject. The researcher's findings from the past research study suggested that students who have significant and pleasant relationships with their teachers are more motivated to achieve in school, particularly in the classroom teaching-learning tasks.</p> <ul style="list-style-type: none"> - Text inconsistencies - Punctuation in compound/complex sentence - Unclear sentences - Wordy sentences <p>It is a teacher's obligation to promote a desire for learning because they spend a tremendous amount of time with their students throughout the school academic year. The teacher-student supportive relationship is actually the most effective tool teachers have when attempting to create an environment that is conducive to learning. Students who sense that their teachers are more supportive have higher levels of academic success (Gehlbach, Brinkworth, & Harris, 2012). In order to keep students interested and engaged, the learning environment is also crucial. Since they approach learning with zest and zeal, children are more engaged when they feel in control of the situation and secure in the classroom. Students become active participants in their own education. Students take an active role in their education when they have healthy relationships with their teachers (Maulana, Opdenakker, Stroet, & Bosker, 2013). Therefore, creating and upholding a strong teacher-student relationship is the first step in assisting a student to become more motivated and involved and subsequently academically successful.</p> <ul style="list-style-type: none"> - Unclear sentences - Incomplete sentences - Word choice <p>Understanding the importance and power of fostering a supportive teacher-student relationship, as well as how it relates to academic success, is crucial. One of the key components of efficacy and skill in teaching, according to Aultman, Williams-Johnson, and Schutz (2009), is a teacher who forges strong bonds with their students. The development of a good student-teacher relationship is essential if the school wants to improve academic success. Effective learning is impossible without it. The secret to offering a desirable education that will best prepare students for their futures is to foster a positive student-teacher connection. The degree to which teachers foster positive relationships with their pupils has a big impact on how connected they feel to school, how happy they are, and how well they do in school. Klem & Connell (2004) asserted when teachers show their love, care, and supportive relationship with the students, the kids will develop a positive academic mentality and find the school to be a meaningful experience. Building a strong teacher-student relationship, according to Hamm (2011), is the key to fostering learning because it encourages students to continue studying and creates a favourable learning environment where they feel comfortable asking questions and getting answers. In order to produce positive, motivated, and engaged pupils, Reeve (2006) recognized a teacher who sets a good example for students and can maintain a supportive relationship with them. Direct effects on instructors include encouraging creativity in the classroom through a variety of entertaining and engaging activities. Positive teacher-student interactions are essential for both the teacher's well-being and the possible effects they may have on students.</p> <ul style="list-style-type: none"> - 5 unclear sentences - 3 word choice - 2 inappropriate colloquialisms - 2 wordy sentences - Correct the spelling 	
Optional/General comments	None	

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PART 2:

	Reviewer's comment	Author's comment <i>(if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
Are there ethical issues in this manuscript?	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

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