



THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIPS ON STUDENT MOTIVATION AND ACADEMIC ACHIEVEMENT

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Abstract

T-S relationships are one of the factors that affects students' motivation and achievement. Trust and respect, communication and support are positive relationships that can inspire pupils to be active and engaged learners who are at ease and have the confidence to learn.

The purpose of this paper is to critically review the extant literature on the role of teacher-student relationships on students' motivation and academic outcomes using a qualitative approach. It emphasizes teacher support, student engagement and academic self-efficacy, and classroom belonging. The research suggests that positive teacher-student relationships typically are related to increases in motivation, engagement and academic achievement. It concludes that supportive and respectful teacher-student interactions are an important aspect of an effective learning environment.

Keywords: Teacher-Student Relationship, Student Motivation, Academic Achievement, Student Engagement, Teacher Support, Self-Efficacy and Classroom Climate.

1. Introduction

Relationships between teachers and students is a significant component of the learning process. Teacher-student relationship can affect student attitude toward learning, student motivation, participation in class and student achievement.

Positive relationships where pupils feel trusted and respected, and where communication and support is effective, can motivate pupils to engage and stay on in school. However, negative relationships could lead to disengagement, poor attitudes towards studying and loss of motivation.

The relationship between teacher and student can also impact achievement in various ways including student engagement, self-efficacy, and class belonging. As a result, it is important to understand the quality of these relationships to enhance educational outcomes.

The present study reviews the impact of teacher-student relationships on student motivation and academic success, and details the processes involved in how positive relationships can enhance student learning.

2. Research Gap

The teacher-student relationship, student motivation and academic achievement are some of the areas of research that have been explored. But, there are some gaps in the already existing literature.

Firstly, the concept of teacher-student relationships has been perceived differently in different studies. Some studies are based on closeness and conflict, and some on teacher support, emotional support, communication, interpersonal behaviour. This variation renders it problematic to develop an overall picture of the quality of relationships.

Secondly, the current research often investigates student motivation and achievement independently. The relationship between teacher and student and their motivation, and in turn academic achievement, need to be explored.



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Third, there's a substantial amount of research that concentrates on school-aged children and adolescents. Fewer efforts are made to consider the shifting dynamics of teacher-student relationships in the higher education classroom, in which students generally have more autonomy and teachers are increasingly likely to assume mentoring and academic-advisory roles.

Fourthly, the teacher-student relationship can be reciprocal. Teachers' perceptions and responses might be affected by students' motivation, behaviour and academic performance. Thus, the teacher-student relationship should not be regarded as a consequence of teacher behaviour.

Last but not least, there is a demand for an integration of the relationship between teacher and student with motivation and engagement, academic self-efficacy and achievement. In order to fill in this gap the present study tries to deal with the same issue on conceptual and analytical review of the existing literature.

3. Problem Statement

Educational institutions should offer learning spaces that foster academic results, drive student motivation and growth. But pupils' learning is not just achieved through the curriculum and through assessment, but also through the relationship with teachers.

Those teachers who are perceived by their students as supportive and fair may be more likely to have their students engaged in classroom activities, approach them for academic support, and continue to work through difficulties. Negative interactions can, on the other hand, lead to disengagement, anxiety, lower engagement in class, and poor academic attitudes.

While teacher-student interactions are central to learning, schools tend to focus more on the curriculum, assessment and instructional practices than on relationships. The large size of classes and classes with high workload, the needs of the students and the institutional limitations of the school might also pose challenges for the teachers in securing positive relationships.

The main research question for this study is, then, how relationships between teachers and students affect student motivation and academic success, and how positive teacher-student relationships can positively impact student learning.

4. Research Questions

The current research aims to respond to the following questions:

- i) What are the key features of the effective teacher student relationship?
- ii) What impact do teacher-student relationships have on student motivation?
- iii) What is the relationship between teacher-student relationships and academic achievement?
- iv) What is the role of student engagement in this relationship? What is the role of academic self-efficacy in this relationship?
- v) What enhances or hinders the relationship between teacher and student?
- (vi) How can schools enhance the relationship between teachers and students and the performance of students?

