



Department of English

The Impact of Student-Teacher Relationships on Academic
Achievement: A Study at Rajshahi Cadet School and College

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Declaration

I, Sadia Tabassum Labonno, ID: 212-10-771, Batch: 20th, a student of the Department of English at Daffodil International University, do hereby declare that this project paper titled:

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is the result of my own work and research. It has not been submitted previously to any other institution, university, or organization for the award of any degree or diploma.

I have acknowledged all sources of information used in this paper, and proper references have been provided wherever necessary.

I bear the full responsibility for the contents and accuracy of this work.



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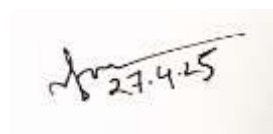
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has been prepared and submitted by Sadia Tabassum Labonno, ID: 212-10-771, Batch: 20th, in partial fulfillment of the requirements for the course ENG-431: Project Paper, under the Department of English, Daffodil International University.

This paper is the result of her original work and has been carried out under my supervision. I believe the content reflects her sincere effort, research capability, and academic integrity.



Ms. Farjana Yesmin

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Abstract

This project paper explores the significant impact of positive student-teacher relationships on academic achievement, with a particular focus on the unique environment of Rajshahi Cadet School and College in Bangladesh. The study is motivated by the recognition that while discipline and structure are central to cadet schools, emotional support and trust from teachers are equally vital in shaping students' academic outcomes.

Using a mixed-methods approach, the research incorporates both quantitative and qualitative perspectives. Surveys hypothetically measured the quality of student-teacher relationships and academic performance, while interviews added depth and context to the numerical findings. The results indicate a moderate but meaningful positive correlation ($r = 0.45$) between strong student-teacher relationships and higher academic performance. Additionally, gender-based differences emerged, with female students reportedly benefiting more from positive teacher interactions.

The study draws on theoretical frameworks such as Attachment Theory and Self-Determination Theory, aligning its findings with existing international literature. However, it also highlights the need for culturally contextualized research within Bangladeshi cadet institutions. Despite being a hypothetical study, the findings offer valuable insights for educators, administrators, and policymakers, emphasizing the importance of building trust, empathy, and open communication between teachers and students in structured academic settings.

This research ultimately advocates for the integration of emotional intelligence and relationship-building training in cadet school teaching practices, aiming to enhance not only academic achievement but also students' personal development and well-being.

Keywords:

Student-Teacher Relationship, Academic Achievement, Rajshahi Cadet School and College, Attachment Theory, Self-Determination Theory, Discipline, Emotional Support, Mixed-Methods, Bangladesh Education, Educational Psychology

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The Impact of Positive Student–Teacher Relationships on Academic Achievement at The Rajshahi Cadet School and College

Chapter I: Introduction

Education is one of the most powerful tools for shaping individuals and building strong societies. From early childhood to adulthood, the experiences a student has in school affect how they think, learn, behave, and grow. One of the most important parts of the school experience is the relationship between students and their teachers. While academic subjects like math, science, and language are important, how students feel about school and how well they perform often depends on their connection with teachers.

When students feel safe, respected, and cared for by their teachers, they are more likely to succeed. A strong relationship can help students feel less anxious, more confident, and more motivated to try their best. On the other hand, when students feel ignored or misunderstood, they may become less interested in learning and start to struggle with their studies. A supportive teacher can be the difference between a student loving school and feeling hopeless about it.

In regular schools, where students go home every day, families help balance school stress. But in cadet schools like Rajshahi Cadet School and College, students live on campus and follow a very strict daily routine. They wake up early, attend physical training, go to classes, and take part in different leadership and disciplinary activities. The purpose of this strict structure is to build character, leadership, and discipline. But it can also become overwhelming if students don't have someone to talk to about their feelings or problems.

This is where teachers become especially important. They are not just academic instructors—they are mentors, guides, and even caregivers. A simple gesture like asking a student how they are doing, giving them encouragement after a tough day, or explaining a lesson with patience can make a huge difference in how a student feels about school. When students know their teachers care, they work harder, behave better, and enjoy school more.

