

**A Comparative Study of Teacher-Student Relationships in Urban and Rural Elementary Schools of Khyber Pakhtunkhwa, Pakistan**

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**Abstract**

This thesis investigates the critical role of teacher-student relationships in the teaching and learning process at rural elementary schools in Khyber Pakhtunkhwa (KPK), Pakistan. The study aims to explore how these relationships influence students' academic performance, social and emotional development, and classroom engagement within a context marked by significant socio-economic challenges, limited resources, and traditional cultural norms. Despite the extensive documentation of teacher-student relationships' impact on learning outcomes, there is limited research focusing on rural educational settings where unique contextual factors exist. This study addresses this gap by providing a deeper understanding of the dynamics that shape these relationships in rural KPK schools. To achieve this, a qualitative multiple case study approach was employed, which includes in-depth interviews with teachers and students, classroom observations, and document analysis. The study is grounded in attachment theory, which posits that secure, supportive teacher-student relationships provide a "safe base" for students, enabling them to engage with the learning environment and develop both academically and socially. Through inductive and thematic analysis, the research identifies key patterns and themes across three rural primary schools. The findings reveal that positive teacher-student relationships characterized by mutual respect, empathy, and cultural sensitivity significantly enhance the teaching-learning environment. Teachers in rural KPK schools often adapt their teaching strategies to cater to the diverse learning needs of students, using their relationships to foster engagement and motivation. These relationships not only improve academic outcomes but also contribute to students' social development, such as improved interpersonal skills and greater resilience. Teachers also play multiple roles within their communities, which strengthens the bond with students and enhances the overall learning experience despite limited resources. In conclusion, this research underscores the vital role of teacher-student relationships in improving educational outcomes in rural areas. It calls for targeted policies and professional development programs aimed at enhancing these relationships. Recommendations include providing teachers with more training in culturally responsive teaching and relationship-building skills, as well as improving classroom management strategies. The findings of this study contribute to the existing body of literature on rural education and offer practical insights for educators and policymakers seeking to improve the quality of education in resource-limited environments.

**Keywords:** Teacher-Student Relationships, Rural Education, Educational Outcomes, Student Motivation, Classroom Management

## **Introduction and Background**

The quality of education significantly influences the development of individuals and society. Affects economic growth, social welfare, and the general quality of life in the educational process (Zancajo, Fontdevila, Verger, & Bonal, 2021). Two critical factors influencing student learning outcomes are teacher-student relationships, motivation, and social development. Supportive teacher-student relationships are associated with better student engagement. Higher academic results and better well-being (Roorda, Koomen, Spilt, & Oort, 2011). In this sense, understanding the dynamics of interactions between teachers and students is essential. This is especially true in resource-limited settings, such as rural schools. It is necessary to inform educational policy and practice to improve education quality. In Pakistan, especially in rural areas of Khyber Pakhtunkhwa (KPK), education faces significant challenges due to limited resources. Cultural barriers and economic problems. (Inamullah, Bibi, Sami, & Irshadullah, 2013) Schools in these regions often lack basic facilities like qualified staff and teaching equipment. This may aggravate students' learning difficulties. For example, a survey by the Pakistan Cabinet of Statistics (2020) indicated that rural areas in KPK have lower literacy rates than urban areas. Schools in these areas face problems such as overcrowding Lack of teacher classrooms and inadequate infrastructure. The role of teacher-student relationships in these environments is complex and extends beyond the classroom. Teachers often play many roles in rural communities by performing duties as educators and serving as a mentor and community leaders. This variety of roles transforms the close relationship between teachers and students. This is very important for creating an environment conducive to learning (Andrabi, Das, Khwaja, Ozyurt, & Singh, 2020). The study results indicate that additional support systems may be limited in rural areas. A teacher's ability to connect with students dramatically influences academic performance and academic performance. But also social and emotional development (McEwan, 2015). Therefore, understanding how these relationships affect rural primary schools' teaching and learning process is essential to resolving educational disparities. Quality of education plays a vital role in promoting individual and social development, which affects various aspects such as economic growth, social harmony, and general quality of life. Education level, especially at the non-elementary level. It is widely recognized as a critical factor in breaking the cycle of poverty and promoting sustainable development. For developing countries like Pakistan, ensuring equal access to quality education remains a significant challenge. Especially in rural areas, Khyber Pakhtunkhwa Province (KPK) is no exception, and the economic and social differences, cultural factors, and limitations in infrastructure are obstacles to effective education. The education landscape in Pakistan, especially in rural areas, faces many challenges that impede the effective delivery of quality education. Khyber Pakhtunkhwa is a province with diverse economics and a diverse society. It includes many rural communities with lower education levels than in urban areas. (Inamullah et al., 2013) Factors contributing to this difference include limited infrastructure, shortage of qualified teachers, and social and cultural constraints that often prioritize work or other aspects of life at the expense of formal education (Tikly & Barrett, 2011) (Akyeampong, Lussier, Pryor, & Westbrook, 2013; Brock-Utne, 2002). The survey measures Pakistani social and living patterns (2020-21) and reports that schools in rural areas of KPK often face high student-to-teacher fees. Limited resources and more learning conditions negatively affected two students' performance (Inamullah et al., 2013). In rural KPK, socio-economic factors such as poverty and childcare needs significantly impact family performance and school enrollment. The Pakistan Measurement of Social Patterns and Wellbeing Survey (2020-21) concludes that children from low-income families are less likely to complete primary education. This is mainly due to economic pressures, deteriorating work priorities, and formal education. Similar problems have been observed in other developing regions, such as

Namibia, with Tawana (2020) noting factors such as inadequate infrastructure, lack of resources, and ineffective classroom management. These factors significantly impact the quality of the relationship between teachers and students. Because of this, we found the results of two students' internships (Tawana, 2020). In rural primary schools, the teacher-student relationship is a teaching interaction and a complex social dynamic shaped by cultural, familial, and economic factors. (Rashid & Mukhtar, 2012). This contrasts with urban schools, where educators may have a more systematic role structure. Teachers in rural areas often serve as de facto community leaders and members of the country's parliament. This makes their role more complex. The impact of these diverse responsibilities can be significant. A study by Andrabi, Das, and Khwaja (2020) found that rural teachers in Pakistan build strong relationships with students. Improvements in frequency and student participation are likely to be seen when these relationships promote a sense of belonging and motivation (Andrabi et al., 2020). Research indicates that positive relationships between teachers and students are essential for academic performance and affect students' social and emotional well-being. Tawana (2020) highlights that these relationships help students feel more connected and secure. This is important in resource-constrained environments where other support mechanisms may be missing (Tawana, 2020). Attachment theory was first proposed by Bowlby (1969) and later applied to educational contexts. It states that children build stable relationships with caregivers and other adults, such as teachers, which can positively influence their social and academic behavior. (Bowlby, 1969). According to this theory, teachers who provide emotional and educational support regularly serve as a safe base for students to explore and engage with the learning environment. (Bergin & Bergin, 2009). The Importance of Attachment Theory in Rural Environments The fact that other support systems may be lacking cannot be overstated. Roorda and colleagues found that students with positive teacher-student relationships show more engagement and motivation in school, which results in better academic performance (Roorda et al., 2011). Previous studies have shown that in developing regions with socio-economic conditions similar to rural KPK, good interaction between teachers and students is essential for academic success. For example, Tawana (2020) noted that in Namibia, lack of infrastructure, resources, and poor classroom management negatively affect teacher-student relationships and student outcomes. This is consistent with Attachment Theory, first proposed by Bowlby (1969), which suggests that stable relationships develop with caregivers and by extending time with teachers. Three social supports can be taught that promote students' intellectual, social, and emotional development. In the educational environment, attachment theory emphasizes the role of the teacher as an attached person who is connected. It gives students a "solid base" to explore their academic and social worlds. This framework is instrumental in rural KPKs where alternative support systems may be lacking. Strong teacher-student relationships can compensate for these shortcomings. Roorda and others (2011) found that students with positive teacher-student relationships have high levels of motivation and engagement, which translates into academic success.

### **Rationale for the Study**

Addressing learning challenges in rural KPK requires a deeper understanding of the factors influencing teacher-student relationships and their impact on learning outcomes. Although considerable research exists on teacher-student dynamics in urban or resource-rich environments, there needs to be more evidence of how these relationships operate in rural environments with specific socioeconomic and cultural conditions. This study examines interactions between teachers and students in rural primary schools in KPK to fill this gap and provide helpful guidance for educators and policymakers. These findings contribute to the literature on rural teaching and educational psychology by providing insights into how the relationship between teachers and students can be improved. To improve educational outcomes in under-resourced environments. This research also informs teacher training programs and educational policy strategies to promote supportive and inclusive learning environments in rural schools.

