

The Impact of Student-Teacher Interaction and Feedback on Self-Esteem among Students

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ABSTRACT

*With the growing number of students in higher education, less attention has been given to how teachers' feedback and relationships with students shape their self-esteem, especially in the Pakistani context. This study aimed to explore how students' perceptions of teacher feedback and their relationships with teachers are linked to their self-esteem. A quantitative, cross-sectional study was conducted with 300 college students selected through convenient sampling. Data were collected using the Caring Student-Teacher Relationship Scale (Whitehead et al., 2021), the Students' Perception of Instructional Feedback Scale (Baydas Onlu et al., 2022), and the Rosenberg Self-Esteem Scale (Rosenberg, 1965) to assess student-teacher relationships, perceived feedback, and self-esteem, respectively. The findings showed that both positive feedback and supportive student-teacher relationships are positively associated with self-esteem. Both factors also significantly predicted students' self-esteem levels. The study highlights that when teachers provide constructive feedback and build positive relationships, students feel more confident and develop a stronger sense of self-worth.*

**Keywords:** Student self-esteem, teacher feedback, student-teacher relationship, higher education, college students, Pakistan

INTRODUCTION

The world comprised of approximately 43% ratio over 264 million population of students that are enrolled in higher education globally (UNESCO, 2021). In Pakistan total of 2.48 billion students stands of 9.3% of total population are enrolled from 2020-2021 (Gallup Pakistan- Pakistan's Foremost Research Lab, 2026). Though the students were enrolled the ratio of teachers having higher education is 12,000 (Pakistan Institute of Education, 2022). This makes students' ratio much higher when compared to teachers. Thus teachers in spite of putting a lot of efforts to meet the demands of the students still felt like lack of understanding and feedback on part of students (Cionea et al., 2022). On the other hand students' relationship or attachment with the adult caregiver or guide in form of parents and teachers is very crucial in understanding and development of surroundings (Cumming et al., 2020). The study by Komaraju et al. (2010) showed that how teachers' interaction with students impact significantly on the self-esteem of the students. Student-teacher interaction with the proper feedback process of the work done by students boost their self-esteem and academic progress. This phase is very crucial for the development if the student-teacher healthy relationship and fulfil the intellectual competencies of the students (Amerstorfer & Münster, 2021).

In Pakistan the study was conducted on the under-graduate students regarding supportive student-teacher relationship and self-esteem. The findings of the study highlighted the positive student-teacher

relationship increases the self-esteem among students (Bashir et al., 2024). Self-esteem is defined as an individual's subjective assessment of self-worth, value, and how people think, feel, and judge themselves in areas like appearance, abilities, achievements, relationships, and personal traits. Self-esteem is linked to self-concept and self-image (Bailey, 2003; Muris & Otgaar, 2023). The study by Roomi et al. (2022) highlighted that the increased self-esteem led to better academic performance and accomplishment. The positive student-teacher relationship developed good self-esteem and motivation to perform better (Rachmawati, 2020).

As per the theory of eco-systems teachers come second to parents based on care and providing of knowledge (Pallini et al., 2018; Pianta & Steinburg, 1992). Bronfenbrenner's Ecological Systems Theory explains that human development is influenced by a series of interconnected environmental layers, each impacting individuals in different ways (Bronfenbrenner, 1979). A student-teacher interaction plays a vital role in educational landscape, putting significant impact on students' self and academic outcomes (Pianta et al., 2003). The study by Egert et al. (2018) highlighted that teachers' training programs highlight the positive students' outcomes. Various studies showed that good student-teacher relationship at the younger adult or late adolescents resulted in development of self-regulation and good academic progress among students (McKinnon & Blair, 2018; Nguyen et al., 2020; Vitiello et al., 2022; Zakszeski et al., 2021). Feedback referred to the return back of the quality of the task performed by individual and is very important in the development of the individual's worth for the task (Cionea et al., 2022; Hattie, 1999). Feedback is a complicated process, hence its effect both in positive and negative direction is perceived by the individual (Elson et al., 2018; Kulger & DeNisi, 1996). Feedback, in the instructive general view and its psychological aspect, can be simplified as the arrangement of task performed by the educator on the part of their students' information (Hattie & Timperley, 2007).

