

# RESEARCH STREAM

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## Emotional And Social Relations In Shaping Teacher-Student Relationships

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### Abstract

Academic achievement, personal growth, and social integration are all significantly influenced by the teacher-student relationship. This study aims to examine how social interactions, communication, and emotional intelligence contribute to the development of effective teacher-student relationships. The objective is to evaluate the impact of social and emotional factors on students' motivation, engagement, and overall academic achievement. To assess their perspectives and experiences, a survey-based study was conducted with a sample of 50 teachers and 50 students from diverse educational backgrounds.

The results highlight the importance of empathy, trust, and cultural awareness in creating productive learning environments. Additionally, the study explores how educators can adapt their social and emotional approaches to enhance learning outcomes and student well-being. By integrating psychological theories and empirical data, this research provides valuable recommendations for strengthening teacher-student relationships, ultimately fostering a more inclusive and supportive educational system.

**Key Word:** Emotional Relation, Social Relation, Teacher Students Relation, Learning

### Introduction

The student-teacher social and emotional relationship plays a crucial role in shaping a student's academic success, personal growth, and overall well-being. This relationship goes beyond academics and influences a student's motivation, confidence, and emotional resilience. A positive student-teacher relationship fosters an engaging and supportive learning environment. When students feel emotionally connected to their teachers, they are more likely to participate in class, ask questions, and strive for academic excellence. Teachers who show empathy, encouragement, and support help students develop confidence in their abilities. When students feel valued and respected, they are more likely to take risks in learning and express their thoughts without fear, strong emotional bond with teachers helps students feel secure, reducing stress and anxiety. Students facing personal or academic challenges can find comfort in a teacher who listens and provides guidance.

Teachers who build meaningful relationships with students influence their social development. They model respect, kindness, and emotional regulation, helping students develop interpersonal skills that are essential for future success. A strong student-teacher social and emotional relationship is not just beneficial—it is essential for student success and well-being. Teachers who invest time in building trust, showing empathy, and fostering a supportive environment empower students to achieve their full potential, both academically and personally.

**Objective:** There is no significant relationship between the social intelligence of teachers and students

# RESEARCH STREAM

A Bi-Annual, Open Access Peer Reviewed International Journal

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## Hypotheses:

- **Null Hypothesis (H0):** There is no significant relationship between the social intelligence of teachers and students.
- **Null Hypothesis (H0):** There is no significant relationship between the Emotional intelligence of teachers and students
- **Null Hypothesis (H0):** There is no significant relationship between social and emotional intelligence of teachers.

**Alternative Hypothesis (H1):** There is a significant relationship between social and emotional intelligence of teachers.

- **Null Hypothesis (H0):** There is no significant relationship between social and emotional intelligence of students.

**Alternative Hypothesis (H1):** There is a significant relationship between social and emotional intelligence of students.

## Review of Related Literature:

Kumar & Singh (2018) studied the impact of teacher empathy on student academic performance in Indian classrooms, finding a strong correlation between teacher empathy levels and students' self-confidence and academic outcomes.

A study by Mehta (2020) highlighted the influence of socio-cultural factors on teacher-student relationships in India, emphasizing the need for culturally responsive teaching methodologies.

Reddy & Rao (2021) explored how digital learning environments during the COVID-19 pandemic affected teacher-student emotional connections, revealing that online platforms posed challenges in maintaining strong emotional bonds.

Research by Hamre & Pianta (2001) found that early teacher-student relationships predict academic and behavioral outcomes in later years.

Roorda et al. (2011) conducted a meta-analysis showing that positive relationships enhance students' academic motivation and reduce dropout rates.

Pianta, Hamre, & Allen (2012) highlighted that strong teacher-student bonds in early education lead to higher achievement and fewer disciplinary issues in later years.

Wentzel (2012) found that students who perceive their teachers as supportive tend to exhibit better social competence and classroom engagement.

A study by Hughes et al. (2008) demonstrated that teacher-student relationships in middle school predict social and academic adjustment in high school.

Sharma & Sharma (2015) investigated the role of emotional intelligence in teacher-student relationships in Indian schools, concluding that teachers with higher emotional intelligence foster better student engagement and motivation.

**Methodology:** A sample of teachers and students was selected from different educational institutions. A standardized Social Intelligence Scale was administered to measure their social intelligence levels. The collected data was analyzed using descriptive and inferential statistics.

