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**The Importance of Relationship Dynamics  
between Students and Teachers in Fostering  
Academic Success: A Quantitative Study**

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## The Importance of Relationship Dynamics between Students and Teachers in Fostering Academic Success: A Quantitative Study

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### Abstract

The student teacher relationship (STR) plays a crucial role in shaping academic outcomes in higher education. There is a lack of research focusing on this dynamic in Pakistan, especially in Karachi. The above gap highlights the need for a detailed exploration of how these related factors affect student performance in higher education in Pakistan. This study fills the gap by investigating the impact of communication, motivation, teacher availability and student engagement on Student academic achievement among university students at the Public University of Karachi. Using a quantitative approach, this study collected data from 130 students through a structured questionnaire and analyzed using SPSS to find out the correlation between the relevant dimensions and CGPA. The results revealed moderate to strong positive associations, with motivation showing the strongest relationship with academic performance, all of the relationships were statistically significant when viewed in isolation. The study highlights the importance of fostering an emotionally supportive and communicative learning environment and makes recommendations such as improved teacher access, feedback mechanisms, and reward systems. This study also calls for broader, mixed-method research to capture the subtle dynamics of student-teacher interactions and their long-term educational implications. By combining these relevant strategies, higher education institutions can improve student engagement and learning.

**Keywords:** Student-Teacher Relationship, Academic Performance, Motivation, Communication, Student Engagement.

### INTRODUCTION

The student-teacher relationship (STR) is crucial to a successful educational journey. Students who have a good, trusting, and positive relationship with their teachers, they work harder, interested in learning, and have self-confidence. Such students perform better in the academic field (Parveen, et al., 2020; ul haq, 2019; Ali & Haq 2017). Teachers not only provide knowledge to the students but also guide them when they need advice and counsel on any issue. Research has shown that students who have a close relationship with their teachers learn better at school,

college, or university level and also participate in various activities. According to (Al-Qurashi et al., 2021) and (Meng et al., 2023), the literature shows that positive student teacher relationships can significantly increase motivation, engagement, emotional well-being, and academic achievement (Khan, Haq, & Naseer, 2022; Shaukat, Rehman, & ul Haq, 2021). These relationships provide students with a foundation of trust and psychological safety, encouraging students to learn, participate, seek help when needed, and face academic challenges.

The shift to student based learning approaches has heightened the relevance of relative dynamics in educational settings (Naseer, et al., 2024; Shah et al., 2023; Aurangzeb, & Haq, 2012). " The post pandemic transition to hybrid and digital learning environments has exposed weaknesses in student engagement, emphasizing the need for emotionally responsive and accessible teaching methods " (Bashir et al., 2022), van der Spoel et al. (2020), (Bond et al. 2021), Kim et al. (2022), Dewaele & Li (2022), Bozkurt & Sharma (2021), Zhao et al. (2023). "Teachers who demonstrate empathy with their students, offer them timely feedback, and maintain open communication to understand and address students' concerns and foster a sense of belonging, both of which are critical to sustained academic engagement". Derakhshan et al. (2022), Zhang & Tsang (2021), Hascher & Hadjar (2021), Longobardi et al. (2021), Mercer & Gregersen (2020), Ahmed et al. (2023). Furthermore, "the integration of socioemotional learning in higher education has positioned the student teacher relationship (STR) not only as a pedagogical element but also as a cornerstone of students' overall development" (Aydin & Gürol, 2021).

In most educational institutions, much attention is paid to curriculum completion and exam preparation, while the student teacher relationship (STR), which has a major impact on student success, is often neglected (Shaukat, et al., 2020; ul Haq & ur Rehman, 2017). Many schools, colleges, and universities only emphasize numbers, grades, and old coursework, but they ignore the emotional and social aspects of learning, which actually play a big role in student motivation and success.

For this particular analysis, we will focus on the dynamics of the relationship with respect to student performance, specifically higher education students at a public university in Karachi.

### **LITERATURE REVIEW**

Recent literature confirms the critical role of student-teacher relationships in enhancing academic performance, particularly in higher education contexts (Khan & Haq, 2025; Haq & Khan, 2024). These relationships, based on trust, mutual respect, and emotional support, foster an environment where students are more motivated, engaged, and academically connected. Al-Qurashi et al. (2021), Wentzel (2002), Roorda et al. (2011), Cornelius-White (2007), Ryan & Deci

(2000) highlighted that "the quality of relationships between students and teachers significantly predicts students' academic motivation, indicating that when students feel valued and supported, they are more likely to perform better". This finding echoes the work of Meng et al. (2023), Zee & Koomen (2021), Li, Wang, & Xiao (2022), Kim & Hodges (2021), Sun, Wang, & Li (2023) who identified "student engagement as a significant mediator in the relationship between teacher support and academic achievement". They found that relational warmth and clear communication from instructors not only increased student engagement but also led to measurable gains in GPA (Sohail-Rehan, & Ul-Haq, 2018; Haq, 2017; ul Haq, 2012).