5. Hypothesis

Because of the goals and the research questions, the following hypotheses are created:

H1 – Alternative Hypothesis



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Student-teacher relationships are crucial for motivating students to learn and perform well.

H0 – Null Hypothesis

There is no significant relationship between teacher-student relationships and student motivation/achievement.

Alternative hypothesis assumes that positive relationships promote the creation of supportive learning environments that enhance students' motivation, engagement, academic confidence and persistence, which leads to better academic outcomes.

6. Literature Review

6.1 Concept and Nature of Teacher-Student Relationships

Teacher and student relationships are the interpersonal relationships that continue to form between the teacher and student as they interact socially and academically. These relationships are developed in the classroom by communicating, teaching, giving feedback, evaluating, disciplining, guiding students academically and emotionally.

The student-teacher relationship is a relationship with both positive and negative aspects. Positive relationships can be characterised by closeness, trust, respect, cooperation and support, while negative relationships can be characterised by conflict, hostility, distrust and excessive relational distance.

The connection is evolving and can change as time goes by. Student's academic achievements, attitudes and behaviour in the classroom can affect their relationship with the teacher, and the teacher's expectations, teaching style and communication can affect the students' perception and behaviour.

The idea of a positive relationship does not imply that teachers should remove academic expectations or standards from the classroom. Good relationships are a balance of interpersonal support and the appropriate academic framework. Teachers remain in charge while respecting and giving support.

6.2 Theoretical Foundations

There are various theoretical explanations for why teachers and students' relationships may impact motivation and achievement.

6.2.1 Attachment Theory

Attachment theory offers an important insight into the emotional aspect of teacher-student relationship. Supportive teachers can create an environment that gives the student safety, and allows the student to explore and be involved in learning. If students think that their teachers are dependable and responsive, they might be at ease making academic risks and asking for help.

6.2.2 Self-Determination Theory

The psychological needs of autonomy, competence and relatedness are key concepts of SDT. The level of satisfaction of these needs can be affected by teacher behaviour.

Constructive feedback and suitably challenging tasks can boost competence. Respectful and supportive interpersonal interactions can foster relatedness.

These needs are met, the greater the chance for students to develop self-motivation and a more active approach to learning.



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6.2.3 Social Cognitive Theory

Observational learning, feedback and self-efficacy are key factors in Social Cognitive Theory. Teachers shape student's attitudes to their learning ability through encouragement, feedback and provision for success.

A teacher who is supportive in their sense of confidence in students' ability to learn can boost students' academic self-efficacy by offering realistic confidence and teaching strategies on how to deal with difficulties.

6.2.4 Interpersonal Theory of Teacher Behaviour

The influence of teachers is related to teacher leadership and control, and teacher proximity is related to the cooperation, inter-personal closeness and warmth of teachers.

These dimensions need to be balanced in effective teaching. Teachers should have ample responsibility for maintaining academic uniformity, as well as fostering positive working relationships with students.

6.3 The Dimensions of Student-Teacher Relationships

A positive teacher-student relationship is characterized by six dimensions, they being;

Trust

Trust allows students to have faith in the teacher that he/she will deal with him/her fairly and give him/her proper academic help. A trusting relationship between teacher and student might be necessary for students to be more willing to communicate problems and ask for assistance.

Respect

The basis for positive exchanges in the classroom is mutual respect. Students are more likely to give positive responses if they feel their opinions and dignity are being valued.

Communication

Good communication involves good explanations, listening, constructive feedback and clear expectations. Miscommunication and conflict can result from poor communication.

Emotional Support

Being aware of students' emotional and academic challenges, teachers can offer encouragement and reassurance. Acknowledge and provide emotional support during times of academic stress.

Fairness

Pupils are very sensitive to unfairness. Increased students' trust in teachers through consistent rules, fair grading and equal opportunity.

Responsiveness

Teacher responsiveness is the ability of the teacher to answer the questions of students, give them some help, and notice their personal learning needs. Responsive teachers show student progress is important.



Academic Guidance

Meaningful academic guidance is a component of the teacher-student relationship that is and cannot be overlooked. Teachers should stimulate students intellectually with the provision of adequate support that would enable them to reach their academic goals.

6.4 Student-Teacher Relationships and Student Motivation

Student motivation is the processes which start, guide and maintain academic behaviour. There are two types of motivation – intrinsic and extrinsic.

