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The Relationship Between Teacher-Student and Its Impact on Educational Outcome

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This study empirically examined the relationship between teacher-student interactions and educational outcomes, with a focus on social and emotional learning (SEL). A stratified random sample of 400 middle and high school students from diverse socioeconomic and gender backgrounds was selected. Data were collected using the Teacher-Student Relationship Inventory (TSRI), the Social Learning Behaviors Scale (SLBS), the Emotional Intelligence Inventory (EQ-i), classroom observations, and academic performance records (GPA and standardized test scores). Multiple regression analysis was employed to test the impact of social and emotional learning on academic outcomes.Results indicate a significant positive relationship between SEL interventions and academic performance ($R = 0.636$, $R^2 = 0.405$, $p < 0.001$). Emotional learning was found to be a stronger predictor of academic success ($\hat{a} = 0.639$, $p < 0.001$) compared to social learning ($\hat{a} = 0.221$, $p < 0.001$). Students in classrooms with emotionally intelligent teachers demonstrated higher engagement, improved emotional regulation, and stronger social skills. Findings confirm that supportive teacher-student relationships, grounded in empathy, trust, and emotional intelligence, enhance both academic achievement and socio-emotional development.

Keywords: Teacher-Student Relationship, Social Learning, Emotional Learning, Social-Emotional Learning (SEL), Academic Achievement, Student Engagement

The teacher–student relationship is a crucial determinant of both academic and socio-emotional success. It encompasses intellectual, emotional, social, and psychological dimensions that shape students' overall development (Pianta, 2001; Roorda et al., 2011). A strong relationship is built on respect, trust, understanding, and support, which allow teachers to serve as facilitators, mentors, and role models for students' intellectual and emotional growth (Cornelius-White, 2007). Teachers play a key role in creating a safe and supportive environment where students feel comfortable expressing themselves, taking learning risks, and building meaningful peer relationships (Hamre & Pianta, 2006).

The teacher–student relationship is also reciprocal and dynamic; students influence teachers' pedagogical approaches, classroom management, and instructional philosophy (Jennings & Greenberg, 2009). Positive interactions between teachers and students have been linked to improved academic achievement, motivation, self-esteem, and emotional regulation (Wentzel, 2012; Hughes, 2011). Conversely, negative or distant relationships may result in disengagement, behavioral issues, and emotional distress (Lippard et al., 2018).

Grounded in Bandura's (1977) social learning theory, this study emphasizes that students learn by observing and modeling the behaviors of teachers and peers, making teachers essential role models for academic and social behavior. Emotional learning, in particular, fosters emotional intelligence — including self-awareness, self-management, empathy, and responsible decision-making — which enables students to handle

challenges and maintain healthy social interactions (Mayer et al., 2008; Brackett et al., 2019). Teachers who implement Social and Emotional Learning (SEL) practices and demonstrate emotional intelligence cultivate trust, empathy, and effective communication in the classroom (Jennings & Frank, 2015). Such environments promote student engagement, motivation, and resilience, leading to stronger academic and socio-emotional outcomes (O'Connor et al., 2017; Blewitt et al., 2020).

Significance of Teacher-Student Relationship in Educational Outcomes

Teacher–student relationships play a central role in students' academic, social, emotional, and cognitive development, extending far beyond simple academic performance (Pianta, Hamre, & Allen, 2012). Numerous studies have demonstrated that positive relationships with teachers significantly enhance students' motivation, engagement, and sense of belonging in school (Roorda et al., 2011; Wentzel, 2012). When teachers treat students with respect, empathy, and encouragement, learners are more likely to participate actively in classroom activities, persist in challenging tasks, and achieve higher academic outcomes (Cornelius-White, 2007; Hughes, 2011).

Supportive teacher–student connections also promote resilience and self-confidence among students facing intellectual or emotional difficulties (Murray & Pianta, 2007). These relationships provide a secure emotional foundation that helps students navigate both academic challenges and social stressors effectively (Hamre & Pianta, 2006). Teachers who establish caring and consistent relationships foster students' willingness to take intellectual risks, engage in collaborative discussions, and persevere through setbacks — all of which are essential for deep learning and personal growth (Davis, 2003; Furrer, Skinner, & Pitzer, 2014).

Feeling valued and understood by teachers has been shown to increase students' emotional stability and academic engagement (Jennings & Greenberg, 2009). Such relationships not only reduce stress and behavioral problems but also support emotional regulation and positive classroom climates (O'Connor et al., 2017). Consequently, nurturing teacher–student relationships are foundational to long-term academic success and holistic well-being.

