



The Impact of Teacher-Student Relationship on Student Well-Being and Learning Outcomes at the Secondary Level

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Abstract

This study examines the influence of teacher-student relationships on students' academic performance and well-being at the secondary school level in District Bhakkar, Pakistan. A total of 38 secondary schools from Tehsil KallurKot, under the DEO Secondary Office of Bhakkar, were chosen, showcasing a varied student demographic in terms of gender, school type, and geographical location. Standardized instruments were utilized to assess the quality of teacher-student relationships, student well-being, and academic performance, thereby ensuring validity and reliability within the local context. The results are anticipated to underscore the multifaceted character of teacher-student interactions, accentuating their academic and socio-emotional consequences. By concentrating on the relationship between relational quality and student development, the research adds to the larger conversation about how well schools work by showing that positive, respectful, and collaborative teacher-student relationships lead to better academic performance as well as better self-esteem, motivation, and overall health. The importance of this study is that it is relevant to the context, giving policymakers, school leaders, and teachers in Pakistan ideas for how to improve teaching methods that focus on building relationships. The findings will provide a basis for formulating intervention strategies designed to enhance student learning environments, thereby fostering improved educational quality and comprehensive student development.

Keywords: Teacher-Student Relationship, Students Well-Being, Learning Outcomes



Introduction

Teacher-student relationship is a core to the process of education, and there are extensive connotations to both the well-being of students and academic performance. Most people agree that one of the main pillars of social and personal development is education. Although a lot of emphasis is placed on the course content, teaching styles, instructional equipment, and evaluation, the quality of the interpersonal relationships in the classroom is becoming an increasingly significant part of the curriculum that influences the students' academic achievements and mental health. In the field of secondary education, students are both cognitively, emotionally, and socially developing, and the responsibility of teachers, therefore, is not limited to academic teachings. Adolescence is a phase of self-discovery, identity development and sensation of vulnerability. It is at this critical phase in life that the student-teacher relationship goes beyond him or her offering academic advice to or her, as it also goes beyond the psychological and emotional support of the student, thus having a positive impact in terms of overall growth and well-being of a student (Evans et al., 2018).

There is no overstating the significance of positive teacher-student relationships and how they may contribute to a supportive and nurturing school environment. The study conducted by Roorda et al. (2020) has determined a strong connection between good relationships between teachers and students and the increased engagement and academic performance, and emotional well-being of students. The students are more likely to experience a sense of belonging when a perceiver respects, values, and understands the student, notably when it comes to their teachers; consequently, it is more likely to increase academic motivation (Del Ciampo et al., 2020). Moreover, the teacher-student rapport is important in the social-emotional growth of learners. Empathetic, approachable and supportive teachers help their students have emotional resilience. A favourable teacher-student relationship has also been associated with mitigating the degree of stress and anxiety which is prevalent in secondary school students, particularly in an academically competitive setting (Chen & Zhang, 2023). Such connections also give students a strong feeling of stability and security, which is necessary throughout the unstable times of adolescence.

Relationships between teachers and students are even more important in Pakistan, where the educational system is still developing and there are disparities in access to educational resources. A robust educational experience can be achieved with teachers, especially in remote and less well-equipped schools, as role models and guides; they can give students the help and encouragement they require so as to succeed in their studies, academic and personal aspects. Nevertheless, although much emphasis is placed on teacher-student relationships, it has been reported that there is limited research on the topic as regards the Pakistani secondary school settings. This research paper attempt to fill this gap by looking at how teacher-student relationships affect well-being and student achievement in District Bhakkar. It is important to comprehend the character and effects of these relationships in this particular setting, to implement ways of improving the results of the students and enhancing the quality of education.

Statement of the Problem

Although the significance of teacher-student relationships is acknowledged as a matter of widespread knowledge, seldom does the research look into the direct effects of the said relationships in terms of outcomes among students, most specifically in the developing



world, such as Pakistan. It has been identified that teacher-student relationships can be a major predictor of student engagement, motivation and academic success (Evans et al., 2018). Nevertheless, there is minimal information regarding the exact processes whereby such relations influence the well-being and learning achievements of secondary students, especially those in rural regions or low-income settings. During the academic year in the secondary school, with so many emotional and cognitive metamorphoses happening to the students, any relationship with the teacher can influence the way the students can earn their way through both the academic and personal issues. Teachers can be a determining factor in whether a student can cope with stress, have self-confidence, and a positive academic self-concept as long as they offer the said emotional support (Zhan et al., 2021).

In Pakistan, several students struggle with academic performance, mental disorders, and emotional distress. Other factors such as resource lack, high classes, and inadequate support systems typically further plague teaching, especially in poor and undeveloped community areas. Teacher-student interactions in such settings can have a huge effect on the general states of students and their academic performance (Chen & Zhang, 2023; Rimsha, 2024). Nevertheless, research in the field that examines how teacher-student relations relate to student performance is lacking in Pakistani schools. In addition, research has been conducted in the Western situation or urban environments, which is different in the rural Pakistan setting. This study seeks to present the evidence on the nature of teacher-student relationships in the specified socio-cultural context, which can shed light on special challenges and opportunities present in the Pakistani secondary schools.

Objective of the Study

Following were the objectives of the study:

To analyze the impact of teacher-student relationships on students' well-being and learning outcomes at the secondary level.

Method

Research Design

A research design is the general solution and plan that was used to help the study answer the research questions and test the hypotheses. In the present study, the research design was quantitative since it was conducted to examine the relationship that exists between teacher-student relationships, student well-being and learning outcomes. Quantitative design enables one to capture and analyze numeric data that may be used to establish patterns, associations, cause and effect among variables.

