

Short Research Article

The Impact of Supportive Teacher-Student Relationships on Academic Performance

ABSTRACT

In my previous research findings, one of the themes on the impact of positive teacher-student relationships revealed that healthy relationships promote academic performance. To deepen the findings, the researcher conducted a mixed methods research design. The inferential correlation analysis was carried out for this qualitative survey. Altogether, 100 students and 40 teachers from various schools participated in this data collection under SamdrupJongkhar District. The study on supportive teacher-student relationships revealed that it improves student engagement and motivation during class. Children participate more and become open and friendly with the teacher. The supportive teacher-student relationships motivate and create a fulfilling learning environment. They take ownership of their tasks and build learning curiosity which is the engine of learning.

For the qualitative interview study, the sample consisted of 40 teachers and 30 secondary school students. The data were collected through the use of semi-structured interviews and transcribed and analyzed using a thematic approach. This qualitative study revealed that supportive teacher-student relationships help students to become more interactive, improve their approachability, and boost attachment. The healthy teacher-student relationship nurtures love, cultivates respect, and fosters a sense of security. Children love the subject taught by teachers who have healthy relationships with them and ultimately enhance their academic performance. Teachers get more

time for lesson preparation and assessment. They give consistent feedback and pay more attention to all the individuals in the class since they do not waste their time correcting the student's disruptive behaviours resulting in negative teacher-student relationships.

1. INTRODUCTION

Teachers today have a lot more responsibility than teachers in the past due to the rising demands of teaching in the 21st century (Yildirim, 2014). Teachers are now required to be associated with the organization as a whole, influencing culture, policy, and actions. Teacher responsibilities have expanded from the classroom to the entire school (Gavish & Friedman, 2010). In addition, teachers must also serve as role models, social workers, counselors, parents, and many other roles for students, all while making sure their pupils meet state criteria and succeed academically (Yilmaz, Altinkurt, Guner & Sen, 2015). A stronger sense of value and belonging may promote academic performance (Hughes, Wu, Kwok, Villarreal & Johnson, 2012)

A teacher must promote a desire for learning because they spend a tremendous amount of time with their students throughout the school academic year. The teacher-student supportive relationship is the most effective tool teachers have when attempting to create an environment that is conducive to learning. Students who sense that their teachers are more supportive have higher levels of academic success (Gehlbach, Brinkworth, & Harris, 2012). To keep students interested and engaged, the learning environment is also crucial. Since they approach learning with zest and zeal, children are more engaged when they feel in control of the situation and secure in the classroom. Students become active participants in their education. Students take an active role in their education when they have healthy relationships with their teachers (Maulana, Opendakker, Stroet, & Bosker, 2013). Thus, creating and upholding a strong teacher-student

relationship is the first step in assisting a student to become more motivated and involved and subsequently academically successful.

The value of developing a positive teacher-student connection and how it connects to academic success is essential. One of the components of efficacy and skill in teaching is a teacher who forges strong bonds with their students (Aultman, Williams-Johnson & Schutz, 2009). Effective learning is impossible without an interactive teaching classroom. The secret to offering a desirable education which will prepare students for their futures is to foster a positive student-teacher connection. The degree to which teachers foster positive relationships with their pupils has a distinct impact on how connected they feel to school, how happy they are, and how well they do in school. Klem & Connell (2004) asserted that if teachers show their love, care, and supportive relationship with the students, the kids will develop a positive academic mentality and find the school to be a meaningful experience.

Building a healthy teacher-student relationship is the key to fostering learning (Hamm, 2011) because it encourages students to continue studying and creates a favourable learning environment where they feel comfortable asking questions and getting answers. To produce positive, motivated, and engaged pupils, Reeve (2006) recognized a teacher who sets a good example for students and can maintain a supportive relationship with them. Direct effects on instructors include encouraging creativity in the classroom through entertaining and engaging activities. Positive teacher-student interactions are essential for students' and teachers' well-being and the possible impact on students.

1.1 Problem Statement

The impact of healthy teacher-student interactions in the classroom was the main emphasis of this study. Strong relationships are advantageous in the school environment (Murray & Malmgren, 2005). Mitchell (2011) stated students develop strong academic self-identity and stay motivated when they maintain good rapport with teachers. However, we are aware of the importance of the supportive teacher-student relationship and its impact on student behaviour and academic performance, yet not all teachers foster positive connections with their students. Therefore, the problem being addressed in this study is how teacher teaching and student learning are enhanced by healthy teacher-student relationships.

1.2 Overarching Research Questions

This study was motivated by the following research question, which served as a guide for analyzing and describing the efficient techniques in this mixed method research.

Main question: How do supportive teacher-student relationships in the classroom impact both teachers' teaching and students' performance in school?

1. What is the supportive teacher-student relationship in school?
2. How do supportive teacher-student relationships help the teacher to teach effectively in a class?
3. How do healthy teacher-student relationships enhance students' learning in the school?

4. Why supportive teacher-student relationship is necessary for the school?

1.3 Objectives of the Study

The major goal of this mixed-method study is to analyze, examine, describe, and explain the advantages of good teacher-student interactions and academic improvement. This study is designed to examine the relationship between teachers' leadership aspirations for a supportive teacher-student relationship and their students' engagement, understanding, and effects. This study aims to shed light on four questions related to supportive teacher-student relationships.

Through the analysis of these four questions, this study addresses a gap in the academic literature and should help educators understand what students in a successful school identify as elements of a supportive teacher-student relationship and how those elements reflect the intentions of principals and teachers. Our current trend in educational policy generally is to place more of an emphasis on evaluation and accountability than on the key components that fundamentally support academic achievement. Tshering (2014) notes that at this point, similar to many other nations, Bhutanese teachers need to place a greater emphasis on teaching and learning than final examination scores.

The following are the objectives:

1. To define the supportive teacher-student relationships in school.
2. To analyze both teachers' and students' perceptions of healthy teacher-students relationships.
3. To examine the impacts of the positive teacher-student relationship in teaching and learning.

