



Effect of Student-Teacher Relationship on Undergraduate Students' Self-Esteem

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ABSTRACT

This study explores the effect of student-teacher relationships on the self-esteem at undergraduate level students. Supportive Student-Teacher relationships play a wide role to shape self-esteem of students, but empirical evidences shows that across South-Asian higher educational universities there is limited research. This study explores the effect of student-teacher relationships on the self-esteem at undergraduate level of students in Lahore, Pakistan. A cross-sectional, stratified-random sampling technique was used. A sample of 500 undergraduates (250 form private and 250 form public sector universities students) was drawn from an estimated number of population (250000) undergraduate students. Data was collected using standardizes tools on student's teacher-relationship and self-esteem. Participants completed the student-teacher relationship scale (STR) and the Rosenberg Self-Esteem Scale (RSE) scale. Both the tools show high internal consistency $>.89$. Hierarchical multiple regression analysis was run to measure the effect of Student-Teacher Relationship while controlling for institutional sector and gender. The findings of this study reveal that student-teacher relationship has a significant but small proportion of variance in self-esteem ($R^2=.013$, $F=6.76$, $p=.010$). But sector-specific results reveal a difference: the relationship predicted in public universities is 8.8% of self-esteem variance which is ($R^2=.088$, $F=23.97$, $P <.001$), and on other hand in private sector universities the results show only 0.5% which is ($R^2=.005$, $F=1.29$, $P=.275$). Gender-stratified results reveal that the predictive effect on female is significant ($P=.044$), and for males it is non-significant ($P=.056$). The findings suggests that positive student-teacher interactions and good relations play a major role to reinforce self-esteem within public sector universities where resources are limited among female students at undergraduate level. While in private sector universities where resources are available, it may still need targeted methodologies to strengthen student-teacher relationships. Early interventions such as professional development trainings, workshops based on relational pedagogies and mentoring policies can enhance undergraduate academic engagement and well-being. This can help students to feel supported and valued.

Key Words: Student-Teacher Relationship, Undergraduate Students, Self-Esteem, Public vs. Private Universities, Pakistan

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1. Introduction

Supportive relationships among student-teachers influence students' self-esteem and lifelong learning (Afzal et al., 2023). When teachers provide constructive feedback and encouragement, students feel more valued, confident, and motivated. Similarly, negative interactions may hinder the progress of learning and confidence (Roorda et al., 2020).

Classroom engagement is defined as student behavioral, emotional, and cognitive involvement in learning activities (Fredrick's et al., 2019) is the pathway through which good student-teacher relationships shape self-esteem. The present study reveals that engagement has three main parts which divide in three subparts: behavioral engagement (Participation and effort), emotional engagement (feelings of belonging) and cognitive engagement (investment in learning methodologies).

Empirical evidences in western settings show that positive student-teacher relationships predict high engagement and high self-esteem level (Gablinske, 2021). Analysis by Roorda et al., (2011) reach same conclusion across both secondary and primary schools. However, there is not much evidences from South-Asian universities.

This study is guided by two theories (Self-Determination Theory and Attachment Theory (Bowlby, 1988)). These theories posit that supportive student-teachers relationships provide students safe, secure, confident, and connected towards learning which boost self-esteem of students.

Positive academic self-concept is interlinked with high achievement and motivation varies based on gender differences such as male and female Wang and Yu (2023). Whenever students are admitted to university they come into to entirely different environment because they are involved in a transitional period in their educational or academic journey. Whenever students pursue their undergraduate academic journey their personal growth depends on their relationships with their teachers, and how good their bond is because that bond totally depends on their sense of self and their self-esteem. Positive student's student-teacher relations help children to enhance their self-esteem to develop supportive interactions, positive feedback, and develop student capabilities (Bear, 2020).

In the educational context self-esteem refers to the perspectives of students about their academic achievements, their skills, abilities in academics, their motivation toward studies, and their confidence to perform challenging learning experiences to achieve academic success (Mohammad, 2010). Students who have high self-esteem towards their academics and have confidence in their skills can achieve academic success. A student's self-esteem is something related to believing in one's own abilities and the support they receive from their teachers during their academic journey (Gerbresilase & Zhao, 2023).

To test this model, we measure (a) perceived teaching support, (b) the three engagement subclasses and (c) global self-esteem. The researchers used Hierarchical regression analyses to determine whether teacher support predicted self-esteem directly and indirectly via engagement while controlling for both sector universities and Gender.

1.1. Theoretical Framework

This study is grounded in Attachment Theory and Self-Determination Theory, both of which emphasize the significance of psychological development and social relationships. According to Marshall's and Brown (2006) Top-Down Affective Model, emotional experiences embedded in supporting relations to influence the formation of self-esteem. Furthermore, Roger (1951) and





Maslow's hierarchy of needs were employed by reinforcing that self-esteem stems from acceptance and validation often intervened by adult figures such as educators.

1.2. Objectives of the Study

The objective of the study are to:

1. Find out commonly reported self-esteem indicators by the students.
2. Evaluate the effect of student-teacher relationships on students' self-esteem.
3. Compare the effect of student-teacher relationships on student self-esteem based on students' gender, program, and sector.

2. Literature Review

The literature on self-esteem distinguishes between **global self-esteem** and **domain-particular self-esteem** both of which are influenced by teacher interactions (Acosta-Gonzaga, 2023). When someone conveys a sense of complete self-worth, it implies a comprehensive component of their self-esteem. Self-esteem is one of the important factors in student personal and academic growth. When it is proposed for a particular field or context, it refers to the domain-particular self-esteem. Self-esteem is the subjective evaluation of one's personality, self-worth, and competence. It is related to an individual own self-worth, feelings of self-acceptance, and self-confidence across various Phases of life. (Acosta-Gonzaga, 2023). Feedback mechanisms, as discussed by (Mandouit & Hattie et al., 2023) states that timely and task-focused response develops children's self-esteem and self-efficacy effectively. And shaping emotional development. They highlight the significance of student-teacher relationships during the feedback process. It examines how constructive feedback helps children to develop trustworthy and positive relationships which helps students to enhance their self-esteem and engagement during their learning experiences. The concept of self-esteem is not limited to a single universally agreed-upon term; instead, one can discover many different explanations of self-esteem in the study. Self-esteem is utilized in various ways. Among these options, three have significance. Self-esteem is a term that can be defined as a universal personality attribute, the way one evaluates their skills and personality characteristics, or specific emotional situations (Jordan, Zeigler-Hill, & Cameron, 2020).

Self-esteem is the subjective evaluation of one's own worth or value. Self-evaluation refers to the process of assessing and forming judgments about one's own abilities, qualities, and characteristics (Baumeister, 2016). (De Prada et al., 2024) defines self-esteem as an individual's perception of their own image and value. Self-esteem can be defined as the emotional component of one's self. Self-esteem is a person attribute who work independently. Self-esteem is a term we use on a regular basis. It can be described literally as the value that individuals place on themselves. Based on one's own assessment, it is that self-awareness (Baumeister et al., 2016). Rosenberg (1989) defined self-esteem as a person's sense of self-worth or the extent to which a person assigns value or worth to themselves. This view is based on an understanding of how other people evaluate individuals.

