

**A DESCRIPTION OF EXPERIENCES OF THE INFLUENCE OF TEACHER-
LEARNER RELATIONSHIP ON THE PSYCHOLOGICAL WELL-BEING OF GRADE
SEVEN LEARNERS IN URBAN BULAWAYO, ZIMBABWE.**

by

EIPHANOS HOVE

**submitted in accordance with the requirements for
the degree of**

DOCTOR OF PHILOSOPHY

in the subject of EDUCATIONAL PSYCHOLOGY

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Dr H. Olivier

DECEMBER 2025

DECLARATION

Name: Eiphanos Hove
Student number: 53321588
Degree: PhD in Psychology of Education

Exact wording of the title of the thesis as appearing on the electronic copy submitted for examination:

A description of experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in urban Bulawayo, Zimbabwe.

I declare that the above thesis is my work and that all the sources I have used or quoted, have been indicated and acknowledged by means of complete references. I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at UNISA for another qualification or any other higher education institution.



SIGNATURE

31 December 2025

DATE

ACKNOWLEDGEMENTS

The journey that I went through in the endeavour to complete my studies in time was not an easy one. I had to invest time, energy and effort. For this reason, I thank myself for accomplishing the task. I thank God for insights and direction during this important phase of my life. God gave me strength and good health at the most opportune time. I was able to finish the thesis within the right time.

I owe gratitude to several people who contributed to the production of this thesis. The following people made immense contributions to the study.

- My family members who gave me immense support before, during and after the study. Without their support, I would not have successfully completed the thesis. My wife and children had to do without me in many important spheres of life as I battled to produce the best piece of work. There were financial obligations tied to the research study, which the family had to take up. I had to commit family resources to research purposes. I also extend credit to my family for the unwavering moral support. This was despite the loss of fatherly love from me as I spent sleepless nights burning the candle to meet research deadlines.
- The staff at the Pretoria UNISA Library especially my personal librarian credited for providing me with adequate literature resources. I did not encounter challenges that could have compromised the quality of the thesis.
- My supervisor, Dr H. Olivier, who worked tirelessly round the clock supervising my work. My supervisor gave me hope even during times when I had none of it left in me. I owe Dr H. great thanks in recognition of her professional knowledge and skills as well as dedication to work. Her advice has been invaluable to me. The reading material she gave to me made it easy to understand the dictates of my study.
- The Ministry of Primary and Secondary Education in Zimbabwe for granting me permission to undertake fieldwork in the three primary schools. I got all the support I needed from the national, provincial and district-staffing inspectorate.
- The research participants comprising teachers and learners, whose responses to research questions provided the data that I gathered and analysed. I would like to express my sincere gratitude to all participants for their patience and professional conduct. This research would

not have come to fruition were it not for teachers' and learners' input. Using information they supplied, this research will enrich academic discourse on the psychological well-being of learners. I thank them for allowing me to use voice recorders to capture data during interviews.

- My language editor who did his work diligently in terms of excellent suggestions and ideas.
- Dr. Rosina Mavunga, thank you for encouraging and assisting me with information when I most needed it. You provided me with the guts to do the research.

DEDICATION

I dedicate my PhD thesis to my spouse Mavis, daughters Primrose, Tinetariro and Grace, sons, Effort Mukudzeishe and Tafara Elnos, my parents Chipiwa and Amos Chikudo (now late) and my siblings Viola, Gladys, Albert, Sariroona, Jerrycho, Felimusa, Ruzivo, Donald and Collen.

May my children be inspired by this big achievement. Remember, “if you want to do something, you will find a way, if you don’t, you will find an excuse’ (John Robin).

ABSTRACT

The research study explored the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in urban Bulawayo. The literature review conducted revealed that teacher-learner relationships affect learners' psychological well-being. It emerged that the existing conditions of primary schools put high demand on both teachers and learners. Of concern was the state of classrooms regarding promotion of conducive teacher-learner relationships and the fulfilment of psychological well-being of learners. Ryff's psychological well-being and Maslow's hierarchy of needs models provided the study's theoretical framework. The study adopted an interpretive paradigm, qualitative research methods and a descriptive case study design. Purposive sampling techniques were employed in the study. Three schools were selected as case sites. Fifteen Grade seven learners and 12 teacher participants provided the research data, because they were viewed as most relevant to the research aims and objectives. Data collection tools comprised of individual semi-structured interviews, the Inclusion of the Other in the Self (IOS) scale, informal observations, and a personal research journal. Research results that were organised thematically indicated that learner psychological well-being was experienced as being supported by positive interpersonal relationships between teachers and learners. Research findings highlighted that a supportive and positive teacher-learner relationship was associated with learner adaptive behaviour, high motivation to learn, achievement of school and personal goals, and high prospects of learners experiencing high school satisfaction and self-actualisation. To the contrary, learners who encountered cold teacher-learner relationships experienced pressure to behave and perform well in class, low self-esteem and loneliness. Teachers with compromised relationships with learners served as poor role models and were subsequently sources of insecurity for learners. The study's findings pointed to the need for the school curriculum to be adapted. This is to rope in psychological well-being studies in urban Bulawayo primary schools in line with the heritage-based curriculum philosophy. In addition, the study concluded that teachers should recognise their role in fostering positive relationships with learners to facilitate the realisation of positive learner psychological well-being in the classroom. Possible research in the future should strive to shed light on strategies that cement conditions that influence the psychological well-being of Grade seven learners in urban Bulawayo, Zimbabwe.

KEY TERMS:

Psychological well-being, teacher-learner relationship, self-actualisation, Ryff's psychological well-being, Maslow's hierarchy of needs, Inclusion of the Other in the Self (IOS) scale, urban Bulawayo and Grade seven learners.

ABBREVIATIONS AND ACRONYMS

TLR	Teacher-learner relationship
PWB	Psychological well-being
LWB	Learner well-being
IOS	Inclusion of the Other in the self-questionnaire
MH	Mental health
SWB	Subjective well-being
SES	Socio-economic status
UNISA	University of South Africa
CEDU	College of Education
GR 7	Grade Seven
SEL	Social and emotional learning
PP	Positive psychology
SDT	Self-determination theory
SWBM	Subjective well-being model
LLDC	Learners living in difficult circumstances

Table of Contents

DECLARATION.....	i
ACKNOWLEDGEMENTS.....	ii
DEDICATION	iv
ABSTRACT.....	v
KEY TERMS:	vi
ABBREVIATIONS AND ACRONYMS	vii
LIST OF TABLES	xiv
CHAPTER ONE: INTRODUCTION TO THE STUDY.....	1
1.1 Introduction.....	2
1.2 Background to the research.....	2
1.3 Rationale for the study	5
1.3.1 Personal rationale.....	5
1.3.2 Primary and secondary research questions	6
1.4 Research aims	6
1.4.1 Primary research aim	7
1.4.2. Specific research aims.....	7
1.5 Concept clarification.....	7
1.5.1 Positive psychology	8
1.5.2 Well-being.....	8
1.5.3 Psychological well-being	9
1.5.4 School-related subjective well-being.....	9

1.5.5 Teacher-Learner relationship.....	9
1.5.6 Learner	10
1.6. Theoretical framework	10
1.6.1 Positive psychology approach.....	11
1.6.2 Ryff's (1989) psychological well-being model	11
1.6.3 Maslow's self-actualisation concept.....	12
1.7 Research methodology.....	12
1.7.1 Research paradigm.....	12
1.7.2 The ontology and epistemology of the study	13
1.7.3 Research approach	14
1.7.4 Research design.....	14
1.7.5 Data collection	14
1.7.6 Sampling	16
1.8 Data analysis.....	17
1.9. Quality criteria	18
1.9.1 Credibility of research findings.....	18
1.9.2 Transferability of research findings	18
1.9.3 Dependability of research findings	19
1.9.4 Confirmability of research findings	19
1.10 Ethical considerations	19
1.10.1 Ethical process followed	20
1.10.2 Adherence to ethical codes.....	20

1.11 Outline of chapters	23
CHAPTER TWO:	25
LITERATURE REVIEW OF FACTORS THAT INFLUENCE THE PSYCHOLOGICAL WELL-BEING OF LEARNERS.....	25
2.1 Introduction.....	26
2.2 Description of psychological well-being	26
2.3 Psychological well-being models.....	28
2.3.1 Maslow’s concept of self-actualisation	28
2.3.2 Carl Rogers’s fully functioning person model	29
2.3.3 Allport’s (1961) formulation of maturity	29
2.3.4 Self- determination theory (SDT)	30
2.3.5 Marie Jahoda’s (1958) Positive criteria for mental health	31
2.3.6 Erikson’s (1959) Psycho-social stages model	31
2.3.7 Charlotte Buhler’s basic life tendencies.....	32
2.3.8 Havighurst’s developmental task model	33
2.4 Factors relating to the psychological well-being of learners.....	35
2.4.1 Factors at individual level	35
2.4.2 External factors	71
2.5 Conclusion	87
CHAPTER THREE: THEORETICAL FRAMEWORK	90
3.1 Introduction.....	91
3.2. Carol Ryff’s (1989) Psychological well-being model.....	92
3.3 Maslow’s self-actualisation concept	94

3.4 Conceptual framework for psychological well-being	96
3.5 Summary	97
CHAPTER FOUR: RESEARCH DESIGN AND METHODOLOGY	98
4.1 Introduction.....	99
4.2 Research paradigm.....	99
4.3 Research approach	100
4.4 Research design	101
4.5 Sampling	103
4.6 Data collection methods.....	105
4.6.1 Individual semi-structured interviews.....	105
4.6.2 IOS maps for learners	110
4.6.3 Self-reports and diaries	110
4.6.4 Visual data.....	111
4.6.5 Researcher’s reflective journal.....	111
4.7 Collection of data	112
4.8 Data analysis and interpretation.....	113
4.9 Ethical considerations	116
4.9.1 Ethical procedures followed.....	116
4.9.2 Ethical concepts	116
4.10 Quality criteria	118
4.10.1 Credibility and authenticity.....	119
4.10.2 Transferability	119

4.10.3 Trustworthiness and dependability.....	120
4.10.4 Confirmability.....	120
4.10.5 Reflexivity and researcher positionality.....	120
4.11 Summary	121
CHAPTER FIVE; DATA ANALYSIS, INTERPRETATION AND DISCUSSION	122
5.1 Introduction.....	123
5.2 Participants' demographic information	123
5.3 Research context	124
5.3.1 Case study 1	124
5.3.2 Case study 2	125
5.3.3 Case study 3	125
5.4 Thematic results	126
5.4.1 Reflections on the Inclusion of the Other in the Self (IOS) map.....	126
5.4.2 Theme 1: Teachers' and learners' conceptual understanding of psychological well-being and teacher-learner relationships	131
5.4.3. Theme 2: Teacher- learner interaction and collaboration for psychological well-being.....	133
5.4.4 Theme 3: Influences of teacher-learner relationships on learners' psychological well-being..	141
5.5 Contradictory evidence regarding the influence of the teacher-learner relationship on the psychological well-being of learners.....	161
5.6 Relational strategies to promote the psychological well-being of learners.....	162
5.6.2 Relational strategies	164
5.7 Conclusion	168
CHAPTER 6: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	170

6.1 Introduction.....	171
6.2 Summary of findings.....	171
6.2.1 Response to the first secondary research question:	171
6.2.2 Response to the second secondary research question:	172
6.2.3 Response to the third secondary research question:	173
6.2.4 Response to the fourth secondary research question:	175
6.2.5 Response to the fifth secondary research question:	178
6.3 Conclusion to the study.....	180
6.4 Limitations of the study	180
6.5 Recommendations of the study	181
6.5.1 Recommendations for learners.....	181
6.5.2 Policy recommendations	182
6.5.3 Training and practice recommendations	182
6.6 Contribution of the study	182
REFERENCES	184
APPENDICES	233

LIST OF FIGURES

Figure 1.1	Introduction to the study	1
Figure 2.1	Literature review	25
Figure 3.1	Theoretical framework.....	96
Figure 4.1	Research methodology.....	118
Figure 5.1	Empirical data discussion.....	141
Figure 6.1	Findings, conclusions, and recommendations	176

LIST OF TABLES

Table 5.1	Learner behaviours.....	160
-----------	-------------------------	-----

CHAPTER ONE: INTRODUCTION TO THE STUDY

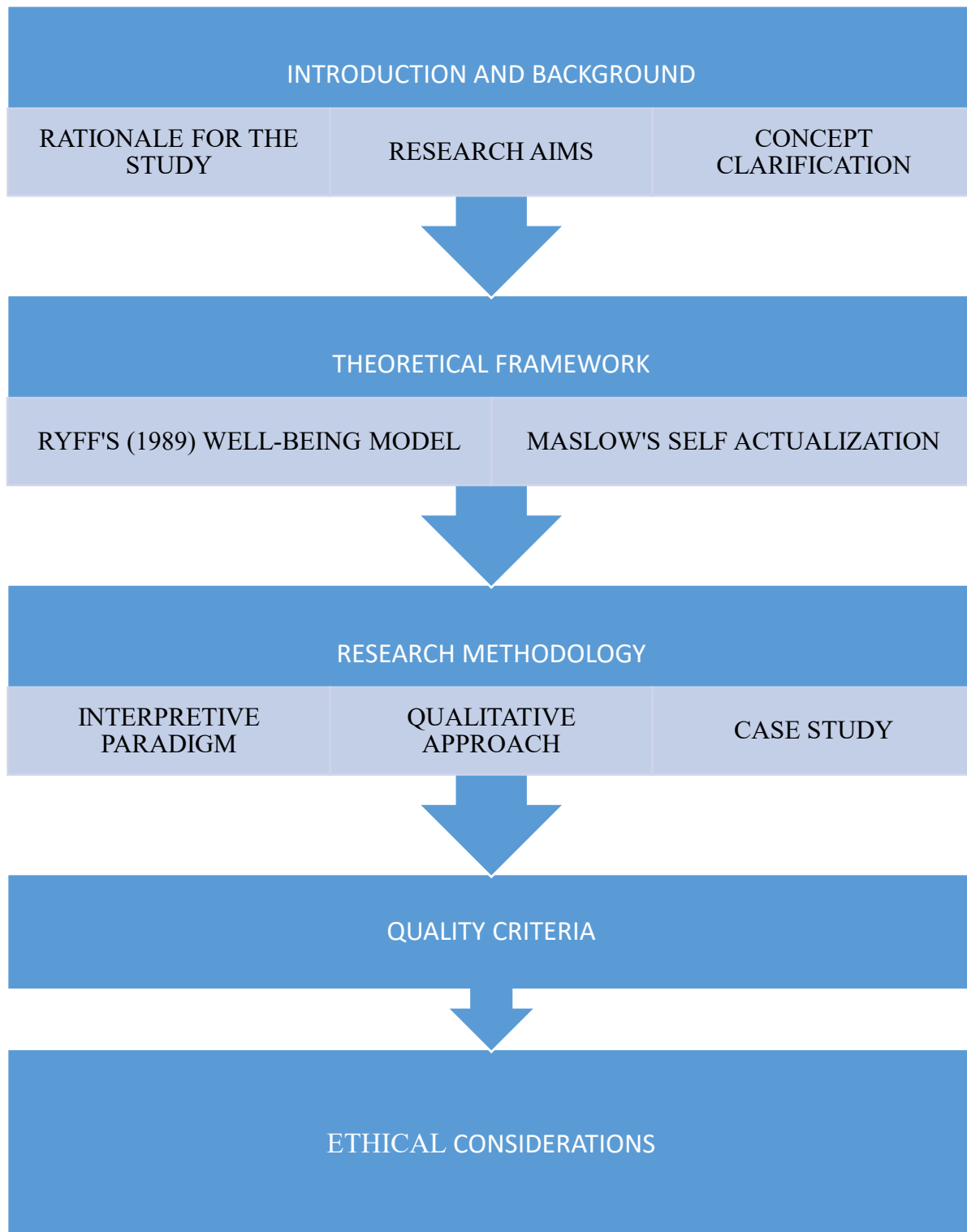


Figure 1.1: Introduction to the study

1.1 Introduction

The teacher-learner relationship is an important part of a learner's interpersonal relationships at school and this impact a learner's psychological well-being (McFarland et al. 2016). The relationship may affect a learner's sense of well-being and school performance (Liljenberg & Blossing, 2021). Positive relationships contribute to psychological growth and well-being (Saxer et al. 2024). The teacher-learner relationship may affect a learner's performance at school, in relation to areas such as motivation, behaviour, knowledge and skills acquisition (Liljenberg & Blossing, 2021; MacFarland et al. 2016). Vemde et al. (2022) contend that learners with a poor sense of well-being or low academic performance may shun school.

