Is teachers' self-monitoring associated with the quality of teacher-student relationships? Is teachers' self-monitoring associated with students' academic achievement?

**Hypothesis 1**: There are differences in perceived SM scores between teachers who are considered best and worst teachers by the students.

**Result**: $[p = 0.0044]$.

**Hypothesis 2**: There are differences in teacher-student relationships scores between teachers who have low and high SM scores.

**Result**: $[p = 0.1705]$.

**Hypothesis 3**: There are differences in students' academic achievement scores between teachers who have low and high SM scores.

**Result**: $[p = 0.4528]$.

**Hypothesis 4**: There are differences in teachers' ability to modify teaching style and understand students' emotions between teachers who have low and high SM scores.

**Result**: $[p = 0.2911]$. 

**REFERENCES**


**DISCUSSION**

- This study suggests that there are associations between self-monitoring and (1) teachers' perceived quality by students, but not for (2) teacher-student relationships and (3) students' academic achievement.
- Future research in this area should focus on increasing sample size and exploring these connections in different school settings (e.g., regions, types of schools, and age groups).