



## Exploring the Role of Teacher–Student Relationship in Shaping Psychological Well-Being and Academic Outcomes at the Secondary Level in Pakistan

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### Abstract

This study examines the influence of teacher-student relationships on students' academic performance and well-being at the secondary school level in District Bhakkar, Pakistan. The teacher-student relationship has been acknowledged as a significant factor influencing educational outcomes; however, empirical evidence in the Pakistani context, especially at the secondary level, remains scarce. The present study employs a quantitative methodology to systematically investigate the impact of differing levels of teacher-student relationships on adolescents' academic performance and psychological well-being. A total of 38 secondary schools from Tehsil Kallur Kot, under the DEO Secondary Office of Bhakkar, were chosen, showcasing a varied student demographic in terms of gender, school type, and geographical location. Standardized instruments were utilized to assess the quality of teacher-student relationships, student well-being, and academic performance, thereby ensuring validity and reliability within the local context. The results are anticipated to underscore the multifaceted character of teacher-student interactions, accentuating their academic and socio-emotional consequences. The study also looks at how socio-demographic factors like gender, location, and type of school affect the link between teacher-student interactions and student outcomes. By concentrating on the relationship between relational quality and student development, the research adds to the larger conversation about how well schools work by showing that positive, respectful, and collaborative teacher-student relationships lead to better academic performance as well as better self-esteem, motivation, and overall health.

### Introduction

#### Background of the Study:

Teacher-student relationship is a core to the process of education, and there are extensive connotations to both the well-being of students and academic performance. Most people agree that one of the main pillars of social and personal development is education. Although a lot of emphasis is placed on the course content, teaching styles, instructional equipment, and evaluation, the quality of the interpersonal relationships in the classroom is becoming an

increasingly significant part of the curriculum that influences the students' academic achievements and mental health. In the field of secondary education, students are both cognitively, emotionally, and socially developing, and the responsibility of teachers, therefore, is not limited to academic teachings. Adolescence is a phase of self-discovery, identity development and sensation of vulnerability. It is at this critical phase in life that the student-teacher relationship goes beyond him or her offering academic advice to or her, as it also goes beyond the psychological and emotional support of the student, thus having a positive impact in terms of overall growth and well-being of a student (Evans et al., 2018). There is no overstating the significance of positive teacher-student relationships and how they may contribute to a supportive and nurturing school environment. The study conducted by Roorda et al. (2020) has determined a strong connection between good relationships between teachers and students and the increased engagement and academic performance, and emotional well-being of students. The students are more likely to experience a sense of belonging when a perceiver respects, values, and understands the student, notably when it comes to their teachers; consequently, it is more likely to increase academic motivation (Del Ciampo et al., 2020). Moreover, the teacher-student rapport is important in the social-emotional growth of learners. Empathetic, approachable and supportive teachers help their students have emotional resilience. A favourable teacher-student relationship has also been associated with mitigating the degree of stress and anxiety which is prevalent in secondary school students, particularly in an academically competitive setting (Chen & Zhang, 2023). Such connections also give students a strong feeling of stability and security, which is necessary throughout the unstable times of adolescence. Relationships between teachers and students are even more important in Pakistan, where the educational system is still developing and there are disparities in access to educational resources. A robust educational experience can be achieved with teachers, especially in remote and less well-equipped schools, as role models and guides; they can give students the help and encouragement they require so as to succeed in their studies, academic and personal aspects. It is important to comprehend the character and effects of these relationships in this particular setting, to implement ways of improving the results of the students and enhancing the quality of education.

#### **Statement of the Problem:**

Although the significance of teacher-student relationships is acknowledged as a matter of widespread knowledge, seldom does the research look into the direct effects of the said relationships in terms of outcomes among students, most specifically in the developing world, such as Pakistan. It has been identified that teacher-student relationships can be a major predictor of student engagement, motivation and academic success (Evans et al., 2018). Nevertheless, there is minimal information regarding the exact processes whereby such relations influence the well-being and learning achievements of secondary students, especially those in rural regions or low-income settings. During the academic year in the secondary school, with so many emotional and cognitive metamorphoses happening to the students, any relationship with the teacher can influence the way the students can earn their way through both the academic and personal issues. Teachers can be a determining factor in whether a student can cope with stress, have self-confidence, and a positive academic self-concept as long as they offer the said emotional support (Zhan et al., 2021). In Pakistan, several students struggle with academic performance, mental disorders, and emotional distress. Other factors such as resource lack, high classes, and inadequate support systems typically further plague teaching, especially in poor and undeveloped community areas. Teacher-student interactions in such settings can have a huge effect on the general states of students and their academic performance (Chen & Zhang, 2023). Nevertheless, research in the field that examines how teacher-student relations relate to student performance is lacking in Pakistani schools. In addition, it remains unknown how the studies incorporating different socio-demographic variables, i.e. gender, location (urban, rural), and school type (public, private), affect the

teacher-student relationship. Research has been conducted in the Western situation or urban environments, which is different in the rural Pakistan setting. This study seeks to present the evidence on the nature of teacher-student relationships in the specified socio-cultural context, which can shed light on special challenges and opportunities present in the Pakistani secondary schools. The relevance of the given research is supported by the current awareness of the necessity of educational changes that would help not merely enhance learning but also the emotional and social progress of students. Greater teacher-student relationships have been found to encourage emotional well-being, minimise stress, and enhance learning (Del Ciampo et al., 2020). Assessing the contributions of these relationships can help educators and policymakers to devise ways of ensuring that teacher-student relationships are improved, and the results are positive outcomes as far as students are concerned.

### **Research Hypotheses:**

The following null hypotheses were tested in this research:

There is no significant impact of teacher-student relationships on student well-being at the secondary level.

Teacher-student relationships do not significantly affect learning outcomes at the secondary level.

There is no significant difference in teacher-student relationships between rural and urban schools.

To confirm these hypotheses, several statistical methods were implemented, such as t-tests and ANOVA, to establish the relationship between teacher-student relationships and student well-being or academic performance, and to conclude whether the relationship is significant or not.

## **Literature Review**

### **Teacher-Student Relationships:**

The teacher-student relationship is the most critical area in the educational process. It not only influences the academic performance but also the emotional and social development. In society, traditionally teacher-student relationship has been regarded as hierarchical and the teacher as a power superior to the student. But, with time, researchers have proposed a more mutual, dialogical and accommodative process among teachers and students that is more interactive. The change in the relationship between the teacher and student to that of a more egalitarian relationship works to achieve an environment wherein the students feel free, loved and encouraged to learn. Internal principal-feature communication, trust and respectful relationships between teachers and students are features of positive relationships. Educators, who show their workers empathy and an active listening process, create a rapport where learners believe someone is listening to them and understands them, subsequently forming trust (Bergin et al., 2022). The concept of empathy means that a teacher is empathetic, that is, they can read and feel the students. When their teachers show a sincere concern for their emotional and academic burdens, students develop a sense of unity that makes them feel free to express their minds and problems. This emotional vulnerability helps the students experience emotional support and promote their sense of emotional and academic growth (Zhan et al., 2021). Further, communication between teachers and students is a constituent factor in strengthening the relationship. Efficient communication is conducted through verbal and non-verbal messages. With language use, clarity, constructive, positive feedback, and positive reinforcement, the teachers make the students feel both more involved and confident. Communication cannot be restricted to academic feedback; it also implies emotional support and the possibility to diffuse debilitating discussions about personal problems of the students. Another important feature of good teacher-student relationships is a warmer teacher. The warmth may be explained as the emotional tone established in the classroom by the teachers with the help of such behavioral actions as encouraging and positive reinforcement, and

displaying understanding. Students taking risks academically can be encouraged by warm teachers, and this can promote learning results. Del Ciampo et al. (2020) note that warmth in the classroom was promoting a safe emotional classroom atmosphere in which learners are comfortable speaking out, asking questions, and even seeking support. Such an atmosphere of emotional safety increases academic participation, involvement, and motivation, which are all essential elements of the learning process. On the other hand, the negative relationships between the teacher and student that may be marked by the lack of empathy or indifference or even aggression may impact the students negatively. Academic disengagement and emotional distress on the part of the students tend to increase when the students start to feel like their teachers do not care or are unjust. These adverse associations may result in isolation, poor self-esteem and anxiety (Evans et al., 2018). Poor emotional support among the students by teachers may result in the students dropping out of school and other negative behaviours like truancy, low grades and negative interest in education. Moreover, the teacher's power must be implemented in a rather moderate fashion. Teachers who exercise a high degree of authority within the context of mutual respect can establish expectations for students and also create a scene of mutual respect. Teachers who are too authoritative, however, can smother individuality and creativity in students, and because of this, some of them become resentful and averse to the learning process. Conversely, teachers who lack structure was unabling to maintain positive classroom dynamics and set appropriate boundaries, which could lead to confusion and mayhem (Roorda et al., 2020).

