MS Research Thesis
EFFECT OF STUDENT-TEACHER RELATIONSHIP ON PROSOCIAL BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF UNIVERSITY STUDENTS

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ISLAMABAD PAKISTAN
(2025)

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A thesis submitted in partial fulfillment of the requirement for the degree of

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STUDENTS

By

Kaneez Fatima

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This thesis has been accepted by the Department of Teacher Education, Faculty of Education, International Islamic University Islamabad in partial fulfillment of the degree of **MS Education**.
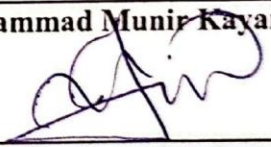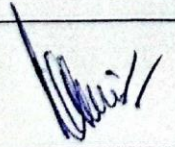
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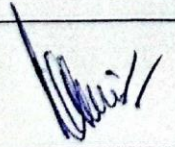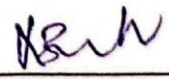
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AUTHOR'S DECLARATION

Kaneez Fatima Reg. No. 5-FOE/MSEDU/S23, a student of MS Education at International Islamic University Islamabad, do hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis is in its present form the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.

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SUPERVISOR'S CERTIFICATE

The thesis titled "Effect of Student-Teacher Relationship on Prosocial Behavior and Academic Achievement of University Students" submitted by Ms. Kaneez Fatima Regd. No. 5- FE /MSEDU/ S23 is partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and allow her to submit this for further process as per IIUI rules and regulations.

Dr. Fouzia Ajmal

Dedication

TO

MY LOVING PARENTS & FAMILY,

(WHO HAVE ALWAYS BEEN MY SOURCE OF STRENGTH AND MOTIVATION)

&

MY DEAR, SUPPORTIVE HUSBAND

(WHO BELIEVED IN ME AND ENCOURAGED ME THROUGHOUT THIS JOURNEY)

&

MY RESPECTED SUPERVISOR DR. FOUZIA

(WHO INSPIRED ME TO STRIVE FOR LEARNING

Acknowledgments

Abstract

Strong relationships between student and teacher are important for helping students grow socially and perform better academically. These relationships encourage positive behaviors like teamwork, helping others, and empathy, which are essential for creating a supportive learning environment. This study aimed to explore how teacher-student relationships effects prosocial behavior and academic achievement among university students. It also compared the impact of these relationships in public and private universities. The population of the study was 420 students from 7th and 8th semester of BS programs and 43 teachers from International Islamic University Islamabad and Iqra University Islamabad Campus. This research study was delimited to 7th and 8th semester of BS degree program. A stratified random technique were used. Three instruments were used for data collection. Two instruments were self-developed; one is adapted to pro social behavior scale. Two instruments were close ended questionnaire based on 5-point Likert scale from strongly agree to strongly disagree and one instrument was open ended questionnaire to assess the prospective of teachers. The validity of instruments were checked through experts. The pretesting of the research study is known as the pilot study of the research to check the Validity and reliability of research instrument before using it in large scale of study. A pilot test on 40 undergraduate students of BS economics and psychology from both universities. The reliability of these tools, verified through a pilot test with 40 undergraduate students, was confirmed using Cronbach's Alpha, with values of 0.805 (Instrument A) and 0.920 (Instrument B), indicating high internal consistency. The third instrument, a qualitative questionnaire gathered teachers' perspectives on relationship-building strategies and challenges. Data analysis combined statistical methods for quantitative data and thematic analysis for qualitative input. Results revealed that teacher-student relationships significantly predicted prosocial behavior, explaining 26.9% of the variance, indicating a substantial influence of TSR on students' social conduct. However, TSR did not show a direct effect on academic performance as measured by CGPA. Students who perceived strong teacher support reported greater empathy and collaborative behaviors. Teachers identified strategies such as group activities, personalized feedback, and class discussions to strengthen relationships, while challenges included large class sizes and student disengagemen

The findings underscore the importance of strengthening teacher-student interactions to enhance prosocial behavior in higher education. It is recommended that universities provide teacher training focused on relationship-building strategies to create more inclusive and supportive classroom environments.

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LIST OF ABBREVIATIONS

MANOVA	Multivariate analysis of variance
PBIS	Positive behavioral interventions and support
RMT	Random matrix theory
TSR	Teacher student relationship
SPSS	Statistical package for social sciences
IIUI	International Islamic university Islamabad
BS	Bachelor of Sciences
CGPA	Cumulative grade point average
SEC	Social and emotional competence
EI	Emotional intelligence

CHAPTER 1

INTRODUCTION

An essential aspect of education is the relationship between the teacher and the student, which has an important effect on academic performance and the pro-social behavior of students. The constantly evolving transfers, opinions, and emotional bonds that exist between students and teachers are all a part of this relationship. Prosocial behavior is defined as acts that show empathy, generosity, and teamwork and that are helpful to other people or society as a whole. Grades, test scores, and other measures of academic performance are all ways to measure academic achievement of students (Longobardi et al., 2022). Understanding the effects of the student-teacher relationship on academic achievement and prosocial behavior is crucial to recognize the broad advantages of education on the development of students.

1.1   Background and the Context of the Study

The effect of the level of the relationship between teachers and students on individual's adjustment within the educational environment has been emphasized by recent study. Research has shown that favorable relationships between teachers and students support students' prosocial behavior growth, which enhances peer interaction and reduces the possibility of exploitation (Marengo et al., 2018). Positive social results which include acceptance from peers and academic achievement have been associated with prosocial behavior, which is defined as acts meant to assist others (Batson & Powell, 2003). An essential part of the educational process is the nature of the student-teacher relationship, which significantly impacts students' academic and behavioral outcomes. While research has widely acknowledged the role of this relationship in shaping school-level student engagement and social development, less is known about how these dynamics function at the university level, particularly in contrasting institutional settings such as public and private universities. Prior studies (e.g., Marengo et al., 2018; Caprara et al., 2000) show that strong student-teacher bonds foster prosocial behaviors such as empathy, cooperation, and peer acceptance, which in turn contribute to academic achievement.

However, there remains a clear research gap regarding whether such associations hold true at the tertiary level, where students' needs, independence, and institutional

environments differ substantially. Moreover, comparative insights between public and private universities are limited, despite evidence suggesting variability in teacher-student interactions and institutional support mechanisms. Recognizing and addressing this gap is essential to improving pedagogical practices and promoting equitable student development across diverse higher education settings.

This study therefore seeks to bridge this knowledge gap by systematically exploring how student-teacher relationships affect university students' prosocial behavior and academic achievement in both public and private institutions.

1.2   Problem Statement

Student teacher relationship is an essential aspect in teaching learning process. While the student-teacher relationship has been widely studied at school levels, its implications for prosocial behavior and academic achievement at the university level remain underexplored. The dynamics of higher education involve greater student autonomy and varying institutional cultures, particularly between public and private universities. Despite the recognized importance of teacher-student relationships in academic and social outcomes, there is insufficient empirical evidence on how these relationships influence university students' prosocial tendencies and academic performance. This lack of focused research creates a challenge in designing targeted educational strategies and institutional policies. Hence, there is a need to investigate how student-teacher relationships effect both prosocial behavior and academic success within the university context, while also identifying differences across public and private institutions. Addressing this gap can contribute to more effective and inclusive teaching practices in higher education.

1.3   Objectives of the Study

The objectives of this study were to:
1. Find out perceived level of teacher student relationship among students.
2. To assess the extent to which prosocial behaviors are exhibited by university students, and explore whether these behaviors differ between public and private universities.
3. To determine the effect of the student-teacher relationship on the prosocial behavior of university students in different institutional settings.
4. To examine the relationship between student-teacher interaction and academic

achievement among students from both public and private universities.

5. Compare the effects of student teacher relationship on both public and private university students.

6. Explore how teacher-student relationships shape strategies for fostering prosocial behavior and academic achievement.

1.4 Research Questions

RQ1 What is the students' perceived level of their relationship with their teachers?

RQ2 How often do students engage in pro-social behaviors at the university?

RQ3 Explore how teacher-student relationships shape strategies for fostering prosocial behavior and academic achievement.

RQ4 What strategies do teachers employ to foster prosocial behavior and academic achievement through positive teacher-student relationships?

1.5 Hypotheses

H_{01}. The student teacher relationship does not significantly effect the prosocial behavior of university students.

H_{02}. The student teacher relationship does not significantly effect academic achievement of university students.

1.6 Significance of the Study

This study carries considerable significance for students, teachers, university administrators, and future researchers, particularly in the context of higher education. For students, it emphasizes the profound influence that positive and supportive teacher-student relationships can have on both their academic success and social development. When students feel valued, understood, and supported by their teachers, they are more likely to exhibit prosocial behaviors such as empathy, cooperation, and altruism qualities that not only benefit their peers but also contribute to a more inclusive and productive learning environment. A strong relational bond with teachers also enhances

students' emotional well-being, increases classroom participation, and fosters a sense of belonging and academic motivation.

For teachers, the study offers practical insight into how their interactions with students directly shape learning outcomes and social dynamics. It encourages educators to adopt strategies such as personalized feedback, engaging classroom discussions, emotional responsiveness, and collaborative learning activities, all of which strengthen the relational climate and contribute to a more engaged and cohesive student body. By understanding the value of emotional support and mutual respect in the classroom, teachers can cultivate a space where students feel both safe and inspired to learn.

University administrators, particularly those in teacher education and academic affairs, can utilize these findings to enhance institutional practices. The results suggest a clear need for professional development programs that equip faculty with relationship-building skills and strategies for managing diverse classroom dynamics. Investing in such training not only benefits faculty performance but also improves student retention, academic achievement, and overall campus climate.

Finally, the study offers a valuable foundation for future researchers interested in the multifaceted effects of teacher-student relationships. It opens the door to further investigation into how these relationships evolve over time, how they may differ across academic disciplines and institutional types, and how they influence both cognitive and non-cognitive outcomes. By bridging gaps in the literature, especially at the university level, this study contributes meaningfully to the broader discourse on effective teaching, student engagement, and holistic education.

1.7   Delimitations of the Study

The research was delimited to:

1. International Islamic university Islamabad and Iqra university Islamabad campus (Iqra University was chosen due to its commonality with Islamic University in three departments (IR, Economics, and Psychology), facilitating a comparative analysis.)
2. Students of Faculty of Social Sciences.
3. Department of Economics, Department of Psychology and Department of International relations.

4. BS student's 7th and 8th semester (2024).

5. Data collection was limited due to Iqra University's refusal to provide student CGPA records, necessitating reliance on self-reported student information.

1.8   Operational Definitions

1.8.1 Student-Teacher Relationship

The quality and nature of interaction, communication, and emotional connection between students and teachers, encompassing factors such as trust, support, respect, and mutual understanding.

1.8.2 Pro-social Behavior

Observable actions or behaviors demonstrated by students that are intended to benefit others or contribute positively to the academic environment, including acts of altruism, helping, and empathy.

