



**RESEARCH PAPER**

**Relationship of Teacher's Attitude towards Students and Student's Attitude towards the Teacher**

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**ABSTRACT**

This study explores the dynamic between teachers' attitudes toward students and students' attitudes toward teachers at the secondary level. The research objectives involve investigating teacher attitudes, understanding student perspectives, and examining the correlation between the two. Employing a descriptive and quantitative approach, the study focuses on the entire population of 253 Government Girls Secondary Schools in District Faisalabad. A sample of 240 participants, comprising 40 secondary teachers and 200 students, was selected using a convenience sampling technique. The researcher crafted two questionnaires—one for teachers and one for students—utilizing close-ended questions to gather data during school surveys amid the COVID-19 pandemic. Subsequently, the collected data underwent analysis using the Statistical Package for the Social Sciences (SPSS), with correlation methods applied to evaluate the relationship between teachers' attitudes toward students and students' attitudes toward teachers. The majority of respondents, including both students and teachers, concurred that a positive teacher attitude significantly benefits students, enhancing their learning experiences. Furthermore, the study found that students reciprocating with positive attitudes toward teachers positively influenced their academic performance. Implement these strategies can address shyness and communication gaps between students and teachers and foster healthy relationship.

**KEYWORDS** Attitude, Relationship, Students, Teachers

**Introduction**

Education stands as a fundamental societal necessity, emphasized by Islam, which places great importance on knowledge attainment, deeming it an obligatory duty for all members. The Quran and Sunnah highlight the value of literacy, portraying educated Muslims as superior. Education involves a systematic teaching and learning process, spanning primary, elementary, secondary, and higher levels. Teachers, as educators, play a crucial role in transmitting knowledge, fostering civilization, and imparting accurate information. Students, the recipients of education, benefit from a positive attitude and effective interaction between teachers and students, cultivating an enriching classroom environment that honors the pursuit of knowledge.

The educator holds paramount significance in education, being an essential figure in educational institutions, facilitating students in attaining cognitive, sensory, and behavioral objectives within the framework set by the education system.(Gundogdu, 2007). Teachers play a unique role as the sole individuals capable of imparting knowledge and guiding young minds toward a broader understanding. Their influence is crucial, shaping the youth and significantly impacting society's future. Through prolonged interaction with both teachers

and parents, they instill knowledge, skills, and values that carry substantial weight within the community.(Othman, 2000).

An ideal student combines diligence with a readiness to embrace mistakes. Recognizing that the learning process is not always smooth, they comprehend that earnest efforts lead to success. Genuine learning occurs when students are open to asking questions and making mistakes, acknowledging these as integral aspects of the educational journey.(Bolter, 2018).

## **Literature Review**

### **Attitude**

Attitude, a theoretical concept, reflects an individual's preferences or aversions towards an object, person, or situation. It may manifest as positive, negative, or neutral feelings, encompassing one's approach, temperament, and inclinations.(Mullies, 2017).

### **Types of Attitude**

#### **Positive Attitude**

According to (Cobley, 2017) individuals with positive behavior will learn good things from others and will not go negative. This type of attitude involves the following things.

- The people with positive attitude move forward with confidence and optimism.
- They remain happy and cheerful.
- They remain flexible in their approach.
- They remain determination in their tasks.
- They are the most reliable person.
- Tolerance is another hallmark of their personality.

#### **Negative Attitude**

Individuals with this mindset habitually seek out the flaws in others' personalities, showing a reluctance to acknowledge positive traits. Their focus is on evading both negative and positive aspects, often expressing dissatisfaction with changes rather than adapting to a dynamic environment. Additionally, they tend to attribute blame to others for various circumstances, exhibiting a propensity for complaint rather than adaptability.

#### **Neutral Attitude**

Individuals with a balanced approach exhibit indifference to problems, relying on others for resolutions while maintaining a complacent and caring demeanor. Their attitude is characterized by indifference and detachment, marked by a relaxed and informal posture, reflecting a sense of equilibrium. It's crucial to note that human behavior may not consistently mirror attitudes; however, research suggests behavior change is possible when inconsistencies between beliefs and actions are exposed. Positive attitudes generally yield positive behavioral impacts, necessitating individuals to alter thoughts, feelings, or behaviors, though acknowledging the challenges, especially in managing strong emotional aspects like addiction.(Churchill, 2016).