Study by Rosenberg (1965), Orth & Robins (2014), and other affirms that high self-esteem contributes to better academic performance, resilience, and well-being. It enables individuals to thrive in a more favorable social setting. Individuals' choices and involvement in different activities are influenced by their perceptions, which are shaped by their efforts, tenacity, cognitive processes, and emotional tendencies towards their life commitments. Models of self-esteem development sociological, cognitive, and emotional indicates that student teacher relations



considerably shape these paradigms (Brown et al., 2001). Conversely, previous research (eg. Furre & Skinner, 2003) lacks sufficient analysis of these relations in South Asian academic settings.

According to (Saraff & Tiwari, 2020) self-esteem is a mindset. It was also regarded by Rosenberg (1965; 1989) as an attitude that might be beneficial or detrimental toward oneself. According to (Donnellan et al., 2015), who quoted Rogers, "self-regarding attitudes" fall into three main categories: There are three types of attitudes: cognitive (the content), evaluative (an assessment about the subject matter in relation to a standard), and affective (the emotion associated with that assessment). As revealed by (Arshad et al., 2015) numerous investigations have shown consistently that self-esteem is vital in the wide array of notions that are related to individuals 'incentives, efficiency, and well-being. Self-esteem is an important predictor which plays an essential role in students' academic achievement. (Orth et al., 2012) defines self-esteem has significant effects on all aspects of our lives, including creativity and emotional well-being. It enables individuals to thrive in a more favorable social setting. Individuals' choices and involvement in different activities are influenced by their perceptions, which are shaped by their efforts, tenacity, cognitive processes, and emotional tendencies toward their life commitments. It is closely linked to positive outcomes of life, which includes physical and mental health, well-being, job satisfaction and strong interpersonal relations.

There is no room for question when it comes to the existence of oneself, but rather a perception of self. The significance attributed to the self and associated concepts offers sufficient motivation for researchers to conduct investigations into self-related notions. An illustration of this is the study conducted on self-esteem. Three models are commonly discussed for the development of self-esteem: emotional (top-down), cognitive (bottom-up), and social models. 'From the model of top down: self-esteem and self-evaluation,' are influenced by the sense of self-worth of individuals. The study revealed that high self-esteem is linked with self-enhancing methods which include the attributes of success to the internal factors and failure of the external factors for maintaining a positive view of self (Brown et al., 2001).

Figure 1

A Top-down Affective Model of the Formation and Functioning of Self-Esteem (Brown Marshall, 2006).



In contrast, cognitive models propose that self-esteem is dependent on appraisals of one's potential. The third paradigm is the sociology model, which posits that a person's self-esteem is formed depending on societal perceptions. Parents, classmates, instructors, friends, and other individuals who are concerned consistently assess the individual's progress and development throughout their lives.

Figure 2

Formation and Operation of Self-Esteem (Brown & Marshall, 2006)



Self-esteem is based on a process of evaluation that stems from an individual's unique ideas and ideals about how to behave in different situations. The development of self-esteem occurs as a result of a healthy, affectionate, and optimistic parent-child interaction. Over time, people assess their various attributes and enhance their self-perception. As individuals interact in society, they undergo assessments that result in varying degrees of self-esteem. In their study Brown Marshall (2006) observed that young individuals typically want to protect their self-image and avoid circumstances where their performance could have detrimental consequences, potentially leading to a bad perception within their immediate community. In situations of competition, such as athletics or similar activities, individuals strive to maintain an optimistic outlook and uphold a good sense of self-worth. Students with elevated self-esteem possess an optimistic mindset and consistently demonstrate readiness to confront problems. Self-esteem is a protective characteristic that enhances resilience. It is a crucial aspect that plays a central role in the development and formulation of a learner's reactions in bad situations (Bond et al., 2019).

Mead (1934) and Cooley (1902) examined how social perception affects one's self-concept. For the further development of this approach, they believe that we understand ourselves better through communication and the analysis of other people's reactions. Self-concept is "a constructive or deconstructive perspective regarding a specific thing, namely, the self," according to Morris Rosenberg (1965). Rosenberg views a high self-concept as a person's positive feelings about themselves, and he regards himself with respect. But a low self-concept is a manifestation of the person's worthlessness. It cultivates the attitude of unhappiness and contempt. The presence or absence of such seeming worthiness directs one toward either positive or negative events or outcomes. Good or terrible experiences are determined by how one views what is worthy or



unworthy. According to a core set of self-morality, each person has a self-concept that determines how unique they are. These moral principles are based on what people have taught to be admirable through socialization (Miller, 2024). Degrees of self-concept are related to assessments, perceptions, and concepts.

Humanistic psychologists carefully consider their self-concept to understand human behavior. (Mruk, 2006) believed that having a positive self-concept is essential to human development. According to Rogers (1951), as we grow in self-awareness, we all need a self-concept. Positive respect from others fosters the formation of a positive self-concept, but this regard needs to be unconditional, according to Rogers. A positive regard that is not subject to any restrictions or conditions is known as unconditional positive regard. However, children acquire conditions of worth when their parents provide them with conditional positive respect. Their sense of self is based on achieving the objectives their parents have set for them (Gordon, 2023).

A person does an affirmative self-analysis and feels a desire for validation from others. Maslow also said that the need for status, attention, respect from others, and acknowledgment is the lowest level need. Higher levels are the foundation for the needs for power, competence, mastery, and self-assurance. Because it is founded on internal competency gained through experience, the higher need is known as the most significant one. External recognitions, according to him, are dangerous because they may cause a person to develop an inferiority complex. Maslow explained that the self-actualization demand can be met by satisfying the self-esteem need. Following the satisfying of the need for self-esteem, the individual moves on to the greatest degree of need, or self-actualization. A person who has reached self-actualization makes use of his or her abilities and accomplishes their objectives. This need, according to Maslow, is also the need to grow and to become everything that one is capable of becoming (Mruk, 2016).

This study fills the gaps by focusing only Lahore undergraduate students from both public and private sectors.

3. Methodology

3.1. Research Design

A **quantitative cross-sectional design** was used to explore the relationship between student–teacher self-esteem and interactions.

3.2. Sampling techniques and population

The study focuses on undergraduate-level students from both sectors in Lahore. For data collection, both universities were divided into two groups (1) Public and (2) Private. Stratified-random sampling selected 500 undergraduate students from both sectors (250 Public and 250 Private) in Lahore, Pakistan. Gender distribution was 25% male and 75% female.

3.3. Instruments

The study utilized the questionnaire of the Rosenberg Self-Esteem Scale ($\alpha > 0.89$) and Student Teacher Relationship Scale (STR) ($\alpha > 0.89$) to measure self-esteem levels among university students. The data was analyzed for determine the correlation between student-teacher relationship's and self-esteem. Standardized questionnaires were used to find out effect of the student-teacher relationship on undergraduate students self-esteem.

3.4. Data Collection Procedures

The data was gathered via institutional permission using anonymous technique for filling out questionnaire focusing ethical considerations.

3.5. Ethical Considerations

The researcher used Belmont Report principles for collecting data which involves:





- Voluntary participation and confidentiality.
- Make sure that participants did not harm.
- Fair distribution for selection of participants.

3.6. Data Analyses Procedures:

- Descriptive statistics for self-esteem indicators.
- Regression analysis for testing hypothesis.
- Comparative analysis for both sector and gender.

4. Data Analysis

Table: 1

Demographic Information of Respondents

Demographics	N	%
Gender		
Male	125	25.0
Female	375	75.0
(Institute)Sector		
Private	250	50%
Public	250	50%

What are commonly reported self-esteem indicators by the students?