1.8.3 Academic Achievement

The academic achievement in this research was determined by students' cumulative grade point average (CGPA), which reflects their overall performance

1.9   Conceptual framework

Figure 1. 3

Conceptual Framework developed by researcher
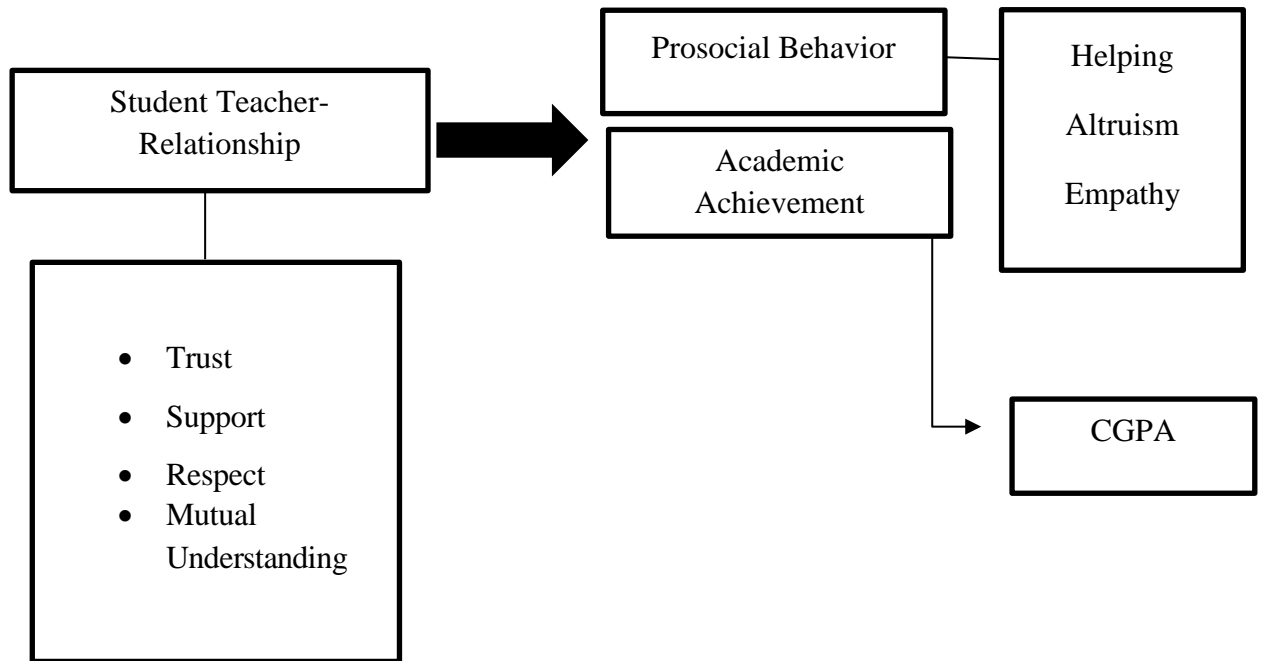
In this conceptual framework, "Student-Teacher Relationship" is the main variable, affecting both "Prosocial Behavior" and "Academic Achievement." Sub-variables of each indicator are listed under their respective categories. This framework illustrates how the quality of student-teacher relationships effects students' prosocial behavior and academic achievement. According to *Seth, M. (2021),* the constructs of teacher students' relationship would be finalized.

CHAPTER 2

LITERATURE REVIEW

In this section literature discusses prosocial behavior, academic achievement and student teacher relationship. The literature reviews discuss how student teacher relationships affect prosocial behavior and academic achievement of student. The literature review focuses on the impact of teacher-student relationships (TSRs) on academic achievement, prosocial behavior, and the evolution of these relationships over time are the main topics of your document's literature review. It emphasizes the positive effects of a high TSR on students' motivation, engagement, and academic achievement while highlighting the reciprocal nature of the relationship between teachers and students and how it changes as students grow.

2.1   Review of Related Literature

A study by Brass and colleagues looked at how positive teacher-student relationships and good behavior among classmates effect middle school students' engagement in learning. The study, which involved 905 students, found that when students saw their peers acting kindly and working together, they were more likely to behave the same way. This led to better focus, participation, and emotional connection to schoolwork. The research showed that a positive environment indirectly boosts engagement and stressed the role of teachers in encouraging and modeling these behaviors. By setting clear rules, rewarding good behavior, and creating a supportive classroom, teachers can improve both social and academic outcomes (Bras et al. 2024).

A recent study explored how gender and cultural contexts influence teacher-student relationships on academic achievement and prosocial behavior. The study found that female students generally reported slightly higher-quality relationships with their teachers than male students. However, this did not translate into notable gender differences in academic achievement. Additionally, the research emphasized the role of cultural diversity in shaping these relationships. For instance, educational settings with a collectivist focus tended to emphasize supportive relationships, which fostered prosocial behaviors, while those in individualistic cultures prioritized academic performance, often placing less emphasis on relational dynamics. These findings underscore the need to consider both

gender and cultural factors to enhance teacher-student interactions effectively (Longobardi et al, 2024).

The relationship between students and teachers has been increasingly recognized as a significant determinant of student academic engagement and overall educational outcomes. Academic engagement, defined as the degree of student engagement in the learning process is shaped by various factors, with teacher-student relationships playing a key role (Roorda et al., 2011). The interpersonal dynamics between teachers and students have been shown to significantly affect students' motivation, attitudes towards learning, and academic performance (Hughes, 2012).

The relationship between a teacher and a student is multifaceted and mutual (Batson & Powell, 2003). A bidirectional interaction involves the engagement of teachers as well as students. TSR can be complicated since it originates from the ongoing relationships between students and teachers as well as the qualities of those teachers, which have a lasting impact on the students' perceptions of one another (Caprara et al., 2000). In addition, the character and importance of this relationship vary with time. As children reach puberty, they become more focused on developing peer relationships rather than their ties with teachers (Hattie, 2013). Research has also highlighted the importance of teacher-student relationships in shaping students' educational experiences and outcomes. For example, a second-order meta-analysis conducted by Goktas and Kaya (2022) It was found that positive teacher-student relationships had a moderately positive correlation with student academic achievement.

According to recent study, the condition of the relationship between each teachers and students has an important effect on how well students transition to school (Decietal., 1991), particularly the growth of social behavior, such as improved interactions with peers and a decrease of Prosocial behavior is defined as activities aimed at helping other people, while exploitation risk is affected by the quality of the relationship between teachers and students (Batson & Powell, 2003). Prosocial students are more likely to achieve excellent outcomes and adapt better in both the non-social (academic achievement) and social (peer exploitation or acceptance) domains (Jadoon et al). Therefore, research has shown an important connection between prosocial behavior of students (Longobardi et al).According to multiple authors, pupils are more likely to demonstrate prosocial behaviors when their teacher and students have a closer relationship (Caprara et al). According to an attachment

theory, instructors have to take on a major adult role from an emotional view (Verschueren &Koomen, 2012). In addition, to encourage the formation of pro-social behavior as well as involvement in academic matters, teachers must create a warm and caring connection, as suggested by relation al models (Wentzel, 1993).

2.1.1 Development of TSR

Various factors (including TSR) and their impact on kids' academic performance and advancement are the subject of numerous researches. Strong relationships between instructors and students are essential for both good teaching-learning processes and positive school results (Baker, 2006). This is because a child's comfort level with their teachers can have a significant impact on how well-acquainted they are with school. An investigation carried out in Malaysia on first-year undergraduate students revealed a positive correlation between academic achievement and university Adjustment (Bandura, 1977). The relationships that teachers have with their students can be beneficial to their overall health. Thus, increasing TSR can be advantageous for educators generally as well as for students and teachers. The frequency and quality of teacher-student interactions as reported by educators and students are important for TSR development, according to previous study (Corbin et al). Figure below illustrates how the connection between teachers and students has grown over time.

Figure. 1. 2

Development of student-teacher relation

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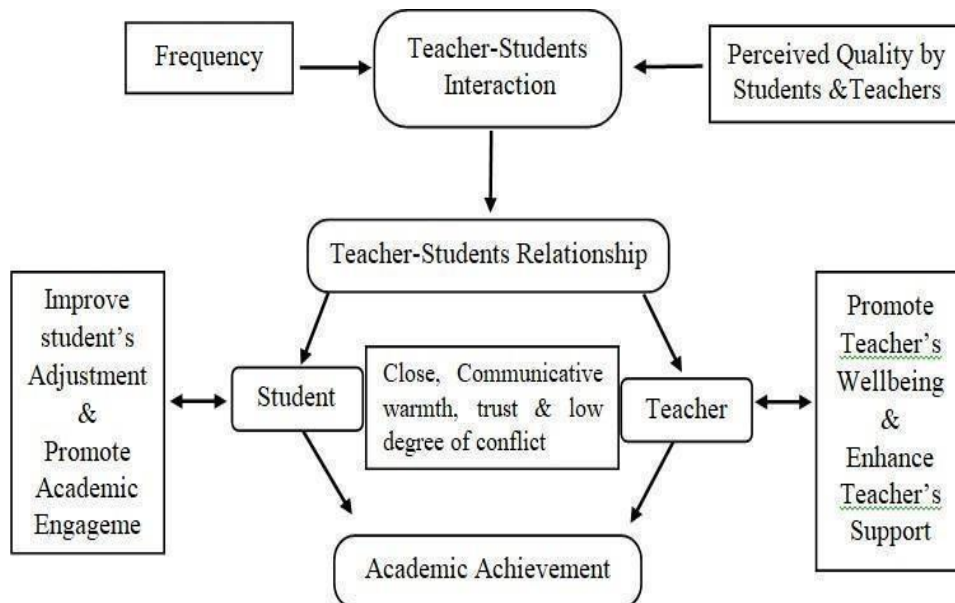
2.1.2   Factors Influencing Teacher-Student Relationships

The quality of student teacher relationships is influenced by various factors. Teacher attributes, such as empathy, patience, and the ability to create a safe and supportive learning environment, play a crucial role in developing strong relationships with students (Hattie, 2009). On the other hand, student characteristics, including their behavior, attitude, and prior experiences with authority figures, can also affect the relationship (Baker, 2006). For instance, students with disciplinary problems may face challenges in establishing positive relationships with teachers, which in turn impacts their academic engagement (Hamre & Pianta, 2001).

The study explored how both cognitive factors (like math ability) and non-cognitive factors (such as anxiety) influence performance in math class, with a focus on the relation between students and teachers. It involved 219 students starting sixth grade. Cognitive ability was evaluated using four timed standardized tests focusing on series completion, odd-one-out, matrices, and topology. Math anxiety was assessed through three questionnaires examining students' attitudes toward math. The teacher-student relationship was measured through a student perception survey, while math achievement was gauged using a standardized test. The results showed that cognitive ability was the most significant predictor of math achievement. Additionally, the teacher-student relationship indirectly impacted performance by reducing math anxiety, indicating that a positive relationship can help lower anxiety and enhance learning outcomes. (Birhanu & Dereje, 2020).

2.1.3   Effects of STR on Student Academic Achievement

Student Teacher relationships have been extensively researched as a determinant of academic success. This section highlights significant studies that examine the short- and long-term effects of these relationships, strategies employed by teachers to build connections, and what students value in feeling supported.

Johnston, Wildy, and Shand (2022) conducted a qualitative study involving 25 tenth-grade students from three secondary schools in Australia. Through 100 interviews and 175 classroom observations, the researchers explored students' experiences of their teachers' expectations for academic success. Findings indicated that students performed better when teachers set high expectations. Moreover, when teachers demonstrated personal interest and care, students developed positive relationships with their teachers,

which further enhanced their academic performance.

Ma, Liu, and Li (2022) examined the relationship between teacher-student interactions and learning outcomes through a quantitative study involving 332 fourth graders and 321 eleventh graders in China. Using standardized tests to measure academic achievement and surveys to assess students' perceptions of teacher-student relationships, the researchers found a significant positive correlation between these relationships and academic success across both primary and secondary education levels.

Myers and Pianta (2008) conducted a review of studies on teacher-student relationships and their influence on classroom performance. Supportive relationships were identified as critical for students' academic and social-emotional growth, particularly for those at risk of academic failure. Conversely, conflicts between teachers and students increased the likelihood of school failure. The review emphasized that strong teacher-student relationships not only improve academic performance but also foster better social skills, making these relationships essential throughout all educational stages. The authors recommended prioritizing these relationships in schools to maximize their benefits.

Semeraro et al. (2020) explored the effects of cognitive skills, non-cognitive factors (e.g., math anxiety), and teacher-student relationships on math achievement. The study involved 219 sixth-grade students and used standardized tests to assess cognitive ability and math achievement, questionnaires to measure math anxiety, and surveys to evaluate the quality of teacher-student relationships. Results revealed that while cognitive ability was the strongest predictor of math performance, teacher-student relationships indirectly enhanced performance by alleviating math anxiety. This finding suggests that positive relationships can mitigate anxiety and create a supportive learning environment.

2.1.4 Student perceptions of positive STR and academic achievement

Sethi and Scales (2020) conducted two studies to examine the impact of teacher-student relationships. Study 1 used surveys and structural modeling with 623 middle school students and 672 high school students, finding that teacher-student relationships directly increased student motivation and improved the school environment, which indirectly boosted GPA. Study 2 utilized qualitative methods, focusing on how teachers build relationships through feedback from small focus groups. Teachers who shared personal stories, provided emotional support, and maintained a balance between

flexibility and high expectations were found to be most effective. Key messages emphasized the importance of genuine care, open communication, and high standards in fostering strong teacher-student relationships.