1.4 Significance of the Research

When students and teachers get along well, they not only improve social and emotional abilities but also learn more academic content. At all levels of a learning environment, inside the classroom, and throughout the entire school setting, a good and healthy relationship between students and teachers can be quite beneficial. It is advantageous for teachers, students, parents, and administrators when there is a positive interaction among them.

a) **Teacher:**

Teachers benefit much from having good relationships with their students. It enables teachers to quickly receive student feedback and enhance their instructional techniques. Teachers will actually feel less nervous and be able to teach more confidently when they are familiar with the class. Nevertheless, students should have an opportunity to become friends with their classmates, but it is equally vital for your child to have the chance to foster good teacher-student relationships while they are at school. Therefore, supportive teacher-student relationships in school have a significant impact on teachers. Teachers get ample time to assess the student's work and provide genuine feedback for their academic improvement. On account of healthy teacher-student relationships, there would be fewer disciplinary issues and teachers could focus more on lesson planning and teaching. Teachers work hard to fulfil students' learning and encourage academic, emotional, and physical growth in them.

In school, teachers place high importance on love, respect and kindness, and teachers' exhibition of such nurturing characteristics would replicate equally by the students. As a result, teachers

develop more sympathy and empathy for students and strive hard to give their best in teaching. The teachers would establish an atmosphere in the classroom where there is mutual respect, a feeling of care, and an expectation of academic improvement and behavioural development, which is a crucial means of raising the students' performance. While healthy ties between teachers and students would foster an innate desire to assist the pupils and lessen teachers' stress and exhaustion.

Relationships between teachers and parents can be strengthened by good teacher-student interactions. Teachers that get along well with their students are better able to comprehend their mental health. As a result, teachers will be better able to inform parents about their children's performance. In addition, educators can work with parents to develop teaching methods that are more fun and effective for children.

b) Students:

The fact that so many students persistently increase absenteeism is one of the biggest problems in school. Chronic absenteeism could result in high dropout rates later. However, if teachers and students build a supportive relationship with the school, students would attend the class regularly and increase the school completion rate. If they believe their teacher is invested in their success, students are more motivated to show up for class. Additionally, by raising student involvement, these connections can raise classroom participation and academic performance. Making a personal connection with pupils might help increase their intrinsic motivation to learn.

Students who are engaged in their work for the sake of mastering it grow to love studying, which will help them throughout their entire lives. Furthermore, they are more inclined to view their

teachers, classes, and lessons favourably. There would be frequent interactions between teachers and students outside of scheduled class times to clear up any questions. Students gain confidence and develop high self-esteem. As a result, it would lead them to openly approach teachers for clarification at any time. Children who have strong teacher-student relationships are more likely to learn self-regulation techniques, particularly autonomy and self-determination. Students will be able to accomplish their academic and personal objectives as they learn to assess and control their behaviour. Additionally, students will develop greater curiosity, inventiveness, and initiative to advance their values, knowledge, and abilities. Students will feel more confident if they know when the teacher respects their opinions. Aggression, bullying, and rebellion among other behavioural issues in the classroom will be decreased. Teachers create learning as fun will strengthen the bond with students and make teaching enjoyable and harness a respectful ambience in the classroom.

c. School:

The administrative load on the school administration will be reduced, especially with regard to disruptive activities. Schools can retain more numbers of effective teachers. The completion rate for the school will remain high. Overall school performance would incline yearly. The teaching and learning atmosphere of the school will be conducive. There would be frequent and effective communication to strengthen the school environment. As a result, a healthy teacher-student relationship can give students the guidance, and support they need to succeed. Teacher and student will have common goals and bring physical and psychosocial development to school.

The supportive teacher-student relationships would lead to the effective emergence of more initiatives and creative activities in the school.

2. LITERATURE REVIEW

In the Bhutanese school system, primary students attend school 180 days a year for a total of seven and a half hours every day. Thus, it is evident that teachers dedicate adequate time to have an enormous amount of influence on their children.

This authority has the potential to have a substantial impact on the classroom atmosphere, which in turn has an effect on a student's academic performance.

The most effective tool teachers have when attempting to create a healthy learning environment is a good relationship with their students (Boynton & Boynton, 2005).

Fostering such a positive environment diminishes conflict and students' motivation to learn is further increased (Hughes, 2011).

Students who feel connected to someone at school are more likely to feel respected and a part of the community. Wentzel, Battle, Russell & Looney (2010) asserted that their sense of drive in school increases if they have a sense of belonging.

This review of literature is organized into four parts. First, the researcher will discuss supportive teacher-student relationships and their impact on academic performance. Second,

the researcher will describe the teachers' perception of positive teacher-

student relationships in teaching and learning. Third, the researcher will review students' perception of healthy teacher-student relationships in school. Fourth, the researcher will deliberate why supportive teacher-student relationships are necessary for classroom teaching and learning.

2.1 Positive Teacher-Student Relationship in School

The degree to which students connect with their teachers in a fair and supportive manner is supposed to have positive teacher-student relations. As teachers have the opportunity to encourage learners both intellectually and socially, they are intimately related to high-quality instruction and a positive school environment. Teacher-student relationships can be distinguished by a number of characteristics, including conflict, closeness, dependency, communication, or engagement. Student behaviour in the classroom can be positively impacted by strong teacher-student bonds.

However, it will have a detrimental effect on students' behaviour if the teachers lack the basis for a strong relationship in school. Positive relationships can sustain a student's interest and active engagement in learning, which is mostly dependent on the learning environment (Maulana Opdenakker, Stroet & Bosker, 2013). If students feel that teachers do not respect and regard them, they will rebel against norms and procedures and neither trust them nor pay attention to what they have to say. The relationship between a teacher and a student was typically described as an established interpersonal association with almost daily interaction (Bartlett, 2005).

On student performance and learning, what is taught and how it is taught have a significant impact. Teachers must respect, and value each student's individuality and be polite and kind. Students are inspired and engaged by these feelings of respect, which boosts their positive productivity and academic accomplishment. A compassionate teacher requires offering ultimate options and provides honest comments. A student is predicted to perform well in school, according to Baker, Grant, and Morlock's (2008) theory, if they have a positive relationship with their teachers that is warm, trusting, and devoid of many conflicts.