### **The Importance of Teacher-Student Relationships in Education:**

These teacher-student relations play an important role in the creation of a favorable learning environment. Students and instructors establish good interpersonal connections, and the former are more prone to feel emotionally safe, which enables them to concentrate more on their education. Moreover, positive relations between teachers and their students lead to enriching the academic motivation and academic self-perception. These relationships give emotional and psychological support too to those who do not have the best support systems at home and to students in general. Evans et al. (2018) reported that academic engagement and intrinsic motivation were more prominent among students who viewed their educators as friendly and respectful, as well as approachable. Academic motivation can be described as the desire of a student to accomplish academically, and this is determined by extrinsic and intrinsic aspects. The former is intrinsic motivation, which is the need to learn and achieve something for personal satisfaction, whereas the latter is extrinsic motivation based on the external achievement in the form of grades or praise. Students were intrinsically motivated (i.e. they learn because they want, rather than because they feel like they have to) when they feel that their teachers share their emotional support. According to the research of (DelCiampo et al.2020), teacher-student relationships are also associated with academic engagement. Feeling emotional support among students was increasing the chances of students actively participating in the classroom situations, taking part in learning tasks and fulfilling tasks assigned. This interaction is an effective indicator of academic results and performance. The process of academic engagement comprises the activities of scholarly engagement of students and their engagement in studying, as well as attention to lessons, taking part in discussions and completing tasks. Moreover, teacher-student relations have an additional input into self-esteem and self-efficacy. Good relationships with teachers can instil positive perceptions by the students who can build self-worth, which contributes to a healthy emotional status. According to the research conducted by Zhan et al. (2021), students who have positive relationships with their teachers are characterized by improved levels of self-esteem and better preparedness to overcome academic difficulties. The other factor that comes into play because of teacher-student relations is self-efficacy, which is the belief an individual has in his/her powers to succeed. Those teachers assigned to delivering constant support and positive feedback make students gain the courage to overcome the problems to come across

academic problems and enhance their learning performance (Roorda et al., 2020). Good teacher-student relationships are also evident in avoiding stress among the students. Teenagers are the most susceptible group to stress since they are exposed to rigorous school work and social-emotional problems. An encouraging teacher-student connection may act as a barrier to such stressors, which would prevent the likelihood of much academic burnout and mental health disorders (Chen & Zhang, 2023). Bergin et al. (2022) explain that once students feel that they are supported by their teachers, the chance of feeling stress and anxiety drops, improving the overall well-being.

### **Teacher-Student Relationship at the Secondary Level:**

One of the key aspects concerning the educational experience of a student is the teacher-student relationship. The students in secondary schools change greatly in cognitive, emotional and social ways, and the role of teachers is even more important. At this stage, students do not simply go through academic difficulty, but also have to cope with complicated matters concerning their inner identity formation, associate-ship, as well as self-value. Having a good relationship between a teacher and a student may lead to very significant impacts in terms of academic performance, motivation, participation, and emotional balance of a student. The literature review was examining the literature on the teacher-student relationship at the secondary level with regard to the different dimensions of the relationship, how the relationship impacts student outcomes and what it takes to have effective teacher-student interaction.

### **Why Teacher-Student Relationships are Important at the Secondary Level?**

The relationships between the teacher and students at the secondary level have been found to greatly influence student outcomes. Good teacher-student relationships are typically linked to higher theoretical and practical engagement, self-esteem, and success, whereas bad relationships may have the opposite effects of leading to engagement disengagement, academic failure, and emotional distress (Evans et al., 2018). These relationships are particularly pertinent during adolescence, as the period in which identity is formed, and there exists emotional turmoil, and the pressure to perform academically is higher. Sodec is one of the key stages of the students' life to develop their academic, social, and emotional abilities. Proper teacher-student relations can also help to overcome adolescent stress, as warm affective relationships may facilitate the feeling of security and belonging, as Pianta (2011) implies. When students are emotionally supported by teachers, they tend to express better academic performance and psychological status due to their feelings of value. Thus, it is important to learn how the relationships between teachers and their students work to be able to enhance their academic performance and mental well-being.

### **Dimensions of Teacher-Student Relationships:**

Teacher-student relationships adopt a multidimensional structure: there are several aspects, which include those of respect, empathy, emotional support, and communication. The factors influence the way that the students view their teachers, and, subsequently, the way they perceive school and their studying process.

#### **Respect and Trust:**

Respect and trust are key aspects in making any healthy relationship, and the teacher-student relationship is not an exception to this. The teacher who demonstrates respect toward his/her students and their individuality would have higher chances of creating a mutually respectful relationship; this would make students more willing to cooperate in academic activities (Zhan et al., 2021). The aspect of trust is also important to consider when addressing teacher-student relationships because students who trust teachers are more likely to accept assistance, contribute to the learning process, and are welcoming to competent feedback (Bergin &

Bergin, 2022). According to a study conducted by Evans et al. (2018), those students who saw their teachers as fair, encouraging, and respectful had a higher chance of higher academic achievements and emotional well-being. Additionally, Pianta (2011) noted that other dimensions indicated through quality of respect and trust in the classroom are also linked to the student's sense of belonging and to engagement in the school setting.

### **Communication and Feedback:**

Another key to a good relationship between teachers and students is effective communication. Faculty members who communicate with their students freely and in a respectful manner are prime candidates to develop a culture of academic cooperation and reciprocation. Zhan et al. (2021) suggest that when learners feel that their teachers listen, react and provide strong instructions, it was helping them to have a positive classroom climate that fosters learning. One of the instances in teacher-student communication is feedback. Roorda et al. (2020) also revealed that feedback should not serve as a communication channel to present academic performance, but as an occasion to give encouragement and advice to teachers. The positive feedback increases the motivation in the students, initiates the self-regulation, and improves the teacher-student relationship. Constructive feedback with a supportive and empathetic attitude by the teachers also helps in driving the student to view the mistake as part of the learning process instead of considering as a failure of the student, which is crucial in developing resiliency in academic studies. Students directly experience the effects of the quality of the teacher-student relationship as it relates to emotional well-being and emotional health. Teenagers are particularly susceptible to stress, anxiety, and depression, which can have a detrimental effect on their social mores and academic performance. Teachers that show kids respect, compassion, and emotional support are also essential in helping them to solve these issues. The significance of teacher-student relationships for emotional well-being has been extensively discussed in the literature. According to Evans et al., students who receive emotional support from their professors are more likely to be psychologically healthy and to have effective coping mechanisms for dealing with academic difficulties. (2018). Another factor that prevents adolescents from developing mental health problems like depression and anxiety is the emotional support they receive from their teachers. (Zhan et al., 2021). Teacher feedback is especially important in terms of determining the role they play in this regard. According to Bergin & Bergin (2022), prompt, explicit, and positive feedback that is offered by teachers makes students more willing to enhance their skills, clarify their knowledge, and develop high academic performance. Moreover, positive reinforcement influences the students to keep doing their academic work and strengthens their intrinsic motivation (Zhan et al., 2021). According to a study conducted by Roorda et al. (2020), the academic achievements, levels of motivation and self-regulation were greater among students with strong and supportive relationships with their teachers. This suggests that healthy teacher-student relationships was critical in establishing the environment that could ensure emotional health as well as academic achievement. Although the quality of relationships between teachers and their students plays a pivotal role, it is subject to several socio-demographic variables, including gender, the type of school (urban or rural), socio-economic factors, and cultural premises. It has been found that the relationship between teachers and students may fluctuate according to this factor. Gender may impact the way the teacher and student relate. In their study, Evans and colleagues (2018) observed that males and females can be exposed to various interaction patterns in the classroom through their interaction with their teachers, which may impact their engagement and emotional well-being. Therefore, female students can better receive the help of emotional nurturing relationships, whereas male students can be more coupled to teachers who encourage authority and order. School, together with its socio-economic conditions, usually determines the quality of relationships between teachers and students. More resources, smaller classes, and better-trained teachers are characteristic of urban schools and promote closer relationships between the teachers and the students.

Conversely, rural schools do not have quality teacher and student interaction since they have more students in one classroom, few resources and fewer trained teachers (Nazish et al., 2024). This gap matters especially in such countries as Pakistan, where countryside schools tend to be poor in infrastructure support and conditions. Another factor that may influence the relationship between the teacher and student is cultural and socio-economic status. The culture could also have the powerful theme of respect for authority, and hence how the teachers and the students relate to each other.

### **How Relationship between Teacher and Student influence Studen's Well-being:**

Relationships between the students and the teachers are closely related to their emotional and psychological health. When students perceive that they are being taken care of by their teachers, they tend to develop some form of emotional security, which is mandatory for mental well-being. A good relationship between the teacher and the students supports emotional regulation that empowers the students to balance feelings and stress. Zhan et al. (2021) claim that students who have good relations with their teachers indicate less stress, anxiety, and depression associated with school attendance. Adolescence in the years of secondary education can be called a stage of dramatic emotional and social transformation. Both students are in the process of establishing themselves, of learning how to develop relationships with peers and of dealing with the demands of academic success. Emotional support through the help of upgrading teachers can guide the students to cope with these changes and even have emotional resilience. Emotional resilience is explained as the capacity of a student to recover after adverse experiences, including academic setbacks and deal with hardship. According to a study by Bergin et al. (2022), teacher-student relationships are involved in developing emotional resilience since the educators give not only guidance but also emotional safety too, which the students require at this vital period of development. Moreover, favorable teacher-student relations are a factor of mental health because they lead to the feeling of belonging and acceptance. The standards of teacher-student interactions play a great role in developing self-efficacy and self-esteem. When school feels good, students have better chances of developing positive self-esteem, which was helping them deal better with both academic and social difficulties they encounter. Moreover, the involvement of teachers in promoting the well-being aspect of students is of crucial importance due to the feature of empathy that teachers employ. Empathy entails recognizing and experiencing the emotions of other people. Educators with empathy are in a better situation to encourage their students in their personal and academic problems. Evans et al. (2018) state that their emotional distress can be diminished with the help of teacher empathy that would establish a classroom climate in which students would feel free to express themselves. This emotional security is essential to the mental well-being of students since it enables them to combat personal issues without the fear of ridicule.

### **How Teacher-Student Relationship influence Learning Outcomes:**

There are numerous factors which affect learning outcomes, such as motivation, engagement, and academic self-concept of the students. Good relations between teachers and students add to these factors. It has been revealed during the research that when learners feel they have the emotional support of their tutor, they become more eager to pursue the learning content, engage in classroom interactions, and persevere even in the face of academic difficulties (Zhan et al., 2021). Intrinsic motivation is one of the components that is affected by teacher-student relationships. The students who believe that their instructors are supportive of them tend to become self-motivated to achieve academically. Intrinsic motivation is also present during the time of good academic performance because it is an intrinsic motivation that prompts the intrinsically motivated humans to read or learn the subject out of curiosity and based on the thirst for self-improvement, not an instrumental one. A study conducted by Del Ciampo et al. (2020) concluded that students with positive relationships with their teachers

are more intrinsically motivated, which facilitates their academic performance and improves grades. The second is that the teacher-student relationship influences academic engagement, which is the degree to which the students are involved in a learning activity. In the study by Roorda et al. (2020), academic engagement is also a powerful tool in predicting learning results. Students who receive emotional support from their teachers are more likely to attend class, participate in class discussions, and complete assignments. Grades and academic performance are improved as a result of this increased involvement. Positive teacher-student relationships, which are necessary for academic success, are also fostered by academic resilience. When teachers support their students, they were persevering through academic setbacks, such as poor test scores or difficult assignments. Relationships between teachers and students help students build the emotional resilience needed to overcome challenges, and these relationships lead to better learning outcomes (Bergin et al., 2022).

