
THE ROLE OF TEACHERS- STUDENTS RELATIONSHIP IN STUDENTS' GROWTH AND PERFORMANCE WITH SPECIAL REFERENCE OF PALGHAR DISTRICT

Mr. Niraj Dilip Sharma¹ and Dr. Pooja Ramchandani²

¹Principal of Sacred Heart High School, Nallasopara (W) BFM, M. Com, B. Ed, M. Ed, MBA, PGDAST, M. Phil.

²Principal, H R College Address, Churchgate

ABSTRACT

The present study is designed to trace out the role of teacher-students relationship in academic growth and performance of the students. The major objective of the study is to see what kind of student-teacher relation is being practiced in the school of the Palghar District. The data was collected through questionnaire and follow-up interviews from students in Public and Private School of Palghar District. The responses were collected from 150 male and female students of class 3rd to 12th classes. The findings of the present study reveal that 76.6% population of the students is well aware of the strong and effective impact of student-teacher on their academic growth and performance. While 23.4% population is not aware of the importance of the student - teacher's relationship and neither this population counted the role of student- teacher relationship in improving the quality and academic performance in the classrooms. Thus, the present study suggests that it is necessary for both the student and teachers to pay special attention in improving the student-teacher relationship. The student-teacher relationship works as a bridge that enables effective carrying out of the academic process. The more that student-teacher relation is ignored in classroom, one's academic performance is affected.

Keywords: Academic Bridge, Student-teacher Relationship, Academic Growth and Performance

INTRODUCTION

Universally, relationship is recognized as a social and academic bond between teachers and students. When teachers and students become more familiar with each other, it creates a sense of community for them (Brown, 2010). Such a strong sense of community has a direct impact on the academic growth and performance of the students. Statistics would say that the student-teacher relationship is inversely proportional to the academic performance of the students. If there is a strong relationship of mutual understanding between the student and teacher in the classroom, the academic performance of the students would be of refined standard and quality. The role of teacher-student relationship is visible both inside and outside the classrooms. Researches show that there are only two possible dimensions of teacher-students relationship: positive (strong) and negative (weak). Academically speaking, there are two teaching approaches practiced in classrooms one is teacher-centered and the other is student-centered. Research based evaluation of the results shows that teacher-centered practice denies teacher-students relationship bond and its application on students' academic growth and performance. On the other hand, a student-centered approach plays a positive role in students' academic growth and performance. It suggests that positive relationships can maintain students' interest in classrooms and active engagement in learning. The present study is aimed to trace out the impact of teacher-student relationship on students' academic growth and performance in classrooms in Palghar District. Moreover, the study is aimed to trace what sort of teacher-student relationship is being practiced in classrooms in the school of the Palghar District.

RESEARCH QUESTIONS

1. My teacher supports all the students.
2. My teacher conveys the facts in an understandable manner.
3. My teacher thinks of me as being a vital member of the class.
4. My teacher encourages me to give my best.
5. My teacher guides students in a productive manner towards their growth.
6. My teacher uses the most appropriate strategies that bring unity, order, satisfaction, and fewer fights in the classroom.
7. My teacher is a good person and I believe that my teacher acts as a coach, mentor, or partner.
8. My teacher inspires students through inspiring teaching
9. My teacher has set high and clear expectations for academic performance
10. I do enjoy coming to my teacher's classroom

SIGNIFICANCE OF THE STUDY

This study is very important, as its prime focus is investigating whether the gap between the teacher-students' relationship. This suggests the dual significance of the study for both teachers and students. By the findings and discussions of the present study, teachers and students may know the importance of the teacher-student relationship. With appropriate focus and in continuation of maintaining a positive association with students, teachers can significantly improve the quality of academic skills among the latter. The purpose of the research is also importance for academic administrative authorities to get training of their students and working staff by the teacher-student relationship and further implications on these aspects of developing students' capabilities and performance toward their academic future.

