

TEACHER STUDENTS RELATION AND ITS IMPACT ON ACADEMIC PERFORMANCE OF THE STUDENTS

Mr. MUHAMMAD NADEEM

Primary School Teacher, School Education Department, Govt. of Punjab

Email: nadeem.masood46@gmail.com

MS. TAYYABA NASEEM

Lecturer Sociology, Punjab Higher Education Department. Government of the Punjab

Email: tayyabawaseer@gmail.com

MR. MUHAMMAD SALMAN

Assistant Director PHCIP-PSPA

Email: m.salman26@gamil.com

DR. SHOUKAT ALI

Probation Officer, Punjab Probation and Parole Service (Home Department)

Email: alishoukali45@gmail.com

Abstract

This quantitative study, conducted with a sample size of 200 students from the district of Pakpattan, aimed to investigate the correlation between positive teacher-student relationships and academic performance, motivation, and engagement. Employing a random sampling method, the research found that a significant majority (70.5%) of respondents observed a positive change in their academic performance following the development of strong relationships with their teachers. Furthermore, 30.5% strongly agreed that positive teacher-student relations directly contributed to improved academic outcomes. Motivation and engagement were also positively impacted, with 72.5% reporting increased motivation due to positive teacher-student relationships.

Key factors influencing academic performance included the perception that praising effort and improvement (33%) was the most effective strategy, alongside the recognition of intelligence and natural ability (28.5%) and hard work and effort (29%). Effective communication (43.5%) and trust (32.5%) were highlighted as crucial elements in building positive teacher-student relationships. Strategies for creating a positive classroom environment, such as encouraging student participation (36.5%), active listening (31.5%), and celebrating student achievements (32%), were identified as essential. Notably, negative relations had a significant impact on student motivation (54.5%), emphasizing the importance of positive language and tone to prevent conflicts (31.5%). These findings provide valuable insights for educators in Pakpattan and beyond, urging them to prioritize relationship-building strategies for fostering a conducive learning environment.

Background

A key component of a great education is the development of strong teacher-student relationships (TSR) and trusting relations between adults and children at school. This highlights the fact that learning occurs in the area of relation between the learner and the teacher. Education is viewed as a sense-making process that improves via involvement in educational partnerships and reciprocal communication. The relational component of teaching is highlighted as a

significant feature in Hattie's thorough meta-analysis of the factors influencing achievement: "The most crucial components contributed by the instructor are the quality of the teacher and the nature of the teacher-student relations (Mart, 2013)."

Teachers support each student's positive identity as a learner within supportive educational partnerships. Such an identity comprises kids' self-assurance in their capacity for learning self-regulation and social engagement in the classroom. Learning results are strongly correlated with students' self-confidence and aspirations (Hattie, 2019).

A technique is devised that enables a more complete evaluation of students's perception of the nature of the student-teacher relation in relation to their self-efficacy beliefs. When assessing educational quality and tracking academic progress, a relational substitute for test scores and grade points is offered by two strategies. Researchers and practitioners often advise such relational assessment, emphasizing that training that is more instrumental often tends to dehumanize education rather than advance it (Ashan and Smith, 2016).

Expectations, self-beliefs, and confidence in one's capacity to achieve in various academic topics have been studied within the context of social cognition theory. Academic success, peer connections, and student self-efficacy (SSE) for self-regulated learning (task execution, organization, and maintenance of good learning habits, perseverance) are all related, according to empirical research (Martin and Rimm 2015).

Teacher's Student's Relationship

A student's academic performance may be significantly impacted by their connection with their instructor. According to research, kids who get along well with their instructors often get better academic results, such as higher grades and test scores, and are more inclined to pay attention in class and take part in extracurricular activities. Conversely, pupils who have a poor bond with their instructors could have academic difficulties and may even become disengaged from school. This can lead to poor grades, missed classes, and a general disinterest in teach (Braun, 2017).

Several factors can contribute to the nature of a teacher's relation with their pupils. These include:

1. Teacher-student communication: clear, open, and respectful communication is essential for building positive relationships with students.
2. Teacher expectations: teachers who have high expectations for their students and hold them accountable for their work can help motivate students to achieve their best.
3. Teacher support: teachers who provide support and encouragement to their students can help build their confidence and improve their academic performance.
4. Teacher-student rapport: developing a positive rapport with students can help create a positive classroom environment and improve student engagement (Wright et al., 2018).