Teaching feedback is very crucial for the students' performance and pursuance of the task performed (Cionea et al., 2022; Elson et al., 2018). Evaluation of task through positive feedback enhances individual's self-worth and importance specifically in student-teacher relationship (Javaid et al., 2024). Teacher-student interaction is another factor closely related to student-teacher relationship and self-esteem among students (Zahra et al., 2025). Teacher-student interaction referred to mutual communication, behavior, and understanding between students and teachers in an educational setting (Yuan, 2024; Zahra et al., 2025). The study by Puțaru (2023) highlighted that good, caring, supportive, and confrontational teachers' approach in teacher-student interaction provided better learning options to students.

## **LITERATURE REVIEW**

Self-esteem is important in building confidence, positive self-worth, and image among individuals. It boosts motivation, life satisfaction, integrity, and overall emotional wellbeing among individuals (Bailey, 2003; Muris & Otgaar, 2023). Study by Muris and Otgaar (2023) showed that self-esteem is directly linked to extrinsic motives which allow people to interact with surroundings. When the relationship between the teacher and the students is warm, supportive, and positive, the students develop positive relationships with their teachers (Zahra et al., 2025) based on those connections to help them navigate their studies, as well as their psychological and social challenges, and to enhance their academic, emotional and social growth (Saxer et al., 2024). The strict and rigid attitude of teachers would result in poor student-teacher relationship and teacher-student interaction (Yadav & Rekharani, 2021). The research by Khan et al. (2024) showed that good relationship, positive feedback, and encouragement played a significant role in building self-esteem among students.

The findings of the study highlighted that positive student-teacher relationship linked to healthy teacher-student interaction and fewer negative attitudes towards self (Mensah & Koomson, 2020). The study highlighted that teacher-student interaction boosts both academic and self-related outcomes specifically self-esteem among students (Gebresilase & Zhao, 2023). The study previously conducted focused more on the role of self-esteem between student-teacher relationship and academic performance among students.

(Maleki et al., 2022). Another study by Cui et al. (2020) highlighted that positive teacher-student interaction enhance self-confidence and improves academic performance among students. Study conducted on positive teacher-student interaction and relationship increased the positive self-image and better performance (Puțaru, 2023). Previous research on teacher-student interaction and students' feedback review on sample of students in special education. The results highlighted positive teacher-student interaction led to positive student's feedback (Dignath et al., 2022).

The teacher-student relationship dynamics falls under three major factors of closeness, conflict, and dependency (Pianta, 2001). The studies highlighted that increased closeness, positive dependency, and lesser conflict between teacher-student relationships showed increased self-esteem among students (Cecere et al., 2025). Studies also highlighted that better teacher-student relationship and interaction led to increased metacognitive skills among students (Schwarzer et al., 2021). Research highlighted better teacher-student relationship improved the early career of teachers and better emotional understanding of students (Mata et al., 2020). Thus present study focused on the gathering the impact of teacher-student interaction and student-teacher relationship on the self-esteem among students of late adolescents and young adults age group. Previous literature highlighted the similar factors on sample of teachers specifically of kindergarten and younger students (Wright et al., 2024), on teachers of special education children (Dignath et al., 2022). Past studies also showed that good teacher-student relationships had positive impact on motivation and self-efficacy levels among students (Liu et al., 2025). Latest trends solely focused on student-teacher relationship with self-esteem among students and teachers. Fewer research evidence is present on impact of perceived teachers' feedback and student-teacher relationship and its impacts on self-esteem among late adolescents and young adults' students' sample.

