



The Quality of Teacher-Student Relationship and its Impact on the Psychological Well-Being of University Students

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Abstract

This study explores the influence of teacher-student relationships on the psychological well-being of university students. Recognizing the university environment as a critical period for personal and academic development, the research investigates how supportive, respectful, and communicative interactions with faculty impact students' mental health outcomes. Since the current study focused on examining the teacher-student relationship and its impact on the psychological health of undergraduate and postgraduate university students in Multan, Pakistan, this study collected data through employing the mixed-methods research design. The data was collected from three universities, including the women university Multan, Emerson University Multan and Bahauddin Zakariya University Multan. The convenience sample involved 576 students aged 18-26 years and was identified through purposive sampling method. Further, 27 participants teaching and non-teaching both the staff and students were selected for conducting analyzed and unstructured interviews. Statistically significant findings were established from quantitative results that the kind of teacher-student relationship was correlated to the psychological health state of university students and their coping manners. Interaction between university teacher and students has consequences on the psychological well-being of university students. This paper reveals that there is a change in the level of psychological well-being in university students. Further statistician evaluation of the mean scores of all the variables brought out the fact that the students-teacher relationship had a moderate to high score while the psychological well-being of the university students and their coping strategies have a moderate score. Conducting thematic analysis of the interview data collected from the teacher as well student identified few overall experiences which are critical in relation to the overall teacher-student relationship. The findings highlighted the significance of promoting positive teacher-student relationships. Recommendations included the construction of counseling centers, complaints centers, and teacher training to improve interpersonal skills and handle personal difficulties.

Keywords: Teacher-student relationship, psychological well-being, university students, coping strategies, training programs, counseling centers.



Introduction

Higher education is not only a place for acquiring knowledge and skills; it is also a formative social environment in which student well-being is profoundly influenced by interpersonal relationships. Among these, the quality of the teacher-student relationship (TSR) plays a critical role. A positive, high-quality TSR generally includes features such as warmth, support, respect, empathy, mutual trust, clear communication, and commitment. These aspects help create an environment in which students feel valued, understood, and safe, which are important for sound psychological health. Recent studies have increasingly focused on how TSR quality affects psychological well-being in the university/college context. Psychological well-being typically refers to components such as positive affect, life satisfaction, self-esteem, absence of negative affect (e.g. anxiety, depression), resilience, sense of meaningfulness, and general mental health. A previous study among Chinese university students found that supportive teacher-student relationships are significantly positively linked with students' psychological well-being. The relationship is partly mediated by the supportive school climate (Wu et al., 2024). TSR quality also relates to group performance via group well-being and communication quality in higher education group learning settings. While that is more about academic performance, it indicates the ripple effects of good relationships into emotional and social domains (González-Romá et al., 2023).

The transition to university life is a critical period marked by academic challenges, increased autonomy, and significant social adjustments. During this time, the psychological well-being of students becomes especially vulnerable to various stressors including academic pressure, social isolation, and identity development (Arnett, 2000). One often overlooked yet highly influential factor in supporting student well-being is the quality of the teacher-student relationship. A positive relationship with faculty members can serve as a source of emotional support, guidance, and motivation, which contributes to a more secure and engaging academic environment (Roorda et al., 2011). These relationships can foster a sense of belonging, competence, and relatedness—core components of well-being as outlined by Self-Determination Theory (Ryan & Deci, 2000). Recent studies have underscored the importance of teacher-student rapport in higher education, linking it to improved academic performance, increased student engagement, and better mental health outcomes (Hagenauer & Volet, 2014; Quinlan, 2016). In contrast, strained or indifferent relationships with academic staff may contribute to feelings of alienation, decreased motivation, and heightened psychological distress (O'Keeffe, 2013). As universities increasingly prioritize student mental health, understanding the relational dynamics between teachers and students becomes essential. This study seeks to explore how the quality of teacher-student relationships affects the psychological well-being of university students, aiming to highlight its role not only in academic success but also in fostering a supportive learning environment conducive to overall student development.

Rationale of the Study

The necessity to fill a major research gap on the effects of teacher-student relationships on university students' psychological health is the driving force behind this study. Even though a wealth of international research highlights the significance of positive teacher-student dynamics, little is known about the particular setting of advance education in Pakistan. The familiarity that the excellence of teacher-student interaction influences students' overall well-being and transcends academic accomplishment is what drives this



study. Examining how teacher-student relationships intersect with the variety of opportunities and problems that students confront is essential in the quickly changing world of advance education, which is characterized by growing student peoples and dynamic pedagogical approaches. With this research, we hope to make a significant contribution to the theoretical understanding of teacher-student relationships as well as provide useful insights with real-world applications for educators and institutions. Through the examination of theoretical basis and empirical realities in the larger context of advance education, this research aims to lay the groundwork for evidence-based interventions and policies that can enhance students' psychological welfare in a variety of learning environments.