For this study, I explored teachers and learners' experiences on the influence of teacher-learner relationships and the psychological well-being of Grade seven learners. The first chapter provides the background and rationale for carrying out the research. In this chapter, I also define terms; pose research questions, articulate aims and objectives, the research methodology, ethical issues and quality criteria.

1.2 Background to the Research

When I went to observe student teachers during teaching practice in Bulawayo primary schools (Zimbabwe), I observed that classrooms were very important places where learners spent a long-time learning with, and from peers and teachers. Classrooms are critical areas for developing teacher-learner relationships. I agree with authors who say that when learners feel accepted in classrooms, they experience less worry, misery and distress (Poulou, 2020; Leon & Liew, 2017; Wolters et al. 2012). In such circumstances, learners have the opportunity to grow a sense of belonging (Hill, 2018; Santrock, 2008) due to the supportive school-based relationships (Leon & Liew, 2017). Learners who feel they are close to their teachers experience greater motivation for learning than learners who have weak social links (Leon & Liew, 2017; Liu et al. 2015; Madill et al. 2014). According to Idsoe, (2016), the feeling of belonging within learners may ignite their zeal to participate in school learning. I agree with Idsoe (2016) that it is important to investigate the nature of teacher-learner relationships that exist in selected primary schools and their potential effects on learners' psychological well-being and long-term school performance.

Schools should foster the development of learners who experience positive psychological well-being. One way to do this is to cultivate a positive teacher-learner relationship among teachers and learners (Gurland & Evangelista, 2015; Younes, & Alzahrani, 2018). Bakadorova and Raufelder, (2018) assert that teachers contribute to achieve teacher-learner relationship quality through sensitive and responsive styles of interactions that support learners' psychological well-being.

It is important that schools enable learners to flourish and attain self-actualisation (Younes, & Alzahrani, 2018). According to Idsoe, (2016), Participation in teacher and learner relationships characterised by mutual respect, warmth, acceptance, genuineness, and empathy facilitate self-actualisation of learners. Schools should ensure that learners experience positive teacher-learner relationships so that meaningful learning can take place (Leon & Liew, 2017; Saxer et al. 2024). It is critical that learners experience relationship satisfaction and well-being, which are the focus of this study. Saxer et al. (2024) argue that when teachers establish close relationships with their learners, they create an environment that promotes effective learning and learner well-being. Kaap-Deeder et al. (2017) indicates that learners operating in learning environments where they experience a sense of well-being (positive thoughts, feelings, and behaviours) may do well academically, unlike learners who develop superficial relationships with teachers. Leon and Liew (2017) confirmed this and added that learners detached from their teachers often feel disengaged at school, and run the risk of experiencing poor psychological functioning, low academic performance and may even drop out of school. Therefore, learners' quest for achieving self-acceptance, good relationships with others, independence, personal growth and cognition should be nourished through appealing teacher-learner relationships (Kaap-Deeder et al.2017). It is against this background, that I explored teacher-learner relationships that promote psychological well-being taking into cognisance that, teaching and learning thrive in conducive learning environments (Idsoe, 2016).

Murray-Harvey (2019) posits that teacher-learner relationships are an important aspect of instructional interactions that form the teaching and learning milieu. A positive teacher-learner relationship ensures supportive instructional communication in the classroom, teacher modelling, and constructive feedback (Ning et al. 2016). In support, Saxer et al. (2024) argue that teacher-learner relationships are an important determinant of successful learning processes. Based on this, I considered it important to investigate teacher and learner experiences, as well as the influence of

teacher-learner relationship and learner psychological well-being from a psycho-educational perspective.

The need for a comprehensive understanding of the nature of teacher-learner relationships that existed in the specific schools involved in my research. I felt compelled to establish how connections with teachers could promote and satisfy learners' needs for mental or psychological well-being in line with Murray-Harvey's (2019). With the teacher as the key professional in the school system, this thesis sought a clear, empirical explanation of how the relationship between the teacher and learner mediates the learner's psychological well-being.

According to Shewark et al. (2018), and Weiss, and Garcia, (2015), learners' perceptions of their schoolwork and of teachers, influence their performance and well-being. In Zimbabwe learners in Grade Seven, which is the focus group of this study, interact with different teachers a day of teaching and learning and subsequently develop different relationships with each of them. Martin and Collie, (2019) argue that the connection with many teachers has implications for learners' psychological well-being. It was important to determine whether learners' school engagement and well-being varied because of the different relationships they had with different teachers for different school subjects. Little research directly focuses on the influence of interpersonal relationships on the psychological well-being of learners in urban Bulawayo schools.

James et al. (2017) propound that well-being involves optimal psychological functioning and experience. Research studies that investigated factors associated with learner well-being identified the teacher-learner relationship as a factor (Aldrup et al. 2018; Martin & Collie, 2019). This thesis explores the influence of school-based relationships between teachers and Grade seven learners since such relationships are associated with school success and well-being (Leon & Liew, 2017).

1.3 Statement of the Problem

The purpose of this research is to look closely at the school context (school culture/ethos) in determining the quality of teacher-learner relationships and their influence on Grade seven learners' psychological well-being by investigating the school approach/culture to this, within the ambit of a case of the school and role-players in the school. Evidently, there is lack of specific research that directly focuses on the influence of interpersonal relationships on the psychological well-being of learners in urban Bulawayo context. It is important to establish how interpersonal

relationships among teachers and learners shape learners' psychological well-being and academic development.

1.4 Rationale for the Study

The rationale for this study includes a discussion of reasons for conducting the study and research questions that guide the research.

1.4.1 Personal Rationale

Leon and Liew (2017), argue that the well-being of learners is a school's responsibility. Schools should endeavour to provide well-being supportive environments. Well-being has the power to overcome psychological and environmental challenges faced by learners. Saxer et al. (2024) and Holfve-Sabel, (2014) cited school conditions, social relationships, self-fulfilment and health status as critical pointers to learner well-being. I wanted to establish the extent of the learners' positive attitudes towards school experience, their enjoyment in school, and the extent to which they had positive academic self-concept because of teacher-learner relationships prevailing within the schools. I was interested in finding out what the indicators for well-being associated with teacher-learner relationships in primary school settings were, and specifically in urban Bulawayo schools.

Because of my teacher training and work experience background, I sensed that matters to do with learners' psychological well-being are important to teachers' professional development. From personal experience, teachers' relationships with their learners are key aspects of their work. I agree with Gehlbach et al. (2016) that teacher-learner relationships are both the window through which teachers can view their pro-social impact and the main avenue through which they affect teaching and learning.

I concur with Shewark et al, (2018) who indicate that, caring teachers who are sensitive to learners' psychological needs nurture and preserve conducive learning environments. Learners' experiences of positive interactions and caring teacher-learner relationships contribute towards their positive psychological well-being (Bakadorova & Raufelder, 2018). The building and maintenance of positive social relationships is not easy; coupled with the need to satisfy the social, emotional, health and academic needs of learners, it becomes a complex task (Bakadorova & Raufelder, 2018). I wanted to conduct this study to enhance my understanding of learner well-being and the effective management of the educational processes.

I felt that it was important to find out the interplay between teacher-learner relationships and learners' psychological well-being in terms of positive well-being indicators (such as self-confidence, self-esteem, self-actualisation and self-satisfaction) and negative well-being indicators (such as stress, anxiety, behaviour challenges, and low self-esteem). I assumed that positive and negative aspects of well-being coexisted in any learner.

1.4.2 Primary and Secondary Research Questions

Primary and secondary research questions were included to guide the collection of data concerning the psychological well-being of Grade seven learners in urban Bulawayo schools.

1.4.2.1 Primary Research Question

What are the teachers' and Grade seven learners' experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in urban Bulawayo primary schools?

1.4.2.2 Secondary Research Questions

- How do Grade seven learners conceptualise their own psychological well-being in urban Bulawayo primary schools?
- How do teachers perceive the psychological well-being of Grade seven learners in urban Bulawayo primary schools?
- What is the Grade seven learners' experience of the influence of teacher-learner relationships on their psychological well-being in urban Bulawayo primary schools?
- What are teachers' experiences of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in urban Bulawayo primary schools?
- Which potential relationship strategies can promote the development of positive psychological well-being in Grade seven learners?

1.5 Research Aims

In this section, I presented the main research aim. In addition, I propose specific research aims for the literature study and empirical investigation.

1.5.1 Primary Research Aim

The research study is an exploration and description (literature review and empirical study) of teachers and Grade seven learners' experiences of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners. This is from an Educational Psychology perspective.

1.5.2. Specific Research Aims

I carried out a literature study under the following research aims:

- to examine theories that constitute the theoretical base of the study of the psychological well-being of learners.
- to explore literature evidence for factors that influence the psychological well-being of learners at individual, family and school levels and
- to determine how relationships of learners with their teachers influence their psychological well-being.

I carried out an empirical investigation to determine the following:

- Grade seven learners' and teachers' conceptualisation of psychological well-being and teacher-learner relationship.
- teachers and Grade seven learners' experiences of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners.
- the influence of teacher-learner relationship on psychological well-being of learners and issues of policy and practice.
- relationship strategies to promote the development of positive psychological well-being in learners.

1.6 Concept Clarification

Explanations of key concepts used in this research include positive psychology, well-being, flourishing, subjective well-being, teacher-learner relationship, and adolescence. I describe the concepts below.

1.6.1 Positive Psychology

The concept ‘positive psychology’ refers to the scientific study of positive human experiences, positive individual strengths and institutions that facilitate positive human development and optimal functioning (Yin et al. 2022; Bar-On, 2010). The concept covers positive characteristics (strengths) of learners that enable them to develop well and be successful (Yin et al. 2022). It embraces aspects such as optimal psychological health, performance and achievement, emotional intelligence, capacity for interpersonal interaction (social relationships), self-actualisation, the ability to flourish, and well-being. In line with positive psychology, this study focused on positive social relationships between teachers and learners, specifically the influence of teacher-learner relationship on psychological well-being of learners. The study paid particular attention to learners’ positive psychological attributes associated with learner psychological well-being.

1.6.2 Well-being

McLellan et al. (2012) defines well-being as a positive state of mind and body of an individual that makes him or her to feel safe and able to cope and have a sense of connection with other people. Learner well-being encompasses of the learners’ ability to deal with normal challenges of school life, perform to expected levels and contribute to the intended goals of their community. McKeering et al. (2021) further suggest that a person who perceive well-being will show good health, a positive emotional state, have good relations with others and be able to make correct decisions and take full responsibility in meeting goals.

Well-being means feeling good and living well (Marsh, et. al. 2020; Priya, 2018). In Marsh, et al.’s (2020) view, well-being entails feeling good, being satisfied as well as functioning well personally and socially. Thus, well-being encompasses a person’s emotional state (Zheng, 2022), personal growth, self-acceptance and resilience (Priya, 2018).

According to the eudaimonic approach, well-being involves engaging in behaviour that is self-actualising, meaningful and growth productive, while, in hedonic view, well-being entails pleasure feelings and evaluations (Cooper et al. 2014; Ruini et al. 2017). The eudaimonic approach views well-being in terms of the degree to which a person is fully functional and engaged (Ruini et al. 2017; Tian et al. 2014). The hedonic view looks at well-being in terms of evaluations about the good or bad elements of life (Lonescu, 2017).

1.6.3 Psychological Well-Being

Psychological well-being (PWB) is a state of well-being in which the individual realises his or her own abilities, can cope with normal stresses of life, can work productively and fruitfully, and is able to contribute to his or her own community (Cattan & Tilford, 2006; Chi & Li, 2013; Leon, & Liew, 2017). PWB refers to the possession of emotional, behavioural, and social competence appropriate for the individual's developmental stages and resilience in the face of unfavourable conditions or negative experiences (Chi & Li, 2013; Younes & Alzahrani, 2018). Psychological well-being is the person's ability to regulate his or her emotions, develop dynamic relationships with others, have autonomy, control his or her environment, set and achieve goals, and realise his or her potentials (Khosravi et al. 2022).

In this study, learner well-being refers to a learner's subjective experience of positive psychological well-being such as life satisfaction, pleasure, positive health, positive self-esteem and self-acceptance, positive relationships with others and a feeling of overseeing one's life (Dhanabhakyyam & Sarath, 2023).

1.6.4 School-Related Subjective Well-Being

Prewett et al. (2019) define school-related subjective well-being as the way learners emotionally experience and make a personalised evaluation of their school lives. Subjective well-being comprises three aspects, namely school satisfaction, positive affect in school and negative affect (Prewett et al. 2019; Tian et al. 2013). Tian et al. (2013) further posit that positive affect in the school context refers to a learner's positive emotions experienced during school, such as feeling relaxed, pleasant and happy, while negative affect in school refers to a learner's negative emotions experienced during school such as feeling depressed, upset, and bored. According to Prewett et al. (2019), distress, nervousness, anger, fear, and poor-quality interpersonal behaviour indicate overt experience of negative affect.

1.6.5 Teacher-Learner Relationship

According to Poulou (2020), a good teacher-learner relationship is a relationship having low level of conflict and high level of closeness. In Zhang (2022)'s view, a relationship marked by teacher-learner affection, warmth and open communication between the teacher and the learner is a positive one. As articulated by Zhang, (2022), a close teacher-learner relationship implies an

atmosphere characterised by warmth, open communication and support from the teacher. Poulou, (2020) postulates that a close relationship should be supportive, positive and caring.

Hargraves et al. (2016) claim that positive teacher-learner interactions require teachers who are approachable, respectful; providing time for informal interactions. Teachers who are disinterested in learners perpetuate negative interactions. Such teachers can be unresponsive and neglectful of their learners. Negative interactions may cause learners to experience low psychological well-being.

Leary's interpersonal model describes teacher-learner interaction in terms of teachers exercising authority and learners being submissive (Jong, et al.2014). Jong et al. (2014) also state that teacher influence refers to the way the teacher mediates what happens in the classroom ranging from the learner being submissive to teacher dominance. Affiliation describes friendly to antagonistic teacher-learner relationships.

1.6.6 Learner

The Education Act (Chapter 25:04) defines a learner as a child of school going age who receives or must receive education in a school on a full-time or part-time basis.

1.6.7 Sheltered home

According to Canham et al. (2024) it is being provisionally accommodated, including living temporarily with others, couch surfing or in institutional settings,

1.6.8 Children's Village

It is a residential home for foster children, either living in foster family homes or in group homes under the care of foster parents.

1.7. Theoretical framework

This section discusses Ryff's psychological well-being and Maslow's self-actualisation models as they relate to the research study. The two well-being models provided the theoretical framework for this study. The study follows a positive psychology approach.

1.7.1 Positive psychology approach

Positive psychology approach involves the scientific study of learners' positive interpersonal relationships, psychological well-being, and optimal functioning (White, 2016; Ciarrochi et al. 2016). I chose to apply positive psychology in this research in order to understand, interpret and determine to what extent teacher-learner relationships influence Grade seven learners' psychological well-being in Zimbabwe urban schools (Ciarrochi et al. 2016). I applied the positive psychology lens to find out how research points to important components of psychological well-being (White, 2016).