Intrinsic motivation is the motivation to engage in learning activities that are interesting, meaningful or satisfying to students. Extrinsic motivation: Motivation to participate in an activity as a result of external incentives like grades, rewards, recognition or expectations.

Both types of motivation can be affected by teacher-student relationships. Supportive teachers make learning more meaningful and motivate students to be interested in learning activities. Meanwhile, teachers offer external support in the form of assessment, expectations and feedback.

Positive relationships are relevant to intrinsic motivation, as they can meet the need for relatedness and help to develop a sense of competence and autonomy in students. Pupils might be more likely to share ideas, discuss new ideas and take up risky intellectual challenges if they feel respected by their teachers.

Teacher expectations can also have an impact on motivation. With teacher communications of confidence and aided support, students' expectations of success can become stronger. However, if expectations are consistently negative, this could lead to lowered academic confidence and disengagement.

Teacher-student relationships and teacher motivational support have been shown to be related to students' motivation, but with varying degrees of association depending on developmental age and type of relationship and motivational support.

6.5 Teacher-Student Relationships and Student Engagement

Student engagement is the term used to describe how actively students are involved in the educational process, and typically encompasses the behavioural, emotional and cognitive aspects of engagement.

Behavioural engagement includes attendance, participation, assignment completion and classroom involvement.

Emotional engagement is a student's level of interest, enjoyment, feeling part of and feeling connected to the classroom.

Cognitive engagement relates to the investment of students' minds in understanding, analysis and application of knowledge.

All three dimensions can be affected by teacher-student relationships. Pupils who feel attached to teachers can engage more fully and show increased perseverance. Emotional supports can help reinforce a sense of belonging, and academic supports can promote higher-level thinking.

Studies have consistently shown that there is a linkage between affective teacher-student relationships and student engagement. Therefore, positive relationship can be understood as a critical element as a basis for learning activity.



6.6 Teacher-Student Relationships and Academic Self-Efficacy

Academic self-efficacy is defined as students' self-confidence in their abilities to complete academic activities. Generally, pupils who have developed a higher self-efficacy are more likely to make an attempt at more challenging tasks and follow through when they make mistakes.

Teachers can have a positive impact on self-efficacy through feedback, encouragement, successful learning opportunities and models.

Feedback is more effective with a supportive relationship. A student who trusts his/her teacher might not take a situation of critique as a sign of rejection. This can help students revise their learning strategies instead of withdraw from learning activity.

Achievement is then indirectly affected by teacher-student relations because of the students' self-efficacy. The equation for the relationship can be written as:

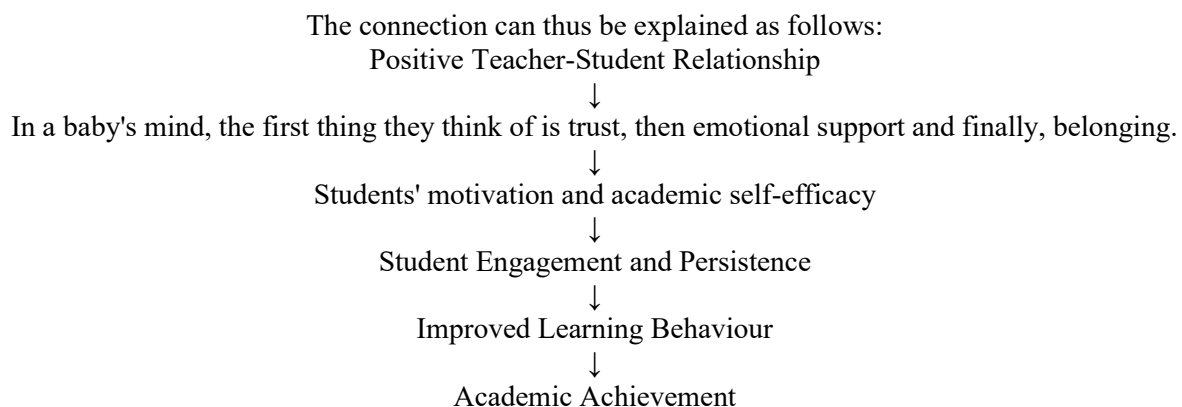
Teacher Support ↔ Academic Self-Efficacy ↔ Motivation and Persistence ↔ Academic Engagement ↔ Achievement

The role of the teacher in contributing to student achievement is explored. The part teachers play in contributing to student achievement is explored.

