# COVER PAGE AND DECLARATION

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# EDUC580: Educational Research:

# Designs and Procedures

# Module Assignment: Action Research Paper/Report

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# THE EFFECT OF THE TEACHER-STUDENT RELATIONSHIP IN THE MASTERY LEARNING APPROACH

***ABSTRACT***

The concept of mastery learning requires that with the guidance of the teacher, students are allowed to move through academic topics at their own pace. John Spacey described mastery learning an educational approach that is based on the idea in which students shows mastery of major concepts before moving to more advanced topics (John Spacey, 2018). But in addition, teachers have stipulated time frames and curriculum content which are however scheduled within the school time. The above-given scenario demands a cordial affiliation and effective relationship between teachers and students to enable the achievement of the mastery of the learning concept. Moreso, as described by another author, a classroom is an ecosystem that allows a cordial connection among members to reach a desired outcome which is "effective student learning" (Teach mint, 2022). The emphasis on learning lies in what happens in the classroom, especially between the teacher and students and partly among students which is also coordinated by the teacher. The relationship between the teacher and the student poses a great impact on the learning of the students. According to Bloom, the basic task of teachers in teaching is "to find strategies and methodologies which will integrate individual differences in such a way as to promote the maximum and ultimate individual development (Benjamin Bloom, 1968). This task alongside the demands of mastery in each unit for every student weighs greatly on the communication flow between teachers and students. It requires that both parties relate cordially and effectively to actualize the goal.

This research aims to analyze and understand the various ways of connectivity between teachers and students and how it fosters the progress of effective learning in the mastery learning approach. The target of this research will be middle school and secondary students in an American curriculum mastery learning-based school. Looking at the concept of this research, a probability sampling that narrows the target population to yield a purposeful sampling in a qualitative measure would be used. The size of the sample can be statistically constructed, questionnaires, surveys, and random interviews will form the data collection instruments that would be used. The key findings will be geared towards improving effective learning through a good relationship between teachers and students in all mastery learning-based schools. With the key findings and understanding gotten from the research, obvious recommendations would be made to explain what level of the teacher-student relationship is maximally profitable in a mastery learning approach.

## *BACKGROUND OF THE STUDY*

Educators are faced with the challenge of applying new educational practices and methodologies in pursuit of improving student learning in all stages of academics. This overwhelming demand makes it difficult for school administrators to make decisions that might yield a healthy relationship between students and teachers. This pressure is the reason most academic institutions implement strategies that falls to either the detriment of the teachers or students. As Guskey said (2010), the framework of mastery Learning gives various research supported strategies with a record of accomplishment of positive teacher- student relationship.

Mastery learning has been defined "as a method of instruction focused on the role of feedback in learning" Slavin 1987). It is a class of methods of instructions which demands a level of performance of mastery for all students before having the next unit. It ensures the individual knowing of the major concepts, thereby requiring teachers to have a more detailed knowledge of the students' ability and the possible assistance required by each student. It is widely known as an instructional approach based on the concept that all students can learn when provided with conditions and resources appropriate to their conditions.

In 1981, Bloom explained the role of teachers as facilitators that extend great interactions to students with utmost need of assistance. The focus of teachers most likely goes to the group of struggling students while some other teachers prefer to strengthen students who have gotten the foundational knowledge and then encourage them to work with the struggling students as helpers. In whatever approach that is used, mastery learning principle and goal is to ensure a consistent mastery with a prove, before the child is allowed to move to the next level. A lot of mastery learning programs are used in different countries of the world at different levels of education. There is vivid evidence that acknowledge the fact that students that undergo mastery learning education system have shown ability than their counterpart who study in traditional education system.

In mastery learning approach, students obtain grades for standards in units/chapters, with no end of term grade. Achievement of mastery can be shown by short assessment, project work, participating in any activity, making a model that explains the concept, interactive discussion, verbal analysis, or any other way that may be given by the teacher. It gives a more flexible method of assessment which encourages students to learn at their own pace and have multiple opportunities to demonstrate their successful learning. Since the goal of mastery learning is success for all, teachers employ multiple academic motivation and group interaction that gears towards enhancement of knowledge for all with adequate feedback support. The flow of relationship between students and teachers is connected to the immense feedback and remediation rendered to the students by the teachers. Lack of feedback will result in low performance and inability to show mastery where necessary. The extent of mastery depends on the level of communication that exists between teachers and students. Mastery learning approach ensures that a regular and adequate feedback is given to students and a means to get the acquire the

supposed mastery throughout the instructional period. This feedback system is tied to the quality of relationship between teachers and students to yield a greater degree of learning for all in classroom.

Moreover, the teacher's in-depth knowledge of students' area of weaknesses forms the basis for his/her relationship to them respectively and extends that knowledge in giving corrections and further instructions as necessary. Baker (2006) stated that "strong teacher-student relationship may be one of the most important environmental factors in changing a child's educational path". This research work will explore the possible teacher-student relationship that effectively enhances mastery learning approach.

***PURPOSE OF RESEARCH (AIMS AND OBJECTIVES)***

The mastery learning approach is a teaching method that prioritizes the mastery of skills and knowledge through the repetition of content until students achieve a pre-determined level of proficiency. It has been proven to be a reproach that yields outstanding students with great learning outcomes across a variety of areas and age groups. However, research has also suggested that the effectiveness of the mastery learning approach may be influenced by the quality of the teacher-student relationship. Teacher- student relationship is key for fostering a positive and conducive atmosphere where learning can be carried out in a fun and friendly way. Teachers who establish positive relationships with their students can promote higher levels of engagement, academic achievement, and overall well-being. Moreover, research has suggested that the mastery learning approach may require more interaction and feedback between teachers and students than other teaching approaches, which further emphasizes the importance of teacher-student relationships in this context.

Therefore, this research will predominantly dwell on these points:

1. the different levels of relationships that exist between teachers and students along with learning outcomes that can be obtained.

2. To explore the quality of teacher-student relationships in mastery learning approach compared with student engagement, achievement, and motivation.

3. To analyze the effect of teacher-student relationships on student learning outcomes in mastery learning classrooms

4. To identify the strategies teachers can employ to actualize mastery learning approach.

**Research questions.**

1. How do teachers establish and maintain quality relationships with their students in mastery learning classrooms.
2. What impact does a good teacher-student relationship have on students' engagement, achievement, and motivation?

3. Why is learning outcome tied to an effective teacher-student relationship context of the mastery learning approach?
4. What measures can teachers use to establish positive relationships with their students in the context of the mastery learning approach?
5. Is there any limit to the level of relationship that must allowed between teachers and students?

A set of 25 questions embedded in a survey for teachers and students respectively to figure out the views of individuals (teachers and students) who have been through the curriculum of mastery learning. These questions were carefully drafted as the handy resources that will be backbone of the quantitative analysis in this research. Also, a couple of interviews conducted one on one with teachers and students was added as part of the quantitative analysis.

***SIGNIFICANCE OF THE RESEARCH***

i. Analysis of mastery learning approach: This research will relate to the central aim of mastery learning that can help teachers design teaching practices that align with the principle of mastery learning approach and improve student learning outcomes. There is still much to learn about specific factors that make mastery learning successful.

ii. Identification of factors that influence student learning outcomes: This study will investigate various factors that influence student learning outcomes in mastery learning approach with focus on teacher-student relationships. Necessary strategies that are needful for positive learning outcomes and various teaching practices that actualize students' academic needs.

iii. Practical recommendations for teachers: The study will provide practical recommendations for teachers on how to establish positive relationships with their students in the context of the mastery learning approach. These recommendations will be based on empirical evidence and will be tailored to the unique challenges of the mastery learning approach.

iv. Improving student engagement and motivation: One of the key benefits of the mastery learning approach is that it promotes student engagement and motivation. By identifying strategies that promote positive teacher-student relationships, the study can help teachers foster an environment that is conducive for a better learning outcome.

v. Potential for future research: The study has the potential to inspire further research into the effectiveness of the mastery learning approach and the impact of teacher-student relationships on student learning outcomes. The result analysis of this study can further be used for investigations into these areas, ultimately leading to a better understanding of the factors that promote successful teaching practices and improve student learning outcomes.

***SCOPE***

The scope of this research is geared toward American curriculum schools in Tajikistan and within the geographical area, where the mastery learning approach is used as a mode of teaching. Extended to compare with other schools where the traditional approach of teaching is used. The target population as mentioned earlier is middle school and secondary students and teachers.