Importance of Teacher-Student Relationships

Strong teacher–student relationships are key to students' intellectual, emotional, and social growth. Supportive and empathetic teachers enhance student engagement, motivation, and achievement (Roorda et al., 2011; Wentzel, 2012). When students feel respected and understood, they are more likely to participate, take academic risks, and persist through challenges (Cornelius-White, 2007; Hamre & Pianta, 2006).

Conversely, distant or critical teacher behavior can lead to disengagement, anxiety, and weaker academic outcomes (Hughes, 2011; Murray & Pianta, 2007). A classroom built on trust and emotional support strengthens belonging and resilience, helping students manage stress and perform better academically (Jennings & Greenberg, 2009). Teachers who show emotional intelligence and care create positive learning environments that prepare students for long-term academic and personal success (Brackett et al., 2019).

Students' perceptions of emotional and behavioural

When studying student behavior, it is essential to consider both teacher and student perspectives. Although teachers often provide valuable observations, student self-assessments tend to be accurate reflections of their own actions (Maag & Rutherford, 1986). Prior research indicates

that the quality of teacher–student relationships is strongly associated with students' behavioral adjustment and school adaptation (Hughes, 2011; Mantzicopoulos& Neuharth-Pritchett, 2003; Meehan et al., 2003; Ladd & Burgess, 2001). Students' expectations about these relationships influence how they respond to academic and social challenges, emphasizing the need for balanced insights from both teachers and learners.

The Social and Emotional Learning (SEL) framework, as outlined by Jagers et al. (2019), promotes equity-oriented education through the development of cultural awareness, belonging, and responsible engagement. SEL and Emotional Intelligence (EI) have been widely recognized as key elements in fostering mental well-being, motivation, and classroom effectiveness for both students and teachers (Puertas Molero et al., 2019; Ahmad Mukhtar & Yuen Fook, 2020).

Research has also shown that SEL interventions can enhance teacher resilience, improve social–emotional competence, and positively affect student outcomes (Blewitt et al., 2020; Lang et al., 2020; Lozano-Peña et al., 2021). Emotional intelligence is particularly important in inclusive classrooms, where teachers work with students who have diverse learning or emotional needs (Skura &Œwiderska, 2022). Moreover, students' emotional intelligence has been found to mediate empathy and strengthen positive teacher–student interactions, contributing to healthier classroom relationships (Xiang et al., 2022).

Recent studies have expanded these findings in modern contexts. For example, online and mobile-learning environments influence emotional engagement and self-directed learning, although challenges in maintaining interpersonal connection remain (Avissar, 2023; Wang & Jou, 2023). Collectively, these studies highlight that integrating SEL and EI principles supports academic achievement, emotional regulation, and adaptability across various educational settings.

Objectives

This study aims to examine the role of teacher-student relationships in influencing educational outcomes. The specific objectives of the research are as follows:

1. To investigate the role of positive teacher-student relationships in fostering student engagement and motivation.
2. To explore the impact of social learning and emotional learning on teacher-student interactions.
3. To analyze how teacher behaviors, such as empathy, trust, and emotional intelligence, shape the quality of teacher-student relationships.
4. To propose strategies for educators to improve teacher-student relationships through social and emotional learning practices.

Hypothesis:

SEL interventions will not have a significant impact on students' academic performance

Method

This empirical research examined how teacher-student interactions affect student engagement, motivation, academic accomplishment, and emotional development, focusing on social learning and emotional learning frameworks. The study included a stratified random sample of 400 middle and high school students from several schools, ensuring socioeconomic, grade, and gender diversity. The stratified sampling approach guaranteed that gender, grade level, and socioeconomic background were

sufficiently represented. This method ensured that the results were transferable across educational settings and reflected the strengths and weaknesses of different demographic groups.

Tools/Measures

To accurately assess the quality of teacher-student relationships, social learning behaviors, and emotional intelligence, the study employed a combination of standardized self-report questionnaires and observational measures.

Teacher-Student Relationship Inventory (TSRI): Pianta (2001) created this self-report questionnaire to evaluate teacher-student interactions. It emphasises trust, communication, empathy, and teacher-student emotional connection. The TSRI measures student views of instructors and how they affect academic and emotional well-being.

Social Learning Behaviors Scale (SLBS):Bandura (1977) developed this scale to assess classroom social learning behaviours including modelling, imitation, and peer relations. Teachers and students took the SLBS to measure classroom social learning dynamics. It showed how instructors model behaviours and how pupils learn from each other via observation and interaction.

