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THE INFLUENCE OF TEACHER-STUDENT RELATIONSHIPS ON STUDENTS' ACADEMIC ACHIEVEMENT AT UNIVERSITY LEVEL

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KEYWORDS	ABSTRACT
Teacher Student Relationship, Academic Achievement, Perceptions, Students' Grades	<p>The primary goal of this research was to investigate relationship between teachers and students and its impact upon students' academic success. As students spend significant amount of time with their teachers, collaborative and close relationship between them has a critical and meaningful effect on students. This study aimed to answer two key questions: How do students perceive their relationships with their teachers? And how does relationship amid teachers and students affect academic achievement? To address these questions, the study employed a positivist paradigm and a quantitative approach. The survey method was used to collect data, and a structured questionnaire was used as instrument. The study population comprised all public and private universities in Lahore, and a convenient sampling technique was used to select eight universities, four public and four private. Collected data were analyzed using SPSS-V-27, & descriptive and inferential statistics were used to draw conclusions. The study findings revealed that strong relationship between teachers and students existed, and it had a significant impact upon students' academic achievement. The study also found that students' perceptions of their relationships with their teachers were positive and had positive effect on their grades & academic achievements.</p>
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INTRODUCTION

The significance of collaboration between teacher and students has been highlighted in studies examining predictors of academic success and accomplishment. An adaptive relationship with teacher was discovered to be most frequently connected with academic accomplishment when most of components associated with favorable academic results were analyzed. Teacher has a fundamental impact on lives and careers of their students. He aids youngsters in developing

their careers for prosperous future. It is seen that student who have positive relationships with their teachers are more familiar with them and these students exhibit less reliance and conflict. These students outperform other students to academic attainment. Students who perceive a terrible relationship with their teachers undoubtedly depend more on them, lead troubled lives and lack intimate relationships, which contributes to their poor academic performance (Means & Pyne, 2017). The relationship between teacher and the students significantly impacts both parties' performance. When managing classroom issues, many elements are influenced by this relationship, which affects the success level of teacher job and degree of student achievement. According to Vlachopoulos and Makri (2019) education is a highly interactive process whose effectiveness depends on how people approach it. In the case of education, the teacher-student connection is critical factor. In other words, this interaction is crucial to teaching and learning processes.

Effectiveness of such interaction can be directly tied to how well teacher facilitates learning (Law, Geng & Li, 2019). The teacher-student relationship is undoubtedly challenging, but both sides work to make it better at personal level. If they create a positive learning environment that is kind and supportive, students will be interested in learning. Due to the substantial and favorable effects of link between two items on student conduct during class, students become more engaged in learning activities and class discussions and take an active part in learning and understanding (Xu, Chen & Chen, 2020). In modern era, if such elements are missing in relationship amid teachers and students, students will disobey rules, fail to follow instructions, and show little regard for authority (Strawhacker, Lee & Bers, 2018). Based upon conscience paradigm, when teachers emotionally invest in students, it rallies their learning experiences and makes them less likely to avoid class (Barkley & Major, 2020). Many eminent researchers have demonstrated that main factors that have the most significant impact on the relationship between teachers-students are optimistic and cautious affection, teaching methods, a teacher's authority, a student's positive response to teacher, teacher's promptness, and way the teacher treats a student. If these qualities are lacking, it will negatively affect how well students and teachers interact (Xu, Chen & Chen, 2020). As someone talks about educational achievements, first things that spring to mind are their practical skills, formal knowledge they have acquired, their ability to obtain employment and the percentage of the marks they received on their final exams.