#### **Teacher's Attitude**

Students seek effective teaching accompanied by a positive instructor's demeanor and a favorable attitude toward learning. Teachers hold the power to bring about substantial and impactful transformations in students' lives. School achievements are elevated when there's a positive rapport between teachers and students. Pianta emphasizes the significance of a constructive connection as a valuable asset for learners. Moreover, establishing a responsive connection encourages students to engage proactively, knowing they have teacher support across various subjects.(Pianta et al., 2006).

#### **Student's Attitude**

Teachers' involvement in the school learning process hinges on students' approach and behavior. Full academic support and encouragement from teachers create an environment where students can tap into their inner potential. The positive influence of teachers is pivotal in fostering students' holistic achievements, impacting their well-being when motivated to strive for inclusive success.(National Science Council, 2004).

### **Teacher-Student Relationship**

Interactions between teachers and students Koplow (2002) developed and conducted a study on the interdependence between student teachers who possess high self-assurance and the assurance of a well-managed classroom. The presence of protection and self-assurance fosters an increased inclination to raise a child. The learning process is closely intertwined with the Best Teachers Association and teachers. This relationship establishes the foundation for achieving success in the journey (Marzano, 2003). The primary determinant in the school setting is the instructor, rather than the student. The unmet expectations of students are directly linked to their highly regarded teachers (Whitaker, 2004). According to a study conducted by Brekelmans and Wubbels (2005), it was noticed that pupils had an enhancement in their cognitive abilities when they closely adhered to the guidance of their teachers. Proficient educators have enhanced student test scores. Influence of teachers on pupils' cognitive assessments. According to Baker (2006), children's attitudes and behaviour undergo a full transformation when their teachers, who treat them with respect, collaborate with them. Methodology for conducting research The given text is incomplete and does not provide enough information to rewrite it in a straightforward and precise manner.

### **Material and Methods**

The nature of the study was descriptive in nature and quantitative in approach. This design of the study is descriptive research based on survey research. The intention of this research was to check the Relationship of Teacher's Attitude towards the Student's and Students Attitude towards the Teacher. The researcher prepared two questionnaires; one for Teacher's and one for Student's to collect the data from respondents.

### **Population**

The purpose of this research was to examine the correlation between the teacher's attitude towards the students and the students' attitude towards the teacher. The researcher devised two questionnaires, one for teachers and one for students, in order to gather data from the participants. Study Population

In the context of the 1987 study by Gay, the term "population" refers to the entire group of persons that are being considered for analysis or investigation. The study population consisted of all the teachers and students enrolled in the Government Secondary Schools for Girls in District Faisalabad. There are a total of 253 government secondary schools exclusively for girls in the district of Faisalabad. The term "population" is used to refer to all the schools.

**Table 1**  
**Total Population of Public Schools, Teachers and Students**

1	Total Govt. Girls Secondary Schools of District Faisalabad	253
2	Total Population of Teachers	4952
3	Total Population of Students	191512

The data was taken from School Education Department Website. [www.schools.punjab.gov.pk](http://www.schools.punjab.gov.pk)

### **Sample Size**

Sample represents the population. The sample was selected through convenience sampling technique. Due to COVID-19 the researcher selected only 4 schools for Teacher's and Student's to collect the data.40 teacher's and 200 students were selected for this research.

**Table 2**  
**Total Selected Schools, Teachers and Students**

1	Selected Schools	4
2	Total Teacher's	40
3	Selected Teacher's from each school	10
4	Total Student's	200
5	Selected Science Student's	100
6	Selected Arts Student's	100

**Sampling Technique**

The researcher used convenience sampling technique for collection of data. All the teacher's and student's were selected through convenience sampling technique.

**Research Instruments**

Two research instruments were made: One questionnaire for teachers and one questionnaire for students. There are 37 close ended items are included in both questionnaires. The attributes of a teacher's are (personality, communication skill, friendly, feel accountable etc.) The attributes of a student's are (role model, problem solving, humble, disciplined etc.)

**Data Analysis**

Data was analyzed by using statistical Package of Social Sciences (SPSS). Researcher wants to illustrate the ratio of answers of respondents about various questions. Also want to calculate the main and strongly disagree value of respondents. Descriptive Analysis, Mean score, Standard deviation, Percentage, Frequency, Independent T-Test, ANOVA and Correlation test were used as statistical techniques.