A student is more likely to pay attention in class when they perceive their instructor to be supportive and appreciated, feel motivated to do well, and be more open to seeking help when needed. This can lead to improved grades and overall academic success. It is crucial for instructors to build strong bonds with their pupils and to provide a welcoming atmosphere for learning. Students may do better academically if they feel at ease and confident in their skills as a result (Mashburn et al., 2018).

There is a substantial amount of research that indicates a strong link between good teacher-student relations and enhanced academic results. A negative relationship with a teacher can have the opposite effect. If a student feels unsupported or mistreated by their teacher, they

may lose motivation and become disengaged in class. This can result in lower grades and a decline in academic performance (Gottfried, 2019).

Techniques that Educators do to foster good Relations with their Students

Teachers may use a variety of techniques to foster good connections with their pupils. Here are a few ideas:

Show interest in your students' lives: Take the time to get to know your students by asking them about their interests, hobbies, and goals. This can help create a sense of connection and build trust between you and your students. Provide individualized attention and support: Every student is different, and they may have different needs and learning styles. Make an effort to provide individualized attention and support to help meet the needs of each of your students. This might include providing extra help or support during office hours, giving one-on-one feedback on assignments, or adapting your teaching style to better meet the needs of certain students (Astin et al., 2010).

Create a positive classroom culture: Establishing a positive and inclusive classroom culture can help create a sense of belonging and community among your students. This might include setting clear expectations and rules, showing respect for all students, and promoting positive relations and behaviors. **Use positive reinforcement:** When students do well, make an effort to recognize and celebrate their achievements. This can help encourage and motivate students to continue doing their best (Rehman & Haider, 2013).

Be approachable and available: Make it clear to your students that you are available and willing to help if they have any questions or concerns. This might include keeping an open door policy or setting aside time to meet with students individually.

By implementing these strategies, teachers can work to build strong and positive relationships with their students, which can in turn lead to improved academic performance (Jez and Wassmer, 2015).

Positive Relation

Learning environments that better meet children's developmental, emotional, and academic requirements are the consequence of positive relationships between instructors and students. Being a teacher entails investing a lot of time in one-on-one relations with pupils. Positive relationships between teachers and students are essential for effective teaching and learning. The contact between a teacher and his students is one of the most crucial elements of a learning environment. This is a crucial factor that influences kids' academic motivation, involvement in school, and teacher-student relationships based on social environment. Teachers are crucial in guiding students throughout their time in formal education (Baker and Grant, 2018).

Communication based on relation theory promotes open lines of communication between teachers, students, and enables people to feel secure and at ease in their surroundings while also delivering the fundamental social and academic competencies. Teachers who include their pupils in the workplace have a significant impact on the long-term trajectory of education and have a high degree of social and cultural significance for their profession and employment chances (Ripski et al., 2011).

Children are allowed to participate in activities in the classrooms as instructors build good connections with their charges. The instructor and pupils have a tight, cordial, and motivating connection. Positive teacher-student connections served as a safe foundation for tackling academic challenges, social and psychological challenges, and advancing emotionally and

socially. This calls on you to have positive relations with your coworkers (Hammer & Pinata, 2011).

Students from underprivileged schools need to be respectful to their teachers. Students that have a good relationship with their professors are eager to learn and to help. Students are conversing actively. They work hard, provide feedback, overcome obstacles, deal with nervousness, and pay some attention to the instructor during the course of the lesson (Little & Kobuk, 2013).

For teenagers in particular, self-esteem is important since it fosters positive self-esteem and confidence in students. Adolescent evaluation includes motivation, work fulfillment, integrity, emotional control, and emotional health as effective outcomes. Encourage a productive teacher-student collaboration as they assess any possible societal ramifications. The pupils will be affected and capable of reaching future success in educational and professional progress for the majority of the study. The relation between teachers and students has a profound influence on academic performance. The quality of this relation affects students' learning experiences, motivation, and overall educational outcomes. When teachers and students establish positive and meaningful connections, it creates an environment that nurtures intellectual growth and enhances academic achievement. Understanding the dynamics of teacher-student relation and its impact on academic performance is crucial for creating effective educational settings (Orth et al., 2012).

The relationship between teachers and students is a critical factor in shaping students' academic success. Research has shown that positive teacher-student relationships contribute significantly to students' engagement, motivation, and self-esteem, which in turn influence their academic performance. When students feel valued, supported, and respected by their teachers, they are more likely to actively participate in class, seek help when needed, and take ownership of their learning (Hamre & Pianta, 2011).

