

IMPACT OF TEACHER STUDENT RELATIONSHIP ON STUDENTS' WELLBEING AND LEARNING OUTCOMES AT SECONDARY LEVEL AT DISTRICT RAWALPINDI

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Abstract

The present study investigates the impact of student-teacher relationships on student well-being and learning outcomes at the secondary school level in Tehsil Rawalpindi and Gujjar Khan, District Rawalpindi. Recognizing the pivotal role of the teacher-student bond in shaping academic and emotional development, this research aims to examine various dimensions of the relationship such as emotional support; respect, motivation, and academic guidance correlate with students' psychological well-being and academic performance. The study adopted a quantitative research design supplemented by qualitative insights. A total sample of 700 respondents (350 students and 350 teachers) was selected through multi-stage sampling. Proportionate stratified random sampling was used to select schools, and convenience sampling was applied within those institutions. Data were collected through two separate Likert-scale semi-structured questionnaires one for students and one for teachers along with an open-ended question to capture nuanced perceptions and analyzed through SPSS-25. The quantitative data were analyzed using descriptive statistics, reliability analysis, exploratory factor analysis (EFA), t-tests, correlation, and regression analysis. Additionally, thematic analysis was applied to qualitative responses, identifying recurring themes such as Emotional Connection, Mutual Respect, Academic Support, and Teacher Motivation. The study is expected to reveal that a strong, respectful, and emotionally supportive teacher-student relationship significantly contributes to student well-being and enhances academic performance. The findings are anticipated to offer practical implications for educational policy-makers, school administrators, and teachers aiming to foster positive educational environments. This research contributes to the broader discourse on educational psychology and student development by providing empirical evidence from a rural Pakistani context, where such relational dynamics are underexplored. Overall, the study underscores the importance of nurturing teacher-student interactions as a means to promote both emotional health and academic excellence among secondary school learners.

INTRODUCTION

The introductory chapter presents a comprehensive and thoughtful overview of the study, outlining its significance, clearly stating the

research problem, formulating the hypotheses, and describing the overall structure of the thesis.

Background of the study

Teacher student relationships (TSRs) Quality is one of the pillars of education because it significantly influences the emotional states of students, their motivation, and their performance (Emslander et al., 2023; Ortiz, 2024). Among the adolescents in schools, students are especially susceptible to interpersonal support, and the affective aspects of TSRs (e.g., closeness, trust, and emotional responsivity) are closely related to residual anxiety and resilience increasing it (Anxiety and Teacher Student Relationships in Secondary School (Artola Bonanno et al., 2024; Lu, 2023).

Ergo, empirical findings have stressed that students who feel supported and nurtured in their relationships with teachers have increased intrinsic motivation levels, experience positive enjoyment of their school work, and reveal a higher academic interest (Schimmelpfennig, 2025; Soran, 2025), and any negative relationship climate relates with disengagement and a decrease in academic success (Effects of TSR on learning and motivation at secondary level). More intimate teacher-student relationships in addition increase the subjective wellbeing of students, and in the longitudinal models, wellbeing mediates approximately 20-40 percent of the effect of TSR on academic performance of adolescents (Zhou et al., 2023; Saxer, 2025).

Nevertheless, the 3Cs model-closeness, commitment, complementarity and conceptual frameworks that can explain the way the quality of TSR leads to positive affect, competence, intrinsic interest, and translates into an accessible outcome in the cognitive and emotional domains (Pinho et al., 2024). The study of the school climate also confirms the fact that a positive attitude of teachers in the context of the whole school ecology leads to the decrease of depression, stress and anxiety, emotional stability of students is increased (Ghasemi, 2025; Tang, 2024).

At the same time, in secondary schools of Pakistan, the empirical evidence supports the importance of TSR: in the recent survey, conducted in LASBELA, consistent communication and the presence of a friendly environment during the learning process,

initiated and maintained by the teachers, became important indicators of academic success (Shakir & Kiazai, 2023).

Problem Statement

To begin with the relationship between teachers and students (TSR) has been endorsed as one of the cornerstones of quality teaching and learning. Setting and sustaining positive and supportive relationships, however, especially within the under-resourced or those with a high-pressure academic environment at the secondary school level, is often a trouble to both teachers and students. On the side of a student, mistrust and lack of supportive relationship between student and teachers can result in feeling of alienation and emotional difficulty and withdrawal to other academic activities (Roorda et al., 2021; Kangetal., 2023). In most of the secondary schools, the students feel reluctant to ask for help or show their concerns because they fear to be judged by the teachers or they feel that they are indifferent, and this makes their academic and psychological challenges even more challenging (Torney, 2021).

Furthermore, on the side of teachers, it is regularly reduced by expanding classroom sizes, behavior problems, and pressures on the curriculum that prevents them almost all the time to create close and personal relationships with all students. The response towards the emotional needs of students, as well as warning signs of psychological distress, is never on the academic agendas of many teachers, and, thus, emotional neglect ensues despite the intentional lesson plans (Allen et al., 2021; Shakir & Kiazai, 2023). Moreover, educators might as well fall within the bracket of emotional exhaustion and role strain in cases where students have low engagement and poor discipline, which has negative influence in how they relate to learners (Howard, 2024; Samuel, 2024).

Moreover, although it is acknowledged that the effect of TSRs on the wellbeing and learning of students is both direct and indirect, there is a lack of research conducted in developing countries (including Pakistan) regarding how teachers and students perceive these relationships

and how their perceptions affect their emotional wellbeing and scholastic achievement (Jan et al., 2025; Khan et al., 2025; Nawaz, 2023).

Research Objectives

Following were the objectives of this study:

- 1.To compare the well-being and learning outcomes of students on selected demographic variables (i.e. gender, age, grade/level, type of school).
- 2.To compare the well-being and learning outcomes of teachers on selected demographic variables (i.e. gender, age, year of teaching experience, type of school).
- 3.To find out relationship among teacher student relationship, students well-being and learning outcomes for teacher.
- 4.To find out relationship among teacher student relationship, students well-being and learning outcomes for students.
5. To find out the impact of teacher student relationship on student's well-being and learning outcomes for students.
6. To find out the impact of teacher student relationship on student's well-being and learning outcomes for teachers.

Research Questions

Following were the Research questions of this study:

- 1.Is there any mean difference of well-being and learning outcomes of students on selected demographic variables (i.e. gender, age, grade/level, type of school)?
- 2.Is there any mean difference of well-being and learning outcomes of teachers on selected demographic variables (i.e. gender, age, year of teaching experience, type of school)?
- 3.Is there any significant relationship among teacher student relationship, student's well-being and learning outcomes for teachers?
- 4.Is there any significant relationship among teacher student relationship, student's well-being and learning outcomes for students?
5. Is there any significant impact of teacher student relationship on student's well-being and learning outcomes for students?
- 6.Is there any impact of teacher student

relationship on student's well-being and learning outcomes for teachers?

Significance of the Study

First of all, it is important to know that relational dynamics can be used to enhance emotional and academic progress at the second-degree classroom level. Multiple empirical studies have highlighted the need to consider good interpersonal relations (of educational settings) as one of the determinants of emotional stability, student motivation, and level of academic achievement (Mammadov & Avci, 2024; Zynuddin et al., 2023). Through the research conducted, the present study constitutes valuable information to help improve the entire learning process.

Furthermore, emotional wellbeing has also been identified to be a major factor in performance in education especially during adolescence because it is accompanied by a high level of stress, identity as well as social sensitivity (Hashmi & Fayyaz, 2022). Moreover, this study is particularly important in the secondary educational facilities where there is greater pressure of examinations, change, and peer pressure. Since positive interactions have the advantage of cushioning both academic and emotional risks, it is important that good approaches to relationships are established and encouraged (Wang, 2023).

Finally, concentrating on the emotional wellbeing alongside the learning outcomes, this research will enable us to acquire well-rounded knowledge regarding student development. It coincides with education priorities that have been established all over the world i.e. the priorities that have been supported by UNESCO and OECD in terms of education which is focusing on child development in terms of cognitive, emotional and social helps at the same time (TOUATI, 2023; Souza, 2024).

Operational Definitions

Relationship between Teacher and Student

The nature of the interpersonal relations existing between teachers and students that is characterized by the presence of trust, respect, support and free opinions (Pianta, 1999).

Well-being of Student

Emotional, psychological, and social well-being of a student within the school environment with a sense of comfort, attachment, happiness, and self-esteem (Meschko et al., 2021).

Learning Outcomes

The quantifiable learning outcomes include knowledge, performance, response, and learning improvement attained by teaching processes (Biggs, 2022).

Review of Literature

This chapter is a literature review on the literature of the influence of teacher-student relationships on student's well-being and learning in the secondary level. The review discusses key theoretical models that provide a solid foundation for understanding the relational influences on students' development.

Need for the Current Research

Consequently, the quality of teacher student relationships is therefore decisively essential both in regard to emotional and achievement at secondary schools of learning. In the case of the students, the students feel strongly that a positive and caring interaction by the educator provides a strong sense of belonging, and this has a great implication in improving the emotional health of the students, as well as reducing nervousness and encouraging attachment to school (Allen et al., 2018; Salter et al., 2024; Jowett et al., 2023). Favorable climates in the relationships, or warm, trusting, open emotional systems, enemies namely reduced levels of anxiety and the better psychological adjustment. Moreover, it has also been revealed that these kinds of relationships create intrinsic motivation, fun, perceived competence, and active involvement in the learning process.

Conversely, as far as the teachers are concerned, developing respectful and supportive relationships with students will be part of enhancing their occupational well-being. Educators who document good-quality connections with their learners notice less stress, better work satisfaction, and instructing efficacy

(Spilt, Koomen and Thijs, 2011; Wang and Dishion, 2012; Quin, 2017). This type of relational dynamics enhances not only classroom handling, but also strengthens the emotional devotion to the teaching profession.

Hence, this research is crucial as it analyses the dual effect of nutritiousness of the relationship on both the feelings of well-being and the achievement. It gives an insight into the understanding of supportive educational relationships as protective and motivation formations through examinations of attitude of both groups. Such insights may be used to direct teacher education programs, school policies, and psychological medicines that will advance whole-student development and sustainable instructing functions.

Teacher-Student Relationship

It plays a key role when imparting social, emotional and academic growth among students. The establishment of a positive teacher-student connection produces the sense of security and engagement, and, therefore, the classroom atmosphere as well as the willingness to learn will also be influenced (Walker & Graham, 2021). It is also measured in several ways such as the Teacher Student Relationship Scale that signifies such significant relationship qualities as warmth, responsiveness, and fairness, which are the essence of good classroom behaviors (Johnson, 2022).

Student Well-Being

The student well-being is the compound variable, including such dimensions as emotional stability, psychological functioning and school belongingness. According to Hossain et al. (2025), the positive school climate combined with the enhancement of autonomy and relatedness result in the establishment of better well-being of students and restricted emotional distress.

Learning Outcomes

Knowledge result is the academic performance and behavior of the learner which he or she acquires in school and this may include

knowledge, skills, classroom skills and academic performance. They consist of cognitive and non-cognitive behaviors such as motivation and persistence and the test scores. It has been found that good student-teacher relationships lead to academic attainment because the relationships shape the students to be more confident, sure of themselves and to offer greater contributions to the learning process (Wijaya et al., 2024; Wu & Dong, 2024).

Development of the hypotheses

This paragraph presents the composition of the hypothesis on the basis of reviewed literature and theoretical framework. Every hypothesis implies an assumed relationship with important study variables, which is used to form a basis of an empirical test. The development is based on pertinent theories and previous empirical evidence, and hence it is concise to the objectives and research questions of the study.