Sample

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

Research Instruments

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

Teachers Questionnaire

The teacher questionnaire pertains to closed-ended questions that are aimed at gauging different areas of teacher-student relationships. The following questions aimed at



assessing how the teacher perceives his or her relationship with students, anxiety, empathy, communication, emotional support, and authority. Teachers were offered the questions related to their practice, the methods adopted to involve students and the perception of their well-being and academic achievements. The data was rated on the scale of 1 (Strongly Disagree) to 5 (Strongly Agree), giving an opportunity to quantify the dimensions of teacher-student relations.

Student Questionnaire

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

Method of Data Analysis

Qualitative data gathered with the help of the questionnaires were processed with the help of SPSS software. The analysis of the data includes descriptive statistics to respond to the research questions as well as answer the hypotheses. The data was summed up using descriptive statistics, which can give a clear picture of the responses. The descriptive measures that was calculated are as follows:

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

Results

The features of the data obtained are summarized and described using descriptive statistics. Such statistics consist of the mean, standard deviation, the frequency distribution and percentage distribution that enable a clear comprehension of the overall trend in the data. The initial group of descriptive statistics is connected with the teacher-student relationships. The next chain of questions presented by the respondents also tested the aspects of teacher-student relationships, including respect, empathy, communication, emotional support, and authority. The rating of these dimensions ranged between 1 = Strongly Disagree and 5 = Strongly Agree based on a 5-point Likert scale. Mean and standard deviation of each item, as well as the frequency distribution of the teacher-student relationship scale, were calculated as shown in the table below.

**Table 1:** *Descriptive Statistics for Teacher-Student Relationship Dimensions*

Item	Mean	Standard Deviation	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Teachers treat me with respect.	4.3	0.7	2	5	10	35	48
I feel comfortable approaching my teacher.	4.4	0.6	3	4	8	35	50
My teacher cares about my personal development.	4.2	0.8	5	6	12	30	47
My teacher provides feedback to improve learning.	4.5	0.5	1	3	6	35	55

The information in Table 1 indicates that the students have good perceptions towards their teachers as far as respect, emotional support, and feedback are concerned. The greatest mean score of 4.5 was obtained on the statement: My teacher gives feedback to enhance learning, and this shows that teacher-student relationships are one of the most important elements that are appreciated by the students.

Student Well-being

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

Table 2: *Descriptive Statistics for Student Well-being*

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

Based on the scores received in Table 2 it is evident that students are highly confident and strongly feel a sense of belonging to their school, as the mean scores depict 4.3 and 4.2, respectively, in the two items. The score of the item I feel stressed at school is, however, 2.5, and that states that stress is a prevalent problem among the students, and this may be associated with school pressures and school social settings.



Learning Outcomes

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

Table 3: *Descriptive Statistics for Learning Outcomes*

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

These statistics presented in Table 3 indicate that the students spend most of the time engaged in what is happening in a classroom, and that the average varies with a mean of 4.4. Also, there is a clear feeling of motivation, as the item of feeling motivated to study indicates an average of 4.3 as the score. This implies that the teacher-student relationship and its positive influence on students are related to the extent of teacher support and teacher feedback when it comes to the engagement of students in academics and motivation.

Conclusively, the analysis of data indicates that there is a substantial relationship between teacher-student relations and their implications on student well- being, in addition to their relation to learning outcomes. The descriptive statistics indicate that the students tend to have a favorable view of their teachers with respect to respect, emotional support, and feedback. The analysis points out that the teacher-student relationships were rather different according to some factors, like the type of school and the experience of the teacher.

Discussion

The results of the current study are mostly in line with those obtained in earlier studies investigating the importance of the teacher-student relationship in the improvement of not only well-being but also the academic performance of the former. The notion that supportive close relationships between students and their teachers have a positive effect on academic motivation and engagement is confirmed by Roorda et al. (2020) and Evans et al. (2018). The good relationship between students and teachers in this study led to an improvement in emotional health and an active interest in studying, which actually fits the reports of Pianta (2011) and Del Ciampo et al. (2020).

The same is consistent with their previous research carried out in Pakistan and other



developing nations, where urban students had better reports on teacher teacher- student relationship, with the rural student reports being negative. It has been demonstrated in studies by Evans et al. (2018) that urban schools have a higher level of resources, a smaller ratio of students to teachers, as well as higher levels of trained teachers, all of which lead to closer teacher-student relationships. Conversely, some rural schools may be characterized by crowded classes, equipment shortages, as well as non-intensive teacher training, and this may deprive schools of the opportunity of having positive teacher-student relations. It is a discrepancy that brings out the necessity of specific interventions to change teacher- student relations in rural regions.

Also, the relationships between teacher experience and teacher-student relationships corroborate the study of Bergin et al. (2022), who conclude that experienced teachers know better how to establish firm teacher-student relationships. The experience of directing classroom conduct, offering emotional support, and determining students' academic interests has a significant impact on the quality of teacher-student interactions and, consequently, on students' academic achievement and general well-being.

Conclusion

To sum up, the great importance of the teacher-to-student relationship in determining the level of student well-being and learning outcomes among secondary school students. The results indicate that the positive teacher-student relationships make it possible to improve the academic engagement and motivation as well as emotional health. Nevertheless, the study also suggests that there is a need to carry out further work on resolving the issue of student stress and on making teacher-student interactions better, especially at schools located in rural areas.

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