

**Effect of Positive Students' Teacher Relationship on Students Learning out Comes at
Primary Level in Private School in Muzaffarabad**

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ABSTRACT

The student-teacher relationship plays a vital role in shaping students' academic and emotional development. This study aimed to investigate the effect of positive student-teacher relationships on learning outcomes at the primary level in private schools of Muzaffarabad. A quantitative research design was employed, and data were collected using a structured questionnaire based on a five-point Likert scale. A total of 100 primary-level students participated in the study. The findings revealed that while a majority of students felt comfortable seeking academic help from their teachers, fewer felt consistently encouraged, listened to, or motivated through teacher interaction. These mixed responses suggest variability in the quality of teacher-student relationships. The study concludes that positive relationships with teachers contribute significantly to student learning outcomes, but such relationships need to be strengthened and made more consistent across classrooms. Recommendations include teacher training on relational pedagogy, implementation of student feedback mechanisms, and the promotion of supportive classroom environments to enhance student engagement and performance.

1-INTRODUCTION

Hallinan (2008) writes "Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized". The unbalanced reliance on test scores to determine success does not provide an accurate accounting of all that goes into creating an effective learning environment. Rothstein, Jacobsen, & Wilder (2008) agreed saying, "it is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes". Meyer & Turner (2002) discussed their findings illustrating the importance of students' and teachers' emotions during instructional interactions. They determined that "through studying student-teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching". The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom according to Downey (2008). Mohrman, Tenkasi, & Mohrman, (2003) assert "lasting change does not result from plans, blueprints, and events, rather change occurs through interaction of participants". Strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006).

As Cazden (2001) asserts, the establishment of social relationships can seriously impact effective teaching and accurate evaluation in a classroom.

1.1 Significance of the Study

The current research base focuses broadly on teacher-student relationships. This study was describing purposeful affective strategies and interactions with students that a teacher uses to effectively engage students in the learning process. This study was contributed to the field of education by providing teachers and administrators with guidance on relationship-building strategies that a highly effective teacher utilizes in a real world, authentic setting – the classroom. After completing an ecological study on teacher-child relationships and behaviour problems, The concept of teachers building relationships with their students in order to be seen as a credible and trustworthy source of information is a worthwhile endeavour for long term learning. The concept of teachers building relationships with their students in order to be seen as a credible and trustworthy source of information is a worthwhile endeavour for long term learning.

1.2 Objectives of the Study

The following are the objectives of the study

1. To identify the factors of creating positive student teacher relationship at primary level in Muzaffarabad
2. To find out the effect of positive student's teacher relationship on student learning outcomes at primary level in Muzaffarabad.

1.3 Research Questions of the Study

The following are the research questions of the study:

1. What are the factors which involve creating positive student teacher relationship at primary level in Muzaffarabad?
2. In what contexts the effect of positive student's teacher relationship on student learning outcomes at primary level in Town Muzaffarabad?

2. LITERATURE REVIEW

Good teacher-student relationships can positively impact student behaviours in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest and active engagement in learning (Maulana et al., 2013). On the other hand, if the foundation for a good relationship is lacking, it will negatively impact student behaviours. Students will resist rules and procedures, and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them (Boynton & Boynton, 2005). To reiterate self-determination theory, students need to experience an emotional involvement from their teachers. Furthermore, students who have positive relationships with teachers are less likely to avoid school (Rimm-Kaufman & Sandilos, 2012). Experiencing a sense of belonging greatly contributes to developing positive relationships and positive behaviours.

The nature of teacher and student interactions shape the quality of the relationships; teachers tend to have more negative interactions with students who are peer rejected or less academically and behaviourally competent. Unfortunately, this interaction not only impacts the relationship that the teacher has with the student, but it also affects the way the student's peers view him; this negative interaction can influence other classroom relationships (Jerome & Pianta, 2008). In order to correct this, teachers need to be more cognizant of their interactions and the influence they have on students. Teachers should be aware

that positive relationships predict school adjustment and may serve as a defensive factor for children at high risk of poor school and development outcomes (Lander, 2009). Taking time to build positive relationships with text, pictures and audio files. students can have profound effects on that child's school experiences—both within and outside of the classroom.