"You can trust me to support you through both good and bad times."

"I'll share a bit of myself with you to build a connection."

"I'll be honest and fair with you."

"I'll be flexible when needed but still expect your best effort.

Figure 2.3

Positive student-teacher relationship
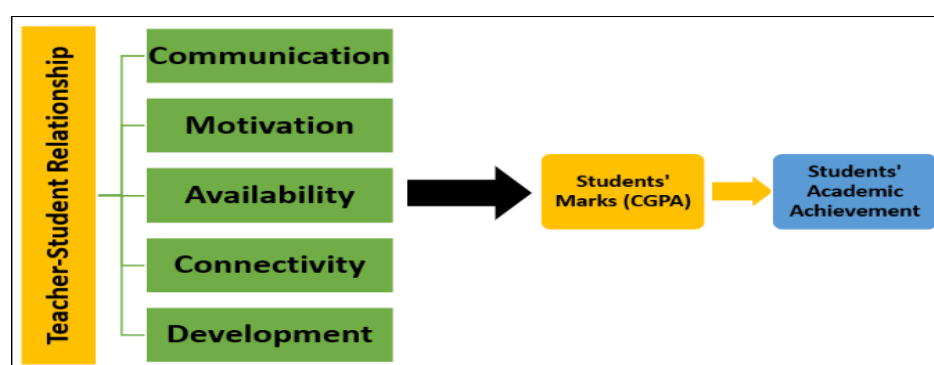
Afzal et al. (2023)

Afzal et al. (2023) found that when students feel their teachers like, care about, and value them, they are more engaged in class, which leads to better academic performance. On the other hand, negative perceptions of teacher-student relationships (TSR) can harm academic success. Students who feel they have a bad relationship with their teachers often struggle to focus in class because they feel sad, insecure, or upset. Roorda et al. (2017), in their meta-analysis, found a strong link between negative TSR and poor academic achievement. While they observed a small connection overall, a closer, long-term look revealed that negative TSR impacts student engagement and performance more significantly. Another study, involving students from 52 countries, showed that academic performance declines when students experience unfair treatment from teachers. Although the negative effects of poor TSR on engagement and achievement are well recognized in schools, this issue is less understood in college settings. This study focuses on examining this issue in higher education, using

attachment theory.

2.1.5 Teacher-student relationships (TSRs)

The importance of teacher-student relationships (TSRs) in influencing a range of student outcomes, such as behavior, engagement, academic achievement, and mental health, has long been acknowledged. Building encouraging and productive learning environments in the classroom need positive TSRs. The relationship between TSRs and student outcomes has been the subject of numerous studies, especially meta-analyses, in various educational contexts, from beginning to K–12 schooling. Based on the systematic review and second-order meta-analyses (SOMAs) described by Emslander et al. (2023), this review attempts to synthesize the body of available literature. Examining how TSRs affect various student outcomes and highlighting important moderators that influence these connections are the objectives. This review will also take into account the studies' methodological quality and offer ideas for future research topics. Van Herpen et al. (2020) focused on how teacher-student relationships help students transition from secondary to higher education. Their study demonstrated that students with strong relationships with their teachers reported a higher sense of belonging, which positively influenced their academic engagement and performance. Teachers who actively supported students during this challenging transition made them feel valued and capable of overcoming new academic demands. The research highlights that interventions, such as mentorship programs and additional teacher guidance, can significantly ease the transition into higher education and improve student retention rates.

2.1.6 Significance of Teacher-Student Relationships (TSRs)

Positive TSRs are highly linked to better student outcomes, according to several researches. Relationships based on mutual respect, trust, and emotional support help pupils succeed academically and develop personally. TSRs are particularly important for raising student involvement, improving motivation, and lowering behavioral issues, claim Roorda et al. (2011). This implies that TSRs help students' complete development and go beyond academic instruction. They are essential to creating a pleasant school climate. Favorable teacher-student interactions, characterized by qualities like empathy, warmth, and encouragement, have a favorable impact on a variety of student outcomes, (2007) that included more than 100 research. In a similar as shown in a well-known

study by Cornelius-White vein, Wang and Eccles (2012) highlighted in their meta-analysis that TSRs were a mediating factor in academic motivation and engagement, especially for students from underprivileged backgrounds.

2.1.7 Meta-Analyses on TSRs and Student Outcomes

Depending on the depth of the study, meta-analyses have examined the diverse impacts of TSRs on student outcomes and have produced differing findings. For instance, Klem and Connell (2004) discovered that, particularly for teenagers, teacher support is strongly associated with both academic engagement and emotional well-being. According to this study, students who thought their teachers were encouraging shown greater levels of self-control, academic motivation, and engagement. Conversely, disruptive behaviors and lesser engagement were linked to negative TSRs.

There is a persistent positive correlation between academic achievement and TSRs, according to meta-analyses. According to a meta-analysis by Hattie (2009), TSRs were one of the main determinants affecting student success, with an effect size of 0.72 on student accomplishment. This finding shows that students' learning experiences and academic progress are influenced by pleasant interactions and teacher support. Similarly, Children with supportive teachers put in more effort and stayed focused longer on their schoolwork Furrer and skinner (2003). TSRs are linked with psychological, social and emotional pupils' wellbeing. According to longitudinal research, students with high TSRs report better peer interactions, lower anxiety, and higher levels of school satisfaction (Hamre & Pianta, 2001). For instance, a meta-analysis conducted by Davis (2003) found that positive TSRs increased students' self-esteem and general pleasure while lowering their emotional distress.

2.1.8 Moderators of TSR-Outcome.

Various moderators have an impact on the uneven impacts of TSRs on student outcomes. Examined factors include age, gender, grade level, and minority status. Emslander et al. (2023) found that these modifiers can affect how strongly the TSR-outcome relationship holds.

2.1.8.1 Age and Stage of Development

Studies show that TSRs have a greater impact on younger pupils, especially in elementary school, where the instructor is more involved in everyday tasks and emotional control (Hamre & Pianta, 2001). Peer interactions frequently gain sway over kids as they

move through middle and high school, which may lessen the direct effect of TSRs (Roorda et al., 2017).

2.2.8.2 Gender

Students' perceptions of TSRs have been found to differ by gender. According to research, female students are more likely than male students to report having a good relationship with their teachers, and this is associated with better behavioral and academic results (Rimm-Kaufman & Chiu, 2007).

2.2.8.3 Status as a Social Minority

Studies show that TSRs are especially important for students from under-represented social groups. Strong bonds with educators can lessen the detrimental consequences of exclusion from society, economic hardship, and discrimination, increasing these students' involvement and academic success (Wang & Eccles, 2012).

2.1.9   Effects of STR on Academic Performance and Student Learning

Effects on Academic Performance and Student Learning Improved academic results for pupils have been associated with positive teacher-student relationships. Strong relationships between students and teachers are associated with greater levels of academic accomplishment, especially in disciplines like reading and mathematics, according to Pianta, Hamre, and Allen (2012). These connections give students the emotional support they need to deal with the difficulties of school, which strengthens their academic resiliency and perseverance (Zimmerman, 2002). Furthermore, it has been demonstrated that good teacher-student connections lower the risk of student dropout, especially in secondary education (Croninger & Lee, 2001). Students are more likely to attend class consistently, participate in it, and work towards their academic goals when they have a positive relationship with their teachers. In particular, this is critical for at-riskis students, who might encounter outside variables that have a detrimental effect on their academic achievement and educational experience as a whole.

2.1.10 Positive Teacher-Student Relationships

Teacher-student relationships grounded in trust, care, and open communication create an environment conducive to academic success. Pianta et al. (2012) and Hamre et al. (2012) describe how frequent, meaningful teacher students' interaction fosters a

sense of belonging and improves academic performance. This is particularly evident when teachers go beyond traditional instruction to engage students in extra-curricular activities, fostering curiosity and intrinsic motivation (Mashburn et al., 2008).

In the study by Bhattarai and Wagle (2023), students who experienced positive, supportive relationships with their teachers reported higher engagement in both academic and extracurricular activities, which contributed to improved academic performance. These findings align with Vygotsky's social constructivist theory, which highlights the role of social interactions in cognitive development (Vygotsky, 1962). Students who perceived their teachers as mentors or confidants exhibited greater enthusiasm for learning, a phenomenon supported by research from Gablinske (2014) and Chu et al. (2019).

2.1.11 Negative Teacher-Student Relationships

Conversely, negative teacher-student interactions can have detrimental effects on student learning. Bhattarai and Wagle (2023) noted that students who experienced humiliation, punishment, or neglect from their teachers often showed reduced engagement and motivation. This is consistent with research by Spilt et al. (2012), who found that problematic teacher student relationship conflicts lead to that hinder academic achievement. Physical punishment and harsh criticism, as observed in the Nepalese context, were particularly damaging, as they diminished students' respect for their teachers and stifled their willingness to participate in class (Bhattarai & Wagle, 2023). Such punitive measures are counterproductive, as they isolate students and create a negative classroom atmosphere, ultimately impeding academic progress (Hughes et al., 2008).

2.1.12 The effects of Student-Teacher Relationship on Prosocial Behavior

It is often acknowledged that a student's social and academic growth is significantly impacted by the student-teacher relationship (TSR). Prosocial behavior has been thoroughly examined by scholars, who have focused on the Relationship between TSR quality and the formation of constructive social behaviors. Corbin et al., (2019) review of the literature looked at the connection between students' prosocial behavior and the caliber of their interactions with teachers. Their findings indicated a clear positive correlation, indicating that a polite and supportive TSR provides students with the opportunity to grow in their prosocial feelings. Similarly, A long-term study by

Hughes et al. (2008) discovered a long-term study conducted by Hughes et al. (2008) discovered that students who perceive their teachers to be kind and encouraging TSR. In the same vein, young people who think their professors are courteous and supportive show higher levels of prosocial behavior overtime. In accordance with the observational study by Hughes et al., (2001), teachers who actively engage their students in collaborative educational endeavors and create an inviting setting in the classroom help students acquire prosocial skills such as resolution of conflicts and cooperation.

Teacher-Student Relationships' Impact on Prosocial Conduct High-quality TSRs has been repeatedly linked to improved student outcomes, including prosocial behaviour, according to research. According to attachment theory-based research, kids who develop strong bonds with their instructors are more likely to act in prosocial ways because they view them as reliable and encouraging adults. Adolescents with positive TSRs are better able to control their emotions, build social skills, and feel secure, all of which can encourage prosocial behavior (Wu & Zhang, 2022). In conflict TSRs, on the other hand, have been connected to maladaptive behaviors like bullying and hostility, which reduce students' prosocial propensity (Sulkowski & Simmons, 2018).

Prosocial Conduct and the Fulfillment of Psychological Needs Higher levels of prosocial behavior are regularly linked to the satisfying of fundamental psychological needs, according to research. Teenagers are more inclined to assist others and participate in cooperative activities if they feel related to others (relatedness) and competent in their interactions (competence) (Tian et al., 2018). Despite being less commonly considered in connection with prosocial behaviour, autonomy may also contribute by encouraging a sense of volition in prosocial actions.

Relationships that are mutual between prosocial behaviour need happiness and teacher-student relationships According to recent research, prosocial behaviour, psychological need satisfaction, and TSRs are all intricately and reciprocally related. Students who have positive TSRs are more satisfied with their needs, which encourage prosocial behaviour and raise the quality of TSRs. However, further research is needed to determine the precise mechanisms by which these associations develop over time, including the mediating function of need satisfaction. Research has demonstrated that the impact of TSRs on prosocial behaviour is mediated by connection need satisfaction in particular, underscoring the significance of emotional ties in the classroom (Reeve et al., 2018).

2.1.13 Prosocial Behavior in University Students

Helping, sharing, and cooperating are examples of prosocial behavior—actions meant to benefit others. These behaviors can take many different forms in academic settings, including helping classmates with assignments, working together on group projects, and performing community service. These activities improve the general university environment by promoting a collaborative learning environment in addition to boosting individual well-being (Matsuba et al., 2016).

