

**An Analysis of Factors Influencing the Development of Positive Relationships between
Prospective Teachers and Students**

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ABSTRACT

The quality of teacher-student relationships plays a critical role in shaping the academic, emotional, and social development of students. This study aims to an analysis of factors influencing the development of positive relationships between prospective teachers and students. Specifically, the research focuses on understanding how these relationships influence student engagement, motivation, and classroom management in educational settings. The study was quantitative in nature, descriptive method and survey technique were used to conduct this study and collected data from respondents. Populations of the study were consisted on one hundred and ten prospective teachers. All the prospective teachers were selected as sample of the study by using universal sampling technique. A questionnaire were formulated as research instrument of the study. Statistical package for social sciences (SPSS) was used for checking the reliability and analysis of data. Reliability of instrument is 0.79. Data were collected by personal visits and for analysis of data researcher applied mean, frequency, standard deviation with the help of Statistical package for social sciences (SPSS).

Keywords: Prospective Teacher, Students

INTRODUCTION

The quality of the relationship between teachers and students is recognized as a critical factor in shaping students' academic and social development. Studies have long established that positive teacher-student relationships contribute significantly to students' success, with research indicating that students who experience strong, supportive relationships with their teachers are more likely to achieve higher academic outcomes and demonstrate enhanced socio-emotional well-being (Davis, 2003). These relationships provide students with a sense of security and motivation, which fosters a conducive environment for learning. In classrooms where teachers prioritize building positive relationships, students feel respected, valued, and understood, leading to increased engagement and academic performance (Wentzel, 2010).

However, for prospective teachers those still in training or at the beginning of their careers navigating the complexities of relationship-building can be challenging. Prospective teachers often lack the experience necessary to manage classrooms effectively while simultaneously developing strong personal connections with students (Sheridan, et al., 2022). This dual responsibility can be overwhelming, especially in environments where teachers must deal with resource limitations, large class sizes, or students from diverse socio-economic backgrounds. As a result, the ability of these teachers to establish meaningful relationships with their students is often compromised, which can negatively affect both teaching effectiveness and student outcomes (Fox & Wilson, 2015).

In rural and socio-economically challenged areas, the dynamics of teacher-student relationships are particularly complex. Teachers in these regions often face unique obstacles, such as inadequate resources, socio-economic disparities among students, and cultural factors that influence educational expectations and practices. These challenges can complicate the process of building positive relationships between teachers and students. In these settings, where students often come from diverse backgrounds and face additional barriers to academic success, teachers must work even harder to create supportive, inclusive classroom environments (Xalxo, Kindo & Kachhap, 2025).

Building relationships in such environments is not only about providing academic support but also about addressing the social and emotional needs of students. In disadvantaged regions, students may struggle with issues such as poverty, familial instability, or lack of access to educational resources outside of school, which can hinder their ability to engage fully in the learning process. For prospective teachers, learning to navigate these challenges while still developing their own teaching skills can be daunting. Research suggests that teachers who can establish strong, positive relationships with their students are better able to support their academic and emotional needs, which is particularly crucial in underserved areas (Murray, 2002).

In such environments, cultural norms and societal expectations play a significant role in shaping the dynamics of teacher-student relationships. In many traditional societies, teachers are viewed as authority figures who command respect and adherence to strict classroom rules. While this can foster an atmosphere of discipline, it can also make it difficult for teachers, especially those early in their careers, to develop the kinds of close, supportive relationships that are essential for student success (Lamport, Grave & Ward, 2012). For prospective teachers, striking a balance between maintaining authority and creating a warm, nurturing environment is a delicate task. Research has shown that teachers who are able to combine authority with empathy and respect are more likely to foster positive relationships that enhance student learning (Lundeen, 2004).

The challenges of building positive teacher-student relationships in resource constrained environments are compounded by the limited opportunities for professional development and support that teachers in these areas often experience. Studies have found that teachers in rural or disadvantaged regions are less likely to receive adequate training in classroom management and relationship-building, leaving them ill-prepared to meet the diverse needs of their students. Furthermore, the large class sizes and lack of teaching materials that are common in such areas can make it difficult for teachers to provide the individualized attention necessary for building strong, meaningful relationships with their students (Ezinwa, 2024).