Statement of the Problem Statement

There is a noticeable knowledge gap about the complex linkages between these partnerships and students' psychological well-being in the context of advance education, where the quality of teacher-student relationships is crucial. The link between students' psychological well-being and excellent teacher-student connections poses an important but little-studied difficulty in Pakistani advance education. In Pakistani education, there is a research gap concerning the specific effects of teacher-student relationships on the psychological well-being of university pupils, despite the growing emphasis on holistic student development and the cultural significance of respect for educators. The absence of specific research on the complex opportunities and problems facing Pakistan's advance education system hinders the creation of focused strategies to improve university students' general well-being. Specific research into how excellent teacher-student relationships can support or undermine students' overall well-being is vital due to the particular challenges present in the Pakistani environment. To close this gap, this research will look at the nature of the connections between teachers and students in Pakistani universities, as well as how these relationships relate to the psychological health of the participants and their use of coping mechanisms.

Objectives of the Study

1. To examine the effect of a teacher-student relationship on the students' psychological health and wellbeing of university students.
2. To examine how quality teacher-student relationship impacts each of the five dimensions of psychological well-being of university students.
3. To explore the link between the qualities of teacher-student relationship, psychological health, and coping style of university students.
4. To identify the role of coping strategies in psychological variables of university students.

Significance of the Study

This study has significance because it could fill in important knowledge gaps about how relationships between teachers and students and university students' psychological health interact in Pakistani advance education. Through examining the complexities of these connections within Pakistan's particular educational environment, this study seeks to provide focused insights with theoretical and applied significance. Universities may support students' general mental health and pleasure by developing positive teacher-student connections, which will result in a more engaged, motivated, and successful student population. This is why the study is rather valuable for arriving at positive impacts on the construction of Pakistan's advance learning system that will in some ways influence



the lives of living persons and therefore the future of Pakistani society. This research is expected to be useful in enabling the reader to understand the complete viewpoints of this topic to enhance scholarly research in Pakistani schools and colleges by explicating the role of teacher-student relationships for the positive well-being of students. It will enable the formulation of policies, plans, and professional development for teachers as Pakistani advance learning institutions continue to focus on the improvement of the students. These conclusions may also be useful recommendations for creating positive student-teacher relationships without violating the culture of Pakistani society. The findings can be used to develop guidelines and policies that have the objective of promoting students' psychological health and positive relations between teachers and students in Pakistani colleges. The outcomes may open avenues for creating empirically grounded rules and standards that can improve the student's psychological health and foster rapport between teachers and students within the Pakistani college setting. Therefore, the findings of the present study could benefit educational organizations and policymakers when implementing an effective and fostering learning environment, resulting in the enhancement of students' educational experience.

Methodology

Research Design

The research methodology applied in the present study is a mixed-method research design, an approach that incorporates both qualitative and quantitative research studies to enhance the validity of the answers to the research questions and test the research hypotheses designed to meet the research objectives. Interviews, as one of the qualitative research methodologies, allow identifying clients' in-depth impressions and perceptions of services provided, including opinions of students and teachers. These forms of data provide qualitative information because they are able to explain the different features of the educational setting. In addition to the qualitative approach, quantitative methods such as survey research design are used to collect structured data on three variables of interest: The concepts that have been used in the study include the quality of teacher-student relationships, psychological Student's wellbeing and students' ability to cope with different challenges. Therefore, the combination of the quantitative and qualitative research method adopted in this study offers a more extensive and diverse research analysis of the topics of research hence knowledge gain.

Sample

In quantitative research, the sample targeted 576 female and male university students of different disciplines in three universities in Multan, Pakistan. All eligible students from three universities namely Emerson University Multan, Bahauddin Zakariya University Multan, and The Women's University Multan were selected to gather research samples. The target population included all students from each specified university, considered as a purposive sample. To avoid sampling bias, participants were selected from a diverse background with an age range of 18-26; from different faculties, year levels and studying at both undergraduate and postgraduate levels where applicable. Teachers and students from different fields were urged to contribute the information including humanities, sciences, and social sciences students. In addition, the necessary attempts were made for stratified sampling taking into account gender, age group as well as the level of education. For the qualitative study, interviews were conducted with 27 participants which included 16 university students as well as 11 university teachers primarily from Multan region of



Pakistan and across various fields of their studies. The choice of the contextual approach aimed at including various stances and concerns expressed and observed by both students and educators. The 16 university students were selected to get diverse view points and experiences of students on teacher-student relationship as well as psychological health issues. In addition, 11 lecturers were selected carefully because of their skills and competency in teaching university students. Head teachers of different subjects were selected to opine on the importance of a good disposition in a classroom, teacher conduct, individual problems, conduct and health volatility, effects of toxic behavior on students, and counseling and training facilities for teachers.

Sampling Technique

The study's sampling method was a careful and purposive effort to include students from multiple fields of study at universities in Pakistan's Multan region. In order to enroll participants with a wide range of attitudes and experiences toward organ donation, the participants were selected from different regional universities. In that respect, the study employed purposive sample technique as follows: This type of sampling involved a deliberate selection of the subjects in accordance with the peculiar characteristics in response to the research objectives of the study. Questionnaires were administered in the classroom next to each other that took 15-20 minutes. In each university the studies have been done of cross section of the undergraduate and postgraduate students from different fields of specialization. In sum, the particularity of the sampling strategy applied in this research involved purposeful identification of participants coming from different universities and various fields of study in the Multan region of Pakistan. This paper employed purposive sampling and also paid a conscious effort to review more participants to enhance the generalizability and non-bias outcome of the study.

