

# An Analysis of the Effectiveness of Teacher-Student Relationships on Student Behavior and Academic Performance at an International School in Subang Jaya

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**Abstract:** *The quality of teacher-student relationships is widely recognized as a significant factor influencing student behavior and academic performance. This study explores how these relationships impact student outcomes within an international school in Subang Jaya, Selangor. Utilizing an embedded mixed-methods approach, the study incorporates both quantitative and qualitative data from a sample of 80 students and 20 teachers, examining variables such as student attendance, participation, behavior, and grades. Findings reveal that positive teacher-student relationships are associated with improved student engagement, reduced behavioral issues, and higher academic achievement. Teachers' relative inexperience, however, may limit relationship-building effectiveness, indicating a need for professional development focused on interpersonal and classroom management skills. This study contributes to the literature by emphasizing the role of teacher-student relationships in multicultural and diverse educational environments and offers practical insights for educators aiming to enhance student engagement and performance through relational strategies.*

**Keywords:** Teacher-Student Relationships, Academic Performance, Student Behavior, Student Engagement, Teacher Professional Development

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## 1. Introduction

The quality of teacher-student relationships is critical in education since it influences both academic and behavioral results for students. This case study looks at how these relationships influence student behavior and academic achievement at an international school in Subang Jaya, Selangor. Excellent teacher-student interactions are critical for fostering a favorable learning environment in educational contexts. They promote trust, respect, and support, all of which are essential for student involvement and motivation. Effective communication and mutual respect between teachers and students can create a more inclusive and supportive classroom environment, minimizing behavioral concerns and enhancing academic performance. This research focuses on an international school in Subang Jaya that is noted for its diversified educational institutions and multicultural student population. Given the diversity of cultural origins, languages, and educational expectations, an international school's unique atmosphere gives both opportunities and problems in developing effective teacher-student connections. By investigating teacher-student interactions in this setting, this study hopes to identify tactics and practices that help improve these connections. It aims to give data on how enhancing teacher-student relationships can lead to greater student behavior and academic achievement, as well as suggestions for similar educational situations. Understanding the

significance of these relationships is critical for educators, politicians, parents, and the general educational community. This study contributes to the growing body of knowledge about the significance of interpersonal interactions in the classroom and their impact on student performance.

## **2. The importance of the relationship between teacher and student**

In order to improve students' behavioral and academic results, the interaction between teachers and students is essential. According to research, a supportive and inclusive classroom environment that lowers behavioral problems and promotes academic success is greatly influenced by the positive interactions that exist between teachers and students. Strong, dependable bonds with educators have been associated with increased student motivation, engagement, and self-control, all of which have a direct positive impact on learning outcomes (Cook et al., 2018).

Effective teacher-student communication, empathy, and respect foster a learning environment, according to several studies. Teachers that use positive behavioral interventions, like encouraging feedback and personal interactions, for example, can greatly reduce conflict and foster a closer bond with their pupils. When it comes to controlling classroom conduct, this tactic is particularly helpful since it creates an environment of mutual respect and trust (Martinez & Wighting, 2023).

Furthermore, high teacher self-efficacy, or confidence in teaching abilities, has been shown to enhance relationships with students. Teachers who feel capable are more likely to engage in meaningful interactions that positively influence students' social and emotional development, ultimately shaping better academic habits (Tschannen-Moran, 2001). Overall, building strong teacher-student relationships is vital for holistic student development, and educators can leverage these insights to enhance academic and behavioral outcomes in diverse educational settings.

Teacher-student connections have a major impact on both immediate classroom outcomes and long-term academic performance. Positive relationships between instructors and students are linked to increased emotional and social support, which improves students' engagement and self-regulation skills (Kincade et al., 2020). Students who feel linked and supported by their professors are more likely to have intrinsic motivation, which promotes perseverance and resilience in the face of academic difficulties (Allen et al., 2021).

Additionally, studies show that the effects of teacher-student relationships might vary depending on the developmental stage of the student. Close, caring interactions, for example, help elementary pupils develop a stable basis for classroom participation and academic confidence (Spilt et al., 2019). On the other hand, middle and high school pupils benefit from an atmosphere of trust that promotes independence and self-directed learning when their teachers exhibit empathy, respect, and fair discipline (Davis, 2020).

