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RESEARCH ARTICLE

# Understanding Teacher Accompaniment in Schools: The Development and Validation of the Teacher Accompaniment Scale

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**Abstract:** In the present study, we examined the psychometric properties of the Teacher Accompaniment Scale (TAS) for senior high and college students from eight schools in Manila. We investigated the empirical basis to develop a reliable measure that assesses student attitudes towards teacher accompaniment. Participants included 1,618 Grade 12 senior high students and college students from selected public and private schools. The study design included exploratory factor analysis for data reduction and confirmatory factor analysis to examine the best fit model. The results showed two dimensions assessing teachers as sources of support and stress. In response to the limited scholarship on teacher accompaniment in the country, the present work provides an empirical characterization of teacher behavior and personality in class using latent dimensions. Second, the development of TAS is a modest contribution to map out articulations of teacher accompaniment in the ASEAN region. Third, this work raises the inclusion of teacher personality and behavior as an arguable point in assessing teacher effectiveness side by side teaching strategies, methods, and competence. Analysis of the results is examined with respect to university teaching practices and implications for student learning.

**Keywords:** teacher accompaniment, attitude towards teachers, source of stress, teacher support

Teacher accompaniment is never singled out in educational research as a construct independent from other educational variables. This partly explains why literature mostly considers teacher accompaniment only within the broad learning spectrum. Various concepts are introduced in research to underscore the value of teacher presence or the quality of it in the learning environment. Rodgers and Raider-Roth (2006) use the concept "teacher presence" instead of teacher accompaniment. They view "presence" as a "state of alert awareness, receptivity and connectedness to the mental, emotional, and physical workings …" (Rodgers & Raider-Roth, 2006, p. 265) of either the individuals or groups in the general context of learning. Allen et al. (2006) used the concept "teacher immediacy" instead of teacher presence to emphasize the teacher's engaging presence. Related studies (Fairman & Mackenzie, 2015) examined "teacher

leadership" and its impact on learners instead of teacher presence. Other literature examines teacher accompaniment as a component of study within a broader body of research clustered under assessment and teaching (e.g., Assessment for Learning or AfL). AfL initiatives today are geared towards developing independent lifelong learners in students. Recent goals articulated in education include providing students opportunities for independent lifelong learning (Gipps, 2002). This task is daunting when considering the complex learning processes involved in the learning environment. Among other considerations, the quality of teacher-student relationships stands out as one of the key factors towards developing learner autonomy. Other researchers use the concept of teacher support (Wong et al., 2018). The quality of the teacher-student relationship remains a central idea towards the attainment of learner autonomy (Willis, 2011). This engaged sense of teacher accompaniment departs from an objective view of learning. Affirming the socio-cultural imbedding of learning, Wenger (1998) explained that student learning is contextually and relationally situated. Therefore, student identity seen within independent learning outcomes remains lodged within a particular setting where significant interactions can occur as a result of teacher intervention. Student participation in student-centered pedagogies significantly correlates with levels of student engagement, student motivation, and academic satisfaction (Chau & Cheung, 2018). In the midst of these articulated variants of teacher presence, what sort of learning environment should teachers facilitate to enhance autonomous lifelong learning? We see two opposing positions regarding this issue: (a) those who believe teachers have a stake in student well-being and (b) those who think that a teacher's task does not include students' personal struggle and issues. The first represents those who see the essential link between teaching and learning experience. The notion of "connected teaching" reflects this mindset where teachers enter into helpful relationships with students (Belenky et al., 1986) by taking learning from their perspectives and experiences. From this view, teaching happens with shepherding. In the second perspective, teaching is purely concerned about knowledge transmission and academic engagement. In this view, the discipline staff or school counselors address non-academic concerns of students. Teachers are professionals whose expertise directly involves the transmission of their expertise. Beyond the scope of their professional training, teachers do not indulge in the personal lives of students. However, Rodgers and Raider-Roth insisted that teaching "involves self-knowledge, trust, relationship and compassion" (2006, p. 266) on the part of the teacher. The quality of teacher presence impacts how students deal with a subject (Midgley et al., 1989). The second view partly explains why no literature, to our knowledge, has attempted to study teacher accompaniment independently in the learning environment. In many instances, we find students reacting vigorously to teacher presence in either favorable or unfavorable remarks. Could this be an indication of the answer? In the present study, we are interested to know from students' perspective if both the teaching and learning process essentially exclude personal dynamics involving teacher traits. We want to verify if students view the learning process purely from a positivist (logical and objective) or subjectivist (personalist and subjective) perspective by reviewing the latent dimensions of a scale for teacher accompaniment. How do students view teacher presence in their classes? What sort of attitudes do they manifest towards teachers? Our attempt is the development of the Teacher Accompaniment Scale (TAS).