***LITERATURE REVIEW***

As was clearly distinguished from various studies, ranging from Bloom's model to date, there is an obvious difference between the mastery learning approach and other approaches. An extension statement can be that in a mastery learning model, teachers are passionately and actively involved in ensuring the mastery of the unit content for all the students. Guskey (2014) explained that the primary role of teachers is to give the necessary guidance and assistance to students individually or in small groups rather than being a principal source of new information. Students are given the privilege to work at their own pace and sometimes encouraged to work in small groups, afterwards, some form of assessment is used by the teacher see how much mastery students have gained. To this effect, a strong teacher-student relationship is basic for any meaningful learning activity in the classroom. According to Mulhern (1984), a teacher's strong force of motivation to pursue improved instruction depends on:

(I) his/her believes that a strong personal effort will positively influence student achievement,

(2) his/her personal feelings about good performance on the part of the students, and

(3) believes that he/she is capable of the instructional performance required to produce the desired level of student achievement.

Therefore, the extent to which a teacher would ensure a positive relationship depends on the prior belief, thoughts and knowledge that guides the teacher's views.

It means that the effort of teachers in attending to students for mastery would decline if the teachers believed that it is beyond their control to see to the master of the student's learning.

The varies alms of ideas embedded in different theoretical and empirical reviews are geared towards different dimensions: knowledge is constructed rather than discovered or that learning is a change in behavior. The social constructivist theory follows the former while the operant conditioning theory follows the later. Operant conditioning theory is based on the principle that all behaviors are accompanied by consequences, and these consequences strongly influence or determine whether these behaviors are repeated (Skinner, 1982). This theory is related to this research study because the concept of mastery learning can be seen as the behaviorism principle of operant conditioning which implies that, learning occurs when an association is formed between a

stimulus and a response. Thus, in view of this theory, mastery learning approach focuses on behaviors that can be measured or observed and further be channeled towards positive learning outcomes in classrooms.

***DEFINITION OF TERMS***

**Teacher-student communication/relationship:** As communication is key to any functioning relationship, effective teacher-student communication that yields a healthy relationship, in the long run, begins with creating a safe classroom environment, active listening, and positive feedback. Students find confidence in teachers who listen to them rather than criticize them, give them a sense of belonging as a guide and facilitator, and most importantly, give positive feedback and ensure a good follow-up on the student from the given feedback. Among all that has been written about positive teacher-student relationships, this study focuses on what measure of communication and relationship is suitable for easy mastery of the unit concepts by students. It goes a long way to identify what must be done as part of the teacher-student relationship and what needs to be avoided to enable the best mastery learning approach. The good interest of teachers is reflected in the way teachers transmit knowledge effectively and give positive and prompt feedback where and when necessary.

**Student-teacher communication/relationship:** In the same vein, there is a need for a good student cordial connection with teacher, this is a kind of outcome coming from the communication and relationship created by the teacher. Students' reaction toward learning is a product of how comfortable they are with the teacher and the willingness to be engaged with learning as much as possible. For example, a student's bold ability to tell the teacher that he/she did not understand the lesson taught by the teacher depends on the teacher's previous response to such either to the same student or to someone else in the class. Also, it depends on the trust and confidence of the student on the teacher.

**Formative assessment:** In mastery learning, various forms formative assessment is used to assess students' mastery level of what have been taught. It is also included as classwork in the form of interactive worksheets, pop quiz, entrance and exit slip/tickets, narrative or verbal assessment and in-text questions. Any of these include questions that cut across the lesson, students are expected to answer from the wealth of knowledge they have gained from the lesson on daily, weekly, chapter or unit basis.

**Teacher's feedback:** Feedback is an essential part of formative assessment, that extends information to learners which eventually moves them to act and enables them to understand better. In mastery, feedback creates a consistent and continuous interaction and relationship with students, to ensure progress to mastery of all required standards and concepts. Effective feedback offers the corrections, necessary guide and clear steps the students should take to maximize their understanding of what they did not do well or improve better on what is not very satisfactory in the light of the expectations. Feedback aligns with the teacher's expectations according to the unit/chapter.

## *DESCRIPTION OF PARTICIPANTS OF THE STUDY*

**Research pathway:** The design of this research is tailored to get a cumulative analysis of the positive effect of a good teacher -student relationship as basis for efficient mastery learning. Making series of observations and bringing all qualitative and quantitative analysis to the border line of describing pros and cons of teacher-student relationship in mastery learning approach.

**Research Participants:** The participants of this study are 12 years to 18 years old students and their teachers. The teacher's subjects are math, chemistry, English, chemistry, history, cultural studies, physics, and international languages. I carried out this research in a mastery based learning school, interacting, and interviewing several teachers and students.

## *METHODOLOGY*

After the various interviews, direct observations were made for about 3 weeks. Each teacher was observed in a particular unit (which usually last for 3 weeks). Within the unit time, teachers used their various methodology and strategies to deliver their lessons. Varieties of formative assessments were used, and positive feedback were given where and when necessary. The surveys were given out to both students and teachers as well. The interviews were not recorded but the data gotten were used as part of the statements that were used to make the survey. Students and teachers were encouraged to do the survey based on every view and knowledge they hold since they have been in the mastery learning community.

**Teacher survey:** A set of 25 statements were created and distributed to a few teachers. These statements reflect on various forms of relationship that should ensure connection between teachers and students. Teachers were requested to agree or disagree if it works for them or not. A sample of the survey will be attached at the end of this chapter.

**Student survey:** Students had their own survey as well, which they were advised to do based on their general view of all their teachers. A copy of the student survey is given at the end of this chapter.

## *DATA ANALYSIS & PRESENTATION OF RESULTS OF FINDINGS*

**Research Analysis:** I will analyze interview statements, the questionnaire data from students and teachers and observations made with reference to the aim of this research. I will analyze some descriptive details of factors that contribute to effective teacher-student relationship with a graphical illustration of the findings. The questionnaire was progressive statements and facts of a realistic classroom with four options for participants to choose only one.

**Research Result:** The statements in the questionnaire were designed to enable teachers and students to agree or disagree based on their own reflective knowledge since they have being in mastery learning curriculum. The

responses from the interview of various teacher were seen to be in the same direction to the responses of those teachers that did the questionnaire. The core concept can be generalized, mastery learning cannot be effective without an effective and positive connection between teachers and students. To gain mastery of the standard concepts in each subject is different from having good grades in a summative assessment. Teachers confirmed that for students to gain mastery, they sometimes use different approaches to ensure that happens. The resulting analysis and interpretation will provide a description of major facts that explains the progression of academic success due to positive teacher-student relationship.

**Interview and observation report:** The details of the findings are as follows:

*Interview: 1 elementary teacher, 2 secondary teacher and 1 language-based teachers, 4 students*

The interview was informal and unstructured, the reason is because I want to get realistic details, whereby people are not professionally prepared. But speaking outrightly from how things has been with them in mastery learning curriculum. Teachers believes that putting in effort to build a good relationship with students is primary to any other effort that will yield academic learning. And in concordance with the view of teachers, almost all the students stated that they do very well in subjects that they are comfortable with, and being comfortable with a subject is tied to the relationship they have with the teacher.

The detailed questions with responses are given in the section for list of tables.

*Observation: 1 elementary teacher, 2 secondary teachers (math, and science), and 1 language-based (French)*

The observations were made at different times. The students were allowed to work at their own pace. Most times, differentiation was essentially used to help everyone do what was necessary for his or her learning. The elementary teacher used hands on activities as tools to ensure understanding. In some other days, she used virtual aids to simulate hard concepts. Also, short video clips were used where and when necessary. Behavior issues were handled according to the class social contract, and students knew the consequence that follows every misbehavior. Most of the teachers spent time attending to students individually thereby ensuring emotional care and communication with the child's feelings. This also triggers the desire to overcome individual learning challenges in students. Knowing that the teacher cares to spend time answering personal questions strengthens the relationship and trust the students have with teachers.