H₀₁: There is no effect of student-teacher relationships on students' self-esteem.

Table 2

Commonly Reported Student Self-Esteem Indicators

Ser	Statements	SA	A	N	D	SD
1.	On the whole, I am satisfied with myself.	38.4	41.0	16.8	3.8	00
2.	At times I think I am no good at all.	4.0	3.4	8.4	66.8	17.4
3.	I feel that I have a number of good qualities.	42.6	41.2	9.6	4.0	2.6
4.	I am able to do things as well as most other people.	23.4	46.4	16.4	9.2	4.6
5.	I feel I do not have much to be proud of.	13.6	20.0	18.6	28.8	19.0

Table 2 shows the percentage of responses on items 1 to 5 of the student self-esteem scale.

According to the data majority of the participants show positive self-esteem (79.4 % = 38.4% strongly agree and 41.0% agree) are satisfied with themselves. Furthermore, 83.8 % (42.6% strongly agree and 41.2% agree) report that they have good qualities, and 69.8 % (23.4% strongly agree and 46.4% agree) feel that they are capable of performing tasks the same as their peers. Only a few people show (7.4%) that they did not have anything proud of. So, the results show a higher level of self-esteem, and these are commonly reported self-esteem indicators.

Table: 3

Commonly Reported Student Self-Esteem Indicators

Ser	Statements	SA	A	N	D	SD
6.	I certainly feel useless at times	5.0	11.0	16.0	47.2	20.8
7.	I feel that I'm a person of worth, at least on an equal plane with others.	12.4	56.2	26.2	3.0	.6
8.	I wish I could have more respect for myself.	2.0	3.2	21.6	46.0	27.2



9.	All in all, I am inclined to feel that I am a failure.	0	.6	21.4	52.2	25.8
10.	I take a positive attitude toward myself.	32.2	45.6	18.4	3.8	0

Table 3 shows the percentage of responses on items 6 to 10 of the student self-esteem scale.

What is the effect of student-teacher relationships on student self-esteem at the university level?

According to the data majority of the participants show positive self-esteem 77.8% (32.2%strongly agree and 45.6% agree) they take a positive attitude and 68.6 % (12.4% strongly agree and 56.2% agree) that they are the ones who have the highest self-worth. Only a few people show with only 0.6%storngly disagreeing and 21.4%agreeing. Furthermore, 67.8 % (47.2% disagree and 20.8% strongly disagree) do not feel useless. The overall result shows higher self-esteem.

Table 4

Student Teacher Relationship on Student Self-Esteem

S/ No	Model	Sum of Squares	df	Mean Square	F	Adjusted R Square	Std. Error of the Estimate	Sig.
1	Regression	120.546	1	120.546	6.755	.011	4.22438	.010
2	Residual	8887.022	498	17.845				
3	Total	9007.568	499					

a: Dependent Variable: total SEa

b: Predictors: Constant, total STRb

The analysis of regression reveals that the predictor variable of the student-teacher relationship shows a significant relationship with the dependent variable of self-esteem [df(1,498), F=6.755, Adjusted R²=.011,p=.010]. The regression linear test was applied for the result. The result shows the R-square value of .013.

It can be concluded that the student-teacher relationship has a low yet significant effect on undergraduate student self-esteem.

Table 5

Institute wise comparison of Student Teacher Relationship effect on students' self-esteem

Institute	Model	R	R Square	F	Adjusted Square	R	Std. Error of the Estimate	Sig.
Public	1	.297 ^a	.088	23.966	.084		3.78421	.000
Private	1	.072 ^a	.005	1.290	.001		4.32697	.257

a: Dependent Variable: total SE

b: Predictors: Constant, total STR

The result of this (Regression) analysis for examining the impact of the predictor variable of student's teacher relationship on the dependent variable of self-esteem through the different public and private sectors.

The result indicates for the public sector the test results shows that the predictor variable is significant and predicts self-esteem [F (1,248) = 23,966, p<.001]. The result shows an 8.8% of variance of self-esteem (R² =.088), with an adjusted R² of .084, and the standard value shows an estimate of 3.78421.





The result of this analysis examining the impact of the predictor variable of student teacher relationship on the dependent variable does not significantly predict self-esteem [$F(1,248) = 1.290$, $p = .257$]. The result shows only 0.5% of the variance of self-esteem $R^2 = .005$, with an adjusted R^2 of .001 and the standard value shows the estimate of 4.32697.

In summary for public sector institutes the linear regression shows the total student-teacher relationship indicates a significant predictor of total self-esteem while on the other hand private sector institutes the predictor variable does not have a significant effect on total self-esteem

It can be concluded that for the public sector student-teacher relations has a very low or even negligible significant effect on students' self-esteem while there is no significant effect on the private sector.

5. Findings

Following are the findings based on the results of the data:

- The findings indicates that the significant majority of the students report a high level of self-esteem, with 79.4% expressing satisfaction with themselves and 83.8% recognizing their good qualities. Confidence in task performance was also notable, as 69.8% felt capable compared to their peers. Conversely, a minority felt they had little to be proud of (7.4%). Overall, these results demonstrate a high level of self-esteem among the students, with satisfaction, recognition of good qualities, and confidence in abilities being the most reported indicators.
- The findings of Student Teacher Relationship show a significant relationship with the dependent variable of self-esteem [$df(1,498)$, $F = 6.755$, Adjusted $R^2 = .011$, $p = .010$]. The regression linear test was applied for the result. The result shows the R-square value of .013. It can be concluded that the student-teacher relationship has a low yet significant effect on undergraduate student self-esteem.
- The findings of Gender based analysis revealed that differential effect of student teacher relationship does not significantly predict self-esteem, as indicated by [$df(1,124)$, $F = 3.710$, $AR^2 = .012$, $p = .056$], with an R-square of .029. This suggests that only 2.9% of the variance in self-esteem among males can be explained by the student-teacher relationship. Conversely, for females, the student-teacher relationship significantly predicts self-esteem, evidenced by [$df(1,374)$, $F = 4.081$, $AR^2 = .008$, $p = .044$], with an R-square of .011. This indicates that 1.1% of the variance in self-esteem among females is explained by the student-teacher relationship. The findings of the study highlight a significant predictive effect of student-teacher relationships on self-esteem in females, while no significant effect is observed in males. This result aligns with Eccles (2011), who found that according to gender female students have greater value in interpersonal relationship within the educational setting at the undergraduate level. Conversely, on the other hand there is no significant effect for males suggests that many other factors play the role to enhance the self-esteem of students (Li, 2018).
- The findings indicate for the public sector the test of regression results shows that the predictor variable is significant and predicts self-esteem [$F(1,248) = 23.966$, $p < .001$]. The result shows an 8.8% of the variance of self-esteem ($R^2 = .088$), with an adjusted R^2 of .084, and the standard value shows an estimate of 3.78421.
- The findings of Institute based comparison of STR effect on students' self-esteem" indicates that the impact of the student-teacher relationship on self-esteem varies



significantly between the public and private sectors. In public sector institutes, the regression results show that the student-teacher relationship significantly predicts self-esteem [$F(1,248) = 23.966, p < .001$], accounting for 8.8% of the variance in self-esteem ($R^2 = .088$), with an adjusted R^2 of .084 and a standard estimate of 3.78421. Conversely, in private sector institutes, the student-teacher relationship does not significantly predict self-esteem [$F(1,248) = 1.290, p = .257$], accounting for only 0.5% of the variance in self-esteem ($R^2 = .005$), with an adjusted R^2 of .001 and a standard estimate of 4.32697. This finding is aligned with the study of Afzal et al, (2023), who state that positive interactions among teachers play a significant role in public universities where they don't have many resources because resources are limited so, a teacher in the public sector play a significant role in providing academic and emotional support to students which enhance students' self-esteem. Conversely, the relationship in private sector universities did not play a prominent role in shaping students' self-esteem.