Intrinsic motivation tends to deteriorate over time. Because learning environments play such a significant role in determining motivation, students must feel a sense of belonging, which is a predictor of motivational outcomes and engagement. When a teacher creates a welcoming environment and considers the needs of the students, learning outcomes will be ideal—students will effectively perform tasks they find personally important or interesting (Maulana et al., 2013). Creating a climate of warmth and caring as well as supporting autonomy and self-determination will help students feel a sense of control (Skinner & Greene, 2008). All students should have a respectful, caring, and positive learning environment that enhances the joy of learning. The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes (Asiyai, 2014). When teachers have positive relationships with their students, they improve the classroom and environment, which results in more motivation.

Research suggests that good teacher-student relationships are important for maintaining adolescents' interests and academic engagement in learning (Maulana et al., 2013). As previously stated, students who have more positive relationships with their teachers have better achievement outcomes on standardized math tests and English grades. The inverse is also true—negative teacher-student relationships correspond to worse student outcomes. One study found that teacher-student conflict was consistently related to lower grades in math and English (Gehlbach et al., 2012). Therefore, it is essential that teachers consider the nature of the work itself. When academic activities are interesting, challenging, fun, and relevant to the lives of 12 students, students will want to put forth more effort and engage in these activities. Student choice also allows students to tailor activities to their own interests—project-based learning is significantly more effective in increasing intrinsic motivation than drills and worksheets (Skinner & Greene, 2008).

Students' motivation to learn and receive an education drives their thoughts and actions. This motivation plays an important role in their efforts to learn, perform, and behave. It is no surprise then that students' educational expectations and perceptions of experiences are important influences on their decision to drop out. With more than 16,000 students in their study, Fan and Wolters (2014) found that student perceptions and expectations greatly influenced dropout rates with a strong correlation between perceived ability and actual performance in math and English. Therefore, student beliefs and perceptions of their abilities play a key role in their intrinsic value and decision-making. Positive teacher-student relationships are fundamental. Self-determination theory emphasizes competence—feeling capable to produce desired outcomes and effectively cope with challenges. Thus, teachers should ensure that every child feels capable and can meet expectations set forth in the classroom.

2.1 Teacher-Student Relationships

Educator understudy connections can significantly affect the associate acknowledgment of understudies. Instructors' connections with understudies can influence schoolmates' impression of individual understudies, thusly influencing which understudies cohorts interface with and acknowledge (Hughes et al., 1999). Clashing connections amongst instructors and understudies may pass on an absence of acknowledgment, making different understudies likewise dismiss the understudy associated with the contention with the educator (Hughes et al., 1999). Associate dismissal fundamentally impacts confidence of understudies prompting a few negative social results (Hughes et al., 1999).

As specified before, understudies with high confidence will probably act naturally viable and set higher objectives (Ryan et al., 1994; Wentzel, 2003). Confidence additionally influences understudies socially (Orth, Robins, and Widaman, 2012). Understudies with high confidence will probably have positive associations with peers and also with grown-ups (Orth et al., 2012). Confidence additionally

influences understudies' psychological well-being results including lessening nervousness and side effects of sorrow (Orth et al., 2012). Confidence is particularly critical amid youthfulness and enables understudies to build up a positive feeling of self (Orth et al., 2012). A positive feeling of self in puberty prompts future results including relationship fulfillment, work fulfillment, word related status, passionate direction, and physical wellbeing (Orth et al., 2012). The help of positive educator understudy connections for confidence and related social results influences understudies amid tutoring and additionally in their future instructive and word related results (Orth et al., 2012).

2.2 Relationships, Cultures, and Student Achievement

There are numerous who appear to be able to draw out the best in individuals. "Helpers are not conceived they are made" (McGinnis, 1985, p16). "There is no such thing as an unmotivated individual" (McGinnis, 1985, p18). Rather, unique things and distinctive conditions spur diverse individuals. He includes that the undertaking at that point is to channel the current enthusiasm and energies into the right ways. McGinnis (1985) accentuated the solid contrast amongst inspiration and control. It is basic that an educator does not confound the two. As indicated by McGinnis (1985), a successful pioneer, (instructor) needs two principle fixings; in the first place, that individual ought to have "a clever learning of what influences individuals to tick" (McGinnis, 1985p.161) and second an infectious soul. Glasser (1998) portrays a compelling instructor as one who may be "ready to persuade not half or seventy five percent but rather basically all his or her understudies to do quality work in school" (p.16). In this current educator's classroom, no tyke will be abandoned. He proposes the possibility of Choice Theory, where he contends that people are conceived with five essential needs:

2.3 Importance of Connecting With Their Students

These educators be acquainted with the noteworthiness of between with their understudies, that on the off chance that they can't interface with them expressively then impact their brains might be unrealistic (2004). "Great educators place catches in the waterway of children momentary by, and after some time, they forward many lives. There is a faultlessness that scheme to hold mankind together ..." (Bolman and Deal, 2002, p. 124). Whitaker (2004) recommends that instructors are the first and maybe most critical purpose of contact in an understudy's life. Regardless of the endless changes, instructive developments, and projects actualize to enhance training, no other component can be as significant as the human component. He ask, "It's the general population, not the projects" (Whitaker, 2004, p.9). All the more profoundly he states, "There are extremely two approaches to enhance a school essentially: Get better instructors and show signs of improvement the educators in the school" (p.9). "An essential inquiry for an understudy is 'Does my educator like me?' Given an exact, adjusted educational programs, the response to that basic inquiry is our best forecaster of understudy achievement"(Terry, 2008, p.1). Educator learning and adequacy of understudy inspiration and accomplishment are urgent segments to making connections that spur. The two instructors and understudies need to esteem their installment. An understudy needs to feel beneficial and esteemed. An educator should be comfortable with that he or she can positively affect their understudies. Wiseman and Hunt (2001) allude to this as "instructor viability" and note that the more the educator has confidence in this, the more they will make it happen. Research recognize (Whitaker, 2004; Tyler and Boelter, 2008) instructor prospect as solid and reliable indicators of introduction among fundamental, focus and secondary school understudies. Truth be told, Pajares and Miller (1994) indicate that self-adequacy convictions have more grounded affect on conduct and execution than self-idea and confidence. Other research (Walker Tileston, 2004).

3 RESEARCH METHODOLOGY

This section was describing the over- all design of the research study, population and sample, data collection instruments and procedures and the methods used to analyse the collected data. Research design describes an association between the research purpose and research methods. Research Design The nature of study was descriptive in nature and quantitative design will be used. The data was collected by the researcher through questionnaire from the primary school teachers of Muzaffarabad. The delimitation of the study was all private schools of Muzaffarabad city. Primary level Boys school Population of the study was consisted of all primary school students in Muzaffarabad. According to the lengthy nature of the study, so the Sample of study was delimited only boys primary school students in Town Muzaffarabad. 100 students were selected through simple random sampling technique. A questionnaire was used to collect the data. The questionnaire was structured according to like Likert scale. Data Collection A structure questionnaire was designed. The questionnaire was administered to the students for collection of the data. The questionnaire was structured according to like Likert scale. The questionnaire was in printed form and it would be distributed randomly among primary school students of Muzaffarabad. Usually, a survey consists of a number of questions that the respondent has to answer in a set format. The data were analysis through SPSS. The researcher was use Tables in order to present the data after coding the contents as directed by the quantifying system of the categories. The summarized data were be placed in table for frequency presentation followed by the “interpretation”.

4. RESULTS AND DISCUSSION

Table no 1.

My teacher listens to me and values my opinions during classroom activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	16	32.0	32.0	32.0
NO	21	42.0	42.0	74.0
Valid TO SOME	13	26.0	26.0	100.0
EXTENT				
Total	50	100.0	100.0	

Statement No 01. 16 respondents are yes, 21 no and 13 to some extent, with statement My teacher listens to me and values my opinions during classroom activities. The Percentage of yes is 29.6, 38.9 percent no and 24.1 percent to some extent.

Table no 2

I feel comfortable asking questions or seeking help from my teacher when I don't understand something.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	35	70.0	70.0	70.0
Valid TO SOME	15	30.0	30.0	100.0
EXTENT				

Total	50	100.0	100.0	
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Statement No 02. 41 respondents are yes 35 and 15 to some extent , with statement I feel comfortable asking questions or seeking help from my teacher when I don't understand something. The Percentage of yes is 64.8 and 27.8 percent to some extent.

Table no 03

The positive relationship I have with my teacher motivates me to perform better in my studies.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	24	48.0	48.0	48.0
NO	11	22.0	22.0	70.0
Valid TO SOME	15	30.0	30.0	100.0
EXTENT				
Total	50	100.0	100.0	

Statement No 03. 24 respondents are yes, 11 no and 15 to some extent , with statement The positive relationship I have with my teacher motivates me to perform better in my studies.The Percentage of yes is 44.4, 20..4 percent no and 27.8 percent to some extent.