Good teamwork, active engagement, meaningful interaction, motivation, and a stress-free environment are necessary. They support students with their academic work, exhibit good classroom management skills, and, most significantly, they organize enjoyable activities. The key to successful teacher-student collaboration in the classroom is the shared commitment to academic success between instructors and students in and outside the classroom. Nonetheless, students must understand the hardship teachers face in teaching and dealing with them. Empathy between both the teacher and student will converge them on the same boat and help them to effectively fulfil their teaching-learning objectives.

One of the factors determining positive interactions between teachers and students is communication. Considering the enormous number of children at the school, neglecting to communicate could cause numerous distractions and damage the school's peace and harmony. To allow for the transparent exchange of all types of information among students, the communication system in schools must be free and accessible to all. According to Pianta (2006), a positive teacher-student relationship includes open communication, emotional stability, and intellectual support for both parties. In order to respect the perspectives of others, a proper

communication system must be in place to encourage and value the feedback given to students and teachers. The degree to which students feel loved, supported, and respected by their teachers was the definition of the teacher-student connection provided by Suldo, Feiedrich, White, Farmer, and Michalowski (2009). Bernstein-Yamashiro&Noam (2013) stated a connection between a teacher and a student can be attributed to unstructured discussions on the curriculum or the student's personal life that take place during or after class.

The school's sense of community, intimacy, and approachability between teachers and students aids in developing their relationship. The close ties between instructors and students within the school that are full of love, humour, and strong classroom cooperation are the positive teacher-student relationships in this study. It increases classroom participation and daily attendance of the students. Despite socio-emotional development, teachers are equipped with daily lesson plans incorporating various teaching strategies. Supportive feedback is provided in and around the classroom. For example, both the teacher and students feel free to communicate their teaching-learning difficulties; they must clarify their learning doubts and collaboratively take equal responsibilities for academic success. The teacher and student must promote a sense of community in the teaching-learning process and establish a positive psychosocial environment so that everyone involved in the school feels safe. Healthy teacher-student connections generate a sense of belongingness in school and provide a welcoming classroom environment, according to Barile, Donohue, Anthony, Baker, Weave, and Henrich (2012).

Supportive relationship understands one another and get to know more about the students and help them to maximize their potential. Trust in students indicates the quality of school life for both teachers and students. Education researchers have found that trust signifies positive teacher-

student relationships that produce satisfactory outcomes for students learning and teacher working. Students prefer to learn in the school in presence of teachers. Buckler (2015) suggests that learning takes place adequately in the school when the teacher attends the class regularly.

2.2 Teachers' Perception of the Supportive Teacher-student Relationships on Academic Performance

In a day, students spend on average seven and a half hours in school. It calculates that 62.5 % of their time is spent with teachers in school. Therefore, teachers play a crucial role in shaping the behaviours of their children. The way in which children feel about school is significantly influenced by certain teacher qualities (Hallinan, 2008). Teachers need to give their best at the cost of the children's lives in terms of physical, socio-emotional and psychological development. The degree to which a teacher demonstrates effective teaching behaviours in the classroom and their level of reflectiveness toward teaching are closely linked. The effectiveness of the teaching increases with a teacher's knowledge of what a teacher should know and be able to do. Effective teachers exhibit a higher level of regard for fairness toward children in comparison to ineffective ones (Strong, Ward, Tucker, & Hindman, 2007). Effective teachers have better routines and processes for everyday duties than ineffective teachers in terms of the learning environment. Effective instructors are expected to hold their students to higher standards of behavior than ineffective teachers. According to the literature, effective educators explicitly define routines at the beginning of the school year so that students can take responsibility for adhering to them without demanding teacher reminders (Rubie-Davies, 2007). The literature indicates to effective

teachers who clearly set goals early in the school year so that children are given ownership of responding to such schedules without the need for teacher reminders (Rubie-Davies, 2007).

Good teachers prioritize instructional minutes with strong instructional delivery and student involvement, whereas ineffective teachers prioritize preventing undesirable conduct and task engagement (Strong et al, 2007). Students benefit from a consistently safe environment in a well-managed classroom where expectations for good behavior are clearly communicated and repeatedly reinforced (Murray & Pianta, 2007). Classroom settings that place a focus on learning objectives motivate students to complete specific tasks, reinforce the notion that making mistakes is a normal part of learning, and support students' learning and confidence. Teachers can create a classroom environment where task engagement is increased and task avoidance is reduced by conveying expectations to students clearly, consistently, and with a firm demand that they meet them. An efficient set of procedures and routines that promote on-task behaviour and task engagement are provided to the teacher via a powerful classroom management system (Ross, Bondy, Galligane, & Harnbacher, 2008). The management of a democratic classroom and the manner in which a teacher gives structure and routine to the everyday organization of the class is significantly impacted by teacher expectations. A democratic classroom management approach promotes critical thinking of the students through problem-posing, decision-making, and cognitive questioning strategies.

Although most teachers understand how important it is to create clear rules and procedures in the classroom, there can be many approaches used to communicate these expectations to pupils. The teachers' reflective nature toward teaching and the extent to which they exhibit effective

teaching behaviours in the classroom are intimately associated. The more a teacher is aware of what a teacher ought to know and be able to do, the more effective their instruction will be. Failure to adequately consider students' thoughts and feelings about learning deprive what actually interests students to perform in school. It is crucial to understand how students feel about school and learning since these viewpoints frequently reveal information that more conventional empirical research "Missed," as they mostly rely on data provided by adults (Gentilucci & Muto, 2007). According to Richard (2006) study, students said that having a teacher they like more than one who knows their subject matter well is more essential. Expectations of student success are elevated when teachers perceive that students are frequently interacted with and loved by them. Classroom interactions between teachers and their students are conclusively identified as impacting student learning. To deliver quality education, all teachers must monitor, assess, and provide consistent feedback to ensure students have access to effective classroom interaction that provides optimal success for all students. Beyond academic values, a nurturing relationship with an adult is a known preventive factor linked to children's resilience and the development of personal competencies that support school learning. When a student is called on, a kind and humble teacher will not call on them too frequently, ask them suitable, simple questions, give fewer cues, and give them less time if they don't respond because it would be cruel to prolong the embarrassment (Murray, 2007).

