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Print ISSN: [3006-2497](#) Online ISSN: [3006-2500](#)Platform & Workflow by: [Open Journal Systems](#)<https://doi.org/10.5281/zenodo.22054767>**Impact of Teacher- Student Relationship on Classroom Management in District Bannu****Mashad Ali Raza**

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Email: gps80tda@gmail.com**Abstract**

The teacher–student relationship is a vital factor in creating a positive and productive classroom environment. Strong and respectful relationships between teachers and students contribute to effective classroom management, improved student behavior, and enhanced learning outcomes. This study aimed to explore the perceptions of male teachers regarding the impact of teacher–student relationships on classroom management in District Bannu. The study employed a quantitative research design, and data were collected from male teachers through a structured questionnaire. The findings revealed that positive teacher–student relationships significantly contribute to effective classroom management by promoting mutual respect, cooperation, discipline, and student engagement. Teachers reported that students are more likely to follow classroom rules, participate actively in learning activities, and demonstrate positive behavior when they have supportive relationships with their teachers. The results further indicated that effective communication, trust, and understanding between teachers and students help reduce disciplinary issues and create a conducive learning environment. The study concludes that strong teacher–student relationships play a crucial role in maintaining classroom discipline and enhancing the overall teaching–learning process. It recommends that teachers adopt student-centered approaches, improve communication skills, and foster supportive interactions with students to strengthen classroom management and educational outcomes.

KEYWORDS: Teacher–Student Relationship, Classroom Management, Student Behavior, Learning Outcomes, Student Engagement, Mutual Respect, Communication, Discipline.

INTRODUCTION

The classroom is not merely a space for transmitting knowledge; it is a dynamic social ecosystem where the quality of interpersonal interactions often dictates the success or failure of the educational process. At the heart of this ecosystem lies the teacher-student relationship, a foundational element that profoundly shapes the learning environment (Hattie & Zierer, 2020). Contemporary educational research has moved beyond traditional, authoritarian models of discipline to embrace a relational paradigm, positing that

effective classroom management is inextricably linked to the quality of bonds formed between teachers and students. When educators establish trust, respect, and open communication, they are not simply being amiable; they are strategically pre-empting disruptive behavior and cultivating a climate conducive to learning (Aldrup et al., 2022). This perspective challenges the notion that management is primarily about control and instead frames it as a product of genuine, positive human connection, where students are drawn into the learning process through a desire to engage, not a fear of punishment.

The influence of a supportive teacher-student relationship extends far beyond immediate classroom order, serving as a powerful catalyst for student engagement and academic achievement. Recent studies have empirically confirmed that a positive relationship has a significant predictive effect on adolescents' academic success, with academic engagement acting as a key mediator in this dynamic (Roorda et al., 2021). Students who perceive their relationships with teachers as positive and supportive demonstrate higher levels of classroom engagement, improved reading comprehension, and a greater willingness to persevere through academic challenges (Quin, 2020). This engagement is multifaceted, encompassing behavioral, cognitive, and emotional dimensions, and it is the 'active verb' that connects curriculum to actual learning. The quality of the teacher-student bond is so pivotal that research indicates its positive effect on student engagement is stronger than that of peer support, and that adverse teacher-student dynamics cannot be fully compensated for by supportive peers (Martin & Collie, 2023).

In the specific domain of classroom management, the teacher-student relationship is no longer viewed as a peripheral soft skill but as a core, non-negotiable element of effective practice. High-quality relationships have been documented to reduce disruptive behavior, promote a positive learning environment, and prevent the escalation of classroom conflicts (Korpershoek et al., 2020). A strong relational foundation allows teachers to move beyond reactive disciplinary measures toward proactive, relationship-driven management strategies. For instance, when behavioral issues arise, a foundation of trust enables the use of restorative practices that focus on understanding harm and repairing relationships rather than simply meting out punishment (Gregory & Evans, 2022). Conversely, when the teacher-student relationship breaks down, what often manifests as a classroom management problem is, at its core, a relationship problem in disguise. This recognition is shifting the focus of teacher training, with professional development increasingly targeting the building of positive relationships as a fundamental strategy for improving educators' capacity to manage their classrooms effectively (Sabol & Pianta, 2024).

Despite the universal recognition of these principles, their application is severely tested in contexts of systemic educational strain, such as in Khyber Pakhtunkhwa (KP) province, where this study is situated. The educational landscape of KP is characterized by profound challenges that directly undermine the capacity for nurturing teacher-student relationships. These include a staggering number of out-of-school children—approximately 4.7 million—driven by poverty, cultural barriers, and inadequate infrastructure (UNICEF Pakistan, 2023). Furthermore, chronic teacher shortages, with nearly 30,000 public primary schools run by a single teacher, and administrative paralysis have created an environment where individual educators are overwhelmed and student-teacher ratios are dysfunctional (Khan & Ali, 2022). The implementation of reforms like the Single National Curriculum (SNC) has been met with resistance due to traditional methods and resource limitations, particularly in rural areas, adding another layer of complexity to the relational dynamics within classrooms (Ahmed et al., 2021).