## Statement of the Problem

The academic demanding situations in rural Pakistan, especially in Khyber Pakhtunkhwa (KPK), are multifaceted, encompassing issues along with inadequate infrastructure, shortage of qualified teachers, and socio-cultural factors that avert access to pleasant education (Inamullah et al., 2013). These elements create learning surroundings where students often conflict to attain educational success. In this context, the teacher-scholar relationship is critical in determining the exceptional of the getting-to-know-to-enjoy. Studies have shown that high-quality trainer-scholar relationships can beautify students' motivation, engagement, and overall educational performance(Roorda et al., 2011). However, research on the unique effect of those relationships in rural educational settings, particularly in KPK, is restricted. Effective Study room control can act as a mediating factor that improves teacher-pupil interactions. In rural settings, where classroom conditions are less perfect, imposing dependent management strategies can drastically enhance scholar engagement and toughen relationships." Although considerable research exists on the role of teacher-student relationships in urban or well-resourced settings, there is limited empirical evidence on how these relationships work in rural areas. Tawana (2020) identified similar vacant regions in Namibia. Rural schools face problems such as classroom overcrowding and a lack of resources, which affects the movement of teachers and students. This study addresses this uncertainty by focusing on the specific challenges facing rural KPK (Tawana, 2020). Tawanna (2020) emphasizes that resource constraints aggravate classroom overcrowding. This often leads to strained teacher-student relationships, negatively affecting student participation and learning outcomes. In rural KPK, these problems are especially pronounced. More in-depth research is needed on how to optimize teacher-student dynamics under these conditions. The problem still needs empirical studies exploring how teacher-student interactions influence learning outcomes in resource-limited rural schools(Andrabi et al., 2020). In rural KPKs, additional support mechanisms are needed. Teachers often perform roles beyond teaching, such as reading as mentors and community leaders(Javed & Iqbal, 2015; Ullah, Ullah, & Ullah, 2020). Understanding how these relationships support or hinder the teaching and learning process is vital for development. Strategies that improve educational outcomes in essential environments are needed. This study addresses this gap by examining how teacher-student relationships affect academic performance and social development in rural elementary schools.

## Objectives of the Study

The study explored the nature and impact of teacher-student relationships in rural elementary schools in KPK. The specific objectives are:

**Objective 1:** To examine interactions between teachers and students in the classroom.

**Objective 2:** To explore the key elements perceived by teachers and students as contributing to a challenging learning environment in rural elementary schools.

**Objective 3:** To identify factors that strengthen teaching strategies.

**Objective 4:** Explore whether good relationships with teachers motivate students to learn.

**Objective 5:** To check out the effect of teacher-pupil interactions on the educational achievement of college students

## Research Questions

To address the stated objectives, the following research questions guides the study:

**Research Question 1:** How do teachers describe building relationships with students in the classroom?

**Research Question 2:** What elements of this relationship contribute to a challenging learning environment?

**Research Question 3:** What factors of trainer-student courting contribute to enhancing teaching techniques?

**Research Question 4:** Do students feel that a good relationship with their teacher inspires them in learning?

**Research Question 5:** To what extent do teacher-student interactions affect student academic success?

### **Significance of the Study**

This study's importance lies in its potential to understand the role of teacher-student relationships in improving educational outcomes. This is especially true in rural areas where resources are limited. These findings provide insights into how educators can improve student engagement, motivation, and academic success by fostering strong relationships with their students. This research is significant for rural schools in KPK, where socio-economic and cultural factors aggravate educational challenges (D. Shah, Haider, & Taj, 2019). The conclusions of this study can be used to design teacher training programs that meet the specific needs of rural schools. Integrating classroom management techniques and strategies to build strong relationships critical to improving educational outcomes in these environments. Additionally, the findings of this study can inform teacher training programs and Policy initiatives aimed at improving classroom management techniques and promoting a better learning environment. As stated by Tawana (2020), using learner-centered teaching strategies and providing continuous teacher training can significantly improve the quality of teacher-student relationships in resource-limited environments. This study focused on rural primary schools. It addresses gaps in the existing literature. It focuses primarily on urban and resource-intensive learning environments (Roorda et al., 2011). The results are beneficial not only to academic discourse but also to inform educational policies and practices aimed at improving it. Quality of teaching and learning in rural areas, especially. The study's recommendations, can guide teacher training programs: classroom management strategies and policy initiatives to promote more supportive and inclusive learning environments in rural schools.

### **Theoretical Framework**

The theoretical foundation for this study is based on attachment theory, first proposed by John Bowlby (1969) and expanded by Mary Ainsworth (1973), which suggests that there is a stable relationship between attachment and caregivers. It is essential for developing good health. in the educational environment. This theory has been used to explain how positive relationships with teachers can promote a safe learning environment that encourages intellectual, social, and emotional growth. (Bergin & Bergin, 2009). Attachment theory: As Tawanna (2020) suggests, stable relationships with teachers make students feel secure, help them take academic risks, and allow them to participate more fully in classroom activities. These secure relationships are critical to a student's educational development in rural areas, where other support systems may be few. According to attachment theory, Teachers can act as A "secure foundation" from which students explore their academic and social environment (Ozturk, 2024; Sabol & Pianta, 2012). This is especially relevant in rural environments. Students may face limited external support systems. Strong relationships between teachers and students can compensate for these limitations. It provides emotional support and incentives that help students face academic challenges. (Roorda et al., 2011). The theory also suggests that a lack of secure attachment in the classroom may negatively impact students' willingness to take risks. Actively participate and participate in the

curriculum (McLaughlin & Clarke, 2010). This study examines how safe and supportive relationships with teachers can affect students' teaching experiences by applying attachment theory to a rural primary school in KPK. The theoretical framework allows for exploring multiple dimensions of the relationship between teacher and student, such as emotional closeness, trust, and reaction skills. How do these dimensions relate to learning exchange? Attachment theory suggests that in resource-limited environments where other support systems are lacking, strong relationships between teachers and students can compensate for these gaps by providing emotional stability and a safe base for academic research. Tawanna (2020) emphasizes the importance of this support in rural schools. This lack of additional resources makes the role of teachers more difficult.

## **Literature Review**

### **Teacher-Student Relationships: Historical and Modern Perspectives**

Relationships between teachers and students have long been recognized as the cornerstone of practical education. Historically, the nature of these relationships has evolved from an authoritarian, teacher-centered approach. Let's embrace a more student-centered and collaborative teaching approach. This section reviews the evolution of teacher-student relationships over time and examines contemporary perspectives on the importance of these relationships in shaping educational outcomes.

### **Historical Evolution of Teacher-Student Relationships**

In the past, the relationship between teachers and students was characterized by a hierarchical structure. The teacher is seen as the sole authority, and students are passive recipients of knowledge (Good, 1987). This traditional model emphasizes discipline and mechanical learning. They are taking into account the personal needs of students as little as possible. The role of the teacher is primarily to present the content. Students are expected to memorize and recall information. In these environments, the emphasis is on maintaining order and consistency instead of fostering meaningful interactions or attention to students' social and emotional needs (Cuban, 1993). In the mid-20th century, educational psychology began to change regarding recognizing the importance of interpersonal relationships in the classroom. Researchers such as Carl Rogers (1969) advocated a more student-centered approach. Where the role of the teacher extends beyond the transfer of knowledge to include providing emotional support and promoting a conducive learning environment (Rogers & Freiberg, 1994; Zimring, 1994), Rogers' humanistic theory suggests that meaningful learning occurs when teachers create a supportive atmosphere that encourages student independence, empathy, and participation. The shift from traditional to modern teaching norms continued until the late 1900s, influenced by social constructivist theory. Vygotsky's (1978) sociocultural theory emphasizes the role of social interaction in cognitive development and proposes that learning is a collaborative process in which knowledge is created through discussion and shared experiences [22]. In this context, the relationship between teacher and student is defined as a dynamic partnership, where teachers shape learning by shaping students' understanding through meaningful interactions.

### **Comparison of Rural vs. Urban Teacher-Student Relationships**

Relationships between teachers and students in rural areas such as Khyber Pakhtunkhwa. Rural schools often face different challenges compared to urban settings, and Tawana (2020) noted that they often face limited resources. Cultural barriers and large class sizes make providing individual support and maintaining consistent interactions more difficult. These factors require a variety of strategies to promote positive relationships. Teachers often face large, multi-grade classrooms in rural areas such as Khyber Pakhtunkhwa. Some of these obstacles are obstacles to the development

of personal relationships. Lack of resources complicates adequate student support. This is because teachers in rural areas need access to the same teaching materials and technological tools as in urban areas. Additionally, cultural norms in rural societies may influence students' willingness to engage openly with teachers. This is especially true in environments where traditional hierarchies and respect for authority limit communication. Teachers in these communities often act as secondary caregivers. This adds valuable complexity to the teacher-student relationship.

### **Modern Perspectives on Teacher-Student Relationships**

Contemporary research has increasingly recognized the importance of teacher-student relationships in shaping a wide range of educational outcomes, including academic results, student participation, and social and emotional development. Current literature emphasizes the need for positive, supportive, and collaborative relationships between teachers and students. These relationships are characterized by mutual respect, trust, and effective communication (Roorda et al., 2011). These qualities are seen as essential to shaping the classroom environment. Students feel valued and motivated to learn. Research additionally indicates that the benefits of trainer-pupil solid relationships extend past academic outcomes. These relationships were shown to play a sizeable role in students' social and emotional improvement. For example, Bergin and Bergin (2009) determined that acceptable relationships with teachers can mitigate the effects of unfavorable adolescent experiences by imparting students with a source of stability and emotional assistance (Bergin & Bergin, 2009). This is particularly applicable in contexts where college students face socio-economic demanding situations or have confined entry to external guide structures. Moreover, trainer-scholar relationships have been connected to classroom management and the overall learning climate. Marzano (2003) advised that effective lecture room management is regularly rooted in the satisfaction of the trainer-scholar dating, with mutual respect and understanding as foundational factors for a positive study room environment (Marzano, 2003). In school rooms where instructors build robust bonds with their college students, disruptive conduct may be less prevalent, as students are much more likely to internalize schoolroom norms and expectations.