### **The Relationship of Teachers and Students within the Pakistani Scenario:**

The relationships between teachers and students, in the context of the socio-cultural factors like hierarchical relationships, gender types, and family requirements in Pakistan, are created. Pakistan has a very bad education system that is characterized by large differences between rural and urban schools, where the rural schools are under-resourced and oftentimes lack infrastructure and professional educators (Nazish et al., 2024). These can be a barrier in influencing the quality of the teacher-student relationships, especially in rural schools where the accessibility of the students to establish a good relationship with their teachers is also limited. Nevertheless, good quality teacher-student relations are key to academic success in Pakistan in spite of the above challenges. A study conducted by Nazish et al. (2024) revealed that when teachers developed healthy relationships with students in terms of their interaction with their teachers, they were more prone to demonstrate greater levels of academic performance and motivation. The affection of teachers has a positive influence when it comes to handling idealistic rural regions in terms of education because the students are offered a supportive network. Additionally, gender also contributes to teacher-student relationships in Pakistan in a great way. The gender norms in the country have been viewed as traditional in many aspects and thus determine the nature of relationships between the male and female students as well as the teachers in a given environment. Such norms may influence the interactivity of teachers with students, especially in gender-separated schools. Chen & Zhang (2023) suggest that the behavior teachers display towards male and female students might vary, and such a difference can affect the engagement and well-being of the students.

### **Historical Evolution of Teacher-Student Relationship in Education:**

For hundreds of years, education has relied on teacher-student interactions to shape students' learning, identity formation, and idealization. Its development reflects both more general cultural and philosophical trends as well as changing teaching strategies in particular times and places. In traditional classroom instruction, the relationship between teachers and students has changed significantly from a rigid, rank-based relationship to a foot-to-foot connection with support and emotion. In order to analyze the effects of these relationship dynamics on the learning and well-being of students in today's schools, it is critical to acknowledge this shift. (Good & Brophy, 2008).

### **Traditional Classroom Models**

The teacher-student dynamic in traditional educational institutions has always been dominated by authority, hierarchy, and discipline. Teachers were seen as infallible rulers whose job it was to pass on information and the students were more like passive consumers who merely needed to take in facts (Sadker & Zittleman, 2016). The conventional model was heavily influenced by early religious and classical models of instruction in which obedience, regard for authority, and memorisation were the primary educational intents. In the Middle Ages in Europe for instance, education in monasteries and cathedral schools involved teacher dictation, with

students memorizing and reciting text, mirroring an emphasis on rote memorization and the teacher being the source of knowledge (Bowen, 2011). Confucianism also stressed hierarchies and respect for teachers, frequently likening the teacher's authority to that of the parents. Confucius himself defined educators as authorities who impart social harmony and in this cultural legacy an authoritarian pedagogy of obedience and discipline is also supported (Tan 2015). Between the tenth and fifteenth centuries, the Islamic madrasas valued their teachers and based their relationships on their ability to impart, memorize, and comment on both religious and secular knowledge (Berkey, 2014). These customs show how early educational models portrayed teacher-student interaction as essentially hierarchical. When mass schooling started in Europe and North America in the late 18th and early 19th centuries, we institutionalized the teacher at the front or center of a room, where students sat at desks in precisely defined rows and adhered to clear discipline codes. These "new school" ideas stand in sharp contrast to these traditional teaching methods. Teachers established a culture of control and authority based on compliance and obedience by using physical punishment and strict handgun schedules to manage large groups of children (Hamilton & Richards, 2019). The emotional aspect of the connection was rarely acknowledged, and students were granted little to no control over their education. The socioeconomic needs of the industrializing societies, which valued obedience, uniformity, and punctuality, were met by this model, which may now be criticized (Bowles & Gintis, 2011). In that way, the old model placed the teacher as an authoritative figure and students as mere receptacles of knowledge it had no room for relationships, emotions, or motivation in education. Although conducive for inculcating uniform knowledge, such relationships often repressed creativity, independent thought, and the whole development of young learners (Cuban, 1993).

### **Shift towards Student-Centered Learning**

In the early 20th century, a new view was emerging, influenced by progressive educational theory which put more emphasis on the active role of the students and on social interaction as a way of learning by the works of John Dewey, Jean Piaget, and Lev Vygotsky. Dewey (1916) condemned mechanical modes of schooling and supported experiential learning where educators are often facilitators rather than dictators. In the context of such a model, the teacher-student relationship was reconceptualized as a partnership; a relationship in which the voices, experiences, and agency of the learners were recognised (Westbrook, 2010). Piaget (1952) constructivist theory also supported this trend, as children are said to construct knowledge actively through maturation and interaction with the environment. Teachers were to be viewed as consultants or guides in the learning process that was appropriate for students' cognitive development rather than just as imparters of knowledge (Wadsworth, 2004). Even Vygotsky, as Ioannidis points out, believed that relationships were the key to learning; according to his "zone of proximal development," teachers should support students until they can progressively take over. This emphasized how important collaboration, trust, and support are in teacher-student relationships (Daniels, 2016). Humanistic psychology also had an impact on this shift to student-centered learning. According to Rogers (1969), meaningful learning occurs in an atmosphere of empathy, congruence, and unconditional positive regard; in other words, the emotional quality of the teacher-student relationship has a direct effect on students' motivation and self-concept. These perspectives expanded the role of teachers from merely enforcing rules to fostering students' intellectual and emotional growth (Cornelius-White, 2007). Teachers' nurturing practices were also influenced by pedagogical reforms that began in the middle of the 20th century, such as group projects, inquiry-based learning and teaching strategies, collaborative learning environments, and the use of technology in the classroom. The teacher-student relationship was rethought as dialogic, reciprocal, and encouraging, emphasizing empathy, respect, and communication (Hattie, 2009). Teachers aimed to create environments that fostered students' psychological well-being in addition to their academic abilities by valuing their diversity and elevating their voices. Along with

valuing diversity, equity, and student empowerment in the classroom, educational thought was also influenced by the sociopolitical forces that changed equality and civil rights in the 1960s and 1970s. Teachers were urged to challenge earlier hierarchical practices in order to establish inclusive and democratic learning environments (Apple, 2004). In line with a broader cultural shift, this change signaled a significant shift in the teacher-student relationship from one centered on authority to one based on relationships.

### **Modern Perspectives in Secondary Education**

These days, secondary school teachers and students are viewed as having a complex relationship that connects the academic, emotional, and social domains. According to current theories, positive teacher-student relationships are essential for students' mental health, engagement, and resilience in addition to their academic success (Pianta et al., 2012). When thinking about middle and high school students, these relationships are especially relevant because these young people are still attempting to establish their identities, resist peer pressure, and fulfill academic obligations. Contemporary models place a strong emphasis on open communication, respect, and trust between educators and learners. The idea of the teacher as a coach has gained popularity, encouraging educators to employ non-teaching methods and support kids' aspirations and emotional health (Wentzel, 2010). The evolution of technology has also had an ongoing impact on modern classrooms, altering the dynamic between the instructor and the students. The teacher-student relationship has expanded beyond the confines of academic settings to a new cyber domain with the introduction of digital learning platforms, online education, and blended learning environments. Although technology can facilitate collaboration and give access to resources, it also forces educators to figure out how to maintain a personal connection with students in virtual environments (Trust & Whalen, 2020). All educators should learn how to stay friendly, accommodating, and reachable in online settings. The implementation of inclusive education frameworks in secondary schools has an additional impact on the relationships between teachers and students. Teachers face a growing challenge in providing flexible, empathetic, and high-quality support to meet the needs of individual children with diverse learning needs, from a range of cultural backgrounds and socioeconomic circumstances (Florian & Black-Hawkins, 2011). This relationship has evolved beyond merely teaching; it now involves developing educational opportunities that give every student an equal chance to learn, grow as a person, and feel like they belong. Rethinking the teacher-student relationship is another effect of globalization and the difficulties of 21st-century education. Today's students should be prepared for lifelong learning, creativity, and critical thinking through secondary education. With a shared emphasis on encouraging student ownership of learning, we view teachers as collaborators in the co-construction of knowledge rather than as dictators (Fullan & Langworthy, 2014). As a result, modern perspectives portray the teacher-student relationship as dynamic, relational, and comprehensive, going far beyond its traditional hierarchical precedence. Today's secondary schools place a high value on social and academic development for all students, underscoring the importance of cultivating relationships that are empowering, respectful, and supportive (Hughes, 2011).

### **Cross-Cultural Perspectives on Teacher–Student Relationship**

Cultural norms, values, and social structure all have a significant impact on the teacher-student relationship, which is not a universally uniform phenomenon. Education is a cultural institution that reflects the prevailing cultural norms, such as the values of authority, collectivism, individualism, and community. Because culturally-bound conceptualizations of authority, talk, emotional engagement, and learning objectives shape the type of social relations that teachers and students actively develop, social interaction between teachers and students in this new and diverse field has no set form. A cross-cultural approach to understanding the teacher–student relationship in Western, Asian and South Asian classrooms.

Recognition and acknowledgement of these cultural differences is important in finding what is best, and what challenges communities may face, in today's world (a world in which national boundaries are less meaningful in terms of educational systems and cultural borrowing and lending (Hofstede, 2001).