Instruments

Three scales are used in this research;

Teacher-Student Relationship

"Teacher-Student Relationship Questionnaire (TSRQ) Rating Scale": A Student Survey (Swathi j.), was used to assess the characteristic of relations and relationships between teachers and students. The scale is four-point Likert scale in which "1" used for strongly disagree and "4" used for strongly agree. Advance scores indicate the good quality of Teacher-Student Relationship. The moderate level lies at score point 90. The students who score more than 90 have moderate to high TSR and those who have scores below 90 will have poor TSR. The *Cronbach's α estimate* of 36 items of this scale is 0.901 which indicates excellent consistency.

Psychological Well-Being

To check students' psychological well-being, "Ryff's Psychological Well-Being Scale" (PWB), a 42-item version was used. The most widely used version of the Psychological Well-being Scale has 42 items with a mix of positively and negatively worded statements. It is a 6-point Likert scale ranging from 1 to 6, 1, "Completely disagree" and 6, "Completely agree". It has six dimensions which are assessed including self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and positive relations. The *Cronbach's α pull* of 42 items of this scale is 0.873 which indicates reliable dependability. Advance scores indicate greater physiological well-being for each subscale. Ryff and his colleagues did not disclose global cut-offs for what constitutes a 'poor' or 'high' score on this scale. Instead, researchers might define the lower and upper quartiles (25%)



of responses as low and high, assuming a normal sample distribution. High psychological well-being scores will be at 1.5 SD above the mean. Low psychological well-being will be at 1.5 SD below the mean.

Coping Strategies

“Coping strategies inventory” (CSI) Short form 32-item scale ((C) 1985, 1995 David L. Tobin), was used to measure how students will cope with their life issues. The Coping Strategies Inventory (CSI) appears to be more relevant because it includes multiple levels of subscales. The CSI contains eight primary scales, four secondary scales, and two tertiary scales. The CSI subscales are: Primary subscales include problem-solving, cognitive restructuring, social support, emotional expression, problem avoidance, wishful thinking, social retreat, and self-criticism. Secondary categories include problem-focused engagement, emotion-focused engagement, problem-focused disengagement, and emotion-focused disengagement. CSI scores are often classified into three categories: low (0-50), medium (51-100), and high (above 100). The Cronbach’s α value of 32 items of this scale is 0.801 which indicates good reliability.

Students’ Interview Guide

For the purpose of gaining more insights into responses from students regarding their teacher-student relationship, an interview guide of 15 questions has been made. Then interviews were conducted by randomly selecting students from different departments. Students were not selected on the base of their negative experiences in universities. Every student was willing to openly communicate about the teacher-student relationship and the interventions in universities. Responses from students were audio recorded.

Teachers’ Interview Guide

The teachers’ interview guide consisted of 14 questions based on teachers’ perceptions regarding TSR, teachers’ behavior, teachers’ biases and outcomes, training, and sessions. This interview guide has been used to take teachers’ responses without knowing which teacher has positive or negative behavior. Interviews have been conducted with half of the experienced and half of the less experienced teachers from different departments to gain insights without any bias. The purpose was to receive all kinds of responses either from more experienced teachers or from less experienced teachers.

Results

Table 4.1: Reliability Statistics of Scales

Scales	No. of items	(α)
Teacher-Student Relationship	36	0.901
Psychological Well-being	42	0.873
Coping Strategies Inventory	32	0.803

Note. A significant value for good Cronbach’s α reliability is from 0.6 to 0.9.

Table 4.2: Regression analysis used to check the impact of Teacher-Student Relationship on the Psychological Well-being of university students. (N=576)

ANOVA

Model	Sum of Square	df	Mean Square	F	Sig.
1 Regression	4436.407	1	4436.407	5.657	.018b
Residual	450187.752	574	784.299		
Total	454624.160	575			

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$



Table 1.3: Regression analysis to check the impact of Teacher-Student Relationship on the Autonomy aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	369.394	1	369.394	10.074	.002b
	Residual	21047.646	574	36.668		
	Total	21417.040	575			

*p<0.05. **p<0.01. ***p<0.001

Table 4.4: Regression analysis to check the impact of Teacher-Student Relationship on the Environmental Mastery aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	424.500	1	424.500	15.736	.000b
	Residual	15484.623	574	26.977		
	Total	15909.123	575			

*p<0.05. **p<0.01. ***p<0.001

Table 4.5: Regression analysis to check the impact of Teacher-Student Relationship on the Personal Growth aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	303.134	1	303.134	4.218	.040b
	Residual	41251.364	574	71.866		
	Total	41554.498	575			

*p<0.05. **p<0.01. ***p<0.001

Table 4.6: Regression analysis to check the impact of Teacher-Student Relationship on the Positive Relation aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.309	1	45.309	.874	.350b
	Residual	29745.330	574	51.821		
	Total	29790.639	575			

*p<0.05. **p<0.01. ***p<0.001

Table 4.7: Regression analysis to check the impact of Teacher-Student Relationship on the Purpose of Life aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	140.469	1	140.469	2.809	.094b
	Residual	28701.281	574	50.002		
	Total	28841.750	575			