Tight (2020) asserts that grades are reliable indicators of students' intellectual progress in a classroom setting, and current study includes this idea by considering respondents' responses. Aggregate-grade Student use many methods for awareness and achieving their goals. Thus, the ideal teacher is aware of these techniques since only then can he have positive, useful impact on relationship (Wahyudi, 2022). Solid relationships between both parties are fundamental variables in learning process that profoundly and profoundly impact students' engagement, academic success, professional growth, and preparation for rest of life's issues. Development of social and academic conditions and the favorable improvement in students' behaviors are influenced by the teachers' and students' more positive engagement with one another (Jiang & Zhang, 2021). According to research, teachers and students spend lot more time together than in any other relationship, teachers must use this relationship's influence over their students to create an effective learning environment, change behavior and improve academic performance (Rafiq, Afzal & Kamran, 2022). Most significant source of teacher motivation is the positive relationship with students. If teacher is highly motivated, he will care about his students, that

will inspire them to pay more attention to their studies and assist them in getting good grades. All of this is made possible by teachers' welcoming and motivating environments, which result in better experiences and positive relationship between teacher and student (Barkley & Major, 2020).

A teacher-student relationship takes a long time to develop since it considers both the parties' impressions of one another and their attitudes, beliefs, interactions, and behaviors. Due to the supportive and strong relationships between teacher and students, kids feel more comfortable and secure. They may get closer to their classmates and produce competent and productive outcomes. Students experience several trajectories during their academic careers where they cannot connect to the social and academic resources offered in classroom and school, leading to a failure (Means & Pyne, 2017). Although many different and complicated aspects affect a child's performance, research shows that teacher expectations significantly impact students' learning. We can conclude that one of most important characteristics that distinguish more effective schools from those that are less successful is the high expectations placed on teachers. The cooperative and learning relationships between them, on other hand, are more significant factor that influences the students' learning environments and academic achievement because they increase students' engagement in studies, make learning more enjoyable, and transform classroom environment into one that is welcoming (Strawhacker, Lee & Bers, 2018). Suppose teachers encourage all students equally to engage in classroom activities and provide friendly learning environment. Students will become more motivated, energetic and optimistic in their cooperative teamwork, schoolwork & academic achievement (Anwar, Asari, Husniah & Asmara, 2021).

LITERATURE REVIEW

The teachers' and students' relationships have been described as well-connected, friendly, and low-conflict, with availability and connectedness playing critical roles in the entire process. A solid and supportive relationship amid teachers and students will boost students' motivation and overall academic performance (Warren, 2021). For instance, the supporting role from the teacher will improve the students' arithmetic and reading abilities. For teaching to have a high quality, it shouldn't focus only on the subject matter; instead, a teacher should openly share what they have learned from their life to benefit students (Tan & Caleon, 2022). The better the teacher gets along with these students, the more the students are likely to benefit from the teacher's personal knowledge and life experiences. On the other hand, students with an awful connection with their teachers tend to depend on them more, engage in more conflict, and are not as close to them. According to Schuck, Lambert and Wang (2021) students frequently view teachers as central role models on par with parents. The students look to their teachers as role models who can educate them both formally and informally by exposing them to particular attitudes, outlooks, and lifestyles, because education in and of itself is diverse, and the process of education is complex. Thus, besides playing educational role, teachers must also play moral role.

According to Mosley, Broyles, and Kaufman (2021), most students who exhibit the academic or punctuality problems interact with their teachers more frequently, demonstrating that the teacher-student connection is multifaceted. Several dimensions and features might be linked to it; therefore, it is the responsibility of the teachers to act in a socially acceptable manner by maintaining themselves. From research upon connectedness and communication problems in

the classroom, we learn that many teachers are to blame for unfavorable consequences that students experience throughout their study sessions. Although very little research focuses on teacher conduct's negative features, they make studying this factor challenging (Ye, Wang, Zhu, He, Havawala, Bai & Wang, 2022). The teacher's attitude of support is crucial because, without it, students have trouble building a positive, emotional, and social self-concept. At the moment, academic changes mainly concentrate on the curriculum or the content; little effort is being put into teacher-student relationship. Support from teachers may be seen as an effort to help students grow socially, personally and academically. This idea is akin to institutions social support since it has a significant connection to a child's psychological well-being (Tao, Li, Lam, Leung, Sun & Wu, 2021). Practically, all teachers aim to mix their tenacity and care for their students throughout timing of educational institutions while staying within social & practical bounds.