**Table 3**  
**Model Summary of relationship of teacher's attitude towards student's and student's attitude towards the teacher**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.320 <sup>a</sup>	.102	.100	3.68264

a. Predictors: (Constant), Teacher's Attitude

b. Student's Attitude

Table 3 showed in above table showed that relationship of teacher's attitude towards students predicts positive relation with student's attitude towards the teacher. Moreover, there is quite moderate positive correlation (.320a), ( $p < .01$ ) social teacher's attitude  $R^2 = .100$  % variation of positive relations with student attitude.

**Table 4**  
**ANOVA of relationship of teacher's attitude towards students**

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	768.019	1	768.019	56.631	.000 <sup>b</sup>
	Residual	6753.781	498	13.562		
	Total	7521.800	499			

a. Dependent Variable: Student's Attitude

b. Predictors: (Constant), Teacher's attitude

Table 4 revealed that regression is significant ( $F=56.631$ , sig.00) means that there is logic between the predictors and the dependent variables.

**Table 5**  
**Coefficients of student's attitude towards the teacher**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.871	2.757		4.669	.000
Teacher's Attitude	.155	.021	.320	7.525	.000

a. Dependent Variable: Student's Attitude

Table 5 indicates that Teacher's attitude is strongly and positively predicting student's attitude towards learning and academic with coefficient of .320, .16 it means that there is logic between the predictors and the dependent variables.

**Table 6**  
**Means and standard deviations and one-way Analysis of variance (ANOVA) to examine the relationship of teacher's attitude towards student's and student's attitude towards the teacher (N=240)**

	M	SD	F	P
Teacher's Attitude	10.253	3.418	9.454	.000
Student's Attitude	32.284	7.076	11.858	.000

Table 6 compare the relationship of teacher's attitude towards student's and student's attitude towards the teacher, ANOVA were applied. Mean score on a teacher's attitude influence is significantly high as compare to Student academic performance.

**Table 7**  
**Descriptive Analysis of Demographic Variables**

<i>Background variables</i>		<i>N=200</i>
<b>Gender</b>	Female Teachers	40 (100.0%)
	Female Students	200 (100.0%)
<b>Age</b>	Female Teachers	
	20-25	25 (62.5%)
	26-30	10 (25.0%)
	31-35	05 (12.5%)
	Female Students	
	14-16	100 (50.0%)
	17-18	100 (50.0%)
<b>Education</b>	Female Teachers	
	BA/BSc	12 (30.0%)
	M.A/BS(H)	22 (55.0%)
	M.PHIL/PHD	06 (15.0%)
<b>Students Discipline</b>	Science	100 (50.0%)
	Arts	100 (50.0%)

Table 7 shows that back ground detail of the different female's teachers and students with regard to age, education. The sample consisted of 40 female teacher 200 females' students. There are total female teachers and students sample size as per topic need participate in survey. The females teachers who participated in survey were from three age groups i.e., 20-25 (62.5%), 26-30 (25.0%) and 31-35 (12.5%). The education of the female teachers were BA/BSc (30.0%), M.A/BS (H) (55.0%) and M.PHIL/PHD (15.0%). Students discipline were (50.0%) were science discipline and (50%) were arts.

**Table 8**  
**Teacher's Attitude Summary of Descriptive Statistics**

Sr.#	Statements	Mean	Standard Deviation
1	Personality traits of teachers.	3.550	.875
2	Engage in effective communication with his/her students.	3.650	1.026
3	Teacher's Dedication	3.900	.810