2.1.14 Types of pro-social behaviour

2.1.14.1 Helping Behavior

This type of behaviour offers peers emotional or intellectual support. Research indicates that positive student-teacher interactions foster settings in which students are encouraged to assist their peers and feel at ease asking for assistance (Baker, 2022). Pupils are more inclined to provide academic or emotional support to peers when they believe their professors are encouraging, which promotes a sense of belonging and shared accountability.

2.1.14.2 Altruism

Selfless action for the good of others is referred to as altruistic behavior. Altruism is frequently fostered in educational settings when pupils perceive that their teachers value and respect them. Empathy can be fostered via positive teacher-student relationships, which motivate students to provide a helping hand to others without anticipating anything in return (Schwartz et al., 2019). Students are better prepared for future civic engagement and the university community is strengthened as a result.

2.1.14.3 Cooperation

Effective collaborative tasks and coursework depend on cooperation. Effective teamwork and open communication are essential for collaborative success and are made possible by strong student-teacher connections (Mason & Sweeney, 2021). Cooperative learning improves academic performance and broadens students' social support networks by assisting students in developing critical interpersonal skills like negotiation and conflict resolution.

2.1.15 Factors Influencing Prosocial Behavior

Emotional Intelligence: Pro-social behaviour is significantly influenced by emotional intelligence (EI), to identify the capacity and control emotions. Prosocial attitudes and empathy are often higher among students with higher EI. By modeling emotional awareness, educators can help children develop their emotional intelligence and encourage selfless actions (Brackett et al., 2019). Teachers assist students in navigating relationships and gaining a deeper understanding of social dynamics by creating an emotionally supportive environment.

2.1.15.1 Social Identity

The social identity hypothesis states that people get a sense of who they are from belonging to certain groups. Prosocial actions can be strongly influenced by a strong sense of community. Students are more inclined to act helpfully if they have a good feeling about their university and think their lecturers are encouraging (Gonzalez et al., 2020). Within the university, this identity promotes a supportive and cooperative culture.

2.1.15.2 Teacher help

Promoting prosocial behavior is greatly aided by teacher help. Students' empathy and cooperation are greatly influenced by teachers who continuously offer encouragement (Klem & Connell, 2004). Students are empowered to take chances and develop a feeling of agency when teachers use a supportive teaching style that is marked by constructive criticism and positive reinforcement.

2.1.15.3 Peer Influence

Prosocial behaviors are also greatly influenced by the social dynamics among peers. Prosocial behaviour is reinforced by positive peer connections, particularly in collaborative settings (Holt et al., 2019). Students are more inclined to act prosaically themselves if they witness their peers doing so, which feeds the cycle of prosocial behaviour being the standard in the community.

2.1.16 Academic Achievement and prosocial behaviour

It is commonly known that prosocial behaviour and academic success are related. Engaging in prosocial activities fosters the growth of students' motivation, social skills, and peer relationships—all of which can lead to better academic achievement. Strong

bonds between teachers and students inspire them to take chances in the classroom, which frequently results in improved performance (Zins & Elias, 2006). Prosocial students frequently create robust social networks that offer both academic and emotional support, assisting them in overcoming obstacles at university. Both academic achievement and general contentment are improved by this support network. Additionally, students are better prepared for future professional settings that value cooperation and teamwork because to the collaborative abilities they acquire through prosocial interactions. Artamonova et al. (2019), emphasize the pivotal role that teacher-student relationship (TSRs), play in fostering both academic and social development. In their research, they stress that positive TSRs, marked by mutual respect, communication, and empathy, contribute significantly to students' emotional well-being, engagement, and success in academics. Teachers who employ strategies such as personalized feedback and active listening are better positioned to build rapport with their students, which in turn facilitates better classroom dynamics and prosocial behaviors

2.1.17 TSR and Academic Engagement Mediated by Social Support and Academic Pressure

Liu et al. (2024) conducted a study to explore the mechanisms through which teacher-student relationships (TSR) impact academic engagement among 1,058 Chinese university students. The study used structural equation modeling to assess TSR's direct and indirect effects. Results revealed that TSR directly enhanced students' academic engagement by fulfilling basic psychological needs like autonomy, competence, and relatedness. Moreover, perceived social support emerged as a positive mediator; students who reported stronger relationships with teachers felt more emotionally supported, which increased their focus and participation in academic tasks. Additionally, TSR alleviated academic pressure, further contributing to engagement. These findings align with self-determination theory, which posits that fulfilling psychological needs fosters persistence and motivation in learning. This research underscores the importance of nurturing TSR to enhance engagement while reducing stress among university students.

2.1.18 The Impact of Student Teacher Relationship on Engagement and Achievement

Roorda and Koomen conducted a meta-analysis that examined the impact of affective teacher-student relationships on student engagement and academic performance. Their research highlights the importance of emotional support, trust, and positive communication between teachers and students in fostering better learning outcomes. The study identified that teacher-student relationships characterized by high levels of intimacy and low conflict significantly enhance students' sense of belonging, motivation, and overall engagement with school activities. Conversely, relationships marked by frequent conflict and detachment negatively affect students' emotional well-being and academic performance (Roorda & Koomen, 2011). The authors also found that emotionally supportive teacher-student interactions play a key role in helping students navigate academic challenges and express their needs in a healthy manner. These findings underline the importance of relationship-building strategies in teacher training programs to promote academic success.

2.1.19 The Connection between Teacher Burnout and Academic Achievement

Madigan and Curran's meta-analysis involving over 100,000 students examined the link between teacher burnout and student academic achievement. Burnout, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, was found to significantly impair teacher performance, which in turn led to lower student motivation and achievement (Madigan & Curran, 2020). The authors highlighted that stress-induced burnout diminishes teachers' ability to effectively manage classrooms, deliver engaging lessons, and respond to students' individual needs. Additionally, burnout is often exacerbated by institutional challenges such as excessive workloads, insufficient support systems, and frequent exposure to challenging student behaviors. Madigan and Curran suggested that addressing teacher burnout through targeted stress-management programs and organizational support can help mitigate its negative impact on students' academic success.

2.1.20 The Role of Teacher Personality in Student Perception and Achievement

Goncz and colleagues explored how students' perceptions of their teachers' personality traits influence academic achievement. Using the five-factor model of personality (openness, conscientiousness, extraversion, agreeableness, and neuroticism), the study found that teachers with traits such as agreeableness,

conscientiousness, and openness were perceived more positively by students (Göncz et al., 2014). These teachers were more effective in creating engaging and inclusive classroom environments that encouraged student participation and curiosity. For example, teachers with high conscientiousness were better at organization and consistency, leading to improved student performance. The study underscores the psychological and interpersonal dimensions of teaching, suggesting that professional development programs should focus on cultivating these personality traits to maximize student engagement and achievement.

2.1.21 Teacher Efficacy and Its Role in Classroom Success

Kim and Seo's meta-analysis examined the relationship between teacher efficacy and student academic performance, with findings indicating that self-efficient teachers contribute significantly to improved student outcomes (Kim & Seo, 2018). Teachers with high self-efficacy believe in their capability to facilitate student learning and academic achievement, even when faced with challenges such as disengaged students or resource constraints. These teachers were found to employ more effective teaching strategies, maintain high expectations, and create a motivating learning environment. The study also revealed that self-efficient teachers are better equipped to handle classroom management and adapt their teaching methods to meet diverse student needs. This research highlights the importance of fostering teacher self-efficacy through mentorship, professional development, and collaborative learning communities.

2.1.22 Teachers' Social and Emotional Competence in the Classroom

Jennings and Greenberg focused on the role of teachers' social and emotional competence (SEC) in classroom dynamics and student achievement. Teachers with strong SEC skills were found to create more supportive classroom environments, manage stress effectively, and build meaningful relationships with students, leading to better academic outcomes (Jennings & Greenberg, 2009). The study highlighted that socially and emotionally competent teachers are better equipped to recognize and respond to students' emotional and academic needs, promoting a sense of trust and safety in the classroom. Furthermore, the authors argued that SEC is not only beneficial for students but also enhances teachers' professional satisfaction and resilience, reducing the likelihood of burnout. Their findings advocate for incorporating social and emotional training into teacher education programs to improve both teacher well-being

and student success.

2.1.23 Teacher-Student Interactions as a Foundation for Cognitive Development

Vandenbroucke and colleagues conducted a meta-analysis on the developmental role of teacher-student interactions in fostering students' executive functioning and cognitive growth. The study revealed that emotionally supportive teacher-student interactions are crucial for helping students develop essential skills such as self-regulation, problem-solving, and critical thinking (Vandenbroucke et al., 2018). Teachers who actively engage with students and provide personalized support contribute to a positive classroom climate that fosters academic and cognitive development. Additionally, the research emphasized that teacher-student interactions should go beyond academic instruction to address students' emotional and social needs, creating a holistic learning environment that supports both cognitive and emotional growth.

2.1.24 Building Relationship Competence for High-Quality TSR

Haldimann et al. (2023) examined the impact of training teachers in relationship-building competence to improve TSR and student outcomes. Conducted over a three-year period, this intervention targeted teachers' ability to establish meaningful relationships with students through one-on-one interactions, child-led activities, and conflict resolution strategies. The findings revealed that teachers who underwent this training significantly improved their TSR quality, leading to enhanced student engagement and reduced classroom conflicts. The study also noted that stronger TSR positively influenced student well-being, academic performance, and social development. This research highlights the value of embedding relationship-building competence into teacher training programs as a preventive measure to mitigate the negative effects of teacher burnout and conflictual relationships.

2.1.25 TSR and Academic Achievement in Secondary Students

Jadoon et al. (2023) explored the effects of TSR and prosocial behavior on the academic performance of secondary school students in Pakistan. Using a non-experimental cross-sectional design and regression analysis, the study found that TSR positively and significantly predicted academic achievement, with a one-unit increase in TSR resulting in a 27% improvement in academic performance. The results emphasized that strong TSR characterized by closeness, support, and mutual respect

plays a pivotal role in enhancing student success. Interestingly, while prosocial behavior was positively associated with TSR, its influence on academic achievement was weaker, suggesting TSR has a more direct effect. This research advocates for schools to prioritize TSR enhancement as part of their academic improvement strategies.

2.1.26   Classroom Climate Mediating TSR and Prosocial Behavior

Kim et al. (2023) explored how classroom social climate mediates the relationship between TSR and students' prosocial behavior. The study found that positive TSR fosters a collaborative and empathetic classroom environment, which in turn enhances prosocial behaviors such as helping, cooperation, and empathy among students. Teachers who created a supportive classroom climate also reported fewer instances of bullying and peer conflicts. This study highlights the role of TSR in creating emotionally safe learning spaces that promote social skills alongside academic success.

2.1.27   School Belonging and TSR's Impact on Mental Well-being and Behavior

Allen and McKenzie (2023) studied the role of TSR in fostering a sense of school belonging and its subsequent impact on students' mental health, prosocial behavior, and academic outcomes. The study highlighted that TSR helps reduce negative behaviors like absenteeism and promotes social engagement. By creating an inclusive classroom atmosphere, teachers significantly improved students' self-esteem and empathy. The study emphasizes the need for teacher training programs focused on fostering belonging and strong interpersonal connections.

2.1.28   Bidirectional Effects of TSR and Prosocial Behavior

Wu and Zhang (2022) explored how teacher-student relationships influence prosocial behavior over time, focusing on the reciprocal nature of this relationship. The study employed Relationships Motivation Theory (RMT) and found that TSR fulfills students' psychological needs (autonomy, competence, and relatedness), which in turn fosters prosocial behaviors. Over an eight-month study involving 438 adolescents, the researchers demonstrated that closeness in TSR positively predicted prosocial behavior, while conflict reduced students' social engagement. The study also noted that students who engaged in more prosocial acts developed a stronger sense of relatedness, indicating a bidirectional influence.

This study is critical as it highlights the dynamic nature of TSR, suggesting that fostering emotional support and reducing conflict can create a positive feedback loop

between teachers and students.