One of the most frequent ways of assessing academic achievement is by examination results, grades, assessments, course completion and other means of evidence of learning.

Past research suggests that teacher-student relationships are correlated with achievement, generally in a positive fashion. Research using a meta-analysis approach has identified positive relationships between teacher-student relationships and academic outcomes, but the relationship between teacher-student relationships and engagement has been more compelling than the direct link between teacher-student relationships and achievement.

This is significant as teacher-student relationships can have an indirect impact on achievement. A supportive relationship can enhance students' motivation, engagement and persistence, followed by enhanced learning behaviour and academic performance.



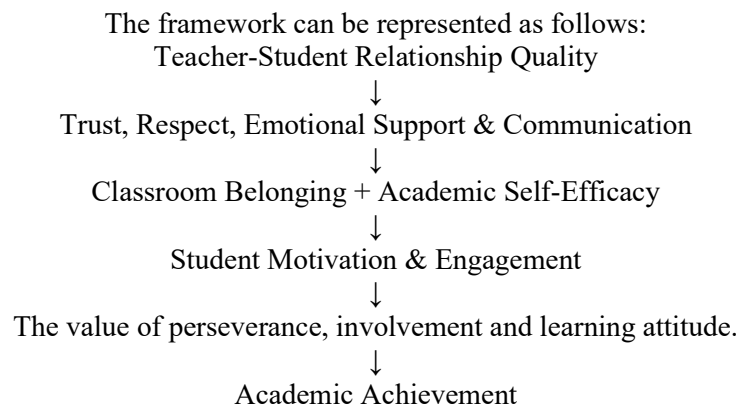
A variety of other factors, however, are also at play in determining academic success, such as previous academic performance, socioeconomic status, family variables, teaching quality, resources within the institution, and individual differences. It is therefore necessary to consider the teacher-student relationship as an important contributing factor and not as the only factor impacting academic achievement.



7. Conceptual Framework

The conceptual model underlying the present study is grounded in the assumption that the quality of teachers' and students' relationships can impact student motivation and achievement in a variety of interrelated psychological and educational ways. The framework puts the relationship quality between teacher and student as the independent variable, and the key dependent variables are student motivation and academic achievement.

Teacher-student relationships may impact learning through student engagement, academic self-efficacy, classroom belonging and emotional wellbeing.



7.1 Teacher-Student Relationship Quality

Teacher-Student relationship quality is the nature and strength of interpersonal relationship between teacher and student. It involves trust, respect, closeness, communication, fairness, responsiveness and academic support.

Students should be psychologically safe and supported in an environment where a positive relationship is established. On the other hand, students may not be willing to learn when they have a negative attitude toward one another and there is conflict and mistrust.

7.2 Psychological Safety and Classroom Belonging

If students feel a sense of support from their teachers, they are more likely to feel a sense of belonging in the classroom. Belonging is the feeling of being accepted, respected and valued as a member of the educational community.

A feeling of belonging can help to decrease isolation and boost participation from students. It is when students feel they belong that they are more likely to feel that the academic activities are meaningful and to stay involved in them even if they have problems.

7.3 Academic Self-Efficacy

Academic self-efficacy includes students' confidence in accomplishing academic activities. These beliefs can be reinforced through teacher encouragement, feedback and appropriate academic guidance.

A positive self-efficacy of students will in turn make them more willing to try out new things and persevere in the face of difficulty. Therefore, self-efficacy as a factor is a significant link between teacher-student relationship and academic achievement.



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7.4 Student Motivation

Motivation is a measure of students' willingness and mental effort in learning. A sense of competence, respect and connection to the teacher can help develop intrinsic motivation in students through supportive relationships.

Academic expectations, feedback, assessment and recognition are other extrinsic motivators that teachers can use to influence. Ideally, however, an educational setting should cultivate students' dependence on external rewards to become internalized, that is, more self-regulated.