### **Western Context**

In Western societies like Europe and North America, the role of a teacher has also changed, with the main focus on the development of pupils attitude toward individuals and self-learning. These educational systems, which are based on democratic ideals, Enlightenment philosophy, and Western modernist pedagogy, emphasize independence, self-reliance, and critical thinking. Under these conditions, educators are viewed as mentors and thought-mediators who assist students in their quest to comprehend, investigate, and actively engage in their own education rather than as oppressive sources of power (Good & Brophy, 2008). Reputable educational and psychological ideas that highlight the learner's role have influenced the Western approach. For instance, John Dewey (1916) promoted experiential and democratic learning, whereas Carl Rogers (1969) employed humanistic psychology to emphasize empathy and unconditional positive regard as a means of interacting with students. Western cultural principles of individuality, equality, and personal autonomy serve as the foundation for these attitudes. In actuality, Western educators frequently encourage and even actively support self-expression, discussion, and questioning because they view these as essential cognitive functions and democratic rights. (Westbrook, 2010). Additionally, the Western teachers are also found to emphasize towards relationally warm where developed openness in communication, and with cooperative students. Roorda et al. (2011) also found that for students in North American settings, holding positive teacher– student relationships is a powerful predictor of student engagement, motivation and achievement. Interactions in the classroom are more dialogical than hierarchical, and teachers often take a stance of approachable guide rather than distant authority. The increased interest by educators in the U.S. and Europe in the development of SEL programs further demonstrates the West's dedication encouraging the cultivation of the whole person and has been equally made most apparent relative to holistic development and emotional wellness alongside academic success (Jones & Kahn, 2017). But this equal opportunity approach is not without its challenges. In the Western contexts, teachers are struggling with the challenges of maintaining vs freedom promoting authority, discipline vs inclusion and diversity vs greater diversity of the students. The tendency for extreme versions may lead to disrespect for teachers or lack of educational rigor among other negative effects is pointed out by critics (Biesta, 2010).

### **Asian Context**

Unlike teacher-student interactions in Western societies, which are based on the expectation of equality, those in Asia are anchored in hierarchical practices and the spirit of collectivism. It has been strengthened in East Asia by influences from Confucian philosophy, and a tradition of cultural deference to authority has promoted a teacher's role as a moral guide, authority figure and knowledge disseminator. In some countries, such as China, Japan and South Korea, teachers are held in high regard, akin, on occasions, to the status of parent in terms of social status and moral obligation (Tan, 2015). Confucian heritage culture is characterized by an emphasis on filial piety, social harmony, and respect for hierarchy, and in its classrooms students should expect to defer to teachers, listen quietly, and not speak out of turn. Teachers, in return, are responsible for inculcating not only academic content but virtue and character in students (Li, 2012). This relationship model usually puts trust, discipline, respect, and hierarchy at the center. Research indicates that in East Asian cultures, students who report stronger relationships characterized by teacher respect and proximity tend to exhibit superior academic performance, implying that obedience correlates with success (Hofstede, Hofstede, & Minkov, 2010). Teacher-student relationships in Asia have been evolving in response to

modernization and globalization. One example is the one about Japan's school reforms after World War II, which encouraged group learning and weakened hierarchy while still respecting authority (Yoneyama, 2012). In China, within the context of the rapidly expanding education sector, policy has started to emphasize creativity, problem-solving, and student-centered approaches, resulting in a shift in relational dynamics; however, traditional values remain intact (Zhao, 2014). Teachers in Asian classrooms often find themselves torn between the old-world values of respect and authority and the new-world values of open communication, critical thinking, and creativity. Western educational values prioritize student autonomy, whereas many Asian educational contexts emphasize collective achievement, rigorous examination ethics, and discipline. Despite these differences, research has demonstrated that positive teacher-student relationships in Asian contexts remain significant in elucidating reduced anxiety and increased motivation among students, as well as fostering holistic development (Chen et al., 2012).

### **South Asian Context**

In South Asia (Pakistan, India, Bangladesh, and Sri Lanka), teacher-student relationships are tense because of the complicated mix of colonial legacies and traditional authority, as well as the modern problems with the education system. In India, the guru shishya (teacher disciple) relationship was historically intimate and spiritual, with teachers imparting not only knowledge but also moral and spiritual guidance to students (Sharma, 2013). Furthermore, respect for teachers as keepers of both religious and secular knowledge has been emphasized in Islamic educational traditions in Bangladesh and Pakistan (Berkey, 2014). The societal view of teachers as moral or intellectual leaders upholds these principles. South Asian educational systems also preserve elements of colonial-era education, including rigid discipline, rigorous testing, and hierarchy. This tradition led to authoritarian teacher student relationships, which favored obedience, the repetition of memorized knowledge, and conformity rather than creativity and conversation (Rahman, 2011). Teachers are unquestionably still seen as authority figures whose words are hardly disputed, especially in rural, orthodox schools. Meanwhile, fast-paced social and economic change, urbanization, and international educational influences are slowly remaking South Asian classrooms. In the urban and private schools, who had become increasingly student-centered, with the growth of the interactive teaching, and relational support strengthened (Jamil, 2020). For instance, students' perceptions of teacher support and approachability, have by way of research, been found to predict better engagement and well-being in a resource deprived context (either in the US or Pakistan) (Malik & Shujja, 2013). That being said, there is a scarcity of quality research about the state of student- teacher relationships in South Asia, where overcrowded classrooms, high pupil teacher ratio, low teachers' salaries, and poor teacher training often get in the way of favourable teacher- student relationships. Additionally, gender relations are central factors in the development of these relationships, with social codes inhibiting male teachers to interact openly with female students, and vice versa (Sharma & Joshi, 2015). However, some may argue that teachers don't work in a vacuum, and the construction of teacher-student relationships can possibly be affected by the situation or the context of teaching (Brown, 2004; Moyano, Gallas, & Castejón, 2013). Nevertheless, literature shows that despite all constraints, even in restricted environments teacher student relationships might significantly contribute to students' motivation, resilience, and long-term goals (Bashir & Bashir, 2020).

### **Role of Teacher-Student Relationship in 21st Century Education**

The rapid development of technology in education has profoundly altered the dynamics of teacher-student relationships, particularly in the twenty-first century. Face-to-face interaction was the foundation of traditional Turkish education, but it has now evolved into digital learning, online learning management systems, and virtual communities. Because of this shift,

people's relationships with one another have changed, and media must now demonstrate availability, trust, and efficient communication. Teachers are increasingly preoccupied with providing digital feedback in order to maintain that crucial connection and continue to provide some kind of "face" to students who are unable to attend class in person. Research shows that by enabling ongoing communication and individualized instruction, technology integration done right can improve teacher-student interactions (Bond et al., 2020). Preventing dehumanization is one of our challenges because, if technology is not used appropriately, it can cause an emotional detachment (Hodges & Barbour, 2021). When necessary, synchronous instructor training can now be combined with asynchronous material review thanks to digital classrooms. This mixed format has allowed students to ask questions without feeling compelled to answer right away because they have gotten to know each other better. Students no longer fear failure as a result of this. Teachers who establish rapport in virtual settings are associated with higher levels of student enthusiasm and well-being, in contrast to their international counterparts (Kassab & Laprairie, 2020). According to Martin et al. (2018), the relational component is still essential because students report greater contentment when instructors respond to their digital performance with presence, empathy, and feedback. As a result, the fundamental nature of the teacher-student relationship is crucial in connection to the technologically enabled medium, which has changed, but on an ontological level, it has not. The other aspect of technology's impact is how it allows us to stay in touch with people we met in school through social media and educational apps. Zoom, Microsoft Teams, and Google Classroom are a few of the applications that have made it possible to communicate with people all over the world. Teachers help children feel connected by using collaborative tools, which improves their socio-emotional health (Trust et al., 2020).

### **Inclusive Education (Special Needs and Diverse Backgrounds)**

In the 21st century, there has been more emphasis on education that is fair and open to everyone, and that values and celebrates the differences in learning needs, social and cultural backgrounds, and abilities. Such relationships constitute a fundamental basis for equity and justice within educational environments. Teachers who promote inclusive relationships cultivate a sense of belonging, which is intrinsically linked to students' well-being, particularly among marginalized and vulnerable populations (Florian & Black-Hawkins, 2011). The teacher's relationship is empathetic, respectful, and differentiated, encouraging the student to engage actively in both pedagogical and social processes (Ainscow, 2020). For students with disabilities, the relational component is even more important. Evidence has emerged showing that positive teacher-student relationships can compensate for the difficulties encountered by students with disabilities, enhancing their homes and school adjustment, as well as academic achievement (Woolfson & Brady, 2009). Teachers who give personalized feedback and form trust with students generate settings where students are comfortable expressing struggles, questions, and participation without risk of stigma based on their interactions. This integration serves to decrease isolation and increase protective factors for long-term success (Norwich & Lewis, 2018). Crucially, inclusivity is not limited to disability and should also address linguistic diversity, socio-economic inequalities, and gender disparities. Teachers' recognition and accommodation of these differences were directly affect the degree to which students feel valued and understood in school. This is particularly the case in multicultural classrooms at the secondary level, in which relational sensitivity is key to overcoming cultural divides. Educators that embrace culturally relevant pedagogies establish relationships by affirming students' cultural identities and this leads to improved well-being and academic investment (Gay, 2018). In contrast, when teachers deny and invalidate difference, students frequently describe feelings of exclusion and lack of engagement (Banks, 2015). When teachers demonstrate respect for each student and their background, and when they model an inclusive learning environment, it not only improves student performance, but it also fosters social harmony, empathy and mutual understanding. This is a small reminder

that the relationship between teacher and student can no longer be viewed as mundane dyads, but representatives of broader social justice and educational equity interests (Slee, 2019).