Most theories of child development agree that children need to create long-lasting connections with adults; but, over the past two decades, this aspect of teacher-student interaction has been somewhat neglected due to the focus on methods and curricula in teacher training. A teacher who promotes positive relationships with their students creates a conducive learning environment and

motivates them to learn. When students feel safe and loved, there is much more learning seen in an environment than in the absence of similar relationships. Buyse, Verschueren, Doumen, Van Damme, & Maes, (2008) explains that positive teacher-student relationships create a conducive learning environment which enables successful adjustment in the school and as a result, it motivates to learn and perform better. In contradiction, confrontation of the teacher-student relationships is linked with the student's low achievement and self-esteem.

Teachers institute various plans and programs logically looking for the student's welfare. Song & Liu, (2007) supports that in a learning setting when children assess their teacher-student relationship as being optimistic and close, their adaptations to the school environment and their capable and friendly ability are supported and developed. Consequently, the Teacher-Student Relationship has a significant effect on interaction in the school setting that affects children's learning as well as behaviors. Teachers are the change agent and creators of socially, emotionally and academically competent students. Davis (2006) cited that teacher act as an agent for change which impacts students' intellectual and social-economic experiences by ensuring and arousing students' motivation and learning. Additionally, teacher-student relationships play a crucial role in the development of the student's social, emotional and academic skills.

2.3 Students' Perception of the Supportive Teacher-student Relationships on Academic Performance

A classroom environment characterized by polite and cooperative peer interactions and the perception of a caring teacher-student relationship positively impacts children's academic and

interpersonal activities, attitudes, and motivations. When faced with academic or personal difficulties, these adolescents do not seem to have the social connections with adults at school that can operate as a protective factor. Additionally, student sentiments of interpersonal connectedness to adults at school and "belonging" to the school culture are associated with academic engagement and psychological well-being. These school-related impressions and attitudes may be influenced by how students engage with teachers and the strength of their connections.

Here, great academic accomplishment must be a goal for both teachers and pupils. Positive motivation and academic success are strongly correlated. For students to do effectively in class, motivation must occur at the appropriate time. It's typical for students to learn best from their classmates. This is due to the fact that they feel at ease asking questions about the material and that students generally have a similar perspective on learning. However, because of the severe discipline that teachers enforce in class, students sometimes hesitate to even ask questions when they are being taught. The procedure limits what the pupils can learn. Students need a conducive and friendly learning environment to excel in their performance. Pianta&Stuhlman (2004) addressed how students feel more comfortable asking for help and learning when their teachers keep the classroom friendly. In such a setting, teacher-student communication is increased, which benefits the learning development of the students. Additionally, Pianta (2006) argued that to improve educational outcomes, students require emotional support. Previous studies have shown that improved teacher-student relationships are linked to higher levels of student achievement (Federici&Skaalvik 2013).

Discipline violations were more likely to occur in students who had lower levels of teacher trust. Teacher-student relationships are defined by a variety of factors, including emotional support, reliance, trust, respect, proximity, conflict, and the degree of comfort that students have with their teachers (Hughes, 2011). It is discussed that in comparison to student measurements, which frequently focused on social support qualities, teacher measures of teacher-student relationships consistently identify conflict and support aspects. Teacher-student relationships play an important role in the educational system and are not the only factor in determining outcomes for students. In general, students are more involved in their education when they have a good relationship with an adult in the classroom. When children feel connected to an adult in the classroom, their intrinsic motivation rises, which in turn causes them to engage in more academic activity and, ultimately, perform better academically (Hughes, Wu, Kwok, Villareal & Johnson 2012). Many researchers concentrate on the rise in motivation brought on by fruitful interactions between students and adults. More students are engaged in the content as a result of this rise in intrinsic motivation (Hughes, 2011). When motivation is based on a child's emotions and interests, it is considered to be intrinsic. Finding what interests a student in school, feeling good about academic success, and putting more emphasis on the subject and ideas than on rewards and penalties are all examples of intrinsic motivation.

Although positive ties with instructors have an impact on both internalizing and externalizing behaviors, it is clearer that externalizing behaviors are reduced by positive interactions in the school environment (Buyse, Verschueren, Doumen & Damme, 2008). Teachers often strive hard to increase student academic progress and decrease undesirable behaviors. To understand the degree to which pupils are successful in school, educators must take both internalizing and externalizing behaviors into account when thinking about problem behavior. Physical behavior

are examples of externalizing behaviors that are frequently perceived by school teachers as being undesirable behaviors. When students see that their teacher cares about them as an individual rather than merely as a member of the class, positive interactions are most successful at lowering externalizing habits (Baker, 2006).

Externalized behaviors might hamper a meaningful teacher-student relationship. It is simpler for a teacher to discipline, overlook, or neglect a student than for them to build a strong bond with them. Lacking a close relationship causes more problematic behaviors ((Buyse, et al, 2008). It has been demonstrated that greater management and emotional support will result in a more productive learning environment and strengthen the bond between teachers and students (Buyse, et al, 2008). Therefore, the improved relationship would also decrease problem behaviors that could intrude on academic success. As the instructor with whom students spend the most time and have the most potential to develop relationships, interactions between students and their individual classroom teachers is an important subject to look at.

Teachers must be aware of the traits that increase or decrease their chances of forming bonds with students in order to have positive interactions with them and, as a result, help them succeed as learners (Lauermann & Karabenick, 2013). There is a greater chance to develop a healthy school relationship when teachers foster a pleasant, welcoming climate that permits close relationships with little conflict and pupils to feel appreciated (Baker, 2006). Creating this supportive environment reduces the amount of conflict, and further increases student commitment to learning (Hughes, 2011). Studies find that good behavior management through classroom management can lead to students feeling valued and, therefore, more successful (Philipp & Thanheiser, 2010). The effect that a strong relationship has on the child depends in

part on their academic readiness for school. Students who enter with lower achievement levels are more negatively affected than those who enter at a better level.