Despite these challenges, the importance of building positive relationships between teachers and students in disadvantaged areas cannot be overstated. Research consistently shows that students who feel connected to their teachers are more likely to be engaged in the learning process, exhibit positive behavior, and achieve higher levels of academic success (Muijs, *et al.*, 2004). In rural and under-resourced environments, where students may face additional barriers to education, the support and guidance provided by teachers are often critical to their overall development and success. For prospective teachers, developing the skills necessary to build strong, supportive relationships with their students is essential not only for the students' success but also for their own professional growth and satisfaction (Becker & Luthar, 2002).

In addition to the challenges related to resource limitations and classroom management, prospective teachers in these regions must also contend with the sociocultural dynamics that influence educational practices and expectations. For instance, in many traditional societies, gender norms and roles can affect

the way that teachers interact with their students, particularly in coeducational settings (Wubbels, 2011). Understanding and navigating these cultural dynamics is essential for prospective teachers who seek to build positive, respectful relationships with all of their students, regardless of gender, socio-economic background, or academic ability. Research suggests that teachers who are culturally responsive and who make an effort to understand the unique needs and perspectives of their students are more likely to create inclusive, supportive learning environments (Hennessy, Deane & Ruthven, 2005).

Given the importance of teacher-student relationships for student success, it is crucial to explore how prospective teachers in rural, resource-limited environments approach the task of building these relationships. By understanding the challenges and opportunities that exist in such settings, educators and policymakers can develop targeted interventions to support prospective teachers in their efforts to build strong, positive relationships with their students. This study aims to fill the gap in the literature by examining the dynamics of teacher-student relationships in a specific rural context, focusing on the experiences of prospective teachers as they navigate the complexities of relationship-building in their classrooms (Singh, 2024).

The findings of this study will have important implications for teacher education programs, particularly those serving prospective teachers in rural and under-served areas. By identifying the specific challenges faced by teachers in these contexts, this research will provide insights into how teacher education programs can be improved to better prepare prospective teachers for the realities of the classroom. Furthermore, this study will offer recommendations for how schools and educational policymakers can support teachers in building positive relationships with their students, ultimately contributing to improved educational outcomes in disadvantaged regions.

Despite the well-documented importance of teacher-student relationships, little research has been conducted in the context of Kotli, Azad Kashmir, to explore how prospective teachers navigate these dynamics. Existing studies have predominantly focused on urban areas or developed countries. As a result, there is a gap in understanding how local cultural, social, and educational factors influence relationship-building in this region. This study aims to address this gap by investigating the specific challenges and opportunities faced by prospective teachers in Kotli as they work to develop positive relationships with their students.

METHOD AND MATERIALS

The study was quantitative in nature and descriptive method was used to conduct the study. In descriptive method survey technique was used to collect the data from the respondents. The population of the study were consisted of one hundred and ten perspective teachers. All the prospective teachers were the sample of the study. The researcher used universal sampling technique for the selection of the sample. A self-developed questionnaire was used as a research instrument of the study to collect data from the respondents. Questionnaire were consisted on 7 dimensions empathy, communication, cultural communication, classroom management, teacher emotional intelligence, collaborative planning and teacher behavior, and each contain 5 items. Five point Likert scale were used for gathering the responses from the respondents. The questionnaire was validated from three educational experts of the Department of Education. Researcher conducted pilot testing to check the accuracy and usability of instrument. Using a pilot study, the researcher distributed questionnaire among 20 prospective teachers which were the part of population. The researcher incorporated the points raised by the participants of pilot testing. Overall the respondent rate were hundred percent which is excellent for conducting research. The reliability of the instrument was checked by Cronbach's alpha statistical technique. The reliability of the instrument was 0.79 which was acceptable for further research. The researcher were personally visited the selected areas

and collect the data from the prospective teachers. Data were analyzed by using Statistical Package for Social Sciences (SPSS). The researcher used simple mean, frequency, and percentage for the analysis of data.