### **Global Competitiveness and Lifelong Learning**

There has never been more pressure on 21st-century, globalized education systems to produce lifelong learners who can adapt and compete. In this context, the relationship between the teacher and the student can serve as a catalyst for cultivating essential competencies for today's interconnected society, specifically critical thinking, collaboration, creativity, and emotional intelligence. Additionally, educators who cultivate positive relationships encourage students to engage in self-directed learning, a crucial component of enduring academic success (Darling-Hammond et al., 2020). By encouraging curiosity and resilience in relationships, students are ready for success in school and in their careers, which are becoming more and more complicated. Strong relationships also help people learn skills that are useful all over the world. As high school becomes more focused on preparing students for competition around the world, the way students interact with their teachers affects how they see themselves as learners in a global context (OECD, 2018). Waugh said, "If you offer intercultural dialogue, problem-solving, and collaborative inquiry, all of which we look for in our teaching candidates, that creates an environment that can help your students become global citizens." The teacher-student relationship is built on trust, which encourages open-mindedness and taking risks. It also values lifelong learning as an ongoing journey (Reimers & Chung, 2016). In the 21st century, teacher-student relationships also change based on how well students do in school and how it affects their overall health. They help students deal with stress, figure out who they are, and grow up by being there for them. This aspect of mentoring is especially significant during a period of increasing mental health issues among adolescents, exacerbated by academic pressure and socio-economic instability (Suldo et al., 2014).

### **Psychological Theories Explaining Teacher-Student Relationship**

#### **Attachment Theory and Educational Contexts**

Attachment theory, developed by John Bowlby, provides a significant framework for examining the emotional and relational dynamics between teachers and students in educational contexts. The theory posits that secure emotional attachments formed in early childhood extend to various aspects of children's lives, including their relationships within the educational setting. "Children who see teachers as consistent, caring, available people are soothed and given a sense of security, which leads to emotional security and academic trust," Palacios said. Conversely, when teacher-student relationships are inconsistent, neglectful, or hostile, students may feel increased anxiety, detachment, and unwillingness to engage in learning and education. This is particularly important in terms of the secondary level as "adolescents are learning to assert their independence while still needing supportive adults who are not their parents" (Bergin & Bergin, 2009). Stress and coping in educational contexts Strong, secure attachments to teachers help to alleviate stress and to build resilience in face of difficulties in learning environments. Students who perceive that teachers care about them emotionally are more likely to take academic risks, think critically and persist in the face of challenges. In addition, secure attachment leads to prosocial behavior, participation in the class, and forming positive peer relationships when students feel accepted and respected by an adult (Janutolo, 2014). Teachers are regarded as "secondary attachment figures" whose actions can either reinforce or undermine students' sense of belonging and competence in school (O'Connor & McCartney, 2007). From the perspective of educational psychology, attachment theory emphasizes the relational dimension of pedagogy, which transcends the mere transmission of information to encompass the emotional needs of learners. When teachers use responsive methods like empathizing, active listening, and giving personalized feedback to each student, they create emotionally safe environments that encourage learning and motivation. This has not only academic ramifications but also psychological effects, as a

positive teacher-student attachment correlates with reduced school-related stress, absenteeism, and dropout rates. Attachment theory posits that effective education is intrinsically linked to the cultivation of warm, supportive, and secure teacher-student relationships (Davis, 2003).

### **Self-Determination Theory (SDT) and Motivation**

One useful theory is the Self-Determination Theory, formulated by Deci and Ryan (1985), which is important when investigating how teacher-student relationships impact on intrinsic and extrinsic motivation. SDT posits that human motivation is based on three basic psychological needs-autonomy, competence, and relatedness. These needs are shaped by the supportive environment created by the teacher. For example, teachers promote intrinsic motivation by respecting students' autonomy and providing them with choice in learning activities. Similarly, performance feedback increases perceived competence, and empathetic relationships satisfy need for relatedness, thereby promoting engagement in and persistence toward academic tasks (Ryan & Deci, 2000). In high school the place of relatedness is especially critical, as they grapple with questions of identity and with a plethora of emotions. Teachers who validate students' points of view and show that they are sincerely concerned meet that need, resulting in better academic performance. Studies have shown that students in classrooms in which teachers focus on autonomy support have enhanced attainment of self-regulation, better intrinsic interest in topics, and increased achievement (Niemiec & Ryan, 2009).

### **Social Constructivism:**

Social constructivist views, based on Vygotsky's learning theory, highlight relational and social processes that are involved in knowledge construction (Vygotsky, 1978). Teacher-student relationships play an important mediating role in these processes as teachers structure learning experiences within the learner's ZPD. The "quality" of student-student, as well as teacher-student, interaction was determining the extent to which knowledge is co-constructed and internalized. A respectful, trusting and responsive relationship supports dialogical exchanges between individuals which facilitates the development of higher-level thinking and problem solving. From the perspective of constructivism, the role of teachers in the secondary constructivist learning theory is emphasized to be more as facilitators rather than infusors of information. Good teacher-student relationships are characterised by dialogical learning environments in which students are stimulated to develop their own inquiries and to interpret data actively, and they are made to start from their own conceptual problems and contradictions rather than just collecting information (Bruner, 1996). Further, by constructivist theory children have less of a chance to think creatively and be intellectually satisfied under negative and authoritarian teacher-student dynamics. When students feel ashamed or embarrassed, they disengage and it becomes harder for everyone to learn.

### **Ecological Systems Theory and School Environment**

The ecological systems theory of Bronfenbrenner (1979) provides a thorough framework by placing the teacher-student relationship inside an interconnected layer of influence. The link between learning and wellbeing is made up of the teacher-student interactions that take place on a daily basis at the microsystem level. However, the exosystem elements, such as educational policies and school resources, and the mesosystem linkages, such as parent-teacher relationships, further complicate these relationships. In this sense, improving student learning necessitates a dynamic, multifaceted social ecology that includes the teacher-student relationship. For instance, a strong teacher-student bond can serve as a protective factor for pupils who are vulnerable to poverty or family stress (Rimm-Kaufman & Sandilos, 2016). However, institutional issues like crammed classrooms or strict curricula can strain these relationships and reduce their effectiveness. From an ecological point of view, building relationships between teachers and students is not just a personal endeavor; rather, it can be

bolstered and supported by programs like teacher professional development, mentoring, and inclusive classroom environments in the school (or other institutional setting). Because children are greatly influenced by their surroundings, ecological academics emphasize multilevel strategies for promoting effective teacher-student connections in secondary education. (Hong et al., 2019).

### **Positive Psychology and Student Flourishing**

A more positive view of educational interactions has been cultivated by the rise of positive psychology, which has changed the dynamics from ones that support pathology to ones that promote flourishing. (Seligman & Csikszentmihalyi, 2000). In this context, the teacher-student relationship is regarded as a conduit for the cultivation of positive emotions, resilience, and a sense of purpose in the learning process. This aspect of teacher credibility has important effects because teachers who create positive, hopeful, and validating classroom environments can protect students from the bad effects of stress and help them do well (p. 146). This viewpoint aligns with the recent emphasis in the education sector on cultivating well-rounded individuals and fostering holistic learning, aiming for success not only in academics but also in emotional intelligence and overall life satisfaction. Studies indicate that a constructive teacher-student relationship correlates with student well-being, specifically in gratitude, hope, and engagement (Furlong et al., 2014). These psychological assets are associated with enhanced performance and increased perseverance. Positive psychology also focuses on the strengths model in the classroom, where teachers can find and encourage each student's strengths instead of just focusing on their weaknesses (Waters, 2011). Teachers' positive feedback helps students grow in all three areas: academically, socially, and emotionally. It wants to change the focus of education in the 21st century to be on the relationships between teachers and students. These relationships are important for helping people become strong and successful, feel like they belong, and make a difference in the world (Norris et al., 2013).

### **Influence of Technology on Teacher-Student Relationship**

The way educators interact with their students has changed as a result of the utilization of ICT (information and communication technology) in the classroom. Additionally, it has provided them with new avenues for interaction and feedback, which has allowed them to learn. More people are using digital platforms, internet resources, and hybrid learning models than ever before. This has resulted in numerous issues, despite the fact that it has provided new opportunities for participation. Digital technologies also alter teachers' facilitation roles and methods for imparting knowledge to students. coach, and mentor in the digital learning environment. This section examines the intricate impacts of technology on the teacher-student relationship in online and hybrid learning contexts, the influence of social media on student engagement, and the challenges associated with connectivity in digital environments (Anderson & Rivera, 2020).

### **Online and Hybrid Learning Environments**

New approaches to teaching and engaging students are required since the emergence of online and hybrid learning has altered the dynamics between educators and learners. Because students learn from online content, digital learning differs from traditional classroom instruction. Educators can get immediate feedback through video conferencing, learning management systems, social networking, and other platforms. These settings allow teachers greater latitude in providing tailored feedback, monitoring student progress using analytics, and promoting self-directed learning. According to Moore et al. (2018), this results in a less rigid interaction with students. Teachers must try to establish ties in virtual places since a lack of real connection can damage relationships. In hybrid schools that combine in-person and online learning, teachers have to balance the two by keeping the in-person and online connections going at the same time. Research shows that a successful hybrid pedagogy makes

learning more accessible, especially for students with different needs. However, it can also be discouraging when digital content isn't interactive (Garrison & Vaughan, 2017). Teachers do this by using inclusive methods, like being present in discussion boards and synchronous online lectures, so that students feel cared for even when they are not in the same room as their teachers. Hybrid learning makes it harder to build relationships, so you have to make an effort to feel connected across different types of instruction (Dhawan, 2020).