## The Philippine Context

In the Philippines, the quest for excellence in teaching is an elusive but desirable vision. The numerous national awards raised in search of excellent teachers (Deyro 2019) is a testament to this challenge. Traditional scholarship ties teaching excellence with teaching effectiveness and student academic achievement and well-being. However, recent studies show a shift in viewing teacher effectiveness to include teacher personality and presence in assessing students' achievement (Allen et al., 2006). Side by side student achievement, one of the unexpected turns in discussions of teacher presence locally, is the inclusion of student mental health (Bueno, 2018) due to rising incidences of depression and suicidal attempts. National mental health cases could be higher than what is actually reported (Lally et al., 2019). Lee et al., (2013) reported that increasing packets of suicidal attempts or consummated acts among college students merit serious attention. Academic life is highly regarded by students because an academic degree

could be a ticket to greater social mobility (Lee et al., 2013). Higher institutions of learning provide students the opportunity to achieve their dreams. In the process of pursuing their goals, students are hard-pressed for time and resources.

Unfortunately, the teacher factor remains undiscussed as gleaned from initial attempts to understand the evolution of mental health issues arising in local schools. Research generally sees the significant interaction between academic learning and student's social and emotional dispositions (Cleofas, 2020; Fleming et al., 2005). Despite this consensus and knowing that academic life is one of the sources of student mental health concerns (Baring et al., 2020), no systematic local study, to our knowledge, is made to understand how teacher factor might be understood. Mental health experts seem oblivious to the fact that one of the significant contexts of student mental stress is academic pressure. We believe the quality of teacher-student relationships (Pennings et al., 2014) is fundamental towards understanding academic pressure in higher education. This point clashes against those who insist that the teacher's job is primarily building competencies and skills in students without having to deal with students' subjective dispositions. The exclusion of the teacher-student relations in understanding academic pressure seems contrary to the results of a model identifying students' inclination towards helpful subjective dispositions with peers and parents as among significant predictors of students' depressive symptoms (Baring et al., 2020). These considerations places in context the recent enactment of the Mental Health Act of the Philippines (2017) and the signing of the Implementing Rules and Guidelines, which left higher educational institutions hard-pressed to bridge mental practice and academic growth of students. Understandably, most preconceived solutions are either psychiatric or general psychological interventions. With low-quality relations, students suffer from the psychological effects of academic pressure. Our present scope of inquiry is limited to an empirical articulation of student views towards teacher presence. This effort is intended to provide an empirical picture of the current state of teacher-student interaction in the learning environment. We believe teacher-student interaction holds one of the pieces of evidence to advance understanding of academic pressure. How then, is teacher presence viewed by students?