**Informal interview questions and the sum of the responses are given below:**

| Teacher's interview Questions | Responses |
|---|---|
| At what rate does your students show mastery when you are not so keen about connecting with them. | Response 1: Not up to 50% will show mastery if I do not ensure a connection and follow up properly to ensure that they understand.<br>Response 2: It depends on the unit and the required standards. Basically, in simple units, about 60% can show mastery but in a complex unit, about 30%.<br>Response 3: Since I teach language, I must connect verbally with the student to ensure they speak and practice the language.<br>Response 4: I cannot ensure mastery of math if I do not get involved with my students, using all forms of methods to bring them to terms of what I expect them to know. |
| How would you quantify your relationship with your students and their learning? | Response 1: My relationship with them and their learning is directly proportional, or 50:50.<br>Response 2: I believe that if they feel comfortable with me, even their misconceptions will be easily corrected.<br>Response 3: I see myself as the gate through which they get to their learning, and that forms my guiding principle in connecting with them. |
| Do you feel that your level of relationship with them is demanding on you? | Response 1: Yes, sometimes I feel that, but seeing them gaining mastery strengthens me to continue.<br>Response 2: Humanly speaking, it might appear to be so, but the end justifies the means.<br>Response 3: No, I don't.<br>Response 4: Sure, it is demanding, but I encourage myself because I know it worth it. |
| Has there been any time that you did not extend the supposed level of relationship to students? If yes, what was the effect on your students. | Response 1: Not really, but there are times that not getting the supposed response from students might discourage me.<br>Response 2: Yes, and the effect on my students was not a good one.<br>Response 3: No, knowing the importance of my connection with students, I keep that on and active always.<br>Response 4: Yes, and I was not happy with the result. I saw the disappointment on my students and that made me to feel guilty |
| Have you been a teacher in any other curriculum? If yes, what is the major difference between mastery learning and traditional education? | Response 1: Yes, I was a teacher in other curriculum for many years before joining mastery learning, and the difference is clear. Here we ensure success for all but that is not the case in other curriculums.<br>Response 2: I started with mastery learning curriculum, and I am still in the system.<br>Response 3: The difference is that mastery learning teaches and assess for the main concepts, while traditional curriculum ladens more burden on the students.<br>Response 4: No, I have been a teacher here for long. |

| | |
|---|---|
| What are your major classroom challenges? | Response 1: Time to attend to all the students' needs.<br>Response 2: Being specific with students' feedback and getting their response on time.<br>Response 3: Drawing accurate plan for students' intervention.<br>Response 4: Being able to keep a flowing positive connection with all students. |

| Students' Interview questions | Responses |
|---|---|
| As a student, do you see the connection with your teacher as key to your success. | Response 1: Yes, I do.<br>Response 2: I can say yes to about 70%, because I study as well to ensure my learning.<br>Response 3: Certainly, it is key, because the reteaching aspect most times makes me understand better.<br>Response 4: Though I am new here, but I can see the good connection. |
| Do you think showing mastery before going to the next level in all your subject is demanding? | Response 1: It is indeed demanding, but planning yourself with determining is the key to getting your work done on time.<br>Response 2: For me, it is what I must and should do, I do not see it as being demanding.<br>Response 3: Yes, and there is no short cut to it.<br>Response 4: Though I am new here, but I can see the good connection. |
| How do you feel when your teachers are following you up and creating extra time for you to learn? | Response 1: Sometimes I feel stressed with it but sometimes I agree it is necessary for me.<br>Response 2: I appreciate every bit of it, and I always encourage myself for it.<br>Response 3: I really see it as necessary for my learning and I appreciate their effort.<br>Response 4: It is amazing, and I do make every use of the opportunity. |
| Do you see teachers' feedback as vital information that keeps you on track? | Response 1: Sure, feedback from my teachers is essential because it tells me what I need to do.<br>Response 2: Feedback in any form (verbal or written) has helped me a lot in all my subjects.<br>Response 3: Yes, I cannot do very well and meet my teachers' expectations if they do not tell me where I got it wrong.<br>Response 4: It is one of the most guiding tools that has helped me since I joined the school. |
| What is your greatest challenge as a student in mastery learning curriculum? | Response 1: I hate it when I have so many reassessments to do before closing my unit.<br>Response 2: sometimes I find it hard to keep track of all that I must do.<br>Response 3: I feel that teachers are going so fast and that I am behind their expectations.<br>Response 4: Getting to know all the concepts that I must show mastery for is a challenge for me. |

## *CONCLUSION*

In conclusion, the study provides strong evidence that positive teacher-student relationships have a significant impact on student achievement in a mastery learning approach. The findings emphasize the importance of creating a supportive and collaborative classroom environment where students feel valued, respected, and engaged in their learning. Teachers who are skilled at building positive relationships with their students are more likely to foster a culture of learning and growth, where students feel comfortable taking risks, making mistakes, and seeking feedback.

The study also highlights the importance of ongoing support and training for teachers to develop these skills. Teachers should be encouraged to use strategies such as individualized attention and support, collaborative learning, and ongoing feedback and assessment to build positive relationships with their students. By doing so, they can create a safe and supportive learning environment that promotes academic success and personal growth for all students, particularly those from disadvantaged backgrounds.

## *IMPLICATION*

- The effect of teacher-student relationships in promoting effective learning and emphasizes is the need for ongoing research and support to help teachers develop these skills. By prioritizing positive teacher-student relationships, schools and educators can help students achieve their full potential and develop the skills they need to succeed in their personal and professional lives.
- The study examined the effect of teacher-student relationships on student achievement in a mastery learning approach, which is an instructional method designed to support students in achieving a high level of mastery in a particular subject area. This approach emphasizes the importance of ongoing feedback and assessment, allowing students to identify areas where they need additional support and focus their efforts on these areas. One key factor contributing to positive teacher-student relationships was the teacher's ability to provide individualized attention and support. Teachers who were able to recognize and address each student's unique needs and strengths were those that had built strong relationships with their students.
- The study highlighted the importance of creating a supportive and collaborative classroom environment, where teachers and students work together to identify learning goals and monitor progress.
- Overall, the essence of good teacher-student relationships and the role it plays in promoting effective learning and the need for ongoing support and training for teachers to develop these skills was emphasized in this study. Teachers should be encouraged to build positive relationships with their students, provide individualized attention and support, and create a collaborative and supportive classroom environment.

***RECOMMENDATION***

1. Provide training and professional development opportunities for teachers to develop skills in building positive relationships with their students. These programs should focus on strategies such as individualized attention and support, collaborative learning, and ongoingfeedback and assessment.
2. Encourage schools and teachers to create a safe and supportive learning environment that values each student and promotes their academic and personal growth. This includes providing resources and support for students from disadvantaged backgrounds, who may face additional barriers to academic success.
3. Prioritize teacher-student relationships in school policies and initiatives, recognizing the critical role that these relationships play in promoting effective learning. This could includeincorporating measures of teacher-student relationships into teacher evaluations or providing funding for programs that support positive relationships between teachers and students.
4. Foster collaboration between teachers, students, and families to create a cohesive and supportive learning community. This could include involving families in the education process, encouraging students to work together on group projects, or providing opportunities for teachers to collaborate and share best practices.
5. Provide ongoing support for teachers to implement mastery learning approaches. Mastery learning requires a different approach to teaching and assessment than traditional methods,and teachers may need ongoing support to effectively implement this approach.
6. Encourage student-centered learning in classrooms. Mastery learning is a student-centeredapproach, and it is important to ensure that classrooms are designed to promote student- centered learning. This could include providing opportunities for student-led discussions, encouraging peer-to-peer learning, or providing individualized support to students who need it.

Foster a culture of continuous improvement in schools. Mastery learning is an approach that emphasizes ongoing feedback and assessment, and it is important to create a culture ofcontinuous improvement in schools. This could include providing regular feedback to teachers, students, and families, or encouraging ongoing reflection and evaluation ofteaching practices.