4	Empathy towards the students.	3.950	.8149
5	Student welfare.	3.575	1.034
6	Inspirer	3.925	.764
7	Open to answering any inquiries you may have.	3.600	.841
8	Acknowledge the perspectives of the pupil.	3.650	.833
9	Innovative.	3.825	.675
10	Concise elucidation.	3.875	.882
11	Amiable	3.975	.891
12	Instruct students	3.900	.981
13	The classroom rules and procedures implemented by my teacher are equitable.	3.800	.911
14	Teachers cultivate students' interest in the lesson.	3.750	1.056
15	Teachers possess emotional resilience.	3.500	1.012
16	Teachers experience a sense of responsibility while instructing in the classroom.	3.400	1.081
17	Educators consistently employ innovative instructional methods.	3.350	1.026
18	Teachers effectively engage their pupils throughout instruction.	3.500	.960
19	Our teachers assist us in establishing our learning objectives and monitoring our progress.	3.525	.933
20	The teachers in my class employ refined terminology during their instruction.	3.700	.966
21	My teachers provide individual attention to each student.	3.425	1.152
22	The teachers refrain from employing corporal punishment on the pupils.	4.000	.960
23	Students exhibit heightened engagement when a teacher employs a courteous demeanour towards them.	3.950	1.259
24	Affective bonding between a teacher and student positively impacts the academic achievement of the student.	3.675	1.456
25	Students make significant progress when there is a strong and pleasant rapport between the teacher and student.	4.000	1.320
26	The professors' harsh demeanour fosters a strained relationship between them and the kids.	3.975	1.349
27	The presence of a negative relationship between teachers and students might lead to pupils dropping out of school.	3.675	1.327
28	It is imperative to avoid negative teacher-student relationships in order to safeguard the well-being of kids.	3.950	1.218
29	The negative correlation between both factors hinders the progress of students.	3.925	1.227
30	The lack of trust between teachers and students is the primary reason for the	3.800	1.304

	breakdown of the student-teacher relationship.		
31	Shyness has no place in student-teacher relationships.	3.850	1.271
32	The teacher-student connection in schools is consistently amicable.	3.800	1.435
33	The teacher-student interaction is a crucial aspect in schools.	3.850	1.350
34	The fostering of a positive teacher-student relationship is consistently promoted in educational institutions.	3.600	1.277
35	An effective and robust student-teacher interaction enhances the learning process, resulting in fruitful and successful outcomes.	3.825	1.258
36	The expectation of success and a feeling of complete control over the outcome are closely linked to the relationship between teachers and students.	3.700	1.285
37	The positive correlation between both factors enhances pupils' development.	1.285	1.288

**Table 9**  
**Student's Attitude Summary of Descriptive Statistics**

<b>Sr.#</b>	<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
1	The demeanour of my teachers is amicable and kind.	3.440	1.171
2	I see my teacher as my exemplar.	3.540	1.214
3	My teacher possesses a charming demeanour.	3.440	1.290
4	The teachers possess complete mastery of the subject.	3.545	1.159
5	They consistently resolve our issues.	3.420	1.229
6	They instill motivation in us every time.	3.530	1.194
7	The teacher consistently arrives to class thoroughly prepared.	3.305	1.169
8	They consistently value their students.	3.435	1.175
9	The students in my class are highly conscientious about their studies and strive to obtain a quality education.	3.420	1.273
10	The students in my class are consistently engaged in their work.	3.540	1.159
11	The students in my class demonstrate exceptional creativity and effectively harness their innate strengths through collaborative efforts.	3.610	1.275
12	Teachers foster and promote students' motivation.	3.615	1.302
13	They consistently exhibit patience while attentively listening to all questions.	3.485	1.235
14	The teachers possess excellent communication abilities.	3.420	1.179
15	They consistently demonstrate unwavering concentration on our accomplishments.	3.285	1.253

16	Students in my class consistently strive to showcase their innate qualities with great enthusiasm and energy.	3.400	1.256
17	Students consistently demonstrate a high level of dedication towards their teachers.	3.295	1.202
18	Students frequently experience reticence when it comes to posing inquiries.	3.375	1.241
19	They consistently pique the pupils' interest.	3.490	1.231
20	They consistently hold themselves responsible.	3.610	1.267
21	My teachers consistently assist us in other extracurricular activities.	3.490	1.231
22	The teachers at my school exhibit a high level of discipline.	3.610	1.267
23	Students exhibit heightened engagement when a teacher employs a courteous demeanour towards them.	2.650	1.344
24	Affective bonding between a teacher and student positively impacts the academic achievement of the student.	2.715	1.368
25	Students make significant progress when there is a strong and pleasant rapport between the teacher and student.	2.710	1.369
26	The professors' harsh demeanour fosters a strained relationship between them and the kids.	2.580	1.346
27	The detrimental interaction between teachers and students contributes to student dropout rates in schools.	2.565	1.297
28	It is imperative to avoid negative teacher-student relationships in order to promote the well-being of kids.	2.625	1.297
29	The negative correlation between both factors hinders the progress of students.	2.630	1.319
30	The lack of trust between teachers and students is the primary reason for the breakdown of the student-teacher relationship.	2.525	1.314
31	Shyness has no place in student-teacher relationships.	2.595	1.382
32	The teacher-student connection in schools is consistently amicable.	2.545	1.347
33	The teacher-student interaction is a crucial aspect in schools.	2.600	1.341
34	The cultivation of a positive teacher-student relationship is consistently promoted in educational institutions.	2.575	1.357
35	An effective and robust student-teacher interaction enhances the learning process, resulting in fruitful and successful outcomes.	2.605	1.322
36	The anticipation of achieving success and a feeling of complete authority over the outcome are closely connected to the relationship between teachers and students.	2.555	1.321