## Conceptual Framework

In attempting to articulate the psychometric properties of a measure for teacher accompaniment, we explored the conceptual interactions of two inter-related constructs for the teaching and learning experience. These concepts are social support and teacher presence. To our knowledge, previous measures of social support had been attempted in other study populations, such as family and community (Garcia-Martin et al., 2016), but not specifically to teachers. Social support is a multidimensional construct investigated in community psychology. It is extensively analyzed in previous literature as an independent construct relative to its "impact," "well-being," and "quality of life" (Garcia-Martin et al., 2016, p. 501). The affinity in the meaning of social support towards teacher presence makes both constructs very significant in the teaching-learning continuum. In the learning environment, students get highly varied learning experiences and perceptions (Chen, 2016) arising from teacher presence. Chen's study revealed how students view excellence in teaching to include stimulating interest in learning, showing the utmost concern, and maintaining helpful relationships with students, among others. Rodgers and Raider-Roth (2006) viewed teacher presence as an engaged experience "in an authentic relationship with students where teachers know and respond with intelligence and compassion to students and their learning" (p. 265). Student's varied experiences include favorable and unfavorable receptions towards teacher presence. Like variants of parenting styles, teacher presence draws a positive impact upon student motivations (Alhadabi et al., 2019). Favorable teacher presence essentially articulates students' appreciation of teacher support. Unfavorable teacher presence makes students feel unwanted and miss affirming teacher support. Therefore, the quality of teacher presence is an essential aspect of teacher accompaniment. Teacher presence is "iterative" (Rodgers & Raider-Roth, 2006, p. 281). It constitutes the process of observing, analyzing, and empathizing. We view teacher presence as a fundamental qualitative context in which the teaching and learning experience takes place. The extent of teacher support happens in view of teacher presence.

In the present study, we use social support as an aspect of teacher accompaniment, bearing in mind that quality teacher presence manifests in acts of

affirmation and support by the teacher. There is scholarly consensus citing how teacher support is essential to the achievement of student outcomes (Wong et al., 2018). We, therefore, draw insights from Tardy's (1985) model of social support, which describes support in terms of four dimensions: emotional, informational, instrumental, and appraisal. Wong et al.'s (2018) review of previous scholarly works on the four dimensions provides helpful ideas in the following manner: Emotional support reflects that deep sense of teacher care. Informational support describes teachers' readiness to provide relevant information through instruction. Instrumental support is about a teacher's utilization of other means to help students learn. Lastly, the appraisal is about a teacher's objective but a helpful review of student work and output to improve student performance. We also examined Vaux et al.'s (1987) Social Support Behaviors Scale (SSB), which articulated five modes of supportive behavior. Although the SSB model's dimensions show similar attributes to our initial inquiry, we deem this model do not fit precisely into the context of the present study. Because Tardy's model cannot fully account for teacher accompaniment in terms of unfavorable teacher presence, we identify stress-inducing instances in the learning environment to articulate how the absence or deficient levels of teacher support lead to stressful experiences among students. Hence, in the present investigation, teacher presence is an aspect of teacher accompaniment with two opposing extreme poles regarding teachers: as sources of support and stress. The following diagram describes the dynamics of teacher accompaniment, as explained by teacher presence and teacher support. This dynamic induces two opposing student attitudes towards teacher accompaniment in the learning environment: the source of support and source of stress.

## Methods

### *Participants and Procedures*

Participants ($N$ = 1618, 60.3% female; $M_{age}$ = 18.44, $SD$ = 0.75) were recruited at universities in Manila, Philippines. Prior to the survey, we applied for university ethical clearance to ensure that data collection follow acceptable ethical considerations. Participants comprise Grade 12 senior high school students (above 18 years old) from private and public senior high schools in Manila and freshmen and sophomores in two colleges in Manila. The senior high school students come from Accountancy, Business and Management (ABM), Humanities (HUMMS), and Science, Technology, Engineering and Mathematics (STEM) academic strands. The college students come from varied disciplines: Liberal Arts, Business, Natural Sciences, and Engineering. They completed demographic information and then completed the teacher accompaniment scale initial items.

