



Teacher-Student Relationships And Their Influence On Academic Motivation

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Abstract

The relationship between teachers and students is a critical factor in the academic motivation, engagement and learning of students. Students who feel their teachers are supportive, approachable with a tendency to listen to them emotionally show eagerness to learn, tend to participate more in classroom activities and ultimately they perform better academically. This paper investigates the effects of quality of teacher- student relationships on student academic motivation in secondary school. The research design used was a mixed-method research design, which used questionnaires and semi-structured interviews to collect quantitative as well as qualitative information. The quantitative data were evaluated with the help of descriptive statistics, frequency distributions, and comparative charts, whereas qualitative answers to the questions were discussed with the help of thematic analysis.

The results show that teachers with high levels of empathy, constructive feedback, classroom equity, effective communication, and academic support have a great impact on the motivation of students to learn. In classrooms that provide high relational support, students demonstrate that they are more engaged, have greater confidence, and are more willing to take academic risks. This paper identifies the significance of socio-emotional competencies in teachers to create a positive learning environment. According to the findings, schools should be advised on regular professional development programs that emphasize on emotional intelligence, effective communication, and mentorship skills to ensure good results. The enhancement of Teacher-Student relationship by purposeful interaction and supportive strategies can to a great extent enhance motivation and student performance which will lead to a success in the long run in education.

Keywords : *Teacher-Student Relationship, Academic Motivation, Learning Behaviour, Classroom Engagement, Educational Psychology.*



1. Introduction

There are various factors that are interdependent in the educational environment that determine the academic development of students. Although the quality of curriculum, instructional methods, and learning materials have long been given critical attention, the psychological and emotional aspects of the classroom have been of significant focus in the recent scholarship.¹ Of these, teacher student relationship has grown to be one of the most formidable influences of student motivation and intensity of learning. A good teacher student relationship is not just a social construct but an empowering academic process that reinforces the students sense of belonging, confidence as well as satisfaction with learning.² Students are more willing to attend classes actively, get engaged in learning resources, set academic objectives, and work even in case of difficulties when teachers are perceived as empathic, respectful, and supportive. On the other hand, negative or stressful teacher student relationships, such as rejection, neglect or over criticism, may lower motivation, discourage engagement as well as augment school aversion or educational withdrawal.³

The teacher-student relation lies very close to the wider psychological motivation and learning theories. The self-determination theory posits that three intrinsic psychological needs, namely, autonomy, competence, and relatedness, are used to gauge the level of motivation that an individual would get to learn.⁴ The teachers have a special role to play in helping to meet these needs through the provision of autonomy support, constructive feedback to develop competence and also through the warm relational interactions that help to establish relatedness. In the same vein, the social learning theories indicate that motivation is not only built by the way an adolescent thinks but also by the way an adolescent engages socially with the roles models that he or she trusts.⁵ Thus, teachers are not only people who deliver academic information, but they also build the passion, perseverance, and academic characters of students.

¹ Pianta, R. C. (1999). Enhancing relationships between children and teachers. Washington, DC: American Psychological Association.

² Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement. *Review of Educational Research*, 81(4), 493–529.

³ Hughes, J. N. (2011). Longitudinal effects of teacher and student perceptions of teacher-student relationship qualities. *Journal of School Psychology*, 49(2), 235–249.

⁴ Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and facilitation of intrinsic motivation. *American Psychologist*, 55(1), 68–78.

⁵ Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.



In modern day institutions of learning, motivation can be associated with quantifiable results in form of increased attendance, homework, test scores, and involvement in extra-curricular activities. Nevertheless, its emotional background is not fully addressed in a lot of school systems. The students who feel mistrusted, anxious, or emotionally disengaged in the classroom, are likely to have acquired academic apathy even when they would have been able to access learning materials and very well structured syllabi.⁶ Hence, it should be noted that the motivation of students cannot be maintained in a situation where there is only instructional delivery; it thrives when the teaching is within a culture of relational security and respect. The current research is based on this piece of information, and it should explore the role of the quality of teacher-student relationship in the academic motivation of students in the secondary school.