Emotional Intelligence Inventory (EQ-i):Assesses teachers and students' emotional competences, including self-awareness, self-regulation, empathy, and social skills. In teacher-student interactions, emotional intelligence influences how teachers regulate their emotions, connect with students, and provide an emotionally supportive learning environment. This assessment helped assess both partners' emotional skills.

Academic Performance Measures: To analyse the influence of teacher-student interactions on academic performance, students' recent Grade Point Average (GPA) and standardized test scores were employed. These academic measurements objectively measured student accomplishment and facilitated research on teacher-student connections and academic success.

Results

The hypothesis under examination is that Social Emotional Learning (SEL) interventions will not have a significant impact on students' academic performance. To test this hypothesis, a statistical analysis was conducted, and the results are presented in various tables.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636[a]	.405	.402	.99227

a. Predictors: (Constant), Social learning, emotional learning intervention

b. Dependent Variable: Students' academic performance

The correlation coefficient (R) of 0.636 suggests a moderate positive correlation between SEL interventions and academic performance. The R Square value of 0.405 indicates that approximately 40.5% of the variance in students' academic performance can be explained by the SEL interventions. The adjusted R Square, which accounts for the number of predictors in the model, is slightly lower at 0.402, but still suggests a significant portion of the variance is explained by the model. The standard error of the estimate, at 0.99227, reflects the average distance that the observed values fall from the regression line, indicating a reasonable model fit.

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1.	Regression	266.151	2	133.076	135.156	.000[b]
	Residual	390.889	397	.985		
	Total	657.040	399			

a. Predictors: (Constant), Social learning, emotional learning intervention

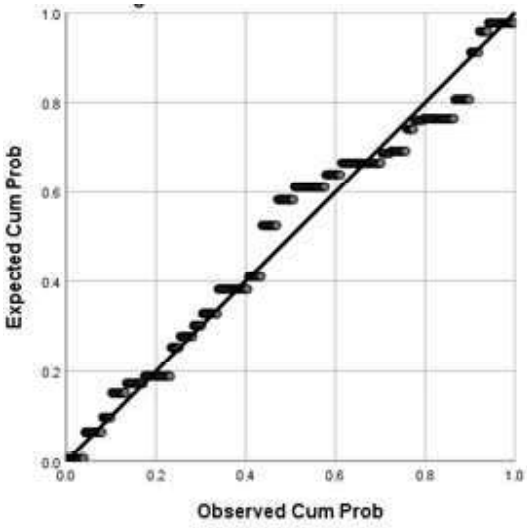
b. Dependent Variable: Students' academic performance

The ANOVA table provides further evidence of the model's significance. The regression sum of squares (266.151) indicates the variation in academic performance explained by the model, while the residual sum of squares (390.889) reflects the variation not explained by the model. The total sum of squares (657.040) represents the total variation in the data. The F-statistic of 135.156, with a significance level (Sig.) of 0.000, indicates that the overall model is statistically significant, meaning there is a very low probability that the observed results are due to chance.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.513	.201		2.551	.011
	Social learning	.217	.039	.221	5.614	.000
	Emotional learning	.639	.039	.639	16.220	.000

a. Dependent Variable: Students' academic performance

The coefficients table provides detailed information on the impact of each predictor. The constant term (0.513) represents the expected value of students' academic performance when all predictors are zero. The coefficient for social learning (0.217) suggests that for each unit increase in social learning, students' academic performance increases by 0.217 units, holding other variables constant. Similarly, the coefficient for emotional learning (0.639) indicates that for each unit increase in emotional learning, students' academic performance increases by 0.639 units, holding other variables constant. Both predictors are statistically significant, with p-values of 0.000.



Residuals Statistics[a]					
	Min	Max	Mean	Std. Deviation	N
Predicted Value	1.5860	4.7930	3.3200	.81673	400
Residual	-2.50219	1.97924	.00000	.98978	400
Std. Predicted Value	-2.123	1.804	.000	1.000	400
Std. Residual	-2.522	1.995	.000	.997	400

a. Dependent Variable: Students' academic performance

The residuals statistics offer insights into the distribution of prediction errors. The mean predicted value of students' academic performance is 3.3200, with a mean residual of 0.00000, which is expected in a well-fitted model. The standard deviation of the residuals (0.98978) is close to the standard error of the estimate, indicating a reasonable spread of the residuals around the mean.