DATA ANALYSIS

Table 01: I make an effort to understand my students' emotional and personal challenges.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		1	2	16	50	41		
	110						4.16	.807
Percentage		.9	1.8	14.5	45.5	37.3		

Table 01 Described that 82.8 % (37.3% SA+45.5% A) of higher-level education's prospective teachers agreed with the statement that I make an effort to understand my students' emotional and personal challenges Furthermore, mean score 4.16 and SD .807of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 02: I regularly check in with students to ensure they feel supported emotionally.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		2	2	22	48	36		
	110						4.04	
Percentage		1.8	1.8	20.0	43.6	32.7		.877

Table 02 Described that 76.3% (32.7% SA+43.6% A) of higher-level education's prospective teachers agreed with the statement that. I regularly check in with students to ensure they feel supported emotionally. Furthermore, mean score 4.04 and SD.877 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 03: I use empathy to help students overcome personal and academic struggles.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		1	1	17	49	42		
	110						4.18	.792
Percentage		.9	.9	15.5	44.5	38.2		

Table 03 Described that 82.7% (38.2%SA+44.5% A) of higher-level education's prospective teachers agreed with the statement that I use empathy to help students overcome personal and academic struggles. Furthermore, mean score 4.18 and SD .792 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 04: I am patient with students who struggle emotionally or academically.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		2	12	30	34	32		
	110						3.75	

Percentage	1.8	10.9	27.3	30.9	29.1	1.058
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Table 04 Showed that 60 % (29.1% SA+30.9% A) of higher-level education's prospective teachers agreed with the statement that I am patient with students who struggle emotionally or academically. Furthermore, mean score 3.75 and SD 1.058 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 05: I believe showing empathy helps to create a positive learning environment.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		5	14	23	36	32		
	110						3.69	1.155
Percentage		4.5	12.7	20.9	32.7	29.1		

Table 05 Showed that 61.8 % (29.1% SA+32.7% A) of higher-level education's prospective teachers agreed with the statement that I believe showing empathy helps to create a positive learning environment. Furthermore, mean score 3.69 and SD 1.155 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 06: I adapt my communication style to meet the needs of different students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		3	8	20	40	39		
	110						3.95	1.039
Percentage		2.7	7.3	18.2	36.4	35.5		

Table 06 Described that 71.9 % (35.5% SA+36.4% A) of higher-level education's prospective teachers agreed with the statement that I adapt my communication style to meet the needs of different students. Furthermore, mean score 3.95 and SD 1.039 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 07: I ensure all students have an opportunity to speak and share in class.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		4	12	22	36	36		
	110						3.80	1.124
Percentage		3.6	10.9	20.0	32.7	32.7		

Table 07 Stated that 65.4% (32.7% SA+32.7% A) of higher-level education's prospective teachers agreed with the statement that I ensure all students have an opportunity to speak and share in class Furthermore, mean score 3.80 and SD 1.124 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 08: I use variety of communication methods (verbal, non-verbal , visual) to teach all students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	6	10	26	38	30	3.69	1.131
Percentage		5.5	9.1	23.6	34.5	27.3		

Table 08 Stated that 61.8% (27.3% SA+34.5% A) of higher-level education's prospective teachers agreed with the statement that I Use variety of communication methods (verbal, non-verbal, visual) to reach all students. Furthermore, mean score 3.69 and SD 1.131 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 09: I encourage students to ask questions and express their thoughts.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	6	10	26	38	30	3.70	1.162
Percentage		5.5	9.1	23.6	34.5	27.3		

Table 09 Showed that 61.8 % (27.3% SA+34.5% A) of higher-level education's prospective teachers agreed with the statement that I encourage students to ask questions and express their thoughts. Furthermore, mean score 3.70 and SD 1.162 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.10: I use communication to foster a positive relationship with my students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	10	7	40	31	22	3.44	1.154
Percentage		9.1	6.4	36.4	28.2	20.0		

Table 4.10 Described that 48.2 % (20.0% SA+28.2% A) of higher-level education's prospective teachers agreed with the statement that I use communication to foster a positive relationship with my students. Furthermore, mean score 3.44 and SD 1.154 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.11: I incorporate students' cultural background into my lessons.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	11	45	26	21	7	2.71	1.087
Percentage		10.0	40.9	23.6	19.1	6.4		