### **Impact of Teacher-Student Relationships on Learning Outcomes**

The relationship between teacher and student determines student success, including academic achievement, classroom interaction, and social and emotional development. The quality of these relationships has been shown to strongly influence students' perceptions of the learning environment and their willingness to participate in learning activities and take risks.

### **Academic Achievement**

The link between teacher-student relationships and academic performance is well-established in educational research. Many studies have highlighted that when students perceive that teachers support them, they tend to perform better academically. For example, Hughes, Luo, Kwok, and Loyd (2008) found that students who experience positive relationships with teachers earn higher grades and show higher scores on standardized tests (Hughes, Luo, Kwok, & Loyd, 2008). This may be because supportive interactions between teachers and students promote a learning environment where students feel safe expressing their ideas, asking questions, and exploring challenging ideas without judgment. Such an atmosphere promotes deeper intellectual engagement with the learning materials. Moreover, the role of teachers' expectations cannot be overlooked. Teachers who maintain high expectations of their students tend to achieve better academic results. This is because students are motivated to live up to these expectations (Good & Lavigne, 2017). On the other hand, negative relationships characterized by a lack of trust or frequent conflicts are more likely to occur. It is associated with decreased academic performance and abandonment of school activities. (O'Connor, Dearing, & Collins, 2011). This relationship is especially

pronounced among younger students. They are more sensitive to interpersonal dynamics in the classroom. In addition to academic results, the relationship between teachers and students also significantly impacts students' social and emotional development. Positive relationships with teachers can help students develop essential life skills like controlling their emotions. Sympathy and conflict resolution: A supportive teacher can provide a sense of security and promote resilience for students facing adverse economic and social conditions. Two ways to increase your chances of success despite external challenges

### **Student Engagement and Motivation**

Training and motivation are essential for successful learning. Positive teacher-student relationships play an important role in facilitating these factors. Research shows that students who experience a warm and empathetic relationship with their teacher are more likely to participate in classroom activities (Skinner & Belmont, 1993). This participation is not limited to educational activities. This also extends to social interactions on campus. Promote a positive school culture. Ryan and Deci's (2000) self-efficacy theory provides a framework for understanding how teacher-student relationships can promote student motivation (Deci & Ryan, 2000). According to the theory, motivation improves when students feel Competent, independent, and connected. Effective teacher-student relationships support these needs by providing a safe environment where students feel valued, promoting motivation to learn. Literature shows that when students feel supported and understood, They are more likely to show persistence and flexibility in dealing with academic challenges (Fredricks, Blumenfeld, & Paris, 2004).

### **Social and Emotional Development**

The relationship between teacher and student is more than just an academic environment that influences students' social and emotional growth. The teacher of unity can serve as a stable figure for students. This is especially true for those facing adverse situations such as economic problems or family problems (Bergin & Bergin, 2009). These relationships contribute to the development of essential life skills. Including controlling emotions, sympathy, and conflict resolution. Pianta and Stuhlman (2004) discovered that students who enjoy positive relationships with teachers are better equipped to navigate social interactions and manage emotions (Pianta & Stuhlman, 2004). These students often present high levels of social competence. Higher and are more likely to form and maintain friendships with co-workers. This is especially important as the school year begins. The experience with teachers initially makes it possible to determine students' attitudes toward education and authority in general.

### **Challenges Faced by Rural Schools in Khyber Pakhtunkhwa, Pakistan**

Rural education in Pakistan, specifically in Khyber Pakhtunkhwa (KPK), is fraught with precise challenges that impact the effectiveness of the teaching-getting-to-know system. These challenges stem from socio-monetary, cultural, and logistical factors that limit turning in excellent training.

### **Socio-Economic and Cultural Barriers**

The socioeconomic conditions in rural KPK significantly impact students' access to and participation in education. Many families in these areas struggle with poverty. This limits their ability to invest in their children's education (D. Shah et al., 2019). Education is given lower priority for some households than immediate economic needs, such as child labor or helping with housework. This economic pressure often results in higher dropout rates and inconsistent education, which has a negative effect on academic performance. Cultural factors also play a role in shaping the teaching experience. In some local communities, Traditional peer roles and cultural norms may gradually evolve. Deviate from the study. This leads to differences in reading comprehension and academic performance (Andrabi et al., 2020). In addition, cultural expectations



for students to show disrespect for authority can hinder open communication between teachers and students and limit the effectiveness of feedback and personalized learning recommendations.

### **Resource Limitations and Teacher Training**

Rural schools in KPK often need more resources to provide quality education. Many schools operate with inadequate facilities, limited teaching materials, and insufficient funding for extracurricular activities (S. F. Shah, Khan, Khan, & Khan, 2013). The lack of resources poses challenges for teachers who may resort to traditional lecture-based teaching methods. Due to the lack of more exciting teaching tools, Teacher training is another critical issue. Rural teachers often have limited access to professional development opportunities, which affects their ability to use modern teaching techniques or adapt to diverse learning needs. Lack of ongoing training and support can lead to outdated learning approaches, which causes students to become more disengaged from the learning process (Mulkeen, 2009). Strong relationships between teachers and students in rural areas can alleviate negative economic and social impacts. Emotionally supportive teachers can help students develop resiliency, emotional control, and social skills that are important to their overall development.

### **Classroom Dynamics and Teacher Roles in Rural Settings**

Teachers in rural areas often have many roles besides teaching, including acting as community leaders, social workers, or counselors [10], [10] although this can strengthen the social fabric of the fellowship structure. However, it also increases the burden on teachers, who may struggle to balance this responsibility with their primary role as teachers. The requirements for these additional roles may affect the quality of the teacher-student relationship. This is because teachers may have less time and energy to care for each student. Large class sizes and mixed age groups also determine classroom dynamics in rural schools. This poses the challenge of personalized teaching. Teachers may find it difficult to manage such a diverse classroom. This results in complete adjustments that do not cover the diverse learning needs of students (D. Shah et al., 2019). In this situation, building solid teacher-student relationships is even more critical. This is because they can contribute to the connection. The constraints of the classroom environment and the learning needs of students. High teacher-to-student ratios and inaccessible facilities can hinder individualized teaching in rural schools, making effective classroom management even more critical. Teachers often find it challenging to organize classes with multiple grade levels. This is why strategies such as group activities and repeated learning are different to meet different learning needs and promote student engagement. In addition, integrating local cultural references into teaching can make the learning experience more relevant and meaningful for students and bridge sociocultural gaps that may limit open communication and participation. Tawanna (2020) further noted that these approaches create a structured environment conducive to learning and help overcome barriers associated with traditional educational norms. By using student-centered strategies and culturally sensitive teaching practices, teachers can improve the quality of teacher-student relationships and support better academic and social development for both students. Effective classroom management strategies, such as learner-centered approaches, are essential in rural schools with limited resources. By combining culturally relevant teaching, Teachers can make learning more meaningful for students, which help strengthen the relationship between teachers and students.

### **Theoretical Framework: Attachment Theory and Its Application to Education**

Attachment theory was first developed by John Bowlby (1969), and it has provided important insights for understanding human relationships, including those in the educational context. This theory suggests that early attachment experiences with caregivers determine how individuals perceive and form lifelong relationships in education. Attachment theory has been used to

understand the dynamics of teacher-student relationships and their impact on learning. Although attachment theory provides valuable information in understanding teacher-student relationships, it has limitations. This is especially true in various educational contexts. Attachment behaviors can vary from culture to culture or may affect building and maintaining relationships. For example, in some collectivist cultures, where group identity is prioritized at the expense of personal relationships, attachment behaviors may not be consistent with Western perspectives. Additionally, attachment theory's emphasis on early childhood development may overlook the influence of peer relationships and the school environment during adolescence. In rural educational environments, the applications of attachment theory are more complex. Teachers in these environments often act as secondary caregivers. It is subject to changing relationships caused by economic and social challenges. Limited resources and different cultural expectations compared to the two teachers. Tawanna (2020) noted that these environments often present unique challenges that engagement theory does not fully address, such as differences in Economy and Society and cultural norms between two urban environments, for example, in collectivist rural cultures. These relationships may prioritize group identity at the expense of personal ties. This can affect how students engage with their teachers, complicating the creation of close relationships between teachers and students.

### **Overview of Attachment Theory**

Bowlby (1969) proposed that children develop internal working models based on early attachment experiences. These experiences influence our expectations and interactions with others. These models guide how children perceive social relationships and respond to stress. Children with secure attachments view others as more reliable sources of help (Bowlby, 1969). As an extension of Bowlby's work, Mary Ainsworth (1973) introduced the concept of secure attachment styles and instability. It emphasizes the role of early relationships in shaping developmental outcomes (Ainsworth, 1979).

### **Application of Attachment Theory in Educational Settings**

Attachment theory has been used effectively to explain the nature of the relationship between teachers and students. In the classroom, teachers can act as When students consider their teachers to be warm and supportive, they provide an "attachment" that provides a secure base that helps students explore academic work with confidence (Bergin & Bergin, 2009). They are more likely to engage positively in the learning environment. On the other hand, students who do not feel safe interacting with teachers may present behavioral problems, disengagement, or even avoidance of school (Pianta, Hamre, & Allen, 2012). This concept is especially relevant in early childhood education, where children still build their understanding of social relationships. A robust teacher-student bond can promote resiliency, reduce anxiety, and increase academic motivation. This effect has been observed in several cultural contexts. It suggests that the principles of attachment theory can be universally applied in educational settings (Verschuere & Koomen, 2012). These studies highlight the value of using case studies to create a differentiated understanding of the two factors that contribute to or affect the quality of teacher-student relationships. In rural areas where educational challenges are unique, and resources may be limited, Case studies serve as a practical way to identify specific needs and effective courses of action.