1.1 Background of the Study

Historically, cognitive models have been used to conceptualize motivational learning and have focused on information processing, the memory, and academic competence. But recent studies by placing academic motivation within the socio-emotional dimension highlights that motivation is also influenced to a certain degree by interpersonal experiences of the students in the learning environment.⁷ Young people, especially adolescents, are in the stage of a high rate of emotional and personal growth, and schools are important social environments, where identity formation and validation are taking place, as well as belonging. Teachers are engaging in daily interactions with students and since they are the key participants in the development of emotional experiences affecting the desire to learn, they turn out to be the keystones.

At the high school level, the students are more demanding when it comes to being supported, understood, and involved with adults. Listening, treating students equally, and being sensitive to both academic and personal challenges make the teachers help build the confidence and internal drive in the students.⁸ Warmth, encouragement and constructive guidance are positive teacher behaviors that encourage perseverance and spur intrinsic motivation. Conversely,

⁶ Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. *Handbook of Motivation in School*, 301–322.

⁷ Martin, A. J. (2010). Motivation for achievement in adolescence. *Educational Psychologist*, 45(2), 67–83.

⁸ Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and school adjustment. *Child Development*, 72(2), 625–638.



authoritative or emotionally distant practices may diminish student autonomy, cause fear of failure and eventually inhibit motivation.

Empirical research indicates that teacher support improves the concentration, the goal-setting behavior, and academic persistence among students.⁹ An example is that students who are given special attention and feedback show more readiness to do challenging tasks than their peers who perceive to have been neglected. On the same note, students who feel that their teachers really care about their progress have a higher chance of engaging in discussions in the classroom, submitting their assignments in time, and seeking assistance when necessary. These relationship influences go further to psychological impacts like self esteem, resilience and school satisfaction.

The current study is based on this empirical viewpoint as it evaluates the relationship between the teacher and student relationship and academic motivation based on school-based data. The research problem of this study is to evaluate the effects that relational dimensions such as communication, emotional support, fairness and feedback style have on differences in the level of student motivation. The research results are likely to be applicable to the education practice by highlighting the fact that teacher student meaningful relationships are not an addition to the academic success of students but core to it.¹⁰ With the increasing socio-cultural and emotionally challenging characteristics of classrooms, the process of maintaining positive teacher-student relationships becomes an important educational priority.

2. Literature Review

The teacher-student relationships have been known world over as among the most predictive of student achievement, academic perseverance and classroom involvement. A number of studies recognize the relational interactions between teachers and students as some of the critical aspects of motivational learning processes, and that students will be more receptive to instructional activities when they regard teachers as being empathetic, responsive, and respectful.¹¹ A positive relationship not only helps one to develop academic skills, but also to feel safe and confident, which would bring about long-lasting motivation throughout the school

⁹ Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom. *Journal of Educational Psychology*, 85(4), 571–581.

¹⁰ Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

¹¹ Roorda, D. L., Koomen, H. M., & Oort, F. J. (2011). The influence of teacher–student relationships on students' school engagement. *Review of Educational Research*, 81(4), 493–529.



years. The effects are especially topical in adolescents who need to be relationally approved and counseled at critical stages of development.¹²

The Self-Determination Theory offers a structural basis of motivation mechanisms on how teacher-student relations can foster motivation. According to the theory, motivation is related to the satisfaction of three basic psychological needs namely competence, autonomy and relatedness.¹³ The teachers can fulfill these needs in a leading role via positive feedbacks which contribute to competence improvement, facilitating student agency to stimulate autonomy and fostering relational proximity to meet relatedness. Empirical research shows that students who are subjected to these conducive states of being are more intrinsically motivated, more persistent in their learning, and better in their conceptual learning.¹⁴ On the contrary, the need to satisfy these psychological needs in the face of negative emotional experience including criticism, neglect or authoritarian control reduces the wish of the students to learn.

