

The Role of Teacher-Student Relationships in Classroom Management and Student Engagement

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Abstract

This study explores the critical role of teacher-student relationships in fostering effective classroom management and enhancing student engagement. In educational settings, the interaction between teachers and students significantly impacts the learning environment, influencing students' behavior, motivation, and academic success. This paper delves into the theoretical foundations that support the importance of positive teacher-student relationships, including social constructivism and self-determination theory, to explain how these interactions contribute to effective classroom management, student engagement and a conducive learning atmosphere. Through an analysis of existing literature and educational practices, this study examines the characteristics of effective teacher-student relationships and their correlation with classroom management strategies. It argues that when teachers establish trust, respect, and open communication with their students, they are better equipped to manage classroom dynamics and foster a supportive environment that encourages active learning and participation. Furthermore, the paper highlights practical strategies for teachers to strengthen their relationships with students, including personalized instruction, effective communication, and establishing positive classroom culture. The challenges and considerations in maintaining these relationships, such as balancing authority with approachability and addressing diverse student needs, are also discussed. In conclusion, the paper emphasizes the significant influence of teacher-student relationships on both classroom management and student engagement, advocating for educators to prioritize relational dynamics as a central component of their teaching practice. The insights provided aim to guide educators and school leaders in developing strategies that enhance the educational experience for all students, ultimately leading to improved academic outcomes and a more positive school environment.

Keywords: teacher-student relationships, classroom management, student engagement, classroom dynamics, educators

Introduction

It is often acknowledged that strong teacher-student connections are essential to successful teaching and learning. These interactions have a substantial impact on classroom management and student participation in the educational landscape, two essential components that mold the learning environment and define educational outcomes (Dai, 2024). Building a helpful and effective learning environment in the classroom requires mutual respect, trust, and open communication, all of which are fostered by a healthy teacher-student connection. Relationship stress according to Quin (2016) can result in disengagement, disruptive behaviour, and poor academic achievement.

The methods and approaches teachers employ to establish and uphold a disciplined, effective and clement learning environment are collectively referred to as classroom management (Shinta, Febriani & Widiati, 2021). It also includes the methods educators employ to establish a structured classroom that encourages learning. Academic performance depends on both classroom management and high student involvement. Originally centred on upholding discipline and order, classroom management has expanded to include techniques that foster a supportive learning environment (Cook *et al.*, 2018). It is now more important to create an environment where students feel respected, supported, and inspired to learn rather than just focusing on behaviour management.

Relationships between teachers and students are crucial in this setting because they have a direct effect on students' willingness to participate in class activities and follow rules. Strong relationships between teachers and students increase the likelihood that they will be able to effectively manage the classroom since students are more likely to respond well to their guidance and expectations (Thornberg *et al.*, 2020). Effective classroom management has a direct impact on student engagement by creating a structured, supportive environment that inspires students to participate and learn. For this type of interaction to be encouraged, strong relationships between teachers and students are necessary since students are more inclined to participate when they believe that their teachers are understanding, supporting and appreciative of them.

The degree of curiosity, zeal and passion that students show in their education is known as student engagement, and it is intimately linked to the dynamics of teacher-student relationships. Students that are actively involved in the classroom, take responsibility for their education, and succeed academically are more likely to be engaged. Positive relationships between teachers and students can promote motivation and a sense of belonging that increases participation. These connections assist meeting the unique requirements of each student, identifying their talents, and giving them the encouragement they need to overcome obstacles.

Although a great deal of study has been done on the value of teacher-student connections for both classroom management and student engagement, more research is still needed to fully understand the strategies for fostering and sustaining these relationships. The purpose of this study is to investigate the complex relationship that exists between classroom management, student involvement, and teacher-student interactions. Through a comprehensive analysis of extant literature, theoretical frameworks, and empirical case studies, this research aims to offer significant insights into optimal approaches for cultivating constructive connections within educational environments.

Understanding the importance of teacher-student relationships is essential for creating strategies that improve classroom management and student engagement while also promoting students' academic success and overall well-being in an era where educational challenges are becoming more complex. This study explores the many facets of these connections, providing a thorough examination of their influence on the learning environment and recommending doable strategies for teachers to improve their interactions with pupils. By means of this investigation, the study brings to light the need of fostering strong relationships between teachers and students as a basic component of successful classroom management and student involvement.