7.5 Student Engagement

The teacher engages the learner in observable educational behaviour, in order to represent the learner's motivation. Students attend classes, join in with the class, do their academic work, ask questions and put their brains into learning.

The impact on student achievement could thus include enhancing student engagement in the teacher-student relationship.

7.6 Academic Achievement

The last educational outcome that the framework examines is academic achievement. It can be an examination performance, grades, assessment results, course completion and demonstrated learning.

The framework does not imply that teacher-student relationships are solely responsible for student achievement. Instead, they are only one of a number of variables that impact academic outcomes.

8. Methodology

8.1 Research Design

This is a qualitative and descriptive study that is basically descriptive in nature, with a review and analysis of literature. This kind of approach is suitable because the goal is to understand the relationship between the interaction between teacher and student and the student's motivation for learning and the student's academic achievement and not to collect primary statistical data.

The study draws on academic studies related to teacher-student relations, motivation, engagement, self-efficacy and educational achievement. The literature is systematically analyzed and patterns and relationships between the identified variables are identified.

The general procedure is similar to that described in the reference document which deals with educational phenomena from a conceptual and analytical perspective based on secondary literature and thematic analysis.

8.2 Data Sources

The study is mainly based on secondary sources such as:

- Academic journal articles written by other professionals in the field;
- Fact boxes and information boxes;
- Analyses of teacher-student relations;
- Research on student motivation and achievement;
- Educational psychology literature;



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- Research around student engagement and self-efficacy;

Empirical and meta-analytic studies are emphasized, as these studies offer some evidence on the relationship between relationship quality and student outcomes.

8.3 Data Analysis

Thematic analysis is used to analyse the information derived from the literature.

For the current research, the following major themes were determined:

1. Teacher-student relationship quality;
2. Trust, respect and communication;
3. Educational and emotional assistance;
4. Student motivation;
5. Student engagement;
6. Academic self-efficacy;
7. Classroom belonging;
8. Academic achievement;
9. Factors that affect the quality of a relationship; and
10. How to enhance teacher-student relationships.

By using thematic analysis, the study can address the interaction between these variables, and not academic achievement only.

9. Teacher Student Relationships and Student Motivation/Academic Achievement

9.1 Impact on Intrinsic Motivation

Building positive teacher-student relationships can be a major factor in enhancing students' intrinsic motivation. A teacher who appears supportive is more likely to engage a student in learning from which he or she shall gain a true interest.

Some of the following may be effective ways teachers can help to encourage intrinsic motivation:

- Providing meaningful choices;
- Encouraging independent thinking;
- Ensuring lessons are linked to pupil's interests;
- Appreciating hard work and progress;
- Encouraging questions;
- Providing students with the opportunity to voice their thoughts; and



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- Giving challenging yet attainable learning tasks.

If the student suffers from such conditions, learning is more likely to be experienced as an activity that is meaningful to him, and less likely to be perceived as an obligation.

Recent studies on Teacher/Student Relationships and Academic Motivation also find supportive interpersonal aspects, such as care and closeness, to be important aspects of academic motivation.

9.2 Impact on Extrinsic Motivation

Relationships between teacher and students also have the potential to affect extrinsic motivation. External motivation in education institutions is still important, like grades, tests, rewards, recognition, and teacher expectations.

But how teachers use such mechanisms is important. Too much pressure or punishment can stimulate compliance but not the interest in learning. Useful, positive comments and praise can support students in understanding the link between effort, improvement and achievement, in contrast with that.

A positive teacher student relationship can then help to make external motivational mechanisms work to good effect instead of being sources of too much pressure for the pupils.

9.3 Impact on Academic Persistence

Academic persistence is the willingness of students to persist in the face of failure and/or setbacks.

There are always difficulties in school that students face. These challenges can affect their answers and they might be affected by their relationship with teachers. Students might be more likely to try hard work if they think a teacher will help them.

Teachers can foster perseverance by using error as a learning opportunity rather than sign of failure. Constructive responses to failure can help students to adjust their approach to the task instead of giving up on it.

Thus, positive teacher-student relationships can help to raise achievement not just because they make students more motivated to learn, but because they can help keep students motivated when they are faced with challenges.

9.4 Impact on Participation in Class

Participation in the classroom is a good measure of behavioral engagement. Students are more likely to respond, engage in conversation and present their opinions if they feel respected by the teacher.