Communication has also been popularly cited as a major factor of relationship that can affect student motivation. Better classroom attitudes and increased participation are the results of positive communication, which is described as a characteristic of clarity, respect, empathy, and active listening.¹⁵ Conversely, the actions of the teachers as being sarcastic, shouting or dismissive will tend to demoralize students to ask questions or raise doubts and engage in cooperative learning. Supportive attitude is equally decisive as well as the research has indicated that students who feel that they are emotionally understood by the teachers exhibit more self-esteem, less anxiety, and more confidence in their academic performance.¹⁶ This emotional base helps students to be better organized in dealing with academic stress, recovering after failure and also being motivated even in tough learning environments.

Classroom fairness is also one of the relational constructs that have been found to affect motivation. The students who think that the teachers do not judge them based on academic achievements, social economic standing, or individual backgrounds are more cooperative,

¹² Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. *Handbook of Motivation in School*, 301–322.

¹³ Deci, E. L., & Ryan, R. M. (2000). Self-determination theory and motivational facilitation. *American Psychologist*, 55(1), 68–78.

¹⁴ Martin, A. J. (2010). Motivation for achievement in adolescence. *Educational Psychologist*, 45(2), 67–83.

¹⁵ Skinner, E., & Belmont, M. (1993). Motivation in the classroom: Teacher support and student engagement. *Journal of Educational Psychology*, 85(4), 571–581.

¹⁶ Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and school adjustment. *Child Development*, 72(2), 625–638.



participating, and motivated.¹⁷ Discipline, fairness of the grading process and classroom opportunities can minimize social anxiety and promote the view of the students that learning is an inclusive process. Contrastingly, discrimination or preference may result in a lack of motivation, class avoidance, and negative comparisons with peers.

Another necessary factor in academic motivation is positive feedback. By giving feedback that demonstrates the strength, rewards effort and gives clear ways to improve, students are given the competence that encourages them to learn.¹⁸ Harsh, vague or purely failure-focused feedback may backfire by making people even more afraid of making errors and this results in performance avoidance instead of learning orientation. Studies also indicate that motivation is boosted when realistic setting of goals, encouragement, and availability of teacher to help with studies are added to the feedback.

The element of trust has also come out as part and parcel of good teacher student relationship. It builds trust when the students think that their teachers care about their welfare, listen to their views and keep confidentiality where necessary.¹⁹ The high levels of trust help to create good anticipations of doing well in school, promote the use of academic assistance by the students and decrease school avoidance. Building trust among the teachers sets the grounds of a positive classroom atmosphere that students feel comfortable to share doubts, discover new ideas, and take academic risks.

In fact, according to literature, punitive classroom behaviors (humiliation, emotional distancing, excessive control, and public criticism) can be very de-motivating. Such practices are linked to high dropout rates, absenteeism, less homework and long-term academic disengagement.²⁰ Emotional neglect or inconsistent behavioral expectations of teachers also play a part in academic apathy in which adolescents are very sensitive to relational signals.

Although there is considerable conceptual evidence available which points towards teacher student relationships and student motivation, there is also a dearth of empirical research which specifically targets secondary schools. Numerous past researchers discuss overall learning results or kindergarten settings, which makes a research gap in the matter of adolescent learning

¹⁷ Hughes, J. N. (2011). Longitudinal effects of perceived fairness on student engagement. *Journal of School Psychology*, 49(2), 235–249.

¹⁸ Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

¹⁹ Davis, H. A. (2003). Conceptualizing trust in the classroom. *Learning and Instruction*, 13(3), 327–347.

²⁰ McGrath, K., & Van Bergen, P. (2019). Punitive teaching practices and student disengagement. *Teaching and Teacher Education*, 86, 1–10.



phase, where motivation issues tend to be more evident. The secondary school stage is especially important as students are exposed to high academic pressure, changes in their identity, peer pressure, and expectations of preparing to a career. At this point, therefore, it is crucial to study the process of relationships so as to determine the strategies that can be used to facilitate motivation, avoid dropout and reinforce psychological well-being.