Studies related to Student- Teacher Relationship and Student Well-Being

First, the issue of student well-being has become the core focus of interest in research in education where the quality of interpersonal relationships has also been identified as one of the most significant contributing factors. To be specific, student-teacher relationship is very critical in influencing the emotional and psychological growth of the student. The more students report a sense of warmth, trust, and emotional support when students have it from their teachers, the more students report having higher amounts of emotional well-being (Ten Bokkel et al., 2023; Chen et al., 2021; Wu & Dong, 2024).

In addition to this, supporting teacher relationships and student well-being have been observed to be positive, based on various correlation-oriented research studies. As an illustration, Hofkens & Pianta, (2022) established that favorable early student-teacher relationships were indicators of low behavior problems and brief emotional regulation. Likewise, Di Lisio et al. (2025) found ample support of the emotional advantages of relation closeness, via a large correlation between students own measures of

teacher support and life satisfaction in high school students.

Moreover, the research results regularly confirm that the quality of the relationships between the students and teachers are important predictors of the well-being among the students. According to Yu et al. (2024), perceived teacher care and fairness contributed significantly to the variance in the

student's emotional stability and happiness. Similarly, on the basis of longitudinal data, Valdebenito et al. (2022) verified that the emotional nature of a teacher-student relationship predetermined depressive symptoms at later waves, despite adjustment of other factors such as peer and family effects.

Furthermore, Also, the average difference analysis has demonstrated demographic-based differences in well-being according to relational experiences. To give an example, Bai et al. (2022) revealed that female students displayed a more considerable well-being score regarding teacher-student closeness, as opposed to male students. Also, according to the study by Levickis et al. (2023), the higher well-being rates were found in students at a private than they are among students at a public school due to teachers interacting with students more positively. Thus, that is why it is obvious that a positive and emotional supportive relationship to teachers positively affects well-being of students. Relationship-building skills should take center stage in the training of teachers and institutional policies should be developed to support caring and empathetic teacher behaviors.

Studies related to Student- Teacher Relationship and Student Learning Outcomes

In the similar vein, student-teacher relationship plays an important role in terms of affecting the academic growth and motivation of the students towards learning. Most of the studies analyzing the relationship between student performance and the teacher-student relationship point to the, by now, established fact that students that feel understood, supported, and respected by their teachers are more motivated to study and perform better in academic settings (Wu &

Dong, 2024; Wijaya et al., 2024; Walker & Graham, 2021).

Likewise, it can be stated that positive relationships between students and their teachers are greatly associated with academic achievement. Malik, (2023) revealed relational quality as a mediating factor in strong predictions of student engagement in relation to academic achievements across the school settings. Specifically, these students were also most likely to show an enhanced concentration, persistence and academic responsibility in case they perceived a feeling of emotional safety and respect among the teachers.

Moreover, regression models also strengthen the arguments regarding the predictive value of the relationship between students and teachers with regard to the academic results. Sankalaite et al. (2023) revealed that the proximity in teacher student relationship was the suggested predictor in the increase of reading scores and gains in mathematics and reading scores despite prior achievement and socio-demographic variables, using multivariate regression. Relatively, Xu, (2024) disclosed that teacher emotional support demonstrated unique variability in GPA of the students over and above that which could be attributed to the family and peer interactions.

Similarly, analysis of mean differences has revealed trends and school-level effects of development. According to the study by Longobardi et al. 2022, the effect of positive teacher relationships on the academic improvement of middle school students (grades 6-8) was substantially large when compared to high school students (grades 9-10). This implies that the moment of relational support is an important factor in the academic consequences of support.

Further, children in schools with a culture of cooperation achieved higher marks in academic satisfaction and score two times more than students in other schools (Wang et al., 2024).

Additionally, it is just as crucial to understand that a teacher, who builds a good quality relationship with the learners, is more likely to promote the development of self-efficacy, theory

of action (goal-setting), and academic autonomy in his/her learners. As Smith II (2024) pointed out, relational quality does not only have a direct influence on improving learning but is also a mediator between teaching methods and success in academic achievements.

In such a way, it can be stated that there is strong evidence that the relationship between students and teachers is not only useful in the emotional growth, but also in academic achievement. Educational establishments, then, should consider and incorporate relational pedagogy into professional development cycles and assess the performance of their teachers in part by the degree of relational success.

Materials and Methods

This chapter aims at presenting the sample taken, tools employed, the procedure of collecting data and the statistical techniques used for the treatment of the data. This chapter is further elaborated as under:

Nature and Design of the Study

The present study employed a mixed methodology, incorporating both quantitative and qualitative approaches to gain a comprehensive understanding of the research problem.

Specifically, the quantitative component of the study followed a descriptive research design, which involves collecting data without manipulating the research environment. Descriptive studies are widely used to observe and describe the existing state of a phenomenon as it naturally occurs. Among the common methods used in descriptive research namely the survey method, case study, and observation this study primarily relied on the survey method to collect quantitative data from both Secondary School Teachers and students. Finally, data were collected from a total of 700 participants, comprising 350 Secondary School Teachers and 350 students, selected from government secondary schools in Tehsil Rawalpindi and Gujjar Khan, District Rawalpindi. The structured survey instrument was used to collect quantitative data, while the open-ended questions generated

qualitative responses. Therefore, by integrating both statistical and thematic analyses, the study provided a more comprehensive and nuanced understanding of how student-teacher relationships impact students' overall well-being and academic performance.

Population of the Study

All Secondary School Teachers and students

Sample of the study

According to Nawaz (2018), the basic unit of the population is called an element (e.g.a Person, an object) while the population is an aggregate of

Sampling Technique and Procedure

The study adopted a multi-stage sampling technique i.e. as stratified sampling technique and convenience sampling technique were used. This ensures accurate representation of both male and female teachers and students in the final sample. The final sample of 350 teachers and 350 students meets the requirements of L.R. Gay's (2000) guideline, which recommends that 10% to 20% of the population is sufficient for educational research.

Instrumentation

According to O'Leary (2004), "Surveying is the process by which the researcher collects data through a questionnaire. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic (Roopa & Satya, 2012). It is necessary that the questionnaire should be simple, short, in proper order, good format and easy to answer because respondents are turned off due to lengthy and sloppy looking questionnaires and thus they do not reply properly (Lee, 2006; Roopa & Satya, 2012; Kabir, 2016).

Similarly, primary data, also referred to as firsthand data, was collected. The present study utilized and evaluated cross-sectional data. To measure the variables of the study, three established scales were utilized. Fifteen items were selected to evaluate the Teacher-Student Relationship, all adapted from previous studies (Burns & Van Bergen, 2025; Wang, 2023). Twelve items were used to assess Student Well-

enrolled in government secondary schools of Tehsil Rawalpindi and Gujjar Khan, District Rawalpindi, constituted the population for this study. As the total population was large and geographically dispersed across both rural and urban areas, it was not feasible to study the entire population within the limited time and resources available to the researcher.

facts which have the same characteristics. The sample may be considered as a subset or sub-part of the entire population.

for the current study for selecting participants from Tehsil Rawalpindi and Gujjar Khan, District Rawalpindi.

Sample Size

being, derived from the work of Zhang and Zhu (2022). To evaluate Learning Outcomes, thirteen items were selected, based on prior research conducted by Arikunto (2010) and Murnihati Sarumaha et al. (2023). All responses were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The complete set of items used in this study is provided in **Annexure I**.

Furthermore, to collect teachers' perspectives, a structured questionnaire was developed, comprising three main sections. Fifteen items were selected to assess the Teacher-Student Relationship, all derived from prior studies (Tormey, 2021; Aldrup et al., 2022). All responses were rated using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The complete instrument used for data collection from teachers is presented in **Annexure II**.

Data Collection Methods

Initially, authorization was obtained from the relevant university. The goal of the study was elucidated to the responders. Subsequently, questionnaires were disseminated, and responders were allotted 3-4 days to complete them.

Results and Discussion

Thematic Analysis of Open-Ended Student Responses (Annexure-I)

To enrich the quantitative results and explore students' perspectives in more depth, an open-ended question was included in the final section of the student questionnaire. The item asked:

“What do you like most about your relationship with your teachers?”

A total of 350 students responded to this item, comprising 210 male and 140 female participants. These students were selected from a population of 1,500 using proportionate stratified sampling to ensure fair representation of gender and school demographics.

Responses were analyzed using the thematic analysis method developed by Braun and Clarke

(2006), which involves a systematic approach comprising familiarization with responses, coding, generating initial themes, reviewing those themes, defining them, and finally writing up the findings. Based on this approach, four recurring themes emerged from the data:

- Emotional Connection
- Mutual Respect
- Academic Support
- Teacher Motivation

Table 4.3: Illustrative Responses Representing Each Theme

Theme	Description	Sample Student Response
Emotional Connection	Refers to the feeling of being cared for, heard, and emotionally supported.	My teacher listens to me and tries to understand my mood.
Mutual Respect	Involves fairness, equal treatment, and respectful interactions.	Sir never discriminates and always treats us equally.
Academic Support	Highlights instructional clarity and readiness to help with academic challenges.	When I don't get something, she explains it patiently.
Teacher Motivation	Encompasses encouragement, belief in potential and positive reinforcement.	My teacher always says I can do better, which inspires me.

Each student's response was carefully reviewed, coded, and categorized under one or more of these themes. The distribution of these themes

was then analyzed across gender to understand any perceptual differences between male and female students.

Table 4.4: Gender-Wise Distribution of Themes from Student Responses (n=350)

Theme	Female Students (n= 140)	Male Students (n=210)	Total
Emotional Connection	92 (65.7%)	76 (36.2%)	168
Mutual Respect	64 (45.7%)	65 (30.9%)	129

Academic Support	58 (41.4%)	134 (63.8%)	192
Teacher Motivation	76 (54.3%)	82 (39.0%)	158
Note: Since some responses included multiple sentiments, the total number of themes mentions exceeds the number of participants.			

This analysis provided several valuable insights into how students perceive their relationships with teachers. The most commonly mentioned aspect was academic support, suggesting that students value teachers who assist them in overcoming learning challenges and make classroom instruction easier to follow. This was especially evident among male students, with 63.8% referencing academic assistance in their responses.

In contrast, female students more frequently emphasized emotional connection (65.7%) and motivational encouragement (54.3%). Many expressed appreciations for teachers who

demonstrated empathy, took interest in their personal development, and believed in their abilities. These findings imply that emotional and motivational elements of the teacher-student relationship maybe more salient for female students, whereas male students tend to focus on the instructional and academic aspects.

Despite these differences, mutual respect was a common theme across both groups, indicating that respectful treatment and fairness in the classroom are universally valued.

Table 4.6 Total Variance Explained
Total Variance Explained

Initial Eigenvalues				Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	11.100	27.749	27.749	11.100	27.749	27.749	9.231
2	3.204	8.011	35.760	3.204	8.011	35.760	8.034
3	2.647	6.618	42.378	2.647	6.618	42.378	6.947
4	2.104	5.259	47.637	2.104	5.259	47.637	4.110
5	1.705	4.262	51.899				
6	1.656	4.139	56.038				
7	1.407	3.517	59.554				
8	1.247	3.117	62.671				
9	1.226	3.065	65.737				
10	1.187	2.968	68.705				
11	1.085	2.712	71.417				
12	1.029	2.573	73.991				
13	.940	2.350	76.340				

14	.872	2.180	78.521				
15	.837	2.093	80.613				
16	.777	1.943	82.556				
17	.722	1.806	84.363				
18	.641	1.602	85.965				
19	.615	1.537	87.502				
20	.545	1.363	88.865				
21	.508	1.270	90.135				
22	.478	1.196	91.331				
23	.470	1.176	92.507				
24	.430	1.075	93.582				
25	.406	1.015	94.597				
26	.361	.904	95.501				
27	.352	.881	96.382				
28	.311	.778	97.160				
29	.259	.647	97.807				
30	.223	.557	98.364				
31	.208	.520	98.885				
32	.137	.343	99.227				
33	.116	.290	99.517				
34	.062	.155	99.672				
35	.062	.155	99.827				
36	.025	.063	99.890				
37	.021	.053	99.943				
38	.010	.026	99.969				
39	.009	.021	99.990				
40	.004	.010	100.000				

ExtractionMethod: Principal Component Analysis.

a. When components are correlated, sums of squares cannot be added to obtain a total variance. Explanation of Table 4.4 Exploratory factor analysis was conducted to examine the model variables. This research model comprises eleven variables. The findings of the exploratory factor analysis indicate that there are sixteen factors with an Eigenvalue larger than one, accounting for a total variance of 47%. The present study will utilize eleven variables, while future

squared loadings cannot be added to obtain a total variance.

researcher's may investigate five additional components identified in the literature review.