### **Methodology**

This chapter is structured to provide an overview of the research design. Includes reasons for the two methods chosen. The theoretical framework that guides the study and procedures for collecting and analyzing data. Open-end interviews, classroom observation, and document analysis are the main methods for gathering detailed information and the teaching strategies used to select

participants. An inductive approach to data analysis is discussed. It is the foundation of thematic analysis. To show how a theme is derived from two data and ethical considerations. Limitations of the study and the measures taken to ensure the validity and reliability of the results.

### **Qualitative Research Approach**

A qualitative research approach was considered appropriate for this study. This is because it allows exploring complex social phenomena, such as teacher-student relationships in the natural environment. Qualitative research prioritizes the personal experiences of individuals and attempts to understand their perspectives in depth. It allowed the researchers to capture the richness and diversity of the two participants' experiences. It provides a unique understanding of the dynamics influencing the teaching and learning process. This approach is consistent with the objectives of the study. It aims to discover the fundamental factors that contribute to effective teacher-student relationships. And the impact on students' academic and social development. Qualitative methods are appropriate for studies examining phenomena about which little is known or where existing theories cannot fully explain the observed behavior. In this research. The relationship between teachers and students in rural primary schools has not been widely explored, especially in the social and cultural context of the Khyber Pakhtunkhwa region. A qualitative approach allows for the collection of rich, detailed information that can provide insights into the lived experiences of teachers and students. It provides a detailed picture of how these relationships affect educational outcomes.

### **Inductive and Thematic Analysis Approach**

The study used an inductive method to analyze the data. Where the researcher is not part of a fixed hypothesis or predetermined set of categories; instead, patterns, themes, and ideas emerge from their data. This allows for a more authentic understanding of the participants' experiences. Inductive methods are essential for qualitative research because they support the development of themes. Based on the information collected, instead of being limited by theoretical expectations. Thematic analysis systematically identifies, analyzes, and links established patterns. This approach is beneficial for qualitative studies. This is because it provides flexibility in interpreting data and helps organize complex data into meaningful themes that answer research questions. This process involves several steps: Familiarizing yourself with the data and generating initial code, finding themes, reviewing themes, defining and naming themes, and producing the final report. By participating in thematic analysis, Researchers can present a coherent and organized narrative that captures the essence of participants' experiences. Not to mention the relationship between teachers and students.

### **Rationale for the Multiple Case Study Design**

A multiple case study design was particularly well-suited for exploring the diversity and complexity of teacher-student relationships across different rural schools. By examining three distinct cases, this research captured a comprehensive view of the varied dynamics in these relationships, allowing for detailed comparison and contrast. This method was chosen because it facilitated an in-depth understanding of the contextual influences that shaped educational interactions in unique environments. According to Baxter and Jack (2008), multiple case studies allowed the researcher to address questions of 'how' and 'why' within real-life contexts, making it possible to explore nuances that single case studies might overlook (Baxter & Jack, 2008). Furthermore, Stake (1995) emphasized that multiple case studies provided the opportunity to observe patterns across cases, leading to more robust and generalizable findings (Stake, 1995). This approach was particularly relevant in educational research, where variability across different settings could significantly influence outcomes. In the context of rural KPK, where educational practices and student-teacher interactions were heavily influenced by cultural, economic, and

logistical factors, a multiple case study design enabled a comprehensive exploration of these complex influences.

### **Aligning the Study with the Theoretical Framework**

This study is based on the theoretical references of attachment theory, which noted that the quality of the two relationships, especially during the formative years, profoundly influences an individual's social, emotional, and academic development. In the educational context, Attachment theory provides a perspective in which the relationship between teacher and student can be viewed as more than a functional connection. Instead, it is a relational process that affects learning outcomes. Attachment theory suggests that students who experience positive, stable relationships with teachers are more likely to develop a sense of security and belonging. This facilitates engagement and learning. On the other hand, broken relationships can lead to isolation, behavioral problems, and poor academic performance. This theoretical basis guides research and data collection. To be sure, the study does not merely explore the existence of relationships but also their nature and impact on the student learning experience.

### **Attachment Theory Coding Framework**

Attachment theory was central to understanding the teacher-student relationship in this study, and a structured coding scheme based on attachment behavior was used to analyze the data. The coding structure is designed to identify behaviors such as “secure base,” “closeness seeking,” “emotional availability,” and “trust building.” For example, “secure base” behavior can be observed when Teachers consistently provide emotional support or handle student concerns with empathy. This coding ensures that attachment-related dynamics are systematically recorded. This allows a logical interpretation of how these behaviors contribute to the learning environment. Each behavior was coded through a thematic analysis process consistent with the study's qualitative approach.

### **Research Design**

The research design chosen for this study was a qualitative multiple-case study. This allows for an in-depth exploration of the impact of teacher-student relationships on the teaching and learning process in rural primary schools in Khyber Pakhtunkhwa, Pakistan. The aim is to gain a broader understanding of how these relationships influence educational experiences and outcomes across school academic institutions. This section explains the logic behind the qualitative approach—multiple case study design and how these schools align with the objectives and theoretical structure of education.

### **Qualitative Approach**

Qualitative research approaches were chosen because they are suitable for investigating social phenomena involving complex human interactions, experiences, and perceptions. In this study, the focus was on understanding the dynamics of teacher-student relationships and their influence on the learning environment. Qualitative methods help researchers capture the depth and richness of these interactions. This allows participants to express their opinions in their own words. This is especially important in the context of rural primary schools. Sociocultural factors can have a significant impact on the educational process.

### **Multiple Case Study Design**

#### **Alignment with the Research Objectives**

The conclusion maps the methodological elements and the research objectives. Considering the interpretivist paradigm and the qualitative nature of this study, the methodology was therefore structured to capture different perspectives on teacher-student relationships in rural primary schools in Khyber Pakhtunkhwa, Pakistan.

## **Objective 1: Investigate the Nature of Teacher-Student Relationships in the Classroom**

**Methodological approach:** To explore this objective, open-ended interviews and classroom observations used. These qualitative performances allowed the researcher to delve deeper into teachers' and students' perceptions of their interactions and how these relationships unfold on a day-to-day basis.

**Data collection:** During the interview, Open-ended questions addressed teachers' perspectives on relationship-building practices and students' comfort level in expressing their needs. Observations are used to capture accurate real-time interaction patterns. It provides evidence about relational dynamics, communication style, and behavioral responses in various classroom situations.

**Data Analysis:** Thematic analysis was conducted to identify recurrent themes. This involves relational dynamics such as emotional support, trust, participation, and the overall relationship between teacher and student in an observable context.

## **Objective 2: Identify Components that Contribute to a Conducive Learning Environment**

**Methodological approach:** This objective was achieved through a combination of classroom observation and document analysis. Such observations provide information about classroom management strategies, the social and emotional atmosphere, and clear guidelines for promoting a positive learning environment.

**Data collection:** Classroom observations focus on teacher behaviors that promote a safe and friendly atmosphere, such as setting rules, reinforcing positive behavior, and facilitating collaborative activities. The document analysis included school policies regarding student participation, a Code of Ethics, and a classroom plan that describes strategies for creating supportive learning spaces.

**Data analysis:** An inductive coding process extracted themes related to environmental elements, including structure, discipline, and teacher-led activities. This improves coverage and participation in the classroom. Combining observational data with policy documents guarantees a clear view of institutional and individual contributions to a healthy learning environment.

## **Objective 3: Explore Factors Enhancing Teaching Strategies**

**Methodological approach:** The primary method of investigating this objective was open-ended teacher interviews. The interviews consisted of questions aimed at understanding teachers' teaching approaches to promote positive interactions and effectively engage students.

**Data collection:** These are questions specific to teachers. How do they adapt their teaching methods to meet the needs of their students? And the challenges we face in managing the diverse needs of classrooms. This provides in-depth insights into adaptive strategies that can only be available in rural classrooms.

**Data analysis:** Themes related to adaptive teaching techniques were identified. This paper focuses on context-specific strategies that improve engagement and support learning in resource-limited environments. These topics were examined according to two principles of attachment theory, emphasizing methods that promote a "Stable base" for students.

## **Objective 4: Examine Whether Positive Teacher-Student Relationships Motivate Students in the Learning Process**

**Methodological approach:** This objective was addressed through student interviews and classroom observations. It focuses on capturing students' experiences and motivations related to their relationships with teachers.

**Rolling the Dice:** Student interviews include questions about how teacher input or support influences motivation and participation in the classroom. Observations track indicators of student participation, such as active participation and voluntary participation in classroom activities.

**Data analysis:** Thematic analysis focused on motivational themes linked to relational support, including student participation, self-efficacy, and reliance on teacher support. The observations confirmed the students' motivation, guaranteeing the reliability of findings related to participation dynamics.

### **Objective 5: Assess the Effect of Teacher-Student Interactions on Academic Success**

**Methodological approach:** This objective was explored through document analysis and interviews with teachers and students. Document analysis included reviewing two student progress reports to assess the relationship between positive teacher-student relationships and academic performance.