*p<0.05. **p<0.01. ***p<0.001



Table 4.8: Regression analysis to check the impact of Teacher-Student Relationship on the Self-Acceptance aspect of Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	655.922	1	655.922	20.570	.000b
	Residual	18302.952	574	31.887		
	Total	18958.873	575			

*p<0.05. **p<0.01. ***p<0.001

Table 4.9: Correlation among Teacher-Student Relationship, Psychological Well-being and Coping Strategies Inventory among University Students. (N=576)

Variables	M	SD	TSR	PWB	CSI
TSR	108.1	10.6	1	.099*	.086*
PWS	142.2	28.1		1	-.092*
CSI	95.07	12.7			1

*p<0.05. **p<0.01

Table 4.10: Multiple regression analysis of the influence of Engagement and Disengagement of Coping Strategies Inventory on Psychological Well-being of university students. (N=576)

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11373.090	2	5686.545	7.351	.001b
	Residual	443251.069	573	773.562		
	Total	454624.160	575			

*p<0.05. **p<0.01. ***p<0.001

1.1 Thematic Analysis

Overall Experience of TSR

From the major theme, the Teacher-student relationship the subtheme has been merged. From the responses of the students, this theme has covered all the experiences of students regarding the teacher-student relationship. Such students also reported examples of positive behaviors of their teachers.

Yes, there was one male professor who taught us in such a way that we all get motivated by our teacher and they built a nice and positive vibe with all the students. (Student-5)

Whenever teachers or professors tell us about live examples of motivating people and when they share their struggling period with motivation so, it creates a positive classroom environment. (Student-14)

Many of the responses were about positive teacher-student relationships in their class and few of them were about mixed experience and the remaining were experienced negative teacher-student relationships in their universities.

Teachers are Approachable



From students' responses this theme explained that, in universities, teachers are very likely to easily approach them. A few students stated that approaching permanent staff is very difficult. But new and visiting lecturers are available all the time.

To approach permanent teachers is very difficult for students but the visiting lecturers are easily approachable. (Student-10)

Learning Engagement and Output

Those students who have experienced positive teacher-student relationships were engaged more in learning. Students who responded that those who did not receive supportive or any kind of positive teacher-student relationship from their teachers were not good in learning engagement.

If I tell you the experience of my very close friend, she faced many kinds of issues just because of the teacher's ego and teacher's negative behaviors toward her she lost her learning engagement with courses and her results got worse. (Student-3)

Students reported that in which courses the teachers were supportive they gained more marks and grades in those semesters. They reported that if they have experienced a negative teacher-student relationship then their learning outcome and learning engagement decreased a lot. And those students who have reported positive teacher-student relationships have gained more marks and their outcomes become efficient.

Suggestions to Improve TSR

From the students' responses, the theme suggestions to improve teacher-student relations have emerged. In this theme, students had reported that if teachers do not put a lot of study pressure on us, because all students are not the same, they can't bear the pressure. They reported a few suggestions, regarding improving teacher-student relationships.

Teachers must know the weaknesses of students if students are not very well in study, then teachers must give them space to learn what students can learn. (Student-1)

I will suggest that if teachers and students both take care of the respect of each other it can easily build a nice and positive teachers-student relationship at the university level. (Student-5)

Experience of Negative/Abusive Behavior

From 16 respondents, 6 to 7 students had experienced negative and abusive behavior from their university teachers. Respondents were taken generally because there would be no biasness to pick those students who were victim. Respondents actively participate in giving responses. The other 10 students were never experienced any abusive behavior or toxic behavior but they had experience sometimes the negative teacher student relationship because of you teachers and the condition was very mild that would not be considered in highly toxic behavior. Few students responded that experience of gaining any kind of negative behavior from their teacher had very strong impact on them. Few of them already faced many physical and psychological illnesses just because of teachers' bad behavior with them. And few of them also had responded that they had face a long-term consequence of that psychological illnesses.

In our fifth semester one of our senior teachers, she assigned us a long assignment and she put a lot of pressure on us that cause many issues in me but I have to cope it by myself because I have to submit that assignment at any cost. (Student-2)

Yes, I have faced one incident in my educational career that one of my teachers was very negative and she all the time try to dictate us. She gave us a lot of syllabuses to cover in final



exams. *But I was not able to get that pressure of studies which caused stress and anxiety in me at the time and my psychological well-being was greatly hit by that teacher. (Student-9)* But there were some respondents to who experienced positive teacher student relationship and they gain more positivity and more positive self-esteem in them. They quoted that due to positive and supportive behavior of teachers made their psychological well-being better.

Physical and Psychological Well-Being

According to the experience of students they responded in yes or no about the physical and psychological well-being of them. Those students who have received positive and supportive teacher student relationship in their courses there responded that they have no physical or psychological issue.

No, I never feel any kind of physical or mental illness but as well as I tell you about one of my friends, she gets a lot of depression and she never even try to walk to come to university she gets many illnesses and she was not able to come to university for long time. (Student-3)

Anxiety/Depression

The major theme was about the well-being of universities students and hence from the responses of students the sub theme of anxiety and depression emerged. This theme has explained that few of students had also faced depression in their university life. Just because of that specific negative behavior of teacher with them caused long term anxiety and depression in them.