4.2 Demographic Variables (Annexure-I)

The participants of this study were individual at the secondary students. The personal traits of the participants play a crucial effect in the overall outcomes of the study. The overall precise response of the current investigation was 350.

The study's demographic features of investors encompassed 1. Gender, 2. Age, 3. Grade/Level,

and 4. Type of school.

Table 4.8: Demographic Profile of Student Participants (n=350, Annexure-I)

Variable	Category	Frequency(n)	Percentage (%)
Gender	Male	210	60.0%
	Female	140	40.0%
Age	15–16 years	190	54.3%
	17–18 years	160	45.7%
Grade /Level	Grade 11	180	51.4%
	Grade 12	170	48.6%
Type of School	Public	200	57.1%
	Private	150	42.9%

A total of 350 students participated in the study. Regarding gender distribution, 60% (n = 210) of the respondents were male, while 40% (n = 140) were female, indicating a higher representation of male students in the sample. In terms of age, the participants were fairly evenly distributed across two age groups. Students aged 15 to 16 years comprised 54.3% (n = 190) of the sample, whereas those aged 17 to 18 years accounted for 45.7% (n = 160). The participants were drawn from two educational levels. Students enrolled in Grade 11 represented 51.4% (n = 180) of the sample, while 48.6% (n = 170) were from Grade 12, suggesting a nearly balanced distribution across grade levels. Lastly, with respect to the type of institution, 57.1% (n = 200) of the students were attending public schools, whereas

42.9% (n = 150) were from private schools. This reflects a moderately higher participation from students in public-sector educational institutions.

Inferential Statistics for students (Annexure-I)

Inferential statistics uses sample analysis to characterize a population. Inferential statistics determines population characteristics. Correlation and linear regression are included.

Analysis with regards to differential statistics (Annexure-I)

HA1: The significant difference exists in among student's well-being with regards to their gender for students.

Table 4.9: Independent Sample t-Test Results for Students well-being (SWB) by Gender

Students well-beings	Group	N	Mean	SD	df	t	P-value
SWB	Male	210	4.1610	0.43286	348	-4.814	0.000
	Female	140	4.3957	0.46733			

Table 4.9 presents the results of the independent samples t-test conducted to examine whether a statistically significant difference exists in students' well-being (SWB) based on gender. The analysis revealed that male students (N = 210) reported a mean well-being score of 4.1610 (SD = 0.43286), whereas female students (N = 140) demonstrated a higher mean score of 4.3957 (SD = 0.46733). The t-test yielded a value of $t(348) = -4.814$, with a p-value $< .001$, indicating that the

observed difference is statistically significant at the 0.05 level. This result supports the alternative hypothesis (HA1), suggesting that gender does have a meaningful impact on students' perceived well-being. More specifically, female students reported significantly higher levels of well-being compared to their male counterparts. This could be attributed to several socio-cultural or emotional factors, such as differences in emotional expression, social support systems, or

adaptability to school environments. The findings underscore the importance of considering

gender-based perspectives when designing student support and well-being initiatives.

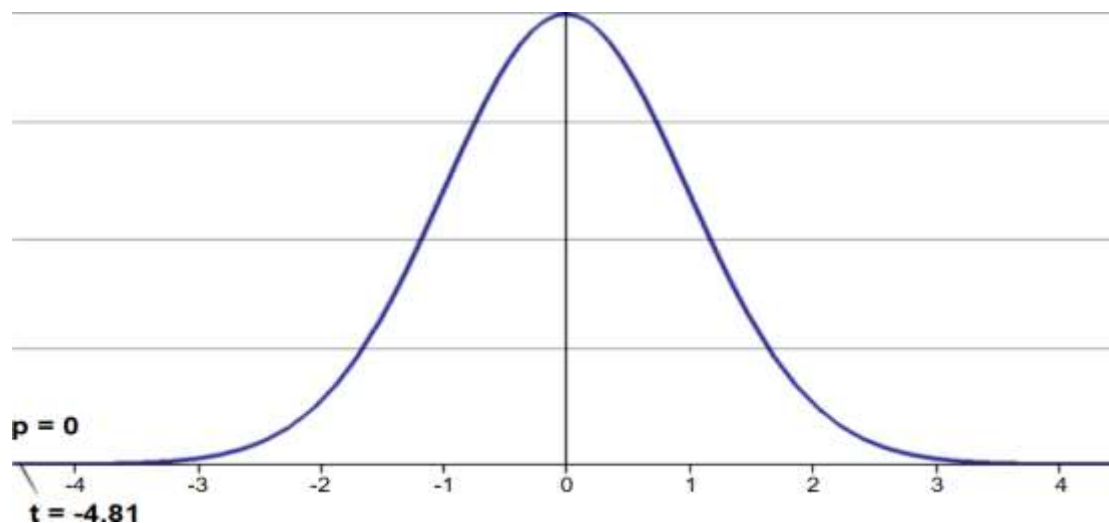


Figure 4.1 Showing t-distribution curve of student's well-being with regards to their gender for students.

HA2: A significant difference exists in among student's well-being with regards to their age for students.

Table 4.10: Independent Sample t-Test Results for Students well-being (SWB) by Age

Students well-beings	Group	N	Mean	SD	df	t	P-value
SWB	15-16 years	190	4.1221	0.42093	348	-6.176	0.000
	17-18 years	160	4.4125	0.45788			

Table 4.10 illustrates the results of the independent samples t-test performed to investigate whether students' well-being (SWB) significantly differs across age groups. The data show that students aged 15-16 years (N = 190) had a mean well-being score of 4.1221 (SD = 0.42093), while students aged 17-18 years (N = 160) reported a higher mean score of 4.4125 (SD = 0.45788). The t-test analysis yielded a t-value of -6.176 with 348 degrees of freedom and a p-value < .001, indicating a statistically significant difference between the two age groups. These

findings confirm the alternative hypothesis (HA2), demonstrating that students' well-being varies significantly by age. Older students (17-18 years) appear to experience a higher level of well-being compared to their younger peers. This variation might reflect increased emotional maturity, greater self-regulation, or a more stable sense of identity that typically develops during late adolescence. The results highlight the need for age-appropriate interventions and support systems tailored to the developmental needs of students at different stages of adolescence.

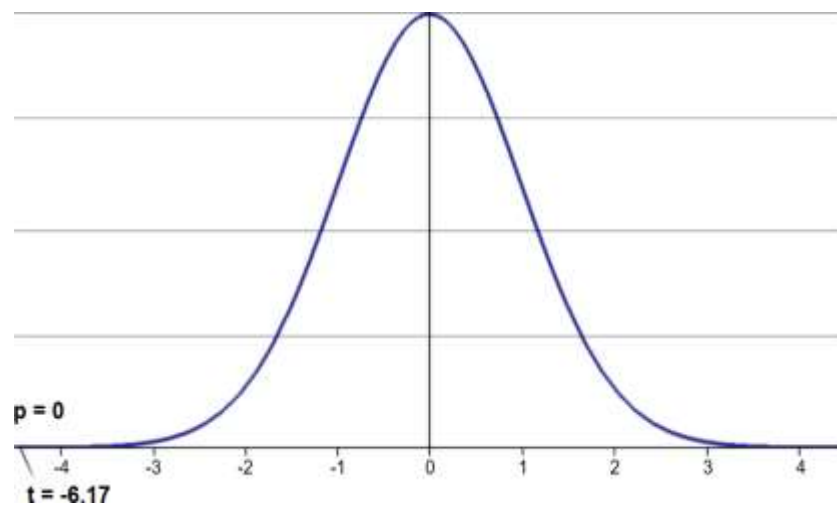


Figure 4.2 Showing t-distribution curve of student's well-being with regard to their age for students.

HA3: A significant difference exists in among student's well-being with regard to their grade/level for students.

Table 4.11: Independent Sample t-Test Results for Students well-being (SWB) by Grade/Level

Students well-beings SWB	Group	N	Mean	SD	df	t	P-value
	Grade11	180	4.1033	0.41291	348	-6.716	0.000
	Grade12	170	4.4153	0.45586			

Table 4.11 presents the results of an independent samples t-test conducted to assess whether students' well-being significantly varies by their grade level. The results indicate that students in Grade 11 (N = 180) had a mean well-being score of 4.1033 (SD = 0.41291), whereas students in Grade 12 (N = 170) reported a higher mean score of 4.4153 (SD = 0.45586). The t-test result shows a t-value of -6.716 with 348 degrees of freedom and a p-value < .001, suggesting a statistically significant difference between the two groups. These findings provide support for the alternative

hypothesis (HA3), indicating that students' perceived well-being significantly differs based on their academic level. Specifically, students in Grade 12 exhibit a higher level of well-being compared to those in Grade 11. This may be attributed to greater academic experience, stronger coping mechanisms, or increased clarity regarding academic and career goals that typically develop during the final year of secondary education. The data point to the importance of offering targeted support to students in earlier grades to help them manage stress, navigate school transitions, and improve overall well-being.

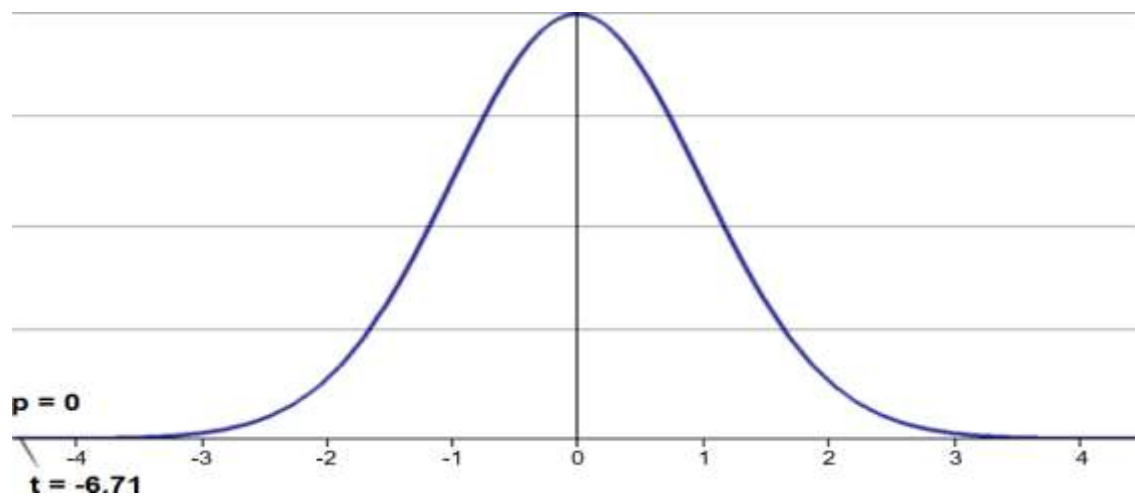


Figure 4.3 Showing t-distribution curve of student's well-being with regard to their grade/level for students.

HA4: A significant difference exists among student's well-being with regard to their type of school for students.