Overall, findings of the study revealed that most undergraduate students reported high level of self-esteem. Specifically, 79.4 % of students satisfied with themselves, 83.8 % acknowledged their good qualities and believed that they were as capable as their peers the ratio is 69.8 %. Analyses of regression shows that student teacher relationships had very small but statistically significant or minimum effect on student self-esteem, with $F(1,498)=6.755, P=.010$, and the adjusted R^2 value of .011. Gender based analysis was found to be significant for female ($p=.044$, Adjusted $R^2=.008$), indicates a positive impact on their self-esteem. On the other hand, for male students, the effect was not statistically significant ($P=.056$, Adjusted $R^2=.012$). Further analysis based on the institutional comparison reveals that public universities, student teacher relationship's significantly predicts self-esteem ($R^2 = .088, p < .001$), on other hand private universities results shows minimal and not statistically significant ($R^2 = .005, p = .275$). At the end results shows that influence of teacher supports on the self-esteem of students is more evident in public institutions among female students of undergraduate level.

6. Discussion

The present study examined the effects of student-teacher relationships on undergraduate students' self-esteem from both public and private sector universities of Lahore. The results demonstrate a high level of self-esteem among the students and this result aligns with Orth and Robbins's (2014), study which emphasized the strong association between higher self-esteem levels and positive outcomes of life which include better-increased motivation and academic performance for achievement. The confidence among students during task performance where 69.8% of students felt higher capability as compared to their peers which supported by Bandura's (1997) theory of self-efficacy, which is linked with the self-esteem to make perceptions about competence and capabilities in different educational tasks. The study findings reveals that student-teacher relationship reveals a significant relationship of self-esteem indicate that quality of interaction among student and teacher can have positive effect on students' perspective of their own self and self-worth. The study supports previous research that high self-esteem is linked with self-enhancing methods which include the attributes of success to the internal factors and failure of the external factors for maintaining a positive view of self (Brown et al., 2001).

The study findings reveals that student-teacher relationship reveals a significant relationship of self-esteem indicate that quality of interaction among student and teacher can have positive effect on students' perspective of their own self and self-worth. The study supports previous research that high self-esteem is linked with self-enhancing methods which include the





attributes of success to the internal factors and failure of the external factors for maintaining a positive view of self (Brown et al., 2001). For public sector students, the student-teacher relationship significantly predicted self-esteem, indicating that in public universities, positive interactions with teachers are crucial for students' self-perception and confidence (van et al., 2021). In contrast, for private sector students, the relationship was not significant suggesting that other factors, such as institutional resources and peer interactions, might play a more prominent role in shaping self-esteem in private universities. These differences highlight the varying contexts of public and private educational institutions and the need for tailored approaches to student support (Acosta-Gonzaga, 2023). The study's findings on self-esteem indicators revealed that most of the students reported positive self-esteem, with high percentages agreeing that they are satisfied with themselves and recognize their good qualities. This aligns with the broader literature indicating that positive self-esteem is prevalent among university students, driven by supportive educational environments and personal accomplishments. However, the minority of students who reported lower self-esteem highlight the need for targeted interventions to support these individuals, potentially through counseling services and mentorship programs (Kim, 2021).

Moreover, gender differences in the impact of student-teacher relationships known for gender-sensitive approaches in educational practices. Female students, who appear to derive more self-esteem benefits from positive teacher interactions, might benefit from mentorship programs and leadership opportunities that foster strong, supportive relationships. For male students, alternative strategies that address other contributing factors to self-esteem should be explored, ensuring a holistic approach to student development. The findings also have policy implications. Educational policymakers should consider the importance of teacher training programs that emphasize relationship-building skills, emotional intelligence, and student-centered teaching approaches. Policies that support smaller teacher-to-student ratios, particularly in public universities, can enhance the quality of interactions and contribute to enhance student self-esteem. Furthermore, integrating mental health and well-being services within the university framework can address the broader determinants of student self-esteem providing a comprehensive support system for all students (Semeraro et al., 2020). The findings show that students positive relationships with their teachers report high self-esteem. The effect is more prominent in public universities where students feel more valued and supported when they build positive connections with their teacher.

This study confirms that positive student-teacher relationships interlinked with high level of self-esteem among undergraduate levels consistent with the findings by Brown et al (2001) and Orth & Robins (2014). Female students show high level of correlation aligns with Eccles (2011), notice that females develop more psychological support from interpersonal relationships in academics. Public sector universities students benefit more from positive teacher interactions, probably due to limited institutional resources and great support on emotional support (Afzal et al., 2023). In contrast private sector universities students depend more on peer infrastructure or influence.

7. Conclusion

Student-teacher relationships play a major role to foster self-esteem, particularly in public sector universities and among female students at undergraduate level. Although the effect is small, it is statistically significant and contextually meaningful.

8. Recommendations





- Implementing teacher professional development trainings focusing on relationship-building and emotional intelligence.
- Take initiative for introducing programs that encourage teacher-student interactions especially in private sector institutions.
- Plan and design support systems that cater different psychological needs for male and female students in both sectors.
- For future research qualitative follow up help students to explore perceptions and causal mechanisms.

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FORM FOR BLIND REVIEW (FOREIGN / LOCAL EXPERTS)
Critical Review of Social Sciences and Humanities (CRSSH)
Government Graduate College Township
Higher Education Department
Lahore, Punjab, Pakistan

Reviewer	Dr. Ayesha Junaid
Title of the paper	EFFECT OF STUDENT-TEACHER RELATIONSHIP ON UNDERGRADUATE STUDENTS' CLASSROOM ENGAGEMENT
Dispatch / e-mail date	
<p>Reviewer's Comments and Recommendation: <i>(Please provide comprehensive feedback on the following sections of the Article under Review)</i></p> <p>Title & Abstract: Strengths:</p> <p>The research aim is straightforward and clear – to explore the effect of student-teacher relationships on undergraduate students' classroom engagement. The sampling method (cluster sampling) and the selection of public and private sector universities are well-defined, which lends credibility to the study's scope. The inclusion of both online (Google Form) and in-person data collection methods strengthens the approach by addressing potential data biases. The key finding—that student-teacher relationships have varying effects across different university sectors—and the recommendation for professional development programs are useful and practical.</p> <p>Areas for Improvement:</p> <p>There is lack of clarity of statistical results e.g.,</p> <ul style="list-style-type: none">○ The phrase “non-significant connections with their instructors” is somewhat vague. It could be more specific in terms of what exactly is meant by "non-significant." Additionally, the mention of a “$p > .05$” value is correct, but it could be clarified that this means there was no statistically significant difference.○ Clarifying whether “stronger but non-significant” refers to the strength of the relationship or the correlation would help readers understand the nuances better. <p>While the abstract mentions the sample size and data collection methods, it could include more detail on the measurement tools used (e.g., were the questionnaires validated?). The mention of “alpha reliability $> .82$” is good, but including more details about the tools, such as their specific focus or how they were adapted, would add more clarity.</p> <p>There is a need to simplify some sentences. The sentence "A total oof 4 public and 4 private sector universities were selected randomly" has a typo ("oof" instead of "of"). Additionally, "randomly" could be replaced with "by random selection" for better clarity. The sentence “This discrepancy underscores the necessity for more tailored approaches in different educational settings” can be simplified. For instance, "This discrepancy highlights the need for more tailored approaches based on educational setting" is clearer.</p> <p>Relevance of Findings:</p>	



The conclusion of the abstract mentions how the study contributes to enhancing student engagement, but it might be more effective if it briefly touched upon the practical implications of these findings for both public and private sector institutions.