Building a supportive and compassionate learning environment depends on the teacher and student developing a strong rapport. Teachers should model and project positive attitudes, beliefs, and learning expectations those students can readily adopt through their behaviour. Through collaborative efforts between students, teachers, and parents, the school environment aims to encourage kids' intellectual, ethical, and social growth. One study found that student involvement, achievement, and expectations were all significantly influenced by perceptions of relationships with teachers (Davis & Lease, 2003).

The effectiveness of the connection between the teacher and student might be enhanced by the quality and openness of the teacher-student interaction. Children's efforts should be recognized in order to strengthen classroom learning and the teacher-student connection. When teachers take time to build quality relationships with children, it teaches what it means to partner, a skill that can benefit children for life. Students are inherently smart; they can read the sincerity or insincerity of a classroom teacher. They are able to determine whether an instructor genuinely cares about them. When a student and instructor have a close relationship, the student is more motivated to meet the teacher's expectations in terms of academic and social performance (Cranley-Gallagher & Mayer, 2006).

2.4 Impacts of a Positive Teacher-Student Relationship in Teaching and Learning

For students to advance significantly academically, many educators feel that a strong rapport between teacher and student is necessary. This claim is supported by the logic that a relationship

between teacher and student built on trust, respect, and admiration gives children a chance to succeed academically and socially (Casteel & Clifton, 2010). Building trustworthy relationships with learners can significantly improve their academic performance (Goddard, Tschannen-Moran & Hoy, 2001). Early childhood and elementary students who have positive, intimate relationships with their instructors are more likely to develop stronger bonds with their peers, perform well academically, and display less disruptive behavior (Cranaley-Gallagher & Mayer, 2006). Studies on the dynamics between teachers and students have shown the importance of self-esteem in the early grades and how it affects the socio-emotional development of students as they go to higher grades. It is well known that a learner's current and future academic and behavioral adjustment is significantly influenced by the quality of their connections with their teachers in the early grades (Hughes & Kwok, 2007).

Students with a more positive view of their teachers had higher academic achievement and fewer problems in school. In comparison, those with more negative views had lower academic achievement and greater problems (Crosnoe et al., 2004). In contrast, children who experience relationships with teachers characterized by conflict and dependency tend to like school less, avoid school more and are less engaged in class when compared to children whose teachers perceive a close, more positive teacher-student relationship (Pianta & Stuhlman, 2004). Additionally, Low academic performance is directly correlated with students' unsafe feelings as a result of frequent bullying among classmates at school. Instead of focusing on their academics, students' minds are drawn to terrifying circumstances. In this case, a teacher's involvement in reducing unneeded disruptions is crucial for the school.

Positive schemas for student-teacher interactions are associated with stronger baseline motivation, higher teacher evaluations of students' academic social skills, and more favorable impressions of the relationships with their teachers (Davis, 2006). Davis also indicated that students who could regulate their academic behaviors and emotions in the classroom generally reported increased positive relationships with their teachers. Positive teacher-student interactions encourage students' sense of belonging in school and foster a warm school climate, which in turn may promote students' academic success through association with motivational, emotional, and behavioral aspects and engagement. (Vieno, Perkins, Smith, & Santinello, 2005). The student and teacher not only bring their own personal, social, cultural, economic, and political values from prior beliefs and experiences into the classroom, but they also interpret the classroom culture and social life they find there. Teachers whose beliefs reflect the importance of cultural identity in teaching, the value of developing critical thinking in students, and the importance of practice are successful in teaching students.

Positive interactions between students and teachers typically result in a tangible modification of a student's behavior and academic progress. It enhances teaching and learning, lightens the administrative load, and increases positive social ties to the neighborhood. According to Bernstein-Yamashiro & Noam (2013), connections happen when a student (or group of students) starts a conversation with a teacher during or after class about their academics or social lives. Students benefit from teachers' openness and freedom of speech in developing a positive outlook, a strong relationship, and a sense of respect. The direct impact is students like the subject the teacher teaches. Wubbels (2005) states that conversation that enhances attitude by demonstrating positive behaviors like approachability, availability for communication, and interpersonal warmth is meant by immediacy. Neiheiser (2015) also describes that frequent

communication is required, and the exchanges should cover intellectual and social advancements. By boosting students' self-confidence and their contact with the teacher, effective teacher-student relationships have a positive emotional impact on them. Wubbels (2005) reported that Strong bonds between kids and teachers foster an innate motivation to support the pupils, as well as a reduction in teacher stress and burnout.

The current trend of high rate of Bhutanese teachers' attrition in our education system may drop down as a result of the positive teacher-student relationships. Vitto (2003) stated that positive interactions in the classroom impact social behavior as well as learning. When teachers fail to engage, disruptive behaviours are likely to occur in the school. Harris (2010) reported that engagement is a state of emotional and cognitive obligation to participate in the task of a learning goal. The strategy to curb students' bad behaviour is to improve student engagement. Sutliff, Higginson & Allstot (2008) concluded that positive attention (i.e., praise) motivates students; it indicates that their teacher genuinely cares for them by offering both academic and social support. This support results from teachers taking an interest in their students by asking about their studies and personal matters, checking their grades frequently, visiting extracurricular activities, and being accessible to their students.

The emotional factors of a student's well-being, self-esteem, trust, and inspiration show how positive contact between a teacher and student will affect a student. Children's morale will be raised by positive student-teacher interaction. Students who believe their teachers care about and support them are less likely to struggle with depression and low self-esteem. Hughes & Chen (2011) found that positive teacher-student interactions promote school connectivity, a sense of belonging, and a healthy sense of self, all of which enhance student engagement and academic

performance. These connections within the classroom, for both the teacher and student, can have a positive teaching-learning impact. Barile, Donohue, Anthony, Baker, Weave and Henrich (2012) explained that positive teacher-student relationships foster students' sense of belongingness in school. It will encourage a friendly school environment, which may help children succeed academically through their association with behavioral, emotional, and motivational elements linked to students' involvement in school. Weissberg (2016) concluded that teacher-student interaction is a natural way for teachers to model skills for students and promotes student engagement.