It brings up a different facet of the interaction between teachers and students: whether or not the teacher is affectionate toward the students. Along with teacher's devotion, another factor, namely the teacher's resolve, pushes the teacher to the point where he must be present to help the student anytime they need it (Chu, Liu & Fang, 2021). Numerous studies have shown that a teacher's importance of the student-teacher relationship affects students' educational success and performance after school year. Afzal and Rafiq (2022) revealed that student involvement has different components, including behavioral engagement, academic and extracurricular activities, and emotional engagement, which is sense of belonging to the school or the teacher. According to many researchers, there is the positive correlation between student achievement and engagement (Warren, 2021). In that case, it becomes clear that teachers play some role in motivating students to engage in academic and extracurricular activities. He can motivate the youngster to become more active, engaged, and productive, which will inevitably aid student in enhancing his academic achievement (Kamran, Afzal & Rafiq, 2022). Thus, more pleasant and fruitful relationships with good emotional and the behavioral involvement were seen, which helped their academic progress in a noticeable way (Curran, 2017). He conducted this study with the idea that interactions between teachers and students have a favorable and beneficial effect on the students' academic achievement in US high schools. The findings supported his theory.

According to vast majority of research, there is prognosis that can show how their relationship would affect students' academic performance and results. As a result, many academic metrics may be utilized to evaluate the impact of the interaction between teachers and students (Rafiq & Qaisar, 2021). A study discovered that the self-determination factor might be used to predict academic performance. Many research has been looked at, and it has been shown that none of them were able to demonstrate reciprocal link between student and teacher accomplishment. Numerous studies support fundamental role teachers play in helping students develop various learning characteristics and lifestyles. Teachers often fail to see how demeaning and unfair they treat their students (Strawhacker, Lee & Bers, 2018). Such teaching methods have a more negative impact upon students' motivation for their lessons. Higher teacher expectations also have a significant impact on achieving solid academic results. The primary importance of the current research study is to emphasize and give more knowledge about comprehension and consideration of teachers' and students' relations, significantly impact academic performance and career development. Thus, the findings of this study will advance theoretical and practical understanding regarding interactions between teachers and students in the field of education.

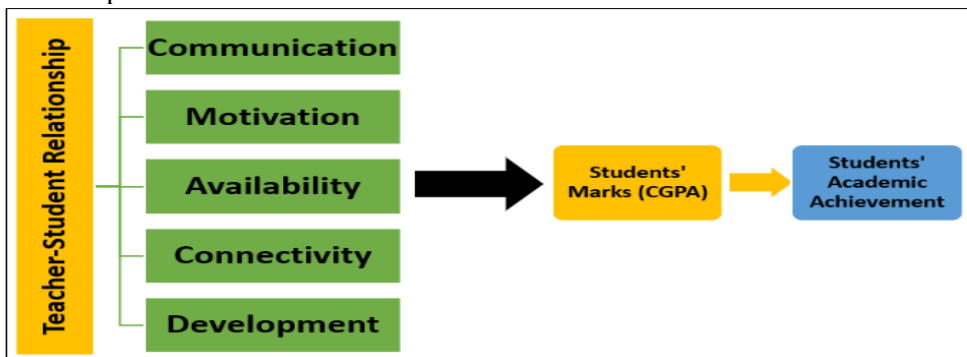
Such studies will assist educators in making changes as well as developing successful teaching techniques and tactics to develop the positive and productive relationships between the two things.