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37	There is a direct correlation between these factors, which leads to enhanced pupil growth.	2.625	1.331
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### **Findings**

Finds of Table 3 showed in above table showed that relationship of teacher's attitude towards students predicts positive relation with student's attitude towards the teacher. Moreover, there is quite moderate positive correlation (.320a), ( $p < .01$ ) social teacher's attitude  $R^2 = .100$  % variation of positive relations with student attitude.

Finds of Table 4 revealed that regression is significant ( $F=56.631$ , sig.00) means that there is logic between the predictors and the dependent variables.

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### **Discussion**

Majority of the students and teachers were agreed that if teacher has positive attitude than student gain a lot from them and their learning becomes strong. If students has positive attitude towards teachers it will affect their performance as well.

There are number of studies are conducted on Relationship of Teacher's Attitude towards Students and Student's Attitude towards the Teacher. Relationships mean working together and this creates the well-being of everyone in the community (Landsfords et al., 2005).

Good teacher -student relationships are essential for developing competence, self-esteem and similarity. Teachers need to develop happy relationships with students. This can only be done with students and teachers. This attitude increases student work and confidence. Students will happily participate in learning activities (Deci and Ryan, 2002).

The teacher-student interaction is a crucial component in the field of education. The lack of commitment and effective pedagogical abilities of educators are significant impediments to student progress. The teacher and students engage in an exchange of information and ideas centred around the fundamental principles of community design. Engaging in any type of sexual intercourse has a significant impact on both the teacher-student relationship and the personal growth and development of the student. Collaborative activities involving both teachers and students facilitate classroom discussions and foster student engagement in public classroom activities (Hughes and Chen, 2000). According to a study conducted by Schenider and E-mail in 2012, various factors related to the classroom environment resulted in pupils experiencing academic difficulties. Interactions with teachers play a crucial role in student learning. Teachers' expectations for pupils in the future can foster knowledge acquisition and facilitate student learning initiatives. Positive student-teacher interactions can significantly influence students' attitudes within the classroom. The learning environment significantly influences the development of students'

learning motivation, and fostering positive interactions is crucial for sustaining students' attention and active engagement in the learning process (Maulana et al., 2013).

The students' receptiveness to learning is contingent upon their disposition towards the teacher. Teachers arrange their classrooms, provide assistance to their students, and engage in conversations with them to facilitate comprehension of classroom material and foster active participation in the curriculum as a means of effective communication. Research in the field of motivation suggests that the level of interaction between teachers and students affects the extent to which students' emotions and behaviour are incorporated in schools (National Science Council, 2004; Rosenfeld, Richman, and Bowen, 2000).

In assessing the significance of the student-teacher relationship, it is crucial to acknowledge that the teacher-student relationship holds great value in the student's life. Interpersonal connections that can be easily transmitted are highly beneficial in the lives of individuals, ranging from early childhood to advanced age. Parental participation is a significant factor in student learning and has a substantial impact on children (Sheridan et al., 2010). Teachers should primarily allocate their time to interacting with their pupils, particularly those who exhibit a tendency to withdraw from social engagement. Implementing this strategy will facilitate the development of more favourable interpersonal connections with them (Spangler, et al., 2011).

