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TEACHER–STUDENT RELATIONSHIPS AS A FACTOR INFLUENCING ACADEMIC SUCCESS

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Abstract

Teacher–student relationships are one of the key factors influencing students' academic success, motivation, and personal development. A positive relationship between teacher and student creates a supportive learning environment where students feel respected, encouraged, and actively involved in the educational process. The aim of this article is to analyze the role of teacher–student relationships in improving academic achievement and to identify the main pedagogical factors that contribute to successful learning outcomes. The findings show that trust, respect, emotional support, constructive feedback, and effective classroom communication significantly influence students' motivation and academic performance. Strengthening teacher–student relationships is therefore an important condition for improving the quality of education.

Keywords: teacher–student relationships, academic success, motivation, educational environment, communication, learning outcomes, pedagogy

Introduction

The quality of relationships between teachers and students plays an important role in the effectiveness of the educational process. Modern education is not limited only to the transfer of knowledge; it also includes the development of students' motivation, confidence, critical thinking, and social skills. In this process, the teacher acts not only as a source of knowledge but also as a mentor, guide, and supporter of students' academic and personal growth.

A positive teacher–student relationship helps create a psychologically safe and supportive classroom atmosphere. When students feel that their teacher respects them, listens to them, and supports their learning needs, they become more active and motivated in the classroom. Such relationships encourage students to ask questions, express their opinions, participate in discussions, and take responsibility for their own learning.

Academic success is influenced by many factors, including teaching methods, curriculum quality, family support, student motivation, and classroom environment. However, teacher–student relationships remain one of the most significant factors because they directly affect students' attitude toward learning. Supportive relationships can reduce anxiety, increase self-confidence, and improve students' willingness to overcome academic difficulties.

In contrast, weak or negative relationships between teachers and students may lead to decreased motivation, passive participation, low academic performance, and emotional discomfort. Therefore,

studying teacher–student relationships as a factor influencing academic success is highly relevant for modern pedagogy.

Aim of the Study

The aim of this article is to examine the influence of teacher–student relationships on students' academic success and to identify the main elements of effective pedagogical relationships in the learning process.

Materials and Methods

This article is based on the analysis of pedagogical and psychological literature related to teacher–student relationships, academic achievement, motivation, and classroom interaction. Scientific articles, theoretical sources, and educational studies were reviewed to determine the role of interpersonal relationships in students' learning outcomes.

The study also used descriptive and comparative analysis methods. Different aspects of teacher–student relationships were examined, including emotional support, mutual respect, trust, feedback, classroom communication, and teacher expectations. The collected materials were systematized and analyzed to identify the most important factors influencing academic success.

Results

The analysis showed that positive teacher–student relationships have a strong influence on students' academic success. Students who experience supportive and respectful relationships with teachers demonstrate higher motivation, stronger classroom participation, and better learning outcomes.

One of the most important findings is that emotional support from teachers increases students' confidence. When teachers encourage students and recognize their efforts, learners become more motivated to study and more willing to participate in classroom activities. Emotional support also helps reduce fear of mistakes and creates a more comfortable learning environment.

Trust and respect were also identified as essential elements of effective teacher–student relationships. Students are more likely to engage in learning when they feel that their opinions are valued and their individual needs are understood. Respectful communication strengthens cooperation between teachers and students and contributes to academic discipline.

Constructive feedback plays an important role in academic success. Teachers who provide clear, timely, and supportive feedback help students understand their mistakes and improve their performance. Feedback also guides students toward independent learning and self-assessment.

The results also indicate that teacher expectations can influence student achievement. High but realistic expectations encourage students to work harder and believe in their abilities. When teachers demonstrate confidence in students' potential, students often show better academic results.

Discussion

The findings confirm that teacher–student relationships are a central component of effective education. Academic success is not determined only by intellectual ability or teaching materials; it is also shaped by the emotional and communicative environment created by the teacher.

A positive relationship with a teacher can increase students' internal motivation and sense of belonging in the classroom. Students who feel supported are more likely to attend classes regularly, complete assignments, and participate in discussions. This demonstrates that interpersonal relationships have both academic and psychological importance.

The role of the teacher is especially important in identifying students' difficulties. Through close and supportive relationships, teachers can better understand students' learning problems and provide individual assistance. This is particularly important for students who lack confidence or experience academic challenges.

Teacher–student relationships also contribute to the development of social and communication skills. In a respectful classroom environment, students learn how to express ideas, listen to others, cooperate, and solve problems. These skills are important not only for academic success but also for future professional development.

In modern education, teacher–student relationships are also important in digital and blended learning environments. Even when learning takes place online, students still need teacher support, feedback, and communication. Therefore, teachers should use both face-to-face and digital communication tools to maintain positive relationships with students.

Conclusion

Teacher–student relationships are a significant factor influencing students' academic success. Positive relationships based on trust, respect, emotional support, constructive feedback, and effective communication improve students' motivation, confidence, and classroom engagement.

The analysis shows that students achieve better academic results when they feel supported and valued by their teachers. A positive classroom relationship creates favorable conditions for active learning, critical thinking, cooperation, and personal development.

Therefore, strengthening teacher–student relationships should be considered an important priority in educational practice. Teachers should develop communication skills, provide emotional and academic support, and create an inclusive and respectful learning environment. Such an approach contributes to improving academic achievement and the overall quality of education.

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