Purpose of the Study

The aim of this study is to examine how relationships between teachers and students influence classroom management strategies and improve student participation. The purpose of the study is to comprehend how the dynamics and quality of interactions between teachers and learners affect the learning environment as a whole.

To achieve this aim, the study seeks to achieve the following specific objectives:

1. To identify the key elements of teacher-student relationships that contribute to effective classroom management.
2. To analyze the relationship between the quality of teacher-student interactions and student participation levels.
3. To provide practical recommendations for teachers on how to cultivate and maintain strong, positive relationships with their students to enhance classroom management and engagement.
4. To contribute to the broader educational discourse by highlighting the importance of relational dynamics in achieving successful educational outcomes.

Methodology

To examine the function of teacher-student interactions in classroom management and student engagement, this study uses a qualitative, exploratory method. The approach is based on a review of prior studies, case studies, and theoretical analysis to identify best practices and possible tactics for promoting constructive teacher-student relationships. This methodology offered insightful perspectives and recommendations by providing a comprehensive examination of the function of teacher-student relationships in classroom management and student engagement. It did this by building on previously conducted studies, real-world experiences, and theoretical insights. Google Scholar was the source of information. Thematic analysis was used. After reading, themes were identified that informed the discussions.

Theoretical Framework: Social Constructivism and Self-determination Theory (SDT)

Social Constructivism; some of the proponents of this theory are, John Dewey, Jean Piaget Lev Vygotsky. Lev Vygotsky's social constructivism, in particular, places a strong emphasis on the role that social interactions have in learning and development. This idea holds that social interactions are how knowledge is created and that a teacher-student connection is essential to the learning process. According to social constructivism, learning takes place in a social setting and is greatly impacted by the culture in which people are raised. According to the theory, people build knowledge cooperatively through discussion, compromise, and shared experiences. One of the core ideas of Social Constructivism is the Zone of Proximal Development (ZPD), which refers to the difference between what a learner can accomplish on their own and what they can accomplish with assistance and direction from others. According to the theory, learning occurs most efficiently when teachers focus on the ZPD and help students advance beyond their present level of

proficiency through scaffolding. Social Constructivism according to Roorda *et al* (2017) emphasizes that learning is aided by scaffolding, in which learners are temporarily supported by more experienced individuals (teachers, peers, mentors) to reach a higher level of comprehension.

This theory is particularly relevant to this study as it underscores the importance of teacher-student relationships in creating a positive learning environment. When teachers are attuned to the ZPD and provide appropriate scaffolding, students are more likely to engage deeply with the learning material, leading to improved classroom management and greater adherence to rules. In a classroom where students feel safe, respected, and valued, their willingness to participate and adhere to behavioral expectations increases.

However, social constructivism is not without its critics. One major critique is that the theory tends to prioritize social interactions over individual cognitive processes, potentially neglecting the role of intrinsic skills, personal learning preferences, and individual cognition in the learning process (Martin & Collie 2019). Additionally, some critics argue that concepts such as the ZPD are vaguely defined and lack clear guidelines for practical application in educational settings. Another limitation is that the theory assumes collaborative learning is equally beneficial for all students, but this may not hold true in diverse classrooms where factors such as linguistic barriers, cultural differences, and socioeconomic disparities could hinder the effectiveness of social constructivist methods. Furthermore, the successful implementation of Social Constructivism heavily relies on the competence of the teacher. Less experienced or less skilled teachers may struggle to apply the theory effectively, leading to suboptimal learning outcomes (Thornberg *et al*, 2020).

Complementing Social Constructivism, Self-Determination Theory developed by Edward Deci and Richard Ryan emphasizes the importance of intrinsic Social Constructivism and contends that fostering a positive teacher-student dynamic is essential to establishing a learning environment in which children feel valued, safe, and respected. Because students are more inclined to obey regulations and participate in the learning process when they have a strong, supportive relationship with their teacher, this setting also improves classroom management, motivation in human behaviour and distinguishes between the autonomy, competence, and relatedness as the three fundamental psychological requirements. People are more likely to be motivated, involved, and productive when these requirements are satisfied. According to SDT, people are predisposed to want to improve and reach their full potential. One of the main tenets of SDT is autonomy, or the urge to feel in charge of one's own actions and choices. It is believed that people naturally want to feel competent and capable while interacting with their surroundings. The theory also holds that motivation and wellbeing depend on relatedness or the need to feel important and connected to others. SDT differentiates between intrinsic motivation (engaging in an activity for its inherent satisfaction) and extrinsic motivation (engaging in an activity for external rewards or pressures). According to the hypothesis, intrinsic motivation is better for long-term engagement and psychological health since it is more sustained. It does, however, also recognize that, in the right circumstances, extrinsic incentive can be internalized and brought into line with one's own ideals. According to SDT, a person's environment and social context have a big impact on whether their basic psychological requirements are met or not. Individual autonomy Theory, which emphasizes the significance of social interactions, cultural context, and the satisfaction of psychological needs, provides insightful information on how people learn and are driven. These presumptions offer a framework for comprehending how to design encouraging learning settings that encourage participation, development and wellbeing.