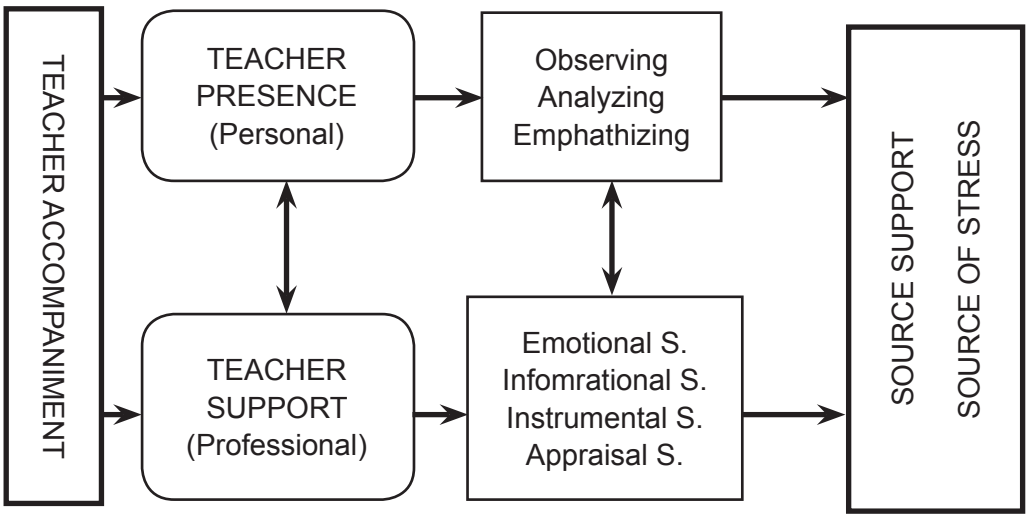


***Figure 1.*** Teacher Accompaniment

***Materials***

In the absence of an existing assessment designed for teacher accompaniment in the region or other Western contexts, we constructed 57 initial items to tap dimensions related to teacher support (e.g., "I think teachers are good listeners") and teacher stressors (e.g., "Teachers confuse me"). Responses were rated on a 5-point Likert-type scale, from 1 = *strongly disagree* to 5 = *strongly agree*. In our model, we view "teacher accompaniment" in terms of two explanatory constructs: teacher presence and teacher support. The quality of teacher presence and teacher support identify teachers as sources of support or sources of stress for students. The initial TAS constitute two dimensions: Source of Support (support figures) and Source of Stress (stressors).

The initial scale incorporated insights from two explanatory constructs previously theorized: Tardy's (1985) hierarchical model of social support and articulated further by Wong et al. (2018), and teacher presence articulated by Rodgers and Raider-Roth (2006). In the model we expressed earlier in our conceptual framework, we show how teacher presence in terms of observing, analyzing, and empathizing is diffused as a qualitative context all throughout student views towards teacher support. We include modeling as an essential aspect of teacher support. The social support model of Tardy (1985) comprises four dimensions: Emotional support (E), Informational support (Inf), Instrumental support (Ins), and Appraisal support (A). The four dimensions significantly intersect with students' views about teacher accompaniment, which we took in a series of free essays from Grade 12 senior high students and college students. After securing university ethical clearance, we sought students' sentiments and views regarding their teachers in the classroom through free essays. Their essays directly lead us into two opposing dynamic poles that represent teacher support or the lack of it: sources of support and stress.

Teachers perceived as sources of support embody personal traits that describe them as adviser, friend, mentor, and being parent-like. On the other hand, teachers considered as sources of stress (lack of support) demonstrate such qualities as being strict, indifferent, judgmental, and distant. The students' essays (cf. Table 1) generated 38 items for Source of Support and 20 items for Source of Stress. Five sub-dimensions constitute Source of Support: Adviser, Friend, Parent, Mentor, and Counsellor. "Source of Stress" has the following sub-characteristics: Strict, Indifferent, Distant, and Judgmental. From these dimensions, we saw how students' views essentially reflect the desired attributes of teacher support from a positive and negative viewpoint. We also noted how those insights interacted with teacher presence. Hence, we incorporated the social support model, teacher presence, and students' preliminary sentiments regarding teacher accompaniment into our new model (see Figure 1-Diagram of Teacher Accompaniment).