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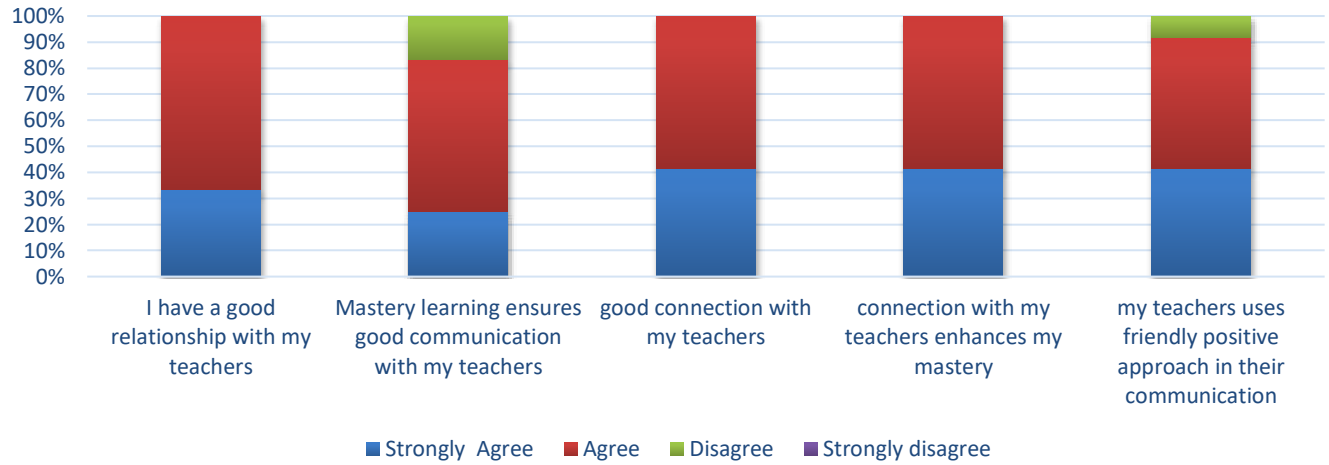
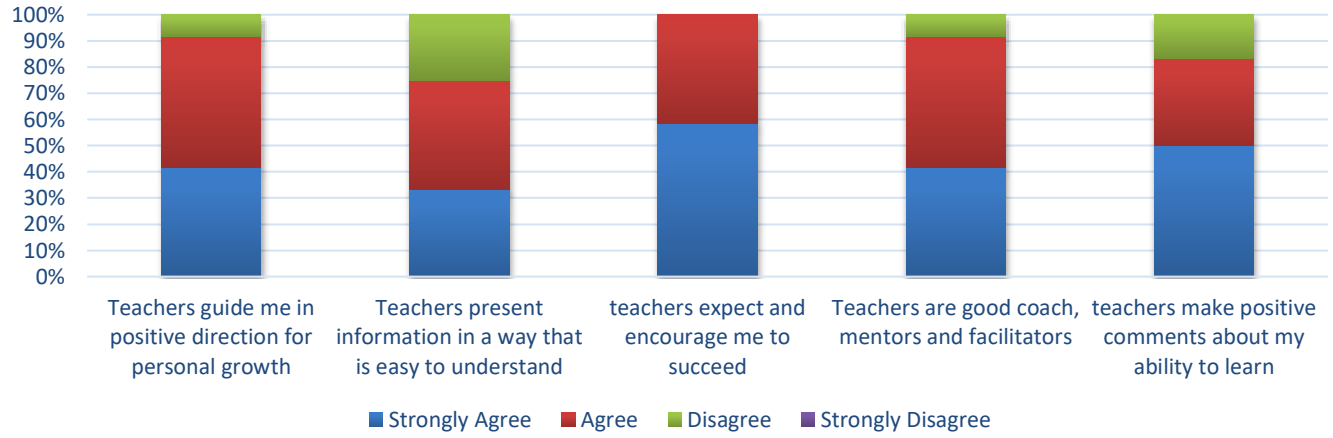
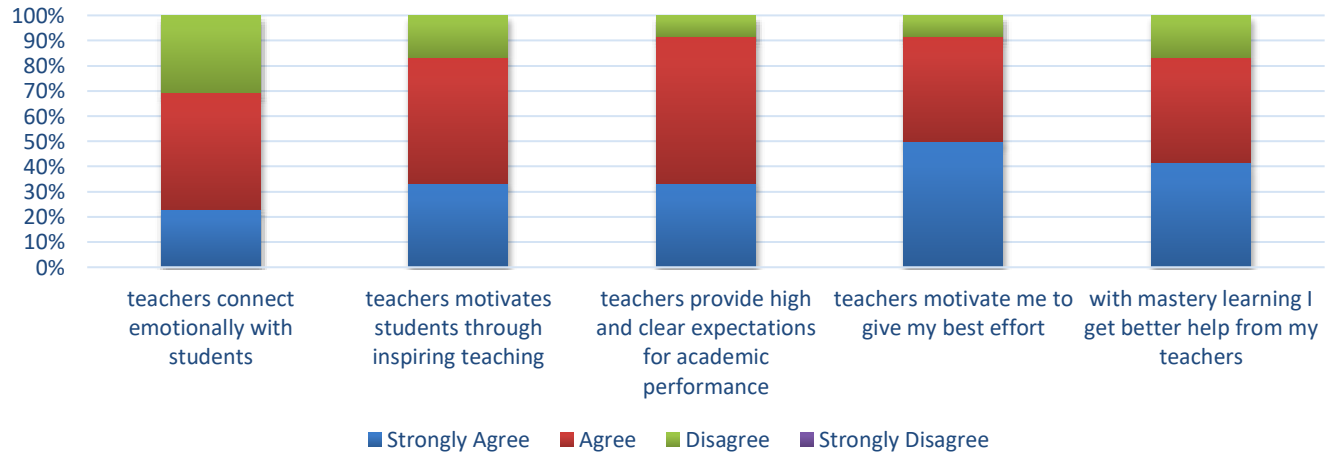
## Students'survey graph analysis (questions 1-5)