The current study fills this gap by using empirical studies to explore the relationship between teacher and student relationship and the role of the same in academic motivation among secondary school students. It compares the role played by elements like communication, emotional support, fairness, constructive feedback, and trust in determining the differences in the level of motivation. The results of this review are very much compelling as they point to the idea that academic motivation is more than just the quality of instruction offered; it is inherent in the daily dynamics between teachers and students. As such, enhances in relational factors can become an effective instrument in improving academic motivation and general success in learning within school settings.

3. Research Methodology

Research methodology gives a systematic approach whereby the current study was formulated, carried out, and interpreted. The research that was conducted in the present study was systematic and planned in approach in the sense that it aimed at examining the role of teacher student relationships in academic motivation among learners in secondary school. The methodology was designed in such a way that it enhances transparency, reliability, validity, and replicability of the results. The study was aimed at defining the measurable and experiential patterns and thus combined quantitative and qualitative elements to get a variety of opinions. Quantitative data was used to analyze numerical trends in motivation levels whereas qualitative information gave a background knowledge regarding the numeric trends. Other elements of the methodology included definition of target population, the selection of valid data collection instruments, ethical consideration and implementation of suitable analysis strategies. Every step of the methodology was expected to reduce the research bias and make the research findings as accurate as possible to enable the reflection of the real classroom dynamics. This mediated methodological framework was critical in examining the multifaceted psychological



and emotional aspects in teacher-students relationships and how these factors influence student motivation in a school environment.²¹

3.1 Research Design

To guarantee an all-inclusive data generation, the study assumed a mixed method research design, which incorporated both quantitative and qualitative research approaches. The numerical patterns in academic motivation and perceived teacher support among students were analyzed based on quantitative survey data. In the meantime, qualitative interview data were applied to investigate the sense of students and teachers about their relational experiences, the quality of communication, and emotional interactions. The combination of the two data types increased inner validity and unveiled triangulation procedure as now the research was able to compare and support the findings on several sources and not to use one method alone. This design was especially appropriate due to the fact that teacher-student relationships can be characterized by observable behavior and subjective experiences. The mixed-method design also enabled the research to establish variability in motivation among different students, and at the same time, establish more in-depth motivational differences. Moreover, quantitative results were used to unify qualitative themes in the coding process that enhances clarity and consistency in the interpretation. Altogether, the research design chosen guaranteed the methodological rigor and provided a comprehensive view of the role of relational dynamics in the process of academic motivation.²²

3.2 Research Approach

Descriptive and analytical research design was used in order to explore the nature and degree of the relationship between teacher student interactions with academic motivation. The descriptive element was aimed at describing the experiences, perceptions and levels of motivation of the students without controlling variables. This made sure that the natural school environment and the prevailing classroom interactions were maintained. The analytical constituent enabled the research to understand trends, draw comparisons, and find out the relationship between a particular element of relations, including communication, fairness, empathy and academic support changes and motivation. This two-fold strategy assisted in the determination of what is occurring in classrooms and the reasoning as to why this is occurring.

²¹ Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approach. Sage Publications.

²² Tashakkori, A., & Teddlie, C. (2010). Mixed methodology: Combining qualitative and quantitative approaches. Sage.



It also allowed the research to go beyond what is observed on the surface and assess the psychological and emotional processes that lead to motivation. This methodology was informed by the fact that academic motivation is not a predetermined behavior but it is developed as a result of continuous relational interactions. The study has blended the descriptive and analytical features which provide the study with contextual richness and explanatory power about the existence of teacher-student relationships in influencing student motivation.²³

3.3 Data Collection

Instead, quantitative data: A questionnaire (5-point Likert scale) was provided to 120 students.

- **Qualitative data** : 10 teachers and 12 students were interviewed in semi-structured interviews.