Thus present study is conducted to test the relationship between instructional feedback, student-teacher relationship, and self-esteem among students belonged to late adolescents and young adults' age group. This age group is crucial in context of understanding of surrounding and developing better caregiving relationships with parents and specifically teachers (Bailey, 2003; Gebresilase & Zhao, 2023; Marini et al., 2023; Muris & Otgaar, 2023). It is hypothesized as there would be positive relationship between teacher-student interaction, instructional feedback by teacher and self-esteem of students. Also the hypotheses goes teacher-student interaction and feedback by teacher would have positive impact upon self-esteem among students.

## **METHODOLOGY**

### **Research Design**

The nature and design of the study was quantitative cross-sectional correlational design where the data was collected at single time interval with an aim to investigate the relationship between study variables.

### **Sample**

The college students were selected as a sample for this study from different colleges in Gujrat. The 300 college students both male and female were selected through convenient sampling technique meaning the students who were readily approachable and available were recruited to complete the designed questionnaires assessing the variables. The participants of the study were within the age range 18-40 years. Inclusion criteria is participants who will give their consent. Participants within age range 18-40 years old.

### **Exclusion Criteria**

Participants who will not give their consent. Participants less than 18 years old.

***Instruments***

***Caring Student-Teacher Relationship Scale***

This scale was developed by Whitehead et al. (2021) to assess the relationship of the students and teachers. This scale has 16 items and is rated on a 5-point scale with options ranging from “1 (*not at all true*) to 5 (*very true*)”. The scale is found to be valid and reliable and is globally used. The reliability of the scale was found to be .95 (Whitehead et al., 2021). Higher score indicates the good relationship between teachers and their students.

***Students’ Perception of Instructional Feedback Scale***

This scale was developed by Baydas Onlu et al. (2022) to assess the perception of students regarding the feedback they get from their teachers on various tasks. The scale has 19 items and is rated on a 5-point Likert scale with options ranging from “1 (*strongly disagree*) to 5 (*strongly agree*)”. Higher score on the scale indicates the good perception of the feedback taken by student. Higher scores indicate a positive perception of feedback, reflecting that students find the feedback constructive, clear, and helpful for their learning, while lower scores suggest a negative perception, highlighting potential issues in feedback delivery or utility. The reliability of the scale was found to be .92 (Baydas Onlu et al., 2022).

***Rosenberg Self-Esteem Scale***

This scale was developed by Rosenberg (1965) for assessing the self-esteem levels in individuals across globe. This scale is widely used instrument across globe and has been validated across various populations and cultural backgrounds. The scale demonstrates good reliability and validity across globe. The scale has 10 items with 5-reverse items having options in 4 categories ranging from “1 (*strongly agree*) to 4 (*strongly disagree*)”. Higher score on the scale is an indicator of the high self-esteem levels. Cronbach’s alpha values typically ranging between 0.77 and 0.88 (Garcia et al., 2019).

***Procedure***

Respective research topic was approved by the department at first and all the necessary permissions were acquired from the supervisor and department. The permissions were taken from the colleges in Gujrat. Then the participants were approached for the data collection. Started of data collection from nearest colleges and then moved ahead. The consent was taken from the study participants before completing survey form. The participants were thoroughly briefed regarding nature as well as purpose of study being done, and they were made aware of their right to withdraw from study whenever they wanted to and their data would be kept confidential and used only for research purposes.

***Ethical Considerations***

The study proceeded only after securing approval from the institutional ethics committee to ensure all ethical standards are met. Participants were asked to give informed consent, having been fully briefed on the study's scope and their right to withdraw at any time, thus maintaining the voluntary nature of participation. Absolute confidentiality of the data was assured, with personal identities safeguarded. At the study's end, a debriefing will provide participants with insights into the findings and underscore the significance of their contribution to the research.