Yes, I have felt depression and anxiety but that was for short period of time after that I made my mind that sometimes few teachers are not in that condition to deal with students nicely so just avoided and be happy. (Student-12)

On the other hand, those students who have positive and supportive teacher student relationship reported that they never feel any kind of depression or anxiety just because of teachers' behavior.

Long Term Consequences on Well-Being

Few respondents were stated that they had faced long term negative consequences on their well-being just because they had faced abusive a negative behavior of the class teacher with them. They reported that they had faced many issues just because of their worst psychological well-being.

Yes, that incident have long term consequences on me, I dealt with fever all time. I just want to not to attend my classes. (Student-1)

Yes because of that kind of behavior from a teacher my mental well-being was not stable for few months and I was in great depression but after that I came out from that situation. (Student-2)

Academic Performance

As the quality of teacher student relationship has an impact on students' well-being, as well as it has also impact on students' academic performance. Many of students had reported that if the teacher showed positive behavior in class and motivated us then the academic performance of our will definitely increases. They all reported that the academic performance depends upon the teacher student relationship. Do students who had faced any kind of negative behavior or any kind of toxicity in teacher student relationship they never had gain good grade in their semesters.

Yes, in few courses my academic progress was not good just because of teachers' attitude and behaviors. (Student-7)



Few of the respondents also stated that they upgrade their academic performance just because of the good teacher student relationship in class which means when they received supportive and kind feedbacks from their teachers, they motivated themselves to gain more academic grade.

Yes because of few supportive teachers and because of good attitude of them my GP increased in many semesters and I was happy that if your teacher has supportive then you are great and academic performance increase nicely. But as I describe you earlier that one of my friends had faced a lot of psychological issues just because of bad behavior of teacher and she remain at home for long period of time. (Student-3)

Self-Esteem and Motivation

Students also had responded that their self-esteem is also dependent on their teachers' behavior. Few students had stated that they are self-esteem become very low whenever their teacher not act with them nicely. As well as the other students had also stated that their self-esteem in universities become increase just because of their teacher's positive behavior.

In my overall experience in university, I never felt that my self-esteem and my motivation is affected by my teacher but yes in a very few days I have felt that. (Student-3)

Motivation was also emerged as a theme, because many students reported that their motivation and engagement with the study get better just because of positive teacher student relationship. They stated that those teachers who act a nicely and motivate them with live examples helped them studies a lot. And few of them also stated that their motivation become low when they received negative or toxic behavior from their teacher, they start disliking education and their universities.

Yes, my self-esteem and motivation had affected because of few teachers' behavior. (Student-16)

Yes, when teachers don't know my weaknesses and never address me politely then definitely my self-esteem and my motivation become affected from that teacher. (Student-1)

Policies/Guidelines

To prevent teachers' negative behavior and to prevent teachers' toxic behavior in class many of the respondents had reported that there must be some policies and guidelines made in every department. Policies and guidelines regarding teachers' behavior with the class must be made in every department. So many of the students were stressed over making policies and guidelines to prevent teachers' negative behavior.

No, there is no center where we can go to address teacher's related issues. (Student-3)

No, there is no center or any kind of policy where we should easily address about the teachers' behavior but for other issues we can easily go to our head of the department. (Student-7)

No there is no policy and guidelines and there is no place where we can easily address the issues related from teachers' negative behaviours with us. Even we never talk about this just because of fear of our teachers. (Student-9)

Yes, if we have to address any kind of issue, we can easily approach our head of the department. (Student-10)

Assistance from University

This theme has importance because those students who has poor wellbeing or those students who want to seek help regarding their psychological well-being must want some



kind of assistance from their university. They reported that there is no place where they can easily go to seek any kind of assistance.

No, I have not got support or assistance from university counselling services because there are not functional things, I just get support from my parents and my friends. (Student-2)

From 16 of respondents 5 to 6 respondents stated that their head of the department is very good and whenever they want to gain any kind of assistance they go to their head of the department.

Our head of the department is nice lady, she deals with things nicely but most of the students afraid to go to address about teachers' behavior with them just because they knew that things will never get better. (Student-12)

Complain Centers

Almost every student suggested that there must be some complain center in universities. They reported that they are must be some complain center where they can go to put their issues related to their teachers. Every respondent suggested that University must facilitate us with complaint boxes and they also wanted to make sure that they should be functional.

There must be places made where we can easily put our complain letters about the teacher's negative behaviours. (Student-4)

Yes, I would like to suggest that there must be some places where we can easily address about the teacher's negative behavior or any kind of issue related to them and to prevent teachers' negative behaviours there must be training sessions held for teachers' behavior. (Student-5)

I would like to suggest that there must be places or any kind of complaint center where students can address issues related to teachers' negative behaviours or any kind of teacher related issue. So, there must be some places where students can put complaint letters which should be read by a team which mediate or facilitate the teacher student relationship. (Student-16)

Counselling Centers for Student

Every respondent requested and suggested that they are must be counselling centers for students and few of respondents also stated that there must be counselling centers for both teachers and students in our universities. Every student responded regarding the importance of counselling centers for universities students.