2.1.29 Positive Behavioral Interventions and Supports (PBIS) for TSR

Martinez et al. (2023) investigated the use of Positive Behavioral Interventions and Supports (PBIS) to enhance TSR and reduce classroom conflict. PBIS involved methods like daily conversations, verbal praise for good behavior, and immediate reward to strengthen teacher-student rapport. The study analyzed its impact on students with behavioral issues using a multivariate analysis of variance (MANOVA) and found that verbal praise and daily interactions were the most effective in increasing closeness and reducing conflict. However, written feedback in journals showed minimal impact, suggesting that immediate, personalized interactions play a more significant role in TSR improvement. The findings provide practical solutions for educators working with challenging student groups, emphasizing the importance of consistent positive reinforcement.

2.1.30 Emotional Intelligence and Mindfulness in Building TSR

Wang and Derakhshan (2023) explored how emotional intelligence and mindfulness among teachers influence TSR. Conducted with Chinese English teachers, the study found that emotionally intelligent teachers, who could regulate their emotions and empathize with students, created stronger TSR. Mindful teachers, who remained present and attentive, fostered trust and reduced classroom tensions. The study emphasized that these qualities not only enhance TSR but also improve students' emotional resilience. motivation, and engagement. By promoting mindfulness and emotional intelligence, schools can create nurturing environments that benefit both students and teachers.

2.1.31 TSR and Academic/Social Engagement

Derakhshan et al. (2022) analyzed how TSR influences students' academic motivation and engagement. Using 431 undergraduates, the study found that high-quality TSR led to improved classroom participation and a stronger commitment to academic goals. Teachers who showed empathy, supported student interests, and maintain ned high expectations contributed significantly to student success. This study provides evidence that TSR not only enhances academic outcomes but also fosters intrinsic motivation, making students more likely to persist in achieving their goals. The findings highlight the importance of rapport-buildingin academic settings.

2.1.32 Cultural Variations in TSR and Prosocial Behavior

Longobardi et al. (2024) conducted a cross-cultural study to understand how TSR impacts prosocial behavior in collectivist versus individualist cultures. The research found that in collectivist societies (e.g., China, India), TSR had a more substantial impact on students' social behaviors due to cultural norms emphasizing emotional bonds and community. In contrast, in individualist cultures (e.g., Western countries), TSR was more aligned with academic outcomes rather than social behaviors. This study underscores the need to adapt TSR strategies based on cultural contexts, as the expectations and effects of TSR vary significantly across different societies.

2.1.33 The Role of Feedback in Building Academic Confidence

Lin et al. (2001) focused on the relationship between teacher feedback and students' academic self-concept in elementary school. They surveyed students and analyzed how the type and tone of teacher feedback affected their confidence and willingness to engage in learning tasks. Positive, consistent feedback was linked to higher self-confidence and better engagement, while critical or negative feedback discouraged participation. This study relates closely to the current study findings on trust and mutual understanding in teacher-student relationships. Researcher noted that personalized feedback from teachers enhanced students' confidence, encouraging prosocial behaviors like helping peers and working collaboratively. Both studies emphasize the significance of constructive feedback in creating a supportive learning environment that fosters academic motivation and cooperative behavior.

2.1.34 Academic Pressure and the Role of Teacher Support

Xu et al. (2010) conducted a study on middle school students, examining the effects of academic pressure on engagement and well-being. They used a survey to measure academic stress levels and teacher support, and academic performance was assessed through standardized test scores. The findings showed that while moderate pressure motivated students, excessive academic stress led to disengagement and anxiety. Teacher support acted as a buffer, helping students cope with stress and maintain their focus on academic tasks. The current research highlights how teacher support encourages emotional security and prosocial behavior in university students, which aligns with Xu et al.'s findings. For example, researcher found that students felt less academic pressure when teachers provided empathetic guidance, which enhanced

collaboration and group interactions. This reinforces the importance of supportive teacher-student relationships in reducing stress and fostering a positive academic experience.

2.1.35 Balancing Social Support and Academic Pressure

Khan et al. (2015) explored how social support from teachers and peers mitigates the negative effects of academic pressure among adolescents. Using a mixed-methods approach, they surveyed students to assess levels of perceived support, academic stress, and coping mechanisms. Results indicated that students who felt supported by their teachers demonstrated higher resilience, better problem-solving abilities, and greater academic engagement. The current study complements this study by demonstrating how teacher-student relationships foster resilience and prosocial behaviors. In both studies, teacher support reduced the adverse effects of academic pressure and enhanced students' emotional and social well-being. Researcher specifically noted that trust and understanding between teachers and students encouraged empathy and helping behaviors, making academic challenges easier to manage collectively.

2.1.36 The Impact of Perceived Social Support on Academic Engagement

Mahzan et al. (2014) conducted a quantitative study to analyze how perceived social support from teachers, peers, and family influences university students' academic engagement. The sample consisted of first-year undergraduate students, and data were collected using surveys assessing perceived social support and levels of engagement. The findings revealed that students who reported higher teacher support exhibited increased focus, motivation, and emotional involvement in their studies. Current research aligns with Mahzan et al.'s findings, as both emphasize the role of teacher-student relationships in fostering positive behaviors and engagement. Researcher found that mutual respect and trust between teachers and students encouraged prosocial behaviors like helping and collaboration, which were critical for group projects and academic success. Both studies highlight that supportive teacher relationships provide the emotional security students need for academic and social development.

2.2 Theoretical Review

To comprehend the relationship and influence between prosocial behavior and the student-teacher relationship (STR), one must have a solid understanding of the theoretical underpinnings of the STR. According to the widely accepted attachment

theory, an individual's emotional and social development is significantly impacted by early attachments, particularly those with carers (Bowlby, 1969). Prosocial behaviors are more likely to emerge in a STR context when the strong bonds between students and teachers, as this helps them feel emotionally safe and trustworthy (Baker, 2006). According to the social learning hypothesis (Bandura, 1977), people pick up new behaviors by imitating and watching others. The framework of STR allows students to observe and model the prosocial interactions and behavior of their instructors, which could lead to to the emergence and validation of comparable behaviors (Hughes et al., 2001). Additionally, the idea of ecological systems emphasizes how important it is for people to have relationships with their classroom environment (Bronfenbrenner, 1979). A strong school-school relationship fosters a close-knit community of respect and constructive interactions, which supports students' prosocial behavior growth (Piantaetal., 2004). The study integrates Bowl by's (1988) attachment theory, which posits that secure relationships with caregivers, including teachers, are crucial for healthy emotional and intellectual development. Teachers who provide a secure base for students encourage exploration and learning, reinforcing the importance of positive, supportive interactions. Moreover, cognitive and social constructivist theories (Vygotsky, 1978; Bandura, 2009) underscore the role of teacher-student interactions in shaping learning experiences, emphasizing that learning is a socially mediated process.

Major psychological in nature and educational theories, like Bowlby's attachment theory and Bronfenbrenner's bio ecological model, highlight the importance of teacher-student relationships (TSRs) in educational settings. The micro system the immediate context in which a kid interacts with family, peers, and teachers is highlighted in Bronfenbrenner's bioecological model, which highlights the significance of several environmental systems in influencing an individual's development. According to Bronfenbrenner (1979), positive TSRs are considered essential for promoting emotional security, which permits students to successfully participate in learning and personal growth. The connections made inside this micro system have a big impact on kids' general wellbeing, behavioral control, and academic achievement. Bowl by's attachment theory offers a different perspective on TSRs. According to Bowlby, safe relationships between kids and their teachers and other Caregivers are essential for a child's psychological growth, and teachers act as secondary attachment figures by fostering situations that are loving and helpful, giving children the emotional

groundwork they need to explore and learn (Bowlby, 1982). While insecure attachments can result in fear, avoidance, and disengagement from learning, safe attachments with teachers foster motivation, self-worth, and a willingness to participate in class activities.

In order to improve student results, this theoretical framework highlights how crucial it is to cultivate wholesome, trustworthy connections in educational contexts. When taken as a whole, these theories demonstrate how important TSRs are in determining educational experiences and results, and they imply that concentrating on fostering and preserving these connections might help students accomplish better academically, feel better emotionally, and behave better.

2.3   Empirical Review

The concept that here may be a relationship between prosocial behavior among students and STR has been reinforced by empirical data. For example, an in-depth inquiry into the relationship between prosocial behavior and teacher-student relationship has been carried out by Baker (2006).The results revealed that children who formed solid connections to their teachers appeared to exhibit prosocial behavior with greater regularity than children who did not (Hugs et al., 2001),who carried out a cross-sectional study and found a significant beneficial students teacher pro social behavior and their perception of teacher support, came to similar results. When students felt that their instructors were supplying them with greater assistance, they were also more likely to collaborate with their peers and exhibit beneficial behaviors. Furthermore, (Pianta et al., 2004) mixed-methods study examined the connection between students' prosocial behavior in addition to the friendliness and empathy of teachers. Their results showed that prosocial development of skills was aided by the classroom's attractive atmosphere, which was generated by the teacher-student relationship becoming friendly and supportive. Overall, research consistently backs the idea that positive STR aids students in establishing prosocial behavior, emphasizing the significance of establishing polite and supporting teacher-student relationships in educational settings.

Positive teacher-student relationships have been associated with numerous benefits, including better academic outcomes, higher levels of prosocial behavior, and improved emotional well-being. A second-order meta-analysis by Göktaş and Kaya (2023) revealed that positive teacher-student relationships have a medium-level positive correlation with academic achievement (effect size = 0.21)(the-effects-of-teacher).

These findings support earlier work by Jennings and Greenberg (2009), who argued that emotionally competent teachers contribute positively to student outcomes.

The study also highlights that prosocial behavior is often nurtured in environments where students perceive their teachers as emotionally supportive and attentive. Emotional support allows students to develop socially, fostering behaviors such as cooperation and empathy, which are essential for group learning and collaborative projects, which are common in university settings (Allen et al., 2013). Furthermore, the quality of interpersonal interactions between teachers and students can mitigate stress, increase student motivation, and reduce behavioral problems in academic settings (Madigan & Kim, 2021).

Moderator studies showed that the intensity of these correlations varied according to age and educational attainment, indicating that high school students and younger students might benefit more from supporting TSRs than older students. The included meta-analyses' methodological quality varied significantly; on average, seven out of sixteen quality factors were met, highlighting the need for better research procedures in this field. Together, these results highlight how important it is to cultivate positive teacher-student interactions in order to improve educational outcomes. They also support focused interventions that support positive relationships in classroom settings.

2.4   Critical Summary of Literature Review

The literature review critically analyzes the effect of teacher-student relationships (TSR) on academic achievement, prosocial behavior, and student development. It underscores that positive TSRs, characterized by trust, emotional support, and empathy, play a crucial role in improving students' academic performance and social adaptation.

This study is theoretically grounded in Attachment Theory, Social Learning Theory, and Ecological Systems Theory, which collectively emphasize that supportive teacher-student relationships play a critical role in students' emotional development, social behaviors, and academic motivation. Conceptually, the research focuses on the relationship between teacher support and two key student outcomes: prosocial behavior (including helping, empathy, and cooperation) and academic achievement (measured through CGPA). The literature supports the idea that positive teacher-student interactions foster an emotionally safe environment that promotes prosocial actions and indirectly enhances

academic engagement and performance. Methodologically, the study adopts a causal-comparative design, using validated Likert-scale questionnaires to measure teacher-student relationship quality and prosocial behavior, along with academic records for achievement. Stratified random sampling and data collection from both public and private universities further strengthen the study, as existing research highlights the impact of institutional context on the dynamics of teacher-student relationships. Altogether, the literature provides a solid foundation for the study's framework and research design.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with research design, the population of the research study, sample size, sampling technique, instrument, data collection and data analysis. This section includes the following:

3.1   Research Design

This study adopted a positivist paradigm and employed a quantitative approach, using a causal-comparative research design. This design was selected because it is suitable for examining cause-and-effect relationships between variables without manipulating the independent variable. In this case, the study investigated how existing teacher-student relationships influence students' prosocial behavior and academic achievement.