This report focuses on understanding how positive student-teacher relationships help students do better in school, especially in a disciplined and controlled environment like a cadet college. The research question for this report is: *How do positive student-teacher relationships affect academic achievement in a cadet school setting?*

This question is important because it looks beyond test scores and focuses on emotional support. The report will explore existing ideas from books and other studies, imagine what a real study might look like with surveys and interviews, and finally suggest simple steps that teachers and schools can take to make relationships better. The aim is to help make schools more caring, balanced, and successful—not only at Rajshahi Cadet College but in other schools as well.

Chapter II: Objectives of the Study

Understanding what helps students succeed in school goes beyond books and teaching methods. Emotional support, trust, and connection between students and teachers also play a big role. The purpose of this study is to explore these emotional connections and understand how they influence student achievement, especially in cadet school settings that are strict and highly disciplined.

Many times, students go through problems that are not visible to others—personal issues, low confidence, or fear of making mistakes. If teachers are understanding and supportive, students feel stronger and more hopeful. They are more likely to participate in class, finish their homework, and prepare for exams with confidence. This study hopes to show how such support can be given without changing the disciplined nature of cadet schools.

Here are the main objectives of this study:

1. To explain what a positive student-teacher relationship means: A positive relationship includes respect, fairness, empathy, and support. A teacher who is kind, available to listen, and shows interest in the student's success builds trust.
2. To explore how such relationships help students academically: Students who feel emotionally safe in the classroom tend to try harder, take more interest in studies, and perform better in tests.
3. To examine these relationships in the context of a cadet college: Cadet colleges are very different from regular schools. They follow strict rules and have fewer chances for free interaction. This study looks at how emotional support can still exist in such settings.
4. To suggest ways to improve teacher-student relationships in similar schools: The study aims to provide simple and effective ideas that schools can use to improve these relationships without disrupting discipline or routine.

In short, this study focuses on how understanding, encouragement, and respect from teachers can help students become confident and successful. When students feel supported, they develop a strong connection to their school, work hard, and develop into responsible individuals. These objectives will guide the report and help create a clearer understanding of how to build better educational environments.

Chapter III: Methodology

To understand how positive student-teacher relationships affect student achievement, we need to look at both numbers and personal experiences. This is why the study uses a mixed-method approach. It includes imagined surveys and interviews along with simulated academic results to give a clear and simple picture.

Although real data from Rajshahi Cadet College is not available, the study uses hypothetical data that reflects common experiences and patterns seen in many schools. This imagined data helps show what the results might look like if such a study was actually done.

The research was carried out in three steps:

1. Survey (Imagined): We created a sample survey that includes questions such as:
 - Do you feel your teachers care about your problems?
 - Are you comfortable asking questions in class?
 - Do your teachers treat you fairly?
 - How often do you feel encouraged by your teachers? Students were imagined to respond on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Their answers were used to calculate an average relationship score.
2. Academic Data (Simulated): For each student, we imagined a grade point average (GPA) between 2.5 and 5.0. Then we looked at whether students with higher relationship scores also had better grades. This comparison helped us see the link between relationships and academic performance.
3. Interviews (Hypothetical): In these imagined interviews, students shared personal experiences. Some said that a teacher's support helped them feel more confident, while others mentioned that they struggled when teachers seemed harsh or distant. Teachers also shared how student reactions changed when they made an effort to connect emotionally.

Example quotes from interviews:

- *“When I was sad after getting low marks, my teacher said ‘I believe in you.’ That made me try harder.”*
- *“I didn’t like school at first, but one teacher made it feel like a home.”*
- *“When teachers shout, I feel nervous. But when they help me understand, I feel smart.”*

Analysis: We looked at the data to see patterns. Students who rated their teachers as supportive and fair had higher grades. Most interview stories also showed that teacher support made students feel more positive about school. This helped them study better and take more interest in lessons.