District Bannu, the specific focus of this research, presents a microcosm of these provincial challenges, compounded by its unique socio-economic and historical context. As a district with a significant

rural population and a history of militancy in adjacent tribal areas, Bannu faces acute issues of poverty, insecurity, and infrastructural decay that impact its educational institutions (Hussain & Nawaz, 2023). For example, a 125-year-old government primary school in Bannu serves over 900 students with only nine classrooms, forcing teachers to manage overcrowded, multi-grade classes under severe physical constraints (Government of Khyber Pakhtunkhwa, 2024). These conditions are not conducive to the individualized attention and empathetic interaction required to build positive teacher-student bonds. In such an environment, the teacher's role is often reduced to that of a crowd controller rather than an educational leader, making the cultivation of meaningful relationships a formidable, if not impossible, task (Rahman, 2022).

The systemic pressures in Khyber Pakhtunkhwa have created a professional reality for teachers that is starkly at odds with the ideals of relationship-based pedagogy. Classroom teaching is increasingly overshadowed by paperwork, reporting requirements, data uploads, and non-academic assignments, effectively transforming teachers into clerks (Iqbal & Rehman, 2025). This administrative overload consumes the very time that could be dedicated to lesson planning, student engagement, and the informal interactions that build trust and rapport. In this context, teachers are expected to function simultaneously as instructors, administrators, record keepers, and compliance officers (Akhtar & Farooq, 2023). The result is a predictable erosion of the relational core of teaching, leading to learning loss and a classroom environment that feels transactional rather than transformative. The damage extends beyond teacher exhaustion; learning collapses when attention is stretched this thin, and classrooms become exercises in crowd control, a far cry from the supportive, engaging spaces that positive relationships can create (Butt & Shafiq, 2024).

While the general importance of teacher-student relationships for classroom management is well-established in global literature, a significant research gap exists regarding the specific dynamics at play within the unique educational landscape of District Bannu, Pakistan. Existing studies largely originate from Western or other non-Pakistani contexts and may not account for the complex interplay of cultural norms, economic pressures, administrative overload, and infrastructural deficiencies that define the teaching experience in Bannu (Wang & Degol, 2020). The vast majority of local research has focused on macro-level issues such as out-of-school children, policy implementation failures, or resource shortages, leaving the micro-level, relational processes within the classroom largely unexplored (Khan, 2023). This study seeks to address this critical gap by empirically investigating how the quality of teacher-student relationships directly impacts the practical, day-to-day challenges of classroom management in this specific, under-researched district (Yaseen & Tariq, 2024).

Statement of the Problem

In District Bannu, teachers face extreme overcrowding, multi-grade teaching, heavy administrative workloads, and post-conflict socio-economic challenges that severely undermine their ability to build positive relationships with students. While global research confirms that strong teacher-student bonds are essential for effective classroom management—reducing disruptions and fostering engagement no empirical study has examined whether or how this relationship functions under Bannu's unique constraints. Consequently, classroom management has largely deteriorated into reactive crowd control, yet teachers receive no context-specific guidance on building relational trust while managing oversized, under-resourced classes. This study, therefore, addresses the critical problem of understanding the actual impact of teacher-

student relationships on classroom management practices specifically within the under-researched, high-stress environment of District Bannu.

Research Objectives

The following were the objectives of the study:

1. To know about the perceptions, of male teachers regarding the impact of teacher- student relationship on classroom management in district bannu.
2. To know about the perceptions, of male teachers regarding the impact of teacher- student relationship on classroom management in district bannu.

Research Questions

Research Questions was:

1. What are the perceptions of male teachers regarding the impact of teacher- student relationship on classroom management in district bannu?
2. What are the perceptions of female teachers regarding the impact of teacher- student relationship on classroom management in district bannu?

Significance of the Study

This study is significant as it fills a critical research gap by examining how teacher-student relationships impact classroom management in District Bannu, a low-resource, post-conflict context where Western models remain untested. The findings will provide teachers with practical, context-specific strategies to manage overcrowded classrooms through relational approaches, while offering policymakers evidence to redesign teacher training and reduce administrative burdens. Ultimately, the research benefits students and parents by promoting safer, more engaging learning environments, and serves as a replicable model for similar peripheral districts across Khyber Pakhtunkhwa.

Delimitations of the Study

Delimitations of the study was:

1. Public Boys Secondary Schools.
2. Public Girls Secondary Schools.
3. Respondents i.e. Teachers.
4. Instrument i.e. Five Point Likert Scale.

LITERATURE REVIEW

Teacher Student Relationship

The teacher-student relationship (TSR) has long been recognized as a fundamental component of effective schooling, but contemporary research has refined its theoretical underpinnings beyond simple notions of liking or disliking. Drawing on attachment theory and self-determination theory, scholars now distinguish between positive TSRs characterized by warmth, trust, and emotional support and negative TSRs, marked by conflict, hostility, and dependency (Emslander et al., 2025; Wentzel, 2022). A comprehensive second-order meta-analysis by Emslander and colleagues (2025), synthesizing over 70 years of research across 26 meta-analyses involving approximately 2.64 million students, confirmed that positive TSRs have large, significant relations with academic achievement, motivation, and appropriate classroom behavior. Furthermore, self-determination theory posits that when teachers fulfill students' basic psychological needs for autonomy, competence, and relatedness, intrinsic motivation flourishes, which directly reduces the likelihood of disruptive behavior (Niemic& Ryan, 2020). Recent classroom management interventions have

increasingly incorporated these relational principles, signaling a paradigm shift from authoritarian control to relationship-driven pedagogy (Korpershoek et al., 2025).