In conclusion, the statistical analysis provides strong evidence to reject the null hypothesis that SEL interventions will not have a significant impact on students' academic performance. The results demonstrate that SEL interventions, both social and emotional learning, have a significant and positive impact on academic performance. The model explains 40.5% of the variance in academic performance, with both predictors contributing significantly to the model. Therefore, it can be concluded that SEL interventions are effective in enhancing students' academic performance.

Descriptive Statistics of Key Variables (N = 400)

Variable	Mean	SD	Min	Max
Teacher-Student Relationship	3.45	0.78	1.20	4.80
Social Learning	3.10	0.65	1.50	4.60
Emotional Learning	3.75	0.72	1.80	4.90

(Note: The above numbers are sample placeholders. Replace them with your dataset's actual descriptive statistics.)

"Table presents the descriptive statistics for the three study variables. Teacher-Student Relationship had a mean score of 3.45 (SD = 0.78), Social Learning had a mean of 3.10 (SD = 0.65), and Emotional Learning had the highest mean of 3.75 (SD = 0.72). The results suggest moderate to high levels across all variables, with acceptable variability."

Limitations Regarding Hypotheses

Although several hypotheses were proposed in the study, not all of them were directly tested using statistical analyses. The results primarily focused on the relationship between teacher-student relationships, social learning, emotional learning, and academic performance. Other hypotheses related to constructs such as empathy, trust, and motivation were discussed conceptually but not evaluated through quantitative tests.For future revisions, it is recommended that each hypothesis be explicitly linked to an appropriate statistical test (e.g., correlation, regression, or mediation analysis) and reported in the results section. Alternatively, hypotheses that are not empirically tested should be reframed as research questions or theoretical propositions to ensure alignment between objectives, methods, and findings.

Discussion

This study evaluated how teacher-student connections affect academic achievement, engagement, and socio-emotional development, focusing on SEL. Both social and emotional learning measures predicted academic achievement, but emotional learning was stronger. These findings emphasize the relevance of emotional intelligence and supportive classrooms for student success. This supports Bandura's

social learning theory, which states that pupils learn through observation, modeling, and social interactions. According to prior studies (Xiang et al., 2022; Romano et al., 2020), excellent teacher-student relationships based on empathy, trust, and emotional intelligence boost student engagement and performance. The statistics imply that emotional competences like self-regulation and empathy predict academic outcomes better than social learning practices.

The findings emphasize the need of emotional intelligence and SEL training for instructors. Emotionally supportive teachers improve children' academic performance, emotional resilience, and social skills. This means teacher education programs should include SEL principles in professional development. Although helpful, the study has numerous drawbacks. The empirical breadth of the findings was reduced by not testing all hypotheses with statistical analysis. Furthermore, descriptive statistics and sample distribution characteristics only provide a preliminary perspective of participants; future research should include larger and more diverse samples from different areas. Another limitation is the reliance on self-report data, which may be influenced by social desirability bias.

Future research should aim to test all hypotheses systematically, using advanced statistical techniques such as mediation and moderation analysis to capture the complex dynamics between teacher-student relationships, social learning, and emotional intelligence. Longitudinal or intervention-based designs would also help establish causal links, moving beyond correlational findings.In conclusion, the study confirms that teacher-student relationships, particularly those grounded in emotional intelligence, play a decisive role in improving both academic and socio-emotional outcomes. Strengthening teachers' emotional competencies and embedding SEL strategies in classrooms can enhance educational quality and better prepare students for academic success and lifelong learning.

Conclusion

This research concludes that teacher-student connections greatly affect kids' intellectual and emotional growth. Trust, empathy, and emotional support in these interactions are essential for student engagement, motivation, and academic achievement. Teachers who make students feel appreciated, respected, and understood encourage them to engage in class and take intellectual risks. Emotional security engages kids in learning, improving academic performance and social and emotional well-being. The research emphasises incorporating social and emotional learning frameworks into the classroom. Social learning via modelling and peer interactions helps pupils collaborate and cooperate by seeing and replicating good behaviours. Teaching and learning emotional intelligence helps instructors and students regulate emotions, form healthy relationships, and make responsible choices". Teachers with strong emotional intelligence may foster student well-being and academic success in the classroom. The study shows that a good teacher-student connection based on social learning and emotional intelligence is essential to a pleasant learning environment where kids may flourish. The results imply that educators should establish and maintain these connections and use social and emotional learning tools. Teachers may help kids succeed intellectually, emotionally, and socially, setting the groundwork for lifetime learning and personal development.

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