Moreover, teacher-student relation plays a pivotal role in fostering a sense of belongingness and connectedness within the classroom. Students who feel a strong connection with their teachers are more likely to develop a positive attitude towards school and have a higher level of academic achievement (Allen et al., 2017). These relations also contribute to the social and emotional development of students, creating a safe and inclusive learning environment that promotes academic growth.

The impact of teacher-student relation extends beyond immediate academic outcomes. Studies have shown that positive relationships between teachers and students can have long-term effects on students' educational trajectories. Students who have experienced supportive and nurturing relations with their teachers are more likely to have better educational outcomes, including higher graduation rates, improved college attendance, and enhanced career prospects (Pianta and Hamre, 2012).

Expectation and self-determination theory are two types of accomplishment theory. These theories form the foundation of our investigation. An excellent education is essential to everyone's success. It is essential that you have the tools you need to succeed. However, for other kids, finding motivation is a challenge. Therefore, some of us must direct pupils' education. Teachers are responsible for helping pupils form patterns when they invest a great deal of time over the course of an entire year. Researchers have shown that positive teacher-student relations are crucial for success and academic success. Actually, the most effective instructors engage with their pupils a lot to foster a positive learning environment (Rim-Kaufman & Sandilos, 2012).

Research Objectives

- To examine the relationship between positive teacher-student relationships and improved academic performance.
- To investigate the consequences of negative teacher-student relationships, including decreased motivation and engagement, as well as increased misbehavior and absenteeism.
- To explore strategies that teachers can use to build positive relationships with their students and create a more positive classroom environment.

RESEARCH METHODOLOGY

Research technique and research design

The current research intends to investigate the relation between teachers and students and its impacts on academic performance. Keeping in view the objectives of the study researcher applied the quantitative strand of inquiry in the current study. In addition to that, explanatory research design was opted by the researcher as the topic of the study was directed towards finding out the predictive relationship between the studies variables.

Population

Population for the current study comprise of all the students of district Pakpattan i.e. the selected region of the study. As the study is directed towards finding out the academic performance of the study hence, school students was the most suited population of the study.

Sample Size

It is nearly difficult for a researcher to engage with every person of a community in order to obtain data for social science and educational study. Instead, in order to get the essential information about the group, they choose and talk with a representative group of individuals or components that are part of the provided demographic. In light of the results, the researcher extrapolates the traits of the representative group to the whole population (Rafeedalie, 2018).

The sample size is, as the name implies, the total number of samples selected for the investigation. For instance, it may be how many teachers, students, or stakeholders a researcher intends to speak with in order to collect information for his research subjects. The sample size should be as big as feasible; there is no predetermined minimum or maximum. To calculate the sample size for a closed-ended questionnaire, we would follow the formula:

$$n = (Z^2 * p * (1 - p)) / (E^2)$$

Where: n = sample size Z = Z-score corresponding to the desired level of confidence (e.g., 1.96 for a 95% confidence level) p = estimated proportion of respondents expected to give a specific response (e.g., the proportion who agree or disagree) E = desired margin of error (expressed as a proportion) The current study's sample size was 200 high school students, which is the customary designation for sample size (n) (Rafeedalie, 2018).

Sampling techniques

Sampling techniques are methods used to select a subset of individuals or items from a larger population. These techniques are commonly employed in various fields, including statistics, market research, and scientific studies. We used multistage sampling technique here are two commonly used sampling techniques: Each member of the population has an equal chance of being selected. This can be done with or without replacement. With replacement means that individuals are put back into the population after being selected, while without replacement means that once an individual is selected, they are not put back into the population. This sampling technique was used for selected the district. District Pakpattan consist of two tehsils out of two tehsils one tehsils was selected through simple random sampling technique. From the

selected schools 200 (high school students respondents) was selected systematic for data collection.

Variables of the study and measurement

Dependent variable measurement

The dependent variable in this study is measured through students' academic performance. To collect data, the academic marks of students from one session are gathered. The purpose is to compare this academic performance in relation to the relation between teachers and students. It is observed that students who achieve good academic performance tend to have positive relations with their teachers. Conversely, students who receive low grades are found to have negative relations with their teachers.