Table 4.11 Stated that 25.5% (6.4% SA+19.1% A) of higher-level education's prospective teachers agreed with the statement that I incorporate students' cultural background into my lessons. Furthermore, mean score 2.71 and SD 1.087 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.12: I encourage students to share their cultural experiences in class.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		2	13	60	22	13		
	110							
Percentage		1.8	11.8	54.5	20.0	11.8	3.28	.890

Table 4.12 Described that 31.8 % (11.8% SA+20.0% A) of higher-level education's prospective teachers agreed with the statement that I encourage students to share their cultural experiences in class. Furthermore, mean score 3.28 and SD .890 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.13: I make an effort to learn about my students' cultural practices.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		59	32	8	9	2		
	110						1.75	1.024
Percentage		53.6	29.1	7.3	8.2	1.8		

Table 4.13 Showed that 10% (1.8% S A+8.2% A) of higher-level education's prospective teachers agreed with the statement that I make an effort to learn about my students' cultural practices. Furthermore, mean score 1.75 and SD 1.024 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.14: I respect and acknowledge different cultural traditions in my classroom.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		20	48	17	16	9		
	110						2.51	
Percentage		18.2	43.6	15.5	14.5	8.2		1.187

Table 4.14 Showed that 22.7% (8.2% SA+14.5% A) of higher-level education's prospective teachers agreed with the statement that I respect and acknowledge different cultural traditions in my classroom. Furthermore, mean score 2.51 and SD 1.187 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.15: I organize activities that allow students to learn about each other's cultures.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		7	11	34	30	28		
	110						3.55	1.162

Percentage	6.4	10.0	30.9	27.3	25.5
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Table 4.15 indicates that 52.8% (25.5% SA+27.3% A) of higher-level education's prospective teachers agreed with the statement that I organize activities that allow students to learn about each other's cultures. Furthermore, mean score 3.55 and SD 1.162 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.16: I manage my classroom in a way that fosters respect and collaboration.

Responses	N	SDA	DA	N	A	SA	Mean	SD
Frequency		1	4	9	43	53		
	110	.9					4.30	
Percentage			3.6	8.2	39.1	48.2		.841

Table 4.16 indicates that 87.3 % (48.2% SA+39.1% A) of higher-level education's prospective teachers agreed with the statement that I manage my classroom in a way that fosters respect and collaboration. Furthermore, mean score 4.30and SD .841 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.17: I set clear behavior expectations for all students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency								
	110	12	75	16	5	2	2.18	.756
Percentage		10.9	68.2	14.5	4.5	1.8		

Table 4.17 indicates that 6.3 % (1.8% SA+4.5% A) of higher-level education's prospective teachers agreed with the statement that I set clear behavior expectations for all students. Furthermore, mean score 2.18 and SD.756 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.18: I handle classroom conflicts in a constructive and respectful manner.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		3	3	5	39	60		
	110						4.36	
Percentage		2.7	2.7	4.5	35.5	54.5		.906

Table 4.18 indicates that 90 % (54.5% SA+35.5% A) of higher-level education's prospective teachers agreed with the statement that I handle classroom conflicts in a constructive and respectful manner. Furthermore, mean score 4.36and SD .906 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.19: I create a structured learning environment that minimizes disruptions.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	0	3	13	68	26	4.06	.681
Percentage		0	2.7	11.8	61.8	23.6		

Table 4.19 indicates that 85.4 % (23.6% SA+%61.8 A) of higher-level education's prospective teachers agreed with the statement that I create a structured learning environment that minimize disruptions. Furthermore, mean score 4.06 and SD .681 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.20: I use my classroom management skills to fosters a productive learning environment.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	27	21	22	21	19	2.85	1.432
Percentage		24.5	19.1	20.0	19.1	17.3		

Table 4.20 indicates that 36.4% (17.3% SA+19.1% A) of higher-level education's prospective teachers agreed with the statement that I use my classroom management skills to fosters a productive learning environment. Furthermore, mean score 2.85 and SD 1.432 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.21: I stay calm and composed in challenging classroom situations.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	19	14	24	29	24	3.23	1.386
Percentage		17.3	12.7	21.8	26.4	21.8		