1.7.2 Ryff's (1989) psychological well-being model

This study adopted Ryff's well-being model as one of the theories. It is one of the most widely applied models for examining the well-being concept (Stavraki et al. 2022; Voon et al. 2021).

Ryff's psychological well-being model identifies dimensions, namely self-acceptance, autonomy, empathic relationships with others, environmental mastery, and having a purpose in life (Khodabakhsh et al. 2014; Gallagher & Lopez, 2019; Voon et al. 2021). The model views psychological well-being in the context of positive evaluation of oneself, a sense of continued growth, development as a person, the belief that one's life is purposeful and meaningful, the experience of quality relations with others, the capacity to manage one's life and a sense of autonomy (Gallagher & Lopez, 2019). According to Voon et al. (2012), the above dimensions depict psychological well-being at one's maximum potential. For this reason, Ryff's psychological well-being model provides the theoretical framework for the study.

Ryff's psychological well-being framework integrates personal development and self-actualisation as important parameters for defining well-being. The framework is ideal for examining Grade seven learners' positive functioning. One of the main objectives of human development is to experience self-actualisation (Voon et al. 2021). Considering the symbiotic nature of teacher-learner relationship and psychological well-being, Ryff's model is a useful framework to apply in study.

Ryff's psychological model contextualises the influence of teacher-learner relationships on the well-being of Grade seven learners. The model speaks to the teacher's ability to cultivate warm, trusting and intimate relationships with Grade seven learners. Teachers' concern for the wellness

of learners and their ability to empathise and cooperate are critical aspects of the wellness dimension (Gallagher & Lopez, 2019).

1.7.3 Maslow's self-actualisation concept

Another theory that addresses the achievement of well-being is Abraham Maslow's hierarchy of needs and the concept of self-actualisation (Hill, 2018; Mustofa, 2022). According to Hill, (2018), Maslow's hierarchy of needs differentiates between basic needs and Meta needs. The author explains that basic human needs focus on physiological and safety needs. Meta-needs or growth needs encompass belonging and love needs, esteem needs, self-actualisation and aesthetic needs. Teacher-learner relationship as a growth need, addresses belonging, and love needs (Hill, 2018). Maslow's theory assumes that learners and teachers who share positive relationships experience pleasure and enjoyment when together. The feeling of warmth and affection (Baroody et al. 2014; Hill, 2018) nourish teacher-learner relationships and adolescent psychological well-being. As such, learners change, grow and achieve high psychological health, and have more potential than they can achieve (Mustofa, 2022).

Maslow's hierarchy of needs theory partly embraces the core dimensions of Ryff's model of psychological well-being, namely the individual's sense of self-acceptance, holding positive attitudes towards oneself, autonomy, having a purpose in life, personal growth and the ability to create environments suitable to his or her psychological well-being (Stegeman, 2014). Teacher-learner relationships fit into the personal growth dimension to do with developing one's potential and to grow and expand as a person. A person's well-being and growth are dependent on building relationships. The teacher-learner relationship represents one predictor of well-being (Anne & Sabel, 2014).

1.8 Research Methodology

The research methodology adopted for this study covers the research paradigm, approach, design, sampling and data collection. In the following section, the data analysis takes place. After data analysis, the chapter discusses issues of quality criteria and ethics and winds up with an outline of the chapters that follows.

1.8.1 Research paradigm

In this study, the term paradigm describes the researcher's worldview which informed the meaning and interpretation of the data collected (Kivunja & Kuyini, 2017). This research study adopted the

interpretive paradigm to get at the meaning contained in the data obtained through scientific inquiry (van der Walt, 2020). According to Engel and Schutt, (2017), interpretivism is a research paradigm based on the belief that reality is socially constructed and that the goal of social scientists is to understand the meanings people give to reality.

In this study, I emphasised the importance of understanding the subjective meanings teachers and learners give to the influence of teacher-learner relationships on learner psychological well-being. I applied the interpretive paradigm to gain insight into teachers and learners' experiences of the influence of teacher-learner relationship on learner psychological well-being. The interpretive paradigm enabled me to describe influences of teacher-learner relationship on learner psychological well-being (Braun & Clarke, 2013).

1.8.2 The Ontology and Epistemology of the Study

Ontological and epistemological assumptions underpin the research study. Ontology refers to the way a person views the nature of reality and being (Daniels & Alston, 2023, Lee-Johnson et al. 2023). It is concerned with matters of existence or reality, that is, whether reality is objective or subjective (Flick, 2023; Kivunja & Kuyini, 2017; Okeke & van Wyk, 2015). Epistemology refers to a person's beliefs about the nature and acquisition of knowledge (Daniels & Alston, 2023, Lee-Johnson et al. 2023). It is concerned with the form and nature of reality, including what surrounds the reality (Flick, 2023).

In this interpretive study, the assumption was that reality is socially constructed and there were multiple and varied realities to social interaction and relationships among teachers and learners in schools (Merriam, 2018). The appropriate application of research techniques unfolded the social realities and truths premised on individual learner cases.

Psychological well-being links to how teachers and learners in the study perceive their existence and life experiences as dictated by human relationships while at school. Human behaviour is complicated (Daniels & Alston, 2023), understanding the experiences of teachers and learners required the use of an interpretive paradigm. As an important tool for understanding relational behaviour patterns among people, the interpretive paradigm allowed me to interact with teachers and Grade seven learners, in order to find out their views on the influence of teacher-learner relationship on the psychological well-being of learners.

1.8.3 Research Approach

Considering interpretivism paradigm, I selected the qualitative research approach to study the participants in their natural settings (Boudah, 2019; McKenney & Reeves, 2018). Qualitative approach offered me opportunities to find out and understand role players' experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners. I wanted to understand the meaning teachers and Grade seven learners formed of their experiences while at school. This study was an inductive process premised on understanding the perspectives of participants as insiders (Merriam & Robin, 2019). Qualitative data consisted of detailed descriptions of events, situations, and behaviours, as well as direct quotations from participants about their experiences and beliefs.

1.8.4 Research design

The research study adopted a single-case embedded design (Yin, 2024). By treating three schools as an embedded single-case study, I was able to explore and describe the phenomenon of the Grade seven class across different sites. According to Merriam and Robin (2019), a case study is an empirical inquiry that explores a contemporary phenomenon in depth, and within its real-life context. The qualitative case study is a naturalist approach where the researcher develops a holistic picture, or view of the participants and conducts the research study in its natural setting (Chen et al. 2011; Creswell & Poth, 2016). I agree with Creswell and Creswell (2018), when they assert that a qualitative study will culminate in rich and vivid data. Case study research is ideal for describing the complex, dynamic and unfolding interactions of human relationships in classroom settings (Creswell & Poth, 2016). A case study was the preferred design because I valued insight, discovery and interpretation as portrayed by Merriam (2019).

1.8.5 Data collection

The study involved in-depth data collection from multiple sources including IOS maps, visual data, researcher's journal that contained informal observations, and semi-structured interviews. I also used visual data to describe the research context. I excluded names and pictures of human participants from the research journal.

1.8.5.1 Semi-Structured Interviews

Semi-structured interviews were part of the instruments used to collect research data. Individual interviews were administered on 15 learners and nine teachers at three Bulawayo urban primary

schools. By interviewing teacher participants, the researcher generated insights into learners lived social experiences. By engaging in interviews, learners and teachers had the chance to reflect on their actions and perspectives (Cohen et al. 2018). Interviews granted me the opportunity to interpret emerging issues that the participants mentioned (Merriam, 2019). Interviews explored understandings, perceptions, and constructions of things that pertained to teacher and learner participants (Braun & Clarke, 2020; Creswell & Poth, 2016; Johnson, 2017). This is in line with the interpretive paradigm employed in this study. Semi-structured interviews as data collection tools allowed the researcher to use prompts and probes to extract information on the research topic. Prompts and probes encouraged learner and teacher participants to open up, expand on their responses and provide more details (Braun & Clarke, 2023; Braun & Clarke, 2013).

I created interview schedules that indicated times for prospective research participants and the venues selected. The interviews for teachers and Grade seven learners took place in schools, in quiet rooms. The interviews were after school and the time convenient and selected by the teacher or learner research participant. Semi-structured interviews happened in less than 90 minutes considering the participants' available time, ended as soon as the researcher asked all the questions, and had gathered enough data.

1.8.5.2 The Other in the Self (IOS) Scale

I applied the Inclusion of Other in the Self (IOS) scale as another data collection strategy to trigger spontaneous conversations with teachers (Fosen, 2016; Aron et al. 1992). The scale acted as an instant reflective tool to help teacher participants talk about their interaction with Grade seven learners in the classroom (Fosen, 2016). Fifteen learners completed the IOS questionnaire.

1.8.5.3 Research diary

I kept a research diary in which I took note of the proceedings of the research, along with other reflections on my research progress (including any new ideas I generated about the direction of the research). I included in my diary an account of reflections from interviews and field contacts. My diary also contained my observations, an account of experiences, ideas, and challenges that arose during fieldwork.

I also used the research diary to reflect and form arguments in relation to the influence of learner-teacher relationship on the psychological well-being of Grade seven learners. I was able to make tentative interpretations about what appeared to be going on in the research study. I had convinced

myself that the production of reality about the study would start with the taking of notes as in Flick (2023).

1.8.5.4 Visual data

Apart from the field notes I wrote in my diary during the observations; I took photographs of classrooms used by Grade seven learners for documentation of the research context. I considered photographs as genuine forms and sources of data. This afforded me the opportunity to collect data beyond ‘talk’, that is, data that is not restricted to interviews. The pictures allowed me to draw conclusions about the study settings (Flick, 2023).

1.8.6 Sampling

For this study, I adopted a case study design involving 12 teachers and 15 learners selected from three primary schools in urban Bulawayo, Zimbabwe. The selected schools were located in Bulawayo Central, Reigate and Khambi districts in urban Bulawayo, Zimbabwe. In line with Creswell and Poth’s (2016) view, I selected three schools through purposive sampling to increase the scope of data exposed, as well as to find the full array of multiple perspectives about the influence of teacher-learner relationship on the psychological well-being of Grade seven learners. I purposively chose schools that provided ideal and accessible participants (Creswell, & Creswell, 2018). The selected schools enrolled some less privileged learners from SOS village, and two children’s homes (live-in homes), as well as privileged learners from adjacent suburbs.

The study applied purposive sampling to choose participants for the study with the aim of generating insights and in-depth understanding of the research topic in a specific context (Creswell & Poth, 2025; Braun & Clarke, 2020). Purposive sampling entails selecting research sites and participants on the basis that they will be able to provide data to analyse (Boudah, 2019). I selected the cases based on possession of characteristics sought for by the study (Cohen et al. 2011; Haslam et al. 2024; Mckenney & Reeves, 2018). As an inquirer, I selected individuals and sites for study because they purposefully informed my understanding of the research problem.

Sampling took place in stages, beginning with the selection of schools, followed by the selection of research participants (Grade seven learners and teachers) in the schools. As a qualitative researcher, I employed purposive sampling strategy in the selection of schools and participants to study (Nyimbili & Nyimbili, 2024; Merriam & Tisdell, 2015; Yin, 2016). The first stage was the case level (selecting schools practising reverse inclusion) and stage two was sample (teachers and

learners) selection within these schools. I focused on multi-site cases to increase the likelihood that the findings will reflect different perspectives.

After the consolidation of the sample list, the researcher got consent of teachers and parents and assent of Grade seven learners to participate in the research study. The number of people to interview and sites to visit depended on the situation on the ground (Merriam, 2019). I was ready to sample until a point of saturation or redundancy (when new data added do not enable learning anything new) is reached (Merriam, 2019; Briggs et al. 2012).

1.9 Data Analysis

In line with Merriam and Robin (2019) as well as Johnson and Christensen (2014), the process of data analysis began quite early, with the researcher alternating between data collection and data analysis. Data collection and analysis happened concurrently. Interim analysis assisted me to gain a deeper understanding of the research process. This presented a chance for further reflection on the process of collecting data. Following Creswell and Poth (2018)'s strategy, I read patterns, made connections, and saw the bigger picture. I examined the data obtained through semi-structured interviews, visuals, IOS maps, researcher's diary and memos (notes) outlining insightful information gained from the research. In line with Creswell and Creswell (2018), several data handling stages ensued including data capturing and storage, coding, finding themes and patterns, as well as validating and corroborating findings.

Orthographic (verbatim) transcription captured audio recordings of semi-structured interviews and field notes (Mckenney & Reeves, 2019). The IOS and visual data, researcher's journal (excluding the field notes) were analysed following themes and patterns. The study addressed research questions regarding experiences, perceptions, and influencing factors on the psychological well-being of learners. I examined data for themes and patterns after conversion from visual to text.

Data was organised and sorted in themes, subject to interpretation and analysis in search of information that responded to the research topic. Organising and sorting data into thematic areas enabled me to deal with large amounts of data that accrued from the research study. I collected, filtered and sampled all data through the process of analysis (Braun & Clarke, 2021; Briggs et al. 2012; Gregson, & Hillier, 2015).

I conducted a reflexive thematic analysis of data. Reflexive thematic analysis entails developing and reviewing themes and gathering all data relevant to each potential theme (Braun & Clarke, 2021). The first step was familiarising myself with the research data and transcribing it. I took the second step of generating codes from the data. Coding involved a process of identifying aspects of the data that related to my research questions. After data coding, I generated initial themes from coded and collated data. I was able to capture multiple observations from research data using themes. The last step in thematic analysis involved producing the research report (after incorporating and analysing the other data collection strategies).

1.10 Quality Criteria

Quality criteria involved ensuring the trustworthiness of data collected. Trustworthiness refers to conducting a research study that has integrity and one that can be trusted (Lincoln et al. 2018). Credibility, transferability, dependability and confirmability of research findings addressed the trustworthiness of the research study.

1.10.1 Credibility Of Research Findings

Credibility refers to the confidence one has in how far the process of gathering and analysing data fulfils the study's intended focus (Hewitt-Taylor, 2011; Kerstjens, 2018; Lincoln et al. 2018). As a researcher, I achieved credibility through practising self-reflection and close monitoring of the research process to identify and eliminate subjective bias and perspectives. I also used multiple sources of data (for example interviews, IOS maps and researcher's reflective journal) to check interpretations. The use of different data gathering instruments for the same information made the findings of the study more credible and acceptable (Lichtman, 2014; Kerstjens, 2018).

1.10.2 Transferability of Research Findings

Transferability entails research findings being of value to similar contexts or settings (Bloomberg & Volpe, 2016; Lincoln et al. 2018). The research results should be transferable to other classroom contexts with other Grade seven learners. Although this is not always the case in qualitative research, I ensured that the research study hinged on strengths and had solid findings (Patton, 2015). It was important that the study provided rich, detailed descriptions and information.

I made reflections, re-examined data, checked for alternative conclusions and rival explanations to ensure transferability of research findings. Conclusions arrived at were debated and any doubt and weaknesses were acknowledged (Kerstjens, 2018; Patton, 2015). I captured personal details

of learner participants and school contexts in which the learner participants' experiences were set for selected viewing only. I also provided supportive evidence for findings through direct quotes from respondents resulting in stronger findings (Yin, 2015).

1.10.3 Dependability of Research Findings

According to Kerstjens (2018), dependability entails the stability of research findings overtime. I made sure that research findings would be consistent if the study was conducted with the same participants in the same context (Johnson, 2017; Kerstjens, 2018). I prepared an audit trail that kept track of procedures used in data collection and interpretation (Bloomberg & Volpe, 2016). Information in my reflective journal provided a measure of dependability. In line with Kerstjens, (2018), I described the behaviour and experiences of Grade seven learners and teachers, including their contexts, so that the behaviour and experiences became meaningful to an outsider making an audit. I also employed strategies such as triangulation, member checking, and reflexivity to ensure the rigor of my research (Houghton et al. 2013; Creswell & Creswell, 2018).