The connection between teachers and students, considered in the social environments where learning takes place, is one of the most significant factors affecting students' involvement and motivation concerning academic achievements (Tao, Li, Lam, Leung, Sun & Wu, 2021). In addition to gender, the interaction between teachers and students affects students' grades and learning outcomes. Students participate in learning activities that are planned both inside and outside the classroom when there is a more supportive and encouraging relationships between them (Curran, 2017). Positive and encouraging behaviors from both parties significantly effect the connection between the teacher and student (Kamran, Afzal & Rafiq, 2022). It is natural for students to feel conformable, which leads to supportive behaviors at home. A pleasant and fruitful connection is essential to student learning and effective instruction (Wahyudi, 2022). Relationship between teachers and students has long been recognized as essential component of the academic environment. In today's rapidly evolving the education system, it is critical to understand how this relationship affects student academic achievement. Lahore's universities are known for their academic excellence, but the impact of teacher-student relationships on students' academic performance in these institutions remains largely unexplored. Therefore, the main problem addressed in this research is to investigate the impacts of teacher-student relationships on academic achievement of students in public and private universities in Lahore, Pakistan.

Objectives & Questions

1. To examine how students perceive their relationships with teachers.
2. To determine how relationship amid teachers & students affect students' achievement.
3. How do the students perceive their relationships with teachers?
4. How does relationship amid teachers & students affects student academic achievement?

Figure 1 Conceptual Framework



Significance of Study

This research study has potential to provide valuable insights for university teachers to evaluate impact of their relationships with students on academic outcomes. By understanding various dimensions of teacher-student relationships, teachers can enhance quality of their interactions with students and promote productive learning outcomes. Improved academic performance of

students can significantly impact overall reputation of the institution. Findings of this study can be used to guide the teacher-student relationship-building practices and intervention aimed at improving academic achievement. Teachers can be more mindful of their communication styles, motivation levels, availability, and connectivity with the students to foster the positive learning environment. Most vital factor for teachers is that they have time to spare and can individually consider their students' needs to plan activities and design learning and teaching approaches accordingly with the complete understanding and deep knowledge. This can be accomplished by creating open lines of communication, actively engaging students, providing support and guidance, and showing genuine interest in their academic progress. Furthermore, institutions can use these results to develop training programs for teachers to enhance their ability to build strong relationships with their students. By investing in teacher development, universities can ensure that their students are receiving support and guidance necessary to achieve academic success.

RESEARCH METHODOLOGY

Methodology is vital aspect of research that focuses on theoretical, explanatory and descriptive procedures used in study. This study employs a quantitative research approach to gather data and fulfill its objectives. Primary objective of this research is to investigate impact of teacher-student relationships on students' academic achievement. To conduct this research, a survey method was used, which is common approach in quantitative research. A questionnaire was designed to collect data from sample population. Questionnaire was well-organized to ensure that it covered all relevant aspects related to the teacher-student relationships and academic achievement. Sample population for this study consisted of students from all public 7 private universities in Lahore, Pakistan. A total of eight universities, four public and four private, were selected using convenient sampling techniques. One hundred students from each university were Conveniently selected to participate in study. Thus, a total of 800 students participated in the study. Data collected through survey was analyzed using SPSS-V-27. In this regard, both descriptive and inferential statistics were used to draw conclusions from the data. Descriptive statistics such as mean, standard deviation, and frequency distributions were used to describe the sample characteristics. Consequently, the inferential statistics such as regression analyses were employed to examine relationship between teacher-student relationships and academic achievement.

Table 1
Sampling Frame of Public Universities

S.R #	University Name	Sample Collected Conveniently
1	“University of the Punjab	100
2	University of Education	100
3	Government College University	100
4	Lahore College for Women University”	100
Total Sample Size		400

Table 2
Sampling Frame of Private Universities

S.R #	University Name	Sample Collected Conveniently
1	“University of Management and Technology	100
2	University of Central Punjab	100
3	University of Lahore	100