**RESULTS**

***Table 1 : Sociodemographic Characteristics of Participants (N = 300)***

<b><i>Demographic</i></b>	<b><i>f</i></b>	<b><i>(%)</i></b>
Age		

19-30 Years	139	46.3
31-40 Years	161	53.7
Gender		
Male	150	50.0
Female	150	50.0
Education		
Undergraduates	113	37.7
Graduates	187	62.3
Socioeconomic Status		
Upper Class	96	32.0
Middle Class	112	37.3
Lower Class	92	30.7
Birth Order		
First Born	82	27.3
Middle Born	161	53.7
Last Born	57	19.0

*Note.* *f* = Frequencies of demographic variables, % = Percentage

Table 1 shows the demographic characteristics of the study sample.

**Table 2: Psychometric Properties of the Instruments (N = 300)**

<i>Scales</i>	<i>M</i>	<i>SD</i>	<i>α</i>	<i>Range</i>
SPIFS	57.95	8.77	.71	37-87
CSTRS	46.57	10.20	.86	20-75
SES	21.40	6.21	.81	10-40

*Note.* SPIFS= Students’ Perceived Instructional Feedback Scale; CSTRS= Caring Student-Teacher Rating Scale; SES= Self-Esteem Scale; *M* = Mean; *SD* = Standard Deviation.

The table provides the reliability values of the scales along with their descriptive statistics. All of the scale show that the good and acceptable reliability values that is the values are above .70 which indicates that all the data collected is valid for statistical analyses.

**Table 3: Correlation Analysis for the Study Variables (N = 300)**

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>	<i>3</i>
1. SPIF	57.95	8.77	-	.61 <sup>***</sup>	.36 <sup>**</sup>
2. CSTR	46.57	10.20	-	-	.55 <sup>***</sup>
3. SE	21.40	6.21	-	-	-

*Note.* SPIF= Students’ Perceived Instructional Feedback; CSTR= Caring Student-Teacher Rating; SE= Self-Esteem.

\*\*\*  $p < .001$ . \*\*  $p < .01$

Table 3 shows the correlation between study variables: Self-perceived Instructional Feedback (SPIF), Caring Student-Teacher Rating (CSTR), and Self-esteem (SE). SPIF is strongly correlated with CSTR, indicating that perception of good feedback is associated with increased stress. SPIF and CSTR also has moderate positive correlations with SE suggesting that valuing family may positively influence self-esteem.

**Table 4: Linear Regression for Prediction of Self-Esteem From Perceived Instructional Feedback for Participants (N = 300)**

<i>Predictors</i>	<i>B</i>	<i>β</i>	<i>SE</i>
Constant	6.36***		2.23
SPIF	.26***	.36	.03
<i>R</i> <sup>2</sup>	.13		

*Note.* SPIF= Students’ Perceived Instructional Feedback; SE = Self-Esteem; *B* = Unstandardized Beta, *SE* = Standard Error.

\*\*\*  $p < .001$ .

The model shows that SPIF significantly predicts SE, with a regression coefficient (*B*) of .26 ( $p < .001$ ) indicating a positive association where good perception of instructional feedback is related to higher self-esteem. The model explains 13% of the variance in SE ( $R^2 = .13$ ), demonstrating that good feedback accounts for a meaningful proportion of variability in self-esteem.

**Table 5: Linear Regression for prediction of Self-Esteem from Student-Teacher Relationship for Participants (N = 300)**

<i>Predictors</i>	<i>B</i>	<i>β</i>	<i>SE</i>
Constant	5.80***		1.40
CSTR	.33***	.55	.02
<i>R</i> <sup>2</sup>	.30		

*Note.* CSTR= Caring Student-Teacher Relationship; SE = Self-Esteem; *B* = Unstandardized Beta; *SE* = Standard Error.

\*\*\*  $p < .001$ .

The model shows that STR significantly predicts SE, with a regression coefficient (*B*) of .33 ( $p < .001$ ) indicating a positive association where good student-teacher relationship is related to higher self-esteem. The model explains 30% of the variance in SE ( $R^2 = .30$ ), demonstrating that good relationship between student and teacher accounts for a meaningful proportion of variability in self-esteem.