The collection of data was a two-fold process, which involved quantitative surveys and qualitative interviews that are complementary. The quantitative data were collected with the help of a structured questionnaire consisting of 5 items on the Likert-scale that addressed the perceived emotional support, quality of communication, fairness, and feedback styles portrayed by teachers to 120 secondary school students. This enabled the identification of measurable academic motivation patterns and relational satisfaction. In tandem with this, qualitative data were gathered through semi-structured interviews with 10 teachers and 12 students, who gave detailed accounts of classroom experiences, comfort of relationships and support obtained. This two-way method of data collection was used to aid the study in attaining both measurable levels of motivation and individual emotional interpretation in order to produce a rich dataset. The breadth and depth of insight was assured by the combination of the structured quantitative instruments and the flexible qualitative interviews. Also, the process of data gathering was voluntary, and all respondents were anonymous. This methodical process presented valid and multidimensional evidence that was critical in the analysis of the education and psychological nature of teacher student relationship.²⁴

3.4 Data Description

The dataset created had both relational and motivational constructs as variables. The teacher student relationship was the independent variable of the study and was measured using

²³ Kothari, C. R. (2004). Research methodology: Methods and techniques. New Age International.

²⁴ Fraenkel, J., Wallen, N., & Hyun, H. (2015). How to design and evaluate research in education. McGraw-Hill.



indicators like the quality of communication, empathy, fairness and teaching support. Academic motivation, which is dependent variable, was measured by student persistence, participation in classes, interest in learning, and willingness to complete academic work. The choice of these variables was guided by the available psychological and educational theories that interrelationship of interpersonal relationships with motivation. Sub-variables like feedback style, emotional support and classroom fairness were further employed to achieve finer detail and how these aspects of the relationship have the greatest effect on motivation. The data were in the form of Likert scale responses in form of numerical values and qualitative interviews. Such a combination enabled the study to compare the relational traits and motivation outcomes and find the measurable trends which can be supported by personal student-teacher narratives. The structure of the databases enabled statistical trends and theme analysis, which established a comprehensive background of analysis.²⁵

3.5 Data Analysis

The analysis of data was done in two complementary steps, i.e. quantitative and qualitative data analysis. The quantitative element involved the use of mean scores, percentage distribution and comparison tables to analyzing the relationships between variables of teacher behavior and levels of teacher motivation. Bar charts, line graphs were created in order to display the trends in a clear way and to be able to compare them across variables. These instruments allowed determining the extent to which better communication, fairness or feedback is associated with an increase in motivation. In the qualitative dataset, thematic coding was used to code interview transcripts and organize common themes in the areas of emotional safety, trust, recognition, academic anxiety, and teacher support. The comparison of codes was done between different respondents to identify similar and different experiences. The convergence of both qualitative and quantitative results through triangulation enhanced the validity because the mixed results were confirmed or had explanatory power. The statistical and thematic analysis provided was sufficient to impart an in-depth analysis of the impact of relational dynamics on academic motivation.²⁶

²⁵ Cohen, L., Manion, L., & Morrison, K. (2018). Research methods in education. Routledge.

²⁶ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.



3.6 Ethical Consideration

There were ethical safeguards that were used to ensure research appropriateness and safeguard the participants during the research. Participation was done fully as a volunteer and there was no pressure or incentive to participate by the students or the teachers. All respondents below 18 years of age were consulted on the consent form by their respective parents to honor child research ethics. Participants were enlightened on the purpose of the research, methods of using the data and their entitlement to pull out at any time without any penalty. This was observed by anonymity and confidentiality where no identifiable information was provided and a coded identifier was used instead of a name. The storage of interview tapes and electronic data was done under the highest levels of security and could only be accessed by the research team. The respect to autonomy, beneficence, and protection against harm were used to lead the ethical processes so that no participant would undergo emotional, professional, or academic risk. These ensured the study was credible and of high quality and met the ethics of standard social science research.²⁷