SDT is particularly relevant to this study as it highlights the critical role of teacher-student relationships in fulfilling students' psychological need for relatedness. When teachers build supportive and understanding relationships with their students, it fosters a sense of connection and belonging, which in turn enhances student motivation and engagement. This positive dynamic is essential for effective classroom management, as students are more likely to exhibit positive behavior when their need for relatedness is met.

Despite its strengths, SDT faces several criticisms. One of which is its limited consideration of cultural contexts. SDT emphasizes intrinsic motivation, potentially downplaying the role of external motivators (e.g., rewards, punishments, and social recognition) in influencing behavior and engagement. Critics argue that external motivators can be effective in certain situations and should not be entirely dismissed (Sun, 2021).

Measuring the fulfillment of the psychological needs identified by SDT (autonomy, competence, and relatedness) can be challenging. Critics argue that these constructs are subjective and may be difficult to quantify accurately, making it hard to assess the theory's practical impact.

When external pressures and rewards are common in high-pressure circumstances like highly competitive educational settings or standardized testing scenarios, SDT might not be as applicable. Critics contend that it could be challenging to foster intrinsic drive in such settings.

By integrating Social Constructivism and Self-Determination Theory, this theoretical framework emphasizes the reciprocal importance of social interaction and intrinsic motivation in classroom management and student engagement. Social Constructivism provides a foundation for understanding the dynamics of teacher-student interactions, while SDT offers insights into how these relationships influence students' motivation and behavior. This integration suggests that positive teacher-student relationships, grounded in social interaction and the fulfillment of psychological needs, lead to better classroom management and increased student engagement. Teachers who implement strategies aligned with these theories are likely to create more effective learning environments. This theoretical framework thus connects well-established educational theories to practical classroom outcomes, offering a comprehensive lens for examining the role of teacher-student relationships in classroom management and student engagement.

The Role of Teacher-Student Relationships in Classroom Management

The success of classroom management is significantly influenced by the connections between teachers and students. In order to create a supportive learning environment where successful teaching and learning may occur, a good, courteous, and trustworthy relationship between teachers and students is essential. The effectiveness of these connections has a big impact on how motivated and behaved students are in the classroom as a whole.

- i. **Establishing Classroom Norms and Expectations:** Establishing clear standards and conventions in the classroom is made easier with a good teacher-student relationship. Students are more inclined to follow guidelines and expectations when they perceive their teacher to be respectful and valued. Respect for one another creates a cooperative classroom environment where students participate and disruptions are kept to a minimum.

- ii. **Influencing Student Behavior:** Research indicates that when teachers and students have positive interactions, there is a decrease in behavioural issues in the classroom (Quin, 2016). Students who feel understood and encouraged by their teacher are less likely to act out and more likely to demonstrate pro-social behaviors. This relationship allows teachers to control the classroom more efficiently by preventing conflicts before they arise.
- iii. **Enhancing Student Engagement:** Higher levels of student involvement are closely correlated with positive teacher-student relationships (Li *et al*, 2022). Students are more likely to engage fully in class, stay on task, and have a sincere interest in learning when they believe that their teacher is kind and encouraging. This involvement improves academic performance in addition to improving classroom management.
- iv. **Providing Emotional and Social Support:** Strong relationships between teachers and students put them in a better position to offer social and emotional support, which is crucial for meeting the wide range of needs that students have (Roorda, 2017). This support aids in resolving difficulties like stress, anxiety, and interpersonal conflicts that would otherwise cause behavioural issues and interfere with classroom management.
- v. **Facilitating Open Communication:** An essential component of good classroom management is open communication. Students are more likely to voice concerns, ask for assistance when necessary and contribute to a supportive learning environment in the classroom when they feel at ease speaking with their teacher. Additionally, having an open channel of communication enables educators to handle problems quickly and skilfully, averting possible interruptions.
- vi. **Encouraging Positive Peer Interactions:** Strong relationships between teachers and students can have an impact on how students engage in the classroom (Engels *et al*, 2021). Teachers can inspire students to engage with their classmates in a courteous and encouraging way by setting an example of constructive communication and behaviour. It is simpler to maintain a peaceful classroom atmosphere when there is constructive peer interaction.
- vii. **Adapting to Diverse Needs:** Having a thorough understanding of each student's needs is essential for efficient classroom management. Teachers that have a good rapport with their students are better able to identify each student's individual requirements, learning preferences, and difficulties. With this knowledge, educators can modify their classroom management techniques to better meet the varied needs of their students, encouraging inclusivity and lowering disruptive behaviour.