## DISCUSSION

The aim of the study is to gather the impact of student-teacher feedback and teacher-student relationship on self-esteem among students. The data was collected from college students mainly of late adolescents and young adults' students. The study was conducted using co-relation cross-sectional research design. The results of the study comprised of descriptive and inferential statistics. Results of descriptive statistics showed that scales have good internal consistency and data is normally distributed. The results of the inferential statistics showed significant positive relationship between variables. Findings further clarified that increased level of positive student-teacher feedback significantly positively related to and predicted self-esteem among students. Previous studies supported the similar arguments as study by Jelić (2022) highlighted that positive student-teacher feedback increased the self-esteem among students. Further studies highlighted that positive feedback from the teachers increased students' self-worth and self-esteem (Cionea et al., 2022; Elson et al., 2018). In Pakistani and Asian culture studies conducted on feedback of teacher and self-esteem among students. The results showed that positive and constructive feedback led to increased levels of self-esteem and academic outcomes in educational settings (Javaid et al., 2024; Yuan, 2024; Zahra et al., 2025).

The other finding of the study showed that increased positive student-teacher relationship led to the increased levels of self-esteem among students. Thus, the more positive and more strong the relationship is between students and teachers would enhance the level of self-esteem and self-worth among students. Previous studies showed that increased levels of caring, understanding, and instructive student-teacher relationship would result in more refined, compact, and well developed self-esteem and self-image of the students (Gebresilase & Zhao, 2023; Puřaru, 2023; Rachmawati, 2020; Saxer et al., 2024; Zakszeski et al., 2021).

The findings of the study also highlighted the significant positive predicting role of student-teacher relationship and teacher-student interaction led to increased levels of self-esteem. Thus increased student-teacher relationship and teacher-student interaction led to increased positive self-esteem among students. The study by Egert et al. (2018) highlighted that teachers' positive feedback and relationship with students led to positive students' outcomes. Various studies showed that positive student-teacher relationship at the younger adult or late adolescents resulted in development of positive self-image and good academic progress among students (Nguyen et al., 2020; Vitiello et al., 2022; Zakszeski et al., 2021). The study by Komarraju et al. (2010) showed that how teachers' positive interaction with students impact significantly on the increased self-esteem among students. Positive student-teacher instructional and proper feedback process of the work done by students enhance their self-esteem and overall academic performance (Dignath et al., 2022). The positive development of the student-teacher relationship in reality fulfil the intellectual competencies of the students (Amerstorfer & Münster, 2021).

## **CONCLUSION**

The study concluded on the development of the positive student-teacher relationship, and instructional feedback from teachers led to increased levels of self-esteem among undergraduate students. The study showed that increased positive student-teacher relationship developed good self-esteem and motivation to perform better. Constructive feedback, when focused on students' progress and effort rather than personal criticism, fosters self-confidence and motivation. The study also demonstrates that teacher feedback positively impacts self-esteem, supporting the idea that feedback is a crucial tool for encouraging students' growth.

## **LIMITATIONS AND SUGGESTIONS**

The limited sample size and demographic diversity may restrict the generalizability of the results to a broader population. Additionally, the cross-sectional design only establishes correlations between variables. Future studies must opt for the longitudinal and qualitative research designs for in-depth and cohort analysis. The reliance on self-reported data introduces the potential for bias, as participants may have responded in socially desirable ways. Furthermore, the study's focus on teacher-student relationships and feedback may overlook other influential factors impacting self-esteem and academic performance. Cultural constraints also limit the applicability of the findings to different educational contexts outside the study setting.

## **IMPLICATIONS**

Findings highlight the need for teacher training programs to focus on effective feedback methods that are constructive and motivating. There is a strong need for support policies that promote positive teacher-student interactions as a means to improve educational outcomes. Mentorship programs that strengthen student-teacher connections, especially for at-risk students should be devised and implemented.

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