# RESEARCH STREAM

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## Data Analysis and Interpretation:

- **Null Hypothesis (H0):** There is No Significant relationship between the social intelligence of teachers and students.

Group	N	Mean	(SD)	t-value	Degrees of Freedom	Significance Level
Teachers	50	75.4	8.2	4.21	98	Significant
Students	50	68.9	7.5			

**p-value:** 0.0001 **Significance Level ( $\alpha$ ):** 0.05

**Interpretation of Results** Since the calculated p-value (0.0001) is less than the significance level (0.05), we reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This indicates that there is a statistically significant relationship between the social intelligence of teachers and students.

- **Null Hypothesis (H0):** There is No Significant relationship between the Emotional intelligence of teachers and students.

• Group	N	Mean	(SD)	t-value	Degrees of Freedom	Significance Level
Teachers	50	80.2	7.8	5.10	98	Significant
Students	50	72.5	6.9			

**p-value:** 0.0001 **Significance Level ( $\alpha$ ):** 0.05

**Interpretation of Results** Since the calculated p-value (0.00001) is less than the significance level (0.05), we reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This indicates that there is a statistically significant relationship between the emotional intelligence of teachers and students.

- **Null Hypothesis (H0):** There is no significant relationship between social and emotional intelligence of teachers.
- **Alternative Hypothesis (H1):** There is a significant relationship between social and emotional intelligence of teachers.

Intelligence Type	N	Mean	(SD)	t-value	Degrees of Freedom	Significance Level
Social Intelligence	50	76.8	7.6	3.85	98	Significant
Emotional Intelligence	50	80.2	7.8			

**p-value:** 0.0001 **Significance Level ( $\alpha$ ):** 0.05

# RESEARCH STREAM

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Volume 02, Issue 01, April 2025

**Interpretation of Results** Since the calculated p-value (0.0002) is less than the significance level (0.05), we reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This indicates that there is a statistically significant relationship between social and emotional intelligence of teachers.

- **Null Hypothesis (H0):** There is no significant relationship between social and emotional intelligence of students.
- **Alternative Hypothesis (H1):** There is a significant relationship between social and emotional intelligence of students.

Intelligence Type	N	Mean	(SD)	t-value	Degrees of Freedom	Significance Level
Social Intelligence	50	70.5	6.8	2.35	98	Significant
Emotional Intelligence	50	73.2	7.1			

**p-value: 0.0001 Significance Level ( $\alpha$ ): 0.05**

**Interpretation of Results** Since the calculated p-value (0.021) is less than the significance level (0.05), we reject the null hypothesis (H0) and accept the alternative hypothesis (H1). This indicates that there is a statistically significant relationship between social and emotional intelligence of students.

## Conclusion-

- The findings suggest that teachers' social intelligence significantly influences students' social intelligence. This underscores the importance of developing and enhancing social intelligence skills among educators to foster better communication and understanding in academic settings.
- The findings suggest that teachers' emotional intelligence significantly influences students' emotional intelligence. This underscores the importance of developing and enhancing emotional intelligence skills among educators to foster better communication and understanding in academic settings.
- The findings suggest that teachers with high social intelligence tend to have high emotional intelligence. This underscores the importance of developing both forms of intelligence to enhance teaching effectiveness, classroom management, and student engagement.
- The findings suggest that students with higher social intelligence tend to have higher emotional intelligence. This highlights the need for educational programs that foster both types of intelligence to support student development and well-being.

## Recommendations

- Implement training programs to enhance teachers' social intelligence and emotional intelligence.
- Encourage activities that promote social interaction among students.
- Conduct further research to explore other factors influencing social intelligence development.
- Implement training programs to enhance teachers' emotional intelligence.
- Encourage activities that promote emotional awareness among students.
- Conduct further research to explore other factors influencing emotional intelligence development.
- Implement professional development programs to enhance teachers' social and emotional intelligence.

# RESEARCH STREAM

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- Encourage self-awareness and interpersonal skill-building workshops.
- Conduct further research to explore additional factors influencing social and emotional intelligence among teachers.
- Integrate social and emotional learning (SEL) programs into the curriculum.
- Conduct workshops to enhance students' interpersonal and self-regulation skills.
- Encourage further research to explore additional factors influencing social and emotional intelligence among students.

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