4	Beaconhouse National University”	100
Total Sample Size		400

DATA ANALYSIS

Table 3
Frequency Distribution of Respondents by Gender

Characteristics	Scale	F	%
Gender	“Male	299	37.4
	Female	501	62.6
Sector	Public	400	50
	Private	400	50
Degree Program	Graduate	150	18.8
	BS/B.Sc.	510	63.75
	MS/M.Sc.	290	36.25
Faculty/School/Department	Business	270	33.75
	Education	120	15
	Social Science	170	21.25
	Science	109	13.63
	Technology	61	7.63
CGPA	Arts & Humanities”	70	8.75
	1.0 – 2.4	73	9.1
	2.5 – 3.4	321	40.1
	3.5 – 4.0	406	50.8

Table 4
Responses Regarding Communication

Communication	SA	A	ND	D	SD	Mean	SD
“My teacher has good connectivity with me.	380	229	111	61	19	4.1125	1.0591
My teacher demonstrates personal knowledge with me.	265	311	160	45	19	3.9475	0.9840
My teacher frankly exchanges information with me.	212	306	191	66	25	3.7675	1.316
My teacher frankly shares their experiences with me.”	213	299	161	83	44	3.6925	1.1334

Figure 2
Responses Regarding Communication

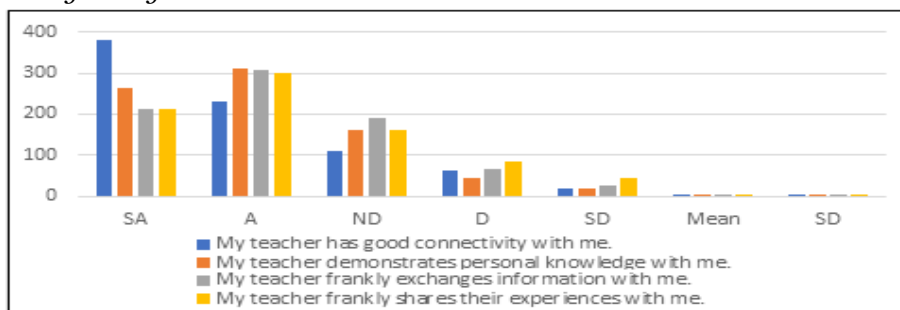


Table 5
Responses Regarding Motivation

Motivation	SA	A	ND	D	SD	Mean	SD
“My teacher motivates me.	216	277	175	68	64	3.0325	1.1572
My teacher shows genuine care for me.	230	291	166	50	64	2.8523	1.1443
My teacher takes interest in my learning.	216	310	189	65	20	3.0283	1.0563
My teacher has supportive attitude.	281	251	190	58	20	3.5274	1.4521
My teacher understands your problems.	213	313	173	69	32	3.8542	1.5232
My teacher shows affection to me.”	265	315	140	56	24	3.5874	1.9634

Figure 3
Responses Regarding Motivation

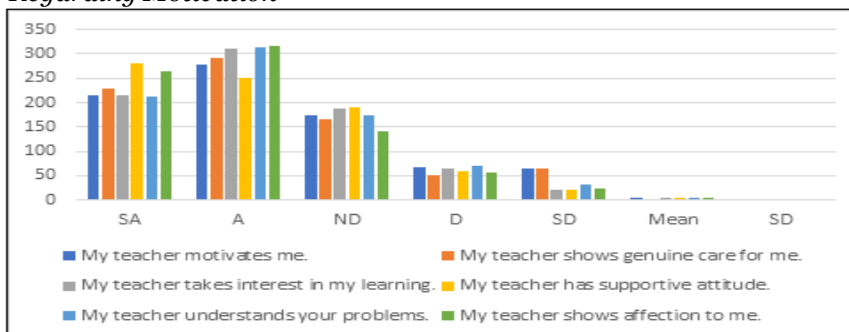


Table 6
Responses Regarding Availability

Availability	SA	A	ND	D	SD	Mean	SD
“My teacher is available after class.	234	288	157	49	72	3.704	1.2072
My teacher provides assistance whenever required.	215	291	174	66	54	3.684	1.1513
My teacher guides me after class.	176	348	160	49	67	3.646	1.1381
My teacher provides me different skills for life.	230	290	169	48	63	3.720	1.1708
My teacher helps me to understand family matters.	194	323	163	55	65	3.657	1.1563
My teacher helps me to provide different practical.”	215	272	180	76	57	3.640	1.1778