A substantial body of evidence confirms that high-quality TSRs are robustly associated with a wide range of positive academic outcomes across diverse educational settings. The meta-analytic update by Roorda and colleagues (2021) found that affective TSRs significantly predict both student engagement and academic achievement, with effect sizes comparable to other major educational interventions. In the Pakistani context, Afzal et al. (2023) conducted a quantitative study of university students in Lahore and reported a significant positive impact of strong teacher-student relationships on academic achievement, explaining approximately 34% of the variance in student grades. The mechanism underlying this link often involves academic motivation as a mediator; a 2024 study by Akram and colleagues in Pakistan demonstrated that positive TSRs correlated with higher online learning engagement, an effect significantly mediated by students' intrinsic academic motivation. Similarly, Martin and Collie (2023) found that the positive effect of teacher-student relationships on student engagement was stronger than that of peer support, underscoring the unique and irreplaceable role of the teacher in fostering academic perseverance.

Beyond direct academic gains, TSRs serve as a primary driver of student engagement and school belonging, both of which are essential for a well-managed classroom. Engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive dimensions, and a systematic literature review based on the PRISMA protocol concluded that students with positive TSRs consistently report higher levels of all three engagement types (Quin, 2020). Conversely, students who experience conflictual or indifferent relationships with teachers are more likely to exhibit disengagement, absenteeism, and disruptive behavior (Hattie & Zierer, 2020). The classroom climate acts as a crucial mediator in this relationship; Jiang et al. (2024) identified distinct teacher profiles and found that "supportive" teachers who demonstrated high levels of both TSR and classroom management had the most positive classroom climate scores, characterized by student cooperation, respect, and low disruption. In a longitudinal study, Roorda et al. (2021) confirmed that positive TSRs predict increases in student engagement over time, while negative TSRs predict decreases, suggesting a bidirectional but potentially self-reinforcing cycle.

Classroom Management

Classroom management has traditionally been defined as the set of teacher behaviors and instructional practices designed to establish a productive, orderly, and safe learning environment, but contemporary scholarship has substantially broadened this conceptualization. Early models emphasized reactive, punitive approaches focused on discipline and control; however, recent meta-analyses advocate for proactive, instructional, and relationship-centered frameworks that prevent misbehavior before it occurs (Korpershoek et al., 2020; Egeberg et al., 2021). A comprehensive systematic review by Olivier and Archambault (2023) identified three core dimensions of effective classroom management: classroom organization (routines, transitions, physical space), behavior management (rules, expectations, consequences), and instructional management (engaging lessons, student autonomy). Furthermore, the influential work of Hattie and Zierer (2020) positioned classroom management as a "mindframe" where teachers view themselves as evaluators of their impact on student behavior and learning, shifting from a reactive stance to a reflective, data-informed practice. This evolution reflects a growing consensus that management and instruction are inseparable, with well-managed classrooms arising from engaging academic tasks as much as from clear behavioral expectations (Martin & Collie, 2023).

A substantial body of research has identified specific, evidence-based strategies that consistently predict effective classroom management across grade levels and contexts. The meta-analysis by Korpershoek et al. (2020) found that the most effective management approaches include establishing clear rules and routines at the beginning of the school year, providing frequent positive feedback, using non-verbal communication for redirection, and implementing consistent, proportionate consequences for misbehavior. In a large-scale observational study, Sutherland and colleagues (2022) reported that teachers who maintained a high rate of positive-to-negative interactions (at least 5:1) experienced significantly fewer disruptive episodes and greater student compliance. Proactive strategies, such as "teaching" behavioral expectations like academic content, have been shown to reduce off-task behavior by up to 40% compared to classrooms where rules are merely posted but not explicitly taught (Simonsen et al., 2020). Additionally, the use of restorative practices—focusing on repairing harm rather than punishing infractions—has gained empirical support as a management strategy that preserves teacher-student relationships while addressing misconduct (Gregory & Evans, 2022).

The quality of classroom management directly and powerfully influences student behavior, engagement, and academic achievement, making it one of the most significant teacher-level predictors of school success. A longitudinal study by Aldrup et al. (2022) demonstrated that effective classroom management in the beginning of the school year predicted lower rates of student disruptive behavior and higher academic engagement across subsequent months. Conversely, classrooms characterized by chaotic transitions, unclear expectations, and inconsistent discipline produce higher levels of student off-task behavior, aggression, and emotional distress (Olivier & Archambault, 2023).

The meta-analytic update by Korpershoek et al. (2025) confirmed that classroom management interventions have moderate to large effects on reducing problem behaviors and increasing time on task, with effect sizes comparable to those of academic tutoring programs. Furthermore, poor classroom management creates a cascade of negative outcomes; teachers who struggle with management report higher burnout and attrition, while students in poorly managed classrooms exhibit lower achievement gains and diminished school belonging (Zee & Koomen, 2020).

Build Trust with all Students

A teacher's conscious effort to establish trust with every student is not merely a personality trait but an intentional pedagogical strategy that transforms classroom dynamics. Trust, defined as the student's perception of the teacher's reliability, competence, and benevolence, has been shown to directly predict higher student engagement and willingness to take academic risks (Emslander et al., 2025). When teachers actively work to build trust, they create a psychological foundation where students feel safe to participate, ask questions, and admit confusion without fear of ridicule.

In challenging educational environments such as District Bannu, where overcrowding and post-conflict stress are prevalent, deliberate trust-building becomes an essential management tool. Research indicates that students who trust their teachers are more likely to accept corrective feedback and follow classroom rules voluntarily, reducing the need for constant external control (Wentzel, 2022). This proactive relational investment pays dividends in maintaining order, especially when direct supervision is limited.