Embarrassment or negative assessment may deter participation. This is especially important for students who aren't confident in their academic skills.

A supportive teacher can establish a classroom atmosphere in which students know that incorrect answers and errors are part of the learning process. This supports student engagement and can boost students' academic confidence.

9.5 Impact on help-seeking behaviour

To be able to identify when help is needed is essential to learning. But not all students are willing to seek teacher assistance as they are afraid to be judged or embarrassed.

This psychological block is lowered by a positive relationship. Students are more likely to communicate problems/events needing clarification if they believe that they will be supported by teacher.



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The process of help-seeking then can help to prevent small issues from becoming larger learning challenges. Thus, teacher access to students is an important part of the interaction between interpersonal support and achievement.

9.6 Effect on the Student's Academic Performance

Teacher-student relationships can impact on achievement in several ways.

Positive relationships may:

- Increase classroom attendance;
- Encourage participation;
- Strengthen academic motivation;
- Improve self-efficacy;
- Promote persistence;
- Encourage help-seeking;
- Reduce academic anxiety;
- Develop learning skills; and
- Enhance students' relationship with assignments.

All these mechanisms can combine to increase student achievement.

But the correlation should not be taken to imply a cause-and-effect link. Prior knowledge, intellectual ability, socioeconomic status of students, parental support, institutional resources, teaching quality and individual students' learning styles also have an impact on students' academic performance.

Thus, it is important for teacher-student relationship quality to be considered as an important contributing factor rather than a stand-alone factor that determines achievement.

10. Factors Impacting on Teacher-Student Relationships

10.1 Teacher Behaviour

One of the most important dimensions that affects the quality of relationships is that of the teacher's behaviour. Patience, fairness, empathy and responsiveness from teachers will result in positive relationships with students.

On the other hand, there can be a lack of trust when the criticism is continuous, the discipline is not consistent, there is favouritism or the communication is dismissive.

Competence of the teacher is also a factor. It can be challenging for students to build trust in teachers who don't have expertise or aren't effective at explaining concepts.

10.2 Student Characteristics

Student factors also affect teacher-student relationship.



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Students differ in:

- Personality;
- Academic ability;
- Motivation;
- Behaviour;
- Communication style;
- Forecasting skills; and
- Expectations regarding teachers.

There is a possibility that relationships will be different for students who are highly motivated and cooperative than for students having persistent academic and/or behavioural problems.

This shows that teachers' relationships with students are not one-sided, but are built on a mutually dynamic basis.

10.3 Classroom Size

It may be challenging to interact with one another in large classrooms. Teachers may have limited time to understand individual students or to give individual feedback or to identify any learning problems.

While smaller class sizes can offer more opportunities for meaningful interactions, class size does not necessarily mean good relationships.

10.4 Socioeconomic and Cultural Factors

Students have diverse backgrounds in terms of socio-economic and cultural status. There may be some difference in the language and social expectations, and family background and previous educational experience that affects communication between teachers and students.

It is therefore necessary that teachers are culturally sensitive and use inclusive approaches within the classroom that would preclude the unintentional favouring of certain groups of students when building relationships.

10.5 Teacher Workload

Overwork can decrease teachers' time and emotional resources to spend on individual students. Many administrative tasks, heavy teaching loads and institutional pressures can then impact on the quality of relationships.

Well-being of the teacher is hence indirectly related to student outcomes. Working condition of teachers should be taken into account in school where the teacher-student relationship is desired to be better.

This course covers the technical aspects and digital learning in education.

Digital learning has revolutionised the teacher-student relationship. Social media platforms can offer other avenues for communication, feedback and access to academic information.

Digital communication, however, can also erode interpersonal relations if communication is confined to only announcements, assignments and automatic assessments.



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Thus technology must be used in such a way that it enhances quality teacher student interaction, not replace it.

11. Difficulties in Creating Positive Teacher-Student Relationships

While teachers' relationships with students are important, there are some issues that can stand in the way.

11.1 Large Student Populations

Individualized attention is challenging in large classrooms and teachers may not have a clear picture of students' academic and personal needs in such a setting.