1.10.4 Confirmability of Research Findings

According to Korstjens, (2018), confirmability entails aspects of neutrality. I made the research process clear, traceable, and well documented so that readers could judge the credibility claims of the work. I ensured that research findings made sense, concrete proof of results was there, and findings were transparent. I interpreted research data on grounds of research data collected as articulated by Haslam et al. (2024). I jotted notes in my journal on the research process and data management to account for the transparency of the research path (Creswell & Creswell, 2018; Korstjens, 2018; Bloomberg & Volpe, 2016). I obtained research results, which reflected the typical experiences Grade seven learners and teachers noted about the influence of teacher-learner relationship on learners' psychological well-being.

1.11 Ethical Considerations

This section on ethical considerations focuses on ethical procedures followed before, during and after the research process. According to Engel and Schutt (2017), every scientific investigation has an ethical dimension to it. I had to ensure that the rights of my participants were protected, subsequently I adhered to scientific guidelines on the conduct of research.

1.11.1 Ethical Process Followed

The adherence to ethical practice is a requirement by the University of South Africa (UNISA) Ethics Committee. I did everything within my power to protect the rights and interests of teacher and learner participants and schools involved in the study. Observance of research ethics ensures the privacy and dignity of research participants. Grade seven learners were vulnerable due to their age. I completed an application for ethics review and received clearance from the UNISA Ethics Review Committee (College of Education (CEDU)). In a bid to uphold ethical principles of autonomy, beneficence, non-maleficence and justice, the committee had to assess my state of compliance, readiness and integrity to carry out qualitative case study research. I had to present among other key requirements a research proposal outlining topic, research aims, research design and methodology, and ethical issues and proposal related information and documents for review and clearance by the UNISA ethics committee. Data collection commenced after receiving the ethics review and clearance certificate from CEDU.

1.11.2 Adherence to Ethical Codes

I applied principles and practices of sound research ethics during the conduct of the study. I was aware that failure to identify possible risks and to follow good ethical practices could have negative effects on the research outcomes. The research study upheld several ethical standards pertaining to fundamental ethical principles and issues relating to participants.

1.11.2.1 Voluntary informed consent and assent

I considered informed consent and assent as critical ethical issues during the conduct of my research study. I had to give learners and teachers the opportunity to decide to participate in my research study as directed by Devlin (2018). In line with the professional codes of ethics, it was my responsibility to obtain informed consent from the research participants. I was obliged to come to an agreement that clarified obligations, responsibilities and risks prior to the study (Heppner et al. 2008; Manion et al. 2017; U. K. Research and Innovation, 2023).

I provided the research participants with adequate information through an information leaflet prior to them agreeing to participate in the study. I informed them that they had the right to withdraw from the research study for any reason, and at any time (Manion et al. 2017). The participants had to sign consent and assent forms to confirm their voluntary participation.

- ***Consent by teachers***

I physically distributed information letters to selected teachers. The information letters described the study and required consent and personal details of participants. Following, Creswell and Creswell's (2018) suggestion I provided adequate information, which I presented in understandable jargon-free language. I told research participants prior to the commencement of the research study that they had the right to withdraw from the study at any time, and that the initial agreement to participate was not binding. As suggested by Devlin (2018), I shared information on what was involved in the research study, any foreseeable risks or discomforts, any benefits to participants that might accrue and checks and balances for anonymity or confidentiality. Teacher participants then provided signed consent and contact information.

- ***Consent by parents***

Because learner participants were between the ages of 11 and 13 years old, I sought parents or guardians' consent. I liaised with school heads to help distribute the letter informing the parents about their children's participation in a research study. I gave learner participants letters of consent to give to their parents to sign on their behalf.

- ***Assent by Grade seven learners***

I had to obtain informed assent from Grade seven learners. I communicated important information to selected learners, their parents and guardians so that they could make informed decisions about participating in the study. I explained information sought in the course of the research to Grade seven learners in a language they could understand, to secure their agreement to participate. Learners gave their assent to participate in the study.

1.11.2.2 Confidentiality and Anonymity

I did not take lightly the importance of maintaining confidentiality and anonymity in this study. I envisaged the potential harmful consequence of teacher participants' descriptions of their relationships with learners, which could translate to labelling. Labelling of learners could affect their social standing, motivation and learning. I had to discuss my ethical concerns with the teachers to agree on safeguards to protect the confidentiality and anonymity of both teachers and learners. In line with Devlin (2018), I extended confidentiality beyond not naming participants to not revealing personal details, which might reveal participants' identity. I kept the anonymity of my research participants by using pseudonyms to conceal their identity. This is in line with Haslam

et al. (2024)'s view that confidentiality is important because participants often give sensitive information to researchers.

1.11.2.3 Respect of Participants' Ideas and Views

I applied the principles of beneficence and non-maleficence to manage participants' contributions in a fair manner. According to Korstjens (2018), beneficence involves acting ethically not only preventing harm but also contributing to the health and welfare of the learner participants and non-maleficence entails participants not being harmed. I had to plan and act thoughtfully and carefully in designing and conducting the research study. I had to respect teacher and learner participants' views and opinions by not commenting on their answers or responses and not being interrogative during the face-to-face semi-structured interviews. I was preoccupied with getting the lived experiences of my participants, so I had to let them express their views without interference.

1.11.2.4 Protection of participants from harm

As suggested by Engel and Schutt, (2017), I endeavoured not to expose my participants to undue physical or psychological harm. I had to refrain from exposing participants to phenomena such as anger, invasion of privacy and damage to personal dignity and social relationships. In addition, I ensured that promises made to participants about their protection were honoured, chief among them protecting their privacy and obtaining their consent to participate in the research study.

I followed Korstjens' (2018) and Clark et al. (2014)'s caution that the role participants may take could make them vulnerable to negativity in the school community. I pursued justice in the interest of participants. I was clear, honest and transparent about the purpose of the study, the benefits of participating in the study and potential risks. Information letters sent to stakeholders indicated the purpose of the study, what participation in the study involved, potential benefits and risks and confidentiality and anonymity issues.

1.11.2.5 Honesty

Korstjens, (2018) and Flick, (2023) highlight the importance of reporting research findings in a complete and honest manner. I avoided data fabrication to support particular conclusions. I had to report the results honestly, regardless of any preconceived notions, predictions, or personal desires. I sought to acknowledge my indebtedness to the research participants as is the case with any honest researcher.

1.11.2.6 My Relationship with Research Participants

I did not know the participants whom I engaged with in the study. I felt there could be possible perceived power relations, which could influence the results of the study in a negative way if I had used participants known to me. Some participants might have felt pressurised to participate in the study. It was important to win the trust of participants, so that they felt comfortable to participate in the study. I had to be accountable in how I conducted myself as a researcher by being empathetic, neutral and mindful. I had a completely positive attitude towards participants and the research process. Being an outsider helped to ensure that I conduct the study with the objectivity and precision it required.

1.12 Outline of Chapters

In Chapter 2, I discuss literature related to fundamentals of psychological well-being. I utilised several theoretical frameworks, particularly Ryff's psychological well-being model and Maslow's self-actualisation model. I also presented a section on conceptual frameworks in this chapter. I conduct a literature search for factors that influence the psychological well-being of learners to discuss the relationships of individual, family and school factors to psychological well-being. The literature review section also contains information about social relationships of the adolescent learner, with specific reference to factors influencing teacher-learner relationship. The chapter draws particular interest from the influence of teacher characteristics (gender, age, qualification, experience and socio-economic status), personality of the teacher (self-concept, motivation and teaching style), teacher as classroom leader (trust, authority, personal involvement, classroom atmosphere and organisation) and quality of instruction (instructional clarity, learner-centeredness and learner-engagement). I investigated teacher factors because of the possibility that they affect teacher-learner relationship and learner psychological well-being.

Chapter Three focuses specifically on theoretical and conceptual frameworks that benchmark the study. Of interest is Maslow's self-actualisation concept and Ryff's psychological well-being model.

Chapter Four discusses the research methodology adopted in the study. It discusses and justifies the interpretive paradigm and qualitative research approach underpinning the research. In addition, the section identifies and discusses the research design including population, who the participants

were, and sampling procedures applied in the study. The chapter further discusses data collection and analysis procedures, availability of time and resources employed. The chapter details quality assurance mechanisms surrounding data credibility, transferability and dependability. It further outlines ethical considerations put in place to safeguard the rights and dignity of participants. The chapter also presents strategies applied to obtain informed consent of participants, their protection against physical and psychological harm, confidentiality, privacy and autonomy.

Chapter Five is a discussion of the data obtained during the empirical investigation. I analyse data in relation to research questions and literature reviewed. I discuss research findings in depth following the thematic areas (categories and sub-categories) identified in the study.

Finally, Chapter 6 presents the summary of results, conclusions and recommendations of the study. The last chapter further reflects on limitations of the study.

CHAPTER TWO

LITERATURE REVIEW OF FACTORS THAT INFLUENCE THE PSYCHOLOGICAL WELL-BEING OF LEARNERS

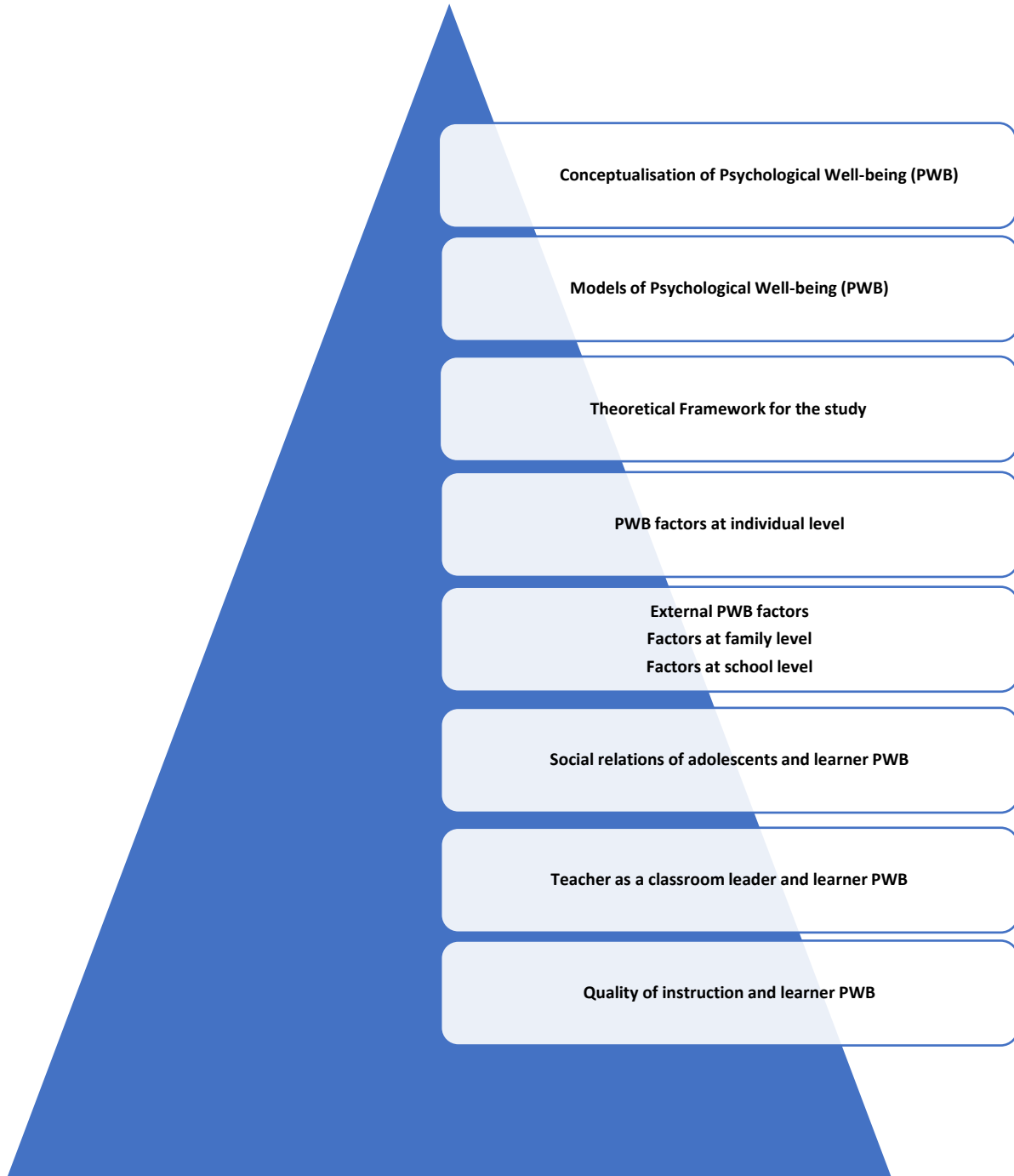


Figure 2.1: Literature review map

2.1 Introduction

The chapter discusses how my research problem relates to existing literature to justify the research study I undertook. I read and discuss the literature to enable me to relate my research topic, methodology and findings to what the research evidence is revealing.

The first part of the chapter describes the multifaceted construct of psychological well-being. It highlights that psychological well-being (PWB) involves many dimensions regarding the aspects of the self that are involved and the areas of life where PWB manifests. The second part discusses theoretical models and the contributions they make to the area of psychological well-being. The models provide the theoretical framework for psychological well-being and offer several others for positive human psychological functioning. The third part describes determinants of the psychological well-being of learners. It analyses positive aspects of PWB, including self-acceptance, healthy relationships, life purpose, personal development, autonomy and environmental mastery. The last section discusses internal (individual) and external (family and school) factors that determine the psychological well-being of learners. The assumption is that internal and external factors act as both protective and risk factors for the psychological well-being of learners.

2.2 Description of Psychological Well-Being

According to Khosravi et al. (2022), well-being is a mental state in which people feel good and function well, experience positive emotions, achieve their potentials, are self-actualised, and experience positive interpersonal relationships. In line with this view, psychologists link well-being of learners to high quality life, close interpersonal relationships, self-control, positive self-concept and life-satisfaction. To this end, positive well-being occurs when the school meets the learner's needs (McKeering et al. 2021; Zulfiqar et al. 2019; Taylor, 2015).

Well-being entails learners' achievement of psychological well-being by way of attaining positive emotion, engagement, relationships, meaning and accomplishment (PERMA) (Celic, 2025; Sadeghi, & Khonbi, 2020; Foster, 2013). Each aspect in PERMA contributes to learners' overall well-being. Seligman (2011) proposed a form of well-being in which every learner realises his or her own potentials, can cope with the demands of school life, and work productively (Foster, 2013). Well-being fosters personal development and self-actualisation in learners (An et al. 2024; Melnyk et al. 2020).

- ***Psychological Well-Being***

Literature highlights that psychological well-being encompasses both hedonic and eudaimonic dimensions (Held, 2018; Sommers, 2015; Rawat & Bhatt, 2022). The hedonic view equates well-being to enjoyment of self, while the eudaimonic viewpoints to achieving self-actualisation and personal growth (Cooper et al. 2014; Rawat & Bhatt, 2022). Self-actualisation is reflected in the achievement of optimal functioning, positive relations with others, positive self-concept, self-regulation, autonomy, and knowledge of one's environment. In this regard, psychological well-being simply means feeling good and functioning well (Liu et al. 2015; McKeering et al. 2021). The hedonic and eudaimonic views overlap to the extent that behaving in eudaimonic ways is predictive of hedonic pleasure (Almakanin et al, 2021; Chen, & Cooper, 2014).

The hedonic view holds that the goal of life is to experience emotional well-being. This is termed subjective well-being (SWB). Subjective well-being involves the experience of positive affect and positive life satisfaction (Sommers, 2015; Cooper et al. 2014). Learners' pleasant moods and emotions constitute the hedonic side of psychological well-being (Amreen & Malik, 2021).