Post-pandemic changes in education have further emphasized the importance of fostering interpersonal connections. Bashir et al. (2022) observed that "students in hybrid and online learning environments reported decreased academic engagement when they perceived a lack of teacher support". They discussed proactive relationship strategies to maintain academic continuity in digital settings. Similarly, Aydin and Gürol (2021) emphasized that "teachers' emotional accessibility during remote teaching significantly affected students' academic resilience and self-discipline" (Kayani, et al., 2023; Khan, et al., 2021).

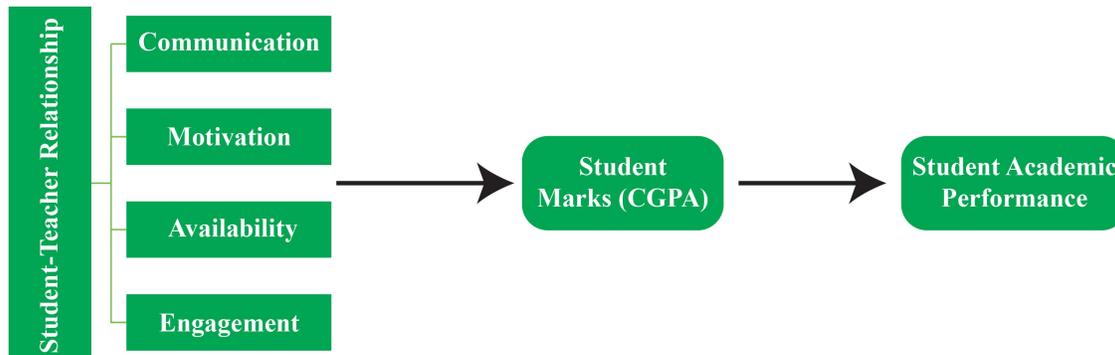
In the South Asian educational context, where pedagogical approaches often lean towards authority-based instruction, relevant teaching methodologies are underutilized. However, emerging studies in the region are now advocating the integration of social-emotional learning (SEL) strategies (Kayani, et al., 2023; Khan, et al., 2021; Naseer, et al., 2021; Khan & Khan, 2020). Qureshi and Hussain (2021) demonstrated that "students who perceived higher levels of teacher empathy and availability reported stronger academic self-efficacy". Furthermore, Rahman et al. (2022) emphasized that "continuous feedback and teacher-student communication are essential for academic success, especially among undergraduates dealing with stress and transitional academic pressures".

These studies establish a strong empirical foundation that portrays the student teacher relationship as an essential, multifaceted partnership for academic success in a modern educational framework.

#### **OBJECTIVES**

- To examine the relationship between student teacher interaction and academic performance.
- Exploring the role of teacher support, presence, and participation in the student learning experience.

**CONCEPTUAL FRAMEWORK**



**RESEARCH METHODOLOGY**

This study used a quantitative research methodology to explore the effects of student-teacher relationships on academic performance among university students at a public university in Karachi, Pakistan. The research design was descriptive and correlational, aiming to quantify the relationship between key contextual factors—communication, motivation, teacher availability, and student engagement and students' academic achievement, as measured by their cumulative grade point average (CGPA).

The target population consisted of undergraduate students from a public university of Karachi. A random sampling technique was used to select 130 participants to ensure representation of a range of academic disciplines from the university, including BS Education, Business Administration, BS English and Commerce. This sampling procedure allowed for the generalizability of the findings to diverse groups of students within the higher education landscape. A questionnaire was adopted to measure student teacher relationships, which was developed with permission from Afzal et al. (2023). It has three dimensions which are communication, motivation and availability and the fourth dimension was developed by the author of the original study which is engagement. Cronbach's alpha was ensured (0.86) to check the reliability of the instrument. Additionally, CGPA of academic performance was examined.

Data collected using Google Forms, and informed consent was obtained prior to participation. The survey was administered in a self-reported format, ensuring confidentiality to promote honest responses. The data collection phase lasted approximately one month.

Analysis of the collected registered descriptive statistics data such as frequency distribution, mean and standard deviation to estimate the population characteristics and responses to each question using SPSS and Excel. Inferential statistical methods were used to examine the nature and strength of the relationship between different aspects of the student-teacher relationship and academic performance. Statistical significance analysis was performed

to examine the effects of each aspect separately, with a significance level of  $p < 0.05$ . This study followed ethical research methods. Participation was voluntary, and students were informed of their right to withdraw at any time. Data were kept confidential and used solely for academic purposes. This methodological framework was designed to gain robust, empirical insights into how different aspects of the student-teacher relationship influence educational outcomes, providing a solid foundation for actionable educational strategies.