### **Social Media and Student Interaction**

Social media platforms like Facebook, Instagram, and WhatsApp have blurred the boundaries between official and informal teacher-student connections. However, teachers are also accessible outside of class hours and at the touch of a button thanks to these "technologies" that are not part of the classroom. Collegiality and information sharing are facilitated by this, which raises the standard of service. According to research, social media can foster a feeling of community, allow students to benefit from one another's knowledge, and enable teachers to provide students with immediate academic and emotional support (Greenhow & Lewin, 2016). Because social media brings relational dynamics into the digital realm, it creates additional potential for mentoring and genuine partnerships. But the introduction of social media into the relationship of teacher and student also has its ethical and professional implications. The less formal nature of these sites could dilute the professional boundaries and the possibility for misunderstanding or unsuitable behaviour. In addition, availability can lead to the expectation of an immediate response, adding pressure on teachers and undermining personal boundaries (Livingstone, 2019). To wade through these murky waters, educators need simple guidelines on how to maintain the open policy on social media, yet remain professional. Institutions that set digital engagement policies allow teachers to navigate maintaining the relationship boundaries while capitalising on social media opportunities (Waycott et al., 2020). Social media affects how teachers are seen by students as well. There is a body of evidence that shows how students who use social media to observe their teachers to be more approachable, more relatable, and more supportive (Manca & Ranieri, 2016). Click here to find out more Where to buy xanax in Thailand: open and friendly This open and relaxed attitude seems to calm the client by making the relationship more open, building trust, and meeting their emotional needs. But if boundaries aren't kept up, it can also make students think less of authority.

### **Challenges in Maintaining Connection Digitally**

While technology has many benefits, keeping real relationships between teachers and students while online is still the hardest thing to do. A major problem is that there are no non-verbal cues (like eye contact and body language) that are important for building trust and empathy in a classroom. Not having these cues often makes things confusing and makes interactions less emotional (Bolliger & Martin, 2018). When teaching from a distance, it's very important for teachers to use direct communication methods, such as check-ins and feedback, to keep the lines of communication as open as possible. There is also the issue of students not being happy. In digital environments, distractions are prevalent, encompassing social media notifications and multitasking across various applications. Research indicates that online students may initially experience a deficiency in self-regulation, which could adversely impact instructor-student relationships if not addressed proactively (Kahu et al., 2020). Teachers are crucial for maintaining motivation by employing interactive tools, games, and activities that engage students while fostering relational trust. Without these kinds of efforts, technology could lead to a transactional instead of a relational model of education. The digital relationship between teachers and students is also affected by issues of fairness. Students from low-income families may not have access to high-speed internet, modern devices, or a quiet space for learning, making it difficult to maintain meaningful relationships with teachers. These disparities exacerbate educational inequality, as students unable to participate in

reliable digital interactions generally attain lower grades and maintain weaker relationships with educators (Van Dijk, 2020). To solve this problem, the government could support digital up-skilling programs, such as digital inclusion programs, or make "digital pedagogy" training for all teachers a top priority in institutional policy settings for fairness in online learning.

### **Parental Involvement and Its Link with Teacher-Student Relationship**

#### **Home-School Collaboration**

Parental involvement has been heavily considered important to developing teacher student relationship. The collaboration between home and school becomes the link between academic institutions and families to connect their resources to help the student grow. By improving their relationship with the pupils, class teachers and parents collaborate to manage the classroom and reinforce the curriculum when parents are involved in their children's education. Students believe that parents and teachers are allies in helping them achieve academic success, and this relationship helps educators understand the learner's social environment (Epstein, 2018). In addition to highlighting the value of education, these kinds of cooperative projects strengthen the bonds of trust between educators and learners.

#### **Parent-Teacher Communication**

Effective communication between parents and teachers fosters positive relationships between teachers and students. Conversely, open channels of communication enable educators to understand about the learning demands, emotional states, and backgrounds of their pupils. In a similar vein, parents gain greater knowledge about the curriculum and expectations of the school. The degree of respect and trust that students have for their instructors is influenced by the respect that they see between their parents and teachers when positive and open channels of communication are maintained. (Bakker & Denessen, 2007). On the other hand, the lack of communication usually causes misunderstandings, which damage the image of the teacher as a supporting figure. Thus, regular parent-teacher contact led to a comprehensive support system for the student, in both academic and emotional terms.

#### **Effect on Student Motivation and Confidence**

The role of parents in providing support has a significant impact on students' motivation, confidence, and academic success, thereby influencing the teacher-student relationship indirectly. Students who get help at home and whose parents care about their work are more involved in class. Some teachers say these students are helpful and responsive, which makes it easier for the teachers to connect with them. Furthermore, parental emotional support enhances a teenager's resilience, facilitating more effective problem-solving (Fan & Chen, 2001). This relationship shows how involved parents can help their kids do better in school and also make the social-emotional environment between teachers and students better.

### **Role of Teacher-Student Relationship in Character Building and Values Education**

#### **Moral Development**

Teacher-student relationships affect students' moral growth, not just their academic performance. Teachers are moral guides who show their students how to be honest, fair, and responsible for their actions every day. If students have a good, respectful, and warm relationship with a teacher, they are more likely to internalize these values. Theories of moral education emphasize that values are not merely taught but are also modeled and experienced through interactions; consequently, the teacher-student relationship is pivotal in moral development (Nucci & Narvaez, 2014). For instance, when teachers handle classroom behavior in a fair way and show empathy when there are conflicts, students see examples of moral principles. This experience leaves a lasting impression on students, shaping their values and how they view the world. Empirical evidence indicates that students possessing a robust sense of connectedness to their teachers tend to achieve higher scores on assessments of

empathy and moral reasoning (Wentzel, 2012). As a result, power dynamics directly affect the moral foundation of young individuals.

### **Citizenship and Responsibility**

People think of education as a way to clean up and get young people ready to take on social responsibilities. The connection between teachers and students is important to this, either by encouraging respect for social norms and democratic principles or by encouraging shared responsibility. "If teachers have equal and supportive relationships with their students, which is the kind of civic respect that is desirable in society, students are likely to start seeing themselves as actors instead of passive subjects." Repeated exposure to fair and responsible authority figures was cultivating civic-minded behavior in youth (Bandura, 1997). When taught with relational trust, citizenship education is very effective. Students are more willing to talk about their civic duty when they know that their teachers care about them and value them. As a sign of responsible citizenship, this sense of unity gives the impression that institutions are fair. According to research (Torney-Purta, 2002), classrooms that place a higher value on mutual respect and encourage students to participate in discussions are more successful in encouraging adolescents to become involved in civic life. Thus, teacher-student connections serve as little democratic examinations that help pupils become future citizens.

### **Literature Gap**

Educational research has extensively documented the significance of teacher-student relationships (TSRs) in influencing the learning environment and academic outcomes. Research indicates that the dynamics of interpersonal relationships between teachers and students are pivotal not only to classroom climate (Hedges, Cursen, & Chiang, 2012)—a significant predictor of students' academic motivation, socio-emotional adjustment, and school engagement (Cornelius-White, 2007). This body of literature has significantly contributed to the understanding of Teacher-Student Relationships (TSRs); however, it predominantly concentrates on early childhood and elementary education, lacking comprehensive analysis of these dynamics within secondary school contexts. Secondary education is a transitional phase characterized by swift cognitive, social, and emotional transformations in adolescents, resulting in distinct functioning of TSRs compared to earlier developmental stages. However, the relational impact of TSRs in adolescence has not been examined in the same way it has been for younger students (Roorda et al., 2011). A third gap in the literature is that there is little research on TSRs with relation to student well-being. Research with school children has demonstrated that supportive teacher relationships are associated with emotional stability, resilience and feelings of self-worth (e.g., O'Connor et al., 2011) but there is relatively limited evidence that these relationships are associated specifically with the psychological health of secondary students (O'Connor et al., 2011). Research into student well-being often focusses on social relations with either peers or family and underestimates the relational context that is inherent in the school environment. Secondary school students, in their identity development, peer pressure and academic stress, may have homo-specific vulnerabilities, that positive teacher intervention can help alleviate. Yet, systematic investigation of TSRs as an adolescent protective factor is piecemeal and contextually constrained (Wentzel, 2012). The research on TSRs and academic success also shows a glaring contradiction in the literature. Numerous quantitative studies have shown a correlation between teacher support and academic grades or test scores (Pianta, Hamre, & Allen, 2012). However, the learning objectives are only partially represented by these evaluation strategies. Other essential skills of the 21st century that are rarely examined in TSR research include children's capacity for critical thinking, problem-solving, creativity, and classroom interaction. Furthermore, it is yet unclear how TSRs affect academic performance through behavioral mechanisms (such as increased motivation, improved classroom engagement, and decreased anxiety), particularly in adolescent populations (Martin & Collie,

2019). Regarding the various effects of TSRs on the learning paths of secondary students, it produces a conceptual and empirical gap. Socio-demographic variables represent an additional overlooked aspect. Research conducted in Western nations often extrapolates findings across populations, neglecting to consider gender, school type, or geography as moderating variables in teacher-student relationships (TSRs). There is also some evidence that female students may experience TSRs differently than male students, particularly in terms of emotional support and academic encouragement (Murray & Malmgren, 2005). And, of course, differences in resources, class size, and teaching methods between rural and urban schools and between public and private schools can have a big effect on the relationship between teachers and students. Nevertheless, comprehensive evidence examining these factors remains scarce, especially in developing contexts. The lack of an intersectional analysis is a significant deficiency in our comprehension of TSRs and their connection to broader socio-demographic contexts and student opportunities. A second criticism of the existing literature is its cultural bias. The majority of empirical research on TSRs originates from Western educational systems, characterized by pedagogical philosophies and classroom discourses that are fundamentally based on individualistic principles. The findings delineated in these cultures may not be applicable to more collectivist societies, such as South Asia, where respect for authority, parental expectations, and cultural traditions profoundly influence the student-teacher relationship (Hofstede, 2001). Although studies on TSRs in Asian contexts are emerging, many lack the necessary depth and rigor to discern culturally-specific variations in TSRs. For instance, Western ideologies prioritize autonomy and transparent communication, while South Asian value systems may stress control and respect, leading to distinct relational dynamics that require careful analysis. This cultural bias appears to limit the global significance of TSR scholarship. In Pakistan specifically, literature on TSRs is scant and scattered. There is also an overall lack of emphasis upon the relationship aspects of pedagogy in Pakistan, with an overwhelming majority of empirical studies in Pakistan focusing on access, infrastructure, curriculum and teacher education (Saeed & Mahmood, 2020). When TSRs are discussed, they are frequently treated as ancillary variables, rather than central, formative elements of the student experience. The middle level in general, and the secondary stage in particular has received scant attention, though Pakistani students at this stage confront unparalleled pressures of board exams, social constraints and guided-out counseling. Furthermore, the value system of Pakistani society, with its commitment to hierarchical relations in the classroom and gendered norms, may establish particular dynamics that are unstudied empirically (Rehman & Khan, 2021). The lack of strong empirical evidence in this domain limits academics' and policy-makers' capacity to develop interventions that encourage healthier TSRs in the context of the Pakistani secondary schooling system.