Introduction: The introduction provides a solid foundation for the study but could benefit from clearer language, more specific examples, and better transitions. These adjustments would improve the flow and readability, making the argument more concise and focused.

Literature Review: The literature review provides a broad overview of the importance of student-teacher relationships in fostering engagement. However, it can be improved by reducing redundancy, improving clarity, delving deeper into key studies, and better integrating theoretical frameworks. A more focused and concise review would create a stronger foundation for the study's research objectives.

Methodology: The methodology outlines a solid approach for studying the impact of student-teacher relationships on classroom engagement. However, further detail on instrument adaptation, sampling techniques, and data analysis would strengthen the transparency and rigor of the research design. Additionally, addressing potential biases and limitations would provide a more balanced and comprehensive methodology.

Results: The data analysis in this study provides a solid statistical framework to explore the relationship between student-teacher relationships and student engagement. However, the interpretation of the results could be strengthened by addressing the low explanatory power of the regression models, exploring the lack of significant findings in more depth, and considering possible moderators or external factors. The sector-based and gender-based comparisons offer valuable insights, but further discussion of the underlying reasons for these differences would enhance the understanding of the results.

Discussion:

Conclusion/recommendation: The conclusion effectively summarizes the study's main findings and offers practical recommendations for improving teacher-student relationships in higher education. However, it could benefit from further clarification of contradictory findings, more specific policy recommendations, and a deeper reflection on the implications of non-significant results. Adding a discussion of study limitations and expanding on further research would strengthen the overall conclusion and make it more comprehensive.

Final comments: the article needs revisions before consideration of publication

Reviewers Recommendation: (Please tick the appropriate box)

Sections	Adequate	Minor Changes Required	Major Changes Required	Unacceptable
Title & Abstract	x			
Introduction		x		
Literature review		x		
Methodology		x		
Results		x		



Discussion		x		
Conclusion/recommendation		x		

Recommendation to Editor (Please mark “X” for appropriate option)	
☐	Strongly recommended without any changes
☒	Recommended with minor revisions
☐	Recommended with major revisions
☐	Recommended to decline the submission

Signature (Reviewer)



FORM FOR BLIND REVIEW (FOREIGN / LOCAL EXPERTS)
Critical Review of Social Sciences and Humanities (CRSSH)
Government Graduate College Township
Higher Education Department
Lahore, Punjab, Pakistan

Reviewer	Dr. Maria Isabel Maldonado Garcia
Title of the paper	EFFECT OF STUDENT-TEACHER RELATIONSHIP ON UNDERGRADUATE STUDENTS' CLASSROOM ENGAGEMENT
Dispatch / e-mail date	
<p>Reviewer's Comments and Recommendation: <i>(Please provide comprehensive feedback on the following sections of the Article under Review)</i></p> <p>Title & Abstract: Pls improve the language of the overall paper. The abstract lacks clarity. Improve transitions and flow. Clarify results.</p> <p>Introduction: Unclear sentence structure. Try to use shorter sentences. Inconsistent capitalization and citation formatting that needs to be improved. Punctuation is erratic. Lack of precision in the objective section. In the objective section, what does "subscales" mean? Are they emotional, behavioral and cognitive aspects of engagement? This needs to be clarified. What does classroom engagement mean? Pls provide a definition according to contemporary research. The context of Gablinske (2021) and Roorda et al. (2011) needs to be fully explained. Pls add a section for the theoretical framework and how it relates to the present study, connect it to the methodology.</p> <p>Literature Review: There is sufficient mentioned literature, however, some of the contributions of various authors are not sufficiently explained such as Furre & Skinner (2003) and others. In addition, the literature review lacks a proper structure. There should be a proper flow and transition from one topic to another. The inconsistencies in the citation style continues in this section. Pls use APA citation style in text and in the references. Many of the theories and studies are not well explained. This results in not being able to reveal the gap of the study. Eliminate repetition, organize themes clearly, group similar studies, use clear language. Add a subsection for the gap of the study.</p> <p>Methodology: The methodology section is too brief and unclear. It needs to clarify how the data was collected with a Data Collection section and within a sampling method. Since the study involves human participants, it needs a section of Ethical Considerations and the precepts of the Belmont Report needs to be applied. Explain how the instrument adaptation was carried out. The language errors continue in this section as well. Explain how the data was analyzed in a subsection called Steps of the Methodology.</p>	



Results: The Data Analysis section presents insufficient explanation of the tables and the statistical findings. Pls explain these results better with relation to the hypothesis and research questions. The results need a deeper interpretation and the terminology needs to be consistent within this section and the overall paper. The section needs to end with a short conclusion or summary of the findings. Again have the section reviewed for grammar and orthographical errors.

Discussion: Organize findings and discussion separately. The statistical results need to be clarified. The study is based in Lahore, so this should not be overgeneralized. Avoid sweeping statements. Connect this section with the objectives and the current literature review. Do your results match the current literature or the results are different? Try to use sentences such as the “findings reveal,” “the results indicate,” “the analysis suggests” and others. The section needs to conclude with a brief summary.

Conclusion/recommendation: The conclusion needs to be better structured. Before the conclusion, there needs to be a recommendations section where teacher training, professional development workshops, etc. Provide more recommendations for policy-making that could improve student-teacher interactions and dynamics.

References: The paper does not have a reference section. Pls add it and format it according to APA style.

Final comments: Follow suggestions per section.

Reviewers Recommendation: (Please tick the appropriate box)

Sections	Adequate	Minor Changes Required	Major Changes Required	Unacceptable
Title & Abstract		X		
Introduction			X	
Literature review			X	
Methodology			X	
Results		X		
Discussion			X	
Conclusion/recommendation			X	

Recommendation to Editor (Please mark “X” for appropriate option)

- ☐ Strongly recommended without any changes
- ☐ Recommended with minor revisions
- ☒ Recommended with major revisions
- ☐ Recommended to decline the submission

Signature (Reviewer)

Maria Isabel Maldonado Garcia

**EFFECT OF STUDENT-TEACHER RELATIONSHIP ON UNDERGRADUATE
STUDENTS' CLASSROOM ENGAGEMENT**

11

DEPARTMENT OF EDUCATION

UNIVERSITY OF MANAGEMENT AND TECHNOLOGY LAHORE-PAKISTAN.