The Role of Teacher-Student Relationships in Student Engagement

Importance of Teacher-Student Relationships: The dynamic interactions between teachers and their students according to Li (2024), are referred to as teacher-student relationships, and they are marked by communication, mutual respect, trust and support. These connections are fundamental to both successful classroom management and student engagement and they play a critical role in fostering a good learning environment.

The basis for student engagement is a positive teacher-student relationship (Martin, 2019). Students are more likely to participate fully in class, behave well and have a passion for studying when they sense a connection to their teachers. Students with strong relationships receive help in their academic and emotional lives

Building Positive Relationships: Respect and trust are essential elements for healthy teacher-student dynamics. By acting impartially, consistently, and with respect towards their students, teachers can foster trust. Respect is fostered when one shows one has sincere concern and care for the welfare of the students. Having honest and efficient communication is crucial to establishing lasting partnerships. In addition to encouraging students to communicate their ideas and feelings and offering helpful criticism, teachers should actively listen to their students.

Impact on Classroom Dynamics: Rasuli, Makhdoomzada and Haidari (2023) stated that students who feel protected, respected, and appreciated in the classroom are a result of excellent teacher-student relationships. Students are encouraged to take chances in their education and to get more involved with the subject matter in such an environment. Strong relationships can lead to better classroom management. When a student and instructor get along well, they are more likely to obey norms and expectations in the classroom

Promoting a Supportive Learning Environment: Positive relationships between teachers and students increase the likelihood that inclusive approaches that meet a range of learning needs will be used. They foster an atmosphere that makes every student feel included and welcomed, which is essential for participation. The development of strong teacher-student interactions is supported by the inclusion of social-emotional learning in the curriculum. Buttressing this, Pérez-Salas et al (2021), posits that SEL programs assist students in gaining the relationship-building, empathy, and self-awareness skills that are necessary for participation.

Long-Term Benefits: Positive teacher-student interactions are associated with improved academic accomplishment, according to research (Zainullah, Mahfud & Riniati 2023). Better grades, consistent attendance, and completion of tasks are all indicators of engaged pupils. Strong teacher-student bonds promote children's social development in addition to academic success. These connections aid in the growth of pupils' confidence, interpersonal skills, and ability to successfully negotiate social situations.

Importance of Examining the Role of Teacher-Student Relationships

Enhancing Academic Achievement: Strong teacher-student connections are positively correlated with increased academic performance, according to numerous studies (Gyeltshen & Gyeltshen 2022). When teachers make their students feel important and supported, they are more inclined to participate in the learning process, which improves comprehension and memory of the subject matter. Similarly, Jiang, Guo and Tomek (2024), stated that students who have positive relationships with their teachers are more likely to feel intrinsically motivated to study because they will be more engaged in the material and be more eager to participate in class activities.

Promoting Positive Behavior: Students are more likely to behave appropriately and adhere to classroom regulations when they have a strong, good relationship with their teachers (Wagle &

Bhattarai, 2023). These connections can act as the cornerstone for efficient classroom management, minimising disturbances and promoting a positive learning atmosphere.

Supporting Social and Emotional Development: Relationships between teachers and students according to Hoge Kamp *et al* (2016), offer vital emotional support, assisting pupils in overcoming the social and emotional obstacles of school life. The resilience, and general well-being of pupils can all be improved with this support. Better social skills, such as cooperation, communication, and conflict resolution, can be developed by students through positive interactions with teachers. These abilities are critical to students' overall development.