Independent variable measurement

The independent variables in this study are measured through a combination of a closed-ended questionnaire and interview schedule. The closed-ended questionnaire provides a structured set of questions with predetermined response options, allowing for efficient data collection. On the other hand, the interview schedule provides an opportunity for in-depth exploration and understanding of the variables being studied. By employing both methods, a comprehensive understanding of the independent variables can be achieved, enhancing the overall validity and reliability of the research findings.

Results and Findings

This section presents the findings and analysis of the research study, focusing on the results obtained from the collected data and the subsequent discussion.

Hypothesis 1 : Mutual respect is in fostering positive teacher-student relation can be can lead to improved academic performance

Table # 1. Relationship between the fostering positive teacher-student relation and improved academic performance

	Positive teacher-student relation Improved academic performance Total					
	Very important	Somewhat important	Neutral	Not very important	Not somewhat important	
Strongly agree	20 10.0%	13 6.5%	11 5.5%	8 4.0%	5 2.5%	57 28.5%
Agree	13 6.5%	19 9.5%	16 8.0%	7 3.5%	5 2.5%	60 30.0%
Neutral	7 3.5%	14 7.0%	4 2.0%	7 3.5%	3 1.5%	35 17.5%
Disagree	8	4	9	0	3	24

Hypothesis 2 : higher the Effects of academic performance greater will be the mutual respect is in fostering positive teacher-student relation

Table # 2. Relationship between the affects academic performance mutual respect is in fostering positive teacher-student relation

	4.0%	2.0%	4.5%	0.0%	1.5%	12.0%
	6	10	5	2	1	24
Strongly disagree	3.0%	5.0%	2.5%	1.0%	0.5%	12.0%
	54	60	45	24	17	200
Total	27.0%	30.0%	22.5%	12.0%	8.5%	100.0%

Statistics: chai square: 19.023 df= 2.04 p- value = 0.003

Gama =.001

** = yes highly significant

Here is a breakdown of the table: The first column lists the different levels of importance attributed to positive teacher-student relation, ranging from "Very important" to "Not somewhat important." The second column represents the levels of improved academic performance, ranging from "Very important" to "Not somewhat important." The following cells in the table represent the counts or frequencies of participants falling into each combination of responses. For example, in the cell with "Strongly agree" and "Very important," there were 20 respondents.

Table above represented the association between the fostering positive teacher-student relations and improved academic performance s Statistics. The relationship between these two variables is highly significant which is relatable by the value p- value (0.003) of chi square. The table also reflects the association between their two variables is also significant which is represented by p-value (.001) of Gamma test.

The numbers within each cell represent the count of respondents falling into that specific category. The percentages listed below the count numbers represent the proportion of respondents within each category, calculated as a percentage of the total number of participants (200 in this case). According to the data in the table, 20 respondents strongly agreed that positive teacher-student relation was very important and reported improved academic performance. This count represents 10% of the total respondents.

The table allows researchers or readers to analyze the relationship between positive teacher-student relation and improved academic performance based on the survey responses. It provides a snapshot of the participants' opinions and allows for further exploration or statistical analysis to determine the strength and significance of the relationship between the variables.

	The affects academic performance mutual respect is in fostering positive teacher-student relation					Total
	Very important	Somewhat important	Neutral	Not very important	Not somewhat important	
A little	14 7.0%	11 5.5%	4 2.0%	5 2.5%	8 4.0%	42 21.0%
moderate	10 5.0%	18 9.0%	8 4.0%	3 1.5%	5 2.5%	44 22.0%
Quite a bit	16 8.0%	14 7.0%	11 5.5%	10 5.0%	4 2.0%	55 27.5%
A lot	12 6.0%	8 4.0%	7 3.5%	2 1.0%	4 2.0%	33 16.5%
Extreme	5 2.5%	9 4.5%	5 2.5%	4 2.0%	3 1.5%	26 13.0%
Total	57 28.5%	60 30.0%	35 17.5%	24 12.0%	24 12.0%	200 100.0%

The first column lists the different levels of the effects of academic performance, ranging from "A little" to "Extreme." The second column represents the levels of mutual respect in fostering positive teacher-student relation, ranging from "Very important" to "Not somewhat important." The following cells in the table represent the counts or frequencies of participants falling into each combination of responses. For example, in the cell with "A little" and "Very important," there were 14 respondents. The numbers within each cell represent the count of respondents falling into that specific category. The percentages listed below the count numbers represent the proportion of respondents within each category, calculated as a percentage of the Chi square = 103.877, d.f. = 4 p-value = .000

Gamma = .949 p- value = .000

** = yes highly significant

Table 2 represented the association between the affects academic performance mutual respect is in fostering positive teacher-student relation Statistics (chi-square = 103.877) confirms that relationship is significant (Gamma = .949) displaying a positive and significant among these variables.