Table 4.21 indicates that 48.2 % (21.8% SA+26.4% A) of higher-level education's prospective teachers agreed with the statement that I stay calm and composed in challenging classroom situations. Furthermore, mean score 3.23 and SD 1.386 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.22: I manage my emotions in a way that positively impacts students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	8	9	37	29	27	3.53	1.163
Percentage		7.3	8.2	33.6	26.4	24.5		

Table 4.22 indicates that 50.9% (24.5% SA+26.4% A) of higher-level education's prospective teachers agreed with the statement that I manage my emotions in a way that positively impacts students. Furthermore, mean score 3.53 and SD 1.163 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.23: I use emotional awareness to guide my interactions with students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency								
	110	52	19	19	17	3	2.09	1.231
Percentage		47.3	17.3	17.3	15.5	2.7		

Table 4.23 indicates that 64.6% (47.3% SDA+17.3% DA) of higher-level education's prospective teachers disagreed with the statement that I use emotional awareness to guide my interactions with students. Furthermore, mean score 2.09 and SD 1.231 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.24: I model positive emotional behavior for my students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency								
	110	17	13	34	30	16	3.14	1.260
Percentage		15.5	11.8	30.9	27.3	14.5		

Table 4.24 indicates that 41.8 % (14.5% SA+27.3% A) of higher-level education's prospective teachers agreed with the statement that I model positive emotional behavior for my students. Furthermore, mean score 3.14 and SD 1.260 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.25: I am aware of my emotional triggers and manage them effectively.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency								
	110	11	8	39	25	27	3.45	1.224
Percentage		10.0	7.3	35.5	22.7	24.5		

Table 4.245 indicates that 47.2% (24.5% SA+22.7% A) of higher-level education's prospective teachers agreed with the statement that I am aware of my emotional triggers and manage them effectively. Furthermore, mean score 3.45 and SD 1.224 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.26: I involve students in planning lessons to encourage engagement.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	0	5	20	48	37	4.06	.838
Percentage		0	4.5	18.2	43.6	33.6		

Table 4.26 indicates that 77.2% (33.6% SA+43.6% A) of higher-level education's prospective teachers agreed with the statement that I involve students in planning lessons to encourage engagement. Furthermore, mean score 4.06 and SD .838 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.27: I organize group projects that require students to collaborate.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	5	11	34	31	29	3.62	1.117
Percentage		4.5	10.0	30.9	28.2	26.4		

Table 4.27 indicates that 54.6 % (26.4% SA+28.2%A) of higher-level education's prospective teachers agreed with the statement that I organize group projects that require students to collaborate. Furthermore, mean score 3.62 and SD 1.117 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.28: I facilitate activities where students can collaborate with each other.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	1	10	31	37	31	3.79	.987
Percentage		.9	9.1	28.2	33.6	28.2		

Table 4.28 indicates that 61.8% (28.2% SA+33.6% A) of higher-level education's prospective teachers agreed with the statement that I facilitate activities where students can collaborate with each other. Furthermore, mean score 3.79 and SD .987 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.29: I promote teamwork by assigning collaborative tasks.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	5	13	28	31	33	3.67	1.158
Percentage		4.5	11.8	25.5	28.2	30.0		

Table 4.29 indicates that 58.2% (30.0% SA+28.2% A) of higher-level education's prospective teachers agreed with the statement that I promote teamwork by assigning collaborative tasks. Furthermore, mean score 3.67 and SD 1.158 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.30: I create collaborative learning environments that involve student participation.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	6	10	25	37	32	3.72	1.142
Percentage		5.5	9.1	22.7	33.6	29.1		

Table 4.30 indicates that 62.7 % (29.1% SA+33.6% A) of higher-level education's prospective teachers agreed with the statement that I create collaborative learning environments that involve student participation. Furthermore, mean score 3.72 and SD 1.142 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.31: I adjust my behavior to meet the diverse needs of my students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	3	14	35	31	27	3.59	1.078
Percentage		2.7	12.7	31.8	28.2	24.5		