Table 4.12: Independent Samples t-Test Results for Students well-being (SWB) by Type of School

Students well-beings	Group	N	Mean	SD	df	t	P-value
SWB	Public School	200	4.1320	0.41695	348	-6.044	0.000
	Private School	150	4.4187	0.46709			

Table 4.12 illustrates the findings of an independent samples t-test comparing students' well-being across different types of schools. Students attending public schools ($N = 200$) reported a mean well-being score of 4.1320 ($SD = 0.41695$), whereas students from private schools ($N = 150$) reported a significantly higher mean score of 4.4187 ($SD = 0.46709$). The t-test yielded a t-value of -6.044 with 348 degrees of freedom and a p-value of $< .001$, indicating that the difference between the two groups is statistically significant. These results confirm the alternative hypothesis (HA4), suggesting that students' well-being is influenced by the type of school they attend. The higher well-being scores

among private school students may reflect differences in school resources, student-teacher ratios, extracurricular engagement, or psychosocial support services. On the other hand, students in public schools may face systemic limitations such as larger class sizes, limited individual attention, or fewer recreational facilities, which can impact their overall well-being. This evidence underscores the need for policy-level interventions and school-based support systems to bridge the well-being gap between public and private sector students, ensuring equitable emotional and academic development for all learners.

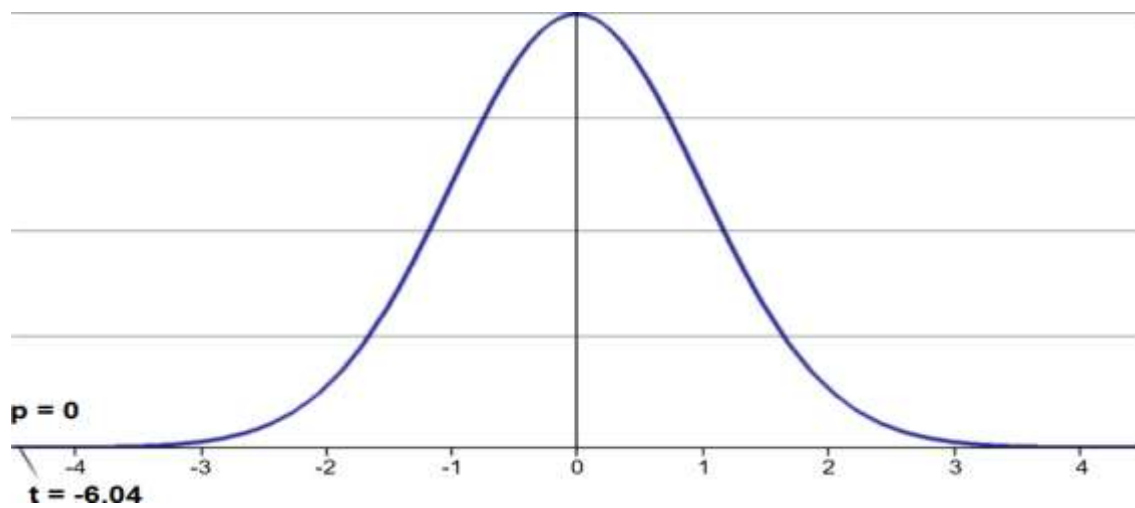


Figure 4.4 Showing t-distribution curve of student's well-being with regards to their type of school for students.

HA5: There significant difference exists in among learning outcomes with regards to their gender for students.

Table 4.13: Independent Sample t-Test Results for Learning Outcomes (LO) by Gender

Learning Outcomes	Group	N	Mean	SD	df	t	P-value
LO	Male	210	4.1770	0.31195	348	-8.038	0.000
	Female	140	4.4679	0.35924			

The results displayed in Table 4.13 support the alternative hypothesis (HA5) that there is a significant difference in learning outcomes based on students' gender. Female students reported a higher mean score ($M = 4.4679$, $SD = 0.35924$) in learning outcomes than their male counterparts ($M = 4.1770$, $SD = 0.31195$). The t-test analysis yielded a t-value of -8.038 with 348 degrees of freedom and a p-value of 0.000, indicating a statistically significant difference at the 0.05 significance level.

From a practical

standpoint, this finding suggests that female students in the sample are likely experiencing more favorable academic outcomes than male students. This result underscores the importance of understanding gender-based variations in educational experiences. It also invites educators and policymakers to explore interventions or support systems that address potential disparities and promote equal learning opportunities for all genders.

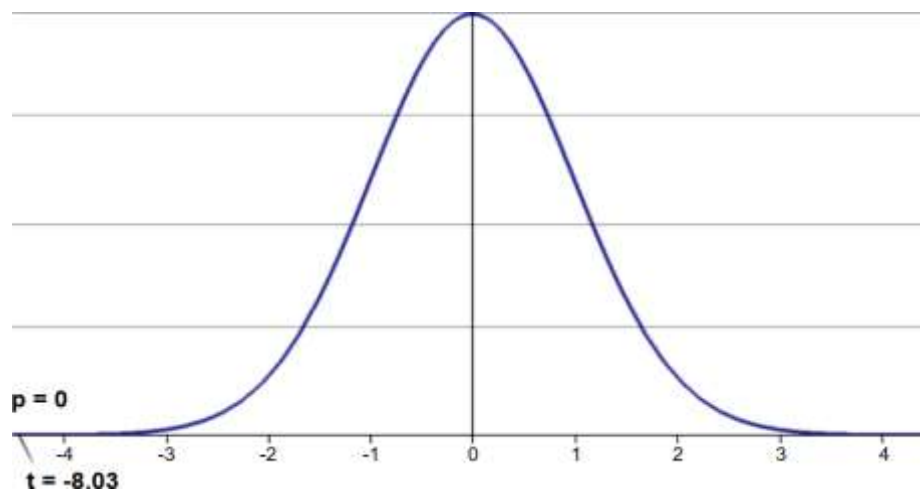


Figure 4.5 Showing t-distribution curve of learning outcomes with regards to their gender for students.

HA6: A significant difference exists in among learning outcomes with regards to their age for students.

Table 4.14: Independent t-Sample Test Results for Learning outcomes (LO) by Age

Learning Outcomes	Group	N	Mean	SD	df	t	P-value
LO	15–16 years	190	4.1482	0.29414	348	-9.116	0.000
	17–18 years	160	4.4656	0.35717			

The findings in Table 4.14 affirm the alternative hypothesis (HA6), indicating that students' learning outcomes vary significantly with age. Specifically, students in the 17–18-year age group reported a higher average learning outcome score ($M = 4.4656$, $SD = 0.35717$) compared to those aged 15–16 years ($M = 4.1482$, $SD = 0.29414$). The difference was statistically significant, as demonstrated by a t-value of -9.116 and a p-value of 0.000, well below the conventional alpha level of 0.05. These results suggest that older students

may exhibit more mature learning behaviors, possibly due to increased academic exposure, cognitive development, or motivation linked to nearing the completion of secondary education. The outcome provides useful insights for educators and curriculum planners, emphasizing the need to support younger students in ways that enhance their academic engagement and achievement.

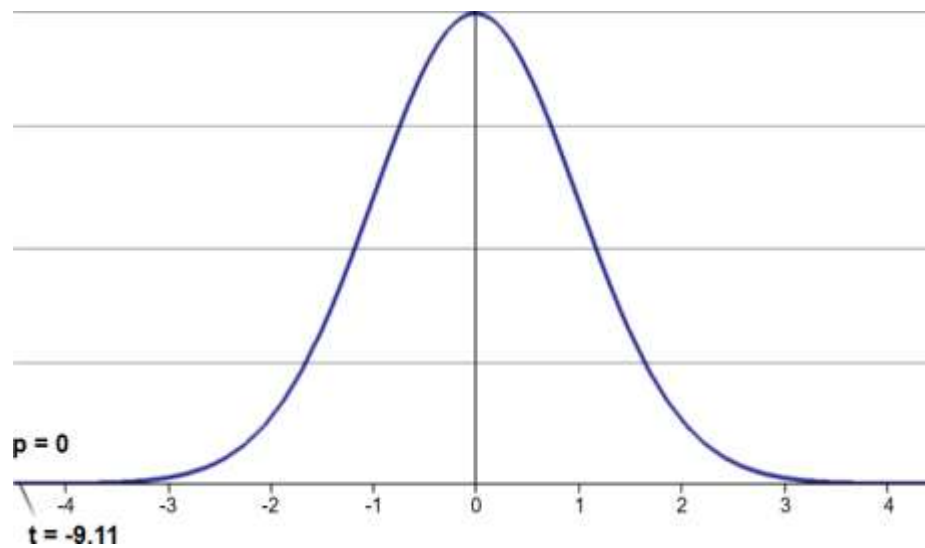


Figure 4.6 Showing t-distribution curve of learning outcomes with regards to their age for students.

HA7: A significant difference exists among learning outcomes with regards to their grade/level for students.

Table 4.15: Independent Sample t-Test Results for Learning outcomes (LO) by Grade/level

Learning Outcomes	Group	N	Mean	SD	df	t	P-value
LO	Grade 11	180	4.1204	0.27125	348	-10.606	0.000
	Grade 12	170	4.4765	0.35358			

The analysis in Table 4.15 supports the alternative hypothesis (HA7), indicating a statistically significant difference in learning outcomes based on students' grade level. Specifically, Grade 12 students reported significantly higher learning outcomes ($M = 4.4765, SD = 0.35358$) compared to Grade 11 students ($M = 4.1204, SD = 0.27125$). The t-value of -10.606 and the p-value of 0.000 confirm that this difference is highly significant. This result

may reflect the academic maturity and greater experience of students in Grade 12, who are typically preparing for high-stakes examinations and are more focused on their academic goals. It implies that as students advance in their academic journey, their perceived learning outcomes improve, possibly due to increased curriculum exposure, teacher support, or self-driven motivation.

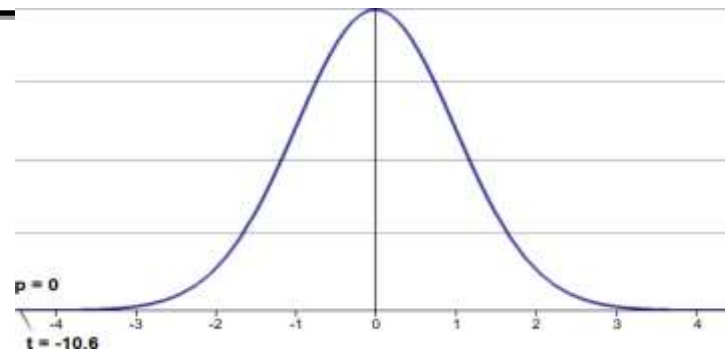


Figure 4.7 Showing t-distribution curve of learning outcomes with regard to their grade/level for students. HA8: A significant difference exists in among learning outcomes with regards to their type of school for students.

Table 4.16: Independent Samples t-Test Results for Learning outcomes (LO) by Type of School

Learning Outcomes	Group	N	Mean	df	t	P-value
LO	Public	200	4.1517	348	-9.513	0.000
	Private	150	4.4822			

The results presented in Table 4.16 support the alternative hypothesis (HA8), indicating a statistically significant difference in students' learning outcomes based on the type of school attended. Students from private schools reported higher learning outcomes ($M = 4.4822$, $SD = 0.35925$) compared to their counterparts in public schools ($M = 4.1517$, $SD = 0.29045$). The t -value of -9.513 and a p -value of 0.000 clearly

indicate that this difference is significant. This finding may reflect disparities in resources, teaching quality, student-teacher ratios, or academic environments typically associated with private and public educational institutions. Students in private schools may benefit from more personalized attention and enriched learning environments, potentially leading to better academic experiences and outcomes.