Students Feel Comfortable Sharing Problems

When students perceive that they can safely share personal or academic problems with their teacher, the classroom climate becomes one of psychological safety a key antecedent of positive behavior and engagement. A recent study on teacher-student relationships found that psychological safety mediates the link between teacher warmth and students' willingness to seek help, which in turn reduces hidden distress that might otherwise manifest as disruption (Aldrup et al., 2022).

Open communication channels allow teachers to address the root causes of misbehavior rather than merely reacting to symptoms. When a student feels comfortable disclosing family stress or peer conflict, the teacher can offer support or adjustments before the issue escalates into a classroom disturbance (Gregory & Evans, 2022). In Bannu's high-stress context, this proactive problem-sharing is a low-cost but powerful strategy for maintaining order.

Showing respect to students improves classroom discipline

Demonstrating genuine respect for students as individuals signals that the classroom is a just and fair environment, which strongly encourages students to reciprocate that respect toward the teacher and toward classroom rules. A 2024 study on teachers' classroom management practices concluded that enhancing students' respect for the teacher is a core component of effective discipline, moving beyond punitive approaches (Jiang et al., 2024).

Respect-based interactions are particularly effective at reducing power struggles and defiance, which are major time-wasters in poorly managed classrooms. When students feel respected, they are less likely to engage in oppositional behavior and more likely to comply because they feel valued as partners in learning (Korpershoek et al., 2025). For teachers managing large classes in Bannu, mutual respect is a critical, low-cost tool for maintaining discipline.

Positive relationships reduce student disruptions

Extensive meta-analytic evidence confirms that the quality of the teacher-student bond is one of the strongest predictors of student behavior, with positive relationships directly reducing the frequency and severity of classroom disruptions. A 2024 investigation of teacher-student relationship profiles found that positive relationships are empirically linked to fewer problem behaviors and increased academic performance (Jiang et al., 2024).

Positive relationships reduce disruptions because they fulfill students' basic psychological needs for belonging and relatedness, making them more invested in maintaining a harmonious classroom community. Research demonstrates that when students feel connected to their teacher, they are less likely to seek attention through negative behaviors and more willing to follow instructions voluntarily (Martin & Collie, 2023).

Overcrowded classes make relationship-building hard

The structural reality of overcrowded classrooms presents a formidable barrier to developing meaningful teacher-student relationships, fundamentally altering the pedagogical landscape. A 2023 study on teaching experiences in overcrowded primary schools found that these conditions lead to inadequate teacher-student interaction, making personalized trust-building nearly impossible (Rahman, 2022).

When relationship-building is impeded by overcrowding, teachers are often compelled to adopt more authoritarian and reactive management styles, focusing on crowd control rather than relational connection. Research from similar low-resource contexts indicates that large class sizes directly challenge

teachers' ability to form authentic mutual relationships, resulting in a more transactional and less supportive classroom climate (Akhtar & Farooq, 2023).

Informal talk at start of class reduces misbehavior

Brief, informal, positive conversations at the beginning of a class period serve as a powerful antecedent strategy that sets a cooperative tone and significantly reduces later misbehavior. Research on teacher-student interaction quality demonstrates that focusing on positive interactions at the start of class can eliminate the negative impact of students' disruptive behavior on teacher perceptions (Aldrup et al., 2022).

These low-stakes interactions help students transition from the social world of the hallway to the academic world of the classroom, providing a moment of positive teacher attention that fulfills a need for recognition. Studies on classroom management show that shifting from strict control to cooperative inclusion, including informal greetings, fosters improved classroom behaviors and group solidarity (Hattie & Zierer, 2020). In Bannu's rushed environment, this small investment yields significant order-maintenance returns.

Caring teachers get better student compliance

A teacher's expression of genuine care is not sentimental but a powerful determinant of student compliance and behavioral regulation. A 2023 study directly investigated how caring student-teacher relationships facilitate positive student behavior, concluding that building such relationships fosters an environment where students are more likely to adhere to classroom norms (Wentzel, 2022).

Caring teachers build a reservoir of relational goodwill, meaning that when they must enforce a rule or correct behavior, the student is more receptive. Conversely, in the absence of a caring relationship, students may comply only minimally or engage in defiance. Research grounded in Self-Determination Theory shows that controlling, warmth-deficient environments lead to maladaptive responses like oppositional defiance, whereas caring environments foster genuine internalization of rules (Niemic & Ryan, 2020).

Paperwork leaves little time for student relationships

The escalating burden of administrative tasks and data entry is a critical structural barrier that directly erodes the time teachers have to invest in building student relationships. Surveys indicate that teachers' workloads have increased dramatically, with less than half of their hours spent on actual teaching; the remainder is consumed by compliance checklists and paperwork (Iqbal & Rehman, 2025).

When teachers are transformed into data clerks, they lose the unstructured moments before class, during transitions that are the building blocks of trust and rapport. A 2024 analysis found that the majority of teachers do not have enough time in their workday to get everything done, with workload cited as the primary reason for relationship neglect (Butt & Shafiq, 2024). In District Bannu, this administrative burden exacerbates the difficulty of building positive relationships essential for classroom management.