LITERATURE REVIEW

Teacher-student relationships have long been recognized as a cornerstone of effective teaching and learning. While teachers are often perceived as role models who influence students' intellectual, emotional, and social development, the nature and strength of these relationships vary widely among students. A growing body of educational research emphasizes that the quality of teacher-student interactions plays a significant role in shaping students' academic success, engagement, behaviour, and overall well-being.

1. **Fay and Funk (1995)** further support this view, arguing that students who lack positive relationships with their teachers are more likely to exhibit disruptive behaviours, reduced engagement, and increased absenteeism. According to their work, when students feel disconnected from their teachers, their motivation to participate in learning activities declines, leading to weaker academic outcomes. Such students are more likely to disengage from school processes and, in extreme cases, drop out of school. Their research offers strong evidence of the protective function of healthy teacher-student relationships, especially in preventing behavioural issues and promoting classroom harmony.
2. **Cazden (2001)** presents the idea that social relationships between teachers and students enhance both teaching effectiveness and assessment accuracy. According to Cazden, when teachers establish positive interactions and communication patterns with students, they gain a deeper understanding of the students' needs, abilities, and learning styles. This insight allows teachers to design more effective instructional strategies and accurately assess students' learning progress. The author also emphasizes that a positive social environment in the classroom supports active participation, collaborative discussion, and a sense of belonging among students—all of which contribute to richer learning experiences and better educational outcomes.
3. **Marzano (2003)** further contributes to the literature by identifying teacher-student relationships as the "keystone" element that enables all other aspects of teaching to function effectively. His research on effective teaching practices indicates that even the most well-designed instructional strategies, classroom management systems, or academic interventions are less effective without a strong relational foundation. According to Marzano, positive relationships create a classroom climate where learning can thrive. Students are more likely to cooperate, follow instructions, and stay motivated when they feel respected and valued by their teachers. Thus, the teacher-student relationship acts as a catalyst that enhances all other educational components, making it a central element of successful pedagogy.
4. **Baker (2006)** further reinforces the centrality of teacher-student relationships by proposing that a strong relationship may be one of the most influential environmental factors capable of altering a child's academic trajectory. Baker argues that the student's educational journey is highly dependent on the quality of interactions they share with their teachers. A strong teacher-student relationship can compensate for various external challenges—such as home difficulties, peer pressure, or emotional stress—and provide stability, encouragement, and motivation for students. The multidimensional impact of such relationships can be observed in improved academic performance, increased confidence, better classroom behaviour, and heightened enthusiasm for learning. Conversely, poor relationships may hinder motivation and restrict student success.
5. **Downey (2008)** echoes similar sentiments by arguing that the quality of the teacher-student relationship directly influences the level of learning that takes place in the classroom. Downey asserts that when students experience supportive, trust-filled relationships with their teachers, they feel safe to take intellectual risks, ask questions, and actively participate in class. Such relationships reduce anxiety, promote engagement, and strengthen students' academic resilience. On the other hand, distant or negative relationships may create tension, fear, or disengagement, thereby limiting the learning process. Downey's findings reinforce the idea that quality relationships are not merely helpful but **essential** for optimal learning.