Abstract

This research explores the effect of student-teacher relationships on classroom engagement of undergrad students. Furthermore, the study highlights that the impact of these relationships varies significantly between public and private institutions. Population of study consists of all undergraduate students studying in public and private sector universities of Lahore (N=280000). Using a sample calculator, a sample of 500 students from both public and private sector universities in Lahore was selected adopting cluster sampling technique. A total of 4 public and 4 private sector universities were selected randomly. Data was collected by using both google form and in person visits of the universities. Both the questionnaires were adapted, and have alpha reliability $>.82$. Linear regression was applied to estimate the effect. Students in public sector universities reported stronger but non-significant connections with their instructors, anyhow it correlates with higher levels of engagement compared to their counterparts in private institutions. While no overall significant effect was noted ($p > .05$). This discrepancy underscores the necessity for more tailored approaches in different educational settings. The findings reveal that positive student-teacher interactions are crucial for fostering active class participation. To enhance student engagement, it is recommended that educational policymakers and institutions prioritize professional development programs focused on building effective student-teacher relationships. Additionally, fostering a positive classroom culture that values student input can further bridge the gap in engagement levels across different university sectors. By implementing these strategies, universities can create a more inclusive and engaging educational experience, ultimately benefiting student learning outcomes and academic success.

Key Words: *students-teacher relationship, university students, public and private sector, classroom engagement*

Introduction

Education is one of the most important factors in society which helps transform human beings into their best version of themselves. Classroom engagement plays an important role in academic success. The relationships between students and teachers play a vital role in promoting student engagement in the classroom. The connection between teacher and student has a great effect on students which may lead to effective classroom engagement. Gablinske, (2021).reveals that the quality of student's teacher relationships promotes high level of classroom engagement and students get support from their teachers. It emphasize that positive relations enhance emotional and social development and help children to develop self confidence in their

educational journey. On the other hand, Students face many problems and challenges when they don't have good relations with their teachers and don't connect with their education appropriately in classroom settings which may lead to academic failure (Gablinske, 2021). Students who have strong attachments with their teachers have more positive relationships with their students and they participate more actively in their academic learning experiences. For directions and support students try to connect with their teachers, which enhances their engagement and participation in class tasks (Roorda et al, 2011). The teacher-student relationship is a fundamental factor of the overall educational experience that can significantly effect on student engagement. Classroom engagement can be divided into three different domains which include: Affective, Behavior, and Cognitive.

3

Objectives of the Study

The objectives of the study were to:

1. Find out the overall effect of student-teacher relationships on students' classroom engagement.
2. Find out the effect of subscale of student-teacher relationships on subscales of students' classroom engagement.
3. Compare the effect of student-teacher relationships on student classroom engagement based on students' gender and sector

Null Hypothesis

There is no significant effect of student-teacher relationships on student classroom engagement (overall and subscales) based on students' gender and sector.

Literature Review

Student-teacher relationship plays a fundamental role in developing the educational experiences of undergraduate students. A positive student-teacher relationship is connected to positive teacher support for students. Positive relationship between students and teachers increases the performance of children in classroom engagement (Roorda et al., 2011). Hughes et al., (2008) identify that positive teacher-student relationships ¹are associated with a higher level of engagement of students in the classroom. Additionally, findings from (Furre & Skinner, 2003) state the significance of teacher support and encouragement in fostering a sense of belonging and engagement among students at the undergraduate level. Creating a structured environment of learning is significant for effective student's teacher interactions (Patall et al., 2024). The student-teacher relationship is a critical factor in educational organization settings, which has a great impact on students' personal and academic development. The relationships comprise multiple dimensions which include mutual respect, trust, emotional support, and communication. It has a direct impact on children's classroom engagement has been broadly studied in multiple educational contexts. Recognizing that the student-teacher connection is a place of possibilities which highlights the significance of student-teacher relationship to the learning of students and its implications (Gillespie, 2005).

Researchers investigate student involvement has several parts like participation in the classroom, doing activities and tasks on their own, and feeling connected to the classroom environment or teachers emotionally. Several studies investigate that there is a positive connection between how well students do and how they are involved in their studies which provide them with quality learning experiences. Teachers who motivate their students and involve them in classroom activities enhance their academic performance. Teachers who

motivate students to be more engaged, involved, participative, and productive support them to do better in their academics additionally, having positive and supportive relations with good behavioral, emotional, and cognitive connections provides students an opportunity to develop their skills and enhance their academic progress. The perceptions of students about positive teacher-student relations play a huge part in undergraduate student's classroom engagement as it encourages them to explore their class surroundings (Varga, 2017). Some studies found that when teachers and students have positive relations and when teachers meet students' needs and provide full support then students are actively engaged in the classroom. In-class environments develop students' perceptions and behaviors toward learning. It affects not only their behavior but also their academic performance.

The theory of self-determination Deci and Ryan, (2009) tells the relationship between positive teacher-student interactions and academic motivation or successful school adaptation by focusing on the satisfaction of three basic psychological needs: the need for autonomy, the need for competence, and the need for attachment. If a teacher satisfies these three basic needs—being dedicated (e.g., behaving with genuine interest or care), establishing clear structures, and boosting students' autonomy—students' drive to learn and achieve will improve. This relates to the advancement of learning (Roorda et al., 2011). Self-determination theory proponents use the attachment theory to represent "commitment" as an integral component of teacher-student relationships. Because a strong relationship exists between the concept of emotional safety and the basic need for attachment. According to this viewpoint, a crucial sign of the caliber of the interactions between teachers and students is the fulfillment of the three basic conditions mentioned above, which complement and strengthen one another and allow for the greatest possible, healthy development (Bakadorova & Raufelder, 2018).

Classroom Engagement in higher education has multiple variations when compared to the engagement of students at the school level, especially in the context of university life. It is examined that on-campus activities and life have implied impacts on students' education at higher levels (Dykstra & Watson, 2015). Classroom engagement is something related to all the measures implemented by educators to establish a positive learning environment that enhance constructive social interactions and positive learning. Thus, educators used different abilities and tactics to establish an environment where students behave fully focused, positive engagement and well behave in the classroom (Bundick et al., 2014).

The importance of student engagement embraces key elements such as attributing value to the university environment, fostering a sense of belonging, valuing education, and actively participating in campus tasks and activities. In this context (Gunuc, 2014) indicates that student engagement and academic achievement have significant effect on students behavioral, cognitive, and emotional engagement on the academic performance of student's. Engagement in the classroom plays an important role in student learning and academic achievement. The relationship between teachers and students plays significant effect on the classroom engagement of students at undergraduate level. Student-teacher relationships play a critical role in shaping an effective environment and enhancing students' active participation in the learning process.

A study done by (Wubbels et al., 2016) identifies that student's teacher relationships influence students' involvement in class. The result indicates that positive relations between students and teachers are interlinked with increased levels ¹ of student engagement including behavioral, cognitive, and emotional aspects of engagement. This implies that when students feel motivated, and supportive and have optimistic relationships with their teachers they are more

involved in their learning. Researchers find that supportive and open communication plays a significant role in developing positive teacher-student relationships which positively influences students' behaviors and emotional engagement. But researchers also address some implications for teacher professional and training development and provide suggestion that it is vital to provide educators an opportunity to equip with those skills for the maintenance of positive relationships with their students.

Effective communication is closely related to developing a positive classroom environment which enhances students' active participation in learning. Positive and supportive engagement has been interconnected with a higher level of student-teacher relationships. Open and effective communication from teachers has been indicated to contribute to a positive classroom environment and enhance students' effective engagement. A study found that types of engagements relate to academic achievement and behaviors of students (Jonas, 2016). It helps students to actively engage or participate in classroom learning experiences and establish interest in the course content and participate in cognitive activities during educational practices (Fredricks et al., 2004).