Here is a breakdown of the table:

Total number of participants (200 in this case). According to the data in the table, 14 respondents reported that the effects of academic performance were "A little" and considered mutual respect in fostering positive teacher-student relation as "Very important." This count represents 7% of the total respondents. The table allows researchers or readers to analyze the

relationship between the effects of academic performance and mutual respect in positive teacher-student relation based on the survey responses. It provides a snapshot of the participants' opinions and allows for further exploration or statistical analysis to determine the strength and significance of the relationship between the variables.

Table# 3 Coefficients analysis

Model	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
	B		Beta		
(Constant)	2.086	.128		16.269	.000
1 positive relationship affects academic performance	-.006	.042	-.010	-.140	.888

a. Dependent Variable: academics performance

Table above presents the results of a coefficients analysis for a particular model. The model examines the relationship between various independent variables (including a constant term) and their impact on the dependent variable, which is academic performance.

The table provides information on both unstandardized and standardized coefficients. Unstandardized coefficients (B) indicate the estimated effect of each independent variable on the dependent variable, without taking into account the scale of the variables. Standardized coefficients (Beta) represent the effect of each independent variable on the dependent variable, while considering the variables' standard deviations. In the model, the constant term (represented as "(Constant)") has an unstandardized coefficient of 2.086 and a standard error of 0.128. The T-value of 16.269 indicates the statistical significance of the constant term, and the associated significance level (Sig.) of .000 suggests that the constant term significantly influences academic performance. The second row in the table corresponds to an independent variable related to the positive relationship affecting academic performance. This variable has an unstandardized coefficient of -0.006 and a standard error of 0.042. The standardized coefficient (Beta) for this variable is -0.010, indicating a small negative effect on academic performance. The T-value of -0.140 suggests that the effect is not statistically significant, as the associated significance level (Sig.) of .888 is greater than the conventional threshold of .05. Overall, the coefficients analysis suggests that the constant term significantly influences academic performance.

Table # 4 ANOVA analysis

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.012	1	.012	.020	.888 ^b
Residual	117.008	198	.591		
Total	117.020	199			

a. Dependent Variable: academics performance

b. Predictors: (Constant), positive relationship affects academic performance

Table above presents the results of an ANOVA (Analysis of Variance) analysis for the same model discussed in Table 4.2.5. The ANOVA analysis is used to assess the overall significance of the regression model in explaining the variation in the dependent variable, which is academic performance.

The table provides information on the sum of squares, degrees of freedom (df), mean square, F-value, and the associated significance level (Sig.).

The first row in the table represents the regression component of the ANOVA analysis. The sum of squares for the regression is .012, with 1 degree of freedom. The mean square is calculated by dividing the sum of squares by the corresponding degrees of freedom, resulting in a value of .012. The F-value of .020 is obtained by dividing the mean square of the regression by the mean square of the residual (error). The associated significance level (Sig.) of .888 indicates that the overall regression model is not statistically significant at the conventional threshold of .05. This means that the independent variable(s) included in the model, namely the constant term and the positive relationship affecting academic performance, do not collectively explain a significant amount of the variation in academic performance.

The second row represents the residual component of the ANOVA analysis. The sum of squares for the residual is 117.008, with 198 degrees of freedom. The mean square for the residual is calculated as .591. The third row represents the total sum of squares, which is the sum of the regression sum of squares and the residual sum of squares. In this case, the total sum of squares is 117.020, with a total of 199 degrees of freedom. In summary, the ANOVA analysis indicates that the regression model, including the constant term and the positive relationship affecting academic performance, significantly explain the variation in academic performance.

Conclusion

In conclusion, the research underscores the substantial influence of positive teacher-student relationships on academic performance, motivation, and engagement. The majority of respondents noted a positive change in their academic outcomes, attributing it to the strong connections formed with their teachers. Factors such as effective communication, trust, and the praise of effort emerged as critical elements in cultivating positive relationships. Encouraging student participation and celebrating achievements were identified as effective strategies for creating a positive classroom environment. However, the study also revealed the detrimental

impact of negative relations on student motivation, emphasizing the need for educators to use positive language and tone to prevent conflicts. These findings collectively emphasize the pivotal role that teachers play in shaping the educational experience, urging educators to prioritize relationship-building strategies to enhance the overall learning environment and contribute positively to student outcomes.