Angleton et al. (2010) equate positive psychological functioning to positive mental health. Mental health is a state of well-being that enables learners to realise their learning goals, effectively manage daily school stressors, work productively and actively participate in learning (Amreen & Malik, 2021; Balashov, 2022; Huppert, 2009; Winefield et al. 2012). Psychological well-being enables learners' self-actualisation while at school. Indicators of psychological well-being include satisfaction with life, self-acceptance, coping, resourcefulness, constructive thinking, sense of purpose, resilience, and self-actualisation (Huppert, 2009; Wissing & Eeden, 2002). In addition, psychological well-being prevails where positive feelings overwhelm negative feelings; life is meaningful, challenges are accepted and solved; there is a feeling of autonomy and self-worth, and good health. However, research indicates that people experience different forms of psychological well-being at any given time depending on one's environment (Amreen & Malik, 2021; Winefield et al. 2012). In addition, psychological well-being varies regarding the aspects of self that are involved (for example emotion, cognition, and behaviour) and the areas of life in which psychological well-being shows itself (such as social).

- ***Psychological Wellness***

Psychological well-being and psychological wellness are interrelated concepts (Bodeker et al. 2020). Psychological well-being indicates the state of one's mental health, while psychological wellness denotes pursuit of life that sustain and enhance personal well-being. Psychological wellness, just like positive psychological well-being, embodies autonomy, personal growth, self-acceptance, positive relationships with others, purpose in life and control of the environment. The two constructs, psychological wellness and psychological well-being, overlap in some important dimensions.

2.3 Psychological Well-Being Models

The exploration of models for psychological well-being is critical for the research. It is important to understand how learners gain self-actualisation, become fully functional and engage in behaviour that is meaningful and growth producing. Eight models provide the theoretical grounding for the investigation on psychological well-being.

2.3.1 Maslow's concept of self-actualisation

Bland (2026) asserts that self-actualisation is an important issue in Maslow's theory of hierarchy of needs. According to Maslow's theory, in every person, there is an active will towards health, an impulse towards growth and the actualisation of human potential. This means that learners can change, grow and achieve high psychological health, and have more potential than they can achieve (Mustofa, 2022). According to Camfield et al. (2009), self-actualisation refers to experiencing life fully, vividly, with full concentration and total absorption. Maslow's theory of self-actualisation assumes that people progress from a secure base of basic needs satisfaction to satisfy higher needs for self-actualisation and self-transcendence (Camfield et. al, 2009). All human activities fulfil five levels of need, ordered according to their assumed priority. The initial four levels of needs, (physiological, safety, belonging, love and esteem) are deficiency needs. The final level of needs contains the growth needs (self-transcendence and self-actualisation). These meta-needs encompass needs directly related to growth necessary for one to realise full potentials. People may not experience an increase in well-being by fulfilling deficiency needs. The unmet deficiency needs categorically prevent one from going to high-level growth needs.

According to Maslow's theory, within every individual there is a hierarchy of needs potential; degrees of personal functioning in which one must successfully achieve the first degree in order to

go on to the second degree. People are by nature engaged in the process of actualising their potential. In some way, people are never satisfied with what they have (Maslow's Grumble theory) hence their striving for personal growth and self-actualisation. Positive well-being emanates from the satisfaction of these basic needs (Lavasani et al. 2011). Maslow's model, with its focus on self-actualisation and life satisfaction, is heavily associated with psychological well-being (Bland. 2026).

2.3.2 Carl Rogers's Fully Functioning Person Model

Carl Rogers's (1902, 1987) model highlights the importance of becoming a fully functional person (Rogers, 2021; Jolly et al. 2009). According to Rogers, the fully functional person is ready to seize every opportunity to experience self-actualisation and self-satisfaction and, in most cases, enjoys good relationship with others. A fully functional person will strive to fulfil needs that improve his or her existence and well-being. According to Jolly et al. (2009), a fully functional person makes choices in the direction of his or her growth.

According to Rogers' model, a person is motivated to actualise, maintain and enhance life, (Tian et al. 2013; Jolly et al. 2009). He or she treats other people well, accepting, valuing and being considerate towards them (Jolly, et al, 2009). Fully functional people see things in positive ways, possess positive self-concepts and exhibit adaptive behaviour. They are preoccupied with fulfilling their potentials, acting free of fear and without feelings of inferiority.

2.3.3 Allport's (1961) Formulation of Maturity

Allport's (1961) formulation of maturity model highlights that people have their own unique growth potentials (Roberts & Hill, 2024). A developing person acquires a self-concept guided by a feeling of the self as a rational, coping person. From adolescence to adulthood, the person becomes capable of persistently striving towards long- term goals. Allport regarded these stages of becoming as constituting the 'me' that persons recognise and accept as themselves.

According to Allport, mature persons have developed a sense of self and can relate warmly to others in both intimate and casual relationships (Kelland, 2023). Mature persons are emotionally mature, accept others and are aware of outer realities in their thinking, perceiving and acting. They develop and achieve sufficiently unified views of themselves. Mature persons' uniqueness remains forever (William & Walsh, 1985). Allport's model emphasizes the importance of attaining functional autonomy as a prerequisite for growth and development.

2.3.4 Self- Determination Theory (SDT)

Self-determination theory views people as active individuals who are intrinsically motivated (Bakadorova & Raufelder, 2018). The social environment, comprising the learners' relationship with teachers supports the satisfaction of the need for relatedness, competence and autonomy. Full satisfaction of a person's autonomy, competence, and relatedness leads to a positive psychological functioning (Thaal, & Hudson, 2019; Vazquez et al. 2009). Positive psychological functioning is a symptom of positive well-being (Bakadorova & Raufelder, 2018; Vazquez et al. 2009).

Autonomy entails having power to choose or decide something without being forced to, and endorsing one's behaviour (Bakadorova & Raufelder, 2018; Mabekoje & Okubanjo, 2009; Vazquez et al. 2009). It involves ensuring that one's activities and actions suit the self. Autonomy describes the desire to self-regulate an activity, so that it becomes intrinsically important to an individual (Bakadorova & Raufelder, 2018). This study assumes that supporting a learners' need for autonomy contributes to increased intrinsic motivation and school engagement.

Competence embodies the achievement of expected results and outcomes. It involves a person's ability to deal with everyday challenges (Bakadorova & Raufelder, 2018). High competency is a necessary condition to achieve psychological well-being.

Relatedness is concerned with the level of interaction between teachers and learners. According to Bakadorova and Raufelder (2018), relatedness is the perceived level of association with people. It is a measure of how close people are to each other, the feeling of being acceptable, as well as the feeling of being caring by other people. Maintaining positive relationships between teachers and learners safeguard learner psychological well-being (Bakadorova & Raufelder, 2018; Tian et al. 2013).

The satisfaction of psychological needs of relatedness, competency and autonomy promotes integration and well-being, and when thwarted, causes disintegration and poor mental health (Miner et al. 2013; Tian et al., 2012; Mabekoje & Okubanjo, 2009). Learners need to feel competent, autonomous and affiliated with teachers when at school (Shumow et al. 2013). Bakadorova and Raufelder (2018) argue that in order to have binding relationships between people, it is necessary to fulfil the three needs (competency, relatedness and autonomy) within a relationship.

2.3.5 Marie Jahoda's (1958) Positive Criteria for Mental Health

Marie Jahoda's Positive criteria for mental health theory focuses on positive mental health. According to Bond et al. (2014), positive mental health is a state of well-being in which every individual realises his or her own potentials, can cope with the normal stresses of life, and can work productively and fruitfully. Jahoda's model identifies six factors that determine the mental health of a person (Tengland, 2001). The six factors that make a person mentally healthy are self-actualisation, autonomy, integration, positive self-perception and self-esteem, (Azizan et al. 2013). In other words, autonomy, being creative and high motivation indicates positive mental health in people.

2.3.6 Erikson's (1959) Psycho-Social Stages Model

Erikson's (1959) Psycho-social model highlights eight stages for understanding and interpreting people's behaviour. The model's stages and their time span are as follows:

- trust versus mistrust (birth to 18 months),
- autonomy versus a feeling of shame and doubt (18 months to three years),
- initiative versus a sense of guilt (3 to 6 years),
- a sense of industry versus a sense of inferiority (6 to 12 years),
- identity versus identity confusion (12 to 18 years),
- intimacy versus isolation (18- 35 years),
- a sense of generativity versus a sense of self- absorption (35-65 years) and
- Ego-integrity versus a sense of despair (65+ years).

Erikson believed that each stage a person passes through involves a crisis for the developing self (Swartz et al. 2011). For the adolescent, crisis involves struggling with unclear identities as they move from the security of childhood to an autonomous adult world (Swartz et al. 2011). It is important to resolve conflicts at different lifespan stages to avoid getting into a crisis. People need to resolve dilemmas in order to settle in life (Swartz et al, 2011).

Of interest to the current research is the industry-versus-inferiority stage of psychosocial development. School learners' initiatives are encouraged and reinforced at this stage. They feel industrious and confident in their ability to achieve goals. If the learners lack the competencies required at school and feel restricted by parents, teachers and peers, they begin to feel inferior,

doubt their own abilities and may not strive to reach their full potentials. Consequently, their identity is negatively affected. On the contrary, if learners are industrious, confident, and autonomous and engaged in learning, they are more likely to reach the self-actualisation stage than learners who suffer from an inferiority complex, lacking integrity and competencies required at school. If learners experience inadequacies and crises in their relationships with their teachers, the social bond is not a closely-knit one.

According to Erickson's model, learners without a properly developed sense of identity remain ignorant of what they want to do in life and are rather unsure of themselves (Mwamwenda, 2004). The mastery of one's environment contributes to a strong sense of identity in a learner, while consolidation of the learner's sense of identity leads to self-actualisation. Development of human values (such as trust, industry, autonomy, and intimacy) and capabilities is dependent on social experiences and identity formulations by individuals. If learners succeed in their tasks, they develop a sense of industry, whereas failure results in feelings of inferiority, role confusion and despair.

2.3.7 Charlotte Buhler's Basic Life Tendencies

Charlotte Buhler's basic life tendencies model stipulates that personal satisfaction is achieved by pursuing viable life goals that match one's potentials (Derobertis 2006). Buhler identifies four basic life tendencies, namely self-controlled adaptation, self-limiting adaptation, creative expansion and the upholding of internal order that are important for personal satisfaction (Derobertis 2006). Firstly, self-limiting adaptation entails the need to adjust, cope or fit in with one's surroundings, and feel a sense of security. Self-controlled adaptation deals with the desire to belong and to participate in school activities. Creative expansion refers to the learner becoming industrious, enterprising, and productive. It also incorporates the desire to master the environment. Lastly, upholding of internal order refers to the tendency towards consistency, organisation and unity in one's own personality. According to Buhler's model, the four basic tendencies are essential for healthy human development. The actualisation of learners' potentials through harnessing basic life tendencies leads to life satisfaction.

Buhler identifies four phases of child development, namely infancy (zero to two years), early childhood (two to eight years), late childhood or early adolescence (eight to twelve years) and adolescence/early adulthood (twelve to twenty-five years) (Derobertis, 2006). In Buhler's view,

needs satisfaction is important. During early childhood period, children develop tendencies towards achieving in-born potentials for creative and independent living. Self-limiting adaptation and creative expansion see adolescents develop holistic views of their various personal relationships as well as their competencies in life. They capitalize on their creative capabilities and become increasingly industrious. The need for self-fulfilment is the prime motivation for healthy human development. An increase in self-awareness and personality development marks the final phase of Buhler's model. Buhler's basic human tendencies remain important during a person's life span (Derobertis, 2006).

Buhler's model advocates for the advancement of the individual learner. Every learner can adapt to the requirements of his or her social and physical environment. According to Buhler's model, self-actualisation results from fulfilling one's potentials. The model advocates for self-assessment to establish a learner's best potentials, and progressing towards achieving responsible, personally selected goals.

2.3.8 Havighurst's Developmental Task Model

Robert Havighurst's (1952, 1972, and 1982) model identifies important developmental tasks that occur throughout the human life span (Uhlendorff, 2015). A developmental task is an activity that arises at a certain period in the life of an individual. It is a task, which an individual wants to undertake in a particular life period (Uhlendorff, 2015).

According to the developmental task model, children of a certain age perform tasks of that period, for example, acquiring important skills, developing body strength and using the body effectively (Manning, 2002). Of interest is the childhood that embraces many developmental aspects. Children build appropriate attitudes towards themselves, learn to get along with age-mates, and learn appropriate masculine or feminine social roles. They develop concepts, conscience, morality, and values during this stage. Children achieve autonomy and develop positive attitudes towards other people around them.

Uhlendorff (2015) identifies developmental tasks during adolescent years that include developing responsibility, acquiring new knowledge and skills, following rules, gaining independence, establishing own identity, emotional maturity, companionship and socialization. It is critical that adolescents master developmental tasks to their maximum potentials in order to lead a satisfying and fulfilling life. Successful socialisation of adolescents depends on whether they can

successfully cope with the general developmental tasks. Havighurst's model stresses the need for children and adolescents to observe sensitive periods during which developmental tasks are undertaken.

Harvighurst's developmental task model provides a framework for understanding learners' behaviour and establishes an environment that helps learners to master the various developmental tasks of life. If teachers realise that the developmental tasks learners go through are normal and necessary phases of development, they are bound to support the learners achieve them.

2.3.9 Ubuntu/Hunhu Philosophy

The Ubuntu/Hunhu philosophy is a traditional African worldview anchored in the values and traditions, (such as interdependence, human dignity, respect and collective problem solving), of Sub-Saharan societies (Mutanga, 2024). According to Chigangaidze et al. (2021), it focuses on nurturing human relationships and upholding care principles to enable individuals to flourish within their communities. The benchmarks of Ubuntu/Hunhu are harmony, continuity and relatedness to others. Ubuntu/Hunhu encourages humanness.

Ubuntu philosophy has great influence on the relatedness and autonomy of school learners because respect, relationships, and inclusion are its integral components. According to Zishiri and Mugadza (2024), the concept encompasses a set of values and principles that guide human conduct and relationships in both social and professional settings. Of note are its values that include caring, empathy, community, harmony, hospitality, responsiveness and respect. Zishiri and Mugadza (2024) further asserts that Ubuntu worldview projects African values of family dynamics, social interactions, collective decision-making and engagement in community life. Furthermore, Ncube (2010) asserts that Ubuntu philosophy encourages harmonious coexistence, and the enjoyment of human dignity, based on shared responsibility for the well-being of people in the community.

Under the Ubuntu philosophy, the mandate of the school system is to prioritise the development of learners. The lens of Ubuntu philosophy helps school stakeholders to see the centrality of learners' self-efficacy, self-actualisation, achievement motivation, self-fulfilment, and interpersonal relationships in promoting their psychological well-being. Observance of Ubuntu/Hunhu encourages the achievement of psychological well-being by nurturing the values of empathy, respect, self-esteem and social responsibility among learners (Zishiri and Mugadza,

2024). Ubuntu/Hunhu philosophy upholds the role of interpersonal relationships in enhancing the psychological well-being of learners as well. It qualifies as a psychological well-being worldview.

2.4 Factors Relating to the Psychological Well-Being of Learners

This section examines factors associated with the psychological well-being of learners, namely individual, family and school-related factors. The three tiers embrace the predictors of psychological well-being.

2.4.1 Factors at Individual Level

Factors at individual level encompass learners' physical health, cognition, affective aspects, and social relationships. I present the literature review for the factors below.

2.4.1.1 Physical Health and Psychological Well-Being

This section discusses the link between physical health and the psychological well-being of learners. Physical health embraces healthy lifestyles, substance dependence and gender differences.

- ***Healthy Lifestyles***

Research by Vazquez et al. (2009) reveals that positive psychological states are an integral part of positive health. Aspects related to learners' well-being (life satisfaction, emotional well-being, and positive emotions) have a positive influence on learners' physical health (Vazquez et al. 2009). Learners with good physical and mental states have resources and abilities that allow them to cope with challenges. A good physical condition brings about psychological satisfaction and sharpens mental capabilities. In support, Bunketorp et al. (2015) claim that physical activities promote cognitive functions such as high concentration, memory, enhanced arousal and reduced boredom. By implication, learners' positive states of mind mean a strong sense of life, and a healthy existence.