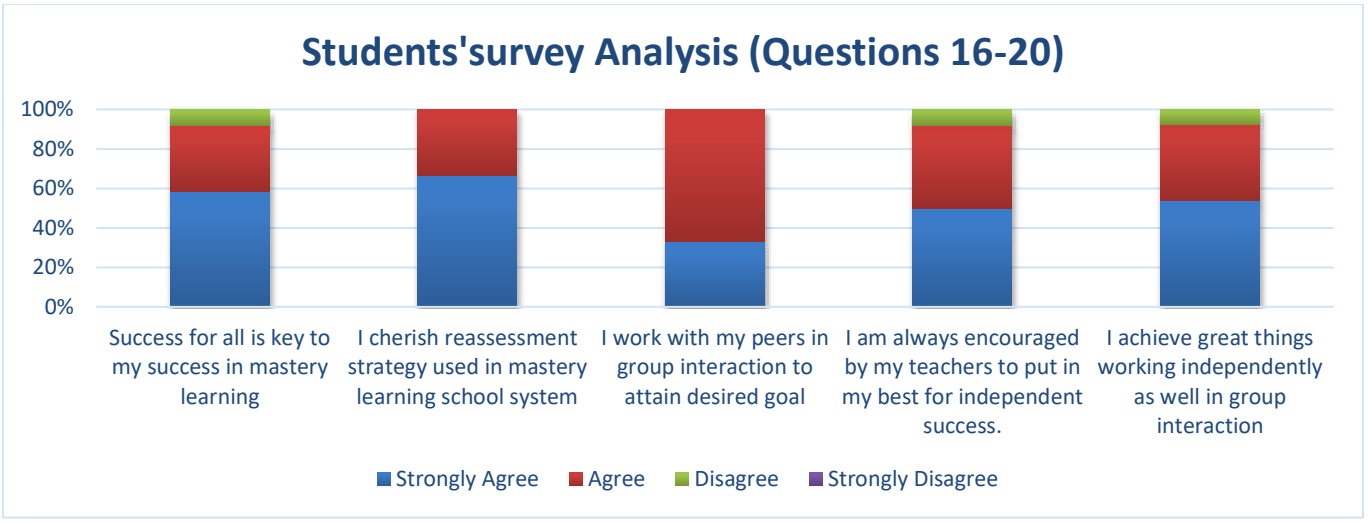


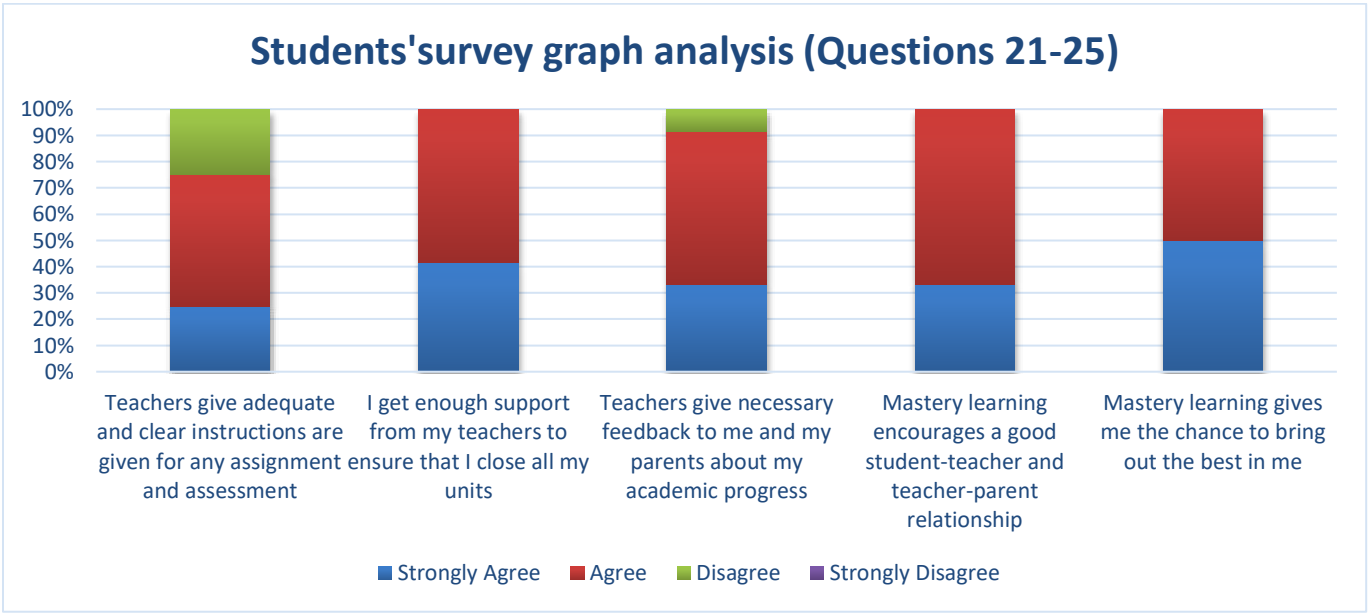

## Students'survey graph analysis (questions 6-10)

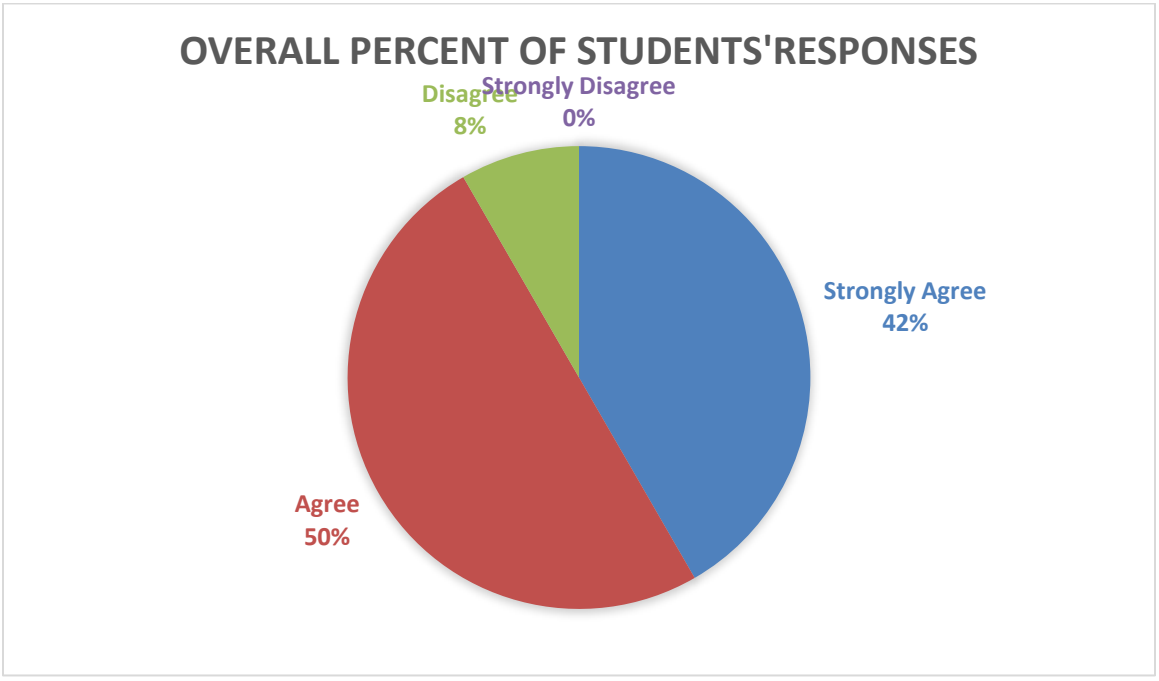


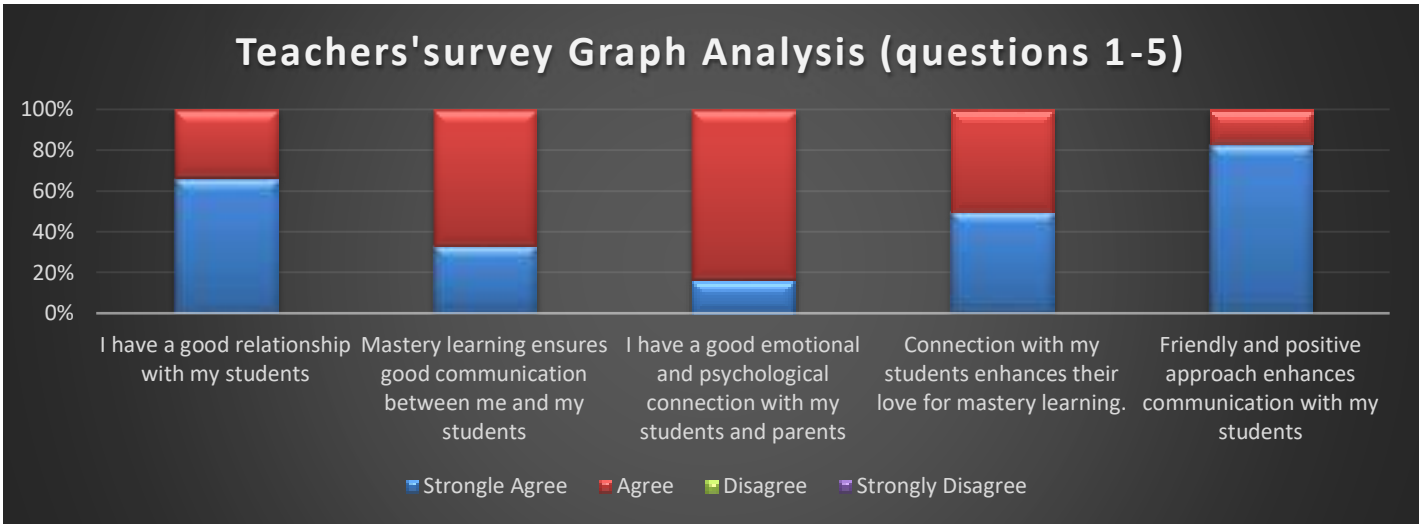

## Students'survey graph analysis (questions 11-15)

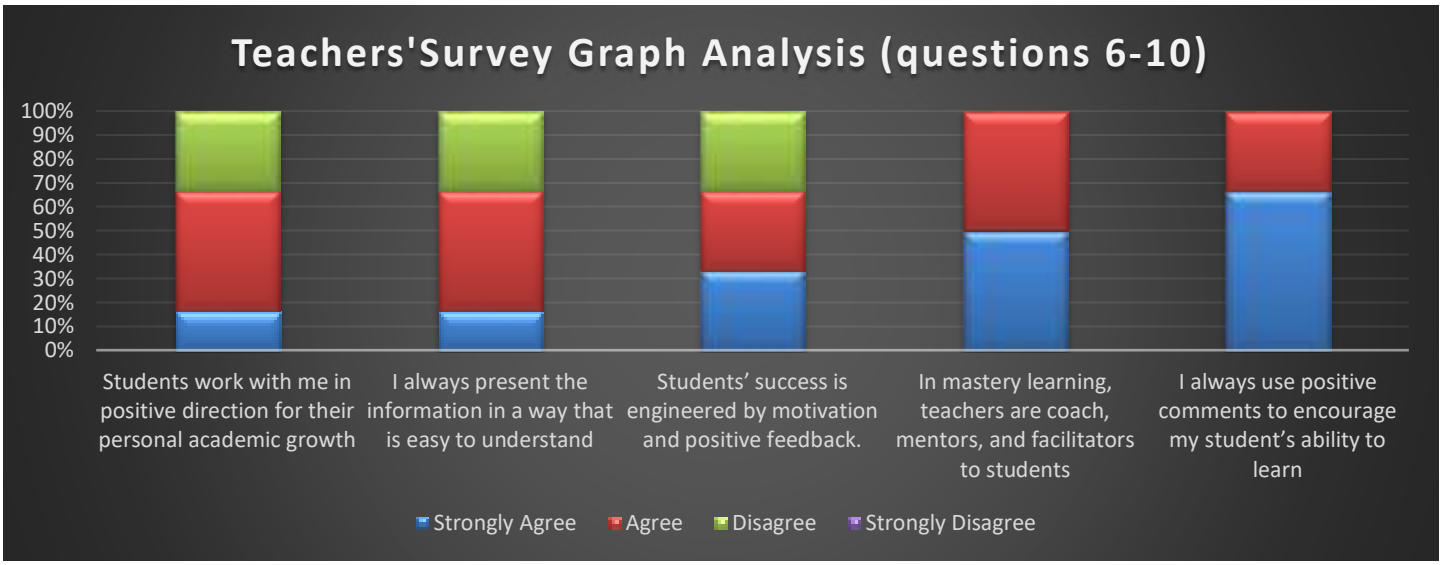


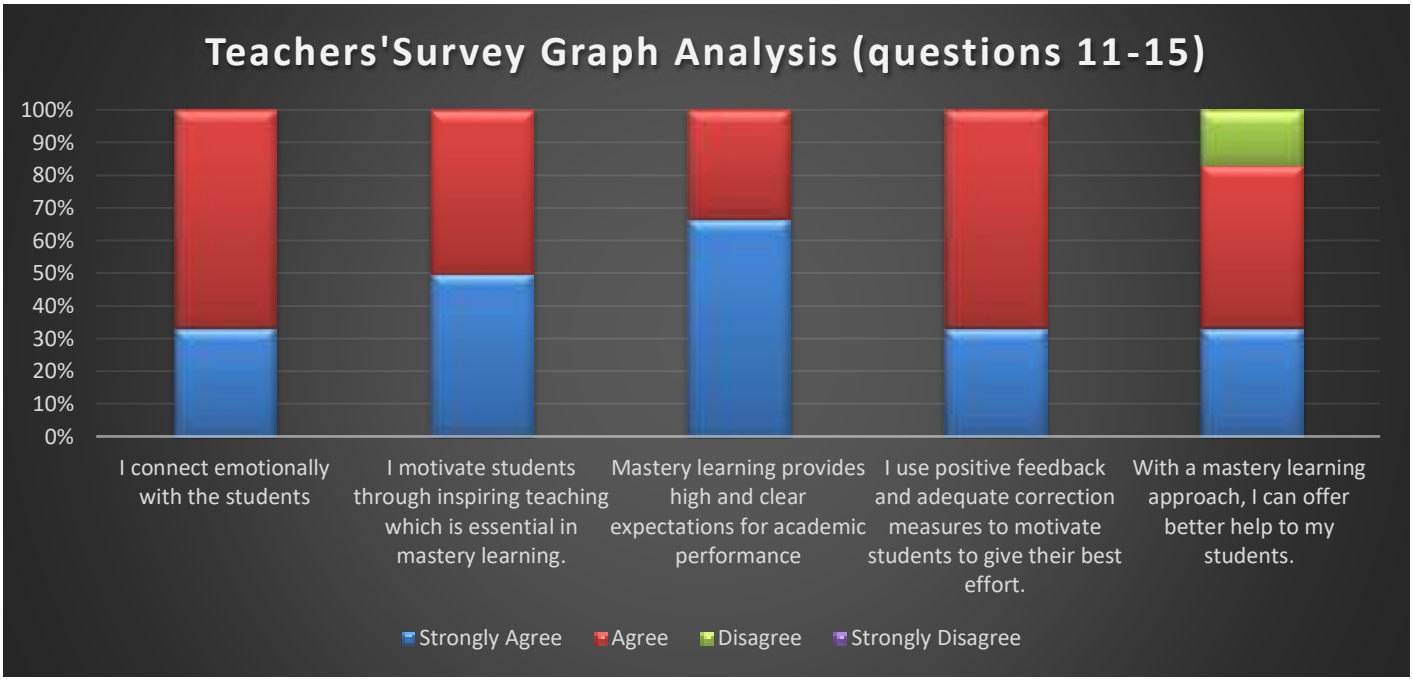

Students'survey Analysis (Questions 16-20)
100%
80%
60%
40%
20%
0%
Success for all is key to my success in mastery learning
I cherish reassessment strategy used in mastery learning school system
I work with my peers in group interaction to attain desired goal
I am always encouraged by my teachers to put in my best for independent success.
I achieve great things working independently as well in group interaction