**Rolling the dice:** Teachers provide information on how their interactions with students affect academic outcomes. Meanwhile, progress reports offer concrete evidence of academic trends linked to supportive interactions between teachers and students.

**Dice analysis:** A thematic approach identifies patterns in academic outcomes related to positive relationship dynamics. A cross-case analysis of progress reports helps establish consistent relationships between supportive interactions and student outcomes.

### **Research Setting and Participants**

This study was conducted in three rural primary schools in different Khyber Pakhtunkhwa Pakistan regions. These schools were chosen to represent a wide range of educational contexts. It is not a rural context; it provides information about the diverse experiences of teachers and students. Providing education in these settings is motivated by the need to explore the impact of teacher-student relationships on teaching and learning in areas where socio-economic and cultural factors may present challenges. Education that has specific characteristics. This section describes the characteristics of the selected schools: study participants and the logic behind teaching decisions. The selected participants included three teachers, each from a different school, and nine students. Three students from each school were chosen to represent various levels of academic performance and are enrolled in Series 6, 7, and 8, which aligns with the focus of upper primary education. Each teacher is selected based on their experience in rural primary education. To ensure that meaningful information about teacher-student interactions could be provided, Table 3-1 provides a detailed summary of the participants' demographic and biographical information.

**Table 0-1: Participant Demographics and Background**

<b>School</b>	<b>Participant</b>	<b>Role</b>	<b>Age</b>	<b>Grade/Experience</b>	<b>Academic Level</b>
School A	Teacher 1	Teacher	35	10 years	Bachelor's in Education
School A	Student 1	Student	13	Grade 8	Low-performing
School A	Student 2	Student	12	Grade 7	Average-performing
School A	Student 3	Student	11	Grade 6	High-Performing
School B	Teacher 2	Teacher	40	12 years	Bachelor's in Education
School B	Student 1	Student	13	Grade 8	High-performing

School B	Student 2	Student	12	Grade 7	Low-performing
School B	Student 3	Student	11	Grade 6	Average-performing
School C	Teacher 3	Teacher	42	15 years	Diploma in Teaching
School C	Student 1	Student	13	Grade 8	Average-performing
School C	Student 2	Student	12	Grade 7	High-performing
School C	Student 3	Student	11	Grade 6	Low-performing

### Participant Selection and Characteristics

To explore openly the relationship between teachers and students in a rural educational environment. This study uses propositional demonstration. This method allows for the deliberate selection of participants with the necessary characteristics to achieve the research objectives. This is in keeping with the focus on rural primary schools. Three teachers and nine students from various schools It was chosen to capture a wide range of experiences and perspectives. The inclusion of participants across multiple schools allows for the examination of relational dynamics within different institutional and socioeconomic contexts. This increases the ability to generalize both results to similar rural environments.

### Sampling Strategy and Rationale

- **Teacher Selection:** Three teachers were selected based on criteria that included at least five years of teaching experience and demonstrated adaptability in their teaching methods. This level of expertise ensures that each teacher has adequate time to build and maintain relationships with students. It provides valuable information on practical strategies and challenges in rural classrooms.
- **Student Selection:** Nine students - three from each school - were selected to represent their academic abilities and participation levels. This diversity is possible. Including students with good academic results, Students with mediocre academic performance, and students with low academic performance when separated by school. This period allows the study to examine the impact of teacher-student relationships on students with different motivation levels and academic success. A different understanding of the relative influences on educational outcomes is warranted.

### Cultural Adaptations in Data Collection

With Outstanding Traditional Values in the Study Area, Specific modifications have been made to honor cultural sensitivities and increase participant comfort. For example:

- **Interview setting:** Interviews were conducted in a familiar school setting to make participants comfortable. Having a trusted adult (such as a teacher or school official) helps students leave parenthood more comfortably. At the same time, the integrity of the answer is guaranteed.
- **Communication style:** Questions are carefully formulated to avoid directly challenging authority. This reflects the hierarchy of respect typical of rural communities. Teachers are described as respected entities. And how to ask questions and be respectful of their experiences. This facilitates an open discussion about the dynamics of the teacher-student relationship.
- **Visual resources for young students:** Visual resources were used during interviews with young students. This allows them to express their experiences and perceptions in a less complex language. This modification is especially beneficial for low-achieving students with limited language proficiency.

## Data Collection Procedures

Dice Pie involves open-ended interviews with teachers and students, classroom observation, and document analysis. Each teacher participated in in-depth interviews which explores their views on the importance of the relationship between teachers and students. Strategies for creating a conducive classroom environment and the challenges they face Interview questions derived from the two purposes of the brief. Emphasis is placed on issues such as communication styles, mutual respect, and teaching methods. For students, the interviews explored their perceptions of their relationships with teachers. This includes feelings of trust, support, and safety. Classroom observations were conducted to collect contextual information about the nature of teacher-student interactions. Classroom management and general learning atmosphere Observations were guided by an observation schedule that recorded elements such as communication and student participation and teachers' ability to respond. Table 3-3 presents the complete interview guide for clarity and consistency. It is organized around research objectives, elements, and relevant questions for teachers and students. This table serves as an outline reference. Emphasis is placed on the structured methods used to obtain information consistent with each study objective and a specific thematic focus.

**Table 0-2: Interview Guide for Teachers and Students**

S.No	Objective	Elements	Indicators	Guide for Interview
	To investigate the teacher-student relationship in the classroom.	Element: Frequency and quality of communication (e.g., how often students and teachers interact).	Communication Patterns	How do you describe your general communication with your teacher? Is it easy to talk to them about your concerns or questions?
		Element: Openness and approachability (e.g., willingness to discuss issues and concerns).	Mutual Respect	
		Element: Demonstration of respect in interactions (e.g., use of polite language, acknowledgment of opinions).	Trust and Support	Do you feel that there is mutual respect between you and your teacher? Can you provide examples of respectful interactions?
		Element: Respect for individual differences (e.g., recognition of diverse backgrounds and learning needs).	Emotional Climate	How would you rate the level of trust you have in your teacher? Do you feel supported both academically and personally?
				Can you share how safe and comfortable you feel when expressing yourself in the classroom? Does the teacher help create a positive emotional atmosphere?
				How does your relationship with your teacher impact your willingness to participate in class activities?



2	To find out the components that contribute to a conducive learning environment	<p>Classroom Organization Element: Classroom layout (e.g., arrangement of desks and learning stations). Element: Availability of learning resources (e.g., presence of books, technology, and materials). Element: Cleanliness and maintenance (e.g., general upkeep of the classroom environment). Element: Accessibility of resources (e.g., ease of access to learning materials for all students). Element: Classroom atmosphere (e.g., ambient noise levels and overall comfort).</p>	<p>a. Communication b. Respect c. Mutual understanding d. Safe classroom e. environment f. Consistency g. Comparison and understanding h. Mutual trust and respect  i. Encourage feedback</p>	<p>Do you feel comfortable while sharing your ideas and views regarding the topic?</p> <p>Do you feel respectful when sharing your views?</p> <p>Can you effectively communicate your thoughts and concerns to your teachers during class?</p> <p>Can teachers and students work together to create a supportive and inclusive classroom environment?</p> <p>Can teachers empathize and understand their students' needs and struggles?</p> <p>Can you adapt your teaching methods to meet the diverse learning styles and abilities of your students?</p>
3.	To find out the factors that enhance teaching strategies?	<p>Instructional Methods Element: Various teaching methods are used (e.g., lecture, group work, hands-on activities). Element: Adaptability of teaching methods (e.g., flexibility in adjusting methods based on student needs). Element: Use of technology (e.g., integration of digital tools and resources in lessons).</p>	<p>Variety of teaching methods used/ group work/hands-on activities.  Use of technologies/digital tools  Learning objective  Students' behavior  Students mutual respect</p>	<p>What teaching methods/strategies are being employed in the class?</p> <p>What components of their relationship contribute to a conducive learning environment?</p> <p>What particular action on the part of your teaching improves your effectiveness?</p> <p>How does student participation influence the development of instruction strategies?</p>

4	Explore whether a good relationship with the teacher motivates students' learning process.	Teacher Behavior Element: Professionalism (e.g., punctuality, preparedness, and dress code). Element: Encouragement of participation (e.g., strategies to engage all students in learning). Element: Classroom management (e.g., handling disruptions and maintaining order). Element: Personal rapport with students (e.g., level of individual attention and mentorship).	Interaction with students behavior of the teacher teacher availability motivation individual struggle	Does the teacher switch to different strategies per the lecture/student's understanding level?
				What motivational states do students describe concerning their interaction with a teacher?  Which particular teacher behavior most inspires students?  How does teacher availability to students after school impact their motivation?  How does student individual struggle affect their motivation and their interaction with teachers? How much do students trust their teachers? How do students develop their confidence level with the teachers?
5	To investigate the effect of teacher interaction on the academic success of students.	Student Behavior Element: Participation levels (e.g., frequency and quality of student contributions). Element: Cooperation (e.g., instances of teamwork and collaboration). Element: (e.g., self-reported interest and effort in learning activities). Element: Interpersonal relationships (e.g., relationships between students and peers).	a. Students trust in the teacher's competence. b. teacher's reliability c. student's willingness to approach the teachers with concerns Teachers transparency Teamwork and collaboration Need saturation on student motivation.	What belief do students hold about teacher's competence? How do students characterize how receiving feedback from teachers affects their academic achievements?
				How vital is parents' teacher communication to academic achievement?  How does educator modify their narration to meet the needs of each unique student?  What proof is there that enhances academic success as a result of favorable teacher-student interaction?