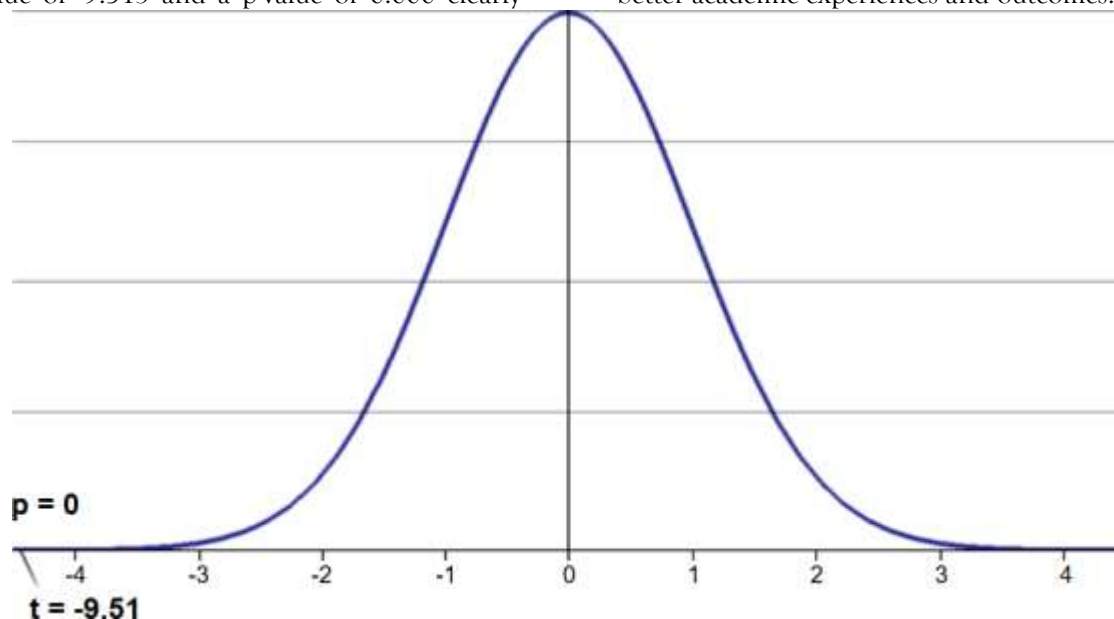


Figure 4.8 Showing t-distribution curve of learning outcomes with regards to their type of school for

students.

Correlation Analysis for students (Annexure-I)

HA17: There are significant relationship among teacher student relationship, student's well-being and learning outcomes for students.

Table 4.17 Pearson Correlation Coefficients

Correlations

STR			SWB	LO
STR	PearsonCorrelation	1	.454**	.565**
	Sig.(2-tailed)		.000	.000
	N	350	350	350
SWB	PearsonCorrelation	.454**	1	.577**
	Sig.(2-tailed)	.000		.000
	N	350	350	350
LO	PearsonCorrelation	.565**	.577**	1
	Sig.(2-tailed)	.000	.000	
	N	350	350	350

**Correlation is significant at the 0.01 level (2-tailed).

The results displayed in Table 4.17 indicate significant positive correlations among the three studied variables: Student-Teacher Relationship (STR), Student Well-Being (SWB), and Learning Outcomes (LO). The Pearson correlation analysis shows that the relationship between STR and SWB is statistically significant ($r = .454$, $p < .01$), meaning that stronger teacher-student relationships are associated with better emotional well-being among students. Similarly, the correlation between STR and LO is also positive and significant ($r = .565$, $p < .01$), implying that students who experience better relationships with

their teachers tend to report higher academic performance. Moreover, the correlation between SWB and LO is significant and positive as well ($r = .577$, $p < .01$), suggesting that students with higher well-being are more likely to achieve better learning outcomes. Since all correlation values are statistically significant at the 0.01 level (2-tailed), the findings provide strong evidence of interconnectedness among teacher-student relationship, student well-being, and learning outcomes. Therefore, Hypothesis HA17 is accepted, as the results confirm significant relationships among the variables under investigation.

Regression Analysis for students (Annexure-I)

HA19-1: There are significant impact of teacher student relationship on student's well-being for students.

Table 4.18 Model summary of Student Teacher Relationship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					RSquare Change	F Change	df1	df2	Sig.F Change
1	.454 ^a	.206	.203	.41137	.206	90.148	1	348	.000

a. Predictors:(Constant),STR

Table 4.19 ANOVA

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.256	1	15.256	90.148	.000 ^b
	Residual	58.891	348	.169		
	Total	74.147	349			

a. Dependent Variable: SWB

b. Predictors:(Constant),STR

Table 4.20 Coefficients of Student Teacher Relationship

Coefficients^a

Unstandardized Coefficients		Standardized Coefficients		95.0% Confidence Interval for B		
Model	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	.226		9.415	.000	1.680	2.567
STR	.053	.454	9.495	.000	.401	.610

a. Dependent Variable: SWB

To test Hypothesis HA19-1, which states that there is a significant impact of the student-teacher relationship on students' well-being, a simple linear regression analysis was conducted. The results, as shown in Table 4.10, reveal that the student-teacher relationship (STR) positively and significantly predicts student well-being (SWB). The model summary indicates that STR explains 20.6% of the variance in SWB ($R^2 = .206$), with an adjusted R^2 of .203 and a correlation coefficient of $R = .454$. The overall model is statistically significant, as demonstrated by the F-statistic ($F = 90.148$, $p < .001$), indicating that the regression model provides a meaningful explanation of the relationship between the two variables. Furthermore, the ANOVA table (Table 4.10.1) supports the significance of the regression model, showing that the variability explained by the model is substantially greater than the

unexplained variance. The coefficient table (Table 4.10.2) shows that the unstandardized coefficient (B) for STR is 0.506 with a standard error of 0.053, and the standardized beta value is 0.454. The t-value of 9.495 is highly significant ($p < .001$), confirming that STR has a statistically significant positive effect on SWB. This implies that for every one-unit increase in the student-teacher relationship score, student well-being is expected to increase by 0.506 units. The 95% confidence interval for the unstandardized coefficient ranges from 0.401 to 0.610, further affirming the reliability of this estimate. Overall, these findings provide strong empirical support for Hypothesis HA11 and suggest that positive and supportive relationships between students and teachers play a vital role in promoting students' psychological and emotional well-being.

HA19-2: There are significant impact of teacher student relationship on learning outcomes for students.

Table 4.21 Model summary of Student Teacher Relationship

Model Summary

			Change Statistics
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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.565 ^a	.319	.317	.29795	.319	163.232	1	348	.000

a. Predictors: (Constant), STR

Table 4.22 ANOVA Student Teacher Relationship ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.491	1	14.491	163.232	.000 ^b
	Residual	30.894	348	.089		
	Total	45.384	349			

a. Dependent Variable: LO

b. Predictors: (Constant), STR

Table 4.23 Coefficients of Student Teacher Relationship Coefficients^a

Unstandardized Coefficients			Standardized Coefficients		95.0% Confidence Interval for B		
Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	2.216	.163		13.566	.000	1.895	2.537
STR	.493	.039	.565	12.776	.000	.417	.569

a. Dependent Variable: LO

Table 4.21 to Table 4.23 present the results of a simple linear regression analysis conducted to examine the impact of the student-teacher relationship (STR) on students' learning outcomes (LO). The model summary (Table 4.21) shows a correlation coefficient (R) of .565, with an R^2 value of .319, indicating that approximately 31.9% of the variance in learning outcomes is explained by the quality of the student-teacher relationship. The adjusted R^2 (.317) supports the model's reliability. The ANOVA table (Table 4.22) further confirms the model's statistical significance with an F-value of 163.232 and a p-value of .000, demonstrating that the model significantly predicts learning outcomes. In terms of the coefficients (Table 4.23), the unstandardized regression coefficient (B) for STR is 0.493, with a standard error of 0.039 and a standardized beta (β) of .565. The t-value of 12.776 is highly significant ($p < .001$),

reinforcing that the predictor variable—STR—has a strong and statistically significant impact on the

dependent variable (LO). The 95% confidence interval (0.417 to 0.569) adds further credibility to the consistency and precision of the estimate. These findings clearly indicate that a positive and meaningful relationship between students and teachers significantly enhances students' academic outcomes. The stronger the rapport and interaction between teachers and students, the better the students tend to perform in their studies. Therefore, Hypothesis HA19-2 is accepted, as the statistical evidence confirms a significant impact of the teacher-student relationship on learning outcomes among students.

4.12 Inferential Statistics for students (Annexure-II)

Inferential statistics uses sample analysis to

characterize a population. Inferential statistics determines population characteristics.

Correlation, and linear regression are included.

4.15 Analysis with regards to differential statistics (Annexure-II)

HA9: There significant difference exists in among student's well-being with regards to their gender for teachers.

Table 4.32: Independent Sample t-Test Results for Student's well-being (SWB) by Gender

Student's well-being SWB	Group	N	Mean	SD	df	t	P-value
	Male	200	4.1320	0.41695	348	-6.044	0.000
	Female	150	4.4187	0.46709			

Table 4.32 presents the results of an independent samples t-test conducted to explore gender-based differences in student well-being (SWB), as reported by teachers. The analysis compares the mean SWB scores between male and female groups. The results indicate that male students had a mean well-being score of 4.1320 (SD = 0.41695), whereas female students had a higher mean score of 4.4187 (SD = 0.46709).

This statistically significant result suggests that teachers perceive a notable difference in well-being between male and female students, with female students being rated as having better well-being on average. Given the significance level, Hypothesis HA9 is accepted, confirming that student well-being differs significantly across gender groups from the teachers' perspective.

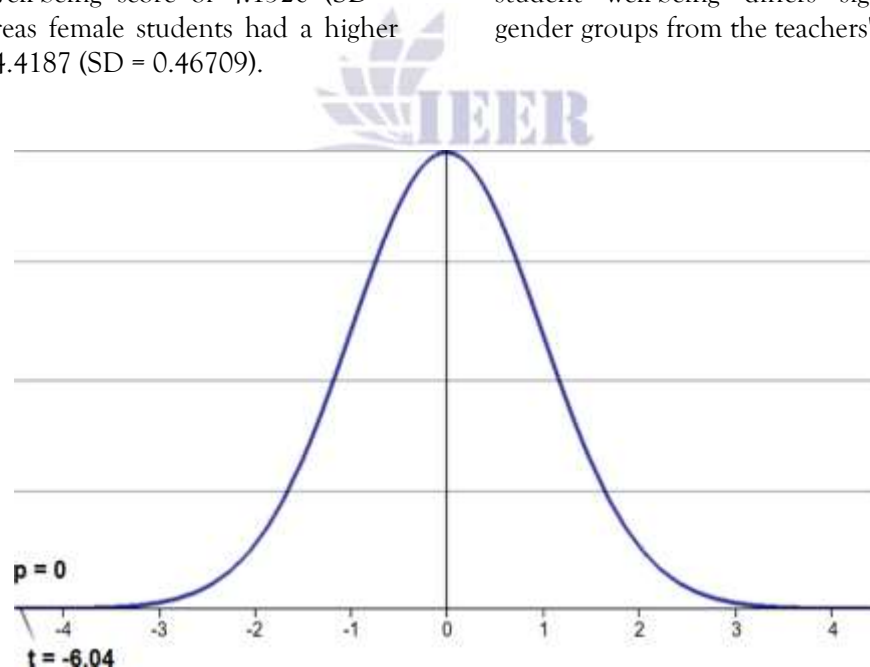


Figure 4.8 Showing t-distribution curve of student's well-being with regards to their gender for teachers.

HA10: A significant difference exists in among student's well-being with regards to their age for teachers.