Behavioral engagement mechanism of behavioral Engagement includes observable behaviors such as active participation during class discussions, attending class daily, completing tasks on time, and following the rules and procedures of the classroom. Cognitive engagement mechanisms include the mental capabilities and efforts of students and understanding of learning experiences in depth. Students who engage with cognitive abilities are involved in investigative, critical thinking, innovation, and problem-solving activities during learning experiences which helps them to be actively engaged in the course content and apply their learning experiences to

real-world scenarios and contexts. Emotional engagement mechanism includes the emotions and actions of students toward learning which include their active participation, interest, and liking towards the content and subject. Students who are emotionally engaged during learning experiences play a huge role in their academic learning success and have positive behavioral attitudes toward educational tasks and academic success.

Fredericks et al., (2016) relate cognitive engagement to students' psychological engagement with learning environments. Another way to characterize cognitive engagement is as the drive and motivation of students to put in effort to master new abilities, which is reflected in their performance. It can be thought of as the student's financial commitment to their education. Researchers state that student engagement is interlinked with the level of student interest, involvement, and curiosity that students show during the learning journey (Barkley, 2020). This conceptual framework aligns with existing literature that highlights the importance of addressing all facets of engagement to create an effective learning environment (Fredricks, et al, 2016).

Relational engagement refers to improved academic growth and student retention in the majority of research ⁶ (Wang & Holcombe, 2010). A significant quantity of research has been conducted to learn how relational engagement with classmates and teachers is related to school and classroom engagement. According to research, there exists a noteworthy association between students' relational engagement and two key factors: the size of the school and strict rules (Yazzie & McCormick., 2012). Many researchers conducted a case study that reveals that the development of those relationships and the effect of those relations on student engagement and academic success are linked together. A study finds that strong teacher-student relationships provide a supportive learning environment and engagement that foster emotional and academic

success of students. It indicates that effective and positive engagement throughout the educational journey develop positive teacher student relationships. Conversely, teacher who engaged with their students with interest and create a sense of belonging during engagement in the classroom make students more engaged throughout their academic success. This type of engagement not only improves students' academic achievement but also motivates them to enhance their self-esteem (Mosley et al, 2021).

Numerous studies reveal that teacher plays a vital role in developing the student-teacher relationship and it effects students' academic success and performance after school education. Student involvement has many components which involve academic, behavioral, emotional, and extracurricular engagement (Afzal & Rafiq, 2022). The four strategies for increasing students' cognitive engagement in the classroom were made visible by the "ICAP" theory. These strategies are referred to as interactive (I), constructive (C), active (A), and passive (P) (Chi & Menekse, 2015). These researchers examined the 60 instructional activities that addressed challenges and obstacles during classroom participation. For first-year undergraduate students, listening to lectures is a common teaching method since it enables them to interact with the material in a different way (Chi et al., 2018).

Similar to this, Mehta et al (2022) summarized these four elements, which appear to be repeated in various student engagement models, to provide a new model of student engagement. Academic engagement (i), social engagement (ii), cognitive engagement (iii), and emotive engagement (iv) are the four-dimension areas. Academic engagement pertains to the actions that are closely linked to the process of learning, such as paying attention and finishing tasks. There are several functions for social engagement, and they are governed by both oral and written

classroom regulations that regulate student behavior. These guidelines assist the students in keeping their manners in check when interacting with teachers and other students. Engaging the cognitive processes necessary to comprehend complicated concepts is known as cognitive engagement. By discussing difficult concepts with their teachers and peers in the classroom, children can better understand them. Additionally, they concentrate on reading beyond the allotted subject and researching additional sources of information. Emotional reactions, such as a sense of belonging, that are indicative of classroom involvement are addressed by effective engagement.

The five components of the student engagement theory are as follows: (i) involvement is defined as the expenditure of mental and physical energy for various goals, such as exam preparation or classroom experiences; (ii) involvement is a continuous process, meaning that students exhibit varying degrees of engagement with various objects; (iii) it possesses both quantitative and qualitative features; (iv) the quantity and quality of involvement directly correlate with the extent of learning or improvement; and (v) the ability of any practice to encourage student involvement is a prerequisite for successful learning. Many factors promote student-teacher engagement which includes: a supportive environment, effective communication, and continuous feedback play a significant role (Trowler, 2010).

Homans in the 1950's given the concept of social exchange theory. This theory emphasizes that relations are formed based on cost-benefit analysis, where individuals obtain ⁷to maximize rewards and reduce costs in their interactions with others. In the context of student-teacher relations, students who engage actively in the classroom may have high self-esteem and achieve higher levels of academic performance when they perceive positive exchange from their

positive relations with their educators. Students who participate and give time in their student learning and those teachers who invest their time to provide knowledge and assistance to their students get benefits from each other. The quality of relations depends on the perception of balancing costs and benefits.

Bowlby's (1982) perspective, states that individual's attachment patterns are shaped by their early interactions which depend on their primary caregivers and subsequently effect their relationships and behaviors over the course of their lives. In the context of student-teacher relationships Attachment theory proposes that students can develop their attachments with their teachers with the help of their feelings of help, support, security, trust, and helping behaviors or attitudes of their teachers. The effect of these attachment relationships on students can be multifaceted.

Methodology

A casual comparative quantitative approach was used. The population of this research comprises undergraduate students of all public and Private universities of Lahore, Pakistan (N=280000). For data collection, universities were divided into two groups (1) Public and (2) Private. Within these groups, participants were selected using cluster sampling techniques. The questionnaires of Students Engagement and Student Teacher Relationship were adapted and refined. Both the instrument have alpha reliability $>.80$. data was collected using multiple approaches and strategies. Gools form link was also shared with sample. In person visits by the researchers were also made to collect data. All the sample was given ample time to fill the tools. Ethical considerations were kept in mind and the sample was assured in anonymity and confidentiality along with voluntary participation and withdrawal rights.

Data Analysis

Table 1

Demographic Information of Respondents

Demographics	N	%
Gender		
Male	125	25.0
Female	375	75.0
(Institute)Sector		
Private	250	50%
Public	250	50%

H₀₂. There is no effect of student-teacher relationships on students' classroom engagement.

Table 2

Student Teacher Relationship on Student Engagement (Affective Domain)

Sr No.	Model	Sum of Squares	df	Mean Square	F	Adjusted R Square	Std. Error of the Estimate	Sig.
1	Regression	196.256	1	196.256	1.625	.001	10.98964	.203
2	Residual	60144.576	498	120.772				
3	Total	60340.832	499					

a:Dependent Variable: Students Engagement (Affective)

b:Predictors: (Constant), students teacher relationship

The analysis of regression showed that the predictor variable of (student student-teacher relationship) does not significantly predict the dependent variable of (Student Engagement1 Affective domain), [df (1,499), F=1.625, AR²= .001, p=0.203). It can be concluded that student - teacher relationship does not have a significant effect on student engagement (Affective domain) at the undergraduate level.

Table 3*Student Teacher Relationship on Student Engagement (Behavioral Domain)*

⁵ Sr No.	Model	Sum of Squares	df	Mean Square	F	³ Adjusted R Square	Std. Error of the Estimate	Sig.
¹	Regression	8.946	1	8.946	.256	.001	5.91384	.613
2	Residual	17416.804	498	34.974				
3	Total	17425.750	499					

a:Dependent Variable: Students Engagement (behavioural)

b:Predictors: (Constant), students teacher relationship

The analysis of regression showed that the predictor variable of (student-teacher relationship) does not significantly predict the dependent variable of (Student Engagement11Behavioural), [df (1,499), F=.256, AR2=.001, p=0.613]. It can be concluded that student teacher relationship does not has a significant effect on student engagement (behavioral domain) at the undergraduate level.