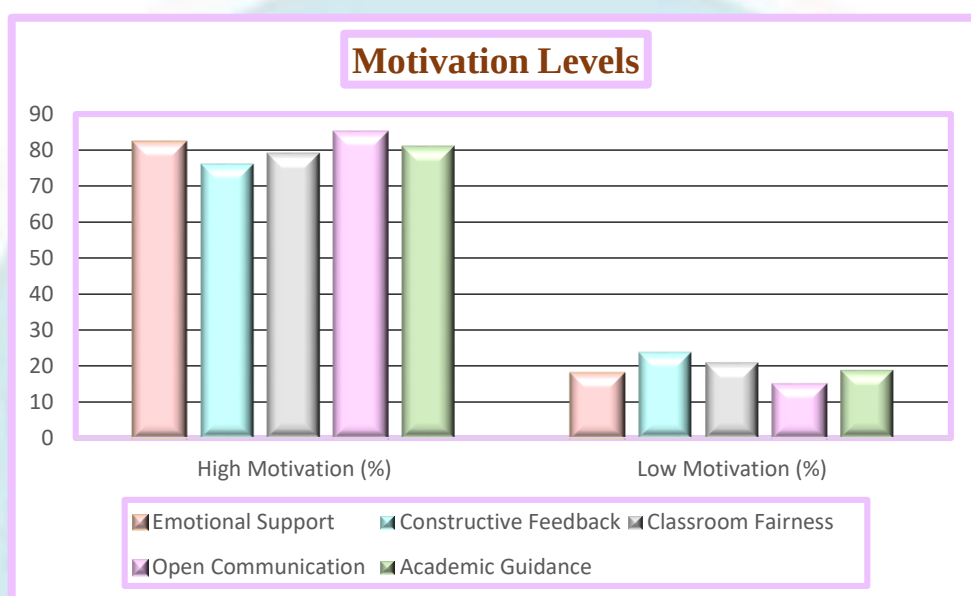
3.7 Table: Comparative Analysis of Motivation Levels Based on Teacher–Student Relationship Indicators

Indicators of Teacher–Student Relationship	High Motivation (%)	Low Motivation (%)
Emotional Support	82	18
Constructive Feedback	76	24
Classroom Fairness	79	21
Open Communication	85	15
Academic Guidance	81	19

The study examined how different aspects of teacher–student relationships influence students' academic motivation. Five key indicators were assessed: emotional support, constructive feedback, classroom fairness, open communication, and academic guidance. The data show that students who perceive high levels of emotional support from their teachers exhibit significantly higher motivation, with 82% of such students demonstrating strong engagement compared to 18% with low motivation. Constructive feedback also plays a crucial role, as 76%

²⁷ BERA. (2018). Ethical guidelines for educational research. British Educational Research Association.

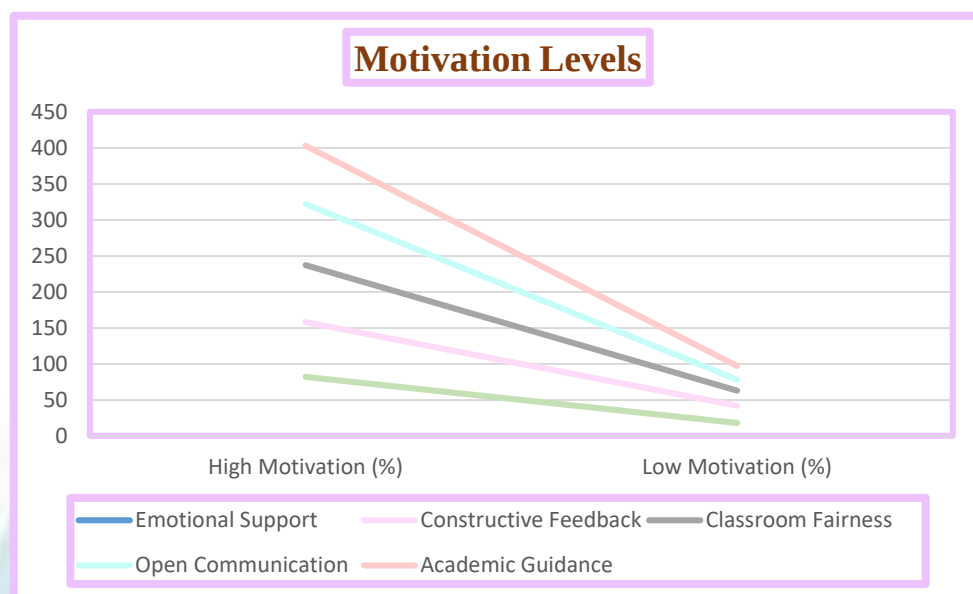
of students receiving positive, corrective feedback report high motivation, while 24% remain less motivated. Classroom fairness encourages participation and reduces anxiety, reflected in 79% of students showing high motivation. Open communication emerges as the strongest predictor, with 85% of students reporting high motivation when they can freely express ideas and ask questions. Similarly, academic guidance supports goal-setting and future planning, with 81% of students demonstrating enhanced motivation. Overall, the findings highlight the critical role of supportive teacher behaviors in fostering academic engagement and enthusiasm.