## Results

As a preliminary analysis, we first examined and omitted any items that showed significant gender differences (omitted 15 items). We then examined the skew and kurtosis for each of the items (omitted 1 item). Next, we randomly split the dataset in half, creating two samples. In the first sample ($n$ = 809), we conducted a series of principal components analyses (varimax rotation) to reduce the number of items. Items were omitted based on low loadings (eight items), singletons (three items), doubleton (two items), loading on multiple factors (nine items), and whether they were too similar or conceptually did not fit the other items (five items). The resulting measure contained 14 items loading onto two factors: teacher support and teacher stressor (see Table 2). The two factors showed a small negative correlation ($r$ = -.13, $p$ < .001). In the second sample ($n$ = 809), we conducted a factor analysis (varimax rotation). Two factors were again observed (see Table 1) with a small negative correlation ($r$ = -.08, $p$ = .028). Lastly, we tested whether a two-factor structure fits the data with structural equation modeling (with bias-corrected bootstrapping with 5,000 iterations). The model fit the data well, $\chi^2(76) = 311.57$, $p$ < .001, NFI = .919, CFI = .937, RMSEA = .062.

**Table 1**

*Pre-survey Dimensions of Teacher Accompaniment*

| Source of Support (38 items) | | Source of Stress (20 items) | |
|---|---|---|---|
| **Sub-dimensions** | **Items** | **Sub-dimensions** | **Items** |
| Adviser (A) | 1. My teachers give me advice.<br>2. I consider my teacher as a role model.<br>3. My teachers offer me tips on what to do.<br>4. I believe teachers can motivate us.<br>5. I prefer teachers who give unbiased opinions.<br>6. I look at teachers as more mature. | Strict | 1. My teacher is more concerned with roles and regulations than us.<br>2. My teachers are inconsiderate with regard to submission with deadlines.<br>3. I think teachers prefer academic content more than personal needs.<br>4. Teacher give so many workloads. |
| Friend (E) | 1. I think teachers can relate to me.<br>2. Teachers simply ask how we are doing.<br>3. I experienced teachers who are approachable.<br>4. I think teachers serve as my confidant.<br>5. Teachers show sympathy to us.<br>6. I think teachers give their students support.<br>7. I think teachers are effective in empathizing with students.<br>8. I like teachers who are considerate to their students.<br>9. I love teachers asking me how am I feeling. | Indifferent | 1. My teacher gives me school workloads despite my poor health<br>2. My teachers are inconsiderate to us.<br>3. I think teachers are indifferent to our academic concerns.<br>4. Teachers are apathetic to our personal problems.<br>5. I think teachers give grades I do not deserve.<br>6. Teachers confuse me. |
| Parent (E) | 1. Teachers commend students when they do a good job.<br>2. I think teachers guide us.<br>3. I think they care for me in his/her own way.<br>4. Teachers actually care about our ability to multitask.<br>5. I believe teachers can help us cope with our problems.<br>6. I like teachers who appreciate what we do.<br>7. I look at teachers as our second parents.<br>8. I think teachers assure me that I am not alone.<br>9. I think teachers help us calm down when we are in distress. | Distant | 1. I don't think teachers understand our side.<br>2. I think teachers do not feel what I feel.<br>3. I believe teachers are the primary cause of my stress.<br>4. My teachers are different from me in terms of understanding the world.<br>5. Teachers throw their madness at us.<br>6. Teachers are not interested to talk to us if it's not related to our course. |
| Counselor (E) | 1. I feel that teachers lend their ears.<br>2. I experience teachers giving encouraging words.<br>3. My teacher helps me get better academically.<br>4. My teachers share their experiences about solving problems.<br>5. My teacher offers me one-on-one academic sessions.<br>6. I believe teachers should allow students to talk about their problems.<br>7. I like teachers who respect me for what I am.<br>8. Teachers understand us despite our limitations. | Judgmental | 1. My teachers pre-judge us before we approach them.<br>2. My teacher talks more than listen to me.<br>3. My teacher does not honor my secret.<br>4. Teachers think we failed deadlines due to laziness. |