Figure 4
Responses Regarding Availability

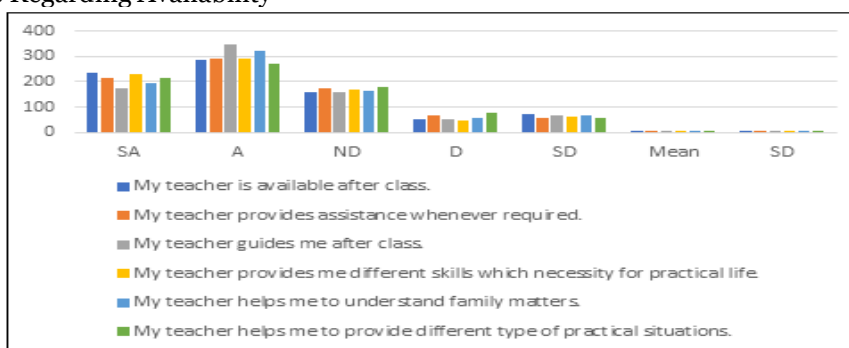


Table 7
Responses Regarding Connectivity

Connectivity	SA	A	ND	D	SD	Mean	SD
“My teacher communicates affectively.	215	291	174	66	54	3.1521	1.0632
My teacher feels comfortable with students.	194	323	163	15	65	3.9475	0.9840
My teacher comes in class with well preparation.	214	273	180	76	57	2.3214	1.5142
My teacher feels confident during class.	206	275	176	90	53	3.1452	1.0124
My teacher responds to queries.”	175	285	167	93	80	3.2541	1.1254

Figure 5
Responses Regarding Connectivity

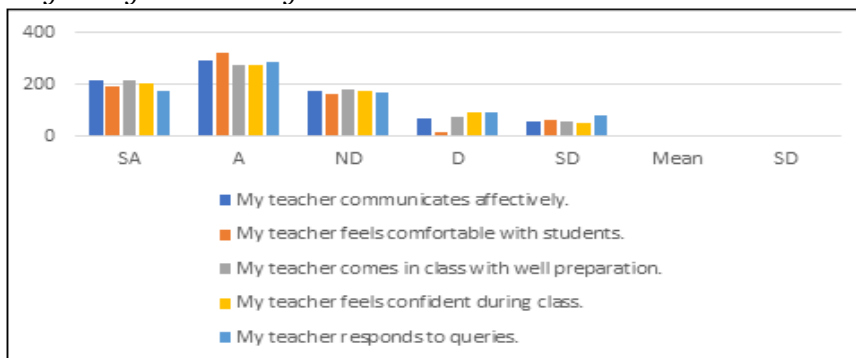


Table 8
Responses Regarding Development

Development	SA	A	ND	D	SD	Mean	SD
“My teacher struggles for my personal development.	217	309	189	67	18	3.800	1.0032
My teacher struggles for my academic development.	281	245	196	61	17	3.890	1.0403
My teacher struggles for my social development.	214	312	173	69	32	3.5645	1.0161
My teacher struggles for intellectual development.	267	313	144	52	24	3.3941	1.1312
My teacher use resources for student development.	241	320	151	58	32	3.6542	1.0321
I am totally depending on my teacher.”	279	264	173	50	34	2.1521	1.0521