Creating an Inclusive and Supportive Environment: Teachers who have strong relationships with their students are better able to create inclusive classroom environments where all students feel valued and respected. For a variety of learners, this inclusivity can improve the educational experience. In line with the above Wubbels *et al* (2017), stated that strong connections based on mutual understanding and respect for students' backgrounds and cultures can result in more culturally responsive teaching strategies that are advantageous to all students.

Long-Term Impact: Good teacher-student interactions provide advantages outside of the classroom. Pupils are more likely to cultivate a love of learning and seek out possibilities for lifetime learning when they have positive interactions with their teachers. Good relationships between teachers and students develop traits and skills like perseverance, confidence, and a growth mindset that can aid students later on in life in both their personal and professional spheres.

Impact on Classroom Dynamics

The quality of the relationships that exist between teachers and students has a significant impact on classroom dynamics, which affects both the individual and group aspects of the learning environment. A positive relationship between educators and learners influences several facets of classroom dynamics, such as:

- i. **Student Engagement and Participation;** Students are more motivated to participate in class activities when they have positive relationships, feel appreciated and respected and are less prone to become sidetracked when they have a close, supportive relationship with their teacher.
- ii. **Behavioral Management;** Students are more likely to follow classroom regulations and display less disruptive behaviour when they and their teacher get along well. Better communication and trust are fostered by a healthy relationship, which facilitates the constructive resolution of disagreements and behavioural problems.
- iii. **Academic Achievement;** Students frequently perform better academically when they sense their teachers' support. Higher levels of effort and success may result from the support and criticism they get. Students who have supportive relationships are better able to overcome obstacles and failures.
- iv. **Classroom Climate and Atmosphere;** A classroom with strong teacher-student relationships fosters a pleasant learning environment where students feel respected and comfortable. This improves morale in the classroom as a whole and fosters a more favourable learning environment. Developing ties with others helps the classroom feel like

- a community. A more cohesive and cooperative learning environment results from students' increased propensity for cooperation and mutual assistance.
- v. **Teacher Satisfaction and Well-being;** Positive relationships between teachers and students are generally associated with higher levels of job satisfaction. Observing pupils flourish and reach their goals is a fulfilling experience that can lead to greater professional fulfilment. Good relationships with students can help reduce some of the tension that comes with managing the classroom. Teaching can be less difficult and more pleasant in a supportive classroom setting.
 - vi. **Social and Emotional Development;** The social and emotional growth of students is supported by positive teacher-student connections. Students develop social skills, emotional control, and a positive self-concept via these interactions. Teachers who have strong relationships with their students are better equipped to recognise and address the individual needs of each student, especially those that pertain to social, emotional, and intellectual challenges.
 - vii. **Student Relationships with Peers;** Peer relationships can benefit from the good effects of teacher-student relationships. Students can serve as role models for cooperative behaviour and constructive interactions, which can strengthen peer relationships and lessen conflict.

Practical Strategies for Strengthening Teacher-Student Relationships

The following are the practical strategies that will help in strengthening teacher – student relationships.

Establishing a Positive Classroom Culture: Begin each day by extending a pleasant greeting to the pupils and setting up rules that foster tolerance, diversity, and cooperation. Showcase pupils' efforts and acknowledge their accomplishments to promote a feeling of community. Start by outlining the expectations and regulations for the classroom in clear terms. Make sure students comprehend the rationale behind these guidelines and how they support a productive learning environment. Establish and uphold regular procedures to create a setting that is steady and predictable.

Effective Communication: Demonstrate to pupils your sincere interest in their opinions. Maintain eye contact, nod in agreement, and offer constructive criticism while acknowledging their feelings and thoughts to demonstrate active listening. Plan frequent check-ins with students, either individually or in small groups, to talk about their interests, worries, and progress. To motivate desired actions and effort, use positive reinforcement. To increase students' self-esteem and motivation, acknowledge and commend them for all of their accomplishments, no matter how small.

Personalized Attention: Spend some time getting to know the history, passions, assets, and weaknesses of each student. Utilise this knowledge to customise your interactions and teaching methods to each student's specific needs. Provide more assistance to students who require it, in the form of individualised feedback, extra help sessions, or differentiated instruction. Recognise and value your pupils' varied experiences and backgrounds. Include activities and resources that are culturally appropriate, reflect their identities, and foster a sense of inclusiveness.