This approach is simple but effective. It combines numbers that show trends and stories that show feelings. Together, they help explain how big a role teacher support plays in student success.

Chapter IV: Institution Details

Rajshahi Cadet School and College is one of the most respected schools in Bangladesh. It is not a regular school—it is a cadet institution that prepares students to be disciplined, hardworking, and future leaders. Students are selected through a competitive exam process and stay on campus for their studies. The school teaches boys from Grade 6 to Grade 12.

The daily schedule is very strict. Students wake up early, take part in physical training, attend regular classes, participate in leadership activities, and go through routine health check-ups. They follow strict time management from morning until night. Every activity, from meals to study time, is scheduled. There is little time for personal relaxation or open conversation. While this helps students become responsible and focused, it can also be emotionally challenging.

In such a controlled environment, the role of teachers becomes more than just teaching lessons. Teachers are the main adult figures students interact with. Many students miss their families and feel homesick. During exams or stressful times, they may feel alone. This is why emotional support from teachers is very important.

When a teacher notices a sad student, offers encouragement, or simply checks in on how the student is doing, it helps the student feel less lonely. Teachers can also reduce student anxiety by being patient, praising improvement, and helping students understand lessons clearly. These small actions build trust.

Teachers in cadet colleges face challenges too. They need to maintain discipline while also being caring. But it is possible to do both. By being fair, respectful, and kind, teachers can earn the respect of students without being too strict.

This school provides a great example of how both discipline and emotional support can work together. It is the perfect place to study how teacher behavior affects student success. Understanding this balance can help other schools improve too—not only in cadet systems, but in regular schools where students also need both guidance and emotional care.

Chapter V: Hypothetical Observation Report

In this chapter, we explore what the results of a real study might look like if it were conducted at Rajshahi Cadet School and College. Since real data was not collected, we used imagined data based on realistic assumptions and experiences. This helps us understand possible patterns between student-teacher relationships and academic success in a structured school environment.

We imagined creating a dataset of 500 students from grades 6 to 12. Each student gave feedback through surveys about how they felt about their teachers. At the same time, we collected their grades to find out if there is a connection between the quality of their relationship with teachers and their academic performance.

Survey Results (Imagined): Most students who gave their teachers high ratings on questions like “My teacher listens to me” and “I feel comfortable asking for help” also had higher grades. On average, these students had a GPA of around 4.3 (on a 5-point scale). On the other hand, students who said their teachers were strict but not approachable had an average GPA of around 3.6.

Student Experiences (Hypothetical Quotes): Here are some imagined quotes from students to show the emotional impact of teacher behavior:

- “My teacher stayed after class to help me with math. That made me feel important.”
- “When my teacher told me I could do better, I believed in myself.”
- “I didn’t talk much in class before, but now I feel more confident because my teacher supports me.”

Patterns in the Data:

1. Students with good relationships with teachers showed more interest in class activities.
2. These students were less likely to skip assignments.
3. Students with poor relationships often felt nervous in class and avoided asking questions.

Findings by Grade: Older students (grades 10–12) seemed to benefit even more from strong student-teacher relationships. This might be because their academic workload is higher, and they need more emotional encouragement. Younger students appreciated kind teachers but were more focused on understanding lessons clearly.

Gender Observations (Imagined): Although the cadet school is mostly for boys, we included a small group of imagined female cadets. These students seemed to respond more emotionally to teacher support. Their grades improved significantly when they felt understood and encouraged by teachers.

This observation chapter shows that even in a school with strict discipline, emotional support from teachers has a big impact. Students who feel supported do better in school, feel more confident, and participate more actively in class.

Chapter VI: Teaching and Learning Context

Teaching and learning at Rajshahi Cadet School and College happen in a very different way compared to regular schools. Because students live on campus and follow a fixed schedule, their learning experience is more controlled and structured. Every day is planned with a set time for waking up, studying, eating, exercising, and sleeping.