Figure 6
Responses Regarding Development

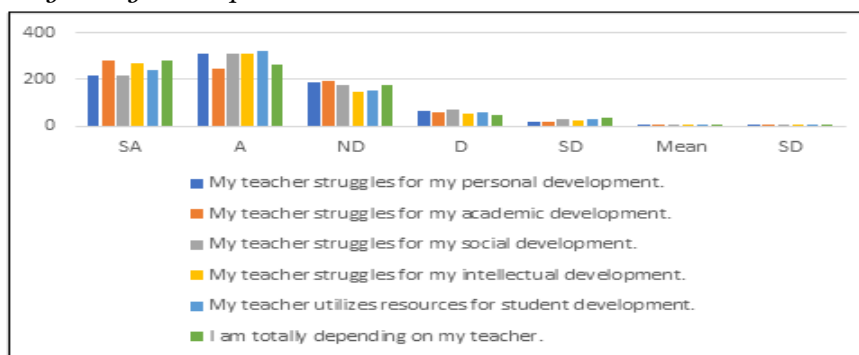


Table 9*Association between Communication and Student`s Academic Achievement*

M	R	R Square	Adjusted R Square	Sig.
1	.5300a	.042	.032	.000b

The findings revealed a strong relationship between communication and students' academic achievements, as indicated in Table 9. The coefficient of determination (R-squared) value of 0.042 shows that communication explains 4.2% of the variability in students' academic scores (CGPA). Thus, this indicates a significant relationship between communication and students' grades.

Table 10*Association between Motivation and Student`s Academic Achievement*

M	R	R Square	Adjusted R Square	Sig.
1	.816a	.043	.041	.000b

Based on results shown in Table 10, there is significant correlation amid students' academic achievements and teacher motivation. The coefficient of determination (R-squared) value of 0.043 explains 4.3% of the variability in students' academic scores (CGPA), indicating a strong association between teacher motivation and students' grades.

Table 11*Association between Availability and Student`s Academic Achievement*

M	R	R Square	Adjusted R Square	Sig.
1	.6595a	.034	.019	.003b

The results presented in Table 11 suggest a significant relationship between students' academic achievement and the overall availability of teachers. Coefficient of determination (R-squared) value of 0.034 explains 3.4% of the variability in students' academic scores (CGPA), indicating a strong correlation between the availability of teachers and students' grades.

Table 12*Association between Connectivity and Student`s Academic Achievement*

M	R	R Square	Adjusted R Square	Sig.
1	.687a	.040	.036	.000b

The findings presented in Table 12 indicate a significant correlation between connectivity and students' academic achievement. The coefficient of determination (R-squared) value of 0.040 explains 4.0% of variability in students' academic scores, suggesting strong association amid relationship and students' grades.

Table 13*Association between Development and Student`s Academic Achievement*

M	R	R Square	Adjusted R Square	Sig.
1	.573a	.028	.031	.000b

Based on results presented in Table 13, there is a moderate correlation between development and students' academic results. The coefficient of determination (R-squared) value of 0.028 explains 2.8% of variability in students' grades, indicating a significant association between development and students' academic performance.

Table 14

Association between Teacher-Student Relationship and Student`s Academic Achievement

M	R	R Square	Adjusted R Square	Sig.
1	.683a	.041	.043	.000b

The results presented in Table 14 demonstrate a strong correlation between teacher-student relationships and students' academic achievement. Coefficient of determination (R-squared) value of 0.041 explains 4.1% of variability in academic achievement, indicating a significant association between teacher-student relationships and students' grades.

DISCUSSION

The relationship between teachers and students has been shown to have significant impact on students' academic achievement in Pakistani universities. The research suggests that positive teacher-student relationship lead to increased motivation, engagement academic performance, while negative relationship can lead to decreased motivation, disengagement & poor academic performance (Shaukat & Iqbal, 2020). Several studies conducted in Pakistani universities have found positive relationship between teacher-student relationships and academic achievement. For example, one study found that students who reported having positive relationships with their teachers had higher grade point averages than those who reported negative relationships (Shaukat & Iqbal, 2020). Another study found that students who felt respected and valued by their teachers had higher self-esteem, self-efficacy, which led to better academic performance (Zulfiqar, Fatima, & Ammar, 2021). The indicators of teacher-student relationship, including communication, motivation, availability, connectivity and development, is shown to strongly influence student academic achievement (Chu, Liu, & Fang, 2021). These indicators have high correlation values, indicating strong link amid the teacher-student relationships and academic achievement.