Aggleton et al. (2010) claim that life circumstances affect people's health and well-being. Eloff and Ebersohn (2004) assert that learners who exercise and are physically fit often report less health challenges in their lives than those who do not exercise and are less fit. Exercise slows down the aging process, leads to a better self-image, allows sleep that is more restful and improves people's work performance and attitudes (Eloff & Ebersohn, 2004).

Bookwala and Boyar (2008) unearthed that poor psychological well-being was associated with excessive body weight. In the study, learners who were obese and overweight experienced negative psychological well-being than their counterparts. Overweight girls felt bothered by the teasing, insults, harassment, and negative judgements from peers. Affected girls held a negative body image and experienced body dissatisfaction. Similarly, Brewer et al. (2014) revealed that excessive body weight was associated with negative emotions and low self-esteem. Affected learners reported a poorer quality of life and difficulty building social relationships. This shows that satisfaction with physical appearance and self-image contribute to learners' psychological well-being (Chow, 2010). Brewer et al. (2014) recommended that teachers should instil good health habits in learners such as physical exercise to achieve well-being.

- ***Substance Dependence***

According to Mwamwenda (2004), the use of drugs creates a state of dependence, which may be either psychological or physical or both. A child becomes physically dependent on drugs when he or she is compelled to continue using drugs in order to avoid adverse withdrawal effects. However, both physical and psychological dependence are detrimental to the well-being of the person. Visser and Routledge (2007) claim that substance dependence affects the psychological well-being of drug users. Substances such as nicotine, alcohol, alcohol concoctions, inhalants and illicit drugs alter the state of psychological well-being of persons and may have a negative effect on a learner's perception, emotion, cognition, motor function and behaviour (Visser & Routledge, 2007). In the same vein, Azizan et al. (2013) assert that substance dependence causes social, economic and health challenges, including mental health problems. A learner fails to think well due to effects of drugs (Visser and Routledge, 2007). Learners are still growing, and their brain systems may suffer due to the negative effects of drugs. Substance use in adolescent learners may cause serious behavioural problems such as truancy, school dropouts, delinquent activities and sexually immoral activities.

Azizan et al. (2013) undertook a case study that revealed that some learners who were involved in drug abuse had a substance dependence disorder. Such adolescents were vulnerable to alcohol poisoning due to a lower body mass and metabolic processing of alcohol (Aggleton et al. 2010).

Learners may engage in substance abuse to get recognition in their peer group, or to relieve anxiety or boost self-confidence (Eloff & Ebersohn, 2004; Mwamwenda, 2004). Misuse of drugs usually

occurs because it makes learners feel better, less unhappy, less alienated, less different, and less concerned about the past or the future (Eloff & Ebersohn, 2004). Drugs fulfil learners' needs that are unmet in other healthier ways.

Learners who abuse drugs score low on measures of psychological adjustment and are more likely to be maladjusted. Steinberg et al. (2011) note that at age seven, children who later became frequent drug users as adolescents did not get along well with other children; they did not show concern for moral values, were not trustworthy or dependable, and were not self-reliant. As eleven-year-olds, these children were deviant, emotionally volatile, stubborn, and inattentive. The research study concluded that learners who abuse substances are likely to experience psychological disorders and experience learning challenges at school. The learners may encounter physical health challenges and become involved in deviant activities including crime, delinquency, and truancy.

2.4.1.2 Gender Differences with Regard to Psychological Well-Being

Schools are moving towards the empowerment of all learners to achieve self-actualisation and self-satisfaction. Roothman et al. (2003) note the existence of social stereotypes and marked gender differences among learners, including those related to psychological well-being. Learners differed according to the gender composition of their physical, cognitive, emotional and social spheres. Gender differences surfaced in emotions and the motivation to learn. The study found no gender differences to do with social aspects, independence and satisfaction with life, suggesting that the general psychological well-being of males and females in that group was comparable. Both males and females were able to control both their positive and negative emotions. The findings reveal minimal gender influence on psychological well-being.

2.4.1.3 Cognition and Psychological Well-Being

This section discusses the extent to which learners' realistic view of life, cognitive curiosity and the need to master things in life affects learners' psychological well-being. Literature gathered show that cognitive factors predict learners' psychological well-being (Rathi & Rastogi, 2007).

- ***Realistic View to Life***

Rathi and Rastogi, (2007) posit that a realistic view of life is a strong prerequisite for psychological well-being. Life should have meaning and purpose. A realistic view of life entails making sense, order, or coherence out of one's life. For this reason, schools set goals to accomplish over time. For this reason, a healthy school life involves learners pursuing goals, finding out what they are

good at, exercising such talents and realizing their potentials. Therefore, a good understanding of school life makes learners to model good behaviour, emotions and perform highly (Rathi & Rastogi, 2007). Learners gain a sense of purpose, personal worth, and fulfilment.

Research studies indicate that schools should focus on goals and objectives that improve learners' lives. There is need for learners to experience self-actualisation in their school life. Learners need to experience life that is comprehensive, manageable and meaningful. Rathi and Rastogi, (2007) contend that learners who score high in terms of quality and purpose of life also score high in psychological well-being. By implication, there is a clear relationship among the three; meaning in life, personal satisfaction and psychological well-being. In other words, Learners who perceive learning to be meaningful experience greater psychological well-being than learners who do not perceive it that way.

Purpose in life is a goal to accomplish something that is meaningful to the self and of consequence to society (Machelle et al. 2015). Learners without clear learning goals are more likely to experience disorder and in turn, engage in deviant and risky behaviours, such as drug abuse, early sexual activity, school withdrawal, and anti-social behaviours, (Machelle et al. 2015). The findings are consistent with the existential theory, which suggests that a purpose in life provides a sense of potential and instils possibilities for a future life, without which life is meaningless (Machelle et al. 2015). A realistic view of life decreases the risk of negative psychological factors (depression, anxiety, stress, sense of hopelessness) and acts as a buffer against psychological ill health (Blazek et al. 2015).

A realistic view of life promotes learners' well-being by providing a sense of personal consistency that may cushion the negative consequences of perceived developmental life changes (Burrow et al. 2013). It is a way of achieving a coherent self and sense of psychological well-being. Having a realistic view of life acts as a shock absorber that dampens the effects of perceiving negative changes.

- ***Cognitive Curiosity***

Mussel, (2013) asserts that curiosity is a feeling of deprivation persisting in exploratory behaviours. It involves interest in and giving attention to novel perceptual stimulation. Learners who are curious like to acquire knowledge and to relate with their teachers. Such socially curious

individuals aim to gratify their own needs (Neto et al. 2022). Learners who experience conditions of uncertainty at school experience cognitive curiosity.

According to Frumos and Labar (2013), curiosity increases learners' abilities to perceive environmental stimuli. They engage in exploratory behaviour, seeking and processing information and get stimulated to find more about their environment. They strive to make sense of the environment, once presented with a degree of uncertainty. Curiosity ignites the need to investigate the environment in order to discover new information. The complexity of the new situation diminishes, and ambiguity is removed when new ideas have been developed (Mussel, 2013).

Kalka and Pawlowska, (2015) posit that cognitive curiosity involves the urge to solve issues, and expand one's knowledge, find solutions to information gaps and be ready to adapt to changes. Learners apply cognitive curiosity to accept changes and adaptations and thinking of events in different possible ways. Seeking activeness and cognitive openness strengthen learners' self-confidence. Kalka and Pawlowska (2015)'s study reveal that cognitive curiosity leads to improved psychological functioning and positive health. It is a means for acquiring new knowledge and offering new solutions to novel situations. Thus, cognitive curiosity is associated with openness to ideas, intrinsic motivation to learn, knowledge acquisition, elaborative information processing, and risk taking. Individuals engage in learning activities with the intention of developing skills, gaining competence and promoting understanding. Learners are engaged in information seeking through collaborative and self-regulated learning.

Cognitive curiosity is stimulated when the learners' environment is incomplete, inconsistent and novel, driving learners to learn more in order to improve their knowledge base (Kashdan et al. 2017). Knowledge gaps cause anxiety, disinterest and avoidance tendencies in learners. Learners' curiosity occurs as individuals recognise a gap in their knowledge and are motivated to seek the information that will relieve the feeling of deprivation. Lack of, or little stimulation causes learners to become disinterested and demotivated; subsequently withdrawing from the learning activity.

Kashdan et al. (2017) indicate that cognitive curiosity enables a learner to adapt to his or her environment well. It leads to increased competency and self-confidence. A learner driven by cognitive curiosity enjoys novelty, is inquisitive, innovative, and has a broad range of interests. Learners' experience of an increase in cognitive curiosity and becoming focused on learning addresses the psychological needs of autonomy, content mastery, personal growth and self-

actualisation. It is good to encourage curiosity in school because this raises the overall motivational level for learning. Highly curious learners have the tendency to increase and resolve conceptual conflicts.

Weiss and Garcia (2015) indicate that learners expect a pleasurable outcome from curiosity ventures, in and outside school. The cognitive curiosity that learners have about learning tasks influences their motivation to accomplish the tasks. Learners who believe in their ability to reach their goals pursue them with vigour. Such engaged learners are less likely to abandon school before completion. This highlights that learners' interest and curiosity are essential ingredients to performance and persistence.

- ***The Need to Master Things in Life***

Siddiqi et al. (2016) posit that learners who value the need to learn in life are more likely to tackle new situations, regardless of their ability. Such learners view learning situations in positive light. They engage in a process of understanding, evaluating, analysing, and applying information gathered from experience. Siddiqi et al, (2016) posit that learners who mastered school goals showed a stronger zeal for success, preferred tasks that were challenging and used effective learning strategies.

According to Pina-Watson et al. (2015), learners with ambition work very hard to address challenges while maintaining effort and interest over time. In support, Siddiqi et al. 2016) opine that optimistic learners display higher levels of coping skills and lower levels of disengagement in a challenging situation. On the contrary, learners suffering from academic scepticism think that excelling in school will not help to achieve future success (Pina-Watson et al. 2015). They exhibit low levels of aspiration and expectation of performance, which hamper the pursuit, and attainment of worthwhile goals.

2.4.1.4 Affective Aspects Related to Psychological Well-Being

Individual factors that influence learners' psychological well-being include positive self-concept, motivation to work and learn, autonomy, resilience, emotional intelligence and absence of stress. Below I discuss these factors.

- ***Positive Self-Concept***

Self-concept is a set of qualities, capacities, deficiencies, values and relationships that people know to be descriptive of them (Awan et al. 2011; Matovu, 2012). It encompasses people's overall appraisal of their self-worth (Mabekoje & Okubango, 2009).

Murray and Phillipson, (2016) note that self-concept is the basis for all motivated behaviour in learners. Therefore, teachers have the capacity to build or lower learners' self-concept. It follows that a learning environment that offers opportunities for achievement will promote the development of a positive self-concept (Skaalvik & Skaalvik, 2009). Learners who lack opportunities to experience in-school success are likely to feel frustrated (Mabekoje & Okubango, 2009). Frustrated learners underachieve and develop anti-school behaviours.

In addition, McFarland et al. (2016) argue that teacher-learner relationships can influence learners' self-concept. When teachers show affection, emotional stability and support to learners, the latter will internalise positive aspects of the relationship by developing positive self-concept. However, when teachers are emotionally dull, neglectful, or punitive, learners may develop negative self-concept, and view themselves as unworthy and incompetent (McFarland et al. 2016).

Sahranavard and Hassan (2012) postulate that a learner with high self-concept may engage in a more health-related activity when an opportunity arises, whereas a learner with low self-concept would display feelings of hopelessness. Low self-concept undermines the learners' ability to work independently and complete assignments (Mabekoje & Okubango, 2009). Learners who are committed to enhancing their self-concept must do so in a classroom atmosphere of positive social values (Mabekoje & Okubango, 2009).

Awan et al. (2011) alluded to the fact that positive self-concept plays a significant role in the learner's well-being. Learners with a positive self-concept are acceptable, respectful and likable to peers, and teachers. Such learners have an opportunity to acquire self-acceptance, self-respect attributes and self-confidence. The level of learners' self-concept predicts the extent to which they accomplish emotional, social and academic tasks successfully (Awan et al. 2011).

Kaur (2012) undertook a study that compared high self-concept learners with low self-concept learners. Teachers indicated that learners with a high self-concept were more co-operative and persistent in schoolwork and had low anxiety. Low levels of self-concept correlated negatively with learner well-being. In addition, teacher-learner relationships strongly influenced their

academic performance and adjustment to school requirements. The social context had a powerful influence on self-concept.

- ***Motivation to Work and Learn***

Awan et al. (2011) view motivation as an internal psychological state that is concerned with the arousal and persistence of behaviour. It controls the selection, activation and sustained direction of behaviour. Motivation deals with the expenditure of effort to achieve a goal, providing energy that drives learner behaviour (Kocabas, 2008). Motivation provides the driving force to propel learners into action (Awan et al. 2011).

The need for achievement is a psychological motive that leads to learner success (Awan et al. 2011). Learners who are motivated to work and learn show greater persistence in the face of obstacles and greater use of effective learning strategies (Rubie-Davies, 2011). Intrinsically motivated learners engage in learning opportunities because they are enjoyable, interesting or relevant to meet their psychological needs (Froiland et al. 2012). Such Learners maintain their interest and effort beyond their formal classroom lessons. They seek to learn more about a subject of interest because they find enjoyment and deep purpose in learning (Froiland et al. 2012).

According to Papi and Abdollahzadeh (2011), if learners enjoy doing an activity, want the activity, believe that it is an important activity and perceive that there is little or no cost in doing the activity, they become more motivated to engage with the task. Those learners who are not motivated enough to accomplish long-term goals in education may not do so no matter how talented they are, how appropriate the curricula are, or how high the quality of teaching is. Learners who fail at something through lack of effort think they can be successful in subsequent tasks if they expend effort. Low motivation affects their performance in a negative way. The reduced motivation will lead to low achievement, hopelessness, sadness and despair (Klem & Connell, 2004; Rubie-Davies, 2011).

- ***Autonomy***

Park et al. (2012) observe that fully functional learners display high levels of autonomy. Fully functional learners harbour confidence, enjoy a sense of freedom and experience a sense of well-being (Age & Oddrun, 2014; Park et al. 2012). The fulfilment of the need for autonomy enhances learners' psychological well-being and school learning. Autonomy promotes comprehension, high performance, creativity, healthier lifestyles and higher levels of psychological well-being (Deci &

Ryan, 2008). Learners high in autonomy are more likely to monitor and regulate their learning, persist in the face of difficult or boring tasks and manage their time and study environment more effectively (Pintrich & Schrauben, 2012).

- ***Resilience***

Resilience refers to the process of getting rid of the negative effects of risks, and coping successfully with negative experiences (Korze, & Niemann, 2013; McKeering et al. 2021). It entails the ability to adapt in the face of trauma or stress (Foster, 2013; McKeering et al. 2021). Resilience is the ability to become strong during difficult times and to rise above difficult situations. Learners who prove to be remarkably resilient can deal with adversity, hardships and challenging behaviour.

Matos and Simoes (2016) indicate that resilience mediates the level of psychological functioning in learners. Resilient learners not only recover; they experience growth and strengthening. Learners develop strategies for reducing their own vulnerability in the classroom (Landry & Cooper, 2014). Resilience brings control and order into learners' lives. Positive thoughts and emotions produce emotional resilience and through emotional resilience, positive mental health can be attained (Foster, 2013). Resilience prevents negative consequences, such as low academic achievement, dropping out of school, mental health problems, and negative emotions (Lin, 2016).

According to Matos and Simoes (2016), when exposure to certain risks is 'managed', it leads to stronger resistance to similar risks. If the risks persist, they can lead to a depletion of coping resources in learners. Cognitive strategies of emotional regulation that include attention control, and reappraisal of stressful events, can prevent the development of negative consequences, including depression.