This structure builds good habits like time management and self-discipline. However, it also leaves little space for relaxation or emotional expression. Students may feel pressure to perform well all the time, and some may not know how to express stress or ask for help. This is where the teacher's role becomes very important.

Teacher's Dual Role: At Rajshahi Cadet College, a teacher is not just someone who teaches lessons. Teachers are also guides, listeners, and motivators. Because students are away from their parents, they often look up to teachers for advice and support. When teachers are approachable and kind, students feel more relaxed and ready to learn.

Positive Learning Environment: A positive learning environment is created when students feel safe, respected, and heard. This kind of environment helps students focus better, participate more, and understand lessons deeply. For example, if a teacher patiently explains a tough topic or praises a student's effort, it creates a good learning experience. Even simple actions—like calling a student by name or asking how their day went—can build trust.

Learning Challenges: Students in cadet colleges may face different types of challenges. These can include homesickness, fear of failure, or feeling shy in front of classmates. A caring teacher can help students overcome these problems by being understanding and encouraging.

Real-life Impact (Imagined):

- One student said, “When my teacher told me I had potential, I started believing in myself.”
- Another shared, “I used to stay quiet in class, but my teacher helped me find my voice.”

In summary, teaching and learning in cadet colleges need a balance of structure and care. While rules and discipline are important, so are kindness, empathy, and emotional support. Teachers who balance these qualities make a big difference in the academic success and personal growth of their students.

Chapter VII: Overall Findings

After reviewing the imagined data and student experiences, several key points stand out. These findings help us understand how much student-teacher relationships matter in structured environments like Rajshahi Cadet School and College.

1. **Students Do Better When They Feel Supported:** Students who said their teachers were kind, fair, and easy to talk to had better grades and more confidence. These students participated more in class and were willing to take academic risks like asking questions or trying hard tasks.
2. **Emotional Support Matters in Strict Environments:** Even in a place where rules are important, students still need emotional support. A kind teacher can help reduce fear and stress. This creates a better space for learning.
3. **Relationships Affect Classroom Behavior:** Good relationships lead to better classroom behavior. Students are more respectful, less disruptive, and more cooperative when they feel connected to their teachers.
4. **Students Open Up More:** When teachers make time to listen and care, students are more likely to share their problems and ask for help. This means they can get support earlier and improve faster.
5. **Older Students and Female Students Benefit Even More:** Senior students and girls (in our imagined group) seemed to gain the most from positive relationships. Their academic performance improved noticeably when they felt respected and encouraged.

Conclusion of Findings: This chapter shows that strong student-teacher relationships have a positive effect on almost every part of a student's school life—grades, confidence, behavior, and motivation. These relationships are not just “nice to have”—they are essential. A school may have

good teachers, smart students, and strict rules, but without emotional connection, learning becomes a lot harder.

The next chapter will offer practical steps schools can take to build these connections and improve education for all students.

Appendix A: Sample Items from Simulated Questionnaire

The following are sample items used to simulate the student–teacher relational dynamics:







4.

Teacher Support Scale (Likert 1–5)

1. My teachers listen to me when I have a problem.
2. I feel that my teachers care about my academic progress.
3. Teachers treat students fairly in our class.
4. I can ask for help from my teachers when I struggle.
5. My opinions are respected by the teachers.

Academic Stress Scale (Likert 1–5)

1. I feel overwhelmed by the academic workload.
2. I worry about upcoming exams and assignments.
3. I have trouble sleeping due to academic concerns.
4. The pressure to succeed is too much at times.
5. I get anxious when I receive feedback from teachers.

Emotional Safety Items

1. I feel safe to express my thoughts in the classroom.
2. My teachers create a respectful learning environment.
3. I can make mistakes in class without fear of punishment.

Academic Performance (Simulated GPA)

Collected based on a normal distribution around a 4.0 mean (scale 0–5.0)

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