Encouraging words help calm disruptive situations

The strategic use of encouraging and positive language, particularly behavior-specific praise, is a highly effective, low-intensity strategy for de-escalating disruptive situations and redirecting student behavior. Research demonstrates that the use of behavior-specific praise is directly linked to increased engagement and reduced disruptive behavior, even for secondary school students (Simonsen et al., 2020).

Encouraging words work by focusing the student's attention on the desired behavior rather than the infraction, providing a face-saving path back to appropriate conduct. Studies on de-escalation suggest that simple, genuine statements of encouragement can defuse tension and reduce the need for punitive

responses (Gregory & Evans, 2022). For teachers in Bannu, mastering encouraging words is a practical, immediate tool for maintaining control without harsh punishment.

Respectful talks work better than strict punishment

A growing body of evidence suggests that respectful, conversation-based approaches to discipline are more effective than strict punishment in producing lasting behavioral change and preserving a positive classroom climate. While punishment may suppress behavior in the short term, it often fails to teach alternative skills and can damage the teacher-student relationship, leading to resentment and defiance (Gregory & Evans, 2022).

Respectful conversations, such as restorative practices, focus on understanding the harm caused and collaboratively finding a way to repair it, which builds student accountability and social-emotional skills. Research indicates that students who lack behavioral skills do not learn them through punishment; instead, schools should focus on addressing underlying causes (Korpershoek et al., 2025). In Bannu's high-stress context, a respectful, problem-solving approach is more likely to build trust than punitive methods.

Weak relationships lead to more time spent on order control

When teacher-student relationships are weak, the classroom dynamic shifts from collaborative learning to constant surveillance and control, consuming a disproportionate amount of instructional time. Research on classroom management variability highlights that teachers' management practices become more reactive in response to challenging conditions, reducing time for instruction (Olivier & Archambault, 2023).

This reactive cycle is a significant source of teacher burnout and lost learning time; instead of teaching, the teacher's primary role becomes policing behavior. A 2023 analysis found a negative correlation between communication concerns (a relationship component) and behavior management, indicating that weak relationships compromise a teacher's ability to manage effectively (Zee & Koomen, 2020). For Bannu's teachers, weak relationships create a self-perpetuating cycle of chaos.

Understanding students' home lives improves management

A teacher's awareness of students' home lives and personal circumstances is a critical component of culturally responsive and effective classroom management. Research conceptualizes teachers as a "living bridge" between home and school, suggesting that specific social competencies are needed to build positive relationships that support children's learning and behavior (Wentzel, 2022).

When a teacher understands a student's background, they are better equipped to interpret behavior empathetically and respond appropriately, rather than punishing a student for struggles that stem from home. A 2022 study notes that the relationship between school and students' families is crucial for streamlining learning and developing students' personalities, enhancing a teacher's ability to guide behavior (Akhtar & Farooq, 2023). In District Bannu, this understanding is essential for fair and effective management.

Greeting students by name improves class discipline

The simple, low-cost act of greeting students by name as they enter the classroom has been empirically shown to build rapport, increase student engagement, and improve overall class discipline. A 2023 study found that even when instructors struggle to learn names, a general greeting at the door increases student enjoyment and sets a positive tone for the lesson (Sandstrom, 2023).

This practice improves discipline by signaling to each student that they are seen and valued as an individual, meeting a basic psychological need for recognition. A student who is greeted positively is less

likely to seek attention through negative behaviors. The findings suggest that this is a simple intervention with a meaningful impact on the student experience (Hattie & Zierer, 2020). For overcrowded Bannu classrooms, this small ritual is a highly efficient tool for building cooperation.

Positive climate prevents minor disruptions from escalating

A positive classroom climate, characterized by mutual respect, emotional warmth, and clear expectations, acts as a powerful buffer that prevents minor disruptions from escalating into major behavioral incidents. Research on school climate emphasizes that a well-organized classroom climate minimizes disruptions and promotes productive interactions (Jiang et al., 2024).

In a positive climate, students develop collective norms of cooperation and self-regulation, meaning that minor misbehaviors are often self-corrected or quickly resolved without teacher intervention. A 2024 report found that strong student relationships help cultivate a positive climate, leading to less disruptive behavior and a decreased need for exclusionary discipline (Martin & Collie, 2023). In Bannu's high-stress environment, establishing such a climate is a proactive management strategy.

Better teacher-student relationships improve classroom management

This statement represents the central conclusion of contemporary educational research: improving the quality of teacher-student relationships is one of the most effective pathways to enhancing overall classroom management. Positive teacher-student relationships have been documented to promote a positive learning environment and decrease the frequency of disruptive behavior (Korpershoek et al., 2020).

Relationships are the foundation upon which all other management strategies are built; rules, routines, and consequences are ineffective without a relational context that gives them meaning and legitimacy. A 2025 exploration of the role of teacher-student relationships confirms that the interaction between teachers and students significantly impacts behavior, motivation, and academic success (Emslander et al., 2025). For educators in District Bannu, investing in better relationships is the single most powerful strategy for transforming classroom management from a daily crisis into a manageable process.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative research approach and descriptive research design to investigate the impact of teacher-student relationship on classroom management in public secondary schools of District Bannu, Khyber Pakhtunkhwa, Pakistan. A quantitative approach is appropriate because the study aims to measure the strength and direction of the relationship between two clearly defined variables teacher-student relationship (independent variable) and classroom management (dependent variable).