### **Population and sample:**

#### **Population:**

This study population would be the students and teachers in the secondary schools in District Bhakkar (total school 119), Punjab, Pakistan. Both the rural and urban areas containing their public schools make up the target population. Students attending a secondary school, in particular, are selected due to the fact that adolescence is a period when individuals tend to acquire emotional, cognitive, and social skills and can, therefore, be deemed as the most favorable period to study the influence of teacher-student relationships. The teachers who were involved in the research are the teachers engaging with secondary education participants, and the students are the ones who have enrolled in ninth and tenth grades. Secondary school teachers and students are taken as the specific target audience due to the particular importance of the relations between teachers and students at this level that influence not only academic achievements but also emotional states.

#### **Sample:**

The sampling procedure in this research is multi-stage random sampling, which is a probabilistic sampling method to equal probability of the selection of the participant. This approach was enabling the researcher to get a representative sample of a more significant population. The sampling processes include the steps mentioned below:

### **Stage 1: Separate the Tehsils**

Bhakkar District has four tehsils (administrative subdivisions). The selection of Tehsil Kaloorkot for the first stage was random. This will limit a manageable area in District Bhakkar, where the data had collected, but at the same time, diversity in school selection had maintained.

### **Stage 2: Visits the Chooseen Schools**

Based on Tehsil Kaloorkot that consist of 38 Public Secondary Schools and among them 18 schools were picked randomly to be the subject of the study. Both the rural and the urban schools was randomly selected because the aim is to factor in the various socio-economic backgrounds and academic environments. The rural-urban divide was assisting in knowing how the teacher-student relationship may also vary in terms of where the school is situated.

### **Stage 3: Select the Teachers and Students**

A random sample of 5 teachers and 10 students per school had taken out of the 18 selected schools, resulting in 100 teachers and 300 students participating. This was leading to a total sample size of 90 teachers and 180 students. In choosing several teachers in each school, the research makes sure that different teaching styles and methods are observed in the data.

It is possible to achieve an adequate sample size so that the analysis offered by it is endowed with the needed statistical power, and the results that are found can be considered reliable and generalizable to the population. It has been structured to represent the diversity across the district in terms of gender, socio-economic background, and geographical area .

### **Instruments of data collection:**

In this research, two questionnaires were developed to collect the data from students and teachers of public secondary schools.

#### **Teachers questionnaire:**

The teacher questionnaire was pertaining to closed-ended questions that are aimed at gauging different areas of teacher-student relationships. The following questions are aimed at assessing how the teacher perceives his or her relationship with students, anxiety, empathy, communication, emotional support, and authority. Teachers were also offered the questions related to their practice, the methods adopted to involve students and the perception of their well-being and academic achievements. The data is going to be rated on the scale of 1 (Strongly Disagree) to 5 (Strongly Agree), giving an opportunity to quantify the dimensions of teacher-student relations.

#### **Student questionnaire:**

The student questionnaire was also based on closed-ended questions that was aim at discovering how the students perceive their relationships with their teachers and their general well-being. It was containing questions related to the treatment attitudes towards their teachers that students show, their level of comfort in communicating with their teachers about the problems, and their level of academic and emotional support. The student engagement, motivation, academic performance and overall well-being had also measured through the questionnaire. Similar to the teacher questionnaire, the student answers had the Likert scale measurement. Questionnaires given to the teachers and students are intended to be validated as well as reliable. The experts in the field of education had go through the questionnaires to check their content and clarity in order to verify their validity as instruments. The questions and the scales had tested by piloting the whole idea to a small sample of teachers and

students to make sure that the questions are clear and that the scales are assessed against the goals of the study.

### **Validity and Reliability of the Instruments:**

#### **Validity:**

Validity: The extent to which an instrument may or may not measure what it should measure is referred to as validity. In the present study, content validity and construct validity has served. Content Validity: This has a panel of scholars in education and psychology to evaluate the nature of the questions by determining whether they reflect the dimensions of interest to the focus of teacher-student relationships, student well-being and learning outcomes. Construct validity: This instrument shall be subjected to a test, to be able to realistically determine how to measure teacher-student relations and student well-being theoretically, as delineated in the literature review. This had evaluated by using factor analysis, which will facilitate the verification of the alignment between the questions of the research and the variables that they were supposed to gauge.

#### **Reliability:**

Reliability can be defined as the stability of an instrument or how steady it is over time. To confirm the effectiveness of questionnaires, a pilot study had implemented with the help of a very small group of teachers and students from another district. To determine its internal consistency, Cronbach's alpha shall be utilized in testing the questionnaires. Good reliability will be measured by a Cronbach's alpha value of 0.70 and above.

### **Methods of Data Analysis:**

Qualitative data gathered with the help of the questionnaires has processed with the help of SPSS software. The analysis of the data was including descriptive and inferential statistics to respond to the research questions as well as answer the hypotheses.

#### **Descriptive statistics:**

The data shall be summed up using descriptive statistics, which can give a clear picture of the responses. The descriptive measures that has calculated are as follows:

Mean: To identify the average answers of the questionnaires separately for every item.

Frequency: To gauge the results of responses on each item (i.e. how each choice of response is chosen). Standard Deviation: This is the measure of the spread of the responses about the mean or how the responses vary. Such descriptive statistics was giving the overall idea of the quality of the teacher-student relationship and the perception of their well-being and academic performance.

#### **Inferential Statistics:**

The hypotheses has tested by inferential statistics in order to prove the existence of statistically significant relations among the variables. The following are used as statistical tests:

**T-tests:** To compare the difference in mean of teacher-student relationship score of different groups, e.g. rural vs. Urban schools.

**ANOVA (Analysis of Variance):** To check whether there are changes in the relationships between teachers and students and the student outcomes in the light of other factors (gender or type of school).

**Person Correlation:** To determine the intensity and direction of the interconnection between teacher-child relations and the well-being/achievements of the students.

The level of statistical significance had also established as  $p < 0.05$ , which implies that the results with a probability of less than 5 percent of the hour have been considered to be statistically significant.

### **Introduction to Data Analysis:**

The findings from the data analysis process that was helping to address the study questions and validate the theories of how teacher-student relationships affect students' well-being and how that affects learning outcomes are presented in the next chapter. Questionnaires to measure different features of the relationship between the teacher and the student, well-being of the student, and academic performance were used to obtain the data both among the teachers and students. It applied the SPSS (Statistical Package for the Social Sciences) program through which both descriptive and inferential statistics were utilised in the analysis of the data. Descriptive statistics give us an overview of the data, and inferential statistics are employed to justify the hypotheses and also to explore the relationship among the variables. The results have been presented in this chapter with the help of different charts, tables, and graphs to make the findings more approachable and easier to decipher.

### **Descriptive Statistics:**

The features of the data obtained are summarized and described using descriptive statistics. Such statistics consist of the mean, standard deviation, the frequency distribution and percentage distribution that would enable a clear comprehension of the overall trend in the data.

### **Relationship between the Teacher and the Student:**

The initial group of descriptive statistics is connected with the teacher-student relationships. The next chain of questions presented by the respondents also tested the aspects of teacher-student relationships, including respect, empathy, communication, emotional support, and authority. The rating of these dimensions ranged between 1 = Strongly Disagree and 5 = Strongly Agree based on a 5-point Likert scale. Mean and standard deviation of each item, as well as the frequency distribution of the teacher-student relationship scale, were calculated as shown in the table below.

**Table 4.1: Descriptive Statistics for Teacher-Student Relationship Dimensions**

Item	Mean	Standard Deviation	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Teachers treat me with respect.	4.3	0.7	2	5	10	35	48
I feel comfortable approaching my teacher.	4.4	0.6	3	4	8	35	50
My teacher cares about my personal development.	4.2	0.8	5	6	12	30	47

Item	Mean	Standard Deviation	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
My teacher provides feedback to improve learning.	4.5	0.5	1	3	6	35	55

The information in Table 4.1 indicates that the students have good perceptions towards their teachers as far as respect, emotional support, and feedback are concerned. The greatest mean score of 4.5 was obtained on the statement.

#### Student Well-being:

The descriptive statistics of the next block refer to the well-being of students. The scale used to analyze the well-being of students included how students feel emotionally, their global self-esteem, how stressed they feel, and how happy they are. Once more, these were rated on a 5 5-point Likert scale.

**Table 4.2: Descriptive Statistics for Student Well-being**

Item	Mean	Standard Deviation	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I feel confident about my abilities.	4.3	0.6	2	5	12	34	47
I feel stressed at school.	2.5	1.0	15	20	25	30	10
I have a sense of belonging to my school.	4.2	0.7	3	7	10	35	45
I am satisfied with my school life.	4.0	0.8	4	10	15	30	41

Based on the scores received in Table 4.2, it is evident that students are highly confident and strongly feel a sense of belonging to their school, as the mean scores depict 4.3 and 4.2, respectively, in the two items. The score of the item I feel stressed at school is, however, 2.5, and that states that stress is a prevalent problem among the students, and this may be associated with school pressures and school social settings.

### **Learning Outcomes:**

The last descriptive statistics centre on the learning outcomes. This segment helped to evaluate the academic performance of the students, their learning motivation and participation in classroom operations. They, too, were checked using a 5-point Likert scale.