3. METHODOLOGY

This chapter outlines the study's research methods, including the research design, sample, interview technique, and interview questions. Additionally, the methods for collecting data, data analysis, reliability, and summary are covered in this chapter. Supportive teacher-student relationships and their effects on the academic performance of students under SamdrupJongkharDzongkhag were studied using a mixed-method approach

The primary goal of this mixed-method study is to determine how the interactions, behaviors, and influence of the subject teachers, and students on one another affect academic achievement in the classroom. This study aimed to address the issue that our educational system's policies and practices need to emphasize the important advantages of supportive relationships between teachers and students. Subsequently, the researcher chose to study a supportive teacher-student

relationship within the SamdrupJongkharDzongkhag on account of the existing poor teacher-student relationship practice. In particular, the goal of the mixed-method study was to identify the real elements that support academic performance when fostering a strong teacher-student connection. Since all of the data and information for this study will be gathered from schools within our district, it will aid both teachers and students in better understanding the interaction between the teacher and students and how it affects academic progress. The study analyzed and reported findings on the definition of supportive teacher-student relationships. Both teacher and student's perceptions of interactive teacher-student relationship, and impacts of the positive teacher-student relationships. The overall intention of this work was to explore students and teachers in building a supportive teacher-student relationship.

In the course of this investigation, the researcher used three research questions. They are as follows: (1) what is the supportive teacher-student relationship in teaching and learning? (2) How do teacher and student percept interactive teacher-student relationships in class? (3) How does the supportive teacher-student relationship impact teaching and learning?

In order to adequately explore the phenomenon of the student-teacher relationship and its effects on academic accomplishment, the researcher employed quantitative research methodologies. A quantitative research methodology allowed the researcher to more easily look for patterns in student replies and delve deeper into the breadth of students' lived experiences. The researcher made an effort to comprehend students' experiences and give voice to the influence of their educational environment by eliciting their thoughts on their interactions with teachers. To further corroborate the quantitative findings that came from the study, valid representative data on student views and school participation was collected from students using quantitative

methodologies. For a quantitative design to produce worthwhile knowledge about beliefs, attitudes, and behaviors, it is essential to gather and analyze the data in a decodable way. (Gall, Gall, & Borg, 2007)

To get data on the supportive teacher-student interactions, the researcher used self-report questionnaire surveys. By concentrating on classroom procedures, which schools can influence, this research can help create learning environments where students who are in serious danger of failing in school can succeed. It can also add to the body of knowledge regarding the effects of student-teacher interactions on learning. All participants in this study had parental approval to take part, and they had the option to opt-out at any time. An examination of the social ecology of education was done through a survey that was completed by every student. The survey questionnaires were given to the students in small groups by the researcher. To account for student reading difficulties, the surveys were designed so that both positive and negative association components were read aloud.

3.1 Research Design

Since only interviews and questionnaires are used in this study, the research design is a mixed-method approach. In order to better understand the encouraging teacher-student connections in the SamdrupJongkhar district's school, the researcher intended to perform both quantitative and qualitative studies on three different themes. The principal teachers and students will be the sources of the data. The researcher surveyed teachers and students for the quantitative portion of the study. The researcher looked at the supportive teacher-student relationships, teacher and student's perception of an interactive teacher-student relationship, and how positive student-

teacher relationships in school impact teaching-learning. Semi-structured interviews were used for the qualitative portion of the study's design, which was an interview-based methodology.

Principals and teachers were to be interviewed for the project. Research questions on how principals and teachers perceive the supportive teacher-student relationships in their schools, and how the positive teacher-student relationships impact teaching and learning are prepared for interviews. The researcher played a key role in the research process for this qualitative study. The researcher started collecting information from the principals, teachers, and students to get the right answer to the research questions. The researcher mailed the letter to all the principals before the commencement of the interview. The researcher asked administrators to suggest potential instructors for the study and give them comprehensive information about the study, the advantages of participating, and their rights as participants. Despite this, the researcher provided the consent form. The researcher created interview questions based on the literature review. The researcher gave teachers and administrators the identical question. The subjects' confidentiality and anonymity were respected in this study. If the researcher felt uncomfortable answering, they were informed that the questions might be declined.

3.2 Sample/Participants

The sample served as a useful starting point for this quantitative part of the study. The researcher mailed survey questionnaires to all Principals of the SamdrupJongkhar District. They were assigned to distribute it to their teacher and complete the survey on time. The researchers intended to survey 100 students and 40 teachers from various schools. Despite the fact that there are unbalanced gender ratios due to the remoteness of the schools, it is planned to conduct this survey with an equal number of participants from each gender. In order to further validate the

quantitative findings from the study, quantitative approaches are used to collect accurate representative data from teachers and students in the areas of their perceptions and school engagement. For a quantitative design to produce worthwhile knowledge about beliefs, attitudes, and behaviors, it is essential to gather and analyze the data in a decodable way. (Gall, Gall, & Borg, 2007). With 100 students and 40 teachers responding to the survey, the results provided the foundation for such knowledge.

For the qualitative study, the researcher interviewed 40 teachers from all ranges of schools. The interview data were collected in hard copy, conducting face-to-face interviews personally. The majority of teachers have teaching experience of 4-8 years. Upon completing the interviews, I transcribed the oral interviews into electronic documents to review their stories. All identifying data was removed and changed from the documents. Following this, Cresswell's initial four steps including coding and analysis were done and reflected.

3.3 Data Collection Tools

The quantitative survey data was divided into three sections, each of which measured a distinct construct and also included demographic information. The survey's first construct measures supportive interactions between teachers and students. The survey's second component examined how teachers and students viewed their interactions with one another during teaching and learning sessions. The final part of the study evaluated how effective teacher-student interactions impacted teaching and learning. The idea for creating questions on the importance of teacher-student relationships emerged from the literature Norris (2003). In this study, a few questions were created based on three constructs, and teachers and students were surveyed to score each

question on the Likert Scale (Strongly Agree=5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree=1).