Population of the Study

The target population comprised all male and female secondary school teachers working in public schools within District Bannu. According to the District Education Office records, there are approximately 1,200 secondary school teachers across 60 public schools.

Table 3.1: Population Table

<u>Dsitrict</u>	<u>School Type</u>	<u>Schools</u>	<u>Teachers</u>
<u>Bannu</u>	<u>Boys' Schools</u>	<u>32</u>	<u>650</u>
	<u>Girls' School</u>	<u>28</u>	<u>550</u>
<u>Total</u>		<u>60</u>	<u>1200</u>

Sourced from the official website: <https://sis.pesrp.edu.pk>

Sample and Sampling Technique of the Study

A sample of 240 teachers were drawn using a stratified random sampling technique, with school gender (boys, girls) as strata to ensure representativeness. The sample size is determined using Yamane's formula with a 95% confidence level and 5% margin of error.

The details are shown in the table below:

Table 3.2: Sample Table

<u>Dsitrict</u>	<u>School Type</u>	<u>Schools</u>	<u>Teachers</u>
<u>Bannu</u>	<u>Boys' Schools</u>	<u>16</u>	<u>130</u>
	<u>Girls' School</u>	<u>14</u>	<u>110</u>
<u>Total</u>		<u>30</u>	<u>240</u>

Research Instrument of the Study

The researcher used a 5-Likert scale questionnaire as a research Instrument for data collection.

Validity of Research Instrument

To ensure that the research instruments accurately measure what they intend to measure, multiple forms of validity was established by Educational Experts. Content validity ensured by developing the questionnaire items based on an extensive review of existing literature on teacher-student relationships and classroom management,

Pilot Testing and Reliability of Research Instrument

To ensure the internal consistency and dependability of the research instruments, a pilot study was conducted prior to the main data collection. The pilot study will involve 30 teachers (16 from a boys' secondary school and 14 from a girls' secondary school) in District Bannu were not be part of the final sample. The collected data will be analyzed for internal consistency using Cronbach's alpha coefficient, a Cronbach's alpha value above 0.7 is considered acceptable, above 0.8 is good, and above 0.9 is excellent.

Table 3.3: Internal Consistency

No	Coefficient of Cronbach's Alpha	Reliability Level
1	More than 0.90	Excellent
2	0.80-0.89	Good
3	0.70-0.79	Acceptable
4	0.6-.69	Questionable
5	0.5-0.59	Poor
6	Less than 0.59	Unacceptable

Data Collection Procedure

Permission was obtained separately from the male District Education Officer (DEO) for boys' schools and the District Education Officer (Female) for girls' schools in Bannu. Teachers were approached at their respective schools during staff meetings. After obtaining informed consent, the questionnaire was administered in paper-based form in Urdu (translated and back-translated) to ensure comprehension. Data collection was taken approximately 20 minutes per participant.

Data Analysis

To analyze the data, some statistical methods i.e. simple percentage, mean, and standard deviation were utilized to analyze data.

RESULTS & DISCUSSIONS**Table1: Demographic Characteristics of Respondent**

Characteristics	Category	n	Percentage (%)
Gender	Male	130	54.2
	Female	110	45.8
Total		240	100

Table 1 presents the demographic distribution of respondents based on gender. The total sample consisted of 240 secondary school teachers from public schools in District Bannu. Out of the 240 respondents, 130 (54.2%) were male teachers, while 110 (45.8%) were female teachers.

Objective 1: To know about the perceptions male teachers regarding the impact of teacher- student relationship on classroom management in district bannu.

Table 1: Overall Mean Score and Standard deviation by Male Teachers

Variable	Respondent		
	Male Teachers		
	N	M	SD
1.Trust Building	130	4.08	1.01
2.Student Comfort in Sharing Problem	130	3.92	1.04
3.Respect Improves Discipline	130	3.85	1.05

4.Positive Relationships Reduce Disruptions	130	3.76	1.08
5.Overcrowding as Barrier	130	3.58	1.12
6.Informal Talk Reduces Misbehavior	130	3.23	1.20
7.Caring Improves Compliance	130	3.78	1.14
8.Paper work as a Barrier	130	3.45	1.21
9.Encouraging Words calm Situations	130	3.60	1.16
10.Respectful Talks vs. Punishment	130	2.95	1.12
11.Weak Relationships and Order Control	130	3.02	1.18
12.Understanding Home Lives	130	3.08	1.15
13.Greeting by Name Improves Discipline	130	2.78	1.19
14.Positive Climate Prevents Escalation	130	3.65	1.10
15.Better relationships Improves Management	130	4.02	1.05
Overall	130	3.54	1.12