*Table 1 continue...*

| Source of Support (38 items) | | Source of Stress (20 items) | |
|---|---|---|---|
| **Sub-dimensions** | **Items** | **Sub-dimensions** | **Items** |
| Mentor (IS) | 1. My teacher assists the class by providing alternative solutions.<br>2. I have seen teachers acting like my second brother or sister.<br>3. my teachers help me realize how to control my emotions.<br>4. My teachers share their experiences about solving problems.<br>5. I think teachers are good listeners.<br>6. I think teachers must be accommodating in class.<br>7. I like teachers who share their experiences with us. | | |

*Note.* Teacher support adapted from Tardy's model (1985): (E)-Emotional support, (Ins)-Instructional support, (Inf)-Informational support, (A)-Appraisal support; Teacher presence (Rodgers & Raider-Roth 2006) manifested in: observing [O], analyzing [An] and empathizing [Em].

**Table 2**

*Factor Structure of Teacher Accompaniment Scale*

| Item | Sample 1 | | Sample 2 | |
|---|---|---|---|---|
| | **Support** | **Stress** | **Support** | **Stress** |
| 1. I think teachers are effective in empathizing with students. | **.781** | -.045 | **.728** | .011 |
| 2. I think teachers give their students support. | **.772** | -.090 | **.705** | -.082 |
| 3. I believe teachers can motivate us. | **.768** | .030 | **.701** | -.032 |
| 4. I consider my teacher as a role model. | **.744** | -.128 | **.709** | -.102 |
| 5. I believe teachers can help us cope with our problems. | **.732** | -.069 | **.713** | .039 |
| 6. My teachers offer me tips on what to do. | **.716** | .008 | **.722** | -.020 |
| 7. I think teachers are good listeners. | **.712** | .002 | **.739** | -.046 |
| 8. My teacher talks more than listening to me. | .009 | **.694** | -.026 | **.659** |
| 9. I do not think teachers understand our side. | -.174 | **.679** | -.114 | **.576** |
| 10. Teachers throw their madness at us. | -.073 | **.676** | -.035 | **.564** |
| 11. Teachers confuse me. | -.121 | **.657** | -.164 | **.566** |
| 12. I think that teachers do not feel what I feel. | -.045 | **.646** | -.056 | **.631** |
| 13. Teachers give too many workloads. | .036 | **.638** | .186 | **.536** |
| 14. My teachers are different from me in terms of understanding the world. | .075 | **.573** | .030 | **.564** |
| Eigenvalue | 4.13 | 2.85 | 4.23 | 3.00 |
| Variance Accounted | 29.48 | 20.39 | 30.22 | 21.45 |
| Mean | 3.81 | 3.30 | 3.79 | 3.32 |
| SD | 0.67 | 0.65 | 0.68 | 0.65 |
| A | .87 | .78 | .88 | .78 |

*Note.* Sample 1 principal components analysis with varimax rotation. Sample 2 factor analysis with varimax rotation.