The researcher conducted semi-structured interviews with the selected teachers for this qualitative study. Participants in this study were questioned about their perceptions of a supportive teacher-student relationship and the connection between teaching and learning. There were some clarification and follow-up questions, and the entire interviews were transcribed for analysis. The researcher adhered to interview guidelines, leaving room for follow-up and giving participants the chance to respond to the appropriate questions. Merriam (2009) described a semi-structured interview gives the interviewer the opportunity to elicit information and increase the depth of the data by asking detailed questions.

3 RESULT AND DISCUSSION

The findings and recommendations are presented in this chapter. The research's conclusions have been divided into four categories and thoroughly discussed: i) What a supportive teacher-student relationship looks like; ii) The teachers' perception of the interactive teacher-student relationship; iii) The students' beliefs in the interactive teacher-student relationship, and iii) the impact of the supportive teacher-student interaction.

This chapter also summarizes the research on the growth of supportive teacher-student relationships in SamdrupJongkharDzongkhag schools. It enlightens students and teachers on the significance of teaching and learning, summarizes the key findings, and draws comprehensive conclusions.

4.1 Results

The findings of the current study are presented in the following sections.

4.1.1 Supportive teacher-student relationships

The inferential studies of the students revealed that a supportive teacher-student relationship is a safe learning atmosphere during or after class has the maximum correlation. Table 1 indicates that it correlates with the degree to which students feel loved, respected, and supported by the teachers; open communication to develop emotional stability for both the teachers and students; stress-free teaching-learning in school; and active engagement in the learning in the classroom.

However, the teacher inferential studies shown in table 2 demonstrated that a supportive teacher-student relationship is the unstructured curriculum discussion during or after class hours correlates with students' free approachability to teachers; intimate relationship with trust; open communication to develop emotional stability for both the teachers and students; stress-free teaching-learning in school; building an interactive interpersonal association between teacher and student; and creating a safe learning atmosphere in the classroom.

This study in the interviews with the teachers confirmed that a supportive teacher-student relationship is defined as maintaining a healthy relationship between teachers and students with

an objective to ultimately enhance students' academic performance and teachers' wellbeing in the school. It is one of the platforms where teachers empower students, communicate freely, and create a stress-free learning atmosphere to promote active learning engagement. (Pianta, 2006) states a positive teacher-student relationship includes open communication, emotional stability, and intellectual support for both parties.

“The supportive teacher-student relationship in school is creating a stress-free teaching-learning environment by both teachers and students. Children typically flourish, prosper, experiment, learn, create, enjoy, succeed, and feel empowered when our schools become secure, healthy, and supportive learning centers. Despite this, children can broaden their knowledge, widen their viewpoint, increase their self-confidence, and improve their leadership and communication abilities.”(Teacher: TR 103).

Table 1. Correlation with safe learning atmosphere.

	It is the degree to which students feel loved, respected and supported by the teachers.	It is open communication to develop emotional stability for both the teachers and students.	It is stress-free teaching-learning in school	It is an active engagement in learning in the classroom
A supportive teacher-student relationship is a safe learning atmosphere during or after class	.394**	.583**	** .398	.484**

Table 2. Correlation with the unstructured curriculum discussion during and after class hours.

	It is the students' free approachability to teachers.	It is an intimate relationship with trust.	It is open communication to develop emotional stability for both the teachers and students.	It is stress-free teaching-learning in school	It is building an interactive interpersonal association between teacher and student	It is creating a safe learning atmosphere in the classroom.
A supportive teacher-student is the unstructured curriculum discussion	.415 ⁻	.573 ⁻	.392 ⁻	.557 ⁻	.575 ⁻	.547 ⁻

during or after class hours.						
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This study found that teachers and students have different perceptions about the definition of the supportive teacher-student relationship. The only commonality is stress-free teaching-learning in school. Therefore, it is concluded that students' opinions about the supportive teacher-student relationship will not be viewed similarly by the teachers.

4.1.2 The students' perception of teacher-student relationships on academic performance

The survey data collected from the students in table 3 show that my teacher makes positive comments about students' abilities to learn correlates with the teacher motivates me to give my best; the teacher has a positive attitude daily; the teacher cares about my academic and social well-being; teacher sets clear teaching-learning expectations in the class; love the subject who has a close intimacy with me, and teacher is humorous in the class.

Table 3. Correlation with teachers' positive comments about students' abilities to learn.

	My teacher motivates me to give my best	My teacher has a positive attitude daily	My teacher cares about my academic and social well-being.	My teacher sets clear teaching-learning expectations in the class.	I love the subject who has a close intimacy with me	My teacher is humorous in the class
My teacher makes positive comments about students' abilities to learn.	.582	.475	.320	.572	.531	.572

This study also reveals that students have their perceptions about the supportive teacher-student relationships on academic performance. Teachers' positive comments and feedback motivates them to participate in the teaching-learning activities. Teachers' sense of humour and care for the academic and social well-being of the students determine the students' attachment to the teacher and development of love for the subject taught by the teacher.

4.1.3 The teachers' perception of supportive teacher-student relationships on academic enhancement.

Teachers frequently make the mistake of assuming their students' needs before really talking to the students about them. Many teachers view students' needs from their perspective, rather than the students. It is the teachers' responsibility to communicate with students regarding their needs in their intellectual, social, and emotional development. This interview study demonstrated that teachers should encourage a healthy, safe learning atmosphere where learners can feel accepted, secure, and joyful. The importance of building a connection and bond with their students for delivering an education that is positive, constructive, and progressive is understood, acknowledged, and thus appreciated only by competent and conscientious teachers. When teachers treat their children with kindness and respect, they help them "learn better, quicker, and deeper," but also develop self-assurance and independence.

"In my opinion, I feel that it is the teachers' responsibility to initiate a healthy relationship with students. After the establishment of supportive relationships, it would be easier for the students

to communicate freely and constructively either in the classroom or beyond the school premises. When students are respected, trusted and appreciated for their tasks with love and kindness, they tend to deepen their learning on social well-being and intellectual development.”
(TR-108).

The survey study about the teachers’ perception of the supportive teacher-student relationships in table 4 demonstrated that students’ good attitude in classroom teaching correlates with teacher regular attendance in the class; safe and comfortable teaching; students’ curiosity about teachers’ teaching; enhancement of academic learning; participation in teaching-learning activities and praise for every individual voice in the class.