The overall mean score of 3.54 (SD = 1.12) by male teachers indicates a generally positive perception regarding the role of teacher-student relationships in classroom management. Among the 15 variables, the highest mean scores were observed for "Trust Building" (M = 4.08, SD = 1.01) and "Better relationships Improves Management" (M = 4.02, SD = 1.05), followed by "Student Comfort in Sharing Problem" (M = 3.92, SD = 1.04), "Respect Improves Discipline" (M = 3.85, SD = 1.05), and "Caring Improves Compliance" (M = 3.78, SD = 1.14), suggesting strong agreement among male teachers that relationship-based factors enhance trust, management, student openness, discipline, and compliance. Other moderately high rated items such as "Positive Relationships Reduce Disruptions" (M = 3.76), "Positive Climate Prevents Escalation" (M = 3.65), "Encouraging Words calm Situations" (M = 3.60), and "Overcrowding as Barrier" (M = 3.58) further reflect agreement that positive relationships reduce disruptions and that contextual factors like overcrowding impede relationship-building. Items including "Paper work as a Barrier" (M = 3.45), "Informal Talk Reduces Misbehavior" (M = 3.23), "Understanding Home Lives" (M = 3.08), and "Weak Relationships and Order Control" (M = 3.02) fell around the neutral-to-agree range, indicating moderate acknowledgment of these aspects. The lowest rated items were "Respectful Talks vs. Punishment" (M = 2.95, SD = 1.12) and "Greeting by Name Improves Discipline" (M = 2.78, SD = 1.19), suggesting neutrality to slight disagreement with replacing punitive measures with respectful dialogue and with the impact of greeting students by name on discipline. The standard deviations ranging from 1.01 to 1.21 indicate moderate variability in responses. Overall, the findings suggest that male teachers strongly endorse the functional and socio-emotional value of teacher-student relationships in promoting effective classroom management and student behavior, while

being less convinced about specific interpersonal practices such as greetings and the complete replacement of punishment.

Objective 2: To know about the perceptions male teachers regarding the impact of teacher- student relationship on classroom management in district Bannu.

Table 2: Overall Mean Score and Standard deviation by Female Teachers

Variable	Respondent		
	Female Teachers		
	N	M	SD
1.Trust Building	110	3.31	1.14
2.Student Comfort in Sharing Problem	110	3.45	1.10
3.Respect Improves Discipline	110	3.29	1.12
4.Positive Relationships Reduce Disruptions	110	3.18	1.15
5.Overcrowding as Barrier	110	3.05	1.18
6.Informal Talk Reduces Misbehavior	110	2.73	1.18
7.Caring Improves Compliance	110	3.12	1.16
8.Paper work as a Barrier	110	2.85	1.19
9.Encouraging Words calm Situations	110	2.84	1.18
10.Respectful Talks vs. Punishment	110	2.45	1.08
11.Weak Relationships and Order Control	110	2.58	1.14
12.Understanding Home Lives	110	2.65	1.12
13.Greeting by Name Improves Discipline	110	2.32	1.10
14.Positive Climate Prevents Escalation	110	3.15	1.14
15.Better relationships Improves Management	110	3.48	1.15
Overall	110	2.95	1.14

The overall mean score of 2.95 (SD = 1.14) by female teachers indicates a slightly neutral to mildly positive perception regarding the role of teacher-student relationships in classroom management. Among the 15 variables, the highest mean scores were observed for "Better relationships Improves Management" (M = 3.48, SD = 1.15), "Student Comfort in Sharing Problem" (M = 3.45, SD = 1.10), "Trust Building" (M = 3.31, SD = 1.14), and "Respect Improves Discipline" (M = 3.29, SD = 1.12), suggesting that female teachers agree that

positive relationships contribute to effective classroom management, student openness, trust, and discipline. Moderately rated items such as "Positive Relationships Reduce Disruptions" ($M = 3.18$), "Positive Climate Prevents Escalation" ($M = 3.15$), "Caring Improves Compliance" ($M = 3.12$), and "Overcrowding as Barrier" ($M = 3.05$) reflect neutral to mild agreement that relationships help reduce behavioral issues and that contextual factors like overcrowding may hinder relationship-building. In contrast, the lowest rated items included "Greeting by Name Improves Discipline" ($M = 2.32$, $SD = 1.10$), "Respectful Talks vs. Punishment" ($M = 2.45$, $SD = 1.08$), "Weak Relationships and Order Control" ($M = 2.58$, $SD = 1.14$), and "Understanding Home Lives" ($M = 2.65$, $SD = 1.12$), indicating disagreement or neutrality toward the effectiveness of personal and socio-emotional practices in discipline. Similarly, "Informal Talk Reduces Misbehavior" ($M = 2.73$), "Encouraging Words calm Situations" ($M = 2.84$), and "Paper work as a Barrier" ($M = 2.85$) also received below-neutral ratings. The moderate standard deviations across all items ranging from 1.08 to 1.19 reflect a consistent degree of variability in responses. Overall, the findings suggest that while female teachers recognize the instrumental value of teacher-student relationships for management and discipline outcomes, they are less inclined to view personal, informal, or non-punitive strategies as central to maintaining classroom order

Discussion

The findings of the present study reveal that teacher-student relationships play a significant role in classroom management, and that perceptions of this role differ substantially between male and female teachers in public secondary schools of District Bannu. The overall mean score for male teachers was 3.54 ($SD = 1.12$), indicating a generally positive perception, whereas female teachers reported an overall mean of 2.95 ($SD = 1.14$), reflecting a neutral to mildly positive stance. This gender difference suggests that male and female educators in District Bannu experience and interpret the relational dynamics of the classroom in distinct ways, likely influenced by contextual, cultural, and institutional factors.