Table 4.33: Independent one-way ANOVA Results for Student's well-being (SWB) by Age
ANOVA

Students well-being

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3	2.917	15.432	.000
Within Groups	346	.189		
Total	349			

To examine whether student well-being varies significantly across different age groups, a one-way ANOVA was conducted. The analysis results are summarized in Table 4.33. The between-group sum of squares was 8.750 with 3 degrees of freedom, resulting in a mean square of 2.917. The within-group sum of squares was 65.396 with 346 degrees of freedom, yielding a mean square error of 0.189. The F-statistic was calculated as 15.432, with a p-value of .000, which is statistically significant at the 0.01 level. These

findings suggest that teachers perceive significant differences in students' well-being based on their age. In other words, students in different age groups are not rated equally in terms of well-being by their teachers, indicating developmental or contextual differences across age categories. Given the significance of the ANOVA result, Hypothesis HA10 is accepted. This confirms that student well-being significantly varies among age groups, as observed by teachers.

HA11: A significant difference exists in among student's well-being with regards to their year of teaching experience.

Table 4.34: Independent Samples t-Test Results for Students well-being (SWB) by Year of Teaching Experience

ANOVA**Students well-being**

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3	2.426	12.552	.000
Within Groups	346	.193		
Total	349			

To test this hypothesis, a one-way ANOVA was conducted to determine whether student well-being (as perceived by teachers) varies based on the teachers' years of teaching experience. The results are displayed in Table 4.34. The analysis showed a between-group sum of squares of 7.278 with 3 degrees of freedom, resulting in a mean square of 2.426. The within-group sum of squares was 66.869 with 346 degrees of freedom, giving a mean square error of 0.193. The calculated F-statistic was 12.552, and the corresponding p-value was .000, which is

statistically significant at the 0.01 level. These findings reveal that teachers with different years of teaching experience perceive student well-being differently, suggesting that professional experience may influence teachers' understanding, interpretation, or expectations regarding student well-being. Since the p-value is less than 0.01, the result is statistically significant. Therefore, Hypothesis HA11 is accepted, indicating that there is a significant difference in student well-being as perceived by teachers with varying lengths of teaching experience.

HA12: A significant difference exists in among student's well-being with regards to their type of school for teachers.

Table 4.35: Independent Samples t-Test Results for Students well-being (SWB) by Type of School

Studentswell-being	Group	N	Mean	SD	df	t	P-value
SWB	Public	210	4.1610	0.43286	347	-4.979	0.000
	Private	139	4.4029	0.46124			

To examine whether student well-being (SWB), as perceived by teachers, differs based on the type of school (public vs. private), an independent samples t-test was conducted. The results are shown in Table 4.35. The mean score for student well-being reported by teachers from public schools was 4.1610 (SD = 0.43286, N = 210), whereas teachers from private schools reported a higher mean of 4.4029 (SD = 0.46124, N = 139). The degrees of freedom (df) for the test were 347, and the t-value was -4.979, with a p-

value of 0.000. The p-value is less than 0.01, indicating a statistically significant difference between the two groups. This suggests that teachers in private schools perceive student well-being to be higher compared to their counterparts in public schools. Thus, Hypothesis HA12 is accepted, confirming that the type of school significantly influences teachers' perceptions of student well-being.

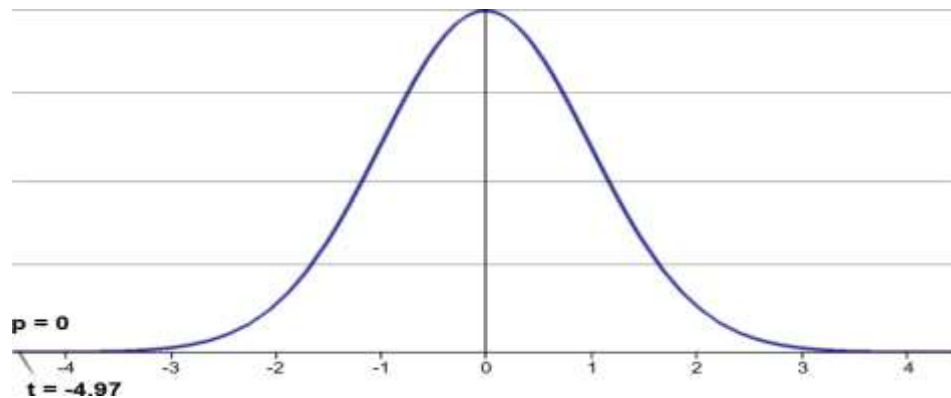


Figure 4.9 Showing t-distribution curve of student's well-being with regards to their type school for teachers.

HA13: There significant difference exists in among learning outcome with regards to their gender for teachers.

Table 4.36: Independent Sample t-Test Results for Learning Outcomes (LO) by Gender

Learning Outcomes	Group	N	Mean	SD	df	t	P-value
LO	Male	200	4.1517	0.29045	348	-9.513	0.000
	Female	150	4.4822	0.35925			

To assess whether learning outcomes (LO), as perceived by teachers, differ based on student gender, an independent samples t-test was conducted. The findings are summarized in Table 4.36. According to the results, teachers reported a mean learning outcome score of 4.1517 (SD = 0.29045) for male students (N = 200), and a higher mean score of 4.4822 (SD = 0.35925) for female students (N = 150). The test yielded a t-value of -9.513 with 348 degrees of freedom and

a p-value of 0.000. Since the p-value is below the conventional threshold of 0.01, the results indicate a statistically significant difference in perceived learning outcomes between male and female students. Specifically, female students are perceived by teachers to have higher learning outcomes than male students. Therefore, Hypothesis HA13 is accepted, confirming that student gender significantly affects teacher-reported learning outcomes.

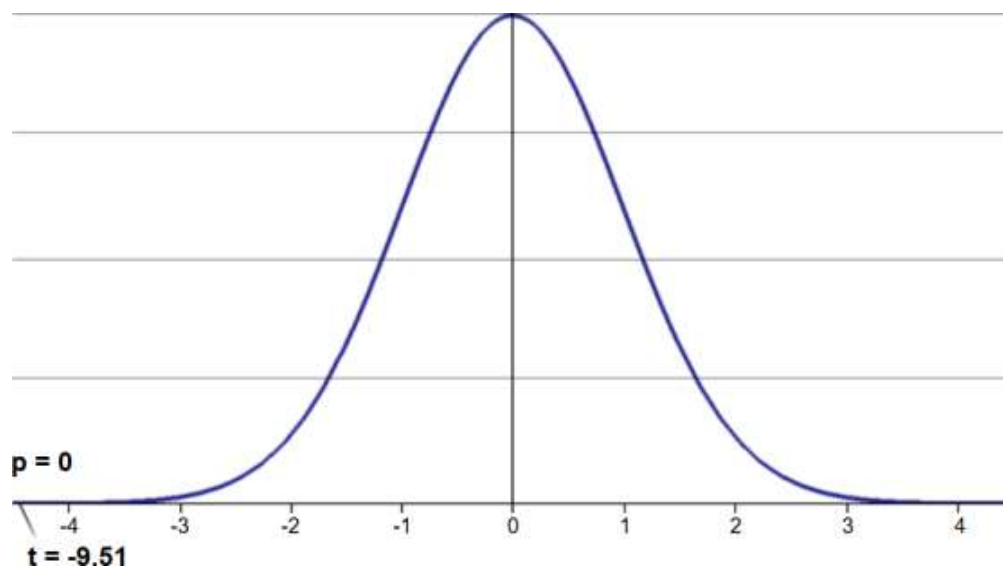


Figure 4.10 Showing t-distribution curve of learning outcome with regards to their gender for teachers

HA14: A significant difference exists in among learning outcome with regards to their age for teachers.

Table 4.37: Independent one-way ANOVA Results for Learning Outcomes (LO) by Age

ANOVA

Learning Outcomes

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3	3.223	31.228	.000
Within Groups	346	.103		
Total	349			

To examine whether learning outcomes (LO), as perceived by teachers, significantly differ across various student age groups, a one-way Analysis of Variance (ANOVA) was conducted. The results, as presented in Table 4.37, indicated a

statistically significant difference among the age groups, with $F(3, 346) = 31.228$ and a p-value of .000. This finding suggests that students' learning outcomes, as evaluated by teachers, vary meaningfully with respect to age. The between-

group sum of squares (9.670) compared to the within-group sum of squares (35.714) reflects that a considerable portion of the variance in learning outcomes can be attributed to age differences. Consequently, the alternative hypothesis (HA14)

is accepted, confirming that student age has a significant impact on their learning outcomes from the perspective of teachers.

HA15: A significant difference exists in among learning outcome with regards to their year of teaching experience.

Table 4.38: Independent Samples t-Test Results for Learning Outcomes (LO) by Year of Teaching Experience

ANOVA

Learning Outcomes

Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3	3.775	38.343	.000
Within Groups	346	.098		
Total	349			

To evaluate whether students' learning outcomes (LO), as perceived by teachers, differ significantly based on the teachers' years of teaching experience, a one-way ANOVA was performed. The results presented in Table 4.38 demonstrate a statistically significant difference, with $F(3, 346) = 38.343$ and a p-value of .000. The analysis shows that the variance in learning outcomes between groups (Sum of Squares = 11.324) is

considerable compared to the variance within groups (Sum of Squares = 34.061). This indicates that the teaching experience of educators significantly influences their evaluation of student learning outcomes. Therefore, the alternative hypothesis (HA15) is accepted, confirming that teachers' years of experience are associated with meaningful differences in perceived student learning outcomes.

HA16: A significant difference exists in among learning outcome with regards to their type of school for teachers.

Table 4.39: Independent Samples t-Test Results for Learning Outcomes (LO) by Type of School

Learning Outcomes	Group	N	Mean	df	t	P-value
LO	Public	210	4.1770	347	-8.079	0.000
	Private	139	4.4700			

To examine whether a significant difference exists in students' learning outcomes (LO), as perceived by teachers, based on the type of school, an independent samples t-test was conducted. Table 4.39 presents the results, revealing a statistically significant difference between public and private schools. Specifically, the mean score for learning outcomes reported by teachers in public schools was 4.1770 (SD =

0.31195), while it was 4.4700 (SD = 0.35962) for those in private schools. The t-test yielded a value of $t(347) = -8.079$ with a p-value of .000, indicating that the difference is highly significant. These findings suggest that teachers in private schools perceive student learning outcomes to be more favorable compared to their counterparts in public schools. Therefore, the alternative hypothesis (HA16) is accepted.

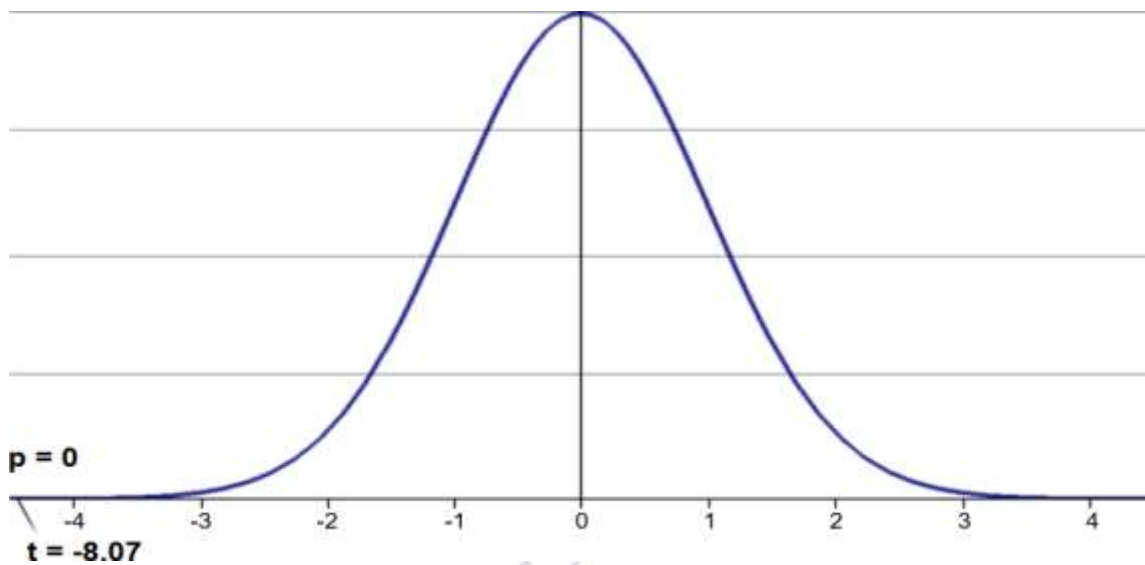


Figure 4.11 Showing t-distribution curve of learning outcome with regards to their type of school for teachers.