To prevent teachers' negative behavior's there must be training sessions provided to them and in my thoughts if there is counselling center made as well for teachers so where they can easily get help to how to not put pressure on students by just because of their ego and attitude. Even the portal of teacher's evaluation is not working as it should work. So, there is no functional place where we can easily address about teachers' negative behavior. (Student-2)

Yes, many students are facing with psychological issues and most of them are just because of their not good teacher student relationship so there must be counselling centers and they must be functional in every University. (Student-15)

No there is no counselling center or any place where students can easily go to address their issues and to address about their psychological health so I would like to suggest that there must be counselling centers nearly every department so that each student can get help whenever they are facing from any kind of psychological issues from any kind of reasons. (Student-16)



No there is no counselling center and there is no place where students can easily go for there any psychological issues. (Student-10)



Maintain Classroom Environment

This theme has been emerged from the role of teacher in maintaining the classroom environment. When responses were received from more experienced and less experience teachers, they all responded very well that the teachers are role model and two maintain the positive and peaceful classroom environment is all in hand of teacher.

Teachers should always start with greetings and after that teacher should always throw a question to the classroom so she can grab their attention. Secondly if you make students attentive you should always keep asking them the questions after the lecture. (Teacher-1)

First of all, I want to say that the teachers who have a nice behavior and they have the skill to communicate better with students are good in establishing peaceful environment in classroom and secondly those teachers who entered in class and greet the students in a good way can also create a very peaceful environment at that time. (Teacher-8)

First of all, I want to say that the peaceful and positive environment of class is all in the hand of teacher. If teacher provide more attention and interact with student nicely in each class then students automatically start giving respect to the teacher and start paying attention on what teacher is going to teach today. (Teacher-10)

Strategies to Engage Students

Few teachers stated that to engage students with the topic and with the teacher in class is all in hands of teachers. They stated their responses very well that if teacher use these kinds of strategies than their class must be engage been them to maintain the classroom environment.

Teachers should come on time and deliver their lectures on time give presentations and give confidence to them, give them proper training and after that they should discuss, use board and multimedia in the class. (Teacher-2)

As I am also learning day by day, and every day I learn a new thing and now a days the strategy which I used to actively engage with my class is to ask them about the previous topic and start a little bit discussion with them. So, it become helpful for me as well as came to know how the students are learning from my lecture and the open discussion with the students help them a lot also. (Teacher-4)

We should change that traditional way of teaching that a teacher came with a bundle of notes and just after entering the class start teaching but I have changed this traditional way of teaching. When I enter the class, I start discussion with students. I personally do interactive sessions with students in these sessions' students and teachers both know what they are learning and what they will learn next. By these learning and interactive sessions students came to know about the course very well and this thing engage the students with teachers nicely. (Teacher-7)

In order to actively engage students, teachers can ask questions like " so what do you think about this", " what would you do in a situation like that", " do you have another opinion on this topic" etc. Teachers can also relate topic to day-to-day stuff through which students can click it easily and sometimes can add relatable jokes to lighten up class mode. (Teacher-11)

Open Communication

According to this theme the importance of open communication summarized by many teachers in their responses. They stated that open communication in class in ethical way is a good practice for students' psychological well-being. Regarding the importance of open communication many teachers has responded about it. Teachers reported that if a teacher entered in class and he started question answer session in class then his class must engage



with him and this kind of strategy will helpful in maintaining positive teacher student relationship.

Open communication is very important in our teacher and student relationship and it is very important for students to enhance their confidence because if students are allowed to ask any kind of question easily about the method of the teacher so this is very nice and also for the teacher so they come with proper preparation of their lecture it will generate a good relationship. (Teacher-1)

Constructive Feedback

Regarding the constructive feedback giving to the students was also emerged as a theme. Teachers stated that they must give constructive feedback to students in such nice manner that they don't get hurt. They stated that giving the feedback to students showed that how teacher will behave with students in class. For the purpose to maintain good teacher student relationship in university teachers also pay attention on how to give to constructive feedback to the students.

Teachers should use kind and nice words if they are going to giving feedback to any student teachers must use nice words and kind words that they not seeing her full to the student and those teachers who provide nicely feedback to the students there students gain more about the mistake and the understand it nicely and don't get it on their heart this must be a nice practice if every teacher use nice and kind words to every student then age student will take it nicely and will work on it nicely. (Teacher-9)

Topic Related Discussions

Topic related discussions will be more helpful and will prevent students from doing any unethical things with teachers. Teachers also reported that the discussion is the main part of the class if every teacher starts doing discussions, then his class must show positive results.

I always communicate and discuss the things with my students actively and they always give me positive respond and their output always is very good and I think it is the strategy that I always have been used is the open communication and I think it is very important and every teacher must follow this to communicate with students to maintain the active class from environment. (Teacher-3)

Favoritism

From teacher's biasness, this theme has been emerged which specifically explained about the harms of favoritism. Almost every teacher stated that the act favoritism in class is very harmful for the personal growth of students. Any kind of biasness from teachers in class make many other students dull and dry. Every teacher was seemed against the act of favoritism.