## Data Analysis

Two analyses of the collected data were conducted through an inductive and thematic approach. This allows themes and themes to emerge directly from both data. Instead, you are guided by predefined categories. This approach is particularly suitable for qualitative research. It aims to understand better complex social phenomena such as teacher-student relationships in rural educational settings. The process involved organizing, coding, and interpreting data from open-ended interviews, classroom observation, and document analysis. To gain meaningful insights relevant to the research objectives. This section details the steps taken to ensure that the data analysis is open and realistic. The initial coding process involved assigning unique codes to two collated data threads, which allowed the central theme to emerge naturally. Each code represents a specific aspect of the teacher-student relationship or classroom environment. Tables 3-4 present selected sample data sets and assigned codes consistent with the study objectives. The table shows the initial encryption steps and provides information on identifying the pattern.

Table 0-4: Sample Data Quotes and Codes

Data Quotes	Code
"My teacher always listens when I have a question, and he helps me understand it better."	Supportive Interaction
"We all feel comfortable in the classroom, and I know my teacher respects us."	Respectful Communication
"Our teacher makes us work in groups to learn from each other."	Collaboration and Teamwork
"The teacher changes how he explains things if we don't understand right away."	Adaptive Teaching Strategies
"Sometimes we don't have enough materials, but our teacher still makes the lesson interesting."	Resource Challenges
"I feel safe in the class because the teacher is always there for us."	Positive Classroom Climate

## Inductive Approach

In this study, the inductive approach was instrumental in allowing themes to emerge organically from the data collected, thus ensuring that the conclusions are deeply rooted in the actual experiences of participants. Unlike the deductive method, which analyzes data against a backdrop of predefined codes and theories, the inductive process prioritizes the raw data itself, fostering a high degree of flexibility and openness during the analysis. This methodological choice is particularly apt for exploratory studies like ours, which seeks to unearth the nuanced dynamics of teacher-student relationships in the rural primary schools of Khyber Pakhtunkhwa. As noted by Thomas (2006), the inductive approach facilitates the emergence of themes directly from the data, thereby grounding the research findings in empirical evidence rather than theoretical presuppositions (Thomas, 2006).

## Thematic Analysis

The thematic analysis was conducted in six distinct stages, following the guidelines established by Braun and Clarke (2006), which provide a systematic approach for identifying, analyzing, and reporting patterns within qualitative data. Each stage is described in detail below: The coding structure developed at the beginning of the data analysis consisted of codes that captured different aspects of the relationship between teachers and students and the classroom environment. Each code was assigned based on reoccurring patterns identified in interviews, observations, and document analysis. With specific analysis, these initial codes were refined and organized into broader themes consistent with the study objectives. Table 3.5 summarizes the data's principal initial codes, descriptions, and strong themes.

**Table 0-5: Coding Framework and Themes Development**

Initial Code	Description	Final Theme
Supportive Interaction	Instances of teachers providing emotional and academic support to students	Emotional Support
Respectful Communication	Teacher and student use of polite, respectful language and acknowledgment of opinions	Mutual Respect
Student Engagement	Degree of student participation in classroom activities	Engagement and Participation
Trust Building	Actions by teachers that establish trust, such as keeping promises	Building Trust
Adaptive Teaching Strategies	Teacher adjusts instructional methods based on student needs	Responsive Teaching Methods
Collaboration and Teamwork	Encouraging group work and cooperation among students	Classroom Community and Collaboration
Resource Challenges	Limitations in classroom resources and their impact on learning	Challenges in Rural Education
Positive Classroom Climate	Teacher actions that create a safe, welcoming environment	Creating a Safe Learning Environment

## Thematic Analysis and Interpretations

This chapter presents the findings from the data analysis. It provides an in-depth analysis of teacher-student relationships in rural primary schools in Khyber Pakhtunkhwa, Pakistan. Based on themes derived from the coding boxes summarized in Chapter 3, this chapter explores these relationships and the impact of various factors that naturally influence the teaching and learning process. By examining patterns of interaction, Classroom management, student participation, and the unique challenges of rural education. These findings offer a different understanding of how teachers and students interact. And how do these interactions shape the educational experience? The information presented here was divided into four main topics. Each theme reflects critical aspects of the teacher-student relationship identified through inductive and thematic analysis of the interview transcripts, classroom observation, and document analysis. Topics include (1) interaction patterns between teachers and students; This covers supportive interactions. Communication guidelines and observable trust-building efforts in the classroom; (2) Classroom management and a learning-friendly environment. It details teachers' strategies to promote positive

and productive learning spaces despite resource limitations; (3) student participation and participation. It captures how teachers encourage student participation and motivation in learning activities; and (4) challenges and obstacles in teacher-student relationships. Checking resource constraints Behavioral problems and the contextual barriers teachers and students face in rural educational environments. This theme examines how teacher-student interactions contribute to relationship building and student engagement. Observations showed consistent support, respect, and trust patterns across all three schools, reinforcing a positive relational foundation crucial for student motivation (see Table 4-1).

Table 0-1: Teacher-Student Interaction Indicators

Indicator	Frequency Observed	Example Behavior
Supportive Feedback	85%	Teachers paused to clarify concepts when students expressed confusion.
Encouragement to Participate	70%	Teachers used prompts like "Would you like to share your thoughts?"
Active Listening	90%	Teachers responded with attentive nods and verbal affirmations.

High-frequency behaviors such as supportive feedback and active listening show that teachers consistently promote an inclusive environment. They encourage students to express their learning needs without judgment. These models were developed to understand how positive interactions promote a conducive learning environment.

### Supportive Interactions

Supportive interactions between teachers and students are based on positive relationships in the classroom. Teachers in this study engaged in behaviors that promoted ongoing emotional and academic support, which students described as helping them feel valued and understood. Teachers provide individual assistance to students who need special assistance. They answer questions patiently and encourage participation, even those with little confidence. For example, in every observation in School A, teachers often paused to check for understanding using phrases such as: "If anyone was having trouble standing, raise your hand. Let's pass this together." This proactive support approach received great praise from students. This was reflected in interviews where many students stated they felt "safe" to ask questions without judgment. Selected student comments across all schools highlight these supportive interactions, as shown in Table 4-2.

Table 0-2: Sample Student Comments on Teacher Support

student	School	Comment
Student 1	School A	"My teacher always helps me understand when I don't get it, and he never makes me feel bad."
Student 2	School A	"He goes over things more than once if I don't understand."
Student 3	School A	"I feel comfortable asking for help; he always listens to me."
Student 1	School B	"If I have a question, my teacher listens and explains again until I understand."
Student 2	School B	"The teacher was patient, even if I ask the same question twice."
Student 3	School B	"I can go to him after class if I have more questions."

Student 1	School C	"My teacher gives examples and checks if I'm following along."
Student 2	School C	"I feel like I'm taken seriously when I ask for help."
Student 3	School C	"My teacher explains things and ensures I'm okay with the topic before moving on."

These supportive interactions were instrumental in building students' confidence and motivation. Teachers' willingness to adapt their approach to meet students' individual needs reflects a high level of empathy and dedication to fostering a positive learning environment, consistent with the principles of attachment theory.

### Communication and Respect

Effective communication and mutual respect exist in all three schools' interactions between teachers and students. Teachers use clear and respectful language when communicating with students. They promote an atmosphere where students feel accepted and valued. Observations show that teachers often address students by name, listen carefully to their answers, and recognize their participation. It does not depend on the student's academic performance. In School B's classroom, teachers demonstrate respectful communication so students can stop thinking without interruption. They acknowledge their participation by saying, "I see you are thinking a lot about this answer." Table 4.3 provides an overview of observed behaviors that reflect respectful communication practices.

**Table 0-3: Teacher Behaviors Reflecting Respectful Communication**

Teacher	School	Behavior	Example
Teacher 1	School A	Addressing students by name	The teacher frequently uses students' names when asking questions and responding.
Teacher 1	School A	Acknowledging student efforts	"Thank you for sharing that answer; I can see you put much effort into understanding it."
Teacher 2	School B	Allowing students to finish their thoughts	The teacher listens attentively without interrupting students, allowing them to complete their answers.
Teacher 2	School B	Validating student perspectives	"I appreciate your viewpoint; let's discuss it further with everyone."
Teacher 3	School C	Encouraging group discussions	The teacher promotes open discussion and validates each student's response without judgment.
Teacher 3	School C	Use of inclusive language	Frequently uses terms like "we" and "our" to foster community and teamwork.

Respectful communication fostered a sense of belonging and safety, which aligned with students' descriptions of feeling "heard" and "valued." These interactions reflect the mutual respect that

underpins effective teacher-student relationships, facilitating an inclusive and engaging classroom environment.

## Trust-Building

Building trust was critical to developing positive relationships between teachers and students. Teachers actively cultivate trust by maintaining commitments to students, consistently following through on their promises, and fostering a reliable support system. Students stated that this confidence helped them feel safer and more willing to participate in class because they felt confident that teachers would support them as needed. For example, in School C, teachers frequently shared stories about people involved in the classroom, which students consider more relevant and engaged. This openness helps students see their teachers as approachable and strengthens their confidence in them even more. Students at all three schools had similar experiences, stating that knowing that teachers "Be there" for them makes the classroom a safer, more comfortable place to learn. Specific examples of observed trust-building behaviors and their effects on students are detailed in Table 4.4.