Furthermore, it has been demonstrated that constructive teacher-student interactions greatly enhance classroom behavior. There is less conflict in the classroom and more student cooperation when teachers use positive behavioral interventions, such as setting aside time to connect with each student individually, giving prompt feedback, and rewarding good behavior (Martinez & Wighting, 2023). These behavioral changes frequently result in increased

academic attention, enabling students to realize their full potential in both social and intellectual domains.

Teachers are also more equipped to create supportive relationships when they retain a high level of professional self-efficacy or confidence in their teaching methods and classroom management. Because of its effectiveness, positive engagement techniques may be used more frequently, which would increase student happiness and participation (Tschannen-Moran & Hoy, 2001).

In summary, developing healthy teacher-student relationships takes a combination of strategic intervention, empathy, and a dedication to comprehending the particular needs and difficulties of every student. In the end, these connections help create a welcoming and inclusive learning environment that lowers behavioral problems and enhances academic performance at all developmental stages.

### 3. Methodology

The current research employs an embedded mixed-methods research approach to collect both quantitative and qualitative data to get a detailed understanding of the research question concerning the effect of teacher-student relationships on student achievement. The quantitative part relates to the measurement and assessment of data in the form of figures and percentages. The population for this study comprises students, teachers, and administrators from an international school in Subang Jaya, Selangor. A total of 80 students and 20 teachers were selected for the quantitative survey component of this study, ensuring a broad and diverse range of perspectives on teacher-student relationships. The sample size was carefully chosen to provide statistically significant data while still being manageable within the study's scope. The quantitative survey aimed to capture measurable aspects of student behavior, academic performance, and the perceived quality of teacher-student interactions across different grades and subjects. This research employs an embedded mixed-methods approach to thoroughly examine how teacher-student relationships influence student achievement. By integrating quantitative data (e.g., figures and percentages) with qualitative insights (e.g., interviews and open-ended responses), the study gains both measurable and contextual understanding of the impact. Quantitative data offers objective metrics of student outcomes, while qualitative data delves into the personal experiences and perceptions of participants, enhancing depth and meaning. This combination strengthens the reliability and validity of findings, providing a well-rounded depiction of the dynamics at play (Creswell & Plano Clark, 2017).

## 4. Result and Discussion

### 4.1 Demography

**Table 1: Format of Papers**

Category	Subcategory	Percentage %
<b>Demographic Information for Teachers</b>		
<b>Age Group</b>	7-9 years	11.3%
	10-12 years	22.5%
	13-15 years	25%
	15-17 years	23.7%
	17+ years	17.5%
<b>Gender</b>	Male	45%
	Female	55%
<b>Grade Level</b>	Year 1-3	10%
	Year 4-6	35%
	Year 7-9	33.8%
	Year 10-11	21.3%
<b>Demographic Information for Teachers</b>		
<b>Age Group</b>	19 years and below	10%
	20-29 years	35%
	30-39 years	25%
	40-49 years	25%
	50-59 years	5%
<b>Gender</b>	Male	40%
	Female	60%
<b>Teaching Experience</b>	Less than 1 year	40%
	2-5 years	20%
	6-10 years	35%
	More than 10 years	5%
<b>Teaching Level</b>	Primary	55%
	Secondary	45%

Table 1 above shows the demographics of students and teachers. First is Student Demographics most respondents are adolescents, with the highest representation in the 13-15 and 15-17 age groups. A notable portion is in the early teenage range (10-12), and a small number are 7-9 years old, while only a few are over 17. There's a slight majority of female students (55%) compared to male students (45%). Most respondents are in the middle grade levels. Years 4-6 (35%) and Years 7-9 (33.8%). Smaller portions are in Years 1-3 (10%) and Years 10-11 (21.3%). Second is the teacher's demographics. Teachers' ages mostly fall within the early to mid-career range, with 35% aged 20-29 and 50% spread between ages 30-49. Only 5% are aged 50-59, and none are 60 or older. Most teachers are female (60%), with male teachers making up 40%. Most teachers are relatively new, with 40% having less than a year of experience. Mid-career teachers (6-10 years) make up 35%, while 20% have 2-5 years of experience, and only one teacher has more than 10 years of experience. A slight majority teach at the primary level (55%), while 45% teach secondary students.