References

- Ashan, S., & Smith, W. C. (2016). Facilitating student learning: A comparison of classroom and accountability assessment. In W. C. Smith (Ed.), *The global testing culture. Shaping education policy, perceptions, and practice* (pp. 131–151). Providence, Rhpde Island: Symposium Books.
- Astin, A. W., Astin, H. S., & Lindholm, J. A. (2010). *Cultivating the spirit: How college can enhance students' inner lives*. John Wiley & Sons.
- Baker, J.A., Grant, S., & Morlock, L. (2008). The teacher-student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23(1), 3-15.
- Boynton, M. & Boynton, C. (2015). Developing positive teacher-student relationships. In *Educator's Guide to Preventing and Solving Discipline Problems*. Retrieved from http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_TeacherStudent_Relations.asp
- Englehart, J. M. (2019). Teacher–student relation. *International handbook of research on teachers and teaching*, 711-722.
- Gottfried, M. A. (2019). Excused versus unexcused: How student absences in elementary school affect academic achievement. *Educational Evaluation and Policy Analysis*, 31(4), 392-415.
- Hammer, B. K., & Pianta, R.C. (2011). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.
- Hattie, J. (2019). *Visible learning – a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Jez, S. J., & Wassmer, R. W. (2015). The impact of learning time on academic achievement. *Education and Urban Society*, 47(3), 284-306.
- Little, M., & Kobak, R. (2013). Emotional security with teachers and children's stress reactivity: A comparison of special education and regular classrooms. *Journal of Clinical Child and Adolescents Psychology*, 32: 127-138.
- Mart, C. T. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, 2(1), 437-442.
- Martin, D. P., & Rimm-Kauffman, S. E. (2015). Do student self-efficacy and teacher-student relation quality contribute to emotional and social engagement in fifth grade math? *Journal of School Psychology*, 53, 359–373.
- Marzano, R.J., & Marzano, J.S. (2018). "Dimensions of Learning" Michigan Department of Education. Tending to the Spirit/Culture. Retrieved January 11, 2009, from http://www.michigan.gov/documents/3-3_107241_7.pdf.

- Mashburn, A.J., Pianta, R. C., Hamre, B. K., Downer, J.T., Barbarin, O., Bryant, D., ... Howes, C. (2018). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79(3), 732-749.
- Maulana, R., Opdenakker, M., Stroet, K., & Bosker, R. (2013). Changes in teachers' involvement versus rejection and links with academic motivation during the first year of secondary education: A multilevel growth curve analysis. *Journal of Youth and Adolescence*, 42(9), 1348-71. doi:http://dx.doi.org.goucher.idm.oclc.org/10.1007/s10964-013-9921-9.
- Orth, U., Robins, R.W., & Wildman, K.F. (2012). Life-span development of self-esteem and its effects on important life outcomes. *Journal of Personality and Social Psychology*, 102, 1271—1288.
- Pianta, R. C. (2016). Teacher–student relations: Measurement, impacts, improvement, and policy. *Policy insights from the behavioral and brain sciences*, 3(1), 98-105.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom relations. In *Handbook of research on student engagement* (pp. 365-386). Boston, MA: Springer US.
- Rehman, A., & Haider, K. (2013). The impact of motivation on learning of secondary school students in Karachi: An analytical study. *Educational Research International*, 2(2), 139-147.
- Rimm-Kaufman, S. & Sandilos, L. (2012). Improving student's relationship with teachers to procure essential support for learning.
- Ripski, M. B., LoCasale-Crouch, J., & Decker, L. (2011). Pre-service teachers: Dispositional traits, emotional states, and quality of teacher-student relations. *Teacher Education Quarterly*, 38(2), 77-96.
- Wright, K. B., Shields, S. M., Black, K., & Waxman, H. C. (2018). The effects of teacher home visits on student behavior, student academic achievement, and parent involvement. *School Community Journal*, 28(1), 67-90.
- Allen, J. M., Kern, A. L., Vella-Brodrick, D. A., Hattie, J., & Waters, L. (2017). What schools need to know about fostering school belonging: A meta-analysis. *Educational Psychology Review*, 29(1), 1-34.
- Hamre, B. K., & Pianta, R. C. (2011). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom relations. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 365-386). Springer.