The causal-comparative design allows the researcher to compare groups that naturally differ on the independent variable (e.g., level of teacher-student relationship) and observe their impact on the dependent variables (prosocial behavior and academic achievement). This design was appropriate because it enabled the study to explore these relationships across different student populations in a real-world educational setting, where random assignment and experimental control were not feasible.

3.2   Population of the study

The population of this study comprised students and teachers from the Faculty of Social Sciences at International Islamic University Islamabad (IIUI) and Iqra University Islamabad Campus (IUI). Specifically, BS 7th and 8th semester students from three departments i.e. International Relations, Economics, and Psychology were selected, along with faculty members from the same departments.

To ensure representation of both universities and departments, the researcher used a stratified sampling technique. This method was chosen because it divides the population into homogeneous subgroups (strata) based on specific characteristics (university and department), and then samples are drawn from each stratum proportionally. This technique ensures that the sample reflects the characteristics of the overall population and reduces sampling bias.

According to Gay (2012), for a population of this size, a sample of 265 students and 43 teachers is considered adequate. However, due to availability and response rate, the final sample included 265 students and 41 teachers. The stratification ensured that each university and department was proportionally represented in the sample, improving the generalizability of the results.

Table 3.1

Population and sample

SR#	Universities	Students	Sample	Teachers	Sample
1.	International Islamic University Islamabad	290	165	32	30
2.	Iqra University Islamabad Campus	130	97	11	11
3.	Total	420	265	43	41

Source: Universities' Academic record, 2024

3.3 Instruments

3.3.1 Questionnaire

The study utilized two structured questionnaires to measure the constructs of teacher-student relationship (TSR) and prosocial behavior among university students. These instruments were carefully designed to ensure clarity, reliability, and relevance to the research objectives. Both questionnaires employed a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree," to capture the respondents' perceptions and behaviors.

3.3.1.1 Teacher-Student Relationship (Instrument A)

This questionnaire assessed the quality of the relationship between students and their teachers. The instrument focused on key dimensions such as trust, respect, mutual understanding, and support. It aimed to measure how these aspects of TSR influenced the students' academic and social experiences. The reliability of this instrument, as measured by Cronbach's Alpha, was 0.805 indicating a high level of internal consistency.

3.3.1.2 Prosocial Behavior of Students (Instrument B)

This questionnaire evaluated the prosocial tendencies of students, including their levels of empathy, helping behavior, and altruism. The dimensions assessed included the

students' ability to empathize with others, willingness to assist those in need, and selflessness in their actions. The reliability of this instrument, as measured by Cronbach's Alpha, was 0.920, indicating excellent internal consistency.

Both instruments were subjected to a pilot test conducted on 40 undergraduate students, ensuring that the questions were clear, relevant, and reliable. The pilot test results validated the instruments for final data collection.

3.3.2 Open ended questionnaires

The researcher used open ended questionnaires for teachers to explore the teacher-student relationship and its effect on students' academic achievement and prosocial behaviors. The open-ended questionnaire consists of 5 questions focusing on these aspects along with strategies teachers use to promote them.

3.4 Procedure (Validity, Pilot testing & Reliability)

The pre-testing of the research study is known as pilot study of the research to check or investigate the validity and reliability of research instrument before using it in large scale of study. To develop the anticipated consequences, the questionnaire might be rationalized, rephrased and restructured for the comfort and considerate of respondent.

3.4.1 Validity

In this study, the validity of the instruments was checked through experts' opinions. Experts' opinions were taken from senior faculty members from the faculty of Education and department psychology to ensure the validity of the instruments. Their suggestion and accuracy have been considered to improve these tools.

3.4.2 Pilot Testing

Before final data collection, a pilot test was conducted on 40 undergraduate students who were not included in the main study. This step ensured that the questionnaire was clear, reliable, and appropriate for the larger population. The responses from the pilot test were analyzed to measure the internal consistency of the instruments using Cronbach's Alpha, a statistical tool widely used to assess the reliability of scales. The pilot test not only validated the reliability of the instruments but also helped refine the final questionnaire. This ensured that ambiguous or unclear items were eliminated, and the

tools effectively captured the data required for hypothesis testing. By conducting this preliminary analysis, the researcher minimized the likelihood of errors in the final study.

3.4.3 Reliability

The reliability of the questionnaires was checked through SPSS by applying Cronbach's Alpha. Consistency level where the identification is gauged estimated or calculated. The reliability of 5-point Likert was calculated.

Table 3.2

Reliability of Teacher student relationship (A)

Sr #	Variable	Cronbach's Alpha Value
1	Teacher student relationship	.805

Table 3.3

Reliability of Pro-social behavior of students (B)

Sr #	Variable	Cronbach's Alpha Value
2	Pro-social behavior of students	.920

Reliability of instruments A and B was measured by using Cronbach's alpha. The value of reliability of questionnaire A was .805 while Questionnaire B was .920 which indicated that all the statements of the questionnaire are quite reliable.

3.5 Data Collection

The data collection was carried out in two universities of Islamabad:

1. International Islamic University Islamabad (IIUI)

2. Iqra University Islamabad (IUI)

The researcher personally visited these universities to ensure accurate and authentic data collection. The sample consisted of BS 7th and 8th semester students from three common departments in both universities. This selection aimed to target a homogenous group of undergraduate students at an advanced academic level. The data were gathered through a structured questionnaire, which was divided into sections to assess teacher-student relationships and prosocial behavior. The researcher focused on obtaining

responses that represented a balanced view from both institutions. To measure academic achievement, students were asked to provide their CGPA in the demographic section of the questionnaire. This allowed the researcher to gather academic performance data directly from the participants without needing access to official records. Using self-reported CGPA made the process quick and convenient for both the researcher and the students.

3.6   Data Analysis

To find out perceived level of teacher-student relationship and prosocial behavior of students, researcher used descriptive statistics (mean, median and standard deviation) to analyze responses. To ensure a meaningful and standardized interpretation of the results, the categorization framework for classifying responses into high, moderate, and low levels was based on the range of possible scores for each construct. These ranges were divided into three equal intervals, allowing for clear distinctions between levels. The division of scores was calculated as follows:

The possible scores for each construct were derived from the number of items and the Likert scale used (e.g., 5-point scale). For instance, if a construct had 15 items, the total possible score range was from 15 (minimum) to 75 (maximum). The total range was divided by three to create equal intervals for classification:

Table 3.4

Categorization of Low, Moderate and High Student-Teacher Relationship

Low	Scores in the lowest part of the range(15-34)
Moderate	Score of the middle part of the range(35-54)
High	Score in the highest part of the range(55-75)

For the objective of 4th and 5th the researcher used regression analysis to determine the effect of student-teacher relationship on prosocial behavior and academic achievement of students. T-test was applied for the comparison of effect of STR on students at public and private university and for last objective researcher used thematic analysis from the responses of teachers.

3.7   Ethical Considerations

In this research study, research ethics were considered by the researcher. Information collected from respondents was kept private and used only for research purposes. The researcher build trust between the researcher and participants before the data collection and behave in a trustworthy manner Researcher take the consent of respondents while including them in the research. The researcher takes permission for collecting data from respondents. Similarity index and plagiarism were checked.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATIONS

This chapter deals with data analysis and interpretation. It consists of two parts; first part of this chapter is about quantitative data analysis and interpretation of teacher-student relationships and their effect on academic achievement and prosocial behaviour of students. The second part of this chapter deals with analysis and interpretation of qualitative data. The data collected have been projected in tabulate form.

4.1   Quantitative data analysis

Objective 1: Find out the perceived level of teacher student relationship among students.

4.1.1   Descriptive statistics

Table 4.1

Mean of Teacher Students Relationship

Variables	N	Mean	S.D	Mean of means
Teacher Students Relationship	265	53.78	13.1	3.3

The analysis of teacher-student relationships among university students reveals an overall mean score of 53.78 (SD = 13.1), placing the relationships at a moderate level according to the criteria outlined in methodology. This indicates that students generally view their interactions with teachers as average, suggesting improvement in fostering stronger and more impactful relationships.

Table 4.2

Mean of Each Constructs of Teacher Students Relationship

Constructs	N	Mean	S.D	Mean of means
Trust	265	13.28	3.972	3.32
Support	265	13.62	3.710	3.40
Respect	265	13.66	3.592	3.41
Mutual understanding	265	13.22	3.859	3.30

When examining the constructs individually:

Trust: Mean = 13.28, SD = 3.972

Support: Mean = 13.62, SD = 3.710

Respect: Mean = 13.66, SD = 3.592

Mutual Understanding: Mean = 13.22, SD = 3.859

Table 4.3

Criteria for assessing levels for Teacher-student relationship

Level	Range	Description
Low	19-37	Indicates weak Teacher-student relationships.
Moderate	38-55	Reflects average relationship of student teacher
High	56-74	Demonstrate strong Teacher student relationship

These results highlight that respect and support are the strongest dimensions of teacher-student relationships, with students perceiving slightly lower levels of trust and mutual understanding. The overall mean of means reinforces the notion that while students

recognize positive aspects of these relationships, further efforts to strengthen trust and mutual understanding could enhance their overall quality.

Objective 2: Evaluate the extent of pro-social behaviors exhibited by university students.

Table 4.4

Mean of Prosocial behavior

	Mean			
Variables	N	Mean	S.D	Mean of means
Pro- social behavior	265	52.08	11.2	3.4

The analysis of prosocial behavior among university students reveals an overall mean score of 52.08 (SD = 11.2), which falls within the moderate level based on the defined criteria in methodology. This indicates that students exhibit a fair degree of prosocial behaviors, such as help, empathy, and altruism.

Table 4.5

Mean of Each Constructs of Pro- Social Behavior

Constructs	N	Mean	S.D	Mean of means
Altruism	265	16.05	4.761	3.21
Helping	265	17.97	3.983	3.59
Empathy	265	18.07	4.700	3.61

When examining the individual constructs, empathy emerges as the most prominent prosocial behavior, with a mean score of 18.07 (SD = 4.700), closely followed by helping, with a mean score of 17.97 (SD = 3.983). These findings highlight the students' strong capacity for understanding and addressing the needs of others. In contrast, altruism, with a mean score of 16.05 (SD = 4.761), is slightly less pronounced, suggesting that while students engage in selfless actions, these occur less frequently compared to empathetic and helping behaviors.

Table 4.6 *Criteria for assessing levels for pro-social behavior*

Level	Range	Description
Low	22-43	Indicates limited prosocial behavior
Moderate	44-64	Average level of prosocial behaviors
High	65-85	Demonstrate strong prosocial behaviors

Objective 3: Determine the effect of teacher student relationship on pro-social behavior of students.

4.1.2 Inferential Statistics

Table 4.7

Effect of Student-teacher relationship on pro-social behavior of students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518[a]	.269	.266	9.631

a. Predictors: (Constant), teacher students' relationship

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8967.727	1	8967.727	96.674	.000[b]
Residual	24396.447	263	92.762		
Total	33364.174	264			

a. Dependent Variable: Prosocial behavior

b. Predictors: (Constant), teacher students' relationship

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	28.328	2.487		11.389	.000
1 Teacher students' relationship	.442	.045	.518	9.832	.000

a. Dependent Variable: Prosocial behavior

The results show that the teacher-student relationship (TSR) has a significant positive effect on students' prosocial behavior. The Model Summary table indicates that the R value is .518, showing a moderate positive correlation between TSR and prosocial behavior. The R Square value (.269) means that TSR explains 26.9% of the variance in prosocial behavior, suggesting that students with stronger TSR tend to exhibit more prosocial behaviors. The ANOVA table confirms that the model is statistically significant ($F = 96.674$, $p = .000$), meaning TSR plays an important role in shaping prosocial behavior. The Coefficients table shows that the constant value (28.328) represents the baseline level of prosocial behavior without considering TSR. The B value (.442) indicates that for each unit increase in TSR, prosocial behavior increases by 0.442 units. The p-value (.000) confirms that this effect is highly significant.

Objective 4: examine the effect of student's teacher relationship on academic achievement of students.