Male teachers demonstrated strong agreement with instrumental and socio-emotional aspects of relationships. The highest rated items for male teachers were "Trust Building" ($M = 4.08$) and "Better relationships Improves Management" ($M = 4.02$), followed by "Student Comfort in Sharing Problem" ($M = 3.92$) and "Respect Improves Discipline" ($M = 3.85$). This pattern indicates that male teachers perceive relationships as a core strategy for establishing order, gaining student cooperation, and preventing disruptions. They also moderately agreed that "Overcrowding as Barrier" ($M = 3.58$) and "Paperwork as a Barrier" ($M = 3.45$) hinder relationship-building, suggesting an awareness of structural constraints in public schools. Even items related to personal interaction, such as "Informal Talk Reduces Misbehavior" ($M = 3.23$) and "Understanding Home Lives" ($M = 3.08$), received agreement from male teachers, reflecting a broader endorsement of relational practices. However, male teachers remained neutral on "Respectful Talks vs. Punishment" ($M = 2.95$) and showed slight disagreement on "Greeting by Name Improves Discipline" ($M = 2.78$), indicating that while they value relationships, they do not fully reject traditional disciplinary methods. In contrast, female teachers showed agreement primarily on outcome-based items but were less supportive of personal and socio-emotional practices. The highest rated items for female teachers were "Better relationships Improves Management" ($M = 3.48$) and "Student Comfort in Sharing Problem" ($M = 3.45$), which aligns with male teachers but at lower intensity. Female teachers also agreed that "Trust Building" ($M = 3.31$) and "Respect Improves Discipline" ($M = 3.29$) are important. However, they scored markedly lower on items such as "Greeting by Name Improves Discipline" ($M = 2.32$), "Respectful Talks vs. Punishment" ($M = 2.45$), and "Weak Relationships and Order Control" ($M = 2.58$). Additionally, "Informal Talk" ($M = 2.73$) and

"Understanding Home Lives" ($M = 2.65$) received below-neutral ratings. This suggests that female teachers view relationships as useful for management outcomes but are more cautious or constrained in engaging in informal, personal interactions. The higher neutrality and disagreement among female teachers may be explained by cultural norms in District Bannu that limit close interaction between female teachers and students, larger class sizes, or heavier administrative burdens that reduce time for relationship-building.

The observed gender differences are consistent with previous literature emphasizing that classroom management is not a one-size-fits-all practice. Research indicates that positive teacher-student relationships are associated with reduced disruptions, improved compliance, and a positive classroom climate. The present study supports this, as both male and female teachers agreed that "Positive Relationships Reduce Disruptions" and "Positive Climate Prevents Escalation." However, the stronger endorsement by male teachers across almost all 15 statements suggests that gender significantly shapes how relationship-based strategies are perceived and possibly implemented. Male teachers in Bannu may have greater autonomy, more time, or cultural acceptance to engage in trust-building and informal communication, whereas female teachers may face additional challenges such as overcrowded girls' schools and societal expectations that emphasize authority over rapport.

From a practical standpoint, these findings have important implications for teacher training and school policy. Since both groups acknowledged that "Better relationships Improves Management," professional development programs should focus on equipping teachers with practical, culturally appropriate strategies for building trust and respect without compromising authority. For female teachers, interventions could address barriers such as paperwork and overcrowding, and provide models for relationship-building that align with local cultural norms. For male teachers, training could emphasize balancing relational approaches with consistent discipline to avoid over-reliance on informality. Overall, the study confirms that investing in teacher-student relationships is a powerful, low-cost strategy for improving classroom management in resource-constrained settings like District Bannu.

Conclusions

Male teachers in District Bannu consistently demonstrate a strong belief in relationship-based classroom management. They actively prioritize building trust, showing respect, and fostering positive relationships with students, viewing these as effective strategies for reducing disruptions and improving compliance. Male teachers perceive overcrowded classrooms and administrative paperwork as significant barriers to relationship-building, yet they remain convinced that encouraging words, informal talks, and a positive classroom climate help prevent misbehavior. They show a slight preference for respectful conversations over strict punishment and acknowledge that weak relationships increase time spent on order control. Overall, male educators in Bannu embrace relational pedagogy as a foundational tool for maintaining classroom order.

Female teachers in District Bannu exhibit a more cautious and neutral stance toward relationship-based management strategies. While they agree that better teacher-student relationships improve classroom management, they are significantly less convinced than male teachers about the effectiveness of trust-building, showing respect, caring, and using encouraging words. A substantial proportion remain neutral or disagree with strategies such as informal pre-class talks, greeting by name, and understanding students' home lives. Female teachers also show a tendency to favor strict punishment over respectful talks. These findings suggest that female educators in Bannu may face distinct cultural or contextual challenges

that make relational approaches less feasible, leading them to rely more on traditional or structural management methods.

Recommendations of the Study

- Provide targeted training for female teachers in District Bannu to build their confidence in trust-building and encouraging communication. Workshops should offer culturally appropriate, practical strategies that address the unique constraints female educators face in the classroom.
- Streamline non-teaching tasks and reduce excessive paperwork to free up time for meaningful teacher-student interactions. District education authorities should prioritize relational time over clerical duties, especially in overcrowded schools.
- Identify and implement locally acceptable, low-cost relational practices that work in Bannu's overcrowded, post-conflict classrooms. Avoid imposing generic Western models and instead pilot brief check-ins, positive phrasing, and respectful redirection.
- Reduce class sizes by constructing additional classrooms, hiring more teachers, and utilizing double shifts where feasible. Smaller classes will enable both male and female teachers to form individual relationships and improve classroom management.

Guidelines for Future Researchers

1. The current study is conducted at Public Boys and Girls Secondary Schools; further researchers may conduct studies at Private sector also.
2. Current study used five-point likert scale questionnaire for data collection, further tools may be used in other future studies,
3. Respondents were Secondary School teachers in currensnt study, futher studies may inklude other respondents.

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