**Table 0-4: Observed Trust-Building Behaviors and Student Reactions**

Teacher	School	Technique	Description	Example
Teacher 1	School A	Rule-setting	Establishing clear behavioral expectations	Rules are visibly displayed and referred to during lessons.
Teacher 1	School A	Positive reinforcement	Recognizing and rewarding positive behavior	"Thank you for listening carefully; I appreciate your focus."
Teacher 2	School B	Conflict resolution	Addressing conflicts calmly and neutrally	The teacher mediates disagreements with calm explanations.
Teacher 2	School B	Structured transitions	Guiding students through lesson changes	The teacher signals for change between activities with simple instructions.
Teacher 3	School C	Use of routines	Consistently applying routines to maintain order	"Remember to check your desk before you leave."
Teacher 3	School C	Empathy discipline	Using empathy in when managing disruptive behavior	Addresses students calmly, explaining why focus was essential.

Such reassuring behavior emphasizes the importance of consistency and accessibility in creating a positive educational environment. These findings are related to attachment theory. It emphasizes the role of stable relationships in promoting emotional well-being and providing students with resiliency. In general, the conclusions of Section 1 emphasize the importance of supportive interactions—respectful communication, and building trust in promoting a conducive learning environment. Teachers' actions are closely aligned with the principles of engagement. They emphasize empathy, respect, and trustworthiness. These relational dynamics encourage students' emotional safety, increase participation, and promote active participation in the classroom. With

these guidelines, Rural primary school teachers have helped bridge the socioeconomic and resource gap. To ensure that students feel supported, understood, and valued. Classroom management was essential in maintaining an environment where students feel safe and motivated to participate. The observations given indicate various management strategies in the school. For example, School A emphasized structure, while School C adapted its approach to outdoor lessons due to limited indoor space, as shown in Table 4-5.

Table 0-5: Classroom Management Strategies

School	Management Strategy	Frequency of Implementation	Impact on Student Engagement
School A	Structured routines	90%	Higher focus and fewer disruptions observed
School B	Flexibility in group work	75%	Enhanced collaboration and engagement in tasks
School C	Outdoor lessons and flexible seating	60%	Creative adaptations to resource limitations

This table highlights distinct approaches to classroom management and their effectiveness, showcasing how teachers adapt strategies based on specific school environments. The observed management techniques directly align with the objective of identifying components that contribute to a conducive learning environment. Teachers' focus on creating a safe learning environment plays a crucial role in increasing student confidence and engagement. The students expressed gratitude to the teachers for their reassurance, emphasizing that feeling “Respected” and “appreciated” positively influences motivation to participate and learn. Tables 4-6 outline these classroom management techniques and examples observed across schools.

Table 0-6: Teacher Behaviors Contributing to a Safe Environment

Teacher	School	Behavior	Example	Student Outcome
Teacher 1	School A	Encouragement of expression	The teacher reassures students to ask questions freely.	Students feel safe to participate and ask questions.
Teacher 1	School A	Inclusive responses	Ensures every student’s response was acknowledged.	Students feel acknowledged and respected.
Teacher 2	School B	Patient guidance	Re-explains complex concepts patiently if needed.	Students feel supported and less anxious.
Teacher 2	School B	Use of positive language	Uses positive phrases to encourage student efforts.	Students gain confidence and motivation.
Teacher 3	School C	Inclusive language	It uses terms like “we” and “us” to promote unity.	Students develop a sense of belonging.



Teacher 3	School C	Personalized attention	Addresses each student's unique strengths and challenges.	Students feel individually valued and secure.
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### Addressing Resource Challenges

Resource constraints are a recurring challenge. In every school, this can be observed and confirmed by the teacher. Lack of access to teaching materials Visual resources and other appropriate resources often limit how teachers organize their classrooms. Despite these challenges, Teachers also demonstrate adaptability and creativity in their teaching methods. Using teaching media available locally and using limited resources to maximum benefit. In School C, disclosure was given to consent. Because the portfolio was limited, teachers should arrange flexible seating to increase space. Promote teamwork and share resources. In the same way, when the electricity goes out, Teachers use outdoor spaces with natural light to provide continuity in learning. These adaptations highlight the flexibility of teachers and students working together to overcome structural constraints. Table 4-7 provides examples of how teachers managed these resource challenges and the impact on students' learning experience.

**Table 0-7: Strategies for Managing Resource Challenges**

Teacher	School	Resource Challenge	Adaptation Strategy	Impact on Students
Teacher 1	School A	Limited learning materials	Uses locally available items for instructional purposes	Students stay engaged through creative and hands-on learning.
Teacher 1	School A	Lack of visual aids	Draws diagrams on chalkboard, encourages student-made visuals	Visual learning facilitated, aiding comprehension.
Teacher 2	School B	Restricted access to tech	Organizes collaborative activities to enhance peer learning	Students develop teamwork skills and learn interactively.
Teacher 2	School B	Shortage of supplies	Uses rotational groups for shared resources	Ensures equal access to learning materials.
Teacher 3	School C	Limited seating arrangements	Arrange flexible seating to optimize space	Students experience a more comfortable learning environment.
Teacher 3	School C	Inconsistent power supply	Conducts outdoor classes when possible	Students continue learning with natural light when power was out.

The findings from Theme 2 emphasize that effective classroom management, a safe environment, and resourceful adaptations to material limitations are essential for fostering a positive learning experience in rural schools. Teachers applied structured management techniques, practiced empathy, and exhibited resourcefulness to maintain a productive classroom setting. These strategies contributed to students' sense of security, motivation, and engagement, underscoring the

role of adaptive and supportive classroom management in overcoming challenges specific to rural educational contexts. To evaluate student participation, a pattern shows that teachers' encouragement and attention directly affect student engagement levels. Observational data confirmed that students were more willing to participate in group activities and discussions in classrooms where teachers maintained positive, encouraging interactions, as shown in Tables 4-8.

**Table 0-8: Student Engagement Indicators by Activity Type**

Activity Type	Engagement Level	Typical Observed Behavior
Individual Response	Moderate	Students hesitated but responded with encouragement
Group Discussions	High	Active participation and peer collaboration were observed
Hands-on Activities	Very High	Students were fully engaged, showing enthusiasm for tasks

This table illustrates the engagement levels across different classroom activities, showing a preference for interactive, hands-on tasks. These findings meet the objective of exploring factors that enhance teaching strategies, highlighting how tailored activities boost engagement. In School C, students felt supported to participate because teachers made them feel competent and valued. For example, Partiharam students made comments such as “I enjoyed answering questions because I know that the teacher was grateful” and “I don't have to make mistakes because the teacher help me improve.” This positive reinforcement fostered students’ intrinsic motivation to learn and participate. Table 4-9 presents selected comments from students about what drives them to participate, along with the specific teacher influences observed.

**Table 0-9: Student Motivations for Classroom Participation**

Student	School	Motivation for Participation	Teacher’s Influence
Student 1	School A	"I want to participate because my teacher appreciates my answers."	The teacher uses positive reinforcement.
Student 2	School A	"I like to work in groups; it makes learning fun."	The teacher organizes interactive group tasks.
Student 3	School A	"I enjoy participating because my teacher gives us rewards."	The teacher provides rewards for active learning.
Student 1	School B	"I feel encouraged because my teacher helps me when I make mistakes."	The teacher provides constructive feedback.
Student 2	School B	"I like answering questions; it feels good when my teacher notices me."	The teacher recognizes individual contributions.
Student 3	School B	"My teacher makes learning interesting, so I like joining in."	The teacher incorporates engaging methods.
Student 1	School C	"My teacher was always supportive, so I am not afraid to speak up."	The teacher creates a supportive environment.
Student 2	School C	"The activities make the class enjoyable; I want to join in."	The teacher incorporates hands-on activities.

Student 3	School C	"I enjoy it when we work in groups; my teacher makes learning easy."	The teacher encourages teamwork and cooperation.
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### Academic and Social Development

Teachers' emphasis on inclusion and participation also contributes to students' academic and social development. The supportive environment encourages students to take risks, ask questions, and collaborate with colleagues. This was necessary to develop academic confidence and social skills. Students from all schools demonstrate improved group cooperation, communication, and empathy through these interactions. For example, in School B, students work together on problem-solving exercises, learn to respect each other's ideas and work together effectively. Teachers say these activities help students develop teamwork skills and improve interpersonal relationships. Observations confirmed that students engaged in respectful dialogue and shared responsibility. This indicates that the classroom was not only a place for academic growth but also for social learning.

### Theme 4: Challenges and Barriers in Teacher-Student Relationships

This section explores teachers' and students' challenges in building solid relationships in rural school contexts. The main barriers include (1) resource and infrastructure limitations, (2) student behavioral challenges, and (3). Teacher's limitations. These findings highlight socioeconomic and logistical issues that may complicate teacher-student relationships and affect the quality of education in rural areas. Teachers and students report limitations that limit their interactions due to a lack of resources and behavioral challenges among students. Observations in School C, for instance, revealed that limited resources necessitated outdoor lessons, posing unique challenges and highlighting the teachers' adaptability, as shown in Table 4-10.