Table no 4

My teacher encourages me to participate in learning activities and supports my learning goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
YES	18	36.0	36.0	36.0
NO	20	40.0	40.0	76.0
Valid TO SOME	12	24.0	24.0	100.0
EXTENT				
Total	50	100.0	100.0	

Statement No 04.18 respondents are yes,20 no and 12 to some extent , with statement My teacher encourages me to participate in learning activities and supports my learning goals.The Percentage of yes is 33.3, 37.0 percent no and 22.2 percent to some extent.

Table no 05

I am more focused and interested in learning because of the way my teacher interacts with me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	15	30.0	30.0	30.0

NO	16	32.0	32.0	62.0
TO SOME EXTENT	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Statement No 05. 15 respondents are yes, 16 no and 19 to some extent, with statement I am more focused and interested in learning because of the way my teacher interacts with me. The Percentage of yes is 27.8, 29.6 percent no and 35.2 percent to some extent.

4.1 FINDINGS OF THE STUDY

1 “My teacher listens to me and values my opinions during classroom activities.”

Out of 50 respondents, only 32% agreed, while 42% disagreed, and 26% responded "to some extent". This indicates that a significant proportion of students feel their voices are not adequately heard in the classroom, suggesting room for improvement in teacher attentiveness and respect toward student input.

2 “I feel comfortable asking questions or seeking help from my teacher when I don't understand something.” A strong 70% of students agreed, and 30% selected "to some extent". This suggests that most students feel confident in approaching their teachers for academic help, reflecting a positive aspect of the student-teacher relationship.

3 “The positive relationship I have with my teacher motivates me to perform better in my studies.” Here, 48% of students agreed, 22% disagreed, and 30% responded "to some extent". This implies that nearly half the students perceive a motivational benefit from a good relationship with their teacher, though a considerable proportion are either unsure or disagree, highlighting variability in student experiences.

4 “My teacher encourages me to participate in learning activities and supports my learning goals.” Only 36% agreed, while 40% disagreed, and 24% responded "to some extent". This shows a concerning lack of encouragement and academic support perceived by students, which could negatively impact their classroom engagement and learning progression.

5. “I am more focused and interested in learning because of the way my teacher interacts with me.” Only 30% agreed, 32% disagreed, and the highest proportion, 38%, selected "to some extent". These results reflect mixed opinions, with many students remaining neutral or unconvinced about the impact of teacher interaction on their academic focus.

4.2 DISCUSSION

The findings of this study highlight a mixed perception of student-teacher relationships among primary-level students in private schools of Muzaffarabad. While a majority of students reported feeling comfortable approaching their teachers for academic assistance, other key areas of relational support—such as being heard, encouraged, and motivated—received varied responses. It is evident that the positive influence of teachers on students’ learning outcomes is not uniformly experienced. In particular, fewer students felt valued or consistently motivated by their teachers, which may limit their engagement and academic growth. The inconsistency in these relational dimensions suggests that while some teachers successfully create a supportive environment, others may lack the training or awareness to foster such relationships effectively. This variability is crucial, as research consistently shows that students who perceive strong emotional and academic support from their teachers tend to demonstrate higher motivation, greater classroom participation, and improved academic performance. Therefore, strengthening the emotional and interpersonal aspects of teaching is essential for enhancing student learning outcomes.

4.3 CONCLUSION

The study concludes that positive student-teacher relationships have a significant but inconsistent impact on learning outcomes at the primary level in private schools of Muzaffarabad. While students generally feel comfortable seeking academic support, many do not feel consistently encouraged, listened to, or motivated by their teachers. These relational gaps can hinder students' emotional development, confidence, and academic success. The results emphasize the importance of nurturing trust, communication, and emotional connection in the classroom, as these elements directly affect students' focus, motivation, and performance.

4.4 RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

Professional Development for Teachers:

Conduct regular workshops and training sessions for teachers focused on relational teaching practices, including empathy, active listening, and motivational strategies.

Feedback Mechanisms:

Implement systems that allow students to anonymously share feedback on their relationship with teachers, helping institutions identify gaps and provide targeted support.

Classroom Interaction Strategies:

Encourage teachers to use interactive teaching methods that involve student input, group discussions, and peer collaboration to make students feel more heard and engaged.

Mentorship and Counseling Programs:

Introduce mentorship programs where teachers build one-on-one rapport with students to better understand their academic and emotional needs.

Monitoring and Evaluation:

School administrators should regularly assess the quality of student-teacher relationships through observations, surveys, and interviews to ensure continuous improvement.

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