4.1.2 Inferential Statistics

Table 4.8

Effect of Teacher Students Relationship on Academic Achievement of Students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.007[a]	.000	-.004	.510

ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.004	1	.004	.014	.906[b]
	Residual	68.404	263	.260		
	Total	68.408	264			

a. Dependent Variable: CGPA of respondents

c. Predictors: (Constant), teacher students' relationship

Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.269	.132		24.821	.000
	Teacher students' relationship	.000	.002	-.007	-.118	.906

a. Dependent Variable: CGPA of respondents

The results show that the student teacher relationship (TSR) has no significant impact on academic achievement (CGPA). The Model Summary table indicates that the R value is .007, meaning there is almost no correlation between TSR and CGPA. The R Square value (.000) suggests that TSR explains 0% of the variance in CGPA, and the Adjusted R Square (-.004) confirms that TSR does not contribute to predicting academic achievement. The ANOVA table further supports this, showing an F-value of 0.014 with a p-value of .906 (greater than .05), meaning the model is not statistically significant. This means that TSR does not significantly predict academic performance. The Coefficients table reveals that the constant value (3.269) represents the average CGPA when TSR is not

considered. B value for TSR (.000) indicates that even when TSR changes, CGPA remains unaffected. The p-value (.906) is much higher than .05, confirming that TSR has no meaningful impact on academic achievement.

Objective 5: Compare the effects of student teacher relationships on both public and private university students.

Table 4.9

Compare the effects of teacher student relationship on both public and private university students

Variables	Sector	N	Mean	SD	t-value	df	Sig.
Teacher students relationship	Public Private	265	53.78	13.195	1.930	263	.055
Prosocial behavior		265	52.08	11.242	1.839	178.208	.068
		265					

Table 4.9 highlights a comparison of teacher-student relationships (TSRs) and prosocial behavior among students from public and private universities. The results show that students in public universities had an average TSR score of 53.78, with a standard deviation of 13.195. Meanwhile, students from private universities reported a slightly higher average TSR score, though the difference was not statistically significant (p = 0.055). Similarly, in terms of prosocial behavior, public university students had an average score of 52.08, with a standard deviation of 11.242, while private university students recorded slightly higher averages. However, this difference was also statistically insignificant (p = 0.068). In summary, while private university students displayed marginally higher TSR and prosocial behavior scores, the variations between the two groups were not significant enough to suggest a notable difference.

4.2   Qualitative Data Analysis

This section of chapter 4 deals with qualitative data analysis and interpretation. The collected data from open ended questionnaire have been presented in tabulated form. Qualitative data have been analyzed through thematic analysis.

Objective 6: Explore how teacher-student relationships shape strategies for fostering prosocial behavior and academic achievement.

4.2.1 Thematic Analysis

Table 4.10

Teacher-student relationships shape strategies for fostering prosocial behavior and academic achievement.

Themes
Role of Teacher-Student Relationships in Academic Motivation
Impact of Teacher-Student Relationships on prosocial Skills Development
Strategies to Foster Academic achievement through Personalized Support
Methods to Encourage Prosocial Behavior in Classroom Dynamics
Mutual Influence of Academic achievement and Prosocial Behavior

4.2.1 Role of Teacher-Student Relationships in Academic Motivation

Teachers often emphasized that positive relationships act as a motivational catalyst for academic success. When students perceive their teacher as approachable and invested in their success, they are more likely to:

- Engage actively in lessons.
- Seek clarification on concepts they don't understand.
- Maintain consistent attendance and effort.

Teachers explained that forming strong, supportive relationships with students improved their motivation to engage academically. For instance: A teacher noticed that a quiet, withdrawn student rarely participated in class discussions. After identifying this, the teacher initiated regular one-on-one conversations, encouraging the student to share their thoughts without fear of judgment. Over time, the student became more confident and began asking questions in class, which improved their understanding of the material and reflected positively in their grades.

Another teacher shared how consistent positive reinforcement, such as saying "I believe in your ability," encouraged struggling students to persevere in challenging

subjects like math or science. Students reported that knowing their teacher had faith in their abilities motivated them to work harder. A teacher shared how building a rapport with students helped improve participation. For example, after daily check-ins to discuss non-academic interests (e.g., hobbies), students became more comfortable asking academic questions, showing increased engagement during lessons. Though teacher emphasized creating a sense of accountability by setting clear goals with students. By involving students in their progress tracking (e.g., weekly assessments), the teacher observed a higher commitment to completing assignments on time.

4.2.2 Effects of Teacher-Student Relationships on prosocial Skills Development

Building strong relationships allows teachers to model and encourage prosocial behaviors like empathy, collaboration, and teamwork. By fostering trust and respect, teachers create a safe environment where students feel confident to interact positively with peers. Several teachers highlighted how their approachable behavior encouraged shy students to collaborate in group activities. For example, one teacher explained how structured peer-learning activities, combined with positive reinforcement, improved the teamwork skills of previously individualistic students. These changes were especially visible during group projects, where students supported each other and shared responsibilities equitably. A teacher noted that fostering respect through active listening improved students' respect for peers. After modeling how to attentively listen during class discussions, students began acknowledging each other's contributions more, leading to fewer interruptions. Another teacher implemented a "classroom norms" activity, where students collectively created guidelines for teamwork and conflict resolution. This not only improved group collaboration but also empowered students to hold each other accountable. A teacher described using weekly peer evaluations during group work. Students rated each other's contributions, which encouraged collaboration and helped identify areas for improvement, leading to more balanced teamwork.

4.2.3. Strategies to Foster Academic achievement through Personalized Support

Teachers adapt their academic strategies based on individual relationships, recognizing a universal approach is not effective. Personalized strategies such as differentiated instruction, individualized feedback, and mentorship were frequently highlighted. Teachers reported that students who received tailored instruction based on their learning style (e.g., visual aids for visual learners) showed significant improvement.

One teacher shared a case where regular feedback sessions with a struggling student not only improved their grades but also boosted their self-confidence, as the student felt their efforts were acknowledged. A teacher shared how they identified that a student struggling with written assignments excelled in oral presentations. By incorporating verbal assessments, the student's confidence improved, and their writing skills gradually caught up. Another teacher focused on learning styles, using hands-on experiments for kinesthetic learners in science. For example, a student who struggled with theoretical explanations gained clarity through lab demonstrations. A teacher introduced flexible office hours, allowing students to seek help individually. For instance, a student hesitant to ask questions in class used this opportunity to discuss difficulties, resulting in better test scores.

4.2.4 Methods to Encourage Prosocial Behavior in Classroom Dynamics

Prosocial behavior development often requires intentional strategies, including role-playing, peer mentorship, and fostering a culture of kindness through class discussions and examples. Teachers play a critical role in setting the tone for empathy and cooperation. One teacher described implementing a "buddy system" where high-performing students helped peers struggling with assignments. This not only enhanced academic outcomes but also cultivated empathy among students. Teachers also mentioned praising acts of kindness, which encouraged others to emulate similar behaviors. Some teachers encouraged prosocial behavior by assigning rotating leadership roles in group activities. For example, a shy student tasked with facilitating discussions gained confidence and became more involved in group work. Another teacher used storytelling sessions to highlight empathy. After reading stories about diverse perspectives, students participated in discussions, sharing how they could apply the lessons in real-life interactions. A teacher organized "gratitude circles," where students expressed appreciation for their peers' contributions. This not only built a positive atmosphere but also increased students' sense of belonging.

4.2.5 Mutual Influence of Academic Achievement and Prosocial Behavior

Academic achievement and prosocial behavior are interdependent. A cooperative classroom often translates to better academic results as students learn to collaborate, share knowledge, and support each other. Similarly, academic success reinforces confidence, which fosters better social interactions. Some teachers noted that students who frequently

engaged in group work often outperformed their peers in tests because they gained subject deeper understanding through discussion and teamwork. Conversely, academically successful students often displayed leadership qualities, inspiring others to collaborate effectively. A teacher observed that academically strong students naturally became role models. For instance, a student excelling in math often mentored peers during group tasks, fostering mutual learning and improving the group's collective performance.

Another teacher highlighted how group study sessions led to both academic and social growth. Students shared problem-solving strategies, which not only improved test scores but also strengthened peer bonds. A teacher shared that prosocial behavior like collaboration during project-based learning enhanced understanding of complex topics. For example, a student struggling in history benefited from group discussions, where peers explained concepts in simpler terms.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This research was conducted to investigate the effect of Student-Teacher Relationships (STRs) on prosocial behavior and academic achievement of university students. The objectives of the study were to assess the perceived level of STR among students, examine the extent of prosocial behavior, determine the impact of STRs on prosocial behavior and academic achievement, compare differences between public and private universities, and explore strategies shaped by STRs to foster student development.

The study employed a quantitative approach, using a causal-comparative and correlational design. The population consisted of 265 university students from the 7th and 8th semesters of International Islamic University Islamabad and Iqra University. The instruments used for data collection were standardized Likert-scale questionnaires for both teacher-student relationships and prosocial behavior, while academic achievement was measured using the students' CGPA. Quantitative data were analyzed using descriptive statistics, regression analysis, and t-tests via SPSS. The qualitative component involved open-ended responses from university teachers, thematically analyzed to gain deeper insights into relational strategies and classroom experiences. Themes such as academic motivation, personalized support, and classroom-based prosocial development emerged. However, due to the limited integration of qualitative and quantitative data, the study was not classified as mixed-method research.

The study holds significance for students, teachers, and university administrators, as it sheds light on how relational dynamics in the classroom contribute to student development. It highlights the importance of emotional and academic support in fostering positive behavior and encourages institutions to adopt relationship-centered teaching strategies in higher education.

5.2 Findings

The following findings drawn from the analysis and interpretation of data:

1. Students reported a positive perception of their relationship with teachers.

2. The average score for Teacher-Student Relationship (TSR) was 54.10 (based on the total scale of 75).

3. The highest rated construct was "Respect", while "Support" scored slightly lower.

4. Students reported an overall prosocial behavior score of 47.62 (out of 60).

5. Highest scoring prosocial traits were "Helping" and *"Empathy".

6. No significant difference in prosocial behavior was found between students of public and private universities ($p = 0.068$).

7. A significant relationship was found between TSR and prosocial behavior ($R^2 = 0.269$), indicating that TSR explains about 26.9% of the variance in prosocial behavior.

8. Students who reported strong TSRs also reported higher cooperation, empathy, and helpfulness.

9. The regression analysis showed no significant direct relationship between TSR and academic achievement (CGPA).

10. Students with higher TSR scores did not necessarily have higher CGPA scores.

11. Mean TSR score for public university students: 52.50

12. Mean TSR score for private university students: 55.71

13. However, the difference was not statistically significant ($p = 0.055$).

14. Teachers reported using the following strategies influenced by their relationship with students:

- Personalized feedback

- Daily conversations and check-ins

- Peer learning and mentoring

- Group discussions and collaborative tasks

15. These strategies helped increase student accountability, participation, empathy, and teamwork.

16. Regression analysis showed that teacher-student relationships explained 26.9 % of the variation in prosocial behavior, with a statistically significant effect ($p < 0.001$). So, the researcher fails to accept first null hypothesis.

17. Regression analysis indicated that teacher-student relationships had no significant effect on academic achievement (measured by CGPA), with $p = 0.906$, confirming no predictive relationship. So, the researcher fails to reject second null hypothesis.

5.3   Discussion

This research study focused on the effects of teacher-student relationships (TSRs) on prosocial behavior and academic achievement among university students. The study further explored differences in TSR perceptions between public and private university students, while also examining strategies employed by teachers to foster TSRs and overcome barriers. Previous studies have extensively stressed the importance of TSRs in enhancing student outcomes, including academic achievement and prosocial behavior development. However, limited attention has been given to how TSRs specifically effects prosocial behaviors alongside academic achievement, particularly in the context of higher education.

The finding that there was no significant relationship between teacher-student relationships (TSRs) and academic achievement ($p = 0.906$) can be justified by considering the nature of university education and how academic performance is measured. At the university level, CGPA reflects cumulative performance influenced by various factors such as course difficulty, individual study habits, assessment types, and personal circumstances. While strong TSRs can enhance motivation, classroom engagement, and emotional support, they do not directly impact grades in a measurable way. Furthermore, limited student-teacher interaction in large classes reduces the likelihood that TSRs significantly affect academic outcomes. This aligns with existing research, which often finds TSRs more closely tied to emotional and behavioral outcomes than to academic performance, especially in higher education settings.