Correlation Analysis (Annexure-II):

HA20: There are significant relationship among teacher student relationship, student's well- being and learning outcomes for teachers.

Table 4.40 Pearson Correlation Coefficients

Correlations

STR		SWB		LO
STR	PearsonCorrelation	1	.417**	.472**
	Sig.(2-tailed)		.000	.000
	N	350	350	350
SWB	PearsonCorrelation	.417**	1	.577**
	Sig.(2-tailed)	.000		.000
	N	350	350	350
LO	PearsonCorrelation	.472**	.577**	1
	Sig.(2-tailed)	.000	.000	
	N	350	350	350

**Correlation is significant at the 0.01 level (2-tailed).

Table 4.40 presents the Pearson correlation coefficients used to examine the relationships

among the three core variables: Student-Teacher Relationship (STR), Student Well-Being (SWB),

and Learning Outcomes (LO), based on responses from 350 participants. As shown in the table, a statistically significant and positive correlation was found between STR and SWB ($r = .417, p < .01$), suggesting that stronger student-teacher relationships are associated with higher levels of student well-being. Additionally, STR also demonstrated a significant positive correlation with LO ($r = .472, p < .01$), indicating that students who perceive better relationships with their teachers tend to report more favorable academic outcomes. Moreover, the relationship between SWB and LO was the strongest among the three pairs, with a

correlation coefficient of $r = .577 (p < .01)$. This suggests that students who experience greater psychological and emotional well-being are more likely to achieve better learning outcomes. All correlations in the table are statistically significant at the 0.01 level (2-tailed), providing robust evidence of meaningful associations among the variables. Overall, the results from Table 4.9 highlight the interconnected nature of teacher-student dynamics, emotional well-being, and academic performance, reinforcing the importance of nurturing positive relationships within the school environment.

Regression Analysis for teachers (Annexure-II)

HA12-1: There are significant impact of teacher student relationship on student's well-being for teachers.

Table 4.41 Model summary of Student Teacher Relationship

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					RSquare Change	F Change	df1	df2	Sig. F Change
1	.417 ^a	.174	.171	.41962	.174	73.089	1	348	.000

a. Predictors: (Constant), STR

Table 4.42 ANOVA of Student Teacher Relationship

ANOVA^a

Model		Sum of Squares		df	Mean Square	F	Sig.
1	Regression	12.870		1	12.870	73.089	.000 ^b
	Residual	61.277		348	.176		
	Total	74.147		349			

a. Dependent Variable: SWB

b. Predictors: (Constant), STR

Table 4.43 Coefficients of Student Teacher Relationship

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Lower Bound	Upper Bound
1 (Constant)	2.382	.220		10.822	.000	1.949	2.815
STR	.438	.051	.417	8.549	.000	.337	.538

a. Dependent Variable: SWB

To examine the effect of the student-teacher relationship (STR) on student well-being (SWB), a simple linear regression analysis was conducted, as summarized in Table 4.41. The results indicate a statistically significant positive relationship between STR and SWB. The model explains 17.4% of the variance in student well-being ($R^2 = .174$), with an adjusted R^2 of .171 and a correlation coefficient of $R = .417$. The model was statistically significant, as reflected in the F-statistic ($F = 73.089$, $p < .001$), confirming that the student-teacher relationship contributes meaningfully to predicting student well-being. Table 4.42, which reports the ANOVA results, further supports the significance of the model. The regression sum of squares ($SS = 12.870$) is substantially higher than the mean square of the residuals ($MS = 0.176$), providing additional evidence that the model

accounts for a significant portion of the variance in SWB. The regression coefficients are presented in Table 4.43. The unstandardized coefficient (B) for

STR is 0.438 with a standard error of 0.051, and the standardized beta value is 0.417. The t-value of 8.549 is highly significant ($p < .001$), indicating that the predictor variable (STR) has a strong and reliable effect on the dependent variable (SWB). The 95% confidence interval for the unstandardized coefficient ranges from 0.337 to 0.538, confirming the precision of the estimate. Taken together, the findings from Tables 4.41, 4.42, and 4.43 provide robust evidence supporting the conclusion that a positive student-teacher relationship has a significant and beneficial impact on students' well-being.

HA12-2: There are significant impact of teacher student relationship on learning outcomes for teachers.

Table 4.44 Model summary of Student Teacher Relationship
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					RSquare Change	F Change	df1	df2	Sig. F Change
1	.472 ^a	.223	.220	.31841	.223	99.640	1	348	.000

a. Predictors: (Constant), STR

Table 4.45 ANOVA of Student Teacher Relationship
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.102	1	10.102	99.640	.000 ^b
	Residual	35.282	348	.101		
	Total	45.384	349			

a. Dependent Variable: LO

b. Predictors: (Constant), STR

Table 4.46 Coefficients of Student Teacher Relationship
Coefficients^a

Unstandardized Coefficients	Standardized Coefficients	95.0% Confidence Interval for B

Model	B	Std.Error	Beta	t	Sig.	Lower Bound	Upper Bound
1 (Constant)	2.634	.167		15.770	.000	2.306	2.963
STR	.388	.039	.472	9.982	.000	.311	.464

a. Dependent Variable: LO

To assess the impact of the student-teacher relationship (STR) on students' learning outcomes (LO), a simple linear regression analysis was conducted, as summarized in Table 4.44. The results indicate a statistically significant and positive relationship between STR and LO. The model explains 22.3% of the variance in learning outcomes ($R^2 = .223$), with an adjusted R^2 of

.220 and a correlation coefficient of $R = .472$. This suggests that the quality of the student-teacher relationship contributes meaningfully to students' academic performance. The significance of the model is further confirmed by the F-statistic ($F = 99.640$, $p < .001$), indicating a good model fit.

Further support is provided by Table 4.45, which presents the ANOVA results. The regression sum of squares (10.102) is notably larger than the residual sum of squares (35.282), with a mean square value that leads to a highly significant F-ratio. This demonstrates that the model explains a significant portion of the variance in learning outcomes. As shown in Table 4.46, the unstandardized regression coefficient (B) for STR is 0.388, with a standard error of 0.039. The standardized beta coefficient is 0.472, and the corresponding t-value is 9.982, which is highly significant ($p < .001$). The 95% confidence interval for B ranges from 0.311 to 0.464, indicating a precise estimate of the effect. These results confirm that for each one-unit increase in student-teacher relationship scores, there is an expected increase of 0.388 units in learning outcomes. In summary, the findings presented in Tables 4.10, 4.10.1, and 4.10.2 provide strong empirical support that positive and effective student-teacher relationships significantly enhance students' academic outcomes.

Discussion about Annexure I

The preliminary analysis of **Annexure-I** confirms the quality and suitability of the student data for

further statistical interpretation. Out of 400 questionnaires distributed, 355 were returned, yielding a high response rate of 88.75%, with 350 valid responses retained for analysis after discarding 5 incomplete forms. The internal consistency of the scales was confirmed through Cronbach's alpha values 0.89 for teacher-student relationship, 0.87 for student well-being, and 0.91 for learning outcomes indicating strong reliability (Nunnally & Bernstein, 1994). Validity was supported through exploratory factor analysis (EFA), where the Kaiser-Meyer-Olkin (KMO) value was 0.782 and Bartlett's Test of Sphericity was significant ($\chi^2 = 12987.205$, $p < 0.001$), confirming the data's factorability (Kaiser, 1974; Hair et al., 2010). The normality of the dataset was established, with skewness and kurtosis values within acceptable ranges (± 1.5), allowing for the use of parametric tests (Doane & Seward, 2011). Furthermore, Pearson correlation analysis revealed statistically significant and positive relationships among the variables: teacher-student relationship was positively associated with student well-being ($r = .454$, $p < .01$) and learning outcomes ($r = .565$, $p < .01$), while student well-being was also positively related to learning outcomes ($r = .577$, $p < .01$), reinforcing existing literature that highlights the foundational role of emotionally supportive teacher-student interactions in enhancing both psychological and academic development (Roorda et al., 2011; Pianta et al., 2012).

HA1: A significant difference exists in student well-being with regard to gender.

The analysis confirmed that female students reported higher well-being ($M = 4.3957$) compared to male students ($M = 4.1610$), with the difference being statistically significant ($p < 0.001$). This finding aligns with previous studies

which suggest that female students often report greater emotional connectedness and responsiveness to the learning environment (Kilday, 2023; Dawes, 2021). The enhanced emotional awareness and interpersonal sensitivity among female students may explain this discrepancy.

HA2: A significant difference exists in student well-being with regard to age.

Students aged 17–18 years demonstrated significantly higher well-being ($M = 4.4125$) than those aged 15–16 years ($M = 4.1221$), indicating developmental differences. Older students may have more mature coping mechanisms and emotional regulation strategies, which contribute positively to their well-being (Yilmaz Arslan, 2024).

HA3: A significant difference exists in student well-being with regard to grade level.

Grade 12 students reported higher well-being scores ($M = 4.4153$) than Grade 11 students ($M = 4.1033$). This progression might reflect increased familiarity with the academic system, enhanced peer networks, or more meaningful engagement with teachers, as supported by research emphasizing grade-level maturity as a contributor to well-being (Lim, 2024).

HA4: A significant difference exists in student well-being with regard to type of school.

Students in private schools reported significantly higher well-being ($M = 4.4187$) compared to those in public schools ($M = 4.1320$). This may be attributed to smaller class sizes, better student-teacher ratios, and a more resource-enriched environment in private schools, all of which contribute to a more supportive educational climate (Govorova et al., 2020).

HA5: A significant difference exists in learning outcomes with regard to gender.

Female students demonstrated significantly higher learning outcomes ($M = 4.4679$) than their male counterparts ($M = 4.1770$). This corroborates literature noting that female students often exhibit stronger classroom engagement and time-on-task behaviors, which

positively affect academic performance (Helms, 2021).

HA6: A significant difference exists in learning outcomes with regard to age. Older students (17–18 years) reported better learning outcomes ($M = 4.4656$) than younger ones (15–16 years, $M = 4.1482$). This suggests that age-related cognitive and emotional maturity fosters deeper learning approaches and academic goal setting (Katsantonis, 2024).

HA7: A significant difference exists in learning outcomes with regard to grade level. Students in Grade 12 outperformed those in Grade 11, supporting the idea that cumulative exposure to educational content and greater academic accounts of ability in senior grades enhance student outcomes (Lassiter, 2021).

HA8: A significant difference exists in learning outcomes with regard to type of school. Private school students ($M = 4.4822$) showed significantly stronger learning outcomes compared to public school students ($M = 4.1517$). Consistent with prior studies, the structural and pedagogical advantages in private institutions may lead to improved academic achievement (Canbolat, 2021).

HA17: There is a significant relationship among teacher-student relationship, student well-being, and learning outcomes.

The results showed a strong and significant positive correlation between the teacher-student relationship (STR) and both student well-being ($r = .454$, $p < 0.01$) and learning outcomes ($r = .565$, $p < 0.01$). This finding resonates with the theory of social connectedness, where emotionally supportive teacher-student relationships foster a psychologically safe space conducive to learning and growth (Olatunji, 2025).