The way learners deal with crises determines whether their future development will be healthy, positive and psychologically sound. Learners should be able to face stressful situations effectively (Lavassani et al. 2011). It is important to develop resilience to realise psychological well-being. In a research study carried out by Weyns et al. (2021), high-ability learners showed high resilience, and less conflicted relationships with their teachers and better school well-being than average-ability peers did. This was consistent across all grades.

- ***Emotional Intelligence***

Gomez-Baya et al. (2016) posit that emotional intelligence refers to a set of skills to process emotional information accurately and efficiently such as the ability to perceive, assimilate, understand and regulate emotions. Emotional intelligence determines how well learners comprehend and express themselves understand others and relate with them. By implication, emotional intelligence influences the psychological well-being of learners to the extent that emotionally intelligent learners accept themselves and others' feelings. They can manage emotions and put things into the correct perspective. Learners with good emotional intelligence possess high emotional self-awareness, and self-actualisation.

Khosla, (2008) propounds that emotional intelligence is important in learners' lives as a coping mechanism. Learners' emotional intelligence can sustain their social, physical and emotional states. Psychological crises may cause tensions, depression, anxiety, distress, and many other psychic problems. If such crises are not resolved successfully, they can trigger frustration, aggression, discontentment, helplessness and rage in learners. Learners with challenged emotional intelligence are unable to resolve psychological crises because of failure to think logically. Learners' negative emotions disrupt cognitive processes such as thinking, memory, reasoning, decision-making, and problem solving (Khosla, 2008). Learners may display irritability, guilt, distrust, grief, anxiety, and fear. Such negative emotions ignite behaviour, which may be both physically and psychologically harmful. Affected learners may withdraw from social interaction In, and outside the classroom.

Emotional competencies constitute an important resource for learners (Gendron et al. 2016). Such emotional competencies promote the healthy, social and emotional development of learners (Kirkcaldy, 2015). Emotional intelligence makes learners regulate their emotions, deal with emotional distress, cope with classroom demands and relate better with their teachers and peers.

Matos and Simoes (2016) indicate that boys have significantly lower emotional intelligence than girls do. The low emotional intelligence is associated with externalizing behaviours more frequently such as through aggression and delinquency.

- ***Absence of Stress***

According to Suldo et al. (2008), events causing psychological and cognitive strain in learners constitute stress when they exceed the individual's emotional and behavioural repertoire. Stress

may threaten learners' well-being and resultantly, compromise learners' coping abilities (Cole et al. 2004). When learners perceived stress gets beyond their capabilities, they develop negative attitudes, thoughts and behaviours. Excessive stress produce anxiety, depression, and health problems in learners (Jung et al. 2012). Problematic characteristics that include hostility, intolerance and rigidity ensue in learners, contributing to their negative interaction with significant others.

When stress overwhelms learners, it causes dire consequences for learners' lives. Learners tend to avoid social contact and become emotionally maladjusted. They feel safety in isolation, detachment and self-reliance regardless of the view that attachments are important for learners' existence as well as well-being. Inability to deal with stress can cause psychological problems, among them frustration, aggression, rage, discontentment and hopelessness. Stress disrupts present state of well-being due to emotional strain. It affects learners' ability to be responsive and effective in the classroom. Negative feelings influence cognitions negatively. Stress leads to a breakdown in cognitive functioning (such as thinking) decision-making abilities and problem-solving capabilities. At the psychological level, stress causes tension, depression, anxiety, distress, anger and insomnia in learners, symptoms that indicate poor psychological and social adjustment (Qin, 2008).

Some stressful events can be tolerable and beneficial when they act as energisers of worthwhile endeavours. Learners may show resourcefulness such as coping that allow them to experience external stress without experiencing compromised functioning (Suldo et al. 2008). Some learners leading stressful lives may not show physiological or psychological symptoms of stress while other learners may become physically and psychologically ill (Cole et al. 2004). According to the psychological flexibility perspective, fully experiencing one's emotions, even when they involve negative reactions, can enhance psychological well-being (Klein et al. 2022). Emotions serve important functions in the motivation of individuals to respond to threats and rewards they encounter.

Stress is associated with fatigue and loss of motivation (Cole et al. 2004). Over time, stress contributes to difficulties in academic learning and general well-being. Learners may fail to think logically. Negative emotions disrupt various cognitive processes as thinking, memory retention, reasoning and decision-making. Stressed learners may experience various kinds of negative

feelings such as irritability, guilt, distrust, grief, anxiety, rage, fear and helplessness. Negative cognitive biases in the thinking process predispose learners towards depression, lethargy, pessimism, discontentment and unhappiness among other things (Cole et al. 2004).

In a research study carried out by Suldo et al. (2008), high-achieving learners were capable of managing academic demands without harmful effects on their social-emotional functioning. Research results indicate that behaviours of high achieving learners are unique in terms of stress, and mental health. The research findings did not confirm the view that stress is associated with poor functioning. Academic and social-emotional functioning depends on the ways in which learners cope with the stress. Learners may attain important positive indicators of adolescent functioning such as academic achievement, life satisfaction, subjective well-being, and academic success despite having suffered from stress at some point.

The absence of stress can promote positive mental health and optimal psychological functioning in learners (Falconiers et al. 2015). Learners who are functioning well psychologically can plan, control, and adapt their thoughts, feelings and actions very well (Durand-Bush et al. 2015). Learners without stress have high self-esteem and possess quality interpersonal skills. They strive for self-improvement and self-actualisation (Durand-Bush et al. 2015). The absence of stress leads to good working relationships, high levels of trust, good time management skills, motivation to learn and active involvement in learning, appropriate choice of learning tasks, emotional well-being, life satisfaction and school enjoyment (Falconiers et al. 2015).

2.4.1.5. Influence of Social Relationships on Learners' Psychological Well-Being

Learners' social relationships are an important factor that greatly influences their psychological well-being. The social relationships consist mainly of those with parents, teachers and peers.

2.4.1.5.1 Parent-Child Relationship and Psychological Well-Being

Parent-child relationship is a critical factor that influences children's well-being and adjustment. This section explores how parenting styles affect children's psychological well-being.

Research studies indicate that good parenting tends to be associated with good child mental health whereas bad parenting increases the risk of emotional challenges (Beiser et al. 2013; Garcia et al. 2020). Supportive parenting involves praising, talking, playing together or socializing with children, whilst harsh parenting involves applying punitive measures, yelling at, and scolding

children. Warm and responsive parenting styles are associated with good parent-child relationships. Parenting that lacks warmth and involvement is associated with symptoms of anxiety, aggression, hostility and the insecure attachment of children (Bee et al. 2014).

Garcia et al (2020) argue that authoritative parenting encourages children to be independent but still places limits and controls on children's actions. In turn, Lin and Billingham (2014) postulate that authoritative parenting fosters children's secure attachment and positive well-being. Learners raised by authoritative parents tend to achieve positive outcomes because their parents exhibit nurturance, sensitivity, support, reasoning, consistency and affection to their children. Authoritative parents provide emotional security necessary for meeting children's psychological needs of relatedness, autonomy and competence. For this reason, children of such parents display maturity, independence, are pro-social, active and achievement oriented (Grant, 2022).

Research indicates that authoritative parenting style reduces mental disorders and promotes mental health (Khodabakhsh et al. 2014). In addition, such parenting style reduces adolescent behaviour problems, school avoidance, and negative impact of stress on health and operates as a predictor of high educational attainment (Khodabakhsh et al. 2014). Parents who use the authoritative style tend to adopt a flexible and adaptive parenting modality, which addresses the developmental needs of children (Qin, 2008).

Authoritarian parenting is a restrictive punitive style in which parents compel children to follow their directions and respect their work and effort (Kong & Yasmin, 2022). Parents who pursue the authoritarian style tend to demand discipline from their children and only allow them minimal autonomy (Lin & Billingham, 2014).

Unlike in an authoritarian parenting style, a permissive parenting style involves parents being moderate in their responsiveness to their children's needs (Grant, 2022). Permissive parents exhibit a high level of tolerance towards their children's behaviour and do not impose restrictions over them (Lin & Billingham, 2014). They are less involved in their children's lives resulting in children lacking in self-control, maturity and autonomy (Kong & Yasmin, 2022). Children from permissive parents are often immature and may have low self-esteem. Studies show that during adolescence, such children may exhibit truancy and delinquency, low self-control, irresponsible and self-centred behaviour (Lin & Billingham, 2014). They may fail to progress in school due to negligence and non-involvement by their parents.

Children of negligent parents rarely learn to control their behaviour (Kong & Yasmin, 2022). Such children may be domineering, egocentric, non-compliant, and have challenges in peer relations (Lin et al. 2008). Negligent parents are likely to hold a cold and distant relationship with their children (Lin & Billingham, 2014). They respond to their children's needs with hostility and rejection at certain times. Neglect from parents can have a negative impact on physical and emotional well-being of children that lasts into adulthood (Lim, 2010). Neglected children are likely to face a high risk of social rejection and feelings of incompetence.

In conclusion, parent-child interaction, relationships, and parenting styles do affect the mental health of children (Khodabakhsh et al. 2014). A change in parenting style causes a change in mental health status of children. Different parenting styles contribute to different parent-child relationships, which in turn may contribute to different psychological adjustments in children (Qin, 2008).

2.4.1.5.2 Peer Relationships and Psychological Well-Being

Peer relationships matter a lot in the lives of learners, especially the regulation of their psychological well-being and other learner outcomes (Laundry & Cooper, 2014). According to Shaikh and Petare (2022), affiliation is a predictor of psychological well-being under the domain of personal growth. The subject of peer relationship covers peer acceptance, bully-victim relationships and peer pressure.

- ***Peer Acceptance***

Research studies indicate that adolescents spend more time with their peers than with their parents during adolescence (Bond, et al, 2014). Adolescents' peer networks determine the degree of exposure to behaviours, not all of which are health promoting. Yugo and Davidson in Bond et al. (2014) note that high levels of peer connectedness are associated with good health and self-worth, but are also related to alcohol, tobacco and drug use. Research studies on the association between social relationships and adolescent mental health reveal that peer acceptance (involving intimacy and support) is positively related to mental health, while negative friendship qualities (such as conflict, pressure and exclusion) are related to increased levels of both anxiety and depression (Bond et al. 2014).

Peer acceptance leads to positive perceptions of the individual learners and their peers in Landry and Cooper (2014)'s view. Classmates accept views from peers as trustworthy. A study by Belts

and Rotenberg in Landry and Cooper, (2014) found out that six and seven-year-old learners who viewed their peers as trustworthy adjusted well in the classroom compared to those who thought peers were generally untrustworthy.

According to Landry and Cooper (2014), classroom friendships constitute an important conduit for psychological well-being. Participation in supportive friendships contributes to learners' psychological well-being and adaptation to school. Landry & Cooper (2014) assert that learners who maintain or form new friendships in their classrooms tend to develop more favourable school perceptions than peers who do not easily develop friendships. Learners' friendship status and friendship quality tend to influence their emotional and psychological adjustment, for instance, learners with friends feel well supported in school and experience high levels of emotional well-being. Learners without friends feel lonely and depressed while peers, especially friends, experience emotional support and security.

School belonging encompasses learners being accepted, valued, included, and encouraged by peers in the classroom setting (Ellerbrock et al. 2014). Peer-accepted learners feel important in class, are intrinsically motivated and enjoy learning. Learners feel safe in the classroom when supported by peers, both academically and emotionally. Studies specify that adolescents are often preoccupied with peer approval and acceptance, reflecting the desire to fit in (Ellerbrock et al. 2014). Such learners exhibit a sense of school belonging, adhere to classroom rules, are absent less frequently, avoid risky behaviours and are less likely to drop out of school. They experience low levels of maladjustment, but enhanced psychological well-being (Jose & Pryor, 2010). In Ellerbrock et al. (2014)'s study, all learners overwhelmingly agreed that being known and accepted by peers is important in fostering school belonging. Peer acceptance was important to all learners in the investigation as it promoted learners' sense of belonging, well-being and school success. Peer group rejection was an adverse relationship that interfered with learners' psychological well-being. One-way those adolescents' social ties might affect their mental health and well-being is through negative relationships (Bond et al. 2014).

- ***Bully-Victim Relationship***

Bullying may be physical (biting, kicking, shoving, tripping), verbal (teasing, harassing, name-calling), social (public humiliation or exclusion), or psychological (intimidation, manipulation),

(Steinberg et al. 2011). Cyber-bullying (voice calls, text messages, instant messages, e-mails, videos, photographs) has become a massive problem in schools, (Johnston, Tankersley et al. 2014).

Learners frequently bullied by peers fall into two behavioural groups, namely non-aggressive (passive) victims and aggressive (proactive) victims (Owusu, 2013). Non-aggressive victims tend to exhibit solitary, sensitive and submissive behaviours (Ladd et al. 2014; Landry & Cooper, 2014). Aggressive victims more often display conduct problems, and manifest over-reactive, negative emotional states such as anger, impulsivity, irritability, and dysregulated affect (Landry and Cooper, 2014). Learners bully peers they perceive to be easy prey.

Peer bullying is associated with school maladjustment including absenteeism, poor academic performance, disengagement, and school avoidance (Landry & Cooper, 2014). Learners exposed to high levels of peer bullying dislike school. They become emotionally anxious, physically weak, socially isolated, and low in self-esteem. Ladd et al. (2014) argue that effects of bullying on learners depend on whether victims are aggressive or non-aggressive. They say that non-aggressive victims tend to show solitary, reserved, and submissive behaviour, while aggressive victims manifest negative emotional states like impulsivity, anger and irritability (Landry & Cooper, 2014).

Ladd et al. (2014) studied six to ten-year-old learners and highlighted that bully-victim relationships trigger psychological distress and fear in affected learners. Bully-victim relationships affect learners' self-confidence and self-esteem in a negative way. Victims report high levels of anxiety, hurt and loneliness (Ladd et al. 2014; Landry & Cooper, 2014; Steinberg et al. 2011). Victims who fight back tend to be impulsive, easily provoked, have low self-esteem, and are often unpopular with their peers (Ladd et al. 2014; Steinberg et al. 2011). Bullied learners may find it difficult to trust others (Ladd et al. 2014). Such learners fail to form and sustain close relationships.

- ***Peer Pressure***

The need to feel accepted influences the behaviour of members in peer groups. The improved self-worth and self-esteem of learners links their feeling of belonging to peers (Oberle et al. 2010). Learners who feel accepted by their classmates enjoy better health and well-being compared to those who do not (Almouist et al. 2013).

Not all peer influence is negative, and spending more time with peers does not always translate into trouble (Howard, 2004). Peers can provide models on how they should behave in social situations. Peer groups can allow teenagers to explore interests, to test their ability to form intimate peer relationships and to relinquish psychological dependence on parents while retaining a sense of belonging. Peer groups can provide positive experiences such as autonomy, emotional support and friendship building and maintenance (Howard, 2004).

According to Schad et al. (2008), peer pressure may mount on children as they conduct themselves in peer groups. Peers may force an individual to comply with group decisions or behaviours. Members of a peer group are encouraged to uphold peer group choices, ignoring the peer's choice or reason for it.

Howard, (2004) also indicates that peer groups are influential regarding changes in learners' intrinsic value for school and general well-being. Associating with learners who share a positive feeling towards school enhances the learners' own satisfaction with school, whereas associating with friends who have negative attitude towards school decreases the satisfaction. Learners may experience anxiety or frustration when unable to follow the dictates of their peers (Howard, 2004). Peer pressure may compel learners to do something they are uncomfortable with (Howard, 2004; Schad et al. 2008) and this can lead to loss of individual values. Learners may lose their taste of school life and start liking the preference of the peer group. Victims adopt particular lifestyles by force (Howard, 2004; Oberle et al. 2010). Some learners may engage in absenteeism, truancy and school withdrawal because of peer pressure (Dunne et al. 2013).