Strongly Agree
Agree
Disagree
Strongly Disagree

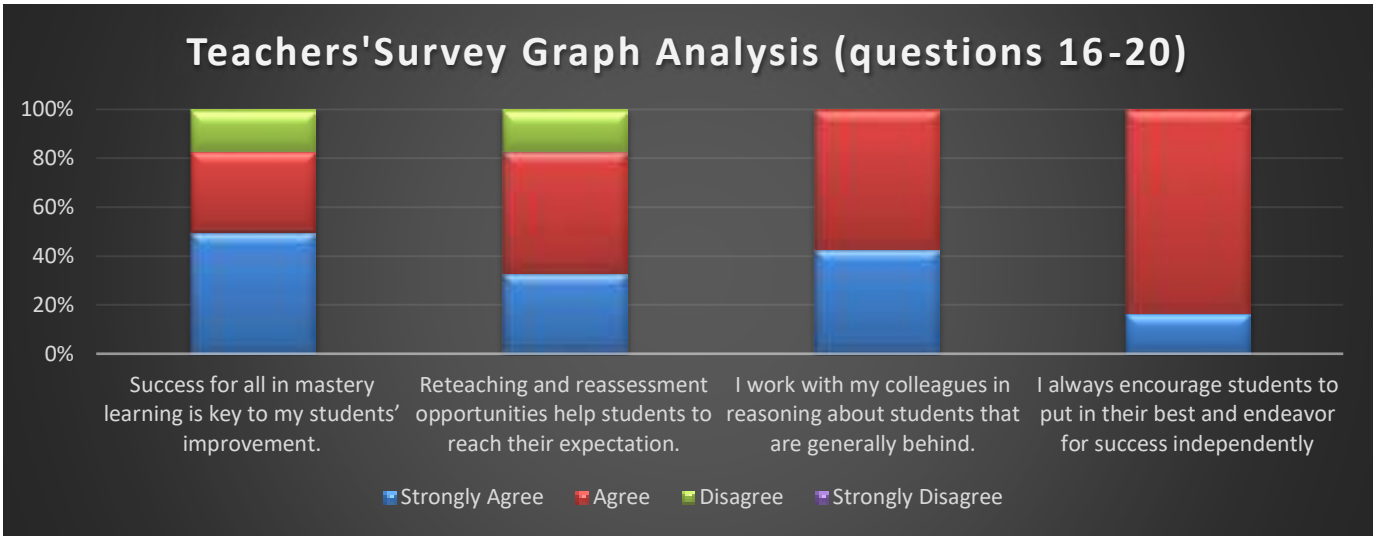

Students'survey graph analysis (Questions 21-25)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Teachers give adequate and clear instructions are given for any assignment and assessment
I get enough support from my teachers to ensure that I close all my units
Teachers give necessary feedback to me and my parents about my academic progress
Mastery learning encourages a good student-teacher and teacher-parent relationship
Mastery learning gives me the chance to bring out the best in me
Strongly Agree
Agree
Disagree
Strongly Disagree

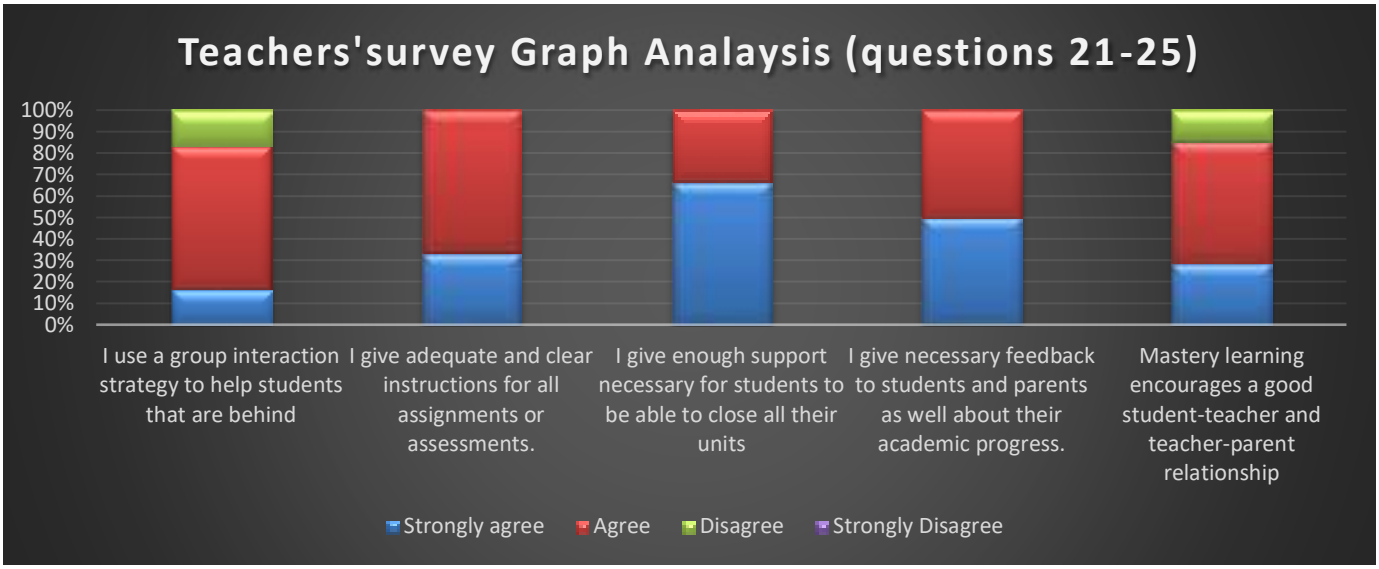

OVERALL PERCENT OF STUDENTS'RESPONSES
Disagree 8%
Strongly Disagree 0%
Strongly Agree 42%
Agree 50%