**Table 0-10: Observed Barriers and Adaptive Responses**

Barrier	School	Adaptive Response	Effectiveness
Resource Shortage	School C	Outdoor lessons, flexible seating	Moderate
Behavioral Challenges	Schools A & C	Empathetic discipline and routines	High
Professional Constraints	All Schools	Personal trial-and-error strategies	Moderate

The challenges faced, along with adaptive responses, underscore the teachers' resilience and commitment to maintaining effective teacher-student relationships despite external limitations. This table directly aligns with examining barriers and adaptations in relational dynamics in rural educational contexts.

### Resource and Infrastructure Constraints

Resource and infrastructure constraints are two of the most critical challenges every school faces. Both teachers and students noted that the lack of appropriate teaching materials, accommodations, and even basic classroom facilities limited interactions and the overall learning experience. For example, in School A, a lack of access to technology biases teachers' ability to introduce interactive learning methods or limits student exposure to different learning styles. Teachers reported that

reliance on blackboards and basic materials limited their teaching methods. This sometimes results in student participation not decreasing, as shown in Table 4-11.

**Table 0-11: Impact of Resource Constraints on Teacher-Student Interactions**

Teacher	School	Resource Constraint	Impact on Interaction
Teacher 1	School A	Lack of visual aids	Limited ability to use diverse teaching methods
Teacher 1	School A	Inadequate seating	Restricted flexibility for group-based activities
Teacher 1	School A	Lack of student resources	Limited materials for hands-on learning and experiments
Teacher 2	School B	Minimal access to technology	Reduced interactive content, limiting student engagement
Teacher 2	School B	Shortage of supplies	Teachers rely on students to share materials
Teacher 2	School B	Inconsistent utilities	Limited lighting and heating impact comfort in winter months
Teacher 3	School C	Insufficient classroom space	Constrained movement and physical space for student activities
Teacher 3	School C	Inconsistent power supply	Impact on lighting and heating in winter
Teacher 3	School C	Limited seating arrangements	Challenges for student focus and comfort

Additionally, dissociation or access to some dice sources was limited, for example, without school records and documents that require context. Some relevant information, such as a detailed record of the frequency or trend of academic performance, completely inaccessible. This limits the ability to link teacher-student interactions to academic outcomes or frequency patterns directly. Understanding these relationships can enrich this. Finally, the time allotted for each observation and interview was limited, which may affect the depth of the data collected. Extended, long-term observations may provide a clearer picture of how teacher-student relationships develop over time. However, they record changes and adjustments within different study periods or as groups of student's progress through their education levels with limited time frames and resources. These longitudinal data are, therefore, beyond the scope of this study.

## Summary

This study examines the complexity of teacher-student relationships. Classroom management and student participation in rural primary schools in Khyber Pakhtunkhwa (KPK), Pakistan. This was especially true when considering the socio-economic and infrastructural challenges of many rural schools in developing areas. The research aims to understand how to engage students with limited resources in meaningful learning. A qualitative method was used to achieve this goal. This includes interviews. Classroom observation and document analysis. These methods lead to detailed insights into the interactions between teachers and students and the adaptive strategies educators use to respond to challenges. The examination aimed to acquire three fundamental study goals: (1) to understand how trainer-pupil relationships are advanced in rural Khyber Pakhtunkhwa (KPK), (2) to look at the lecture room management techniques that instructors use to create conducive mastering surroundings, and (3) to explore the strategies instructors appoint to have interaction students, as well as the challenges they face on this method. By focusing on those goals, we aim to address an opening inside the current literature on rural schooling in Pakistan, particularly

concerning academic practices and trainer-student interactions in under-resourced rural environments. Methodology Propositional sampling was used to select three rural primary schools in Khyber Pakhtunkhwa (KPK). Data were collected through open-ended interviews, classroom observation, and analysis of relevant school documents. This approach yields a wide range of contextual insights. This resulted in an open-ended analysis of teacher-student relationships in rural KPK. The data collected were systematically coded into four main themes: teacher-student interaction patterns, Classroom management student participation, and challenges and obstacles affecting educational performance. Each topic was carefully examined to identify patterns and variations within the rural KPK context. Comparisons were also made with relevant literature on teacher-student relations and rural education. The conclusion synthesizes the research study's main findings, including participation and implications. It provides a reflective summary that captures the broader impact of the research. It also offers recommendations for practice and essential points for future study. This study gives a structured overview of teacher-student relationships. Classroom management and Khyber Pakhtunkhwa's (KPK) Rural Participation Strategy improve our understanding of rural education in Pakistan and offer practical insights that can inform policy and practice in similar educational contexts.

## Findings

### **Teacher-Student Interaction Patterns**

The findings highlight the importance of supportive teacher-student interactions in rural Khyber Pakhtunkhwa (KPK) and the fact that teachers are essential in providing emotional and academic support to students. This was necessary to create a stable learning environment. Teachers engage in engaging activities and provide personal support and open communication. All of this contributes to building positive relationships with students. Observations and interviews indicate that these supportive interactions promote a sense of emotional security and academic motivation among students. Many students expressed gratitude to teachers who listened to their needs and encouraged them to make decisions without fear. The importance of these positive relationships was consistent with association theory. This suggests that safe and supportive interactions increase students' emotional well-being and engagement in learning in resource-limited local KPKs. Relational support from teachers appears to act as an essential compensatory factor. This makes students feel world-class and supported without physical resources or technological assistance. These findings highlight that relationships between teachers and students in local KPK provide academic support. They are an essential source of stability and motivation in challenging learning environments.

### **Classroom Management and Conducive Learning Environment**

The main goal at which the dice were thrown was to provide a structured classroom structure as observed in each school. Teachers use various techniques Å maintaining order and discipline, including Å setting clear rules. Use positive reinforcement and conflict resolution strategies. These methods not only help you create a daily routine. But it also promotes a sense of safety and respect among students. Despite limited resources, teachers demonstrate adaptability and creativity by using available teaching materials to create a functional and supportive classroom environment. This structured assessment was consistent with existing literature on effective classroom practices. This was especially true in environments with limited resources. It provides clear rules and positive support to improve student collaboration and participation.

### **Engagement and Participation of Students**

Studies have found that teachers use a variety of strategies. To promote student participation and encourage participation. The emphasis was on interactive and collaborative activities. They use group assignments. The practical learning experience and positive reinforcement significantly

increase the motivation for students to participate. Observations indicate that students are engaged in an interactive classroom. Learning from friends and more creative expression which helps in academic and social development. These conclusions about student engagement are consistent with motivational theory. This suggests that students are more likely to engage in learning when they feel valued and supported in rural areas of Khyber Pakhtunkhwa (KPK), where access to modern educational facilities and technology was limited. Teachers rely on collaborative activities, not verbal incentives, to keep students interested. This approach compensates for the lack of physical resources by creating alternative relationship-based strategies promoting active learning. By prioritizing participation, teachers in rural KPK contribute to students' academic growth and develop their social abilities. It emphasizes the dual role of involvement in promoting cognitive and interpersonal skills.

### **Challenges and Barriers in Teacher-Student Relationships**

One of this study's most important findings was identifying key challenges affecting teacher-student relationships and the learning environment in general. Both teachers and students face resource constraints. Including limiting access to learning materials. Technology facilities and adequate classroom infrastructure. Teachers also report difficulty managing behavioral problems. This was often linked to socioeconomic stressors within schools, such as family responsibilities and financial issues. Teachers also expressed a desire to support professional development. This was because teachers often rely on personal experience to manage complex teaching and behavior problems without structured guidance or support. These challenges highlight the structural and socio-economic barriers that can impede educational performance in rural Khyber Pakhtunkhwa (KPK) and highlight the flexibility and adaptation required. For teachers in these contexts. Lack of resources and limited professional support force teachers to improvise and rely on their interpersonal abilities to maintain classroom dynamics. These conclusions show that this was because teachers in rural areas of KPK have developed adaptation strategies. Therefore, it was essential to receive systematic support to address these limitations effectively. Addressing these challenges improve the quality of teacher-student relationships and allow teachers to foster a more consistent and conducive learning environment.

### **Final Reflections**

This study sheds light on the complexities of rural education in KPK, Pakistan. It emphasizes the role of supportive teacher-student relationships, adaptive classroom management, and community participation in promoting a conducive learning environment. These conclusions suggest that teachers in rural KPK do not only act as educators. They are also essential for students' emotional support, stability, and motivation. These relational dynamics are essential in a context where limited resources and socioeconomic challenges are significant barriers to learning. This study contributes to a broader understanding of rural education by offering insights into how teachers in resource-limited settings use relational and adaptive strategies to promote student engagement and how to grow academically. This study highlights that positive teacher-student relationships can compensate for challenging environments by examining these practices through a theoretical lens that was both tenable and flexible. It serves as the foundation for student success. This research reinforces the importance of relational support and adjustment in education. This was especially true in contexts where external resources are scarce. In conclusion, this study contributes to rural education by shedding light on the flexible and relational aspects of teaching in rural schools in KPK. There was a need for continued research and practical interventions that recognize this the unique challenges and strengths of rural educators and their students by supporting teachers and promoting community connections. Education stakeholders can work towards a future where all students, regardless of location or resources, Have access to a stimulating and effective learning environment. It is hoped that this research inspire further exploration of rural education. It offers

innovative solutions that bridge the gap between schools with limited resources and quality educational experiences.

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