The findings of present study revealed that TSRs play a significant role in promoting prosocial behavior, explaining 26.9% of the variance, as evidenced by a moderate positive correlation (R = 0.518). This is consistent with previous research by Roorda et al. (2011) and Hughes (2012), which emphasized the influence of TSRs on

students' social skills, including empathy, cooperation, and helping behaviors. The study highlighted that positive teacher-student interactions, characterized by respect, trust, and support, contribute to a nurturing environment where students feel encouraged to engage in prosocial activities.

On the other hand, the study found no significant relationship between TSRs and academic achievement, with an R-squared value of 0.000 and a p-value of 0.906. This finding contrasts with studies like those conducted by Goktas and Kaya (2022), which reported a positive correlation between TSRs and academic achievement. This variance may be attributed to cultural and contextual factors, as well as the possibility that other variables, such as individual motivation, study habits, or external support, play a more prominent role in determining academic achievement.

Qualitative findings provided deeper insights into how teachers perceive TSRs and their influence on student outcomes. Teachers reported using strategies such as personalized feedback, active listening, and empathy-based teaching practices to strengthen TSRs. These findings align with Artamonova et al. (2019), who emphasized the importance of interactive and practical activities in building teacher-student rapport. However, teachers also faced significant challenges, including large class sizes, limited time for individual interactions, and lack of student engagement, which hindered the development of strong TSRs. The current research also found no significant difference in TSR perceptions between public and private universities. This finding suggests that the challenges and opportunities associated with TSRs are largely universal, transcending institutional boundaries. However data indicated that private universities might offer smaller class sizes and more personalized attention, potentially creating a more conducive environment for building strong teacher-student bonds.

Overall, this research contributes to the growing body of literature by providing localized evidence from public-private universities, emphasizing both the potential and challenges of fostering TSRs in diverse educational settings. The findings not only emphasize the importance of TSRs in promoting prosocial behavior but also suggest the need for further exploration of the indirect and long-term effects of TSRs on academic achievement. Future research should focus on addressing these gaps while considering the unique socio-cultural context of higher education.

5.4   Conclusions

After analyzing the findings of the study, the following conclusions were drawn.

1. Students generally experience respectful and trusting relationships with their teachers. However, emotional and academic support from teachers is not as strong as other relational dimensions.

2. Students generally demonstrate positive prosocial behavior, especially through helping peers and showing empathy. Institutional type (public vs. private) does not significantly effect prosocial behavior levels.

3. Student-teacher relationships have a substantial effect on promoting prosocial behavior among university students. Positive teacher relationship leads to more emotionally engaged and socially responsible students.

4. While TSR positively effects social behavior and emotional engagement, it does not directly effect academic achievement as measured by GPA. Academic achievement may depend on other factors like study habits, motivation, and assessment systems.

5. Students from both types of institutions experience comparable levels of teacher-student relationships. Private university students perceived slightly stronger TSRs, but the difference is not enough to draw a significant institutional contrast.

6. Strong teacher-student relationships enable teachers to adopt relational strategies that promote both social and academic achievement. Emotional support and consistent interaction foster a more engaging and inclusive classroom environment.

5.5   Recommendations of the study

According to the conclusion, the following recommendations were formulated:

1. This study found that teacher-student relationships lacked strength in trust and understanding. Therefore, the researcher recommends organizing training sessions

for teachers on building trust, improving communication, and offering emotional support.

2. The study showed that strong teacher-student relationships increased students' prosocial behaviors like helping, empathy, and cooperation. Therefore, the researcher recommends promoting group activities, peer support programs, and class tasks that develop these behaviors.

3. The results showed no direct effect of teacher-student relationships on academic performance (CGPA). Therefore, the researcher recommends combining emotional support with academic guidance and mentoring programs.

4. Students in private universities experienced better relationships with teachers compared to public university students. Therefore, the researcher recommends that public universities improve interaction opportunities through smaller classes, open communication, and student support initiatives.

5. Teachers reported issues such as large classes and students' lack of confidence. Therefore, the researcher recommends reducing class sizes and including confidence-building activities in the classroom.

6. Teachers who gave personal feedback and had open conversations built better relationships with students. Therefore, the researcher recommends scheduling regular one-on-one sessions and using constructive feedback as part of teaching.

1.6   Recommendations for Future Studies

Recommendations for future studies could be:

1. This study was delimited to two universities, future research may include more universities to get a broader understanding of teacher student relationship.

2. This study was delimited to general teacher students' relationship, future research may focus on impact on specific teaching strategies.

3. This study measured academic achievement through CGPA future researchers may include other academic achievement indicators such as motivation and class participation.

4. This study was limited to public and private university student future researchers may conduct research on gender basis.

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Questionnaire for Investigation of Student-Teacher Relationship

Dear Respondent, I am student of MS Teacher Education at International Islamic University. I am conducting research entitled "**Effects of student-teacher relationship on pro-social behavior and academic achievement of University Students"**. It is being assured that the information provided will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. It will take a few minutes of your time. Thank you for your assistance in collecting data.

Demographic Information:

Institute: _____

University Type:

☐ Public   Private ☐

CGPA:_____

Note: Tick (✓) the answer which is appropriate to you out of the given options.

SA= Strongly Agree A= Agree N= Neutral DA= Disagree SD= Strongly Disagree

Sr.no	Statements	SD	DA	N	A	SA
	Trust					
1	I feel comfortable in discussing my academic issues with my teacher.					
2	I trust my teacher to provide fair evaluations of my work.					
3	I believe my teacher know about my intentions.					
4	I trust my teacher he/she will maintain Confidentiality of my personal matters.					
	Support					
5	My teacher is approachable and supportive when I need help in coursework.					
6	My teacher provides helpful feedback to improve my learning experience.					
7	I feel emotionally supported by my teacher during challenging times.					

8	My teacher acknowledges my efforts and celebrates my successes.					
	Respect					
9	My teacher treats me with respect and values my Opinions.					
10	I feel respected by my teacher regardless of my academic performance.					
11	My teacher listens attentively when I have discussing my matter.					
12	I believe my teacher considers my perspective when making decisions.					
	Mutual understanding					
13	My teacher understands my learning style and assigned task accordingly.					
14	I feel my teacher empathizes my problem.					
15	My teacher communicates effectively to ensure I grasp course material.					
16	I believe my teacher understands my goals and Aspirations for the course.					

Dear Respondent, I am student of MS Teacher Education at International Islamic University. I am conducting research entitled "**Effects of student-teacher relationship on pro-social behavior and academic achievement of University Students"**. It will take a few minutes of your time. It is being assured that the information provided will be used for academic purposes only and will be kept confidential. Your response will be highly appreciated. Thank you for your assistance in collecting data.

Demographic Information:

Institute: _____

University Type: Public ☐ Private ☐

CGPA: _____

Note: Tick (✓) the answer which is appropriate to you out of the given options.

Keywords:

1=Does Not Describe Me at All, 2=Describes Me A Little, 3=Somewhat Describes

Me,=4 Describes Me Well, 5=Describes Me Greatly

Sr #	Statements	Does not describe meat all	Describes me a little	Somewhat describes me	Describe me well	Describes me greatly
	Altruism					
1	I can help others best when people are need help.					
2	Helping other brings me joy and					

	a sense of purpose.				
3	I get the most out of helping others when it is done in front of Other people.				
4	I believe that donating goods or money works best when I get some benefit.				
5	I feel that if I help Someone, they should help me in the future.				
	Helping				
6	When other people are around, it is easier for me to help others in need.				
7	It is easy for me to help others when they are in a bad situation.				
8	I believe I should receive more				

	reward of or the time and Energy I spend on volunteer service.					
9	Emotional situations make me want to help others in need.					
1 0	I often help even if I don't think I will get Anything out of helping.					
	Empathy					
1 1	It makes me feel good when I can comfort someone who is very upset.					
1 2	Most of the time, I help others when they do not know who helped them					
1 3	I respond to helping other best when the Situation is highly Emotional.					
1 4	I think that helping others without					

	them knowing is the best type of situation.			66		
1 5	I usually help others when they are very upset.					

Interview for Teachers

1. In what ways do you think your relationship with students influences their behavior and academic performance?

2. Have you observed any changes in students' prosocial behaviors (e.g., empathy, teamwork) in response to your interactions with them? If so, can you provide examples?

3. How do you encourage or foster prosocial behavior in your classroom?

4. How do you believe your relationship with students affects their academic achievement?

5. Can you describe any specific strategies you use to support students academically and how these might be influenced by your relationship with them?

Permission Letter for Data Collection
INTERNATIONAL ISLAMIC UNIVERSITY

ISLAMABAD-PAKISTAN

Faculty of Education

Department of Teacher Education

P.O. Box. 1243 Telegram. AL JAMIA Telex.54068 IIU PK, Fax 9257929

Tel: 051-9258008

April 18, 2024

- **Iqra University Islamabad Campus**
- **International Islamic University, Islamabad (IIUI)**

TO WHOM IT MAY CONCERN

Ms. Kaneez Fatima # 5-FOE/MSEDU/S23 is a student of MS Teacher Education in the Department of Teacher Education, Faculty of Education: International Islamic University, Islamabad. Currently, she is working on her thesis titled: **"Effects of teacher-student relationships on pro-social behavior and academic achievement of university students ".** For this, she needs to collect data from your institute.

You are requested to please facilitate her in data collection.

_____

Dr. Fouzia Ajmal

Supervisor/Assistant Professor

Department of Teacher Education

Faculty of Education

International Islamic University Islamabad

CERTIFICATE OF VALIDATION

Research Title: "Effect of student-Teacher relationship on pro-social behaviour and academic achievement of University students"

By Kaneez Fatima MS. Scholar

This is to certify that the attached research instruments developed by Kaneez Fatima, Ms Scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

1. Two questionnaire for undergraduate students (quantitative tool)
2. Teachers' Interview (semi-structured qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: _Dr. Humaira Akram_

Designation: _Assistant Professor_

Institution: _IIUI_

Department: _Dept. of Teacher Education_

Signature: _____

Date: _24-09-2024_

DEPT. OF TEACHER EDUCATION
FACULTY OF EDUCATION

CERTIFICATE OF VALIDATION

Research Title: "Effect of student-Teacher relationship on pro-social behaviour and academic achievement of University students"

By Kaneez Fatima MS. Scholar

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2. Teachers' Interview (semi-structured qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: _Dr. Munazze Mahmood_

Designation: _Assistat Profesor_

Institution: _IIO_

Department: _ELM_

Signature: _Mazen_

Date: _22/9/24_

CERTIFICATE OF VALIDATION

Research Title: "Effect of student-Teacher relationship on pro social behaviour and
academic achievement of University students"

By Kanees Fatima MS. Scholar

This is to certify that the attached research instruments developed by Kanees Fatima, Ms Scholar
in Teacher Education from International Islamic University, Islamabad, have undergone thorough
validation by me. It is affirmed that the instruments, designed in alignment with the research
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which include:

1. Two questionnaire for undergraduate students (quantitative tool)
2. Teachers' Interview (semi-structured qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for
her thesis.

CERTIFIED BY:

Name: Dr. M. Zafar Iqbal

Designation: Assistant Professor

Institution: DoTE, IIUI

Department: DoTE

Signature:

Date:

CERTIFICATE OF VALIDATION

Research Title: "Effect of student-Teacher relationship on pro social behaviour and academic achievement of University students"

By Kaneez Fatima MS. Scholar

This is to certify that the attached research instruments developed by Kaneez Fatima Ms Scholar in Teacher Education from International Islamic University, Islamabad, have undergone thorough validation by me. It is affirmed that the instruments, designed in alignment with the research objectives, meet the standards for adequate face and content validity. The research instruments, which include:

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2. Teachers' Interview (semi-structured qualitative tool)

The above tools have successfully passed the examination and proven substantially helpful for her thesis.

CERTIFIED BY:

Name: Dr. M. Zafar Iqbal

Designation: Assistant Professor

Institution: DoTE, IIUI

Department: DoTE

Signature: _____

Date: 02 July 2024