11.2 Time Constraints

Teachers are often constrained in time usually due to other duties including teaching, assessment, administrative duties and institutional needs.

11.3 Diverse Student Needs

Students are diverse in terms of ability, motivation, personality, language and social background. One strategy may thus not be sufficient for all students.

11.4 Behavioural Difficulties

Teachers/students may experience conflict over persistent behavioral issues. If it's not managed properly in class, continued conflict can lead to loss of trust.

11.5 Academic Pressure

Sometimes teachers are pressured to focus on examination performance rather than building relationships by the need to meet institutional expectations and/or high-stakes assessment.

11.6 Digital Communication Barriers

It may be challenging for teachers to assess students' emotions and to stay connected with them in a meaningful way in online learning.

11.7 Excess of informality Risk

Teachers must have warm and approachable relationships with others, but respect appropriate professional boundaries. Informality can be too much, and result in a loss of authority in the classroom and/or ethical and professional issues.

Therefore, good relationships need to be a balance between support and structure, empathy and authority and accessible and professional boundaries.

12. Recommendations

From the analysis, the following measures are recommended to enhance the relationship between teachers and students, as well as improve student outcomes.

12.1 Teacher Training

Communication, emotional support, conflict management, inclusive teaching and relationship building should be integrated into teacher-development programmes, in addition to subject-specific pedagogy.



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12.2 Student-Centred Teaching

The teachers should ensure that students have opportunities to be active learners and to voice their opinions.

12.3 Constructive Feedback

The focus of feedback should be on how to improve rather than just pointing out errors. It is important for teachers to convey to the child areas of need and achievable steps to help progress.

12.4 Encourage Student Voice

Pupils should be afforded suitable opportunities to voice concerns, give feedback and be involved in classroom decisions.

12.5 Promote Inclusive Classrooms

Favouritism should be avoided by teachers and it is their responsibility to make sure that students from various educational, cultural and socioeconomic backgrounds are treated equally.

12.6 Strengthen Academic Mentoring

Schools and colleges should implement mentoring or advisory programmes that enable students to get ongoing academic help.

Start to minimize excess teacher workload and workload for teaching assistants.

Now institutions should realize that time is crucial to building meaningful relationships. There should be a reduction of excessive administrative loads wherever feasible.

12.7 Maintain Professional Boundaries

Relationships with students should be supportive and professional, recognizing and maintaining a balance between personal and professional relationships which does not interfere with fairness, assessment or academic integrity.

13. Scope

The scope of the present study is related to teacher-student interaction and student motivation and academic achievement.

The study considers:

- Education, both primary and secondary;
- Higher education (as appropriate);
- Teachers' attitudes; and
- Student motivation;
- Academic self-efficacy;
- Student engagement;
- Classroom belonging; and



- Academic achievement.

The study will be largely on the educational/psychological aspects of teacher/student relationships and will not involve clinical/therapeutic or family relationships.

While the conceptual framework could be used in various educational contexts, the relationship between the two could differ in the level of strength depending on institutional, cultural and developmental contexts.

14. Study Limitations

There are some limitations to the study.

Firstly, it is mostly secondary literature and no primary data is collected from teachers or students.

Secondly, the definitions and measurement techniques are different from study to study, which makes direct comparison difficult.

Thirdly, there are many context factors that shape teacher-student relationships. Thus, results from a specific institution cannot be assumed to be applicable to all institutions.

Fourthly, if there is an association between teacher-student relationship and academic achievement, this does not necessarily imply a direct causal connection. There may also be a two-way relationship, where student motivation and behaviour can impact teacher responses.

Lastly, the factors other than teacher-student relationships also affect academic achievement: family background, previous achievement, socioeconomic status, curriculum and institutional resources.

15. Conclusion

Teacher- Student Relationship is one of the significant factors in influencing student's motivation and achievement. Relationships that are positive, based on trust, respect, communication and support can enhance students' engagement, confidence and persistence in learning.

The impact on academic outcomes may be indirect, via motivational factors, perceptions of self-efficacy, and participation in the classroom. Thus, they need to encourage teacher-student interactions that are more supportive and inclusive, and enhance effective teaching.

Finally, positive teacher-student relationships help create a positive learning environment and play an important role in motivating students and improving their learning outcomes.

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