Table 4*Student Teacher Relationship on Student Engagement (Cognitive Domain)*

⁵ Sr No.	Model	Sum of Squares	df	Mean Square	F	¹² Adjusted R Square	Std. Error of the Estimate	Sig.
1	Regression	7786.349	498	15.635		.003	3.95414	
2	Residual	36.249	1	36.249	.2318			.128
3	Total	7822.598	499					

a:Dependent Variable: Students Engagement (Cognitive)

b:Predictors: (Constant), students teacher relationship

The analysis of the regression shows that the predictor variable of (total Student Teacher Relationship) does not significantly predict a dependent variable of (total Student Engagement Cognitive domain) [df (1,499), F=2.318, AR2=.003, P=0.128). This study helps the higher educational institutes to consider the effects of student's teacher relations of university students at the undergraduate level. It can be concluded that the student-teacher relationship does not has a significant effect on student engagement (Cognitive domain) at the undergraduate level.

Table 5*Over all Student Teacher Relationship on Student Engagement*

Sr No.	14 Model	Sum of Squares	Df	Mean Square	F	Adjusted R Square	Std. Error of the Estimate	Sig.
1	Regression	196.256	1	196.256	1.625	.001	10.98964	.128
2	Residual	60144.576	498	120.772				
3	Total	60340.832	499					

a:Dependent Variable: Students Engagement

b:Predictors: (Constant), students teacher relationship

The analysis of the regression shows that the predictor variable of (total Student Teacher Relationship) does not significantly predict a dependent variable of (total Student Engagement domains) [df (1,499), $F=2.318$, $AR^2=.001$, $P=0.128$). The finding reveal that student teacher relationship does not have a significant effect on student engagement domains such as affective, behavioral and cognitive at undergraduate level. It can be concluded that the student-teacher relationship does not has a significant effect on student engagement (across all domains) at the undergraduate level.

Table 6*Sector based Comparison of Student Teacher Relationship effect on students' Engagement*

		F			Sig.		
Institute	Model	R	R Square		Adjusted Square	RStd. Error of the Estimate	
Public	1	.155 ^a	.024	6.121	.020	8.486603	.014
Private	1	.031 ^a	.001	.244	.003	12.973463	.622

a:Dependent Variable: Students Engagement

b:Predictors: (Constant), students teacher relationship

The result of regression analysis indicates that for the public sector institute the predictor variable of students teacher relationship which predicts a very negligible effect on the dependent variable of student-teacher engagement (df=1,499, F=6.121, AR2=0.020, p=0.014). The linear regression test indicated R-Square value of 0.024.

The result of this analysis of regression indicates that for the private sector institute the predictor variable of students teacher relationship which predicts an effect, however small, on the dependent variable (df=1,499, F=0.244, AR2=-0.003,p=0.622), and standard value shows an R-square of 0.001.

It can be concluded that for private sector the student student-teacher relations has a very low or even negligible significant effect on students' engagement while for the private sector the student-teacher relations has also very low effect on student engagement but its higher than that of private sector.

Table 7

Gender-based Comparison of Student Teacher Relationship effect on students' Engagement

9				F	Adjusted	RStd. Error of	Sig.
Gender	Model	R	R Square		Square	the Estimate	
Male	1	.171 ^a	.031	3.924	.023	12.56	.040
Female	1	.013 ^a	.005	.059	-.003	10.36	.809

a:Dependent Variable: Students Engagement

b:Predictors: (Constant), students teacher relationship

The analysis of the regression shows that the predictor variable of students' teacher relationship significantly predicts a small effect on the dependent variable of total student engagement in males [df (1,499), F=3.924, AR² =.023, p=.040].

Findings and Discussion

The findings reveal that student-teacher relationship does not significantly predict the dependent variable of Student Engagement in Affective domain, Behavioral Engagement, and in Cognitive domain engagement. Overall Student Teacher Relationship does not significantly predict Student Engagement. The findings of Gender-based comparison of STR's effect on students' engagement reveal differing impacts of student-teacher relationships on student engagement between genders. For males, the student-teacher relationship significantly predicts a small effect on total student engagement, as indicated by [df (1,499), $F=3.924$, $AR^2=.023$, $p=.040$]. Conversely, for females, the student-teacher relationship does not significantly predict student engagement, as evidenced by [df (1,499), $F=0.059$, $AR^2=-.003$, $p=.809$], with an R-square of .005. This indicates that the student-teacher relationship has no significant predictive effect on student engagement among females. The findings reveal that male students get more benefits through positive engagement and interaction with teachers as compared to female students at the undergraduate level. The findings of sector based comparison of STR effect on students' engagement indicates that the impact of the student-teacher relationship on student engagement differs between public and private sector institutes. For public sector institutes, the regression analysis shows a significant but low effect on student-teacher engagement [df=1,499, $F=6.121$, $AR^2=0.020$, $p=0.014$], which is higher than, for private sector institutes, [df=1,499, $F=0.244$, $AR^2=-0.003$, $p=0.622$].

The present study examined the effects of student-teacher relationships on undergraduate students' classroom engagement at various universities of Lahore. The analysis utilized a combination of descriptive and inferential statistics to explore these dynamics across different educational sectors (public vs. private) and genders. The findings contribute to the understanding of how interpersonal relationships in educational settings impact student outcomes, emphasizing the critical role of

teacher-student interactions in higher education contexts. The current study finding reveals that student-teacher relationships does not significantly predict student engagement in the domain of affective engagement, ¹⁵ behavioral and cognitive engagement and the dynamic of this relation did not directly effect on student engagement in the classroom. Conversely, the study found that positive teacher-student relationships ¹ are associated with a higher level of engagement of students in the classroom as found by Hughes et al., (2008). Regarding student engagement, the regression analyses showed that for public sector students, the student-teacher relationship significantly predicted engagement, whereas for private sector students, the effect was not significant.

This finding underscores the importance of supportive teacher-student interactions in fostering engagement in public universities, where resources may be more limited, and the role of teachers in providing emotional and academic support is critical as discussed by Terblanche et al., (2022a, 2022b). Numerous studies revealed the similar findings showing mild to moderate effect of student-teacher relationship on performance. Student involvement has many components which involve academic, behavioral, emotional, and extracurricular engagement (Afzal & Rafiq, 2022). Study also gets support from the research findings of Chi et al., (2018) and Mehta et al (2022).

Conclusion and Recommendations

¹⁶ The findings of the current study indicate that student-teacher relationships do not significantly predict student engagement in terms of affective, behavioral, and cognitive dimensions. Moreover, the dynamics of this relationship do not have a direct ⁶ impact on student engagement in the classroom. On the other hand, the study shows that positive teacher-student relationships are linked to higher levels of student engagement. The findings also have policy implications. Educational policymakers should consider the importance of teacher training programs that emphasize

relationship-building skills, emotional intelligence, and student-centered teaching approaches. Findings suggest that it is the need for developing teachers training programs that highlights to build a positive and strong-teacher relationships to enhance classroom engagement in private sector institutions. Further researches need to be conducted as well.

EFFECT OF STUDENT-TEACHER RELATIONSHIP ON UNDERGRADUATE STUDENTS' CLASSROOM ENGAGEMENT

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