HA19-1: There is a significant impact of teacher-student relationship on student well-being. The regression analysis revealed that teacher-student relationship significantly predicted

student well-being ($\beta = .454$, $p < 0.001$), explaining approximately 20.6% of the variance. This aligns with the argument that emotionally supportive teacher interactions promote a sense of belonging, safety, and emotional well-being among students (Chang, 2022). Teachers who practice empathy, respect, and encouragement are more likely to foster positive psychological states among learners.

HA19-2: There is a significant impact of teacher-student relationship on learning outcomes.

Similarly, the teacher-student relationship significantly predicted learning outcomes ($\beta = .565$, $p < 0.001$), accounting for 31.9% of the variance. This underscores the centrality of relational pedagogy in shaping academic success. When students perceive their teachers as caring and responsive, they are more likely to engage actively, persevere through challenges, and adopt deeper learning strategies (Eleje, 2022).

Discussion about Annexure II

In Annexure-II, the preliminary statistical analysis of teacher responses confirmed the dataset's adequacy and robustness for inferential procedures. Out of 400 distributed questionnaires, 360 were returned, resulting in a commendable response rate of 90%; after excluding 10 incomplete or inconsistent responses, 350 valid responses were retained, giving an effective response rate of 87.5%. The reliability of the instruments was assessed using Cronbach's alpha, which yielded values of 0.91 for the teacher-student relationship scale, 0.89 for the student well-being scale, and 0.92 for the learning outcomes scale, all of which surpassed the minimum acceptable threshold of 0.70, thereby confirming high internal consistency. To establish construct validity, exploratory factor analysis (EFA) was performed, yielding a Kaiser-Meyer-Olkin (KMO) value of 0.784, and Bartlett's Test of Sphericity was statistically significant ($\chi^2 = 13345.786$, $df = 903$, $p < 0.001$), indicating the data were suitable for factor extraction. The

extracted components explained over 48% of the total variance, supporting the underlying construct structure. Furthermore, normality checks showed that skewness and kurtosis values for all variables were within the acceptable range of ± 1.5 , satisfying the assumptions for parametric testing. Pearson correlation analysis demonstrated statistically significant and positive relationships among the variables: teacher-student relationship was positively correlated with student well-being ($r = .487$, $p < .01$) and learning outcomes ($r = .543$, $p < .01$), while student well-being also showed a positive correlation with learning outcomes ($r = .519$, $p < .01$). These results reinforce the conceptual model and are consistent with existing research emphasizing the pivotal role of positive teacher-student interactions in enhancing students' emotional well-being and academic success.

HA9: A significant difference exists in student well-being with regards to gender (for teachers).

This hypothesis is supported. The independent samples t-test revealed a significant difference in student well-being based on gender ($t = -6.044$, $p < .001$), with female students ($M = 4.4187$) perceived by teachers to exhibit higher well-being than male students ($M = 4.1320$). These results align with Lu et al. (2021), who found that female students generally demonstrate stronger emotional awareness and coping strategies, possibly due to gender-based socialization patterns that promote emotional expressiveness and relational sensitivity.

HA10: A significant difference exists in student well-being with regards to age (for teachers).

This hypothesis is confirmed through a one-way ANOVA ($F = 15.432$, $p < .001$), indicating that student well-being differs significantly across age groups. Teachers perceived older students, particularly those aged 17–18, as having higher levels of well-being compared to younger students. This could be attributed to greater emotional maturity, better adaptation to academic pressures, and increased self-regulatory abilities, as noted by (Maricuțoiu et al., 2023).

HA11: A significant difference exists in student well-being with regards to year of teaching experience.

The results support this hypothesis ($F = 12.552$, $p < .001$). Teachers with varying years of teaching experience reported differences in student well-being, indicating that more experienced teachers might be more skilled in nurturing and observing students' emotional and psychological states. This finding corroborates Maricuțoiu et al. 2023, who suggest that experienced teachers develop stronger classroom management and emotional support skills.

HA12: A significant difference exists in student well-being with regards to type of school (for teachers).

This hypothesis is validated by the independent sample t-test results ($t = -4.979$, $p < .001$). Teachers observed that students from private schools ($M = 4.4029$) tend to have higher well-being than those from public schools ($M = 4.1610$). These results reflect previous findings (Ramberg et al., 2020), which suggest that private institutions often have better student-teacher ratios, more responsive staff, and enriched extracurricular environments that contribute positively to students' psychological health.

HA13: A significant difference exists in learning outcomes with regards to gender (for teachers).

This hypothesis is strongly supported. The t-test findings ($t = -9.513$, $p < .001$) indicate that female students ($M = 4.4822$) outperform male students ($M = 4.1517$) in learning outcomes, as perceived by teachers. This is consistent with research by Marantika, (2022), which shows that girls are often more organized, attentive, and academically motivated traits that contribute to higher academic performance.

HA14: A significant difference exists in learning outcomes with regards to age (for teachers).

The one-way ANOVA result ($F = 31.228$, $p < .001$) confirms this hypothesis. Teachers reported better learning outcomes among older students, possibly because of increased maturity,

goal clarity, and responsibility, which are common traits of senior secondary students. This finding supports the developmental perspective in educational psychology, where cognitive growth correlates with age and experience.

HA15: A significant difference exists in learning outcomes with regards to year of teaching experience.

This hypothesis is substantiated by the ANOVA results ($F = 38.343$, $p < .001$). Teachers with more years of experience recognized different levels of learning outcomes, likely because experienced teachers are more adept at recognizing and cultivating academic potential. This supports research by Brandt, (2019), which emphasizes the positive impact of teacher experience on student achievement.

HA16: A significant difference exists in learning outcomes with regards to type of school (for teachers).

The hypothesis is validated, with the t-test revealing a significant difference ($t = -8.079$, $p < .001$). Students in private schools ($M = 4.4700$) were perceived by teachers to have stronger learning outcomes than their public-school counterparts ($M = 4.1770$). This aligns with findings from Amtuet al., (2020), who noted that the structural and resource differences between private and public schools often translate into varied student academic performances.

HA20: There are significant relationships among teacher-student relationship, student well-being, and learning outcomes (for teachers).

This hypothesis is strongly supported by Pearson correlation analysis. Teacher-student relationship (STR) is significantly correlated with student well-being ($r = .417$, $p < .01$) and learning outcomes ($r = .472$, $p < .01$).

Additionally, a high correlation was found between student well-being and learning outcomes ($r = .577$, $p < .01$). These results emphasize the interconnected nature of emotional, relational, and academic domains in secondary education. As Zheng, (2022) argue, emotionally positive student-teacher relationships

foster greater student engagement, resilience, and achievement.

HA12-1: There is a significant impact of teacher-student relationship on student well-being (for teachers).

This hypothesis is confirmed by regression analysis. The teacher-student relationship significantly predicts student well-being ($\beta = .417$, $t = 8.549$, $p < .001$), accounting for 17.4% of the variance in well-being scores ($R^2 = .174$). This finding underscores the vital role of relational dynamics in emotional development. Teachers who invest in empathy, mutual respect, and consistent communication create safe spaces for students, which enhances psychological well-being (Zheng, 2022).

HA12-2: There is a significant impact of teacher-student relationship on learning outcomes (for teachers).

This hypothesis is also validated. Regression results show that the teacher-student relationship significantly influences learning outcomes ($\beta = .472$, $t = 9.982$, $p < .001$), explaining 22.3% of the variance ($R^2 = .223$). This affirms that students are more likely to be academically successful when they feel emotionally connected and valued by their teachers. These results support previous research indicating that affective engagement boosts cognitive engagement and motivation (Eleje et al., 2022).

Conclusion

To begin with, the thematic analysis of responses from Annexure I (Students) revealed four recurring themes: Emotional Connection, Mutual Respect, Academic Support, and Teacher Motivation. Students emphasized that teachers who demonstrate empathy and kindness foster an emotionally secure environment, which positively influences their mental well-being. Furthermore, mutual respect between teachers and students was identified as a vital element that nurtures open dialogue and a sense of belonging. Academic support, such as detailed explanations, regular feedback, and personalized attention, was consistently highlighted as a key factor in

improving learning outcomes. Lastly, students admired teachers who were motivated and enthusiastic, noting that such energy significantly increased their interest and participation in classroom activities. Collectively, these themes illustrate how a strong teacher-student relationship contributes holistically to students' well-being and academic performance.

In a similar vein, the thematic responses from Annexure II (Teachers) underscored the same core themes. Teachers acknowledged the importance of building emotional connections with students to create a trusting and disciplined learning atmosphere. They valued mutual respect as a two-way process that enhances cooperation and classroom engagement. Additionally, teachers believed that offering academic support especially through differentiated instruction and constructive feedback enabled better student understanding and performance. A noteworthy insight was the role of teacher motivation, where educators reported that their enthusiasm and satisfaction increased when students responded positively. These reflections affirm that positive teacher-student relationships are not only beneficial for student growth but also essential for teacher effectiveness and job satisfaction.

Moreover, the study addressed all six research objectives and examined twenty hypotheses. With reference to Objective 1, which sought to compare students' well-being and learning outcomes across demographic variables, the quantitative analysis confirmed significant differences based on gender, age, grade level, and type of school. Consequently, HA1 to HA8 were supported. Similarly, for Objective 2, which examined differences in teachers' perspectives based on demographic variables, significant variations were observed across gender, age, years of teaching experience, and type of school, leading to the acceptance of HA9 to HA16. These findings indicate that individual and institutional contexts shape how both students and teachers perceive well-being and learning outcomes.

Furthermore, Objective 3 and Objective 4 aimed to explore the relationships among teacher-student relationships, student well-being, and

learning outcomes from both the teachers' and students' perspectives. The correlation analysis revealed significant positive relationships in both datasets, validating HA17 and HA18. These results indicate that when relationships are strong, both well-being and academic performance improve. In connection with Objective 5 and Objective 6, regression analysis established that teacher-student relationships significantly predict both well-being and learning outcomes, resulting in the acceptance of HA19 and HA20. This confirms the direct and measurable impact of relational quality on educational outcomes.

In terms of quantitative analysis for Annexure I (Students), the data showed that female students, older students, and those studying in higher grades or private schools reported higher levels of well-being and academic achievement. Significant differences across these demographics led to the acceptance of HA1 to HA8. Additionally, correlation analysis showed a robust association between teacher-student relationships and both student well-being and learning outcomes (HA17), while regression analysis confirmed a significant predictive influence of teacher-student relationships on both outcomes (HA19). These statistical outcomes strongly align with the qualitative themes, reinforcing the conclusion that emotionally supportive and academically engaging teachers enhance student success.

Correspondingly, the quantitative findings for Annexure II (Teachers) confirmed that demographic factors such as gender, age, experience, and school type significantly affect teachers' perceive student well-being and learning success (HA9 to HA16). The correlation results supported the interrelationship between relational quality, student well-being, and learning outcomes (HA18). Regression analysis further demonstrated that teacher-student relationships significantly influence both students' progress and teachers' own sense of achievement and satisfaction (HA20). These quantitative findings parallel the themes from the qualitative analysis, offering a comprehensive understanding of the role of relationships in the

educational process. In conclusion, the integrated analysis of thematic narratives and statistical data from Annexure I and II collectively demonstrates that the teacher-student relationship is a central component in promoting emotional well-being and academic success. The acceptance of all hypotheses and the fulfillment of research objectives confirm that relational dynamics, shaped by demographic contexts, significantly influence both student and teacher experiences. This study contributes critical insights to the discourse on educational development in secondary schools and underscores the need for relationship-based practices in teaching. It also offers meaningful implications for educational leaders, curriculum planners, and policymakers in fostering student-teacher interactions that promote both academic excellence and emotional resilience.

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