**Table 4.3: Descriptive Statistics for Learning Outcomes**

Item	Mean	Standard Deviation	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
I participate actively in classroom activities.	4.4	0.6	4	6	12	32	46
I feel motivated to study.	4.3	0.7	3	7	15	30	45
My academic performance is improving.	4.2	0.7	5	8	12	34	41
I regularly complete my assignments.	4.5	0.6	2	4	10	36	48

These statistics presented in Table 4.3 indicate that the students spend most of the time engaged in what is happening in a classroom, and that the average varies with a mean of 4.4. Also, there is a clear feeling of motivation, as the item of feeling motivated to study indicates an average of 4.3 as the score. This implies that the teacher-student relationship and its positive influence on students are related to the extent of teacher support and teacher feedback when it comes to the engagement of students in academics and motivation.

### **Inferential Statistics:**

Analysis of inferential statistics is applied to conclude the received data, and the research hypotheses can be tested. In this research, an ANOVA and t-tests has employed in an effort to find out whether there was any significant differences in the teacher-student relationship, student well-being, and learning outcomes depending on the crucial variables of type of school (rural or urban), gender, and the experience of the teacher.

#### **Independent samples t-test:**

The independent sample t-test has applied to compare means of the two groups (such as rural and urban schools) to conclude the presence of a statistically significant difference between the means or not.

As a case in point, the null hypothesis to be tested are as follows:

H 0: The teacher-student relationships are the same in rural and urban schools (note that a significant difference is meant).

#### **Analysis of Variances (ANOVA):**

ANOVA is applied in the comparison of the means of more than two groups. We could, say, wish to examine a hypothesis of a difference in teacher-student relationships between the teacher experience levels (e.g. 0-5 years of teaching experience, 6-10, 11+).

The null hypothesis that has tested the following:

H<sub>0</sub>: A significant difference in the relationship between teachers and students is not based on the level of experience they have.

ANOVA table could look like this:

**Table 4.4: T-test Results for Teacher-Student Relationship by School Type (Rural vs. Urban)**

School Type	Mean	Standard Deviation	t-value	df	p-value
Rural	4.1	0.8	2.12	178	0.04
Urban	4.3	0.7			

This can be significant since the p-value = 0.03 states that there is a difference in the relationship between teachers and students depending on the teacher's experience, where more experienced teachers can have having stronger relationship with their students.

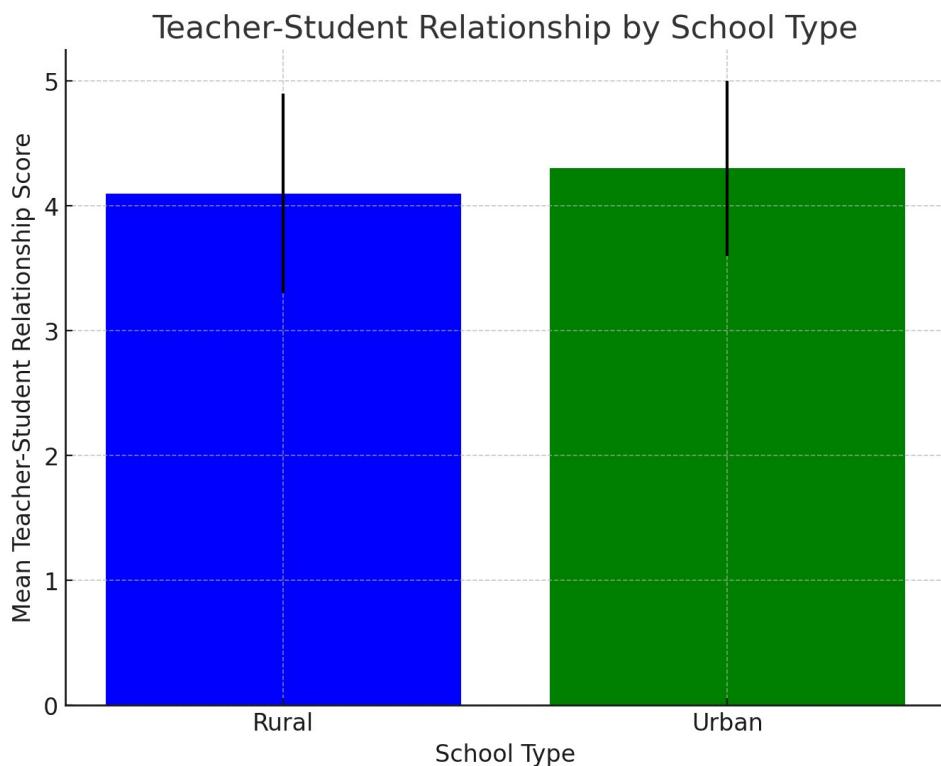
**Table 4.5: ANOVA Results for Teacher-Student Relationship by Teacher Experience**

Experience Level	Mean	Standard Deviation	F-value	df	p-value
0-5 years	4.0	0.9	3.45	2, 177	0.03
6-10 years	4.2	0.7			
11+ years	4.4	0.6			

#### **Graphical Representations:**

The following are the graphical representations concerning the information presented:

**1. Bar Chart:** This graph is a demonstration of the Teacher-Student relationship as related to School Type (Rural and Urban). It presents the average findings of teacher-student relations in rural and urban schools, together with the standard deviations of these schools.



**2. Pie Chart:** The pie chart shows how the audience has answered the question of the Student Well-being: Sense of Belonging. It indicates how the students perceive their belonging in school and how strongly they may feel against it or in favor of it. This percentage reflects how they feel regarding their belonging in school, as either strongly disagree to strongly agree.

## Key Findings

### Summary:

The objectives of the proposed study were to research what effect teacher-student relations have on student well-being and performance within a secondary school in the District Bhakkar in Pakistan. Several key findings were unveiled by using the data obtained from both teachers and students and the analysis thereof. These results substantiate the literature of validity regarding influential teacher-student interactions in regards to emotional, psychological, and academic growth.

Some of the principal conclusions of the work are:

**1. Teacher-Student Relationships:** Rural and Urban: On average, both urban and rural schools had fairly good teacher-student relationships, but the relationship in the urban school was stronger. The results indicate that urban schools provide more resources and opportunities to the teachers in building supportive relationships with the students as compared to rural schools. Nevertheless, respect, empathy, and feedback levels were quite high in relations between the two groups and teachers.

**2. Student Well-being:** According to the students who participated in this study, they described their emotional health and school belonging as positive; however, a significant percentage of them responded that they feel stressed by the academic pressures as well. An average score of the stress of 2.5 means that stress is a very difficult situation to avoid among students, regardless of the assistance they obtain in areas of instruction.

**3.Learning Outcomes:** Students are highly motivated to study and engaged in their studies. Relationships between teachers and students have a significant and positive impact on students' academic performance because they motivate them to study, as evidenced by the exceptionally high average points of the questions that should be connected to academic motivation and participation in classroom activities.

#### **Interpretation of Results:**

The current study's findings add to the body of research that demonstrates the significance of the teacher-student bond in influencing students' overall well-being and academic achievement. According to the findings, relationships between teachers and students that are characterized by warmth, empathy, and communication are linked to students' increased engagement as well as their positive emotional health. Positive teacher-student interactions were also emphasized as an essential component promoting academic success and psychological wellness in other related studies, such as the one by Pianta (2011) and the one by Roorda et al. (2020).

#### **Teacher-Student Interactions and Welfare:**

One of the study's main findings is that teacher-student relationships and student well-being are linked. Students who received more emotional support from their teachers also had higher levels of self-esteem, confidence, and a sense of belonging. It is not surprising that students in metropolitan schools had a somewhat deeper relationship with their teachers given that these schools typically have smaller class sizes, teachers who are better educated, and students who are less likely to be disadvantaged. More opportunities for teachers to form strong bonds with their students and more individualized care may be possible under these conditions (Bergin et al., 2022). The mean score of 2.5 on the stress-related question, however, also showed that stress was a substantial issue for the students in the same study. This observation implies that although good teacher-student relationships are associated with more desirable emotional well-being, academic pressure continues to be one major cause of stress in students. In Pakistan, there is both familial and societal pressure towards excelling academically because the students are expected to be able to excel academically. This discovery also shows the significance of dealing with not only teacher-student relations, but the psychological issues students experience, especially in secondary education.

#### **Findings of Research:**

The purpose of this study was to learn how relationships between teachers and students affect students' well-being and academic performance in secondary schools in District Bhakkar, Pakistan. The results of the data analysis have shed light on the ways in which teacher-student relationships affect children's emotional and intellectual development.

The main findings of this work consist of:

1.Good Relationships Between Students and Teachers: In both urban and rural schools, the majority of students reported having positive relationships with their teachers. However, compared to kids in rural schools, those in urban schools enjoyed closer relationships with their teachers. This suggests that teachers in urban schools, which typically have better facilities and smaller class sizes, may have more opportunities to develop meaningful and positive interactions with students.

2.The well-being of students was significantly impacted by teacher-student connections, although these relationships were found to have a considerable favorable impact on students' well-being. The quality of their relationships with teachers improved students' self-esteem, confidence, and sense of community in their schools. Nevertheless, the study also showed that even with the help of teachers regarding emotional support, academic pressure continues to be a major concern among the students.

3.Learning Outcomes and Academic Engagement: Our findings showed that positive teacher-student relationships were associated with improved academic engagement, motivation, and achievement. Students were more likely to show up to class, complete their homework, and perform well academically when they received assistance from their teachers.

### **Conclusion:**

This paper has brought about the great importance of the teacher-to-student relationship in determining the level of student well-being and learning outcomes among secondary school students. The results indicate that the positive teacher-student relationships make it possible to improve the academic engagement and motivation as well as emotional health. Nevertheless, the study also suggests that there is a need to carry out further work on resolving the issue of student stress and on making teacher-student interactions better, especially at schools located in rural areas. With the help of the recommendations provided in this chapter, educational practitioners and policymakers can improve the overall learning experience among the students and create an atmosphere in which students can feel appreciated, nurtured, and encouraged toward academic achievements.

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