Positive relationship perceptions, such as feeling connected and supported by teacher, have been associated with better academic performance, while negative perceptions, like arguments and lack of intimacy, have been linked to poor academic performance (Mejia & Hoglund, 2016). Furthermore, clear feedback and expectations from teachers is found to improve academic performance in Pakistani universities (Shaukat & Iqbal, 2020). Teachers who create a positive, supportive learning environment and foster strong relationship with their students can promote engagement and motivation, leading to better academic outcomes. Effective communication between teachers and students is critical in creating the positive learning environment. When teachers communicate clearly and effectively with their students, and thus, it can lead to better understanding of course material, increased student engagement and ultimately, improved the academic performance (Johnson, Johnson, & Stanne, 2000). Similarly, a teacher's availability and willingness to help students can positively impact their academic achievements (Backer, Van Keer, & Valcke, 2015). Therefore, students who perceive their teachers as accessible and approachable are more likely to seek help when needed and may be more motivated to succeed academically.

Connectivity, or the sense of connection and belonging that the students feel towards their teachers, has also been found to be significant predictor of academic achievement (Roorda et al., 2011). When students feel that their teachers care about them and value their contributions, they are more likely to be motivated to learn and perform well academically (Ladd & Burgess, 2001). Teacher motivation has been linked to the student motivation, with motivated teachers having a positive impact on their students' academic achievement (Fredricks, Blumenfeld, & Paris, 2004). Finally, role of teacher development in the teacher-student relationship cannot be overlooked. When teachers are committed to their own professional development, it can positively impact their students' academic achievement (Desimone, 2009). In this connection, teachers who are constantly seeking to improve their teaching skills and knowledge are better equipped to create a positive learning required environments and help their students succeed academically. However, some studies have reported mixed findings upon the impact of teacher support on academic achievement in Pakistani universities. In this connection, for example, one study found that in particular group of students, teacher-student relationship was almost independent of academic performance, suggesting that other factors may also play a role (Oz, 2019).

CONCLUSION

The primary goal of current research was to determine and assess the influence of relationship between the academic achievement of students and teachers. Most respondents said that their teacher had good communication during and after class. The majority of respondents concur that their teachers openly share information and experiences with them, are accessible to them after class, have excellent and effective communication with them, have motivated them, are interested in their learning, have the supportive attitude toward them, are sensitive to each student's needs and cultural background, and display affection toward them. They also feel comfortable around students, their teachers are confident in class and effectively respond to students' questions, they use resources for their student's development, and most of students depend on their teachers. Finally, they are aware of their students' problems, work to help them develop personally and intellectually, and support them in both after-class and family matters. The overwhelming majority of respondents firmly believe that their teachers work hard to improve their student's academic performance, organize their courses, offer aid when students need it, and grade their students equitably. Study's findings conclude that students' perceptions of their relationships with the teachers are essential and that such relationships positively affect students' grades and achievements. Previous literature also supports study's findings.

Recommendations

1. A significant percentage of students stated that their teacher had strong connectedness, an open flow of information, availability, communication, inspiration, and sharing of experiences on their side. In this regard, it might be best for students to yield from the teacher's expertise and use it to their advantage.
2. Most of the respondents affirmed that their teacher exhibits inspiring conduct, emotional communication, and a supportive attitude. In this regard, it would be best for the teacher to be available to students whenever they need help so that student-teacher relationship can develop effectively. Student availability of the teacher after class hours for assistance whenever the student requires it is very much supported by the students.

3. Teachers should work to support students' growth, whether intellectually, personally, or socially, so that a student may understand the significance and worth of the teacher in a practical sense.

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