**Table 3**

*Empirical Dimensions of Teacher Accompaniment*

| Source of Support | Source of Stress |
|---|---|
| [Understand]<br>– I think teachers are good listeners.<br>– I think teachers are effective in empathizing with students. | [Not listening; Not understanding]<br>– I don't think teachers understand our side.<br>– My teacher talks more than listen to me. |
| [Inspire]<br>– I believe teachers can motivate us.<br>– -I believe teachers can help us cope with our problems. | [Mad at students; Overburden students]<br>– Teachers throw their madness at us.<br>– Teachers give too many workloads. |
| [Care]<br>– I think teachers give their students support.<br>– My teacher offers me tips on what to do. | [Indifference; Different from students]<br>– My teachers are different from me in terms of understanding the world.<br>– I think that teachers do not feel what I feel. |
| [Example]<br>– I consider my teacher as a role model. | [Confusing]<br>– Teachers confuse me. |

From the two split samples, we draw two dimensions with seven items each. The first dimension (Source of Support, sample 1: $\alpha = .87$; sample 2: $\alpha = .88$) point to significant functions of support that teachers can demonstrate: understand, inspire, care, and model. The second dimension (Source of Stress, sample 1: $\alpha = .78$; sample 2: $\alpha = .78$) corresponds to functions of teacher support in terms of complementing or opposing teacher traits: listening, causing undue burden, indifference, and confusion. In both dimensions, "teacher connection" (Belenky et al., 1986) is important.

The two factors had small negative correlations, which means that the negative relationship of teacher support to the source of stress is minimal. High scores of teacher support may indicate lower scores of teacher stress. Low scores of teacher support may indicate higher scores of teacher stress. The two empirical dimensions appear to correspond to each other (see Table 3). The retained items had qualitative correlations to four functions of teacher support: understanding, inspiring, caring, and setting an example. The second dimension shows opposing teacher attributes to the first. When teachers fail to listen, students think they do not understand. When teachers get mad at students, they fail to inspire them. When they do not empathize, students think they fail to care. When teachers convey mixed messages in the way they conduct themselves, students think they are not role models. These opposing correspondence in conceptual meanings show two extreme student interpretations of teacher presence. The equal distribution of items from each attribute appears to support the conceptual linking between the source of support and the source of stress.

## Discussion

The TAS has established with sufficient consistency the relationship of the two dimensions of teacher accompaniment as a reliable measure for college and senior high students. TAS provides an empirical basis for the articulation of teacher presence viewed by college students as sources of support or stress. To our knowledge, this articulation is the first attempt in the Asian and ASEAN region to explain the quality of teacher presence using latent dimensions from student attitudes. Previous attempts in the region generally dwell on articulations of teacher behavior (Chen, 2016; Alhadabi et al., 2019) and teaching effectiveness (Jiang & Hill, 2018) in class. Remarkably, both the pre-survey model of our scale dimensions (cf. Table 1) and the post-survey dimensions (cf. Table 2) remain consistent throughout. Rodgers and Raider-Roth (2006) theorized teacher presence as an essential link in the learning curve between teachers and students. In previous studies, researchers give attention to teacher behavior and personality (van Petegem et

al., 2005; Fisher et al., 1998; Englehart, 2009) when dealing with teacher-student relationships. These studies viewed teacher presence in relation to student academic achievement and well-being. Student data, in this regard, affirm teacher presence, as suggested by the two dimensions of support and stress. Teachers are sources of support when they show understanding, inspire, care, and be a role model. Teachers considered to be sources of stress manifest opposing qualities: strict, indifferent, judgmental, and distant traits. On the other hand, teachers who are perceived as sources of support embody the characteristics of an adviser, friend, parent-like figure, counselor, and mentor. The two latent dimensions underscore the degree to which teacher-student interactions should be given importance. Pennings et al. (2014) examined the quality of teacher-student interactions in terms of interpersonal content, structure, and complementarity. Teacher-student interactions undeniably benefit from socio-cultural considerations in learning (Gipps, 2002).