Favoritism coming forward it has very negative impression on the students, don't even think about it. Students' well-being become shattered and if you start doing favoritism between them, it is injustice from you and it is very negative for the students. (Teacher-2)

Outcomes of Teachers' Biasness

As the teacher's biasness can cause many issues in class. Lots of students become ignored by their teachers went through many difficulties. So, there are many respondents who stated that they have also seen some very harmful outcomes of teacher's biasness in class.

It has too much effect on students in my point of view favoritism is not a good practice because other students start bunking the class they start hesitation in class and they have no courage to ask anything from their teachers and the potential of morale of students



become low. They never try to work hard and they know that whatever they do, will not be appreciated as the other one are appreciated. (Teacher-7)

Toxic Teacher Behavior

From the teacher's behavior in class the toxic teacher behavior theme has been emerged. According to the theme many teachers responded that teachers are also human and sometime they become toxic but they should overcome their all issues in class. Many of the teachers also stated that toxic teacher behavior can cause psychological issues in students as they faced many things in class.

The teachers who have no training in teaching and the teachers who have no preparation of the lecture they become more toxic in their behavior in the classroom. In my point of view trained teacher always put aside his personal problems and come to the class to teach the students very well. (Teacher-2)

Authoritativeness

Few of respondents stated that teachers become authoritative when they see any kind of unethical behavior of students. But many of respondents also started that the teacher who have and untrained personality shows authority in class. And teachers also stated that by showing authority and putting a lot of pressure on students is not an act of kindness.

In my point of view, if teachers had no preparation and they have no preparation about the lecture it could be a one factor. And on the other hand, there is a lack of professional experience is because I have some colleagues which become toxic in the class those are teaching first time and hardly the teacher who share the notes and slides in the classroom and the teacher who has experience of 5 years of teaching he may has a way of teaching different from the others and I noticed that the students take teachers lightly and the students who know about to the experience of teacher they become afraid and start giving respect in the class because when I enter the class students stop talking and start giving respect and listen the lecture carefully. (Teacher-2)

It is in teachers' hand that how teachers use their authority in class its dependence upon the teacher that what kind of authority they are showing to class is it positive or negative I personally maintain a distance with student but not fully showing authority that I am that time or model for them so I deal with all the situations friendly. (Teacher-6)

Resolutions of Disagreements or Conflicts

This theme has been emerged by the responses of teachers that how to deal with the conflicts raised from students. Almost every teacher responded that every teacher should be listen to the student's conflict and then must respond or deal them accordingly. Few of teachers also stated that teacher is a role model and with the patience teachers must deal the situation very nicely. Few of teachers has also stated that they have seen some teachers who hold grudges and spoil the careers of many students.

First listen to them as they might be going through some hard times. Secondly show them different routes of how something is perceived differently by different people. (Teacher-11)

Okay this question is very important I have seen some teachers who hold grudges and it cannot lead to the healthy environment. Teachers should be like the guardian angels for the students this is not a nice behavior of a teacher to hold grudges. So, if we forgive ourselves so we can easily forgive the others' weaknesses and mistakes to some extent of the misbehaviors of students. (Teacher-1)



Impact of Teachers' Personal Issues on Students

From taking responses of teachers regarding that if teachers have any kind of issues in their life, then is it having any impact on students. Almost every teacher is pondered that yes teachers are also human and if a teacher had any kind of stress or issues in their life, they must show some impact on students. The teachers had also responded that teachers must put a side all their issues and always deal with students kindly.

Teachers must take training to how to deal with their personal life issues and with their personal biases. I always used to put a side my personal issues and I don't deal or discuss with these things in my class in front of my students so I always use this thing because I have been trained from HEC and they trained me very well so I did not show any kind of personal things and personal kind of issues, problems with the students. (Teacher-5)

Teachers' Training

To prevent the negative and toxic behavior of teachers many of the teachers stated that there must be held teachers training sessions in universities. Few of teachers who were experienced had also stated that the teachers who become toxic and negative on students must have no training regarding how to teach. They also responded that to maintain positive teacher student relationship in class there must be trained teachers hired.

Universities must give proper training to the teachers they must provide some courses to train the teachers and make it ensure that if teacher have any kind of personal issues and life challenges, they must council themselves. In my opinion it's all on a teacher personal personality if they know they have any kind of issue they must deal with it by their own they must seek help from where they want but in class, they must be a good and a humble teacher. (Teacher-5)

Facility of Teachers' Counselling Centers

By considering that teachers also have life challenges and some kind of issues with them so most of every teacher has responded that there must be counselling centers for teachers. Almost every teacher wanted that government must facilitate them with the facility of teachers counselling centers in universities as well. So, whenever they face any kind of issue, they can also seek help from counselling center.

Universities must pay attention on the career counselling of the teachers to because it is very helpful for the teachers to address any kind of their issues and problems regarding teaching and to deal with the students. I will prefer the counselling of teachers must be held in universities. And the counselling facility must be in the university so that teacher can easily go and take support. (Teacher-3)

Workshops and Self-Grooming Sessions

To deal with the teachers issues as well as to maintain the classrooms environment positive many respondents suggested that there must be held some workshops over teacher training. Almost every experience teacher suggested that our teachers need self-grooming and there must be some sessions and workshops held so that teachers become trained and aware of students issues too. Teachers stated that by making counselling centers as well as providing workshops over maintaining teacher student relationship will help in balancing Teacher student relationship.