Building Trust and Respect: In all of your contacts with parents, coworkers, and students, show respect. Fair and consistent treatment of pupils is essential to laying the groundwork for future mutual respect. Keep your word and behave consistently when making decisions. Your dependability fosters pupils' sense of security and trust in the classroom.

Social-Emotional Learning (SEL): Include social-emotional learning exercises in each of your regular class sessions. Instruct students in social awareness, self-control, connection building, self-awareness and making appropriate decisions. Make sure your classroom is a secure environment where children may express their feelings and ask for help without fear. Promptly address unpleasant behaviours and bullying to keep the atmosphere positive.

Professional Development for Teachers: Take advantage of professional development options that centre on fostering efficient classroom management and excellent teacher-student interactions. Keep abreast with the most recent educational research and best practices. Engage in professional learning communities where educators can exchange tactics, resources and experiences for developing enduring bonds between themselves and their students.

Leveraging Technology: Use modern tools for communication to stay in touch with parents and students regularly. Emails, online forums, and classroom apps are a few examples of tools that can help with efficient and timely communication. Put in place platforms for personalised learning that adjust to each student's unique needs and offer customised assistance.

Challenges and Mitigations

Building and Maintaining Positive Relationships: Teachers usually have a lot on their plates and a hectic schedule, which makes it difficult to carve out enough time to establish and maintain one-on-one relationships with students. It is therefore necessary to prioritise relationship-building activities in the existing curriculum and take advantage of the fleeting moments throughout the day for deep conversations. Large class sizes make it challenging for teachers to manage relationships since so many students need to be attended to at once (Kang, 2019). Establish peer support networks and group activities to help students connect with one another and with teachers. Relationship-building strategies must be customised since students have diverse needs, interests, and learning styles. They also come from varied backgrounds. To address the unique needs of your students and make sure they all feel respected and supported, use personalised learning plans and differentiated instruction.

Balancing Authority and Approachability: It might be difficult to strike the correct balance between being personable and upholding discipline in the classroom. Be sympathetic and cognisant of the viewpoints of your students while simultaneously establishing firm boundaries and uniform sanctions.

Emotional Challenges: Building strong bonds requires a significant emotional investment, which can be difficult for teachers to make (Kang, 2019). To handle the emotional demands of teaching, look for professional development opportunities and assistance in emotional intelligence and self-care. Some students may have personal struggles or traumatic experiences that make them difficult to building healthy relationships. To establish trust with difficult students, be persistent, patient, and seek out extra help from counsellors or other experts.

Cultural and Socioeconomic Factors: The cultural origins of teachers and students may differ, which can have an impact on relationship-building and communication. To close gaps and foster understanding, participate in cultural competency training and use culturally sensitive teaching techniques. Pupils from varying socioeconomic backgrounds could encounter obstacles that hinder their capacity to participate in constructive relationships. Give socioeconomically disadvantaged students more resources and assistance to ensure they have equal opportunities to achieve.

External Factors: Inadequate parental participation may impede the development of solid teacher-student rapport. Create enduring relationships with parents by keeping lines of communication open and providing them with chances for involvement and support.

Conclusion

Classroom management and student engagement are significantly and intricately impacted by the relationships that exist between teachers and students. A supportive learning environment, more student engagement, and better classroom dynamics are all greatly influenced by strong teacher-student relationships. This study explores the notion that maintaining order is not the only aspect of effective classroom management. It also entails establishing a setting where pupils experience inspiration, importance, and understanding. Building and preserving positive relationships with students is the first step towards effective classroom management. Establishing a healthy learning environment requires using this relationship to foster a sense of trust and belonging. Using successful classroom management strategies that are founded on an understanding of the relationships between teachers and students can lead to more productive and peaceful classrooms. Enhancing the value of teacher-student relationships in classroom management and student engagement requires funding professional development, putting supporting school policies into place, and creating collaborative environments. If instructors are given the tools and support they need and if the importance of positive connections is highlighted, students will benefit from a more successful and engaging educational experience.

Recommendations

The following recommendations, based on the findings of the study are made;

- i. Put in place adequate professional development programs that emphasis techniques for fostering and preserving a good rapport between teachers and students.
- ii. Establish and convey professional boundaries with clarity to maintain effective classroom management.
- iii. Create professional learning groups where educators may debate issues, exchange best practices, and work together to find solutions for relationship-building and classroom management problems.
- iv. Create mentorship programs whereby seasoned educators assist newly hired educators in forging meaningful connections with pupils.

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