6. **O'Connor, Dearing, & Collins (2011)** emphasize the importance of teacher awareness in understanding the role that their relationships play in shaping students' academic and emotional development. Their research highlights that when teachers are conscious of the emotional and social dynamics they share with students, they are better equipped to foster high-quality interactions. By recognizing the impact of their behaviour, communication style, and classroom strategies, teachers can intentionally create supportive learning environments. The authors suggest that raising teacher awareness through training and professional development helps educators learn how to build trust, communicate effectively, and respond sensitively to student needs. Such awareness enables teachers to cultivate meaningful bonds that lead to improved student engagement, psychological safety, and academic outcomes.
7. **Capern and Hammond (2014)** highlight that positive student–teacher relationships contribute not only to academic achievement but also to the socio-emotional stability of students. Their research suggests that when teachers demonstrate empathy, care, and understanding, students develop a stronger sense of belonging and emotional safety within the classroom environment. This emotional security becomes a foundation for enhanced academic performance, as students feel valued, respected, and motivated to participate. The authors assert that teachers who maintain positive relationships with diverse learners—including gifted students and those with behavioural or emotional challenges—play an essential role in meeting their psychological and learning needs.
8. In the same context, **McGrath and Bergen (2015)** emphasize that social relationships play a substantial role in influencing learning outcomes. They argue that effective teaching is not limited to instructional delivery but is deeply intertwined with social interactions and emotional exchanges. Positive relationships create learning environments where students feel comfortable asking questions, expressing difficulties, and collaborating with peers. These interactions foster deeper understanding, reinforce learning, and improve overall academic competence.
9. Similarly, **Mikk et al. (2016)** describe positive teacher–student relationships as a form of "soft power" that enhances learning. According to their findings, supportive and respectful teacher–student interactions boost students' confidence, motivation, and willingness to engage in challenging tasks. This "soft power" is considered more effective than strict discipline or authoritative practices because it encourages voluntary participation rather than compliance out of fear. When teachers show trust and respect, students develop a growth mindset, which reflects in higher academic achievement.
10. **Stronge (2018)** extends this understanding by arguing that teacher–student relationships significantly contribute to cognitive development. He suggests that students learn best in environments where they feel understood and supported. Teachers who build strong connections with their students are better able to provide meaningful feedback, adapt instruction to individual needs, and create intellectually stimulating environments. According to Stronge, positive relationships foster students' curiosity, problem-solving abilities, and persistence—key components of cognitive growth. Collectively, these studies establish that strong teacher–student relationships are integral to classroom success. They promote student engagement, emotional well-being, cognitive development, and long-term motivation. In contrast, weak or negative relationships can hinder learning, reduce classroom participation, and create emotional distance between students and the educational process.

RESEARCH DESIGN

Data Collection tools

The data for the present study was collected through questionnaire developed on Google forms and administered to 150 students of Palghar District School. The data was analyzed quantitatively. Furthermore, Interview of the focused group was conducted in order to validate the data qualitatively.

Participants

The students of the following school were the targeted population;

1. SACRED HEART HIGH SCHOOL, NALLASOPARA WEST
2. MOTHER MARY'S SCHOOL, NALLASOPARA EAST
3. TEENS WORLD SCHOOL, BOISAR.
4. KAPOL SCHOOL, NALLASOPARA
5. MULJIBHAI MEHTA SCHOOL, VIRAR
6. SIR J P INTERNATIONAL SCHOOL, PALGHAR

7. DEEP GLOBAL SCHOOL, BOISAR
8. U S OSTWAL SCHOOL, BOISAR
9. SETH VIDYA MANDIR SCHOOL, VASAI
10. MOTHER TERESSA SCHOOL, VASAI

The questionnaire was distributed among 150 students as convenient sampling. Out of 150 students, 150 students responded the questionnaire.

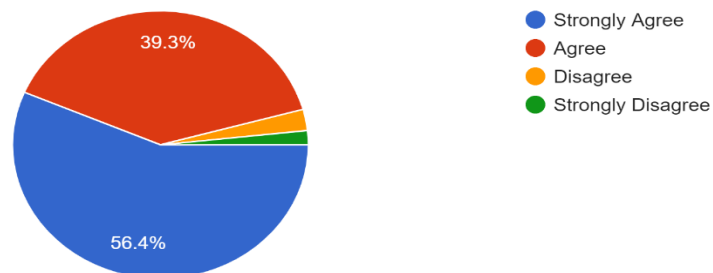
DATA ANALYSIS

Questionnaire Section One

This section represents the responses of the students about the teacher- student relationship.

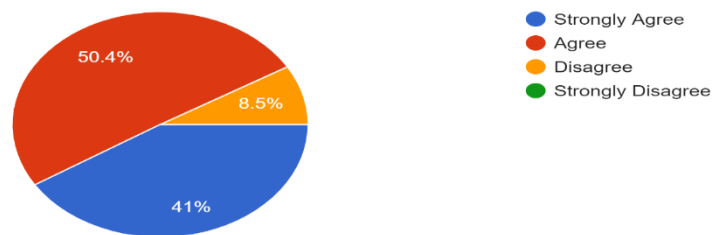
My teacher provides support for all students