Teachers must consistently exhibit a positive and evident demeanour towards their students, regardless of whether they are preparing for meteorological conditions or not. Occasionally, students engage with their peers in a contemporary manner. Students regard the attitude of their teachers with great seriousness. Engage in a conversation with them to determine if you exhibit a higher degree of friendliness and respect towards others compared to all other students and adults at your school. Students evaluate the conventional method of establishing strong ties inside a school setting. Students consistently appreciate the methodologies employed to establish enduring connections. They experience the favourable features of instruction in school. Likewise, kids experience frustration in response to adverse reactions from professors, such as yelling at pupils or making derogatory or offensive remarks about their peers (Jones, Bouffard, & Weissbourd, 2013).

## **Conclusion**

- It was determined that a teacher's attitude encompasses the capacity to express thanks, offer motivation, and provide support to their students.
- It was determined that a teacher's efficacy in terms of personality, communication skills, problem-solving abilities, and strategic approach to work were the primary factors contributing to a positive attitude towards their students.
- It was determined that teachers who possessed a strong understanding of their responsibilities and exhibited effective communication skills significantly influenced students' attitudes in a positive manner.
- It was determined that a teacher's superior performance leads to improved outcomes for their students in cooperative and amicable environments.
- It was also determined that students were more motivated by teachers who possessed a commendable attitude, were punctual, and exhibited discipline.
- It was determined that pupils were more likely to be drawn to teachers with an enthusiastic and charismatic demeanour, as well as those who consistently offered assistance to their students in any situation.
- It was shown that students were more motivated by teachers who have extensive expertise in their respective fields and consistently demonstrated cooperation and appreciation towards them.
- It was also determined that offering emotional support and assisting the student in cultivating enhanced inner capabilities, which can be demonstrated in class, can contribute to an improvement in the student's attitude.
- The study found that shyness, a communication gap, and a lack of pleasant attitude were identified as factors that negatively affected the student-teacher interaction.

- The study determined that fostering emotional attachment and creating a congenial environment between teachers and students enhances students' academic performance. Furthermore, it exerts a beneficial influence on their connection.

### **Recommendations**

- **Implement Professional Development Programs:** Develop and implement professional development programs for teachers that focus on enhancing communication skills, problem-solving abilities, and strategic approaches to work. This can contribute to improved teacher efficacy and, subsequently, positive attitudes towards students.
- **Promote Understanding of Responsibilities:** Encourage teachers to have a clear understanding of their responsibilities and the impact of effective communication on student attitudes. Provide training sessions that emphasize the importance of responsibility and effective communication in shaping positive student-teacher relationships.
- **Acknowledge and Reward Superior Performance:** Establish acknowledgment and reward systems to recognize and appreciate teachers for their superior performance. This can motivate teachers to maintain high standards and contribute to cooperative and amicable classroom environments.
- **Emphasize Positive Teacher Attributes:** Develop awareness programs for teachers that highlight the positive impact of attributes such as punctuality, discipline, enthusiasm, and charisma on student motivation. Encourage teachers to incorporate these qualities into their teaching practices.
- **Promote Continuous Assistance:** Encourage teachers to consistently offer assistance to students in various situations. This can be achieved through mentorship programs, peer support initiatives, or additional training on providing effective support to students.
- **Facilitate Continuous Learning:** Encourage teachers to continuously enhance their expertise in their respective fields through workshops, seminars, and professional development opportunities. Recognize and appreciate teachers who demonstrate cooperation and appreciation towards students.
- **Provide Emotional Support Training:** Develop training programs for teachers on offering emotional support and assisting students in cultivating enhanced inner capabilities. This can contribute to improvements in student attitudes and overall well-being.
- **Address Shyness and Communication Gaps:** Implement strategies to address shyness and communication gaps between students and teachers. This may include creating structured communication channels, organizing team-building activities, and promoting open dialogue within the classroom.
- **Foster Emotional Attachment:** Promote initiatives that foster emotional attachment between teachers and students. This may include mentorship programs, collaborative projects, and activities that build a sense of belonging and connection within the classroom.
- **Cultivate Congenial Classroom Environments:** Encourage teachers to create congenial environments that promote positive interactions and relationships. Provide resources and support to help teachers establish inclusive and supportive classroom atmospheres.

These recommendations aim to capitalize on the identified factors influencing teacher attitudes and student outcomes, fostering an environment conducive to positive teacher-student interactions and academic performance.

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