**DATA ANALYSIS**

The collected data were analyzed using statistical correlation analysis to determine the relationship between teacher student factors and CGPA.

The responses were converted into numerical values for calculation. The correlation matrix was constructed to identify the most influential variables affecting the student's academic performance.

**TABLE 1  
RESPONDENTS**

Category	Subcategory	Frequency	Percentage (%)
Gender	Female	76	58.46
	Male	54	41.54
Age	20-25	110	84.62
	26-30 or Above	20	15.38
Department	Education	51	39.23
	Commerce	31	23.85
	BS English	26	20
	BBA	22	16.92
CGPA	1.0-2.4	8	6.15
	2.5-2.9	18	13.85
	3.0-3.4	64	49.23
	3.5-4.0	40	30.77

**SUPPORTIVE  
TABLE 2**

COMMUNICATION	SA	A	N	D	SD	Mea n	SD
						3.769	
My teacher is good connectivity with me	32	62	16	14	6	231	1.078021
My teacher demonstrates personal knowledge	41	43	21	16	9	3.7	1.225687

with me.

My teacher frankly shares their experiences with me.	43	52	18	12	5	308	3.892	1.083059
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**TABLE 3  
MOTIVATION**

MOTIVATION	SA	A	N	D	SD	Mean	SD
My teacher shows genuine care me	29	52	28	16	5	3.646154	1.07318
My teacher takes interest in my learning.	35	69	11	10	5	3.915385	1.000266
My teacher understands our problems.	29	67	23	10	1	3.869231	0.871678

**TABLE 4  
AVAILABILITY**

AVAILABILITY	SA	A	N	D	SD	Mean	SD
My teacher is available after class	48	52	17	9	4	4.007692	1.026541
My teacher Provide Assistance whenever Required	42	57	18	10	3	3.961538	0.987646

**TABLE 5  
ENGAGEMENT**

ENGAGEMENT	SA	A	N	D	SD	Mean	SD
I actively participate in class due to my teacher teaching methods	36	47	23	17	7	3.67693	1.164972
I complete my assignments on time due to my teacher's motivation.	40	64	15	9	2	4.00762	0.915643

**TABLE 6  
COMMUNICATION**

M (Mean Availability Score)	R (Correlation Coefficient)	R Square	Adjusted Square	R Sig (Approx. p-value)
2.213	0.593	0.352	0.347	0.000

The results show that the score of communication is 2.213, indicating that students generally agree that communication with teachers is good. The correlation coefficient (R = 0.59) suggests a strong positive relationship between communication and CGPA on average. The R square value (0.35) means that 35% of the variation in CGPA can be explained by communication. The

significance value ( $p < 0.001$ ) is highly statistically significant, highlight that better teacher-student communication is strongly associated with higher academic performance.

**TABLE 7**

**MOTIVATION**

<b>M (Mean Availability Score)</b>	<b>R (Correlation Coefficient)</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Sig (Approx. p- value)</b>
2.19	0.616	0.379	0.374	0.000

The average motivation score is 2.19, indicating that students generally agree that the teacher's motivation is strong. The correlation coefficient ( $R = 0.616$ ) suggests a moderate relationship. The R square value (0.379) means that 37.9% of the variation in CGPA can be explained by motivation. The significance value ( $p < 0.001$ ) is highly statistically significant, highlight that better teacher-student motivation is strongly associated with higher academic performance.

**TABLE 8**

**AVAILABILITY**

<b>M (Mean Availability Score)</b>	<b>R (Correlation Coefficient)</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R Sig (Approx. p- value)</b>	<b>p-</b>
2.015	0.536	0.288	0.282	0.000	

The average score for availability is 2.015, indicating that students generally agree that teachers are available. The correlation coefficient ( $R = 0.536$ ) suggests a moderate positive relationship between availability and CGPA. The R squared value (0.288) means that 28.8% of the variation in CGPA can be explained by teacher availability. The significance value ( $p < 0.001$ ), highlight that better teacher-student availability is strongly associated with higher academic performance.

**TABLE 9**

**ENGAGEMENT**

<b>M (Mean Availability Score)</b>	<b>R (Correlation Coefficient)</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R Sig (Approx. p- value)</b>	<b>p-</b>
2.158	0.59	0.351	0.346	0.000	

The average engagement score is 2.158, indicating that students generally agree that they are engaged in class. The correlation coefficient ( $R = 0.59$ ) suggests a stronger than average positive relationship between engagement and CGPA. The R squared value (0.35) means that 35% of the variation in CGPA can be explained by student engagement. The significance value ( $p < 0.001$ ), highlight that better teacher-student engagement is strongly associated with higher academic performance.