117 responses



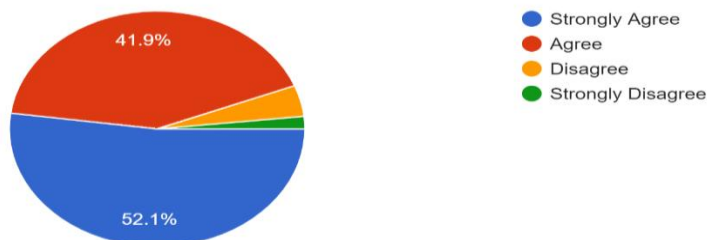
My teacher presents the information in a way that is easy to understand

117 responses



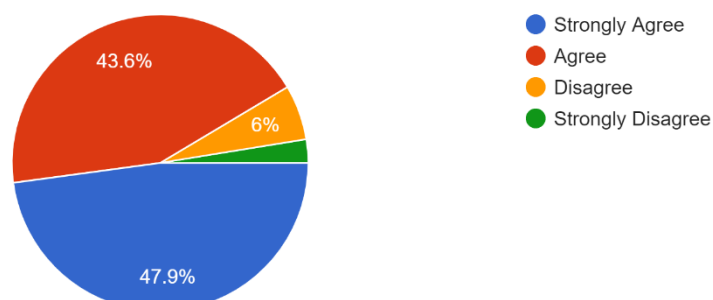
My teacher motivates me to give my best effort

117 responses



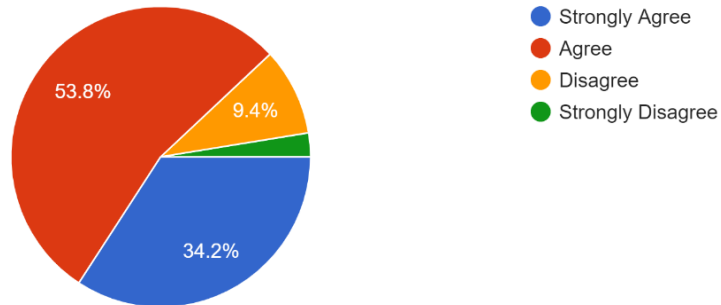
My teacher guides students in a positive direction for their personal growth

117 responses



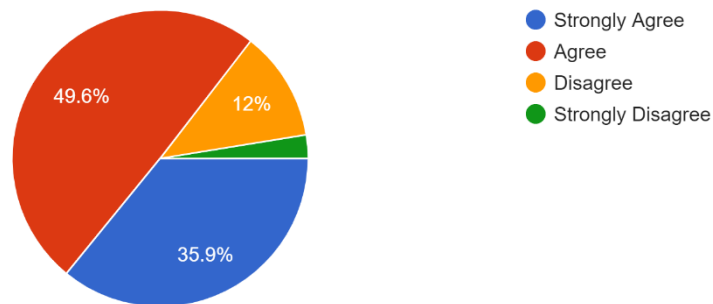
My teacher views me as an important part of the classroom

117 responses



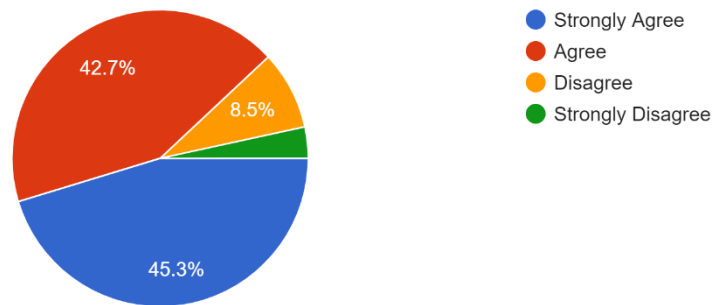
My teacher uses various strategies to promote unity, order, satisfaction, and less conflict in the classroom