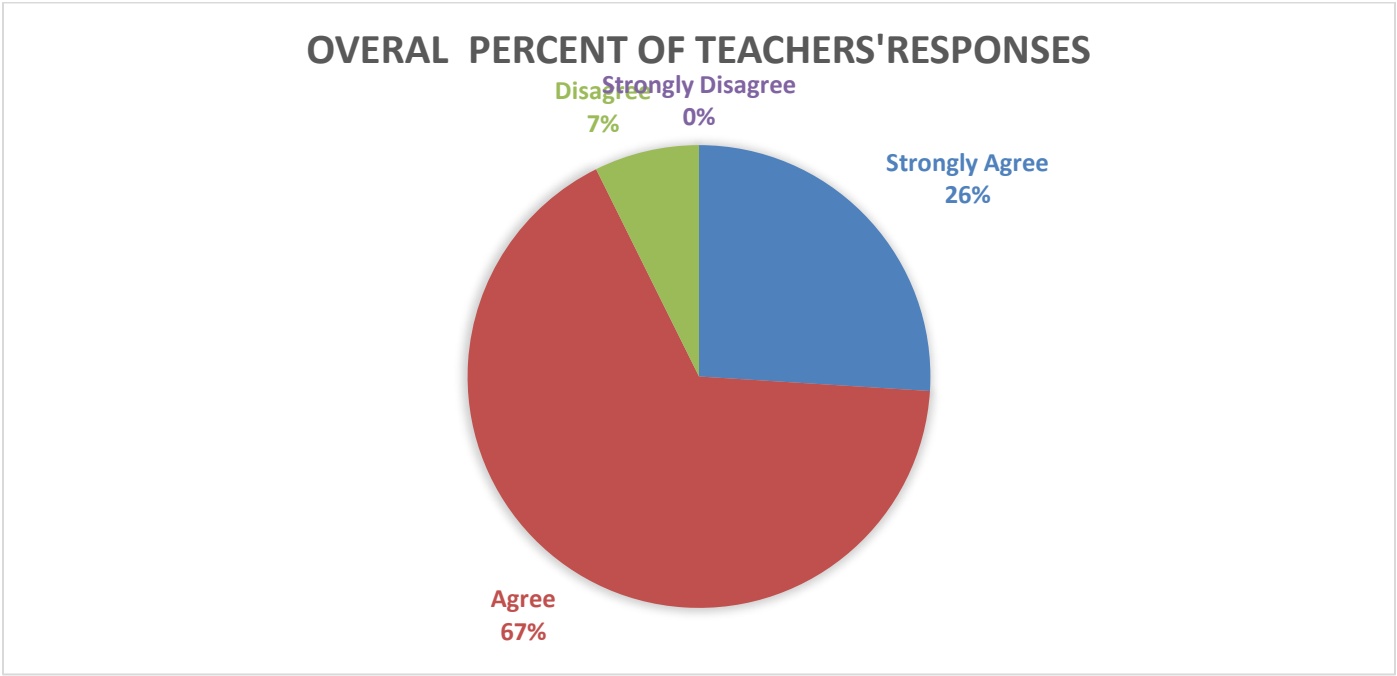

Teachers'survey Graph Analysis (questions 1-5)
100%
80%
60%
40%
20%
0%
I have a good relationship with my students
Mastery learning ensures good communication between me and my students
I have a good emotional and psychological connection with my students and parents
Connection with my students enhances their love for mastery learning.
Friendly and positive approach enhances communication with my students
Strongle Agree
Agree
Disagree
Strongly Disagree


Teachers'Survey Graph Analysis (questions 6-10)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Students work with me in positive direction for their personal academic growth
I always present the information in a way that is easy to understand
Students' success is engineered by motivation and positive feedback.
In mastery learning, teachers are coach, mentors, and facilitators to students
I always use positive comments to encourage my student's ability to learn
Strongly Agree
Agree
Disagree
Strongly Disagree


Teachers'Survey Graph Analysis (questions 11-15)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
I connect emotionally with the students
I motivate students through inspiring teaching which is essential in mastery learning.
Mastery learning provides high and clear expectations for academic performance
I use positive feedback and adequate correction measures to motivate students to give their best effort.
With a mastery learning approach, I can offer better help to my students.
Strongly Agree
Agree
Disagree
Strongly Disagree


Teachers'Survey Graph Analysis (questions 16-20)
100%
80%
60%
40%
20%
0%
Success for all in mastery learning is key to my students' improvement.
Reteaching and reassessment opportunities help students to reach their expectation.
I work with my colleagues in reasoning about students that are generally behind.
I always encourage students to put in their best and endeavor for success independently
Strongly Agree
Agree
Disagree
Strongly Disagree


Teachers'survey Graph Analysis (questions 21-25)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
I use a group interaction strategy to help students that are behind
I give adequate and clear instructions for all assignments or assessments.
I give enough support necessary for students to be able to close all their units
I give necessary feedback to students and parents as well about their academic progress.
Mastery learning encourages a good student-teacher and teacher-parent relationship
Strongly agree
Agree
Disagree
Strongly Disagree


OVERAL PERCENT OF TEACHERS'RESPONSES
Disagree
7%
Strongly Disagree
0%
Strongly Agree
26%
Agree
67%

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☒ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☒ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☐ | ☒ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☐ | ☒ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☒ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☐ | ☒ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☐ | ☒ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☐ | ☒ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☐ | ☒ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☒ | ☐ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☒ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☐ | ☒ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ☒ | ☐ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ☒ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☒ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☒ | ☐ | ☐ |

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☒ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☒ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☐ | ☒ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☐ | ☒ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☒ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☐ | ☒ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☐ | ☒ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☐ | ☒ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☐ | ☒ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☒ | ☐ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☒ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☐ | ☒ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ☒ | ☐ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ☒ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☒ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☒ | ☐ | ☐ |

| | Parameters (Teachers' survey) | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☒ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☐ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☒ | ☐ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☒ | ☐ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☒ | ☐ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☒ | ☐ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☐ | ☒ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☒ | ☐ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☒ | ☐ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☒ | ☐ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☒ | ☐ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☒ | ☐ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☒ | ☐ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☐ | ☒ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☐ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☒ | ☐ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☒ | ☐ | ☐ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☒ | ☐ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☒ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☒ | ☐ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☒ | ☐ | ☐ | ☐ |

| | Parameters (Teachers' survey) | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☐ | ☒ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☐ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☐ | ☒ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☐ | ☒ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☒ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☐ | ☒ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☐ | ☒ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☐ | ☒ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☐ | ☒ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☐ | ☒ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☐ | ☒ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☐ | ☒ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☐ | ☒ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ☒ | ☐ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ☒ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☐ | ☒ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☒ | ☐ | ☐ |

| | **Parameters (Teachers' survey)** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☒ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☐ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☒ | ☐ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☒ | ☐ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☐ | ☒ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☒ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☒ | ☐ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☒ | ☐ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☒ | ☐ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☒ | ☐ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☒ | ☐ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☒ | ☐ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☒ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☒ | ☐ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ☐ | ☒ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ☒ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☒ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☐ | ☒ | ☐ | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☒ | ☐ | ☐ | ☐ |

| | **Parameters (Teachers' survey)** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☒ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☒ | ☐ | ☐ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☒ | ☐ | ☐ | ☐ |
| 5 | Friendly and positive approach enhances communication with my students | ☒ | ☐ | ☐ | ☐ |
| 6 | Students work with me in positive direction for their personal academic growth | ☐ | ☒ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☒ | ☐ | ☐ |
| 8 | Students' success is engineered by motivation and positive feedback. | ☒ | ☐ | ☐ | ☐ |
| 9 | In mastery learning, teachers are coach, mentors, and facilitators to students | ☒ | ☐ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☒ | ☐ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching which is essential in mastery learning. | ☒ | ☐ | ☐ | ☐ |
| 13 | Mastery learning provides high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☒ | ☐ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☒ | ☐ | ☐ |
| 16 | Success for all in mastery learning is key to my students' improvement. | ☒ | ☐ | ☐ | ☐ |
| 18 | Reteaching and reassessment opportunities help students to reach their expectation. | ☒ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ☐ | ☒ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ☒ | ☐ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ☐ | ☒ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ☒ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ☒ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher- | ☒ | | | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| | parent relationship | | ☐ | ☐ | |