Table 4.31 indicates that 52.7 % (24.5% SA+28.2% A) of higher-level education's prospective teachers agreed with the statement that I adjust my behavior to meet the diverse needs of my students. Furthermore, mean score 3.59 and SD 1.078 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.32: I show flexibility in my behavior to accommodate different learning styles.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency	110	4	14	30	32	30	3.64	1.123
Percentage		3.6	12.7	27.3	29.1	27.3		

Table 4.32 indicates that 56.4 % (27.3% SA+29.1% A) of higher-level education's prospective teachers agreed with the statement that I adjust my behavior to meet the diverse needs of my students. Furthermore, mean score 3.64 and SD 1.123 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.33: I use my behavior to create a welcoming and positive classroom environment.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		4	14	31	31	30		
	110						3.63	1.124
Percentage		3.6	12.7	28.2	28.2	27.3		

Table 4.33 indicates that 55.5 % (27.3% SA+28.2% A) of higher-level education's prospective teachers agreed with the statement that I use my behavior to create a welcoming and positive classroom environment. Furthermore, mean score 3.63 and SD 1.124 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.34: I use my behavior to manage classroom challenges effectively.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		2	14	31	33	30		
	110						3.68	1.066
Percentage		1.8	12.7	28.2	30.0	27.3		

Table 4.34 indicates that 57.3 % (27.3% SA+30.0% A) of higher-level education's prospective teachers agreed with the statement that I use my behavior to manage classroom challenges effectively. Furthermore, mean score 3.68 and SD 1.066 of higher level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

Table 4.35: I show consistency in my behavior to build trust with students.

Responses	N	SDA	DA	PA	A	SA	Mean	SD
Frequency		3	16	31	29	31		
	110						3.63	1.124
Percentage		2.7	14.5	28.2	26.4	28.2		

Table 4.35 indicates that 54.6 % (28.2% SA+26.4% A) of higher-level education's prospective teachers agreed with the statement that I show consistency in my behavior to build trust with students. Furthermore, mean score 3.68 and SD 1.124 of higher-level education's prospective teachers also reflects the opinion of respondent in favor of the statement.

DISCUSSION

The study highlights the importance of empathy in teaching, especially in understanding students' emotional and personal struggles. Teachers who regularly check in with their students and show patience help build a supportive and positive learning environment. When students feel understood and emotionally supported, they are more likely to overcome both academic and personal challenges. The findings show that empathy plays a key role in creating a classroom where students feel safe, valued, and

motivated to learn. Another important finding is how communication and cultural awareness contribute to effective teaching. Teachers who use different communication styles verbal, non-verbal, and visual are better able to reach all students. Giving students the chance to express themselves and ask questions strengthens teacher-student relationships. Additionally, recognizing and including students' cultural backgrounds in lessons helps students feel respected and accepted. When students share their culture and learn about others, the classroom becomes more inclusive and connected. Lastly, classroom management, emotional control, and promoting collaboration are vital for a successful learning environment. Teachers who stay calm and manage their emotions can positively influence student behavior and engagement. Involving students in planning and teamwork encourages active participation and cooperation. When teachers are flexible and consistent in their behavior, they build trust and create a welcoming classroom atmosphere. These practices not only reduce disruptions but also support all students' academic and social development.

CONCLUSION

The findings of this study highlight that most teachers recognize and practice empathy and emotional support in their classrooms. They actively work to understand students' personal challenges, use empathy to guide students through academic and emotional struggles, and check in with students to ensure they feel supported. Teachers also expressed patience and emphasized the importance of creating a positive learning environment through emotional understanding and adaptive communication. While many teachers are committed to effective communication and collaborative learning, there is still room for growth in areas such as cultural inclusion and emotional self-awareness. Fewer teachers reported integrating students' cultural backgrounds into lessons or learning about their cultural practices, suggesting that more focus on cultural responsiveness is needed. Additionally, some teachers felt less confident in managing their own emotional responses, indicating a potential area for professional development in emotional intelligence. Overall, teachers generally strive to create respectful, collaborative, and engaging classrooms. They show a willingness to adapt their communication and behavior to support diverse learners and foster a positive atmosphere. However, increased attention to cultural sensitivity and emotional modeling can further strengthen the impact teachers have on their students' academic and personal growth.

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