117 responses



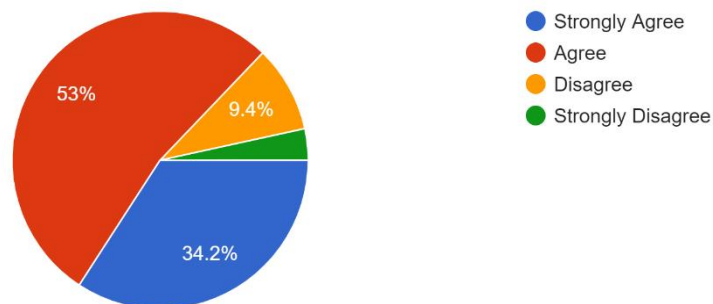
My teacher motivates students through inspiring teaching

117 responses



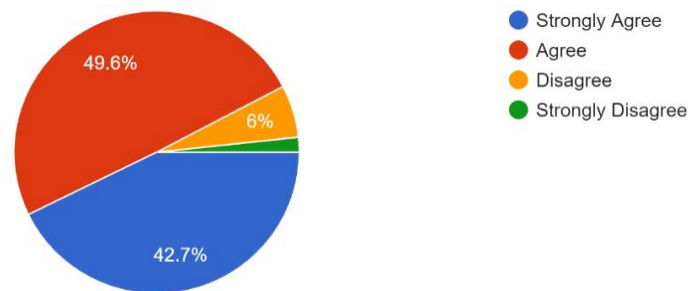
My teacher provides high and clear expectations for academic performance

117 responses



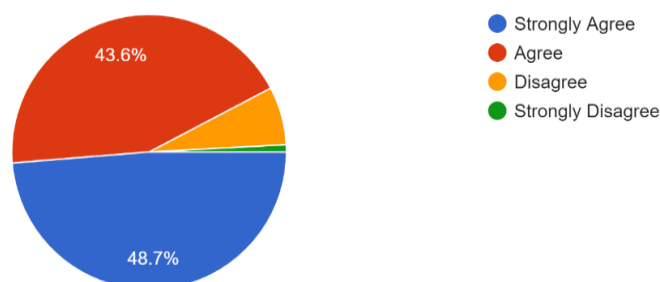
I view my teacher as a good person and I feel that my teacher is a coach, mentor, or partner

117 responses



I enjoy coming to my teacher's classroom

117 responses



FINDINGS AND CONCLUSION

The above data analysis and results have shown that majority of the students are well aware of not only having a strong teacher-students' relationship but they also agree to the fact that a strong teacher-students' relationship has a strong impact on the academic growth and performance of the students. This is a dependable guideline for those students who have a weak or no teacher-students' relationship. The majority of responses to the data questions highlighted the need to use the teacher-student relationship as a source of answers to resolve their academic issues, and as well as a means to grow and perform academically. The purpose of conducting the study is to trace the degree of teacher- student relationship and its impact on the academic growth and performance of the students, which is served through the response of the students as they authenticate the significant role of strong teacher- students' relationship in the academic growth and performance of the students.

RECOMMENDATION

The following recommendations can be suggested in light of this research.

1. Awareness among students about the role of strong teacher-students' relationship in their academic growth and performance in highly significant and not ignorable.
2. Both the teachers and the students should play their respective effective roles in acknowledging as well as develop strong teacher-students' relationship.

Weak or No teacher-students' relationship should be replaced with strong teacher- students' relationship.

REFERENCES

- Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of school psychology, 44*(3), 211-229.
- Brown, T. (2010). The power of positive relationships. *Middle Ground, 14*(1), 8.
- Cazden, C. B. (2001). Classroom discourse: The language of teaching and learning (pp. 140-157).
- Capern, T., & Hammond, L. (2014). Establishing positive relationships with secondary gifted students and students with emotional/behavioural disorders: Giving these diverse learners what they need. *Australian Journal of Teacher Education (Online), 39*(4), 46-67.
- Downey, J. A. (2008). Recommendations for fostering educational resilience in the classroom. *Preventing School Failure: Alternative Education for Children and Youth, 53*(1), 56-64.

Fay, J., & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Love and Logic Press, Inc., 2207 Jackson Street, Golden, CO 80401. Marzano, R. J. (2003). *What works in schools: Translating research into action*. ASCD.