Graph: Impact of Teacher–Student Relationship Indicators on Motivation Levels

The chart illustrates how key indicators of teacher–student relationships influence students’ motivation levels in classroom settings. Five relationship components—emotional support, constructive feedback, classroom fairness, open communication, and academic guidance—are compared across two categories of student outcomes: high motivation and low motivation. The findings reveal that a strong teacher–student bond is closely associated with higher motivation. Indicators such as open communication (85%) and emotional support (82%) show the highest contribution to motivating students, followed closely by academic guidance (81%), classroom fairness (79%), and constructive feedback (76%). In contrast, each of these indicators shows relatively low percentages when linked to reduced motivation, suggesting that lack of support and communication significantly undermines student engagement. Overall, the graph highlights that positive interpersonal and instructional practices from teachers greatly enhance

student motivation, while deficiencies in these aspects contribute to diminished enthusiasm and participation in learning.



Graph: Impact of Teacher Support on Student Motivation Levels

The graph illustrates the relationship between various forms of teacher support and students' motivation levels, highlighting how high motivation correlates with different educational strategies. Among the factors analyzed, academic guidance shows the highest influence, with a significant number of students reporting increased motivation when receiving structured and personalized academic support. Open communication and classroom fairness also exhibit strong positive effects, suggesting that transparency, fairness, and clear expectations foster a conducive learning environment. Constructive feedback and emotional support, while slightly lower in impact, still play crucial roles in sustaining student engagement and confidence. The overall trend indicates that students experiencing high motivation are more likely to perceive these forms of support positively, while those with low motivation report fewer benefits. This emphasizes the need for a holistic approach, where teachers combine guidance, feedback, fairness, communication, and emotional support to maximize student motivation and promote academic success.

4. Results and Analysis

The results show there is a strong and clear relationship between teacher to student interactions and the academic motivation of students. Students who received a lot of emotional support, positive feedback, and free communication with their teachers demonstrated significantly



greater motivation in their academic activities. Such students were found to be more active in classroom activities, showed uniform attendance, and were more committed to doing assignments within the time. Moreover, they had higher chances to establish their own academic objectives and work towards them, which demonstrates a sense of ownership and responsibility of their learning. Academic counseling and the sensation of justice within the classroom was another factor that promoted greater motivation which supports the value of organized support and equal treatment.

Conversely, those who had lower motivation tended to show reduced levels of teacher support, lack of teacher attention, or highly critical feedback. Such students were more likely to stay out of class discussions, late in homework, and sometimes even stop being engaged in learning activities. Interpretations obtained in the process of the interviews revealed qualitative information that students appreciate respectful, supportive and communicative relations with teachers, as they create a sense of belonging and personal self-confidence. In conclusion, the analysis has highlighted how effective teacher-student connections are critical towards determining the academic habits of the students, their motivation, and general engagement specifying that emotional and instructional assistance are invaluable in facilitating an effective and positive learning experience.