## 4.2 Descriptive Analysis

**Table 2: Descriptive of Student**

No	Item	N	Mean
1.	Relationship	100	4.05
2.	Attendance	100	4.17
3.	Participation	100	4.13
4.	Disciplinary matter	100	4.15
5.	Grades	100	4.18
<b>Total Mean</b>			<b>4.13</b>

Table 2 above shows the descriptive of students. This table reflects students' average scores (mean) for each category on a 5-point scale, where higher scores indicate a more favorable outcome. Firstly, relationship with Teachers: Mean = 4.05, students generally perceive their relationships with teachers positively, rating this area slightly above 4. This reflects a moderate to high level of trust and support perceived by teachers, aligning with the importance of these relationships in fostering an inclusive learning environment. Second is attendance: Mean = 4.17, the high mean score suggests that students have good attendance, potentially indicating a level of commitment to their education and a structured learning environment that promotes regular attendance. Third is participation: Mean = 4.13, which is participation is also highly rated, suggesting that students feel engaged and actively involved in class activities. This aligns with findings that strong teacher-student relationships can enhance student motivation and engagement (Allen et al., 2021). Next is disciplinary Matters: Mean = 4.15, the mean score here indicates low disciplinary issues, reflecting a well-managed classroom environment where behavioral challenges are minimized. Positive relationships often contribute to better student behavior as students feel more accountable and supported. Lastly is Grades: Mean = 4.18, the highest mean score, which suggests a positive trend in academic performance. This data supports the research that positive teacher-student relationships often correlate with improved academic outcomes.

**Table 3: Descriptive**

No	Item	N	Mean
1.	Relationship	20	3.77
2.	Attendance	20	3.73
3.	Participation	20	3.68
4.	Disciplinary matter	20	3.73
5.	Grades	20	3.79
<b>Total Mean</b>			<b>3.74</b>

Table 3 provides teachers' average scores on the same variables, also on a 5-point scale, relationship with students' value of Mean = 3.77. Teachers' perception of their relationship with students is slightly lower than that of students. This may indicate that teachers feel there is room for improvement in building stronger connections with their students. Attendance value of Mean = 3.73. Slightly lower than the student-reported attendance score, this could suggest that while teachers view attendance positively, they may still encounter some attendance-related challenges with certain students, participation: Mean = 3.68. Teachers perceive student participation as moderate. This gap between student and teacher scores could reflect differing expectations or experiences regarding what constitutes full participation. Disciplinary Matters value of Mean = 3.73. Like attendance, the score for disciplinary matters is positive but reflects a potential area for further support. Teachers may be dealing with some challenges in classroom management, possibly influenced by their overall lower level of experience. Grades value of Mean = 3.79 Teachers' rating of student grades is positive, though not as high as the student-

reported score. This might indicate that teachers have a higher standard for academic performance or a more nuanced perspective on student achievement.

## Conclusion

The data indicates a positive relationship between teacher-student interactions and student performance in the study sample, aligning with research that underscores the importance of interpersonal relationships in educational settings (Allen et al., 2021; Spilt et al., 2019). The slight discrepancies in perceptions between teachers and students on relationship quality might reflect the relative inexperience of the teaching staff, as educators with limited experience may have less developed relationship-building skills, impacting students' views on engagement and classroom support.

Overall, these findings align with the literature suggesting that positive relationships enhance classroom behavior and academic outcomes. Such relationships foster trust and mutual respect, which are pivotal in managing classroom behaviour and motivating students (Martinez & Wighting, 2023). For instance, consistent with findings by Kincade, Dougherty, and Ladd (2020), students who feel supported by their teachers are more likely to engage in self-regulated learning and exhibit resilience. These insights underscore the value of nurturing professional efficacy in teachers, particularly those new to the field, as confidence in teaching correlates with stronger teacher-student relationships and better academic results (Tschannen-Moran & Hoy, 2001).

The data also supports the idea that teacher-student relationship quality is dynamic across developmental stages. As observed in younger students, close relationships help build foundational confidence in the classroom, while older students benefit from a balance of empathy and fair discipline that supports independent learning (Davis, 2020). This nuanced understanding highlights that relationship-building practices need to be adapted based on students' developmental needs to optimize academic and behavioral outcomes effectively.

In conclusion, the findings reflect the vital role of positive teacher-student relationships in fostering an inclusive and supportive classroom environment. These relationships contribute to reduced behavioral issues and improved academic performance, reinforcing the importance of relational training for teachers and administrators in international and multicultural school settings.

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