**Students' Survey**

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my students | ☐ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my students | ☐ | ☐ | ☐ | ☐ |
| 3 | I have a good emotional and psychological connection with my students and parents | ☐ | ☐ | ☐ | ☐ |
| 4 | Connection with my students enhances their love for mastery learning. | ☐ | ☐ | ☐ | ☐ |
| 5 | I always use a friendly positive approach to communicating with my students | ☐ | ☐ | ☐ | ☐ |
| 6 | I guide students in a positive direction for their personal growth | ☐ | ☐ | ☐ | ☐ |
| 7 | I always present the information in a way that is easy to understand | ☐ | ☐ | ☐ | ☐ |
| 8 | I expect and encourage me to succeed | ☐ | ☐ | ☐ | ☐ |
| 9 | I assume the role of a coach, mentor, and facilitator to my students | ☐ | ☐ | ☐ | ☐ |
| 10 | I always use positive comments to encourage my student's ability to learn | ☐ | ☐ | ☐ | ☐ |
| 11 | I connect emotionally with the students | ☐ | ☐ | ☐ | ☐ |
| 12 | I motivate students through inspiring teaching | ☐ | ☐ | ☐ | ☐ |
| 13 | I always provide high and clear expectations for academic performance | ☐ | ☐ | ☐ | ☐ |
| 14 | I use positive feedback and adequate correction measures to motivate students to give their best effort. | ☐ | ☐ | ☐ | ☐ |
| 15 | With a mastery learning approach, I can offer better help to my students. | ☐ | ☐ | ☐ | ☐ |

| | | | | | |
|---|---|---|---|---|---|
| 16 | Success for all in mastery learning ensures is key to my students' improvement. | ☐ | ■ | ☐ | ☐ |
| 18 | I use reteaching and reassessment opportunities to help students that are behind. | ■ | ☐ | ☐ | ☐ |
| 19 | I work with my colleagues in reasoning about students that are generally behind. | ■ | ☐ | ☐ | ☐ |
| 20 | I always encourage students to put in their best and endeavor for success independently | ■ | ☐ | ☐ | ☐ |
| 21 | I use a group interaction strategy to help students that are behind | ☐ | ■ | ☐ | ☐ |
| 22 | I give adequate and clear instructions for all assignments or assessments. | ☐ | ■ | ☐ | ☐ |
| 23 | I give enough support necessary for students to be able to close all their units | ■ | ☐ | ☐ | ☐ |
| 24 | I give necessary feedback to students and parents as well about their academic progress. | ■ | ☐ | ☐ | ☐ |
| 25 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ■ | ☐ | ☐ | ☐ |

h

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ■ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☐ | ■ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☐ | ■ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ■ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ■ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ■ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ■ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ■ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ■ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☐ | ■ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☐ | ■ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ■ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ■ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ■ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ■ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☐ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☐ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☐ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☐ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☐ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☐ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☐ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☐ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☐ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☐ | ☐ | ☐ |

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☑ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☑ | ☐ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☑ | ☐ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☑ | ☐ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☑ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☑ | ☐ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☑ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☑ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☑ | ☐ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☑ | ☐ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☑ | ☐ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☑ | ☐ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☑ | ☐ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☑ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☑ | ☐ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☑ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☑ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☑ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☑ | ☐ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☑ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☑ | ☐ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☑ | ☐ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☑ | ☐ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☑ | ☐ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☑ | ☐ | ☐ | ☐ |

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☑ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☑ | ☐ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☐ | ☑ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ☑ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☑ | ☐ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☑ | ☐ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☑ | ☐ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☑ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☐ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☑ | ☐ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☑ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☑ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☑ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☑ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☑ | ☐ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☑ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☑ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☑ | ☐ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☑ | ☐ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☑ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☑ | ☐ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☑ | ☐ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☑ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☑ | ☐ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☑ | ☐ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☑ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☐ | ☐ | ☑ | ☐ |
| 3 | I connect with my teachers well | ☑ | ☐ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☑ | ☐ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☐ | ☑ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☑ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☐ | ☑ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☑ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☑ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☐ | ☐ | ☑ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☐ | ☑ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☑ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☑ | ☐ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ☑ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☐ | ☑ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☐ | ☑ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☑ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☑ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☑ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☑ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☐ | ☐ | ☑ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☑ | ☐ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☑ | ☐ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☐ | ☑ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☐ | ☑ | ☐ |

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☒ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☐ | ☒ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ☒ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☒ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☒ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☐ | ☒ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ☒ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☐ | ☒ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☐ | ☒ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☐ | ☒ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☐ | ☒ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☐ | ☒ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ☒ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☒ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☒ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☒ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☒ | ☐ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☒ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☒ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☐ | ☒ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☒ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☒ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☒ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☑ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☐ | ☑ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☐ | ☑ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☑ | ☐ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☑ | ☐ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☑ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☑ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ☑ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☑ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☑ | ☐ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☑ | ☑ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☑ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☑ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☑ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☑ | ☐ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☑ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☑ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☑ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☑ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☐ | ☑ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☑ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☑ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☑ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☑ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☑ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☑ | ☐ | ☐ | ☐ |
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| 3 | I connect with my teachers well | ☑ | ☐ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☑ | ☐ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☑ | ☐ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☑ | ☐ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☑ | ☐ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ☑ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☑ | ☐ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☑ | ☐ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☑ | ☐ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☑ | ☐ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☑ | ☐ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☑ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☑ | ☐ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☑ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☑ | ☐ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☑ | ☐ | ☐ | ☐ |
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| 20 | I achieve great things working independently as well in a group interaction | ☐ | ☑ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☑ | ☐ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☑ | ☐ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☑ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☑ | ☐ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☑ | ☐ | ☐ | ☐ |

| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☑ | ☐ | ☐ |
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| 3 | I connect with my teachers well | ☐ | ☒ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ☒ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☐ | ☒ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☒ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☐ | ☒ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☒ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☒ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☐ | ☐ | ☒ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☒ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☒ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☒ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ☐ | ☒ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☒ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☐ | ☐ | ☒ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☒ | ☐ | ☐ | ☐ |
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| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☐ | ☒ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☒ | ☐ | ☐ | ☐ |
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| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☒ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☒ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☒ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☒ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☐ | ☐ | ☐ |
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| 3 | I connect with my teachers well | ☐ | ☐ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ☐ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☐ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☐ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☐ | ☐ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☐ | ☐ | ☐ |
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| 11 | My teacher connects emotionally with the students | ☐ | ☐ | ☐ | ☐ |
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| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☐ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☐ | ☐ | ☐ |

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| 16 | Success for all in mastery learning is key to my improvement | ☐ | ☐ | ☐ | ☐ |
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| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☐ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☐ | ☐ | ☐ | ☐ |
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| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☐ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☐ | ☐ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☐ | ☑ | ☐ | ☐ |
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| 3 | I connect with my teachers well | ☑ | ☐ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☑ | ☐ | ☒ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☑ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☑ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☑ | ☐ | ☒ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☐ | ☑ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☑ | ☐ | ☒ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☑ | ☐ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☑ | ☐ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☑ | ☐ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☑ | ☐ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☑ | ☐ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☑ | ☐ | ☐ |

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|---|---|---|---|---|---|
| 16 | Success for all in mastery learning is key to my improvement | ☑ | ☐ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☐ | ☑ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☑ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☑ | ☐ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☐ | ☑ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☑ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☑ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☐ | ☑ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☑ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☑ | ☐ | ☐ | ☐ |

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| | Parameters | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | I have a good relationship with my teachers | ☑ | ☐ | ☐ | ☐ |
| 2 | Mastery learning ensures good communication between me and my teachers | ☑ | ☐ | ☐ | ☐ |
| 3 | I connect with my teachers well | ☑ | ☑ | ☐ | ☐ |
| 4 | Connection with my teacher enhances my mastery | ☐ | ☑ | ☐ | ☐ |
| 5 | My teachers use a friendly positive approach in their communication | ☐ | ☑ | ☐ | ☐ |
| 6 | My teachers guide students in a positive direction for their personal growth | ☐ | ☑ | ☐ | ☐ |
| 7 | My teachers present the information in a way that is easy to understand | ☑ | ☐ | ☐ | ☐ |
| 8 | My teachers expect and encourage me to succeed | ☑ | ☐ | ☐ | ☐ |
| 9 | I view my teachers as good people, and I feel that my teachers are coaches, mentors, and facilitators to me. | ☐ | ☑ | ☐ | ☐ |
| 10 | My teacher makes positive comments about the student's ability to learn | ☐ | ☑ | ☐ | ☐ |
| 11 | My teacher connects emotionally with the students | ☐ | ☑ | ☐ | ☐ |
| 12 | My teachers motivate students through inspiring teaching. | ☐ | ☑ | ☐ | ☐ |
| 13 | My teachers provide high and clear expectations for academic performance | ☐ | ☑ | ☐ | ☐ |
| 14 | My teachers motivate me to give my best effort. | ☐ | ☑ | ☐ | ☐ |
| 15 | With mastery learning, I got better help from my teachers | ☐ | ☑ | ☐ | ☐ |

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| | | | | | |
|---|---|---|---|---|---|
| 16 | Success for all in mastery learning is key to my improvement | ☐ | ☑ | ☐ | ☐ |
| 17 | I cherish the reassessment strategy used in the mastery learning school system. | ☐ | ☑ | ☐ | ☐ |
| 18 | I work with my peers using a group interaction strategy to attend to the desired goal. | ☐ | ☑ | ☐ | ☐ |
| 19 | I am always encouraged by my teachers to put in my best and endeavor for success independently | ☐ | ☑ | ☐ | ☐ |
| 20 | I achieve great things working independently as well in a group interaction | ☑ | ☐ | ☐ | ☐ |
| 21 | My teachers ensure adequate and clear instructions are given out for any assignment or assessment. | ☐ | ☑ | ☐ | ☐ |
| 22 | I get enough support from my teachers to ensure that I close all my units | ☐ | ☑ | ☐ | ☐ |
| 23 | My teachers give necessary feedback to me and to my parents about my academic progress. | ☐ | ☑ | ☐ | ☐ |
| 24 | Mastery learning encourages a good student-teacher and teacher-parent relationship | ☐ | ☑ | ☐ | ☐ |
| 25 | Mastery gives me the chance to bring out the best in me. | ☑ | ☐ | ☐ | ☐ |

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