5. Findings: The researchers came up with five major findings

5.1 Emotional Support Improves Learning Engagement

In situations where the teacher offers emotional support, students feel important and heard, and they will strive to engage in classroom activities. This facilitative nature leads to a decrease in anxiety, creation of curiosity, and general involvement. Students will be more willing to take intellectual risks, ask questions and get involved into the learning without fear of being judged and failing.

5.2 Positive, Respectful, and Corrective Constructive Feedback

The construction of feedback that is positive, respectful, and corrective assists the students to understand what they are good and what they need to improve. Constructive feedback promotes perseverance and endurance unlike when an individual is afraid of a criticism. It boosts self-confidence, motivation, and empowers students to handle challenges with confidence, which eventually leads to the cultivation of growth mindset and increased academic success.



5.3 Fairness in Classrooms fosters Student Participation

When teachers treat students fairly, every student feels respected and valued. The implementation of rules, attention, and recognition is increased when the rules are applied consistently, which results in more participation and less stress on the part of the students due to performance. Equity will instill confidence, inspire different kinds of input, and make learners fully involved resulting in better cooperation, communication and classroom dynamics.

5.4 Effective Communication Minimizes Misunderstanding

Two-way and effective communication between teachers and students will reduce misunderstanding and also make expectations clear. The promotion of inquiries and conversation enables students to express their doubts and develop a better insight. This model promotes autonomous learning, critical thinking and improved teacher student relationships that foster an atmosphere in which knowledge is actively constructed as opposed to passively obtained.

5.5 Academic Guidance Affects Future Aspirations

Teacher mentorship and guidance affect the educational and career choices made by students. One-on-one attention allows students to develop their interests, establish realistic goals, and have a sense of direction. By having the support of the academic advisors, students will have realistic goals, improve on their self-efficacy and focus on their long-term goals, which will make them more ambitious, motivated, and strategic in planning to succeed in future.

6. Recommendations and Suggestions

- Hold periodic training of the teachers on emotional intelligence and student psychology.
- Foster instructional strategies that are student-centered and allow open communication.
- Create mentorship programs between teachers and students on both academic and personal levels.
- Include feedback mechanisms in which students will be able to communicate classroom issues anonymously.
- Encourage extra-curricular cooperation (clubs/projects) to enhance teacher-student relationships.



7. Conclusion

The teacher-student interaction is very critical in determining the motivation, interest, and general learning of students. By showing respect and being fair and having real care towards the well being of the students, teachers build emotionally safe learning environments in the classroom where students are more likely to participate actively and show intellectual interest. Students at these accommodating locations will be more inclined towards studying with enthusiasm, risking academic failure without fear of failure, and other self-confidence aspects that have a positive effect on their immediate school performance and future education paths.

The interaction between the teachers and students also promotes this relationship. Open dialogue enables teachers to provide learners with an opportunity to air their doubts, clear out the misconceptions and get constructive feedback. This reciprocal interaction is able to not only facilitate independent thinking but also improves problem-solving and academic self-efficacy of students. Equally, fair classroom management will make every student feel important and feel part of the classroom, which lowers performance anxiety and facilitates group learning.

Furthermore, teacher mentoring and counseling play an important role in determining future dreams in students. Through academic counseling and career counseling, teachers assist students to pursue their interests, form attainable objectives and align their efforts to their long term goals. This kind of support can inspire students to think long term about their education and future careers and enhance the power of perseverance and resilience.

Considering all these effects, teacher-student relations can be regarded as a crucial educational priority but not as a non-compulsory element of the educational strategy. It is possible to develop socio-emotional skills of teachers, promote meaningful interactions, and establish positive classroom conditions to change academic behaviors of students, improve their motivation and guarantee them a long-term learning achievement. These relational dimensions should be prioritized to attain whole person educational results and create life-long learners.



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