Table 4. Correlation with students’ good attitude in classroom teaching.

	I feel like attending my regular class.	I feel more comfortable and safe teaching in my class	My students respect the classroom norms and teaching.	My students must be curious about my teaching.	My students give their best to enhance their academic learning.	My students participate in all the activities I design for their learning.	I respond with praise for every individual voice in the class.
My students must have a good attitude in classroom teaching	.531	.475	.320	.572	.531	.572	.582

4.1.4 The impact of supportive teacher-student relationships

Supportive teacher-student relationships have a significant impact on developing a positive learning environment where teachers can support a compassionate and enthusiastic community of learners. It enables the children to become accomplished learners, talented inventors, and influential leaders of the world. Strong relationships between students and teachers result in

students feeling comfortable exploring and taking risks in their academic work. To have an impact on students and their learning outcomes positively and beneficially, teachers must be highly motivated, committed, passionate, and optimistic. It is undeniable that teachers who are truthful, considerate, approachable, encouraging, and helpful can quickly inspire their pupils to become eager, effective, and creative learners.

Students tend to be more motivated to learn and be engaged in the classroom when their teacher likes and cares about them. Positive teacher-student relationships change student behaviour, and in this study, we found building those positive relationship lead effective teaching, too. It changes teacher behaviour. The inferential study in table 5 of the students' survey on the impact of supportive teacher-student relationships indicates that a supportive teacher-student relationship maximizes students' effort in and outside the classroom correlates with class attendance; builds self-esteem; enhances academic success; contributes to the effective learning process; develops a sense of belongingness, and dissolves conflicts in school.

Table 5. Correlation with maximization of students' efforts in and outside the classroom.

	A supportive teacher-student relationship increases classroom attendance.	A supportive teacher-student relationship builds students' self-esteem	A supportive teacher-student relationship enhances academic success	Fostering a supportive teacher-student relationship within the classroom contributes effective learning process.	A healthy teacher-student relationship develops a sense of belongingness.	A supportive teacher-student relationship dissolves conflicts in school.
A supportive teacher-student relationship maximizes students' efforts in and outside the classroom.	.432	.572	.531	.538	.475	.481

Table 6. Correlation with the enhancement of students' academic success.

	A supportive teacher-student relationship dissolves conflicts in school.	A healthy teacher-student relationship develops a sense of belongingness.	A healthy teacher-student relationship can sustain students' learning curiosity.	A healthy teacher-student relationship increases classroom attendance.	A healthy teacher-student relationship enables a powerful classroom management system.	A healthy teacher-student relationship maximizes students' effort in and outside the classroom.	A healthy teacher-student relationship minimizes dropout rates in school.	A healthy teacher-student relationship reduces teacher stress and burnout
A supportive teacher-student relationship enhances academic success.	.564^{**}	.362^{**}	.678^{**}	.678^{**}	.619^{**}	.506^{**}	.476^{**}	.572^{**}

Compared to inferential studies of the students on the impact of the supportive teacher-student relationship, the teachers' survey in table no. 6 revealed that a supportive teacher-student relationship has a more significant impact. Some of the impacts like reducing teacher stress and burnout; minimizing dropout rates in school, enabling a powerful classroom management system and sustaining students' learning curiosity are some of the additional impacts indicated above.

The key to creating a warm, healthy, and safe learning environment where children can flourish, prosper, and go on to become what they are meant to be in life is to build good, supporting, cooperative, and mutually strong teacher-student connections. Developing dependable connections with students can greatly enhance their academic achievement. (Goddard, Tschannen-Moran&Hoy, 2001).Wubbels (2005) reported that strong relationships between students and instructors lead to an intrinsic desire to support the students and a decrease in teacher stress and burnout. Hughes & Chen (2011) found that student engagement and academic performance are improved by positive teacher-student interactions that foster school

connectivity, a sense of belonging, and a healthy sense of self. Early childhood and elementary students who have positive, intimate relationships with their instructors are more likely to develop stronger bonds with their peers, perform well academically, and display less disruptive behaviour (Cranaley-Gallagher & Mayer, 2006). Higher academic achievement and fewer issues at school were observed in students who had a more favourable opinion of their teachers. In comparison, those with more negative views had lower academic achievement and greater problems (Crosnoe et al., 2004).

“I have realized that supportive teacher-student relationships are the key factor to determining the academic success of the students. Children become more interactive, develop a sense of belongingness, and improve their behaviours in school. Additionally, strong bonds between pupils and teachers result in an innate desire to help the pupils and a reduction in teacher stress and burnout. Teachers and students get motivated and look forward to achieving the common teaching-learning goals.”(TR-109).

5. CONCLUSION

The following conclusions about the development of supportive teacher-student relationships and their effects on education were made in light of the study's findings:

Although it takes a lot of time, effort, patience, and understanding from the teachers to establish and maintain good, amiable, and cordial teacher-student relationships, the advantages and effects are significant. It significantly improves their academic performance, sharpens their focus, boosts their confidence, and helps them become more socially capable, responsible, and successful people. Friendly, encouraging, optimistic, and loving teachers creates a harmonious classroom. It

becomes a stress-free teaching-learning atmosphere for teachers and students. This study demonstrated that teachers who are sincere, kind, approachable, encouraging, and helpful can easily inspire their pupils to become eager, successful, and creative learners. In addition to helping children "learn better, faster, and deeper," positive and friendly teachers also help pupils develop self-confidence and independence.

Students exhibit respect for their teachers, an interest in learning, and a love for it when teachers are passionate about what they are teaching, have a positive attitude about their student's progress, and genuinely care about them. Children typically flourish, develop, experiment, learn, create, enjoy, succeed, and be empowered when schools and society transform into secure, healthy, joyful, and supportive learning environments. Children can broaden their knowledge, broaden their perception, raise their self-confidence, sharpen their communication skills, sharpen their leadership abilities, and sharpen their positive outlook on life.

CONSENT

As per international standards or university standards, Participants' written consent has been collected and preserved by the authors(s).

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