## **DISCUSSION**

This study examined the effect of student teacher interaction on academic performance among university students in Public University of Karachi, focusing on four key dimensions: communication, motivation, teacher availability, and student engagement.

The findings indicated temperance to strong positive correlations between these variables and overall cumulative grade point average (CGPA), all of the correlations reached highly statistical significance. These findings are same with previous studies that have highlighted the related dimension as an important, although not exclusive, determinant of academic achievement. Of the four related factors examined, motivation showed the strongest correlation with CGPA ( $R = 0.616$ ), indicating that students who perceive their teachers as motivating are more likely to perform well in their academic work. This agrees with the findings of the aforementioned report by experts from the Secretariat of [Martyrs' Genealogy. \(2023\)](#), which emphasized the role of teacher motivation in motivating students and enhancing learning outcomes. Similarly, the variable on communication showed a slight correlation ( $R = 0.593$ ), suggesting that students who have open and effective dialogues with their teachers are more likely to perform better academically.

Teacher availability and student involvement, although less influential than motivation, also showed a positive relationship with academic performance. Data shows that when students perceive their teachers as accessible and supportive, they engage more actively in the learning process and the classroom environment becomes more positive and enjoyable for students, which is supported by [Bashir et al. \(2022\)](#) in their study of candlelight vigilance during posttraumatic stress disorder. Communication is the most valued of the four dimensions, with an average score of 2.213, illustrating the value of a collaborative and collaborative learning environment. This suggests that while relational dynamics are important, they do not operate independently of generosity. External variables such as peer influence, family support, access to resources, and personal discipline are likely to influence student-teacher relationships and affect academic performance. The study has important implications. It emphasizes the need for higher education institutions to institutionalize relevant education, encouraging faculty development programs that focus not only on content, but also on compassionate

communication and motivational strategies and techniques for disciplining minors. As recent literature (Al-Qureshi et al., 2021 & Qureshi and Hussain, 2021) suggests, "the integration of relevant learning methods plays a significant role in the learning process". According to Shaukat and Iqbal, in 2020, "students who reported positive relationships with their teachers performed better than those who reported negative relationships". Their study found that students who have better relationships with their teachers, Perform better, which is consistent with our findings that teacher support is associated with higher CGPA. According to Zulfiqar, Fatima, and Ammar, 2021, "students who are treated with respect and dignity by their teachers during class have higher self-esteem, self-efficacy, which leads to better academic performance". The results of this study are similar to our study, where students who felt supported and engaged by their teachers demonstrated higher academic achievement. According to Cho, Liu, and Feng (2021), "key indicators such as communication, motivation, teacher availability, and engagement affect student academic achievement". Our study also sheds light on these factors. Where, communication, motivation, and teacher availability have a moderating relationship and academic achievement, highlighting the importance of these elements in the learning environment.

### **CONCLUSION**

The quantitative analysis of the study revealed a moderate to strong positive relationship between the dimensions of student-teacher relationships and academic performance, as measured by students' CGPA. Four dimensions were assessed, Motivation showed the highest correlation ( $R = 0.616$ ), followed by communication ( $R = 0.593$ ), student engagement ( $R = 0.59$ ), and teacher availability ( $R = 0.536$ ). All of the variables reached highly statistical significance ( $p > 0.05$ ), indicating that better student teacher relation is strongly associated with higher academic performance. Descriptive data also suggest that students generally perceive their teachers as approachable, communicative, and engaging, reflecting the broadly positive relational climate at the sample institutions. However, the influence of these dimensions appears to be moderated by other cognitive and contextual variables such as study habits, institutional support, and personal motivation.

This finding highlights the importance of building positive student-teacher relationships and creating a supportive learning environment. Although communication, motivation, and engagement all showed moderate associations with CGPA, their effects were highly statistically significant.

## **RECOMMENDATIONS**

Based on the results of the recent study, the following recommendations are provided to improve student-teacher relationships and improve academic performance: Encourage teachers to create an open and accessible environment for students to ask questions and seek guidance.

Hold regular feedback sessions where students can discuss their challenges and academic progress with teachers. Teachers should use motivational plans such as personal feedback, praise for student achievements, and mentoring programs.

Institutions should develop reward programs to promote student participation and performance (e.g., academic awards, scholarships).

Universities should establish faculty office hours where students can have immediate access to faculty outside of class.

## **FUTURE RESEARCH**

For future studies should examine additional factors such as socioeconomic background, learning environment, and personal study habits.

Researchers should consider mixed methods (quantitative + qualitative) to uncover deeper insights into student-teacher dynamics.

The study surveyed 130 students, which was not large population, a larger and more comprehensive sample could provide stronger evidence.

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