Interpersonal theorists (Horowitz & Strack, 2011) introduce two relational concepts that help us understand the quality of teacher-student relations: agency and communion (Pennings et al., 2014). When applied to teachers, agency refers to them as sources of knowledge and authority. Communion emphasizes interpersonal bonds rather than fixations with authority or control. The two latent dimensions from the present data correlate with both agency (Dimension 2: Source of Stress) and communion (Dimension 1: Source of Support). Students long for nurturing figures who can accompany them in their academic journey. Students in the Asian context appear to favor a more pronounced leaning towards supportive parenting figures (Alhadabi et al., 2019) from teachers providing warm interpersonal affirming support (Chen, 2016). Theorists of social support affirm the role it plays in fostering health and well-being (Collins et al., 2011). Students benefit from teacher presence when teachers contribute to their well-being and personal growth (Cheung et al., 2019). This key point appears to strengthen the inseparable union between quality teacher presence and student well-being.

A third concept that plays in the articulation of teacher accompaniment is social support. Social support in the present study forms the inner conceptual structure on which teacher accompaniment is articulated. It is positively correlated with academic achievement and grit in students (Clark et al., 2020). A higher sense of support experienced by students from their teachers in class creates ease and increased inner resolve to face their tasks. Teacher accompaniment, in this instance, improves student adjustment (Malecki & Demaray, 2002). It is known to assist the person in the face of stressors. And one of the sources of social support are teachers (Demaray et al., 2005).

In summary, teachers can be restrictive or enabling figures for students. The overall empirical argument of the present study has been to show that teacher accompaniment in this context essentially interacts with stress-causing teaching behavior and experience of teacher support foundational to academic achievement and learning. In response to the limited local scholarship on teacher accompaniment, the present work is distinguished from previous studies in that it provided an empirical characterization of teacher behavior and personality in class using latent dimensions. Second, the development of TAS is a modest contribution to map out articulations of teacher accompaniment in the ASEAN region. Third, this work raises the inclusion of teacher personality and behavior as an arguable point in assessing teacher effectiveness side by side teaching strategies, methods, and competence.

## Conclusion

Although often seen within the learning continuum, teacher accompaniment is not usually viewed as an explanatory concept that bridges student learning, student well-being, and instruction. Research view social support with respect to parents and teachers as sources of support vis-a-vis student adjustment (Demaray et al., 2005). In the present study, we introduced teacher support and presence as essential aspects of teacher accompaniment. Previously, these two concepts are independently covered by many Western studies. In the present study, the empirical findings validated the fusion of the two concepts in the model we proposed with a minor distinction: the teacher is either a source of support or stress. Although Rodgers and Raider-Roth (2006) delineated presence in several sub-aspects, local student attitudes articulated two poles of teacher presence as either stress-causing or providers of support. The two empirical dimensions support explanations describing how stress-causing teachers are unpopular among local university students, whereas personally supportive teachers gain favorable student views. Other variables like lifestyle, academic

motivation, certain socio-demographic information (Lee et al., 2018), smoking-drinking (Baring et al., 2017), and technology (Lee et al., 2017) affect student academic performance. In the present study, we argued that teacher accompaniment is essential to improve student learning. Ever since the proliferation of student-centered pedagogies, teachers realize how the learning process involves teacher presence as a factor in the learning curve. Teachers need a refreshing perspective on student learning (Rodgers, 2002). The present study showed how students view the learning process mainly from a subjective (personalist/subjective) perspective more than the positivist view. Hence, in the present study, we affirm our presupposition that teacher presence is a significant factor in the learning process. In saying this, the educational agenda for student learning in the local setting or ASEAN context might need to consider the quality of teacher presence in the overall articulation of the learning plan side by side strategies for teaching and learning pedagogy.

The development of TAS is a unique undertaking for college education, especially in the Philippines or in Southeast Asia where no known measure with a similar intent is attempted. Considering the limitations of the data set we used to develop TAS, we recommend that further validation of TAS be conducted in other cultural and regional settings.

## Declaration of ownership

This report is our original work.

## Conflict of interest

None.

## Ethical clearance

This study was approved by our institution.

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