In my point of view Universities must create seminars and training sessions for the teachers so their teachers must learn about how to deal with their personal challenges and they start acting on it and without harming the students. (Teacher-4)

Discussion



The study's findings shed light on the importance of teacher-student connections for university students' psychological well-being. Students' psychological well-being. Our findings corroborate this hypothesis, suggesting that positive teacher-student connections are critical in promoting students' overall psychological well-being. This finding is consistent with earlier research that emphasizes the value of supporting and caring interactions in educational environments. Zheng (2022) suggested the relational link between lecturers and learners as a concept of educator-learner association. Findings reveal that teacher-student relationship significantly predicts the psychological well-being of university students by controlling the other confounding variables such as age, gender, and level of education. In addition to the quantitative analysis, the qualitative analysis has also proved that the relationship and the quality of the teacher-student relationship have an impact on the psychological well-being of university students. Many students responded that their psychological well-being in university is impacted by the quality of the teacher-student relationship. Furthermore, they also explained the importance of teachers' behavior and the role of the teacher in the classroom. Students had reported that their psychological and physical well-being has been affected due to the bad teacher-student relationship. Some other students had also reported that the quality of their teacher-student relationship was very good which eventually led to good psychological well-being. Existing research has also supported this hypothesis as, the positive educator-learner connection improves learners' well-being (Lahiri & Bhattacharyya, 2025).

Results proposed that the quality of teacher-student connections influences all aspects of psychological well-being among university students. The findings show a significant relationship with the autonomy aspect of PWB. It means that the quality of teacher-student relationships has a significant impact on the autonomy of psychological well-being of university students and it also predicts change. There is a highly positive association between TSR and the environmental mastery of PWB. There is a significant relation between TSR and the personal growth of PWB. Current study has examined the impact of the teacher-student relationship on all 6 aspects of the psychological well-being of university students. Thus, it can be clearly said that the quality of the teacher-student relationship has a significant impact on the aspects of psychological well-being of university students. The quality of teacher-student relationships has significantly impacted the autonomy, environmental mastery, personal growth, and self-acceptance of the psychological well-being of university students (Tmanova, 2025). These 4 aspects of PWB are affected by the change in the quality of the teacher-student relationship. The other two aspects of psychological well-being such as purpose in life and positive relations significantly not impacted by the quality of the teacher-student relationship at the University of Pakistan. In addition to the quantitative study, the qualitative study has also implied which has also supported hypothesis 2. The quality of the teacher-student relationship has affected students' autonomy environmental mastery personal growth and self-acceptance. Those students who experienced negative teacher-student relationships have reported that their self-acceptance and overall personal growth have been damaged. They also reported that the negative experience from such teachers affected their psychological well-being which eventually led to anxiety and depression. So, the importance of the quality of the teacher-student relationship was also explained as an important element in the class. From qualitative data, the responses from teachers also explain that those teachers who showed a negative impact on students caused significant



changes in the psychological well-being of university students. Many teachers from advance education have reported that negative behavior and abusive behavior from teachers can cause much damage to students' personal growth self-esteem and academic engagement. From the responses of students and teachers, it is explained that the quality of the teacher-student relationship has a significant impact on all aspects of the psychological well-being of university students.

Conclusion

This research was conducted to explore the impact of the quality of teacher-student relationships on the psychological well-being of university students as well as to check the correlation between teacher-student relationships, coping strategies, and the psychological well-being of university students. The study has revealed the complex interplay of teacher-student relationships and the psychological well-being of university students with the abilities to cope with the situations. The quality of TSR in the universities of Pakistan is moderate. Finally, this study provides insight into the intricate interplay between teacher-student relationships, coping strategies, and psychological well-being among university students. We obtained useful conclusions after doing a thorough review of quantitative analytics and qualitative insights. There is a significant correlation between the teacher-student relationship, the psychological well-being of university students, and the coping strategies inventory them. As well as the quality of the teacher-student relationship has a significant impact on the psychological well-being of university students. The findings highlight the significance of teacher-student interactions for students' psychological well-being. Positive and supportive interactions between teachers and students have been shown to improve students' sense of belonging, academic engagement, and emotional support, ultimately leading to better overall well-being. On the other hand, negative TSR causes low self-esteem, low motivation, bad PWB, and lower levels of adapting coping strategies. Going forward, it is crucial to translate these research findings into practical strategies and interventions that increase student well-being in advance education settings at Pakistani universities. Academic institutions may provide a conducive atmosphere for students to thrive intellectually, socially, and emotionally by investing in teacher training programs, counseling services, and peer support networks. Future studies should also look into the complex dynamics of teacher-student relationships, coping strategies, and psychological well-being, taking into account cultural, contextual, and intersectional factors. To sum up, this research contributes to the growing corpus of work regarding the importance of relationships between teachers and students as well as the well-being of students in advance education. By fostering positive learning environments and promoting students' holistic development, educational institutions can enable students to realize their full potential and succeed in their academic endeavors and beyond.

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