Research shows that peer pressure has a greater influence on adolescent behaviour than any other factor, accounting for deviant behaviour and anti-social behaviour among adolescents (Dunne et al. 2013). This is because adolescents spend more of their time with peers than with adults. As a result, peer pressure can lead to loss of individual values. Dunne et al. (2013) assert that pressure from the peer group can lead to experimentation with alcohol and drugs, sex, and high-risk behaviours. Further, research indicates that peer pressure positively predicts aggression in adolescents (Eldeleklioglu, 2007). Adolescents adopt particular lifestyles because of pressure of the peer group to which they belong. Peers tend to be more influential in day-to-day matters such as type of dress, taste in music, and choice of friends (Berk, 2006).

2.4.1.5.3 Teacher-Learner Relationship and Psychological Well-Being

Teacher-learner relationship involves teachers and learners combined insights over each other, (Zhang, 2022). These insights contribute to upcoming interactions between them. Henry and Thorsen (2018) view teacher-learner relationship as an accumulation of multitudes of momentary connections. Teachers that provide genuine, secure, and meaningful interaction act as key attachment persons (Zhang, 2022). Intimacy entails the openness, warmth and friendship in the communication between teachers and learners. In the moments of contact, a process of co-adaptation occurs where the teacher and learner influence each other's cognitive, emotional, behavioural and motivational responses (Korthaagen et al. 2014). In a contact moment, the teacher and the learner become present to one another, open and willing to communicate with one another. Research highlights that non-verbal behaviours occur such as eye contact, a relaxed posture and expressions of pleasure. In a moment of contact, teachers and learners develop mutual understanding. Positive emotions emerge between the teacher and learner. Hagenauer and Volet (2014) indicate that people express the need to belong and a strong desire to form and maintain enduring interpersonal relationships.

Pianta et al. (McFarland et al. 2016) identify three aspects of teacher-learner relationships, namely closeness, conflict, and dependency. Similarly, Zhang (2022) identifies connectedness, nervousness, independence /dependency, and peaceful/conflicting as behaviours of teacher-learner relationships. Closeness involves warm interactions and open communication. A close teacher-learner relationship entails mutual respect, trust, warmth and little conflict between the two (Zheng, 2022). Conflict involves negativity and discord. Peacefulness develops in strong relationships, whereas conflict occurs in undesirable relationships. Dependency involves learners' attachment and tendency to over-rely on the teacher. Nervousness is the level of learners' discomfort with the teachers. According to Pianta et al. (1995) quoted in Zhang, (2022), a close relationship is characterised by warmth, open communication, and support, while a conflicted relationship is characterised by anger and hostility.

The way the teachers and learners interact with each other in class can influence learners' feelings about the teacher and the class (Zhang, 2022). Consequently, a close teacher-learner relationship involves low levels of conflict and high levels of closeness (Cornelius-White, 2007). Such a relationship embraces affection, warmth, and open communication between teachers and learners.

This is in line with the attachment theory, which proposes that learners need to develop an affectionate bond with teachers to feel safe (Lynch, 2013; Cornelius-White, 2007). A secure attachment punctuated by a good teacher-learner relationship provides the base to which the learner can depend on during a stressful event and from which the learner can safely explore during good times (Lynch, 2013). Learners develop insecure patterns of attachment that are negative for their development if teachers are not sensitive and responsive in interactions with them (Bakadorova & Raufelder, 2018).

Conflict, dependency or closeness marks learners' attachment to teachers (Portilla et al. 2014; Cornelius-White, 2007). The dimension of conflict describes insecure relationship patterns. Learners with insecure attachment patterns may seek too much contact with teachers by either creating conflict or by being too dependent. An insecure attachment can also manifest in learners avoiding interaction with teachers. Teachers may experience difficulties developing relationships with insecurely attached learners and may subsequently have lower levels of affection for them than the more cooperative learners may.

There is a strong relationship between the quality of teacher-learner relationship and psychological well-being (Fosen, 2016; Lynch, 2013; Zakaria et al 2021). Adolescent learners who are securely attached experience greater satisfaction with themselves. Emotional and psychological challenges may result from the actual or threatened disruption of sound relationships. The maintenance of a teacher-learner bond provides a sense of security. By contrast, threatened or actual loss of attachment relationships produce anxiety, sadness, depression and anger in learners. In their study, Liu et al. (2015) unearthed that learners with developmental vulnerability and a close relationship with teachers stood a better position relative to comparatively affected peers who lacked such a relationship. The reason could be that learners with a positive relationship with their teacher find it easier to solicit guidance and support needed for optimal development. This support is important for vulnerable learners because they are often unable to get it.

The quality of teacher-learner relationship matters for learners' social and academic performance at school as it cultivates good working habits (Portilla et al. 2014). Warmth and respect indicate teacher-learner relationship that exhibits high closeness, with learners seeing their teachers as a source of security. High sensitivity from teachers reduces the effects of a negative family experience on learners who have insecure attachments with their parents. Learners' risk for

maladaptive behaviour reduces. Therefore, positive interactions with teachers may benefit learners who exhibit problematic behaviours at school. A good teacher-learner relationship has a healing effect on problematic behaviour and is associated with positive psychological well-being (Smith & Amushigamo, 2016).

A negative teacher-learner relationship poses risks to learners' psychological well-being (Portilla et al., 2014). Conflict with teachers may negatively affect learners' sense of belonging. Research indicates that a negative teacher-learner relationship is associated with greater school avoidance, less self-directedness and cooperation (Portilla et al. 2014)

Allen et al. (2013) identified three key facets of teacher-learner interaction, namely emotional support, instructional support, and classroom organization. The emotional support domain entails warmth and sense of connectedness in the classroom, negativity in the classroom, teacher sensitivity and regard for adolescent perspectives (reflecting the teacher's ability to recognize learners' needs for autonomy, active roles and peer interactions in the classroom). Classroom organization embraces teacher's ability to use effective methods to attract desirable learner behaviour and prevent misbehaviour. Instructional support deals with teacher presentation of content, analysis and problem solving and quality of feedback provided to learners. Adequate emotional and instructional support and good classroom organisation create a favourable environment for high quality teacher-learner interaction, which culminates in a positive teacher-learner relationship. The presence of positive teacher-learner relationships contributes to basic needs satisfaction over the course of adolescence (Bakadorova & Raufelder, 2018).

It is critical to explore factors that influence teacher-learner relationship in order to regulate adolescent learners' development effectively. Adolescents' sensitivity to the rapport they establish with teachers in school settings is critical for their psychological well-being and school success.

2.4.1.5.3.1 Teacher Characteristics and Learners' Psychological Well-Being

The school environment and teacher qualities affect teaching performance (Jennings and Greenberg, 2009). To this end, teachers' warmth and sensitivity contribute to healthy teacher-learner relationships. Therefore, teachers should be good relationship builders who achieve high-quality relationships with all their learners (Gurland & Evangelista, 2015).

Sava (2002)'s study showed that teachers high in social and emotional competence are proactive; skilfully use their emotional expressions to promote enthusiasm and enjoyment of learning, and guide and manage learners' behaviour. Such teachers are good role models of desired social and emotional behaviour (Jennings & Greenberg, 2009). They regulate their emotions in healthy ways that facilitate positive classroom outcomes.

Research revealed that it is difficult for teachers to be warm and supportive when learners' behaviour thwarts teachers' initiatives to instruct, and the school culture promotes punitive control measures, (Jennings & Greenberg, 2009). Teachers may encounter situations that provoke negative emotions such as anger, frustration, contempt, and sadness. Emotionally challenging events that teachers face may involve interactions with behaviour maladjusted learners. Learners at risk of developing behavioural disorders and emotion regulation difficulties need a supportive relationship with teachers (Hick et al. 2009).

The capacity to deal with the emotional experiences of learners in the classroom is an important aspect of teachers' professional competency (Jennings & Greenberg, 2009; Hick et al. 2009). Teachers' support and sensitivity to learners' behaviour positively influence learners' social, academic, and emotional development (Jennings & Greenberg, 2009).

- ***Influence of Gender and Age of The Teacher***

Research findings point to a strong association among age, gender of the teacher and learner's performance (Portilla et al. 2014; Madill et al. 2014). Portilla et al. (2014)'s study found that old female teachers performed better than newly qualified teachers did. In the study, teachers reported more closeness to girls, but more conflict with boys (Portilla, 2020). Boys were distractible and less persistent on tasks, indicating that boys had issues with self-regulatory skills. Girls were more likely than boys to have close relationships with teachers. Teacher-learner relationship got less close in junior grades than in elementary school (Madill et al. 2014). This implies that teachers of young learners put great emphasis on the provision of emotional support, whereas upper-grade teachers believed they should focus more on instruction (Madill et al. 2019).

Tatum, et al.'s (2013) study revealed that boys and girls receive different amounts of attention from teachers. Boys received a higher level of teacher attention, more directions and precise feedback when compared to girls. In a related study Tatum et al. (2013), noted that female teachers created an atmosphere in which both girls and boys felt comfortable to participate in class

activities. Female teachers created a classroom environment more conducive to students' participation than their male counterparts did. Female teachers built supportive relationships with their students, set high expectations, and utilized good teaching practices (Tatum et al. 2013). However, Shah and Udgaonkar (2018)'s study revealed no significant differences in relation to preference of male to female teachers. Teachers earned better student evaluations if they demonstrated both competency and warmth.

Research findings indicate that age is an important factor in teacher-learner relationship (Shah & Udgaonkar, 2018). With age, teachers become experienced, and they know how to develop the potentials of learners and make learners understand their self-worth. Teachers feel enthusiastic and competent to maintain high standards (Archambault et al. 2012). However, teachers' enthusiasm deteriorates as their age advances, which may be due to the boredom of teaching same content over several years and added responsibilities.

- ***Influence of Qualification of the Teacher***

Wayne and Young's (Hamid, et. al, 2012) study revealed that learners benefit from teachers with reputable cognitive characteristics, who know how to design and deliver their knowledge to diverse classes effectively. This shows that teachers' cognitive abilities influence teacher-learner relationship and learners' academic performance.

Alonzo et al. (2012), argue that teachers with strong subject matter knowledge influence learners' achievement and well-being in a positive way. Although teaching entails knowing subject matter and transferring that knowledge to learners, it is possible to sit in a classroom in which a brilliant teacher is unable to translate his or her expertise in a way that is comprehensive to service (Alonzo et al. 2012). Teachers should be able to connect content to learners' own capabilities in ways that make the content meaningful.

- ***Influence of Teacher Experience***

Aslam et al. (2016) indicate that teachers' knowledge to teach influences learners' academic performance and teacher-learner relationship. Learners gain satisfaction from learning, teaching methodology and supporting services. Effective knowledge sharing and teaching skills are associated with good teacher-learner relationship and high learner performance.

Aslam et al.'s (2016) study indicated that teacher skills, methodologies and knowledge sharing, mediate the association among teacher experience, teacher qualification and learner satisfaction.

Learners' level of satisfaction can be positive when the school system meets their expectations. If the teacher uses effective teaching methodologies and demonstrates a good grasp of the subject content, then learners are more likely to be satisfied and develop a good teacher-learner relationship.

Kara et al.'s (2017) study revealed that teacher experience had an effect on the quality of emotional support provided by teachers to learners. Teachers who had more experience had lower quality scores on the emotional quality domain. Teachers with a long teaching experience felt exhausted and had difficulties exercising patience, tolerance and calmness. Kara et al. (2017) claim that when teachers practice the profession for a long time, their motivation could decrease, and they may not feel the same excitement about being a teacher as before. The other problem could be the generation gap between the teachers who have long experience and young learners in primary schools (Kara et al. 2017). The generation gap could create difficulties in teachers to be insensitive to learners' needs and interests.

- ***Influence of The Teacher's Socio-Economic Status (SES)***

Socio-economic status (SES) is associated with teacher-learner relationship climate (Barile et al. 2012). High SES is associated with better teacher-learner relationship climate and resultantly good academic performance. In support, Xuan et al. (2019) reveal that learners belonging to families with higher socioeconomic positions were more likely to produce children with higher cognitive aptitudes and accomplishments. Furthermore, compared to low SES schools that are struggling financially, schools with abundant resources may be able to attract teachers who are more competent and able to devote more resources to teaching and learning. Such teachers may apply appropriate instructional and classroom management strategies with high prospects of positive teacher-learner relationships because of back-up support from their school. Students and teachers who get along well hold positive expectations and values for success (Xuan et al. 2019).

Comiskey et al. (2012), in a study of income dynamics, found out that the effects of poverty are cumulative, and that family income and poverty levels are significant factors that influence how learners develop cognitively and behave. Learners from poor family backgrounds derive little benefits from an impoverished education system and they suffer psychologically as a result. Persistent financial stress impairs the teacher-student relationship, learner well-being and academic performance.

In summary, research studies indicate that there are variations in the patterns of classroom interactions and teacher-learner relationships in schools. The lack of information warrants further research.

- ***Influence of the Personality of the Teacher***

Carl Rogers' client-centred model emphasizes positive teacher-learner relationships (Cornelius-White, 2007). The model underscores the importance of qualities such as empathy and warmth, which enhance well-being (Santrock, 2008). Teacher empathy entails reacting to learners' feelings with an emotional response that matches learners' feelings. Teachers who foster genuineness, care and empathetic understanding with learners attract positive teacher-learner relationships (Cornelius-White, 2007). Teachers who take a personal interest in learners nourishes learners' psychological well-being. Teachers who are flexible, supportive, friendly, and warm relate well with learners.

Relationships between teachers and learners depend heavily on personality qualities including extraversion, emotional stability, openness to new experiences and consciousness. Personality traits that relate to teacher-student relationships are extraversion, openness, conscientiousness, friendliness, and agreeableness (Jong et al. 2014). Extraversion relates to how outgoing and talkative a teacher is, while openness is about being creative and receptive to new ideas. Conscientiousness relates to adherence to rules and regulations, while agreeableness deal with how well a person gets along with others. Agreeableness and extraversion in learners are traits associated with positive mental health. Hammid et al. (2012) indicate that extraversion, agreeableness and relatedness are significant predictors of teachers and learners' psychological well-being.

Teachers with a friendly profile are higher in positive mental health than teachers who are less extravert and agreeable. Individuals with high levels of openness are more willing to accept new ideas, adapt or change habits, and these factors may improve relationships. Jong et al. (2014) assert that friendly teachers adopt conflict-resolution strategies such as negotiation, which increase their chances of maintaining positive relationships with learners. Such friendly teachers function better in interpersonal relationships with learners than less friendly teachers. Teachers meet their learners' psychological needs by establishing a personal and caring relationship. They become approachable, open, and share humour.

- ***Influence of the Self-Concept of the Teacher***

Teachers' self-concept influences classroom practices including teacher support for learning. According to Kelly and Zhang (2016), teachers with a high self-concept are more likely to provide a classroom environment that supports learning and interaction with students in more warm, responsive, positive ways than teachers with a lower self-concept do. Aspects within the academic environment such as interactions with teachers shape academic self-concept (Hargrave et al. 2016). Positive interactions with teachers encourage learners to engage more cognitively and affectively. Hargrave, et al. (2016)'s study on teacher-learner interactions and their impact on achievement-related outcomes detected that supportive teacher-learner relationships are important for learners' school achievement and psychological well-being.

- ***Influence of Teacher Motivation and Attitude***

Learner motivation and teacher-learner relationship are correlated (Archambault et al. 2012; Awan et al. 2011; Klem & Connell, 2004). When teachers have high expectations and commitment, learners become more motivated, feel more competent when they are learning and refrain from avoidance strategies when facing difficulties (Archambault et al. 2012). Teachers' confidence in learners' potentials and ability to learn has a positive motivational effect on learners. Learners show negative behaviour when teachers have low motivation, maintain low expectations and doubt their ability to succeed. Teachers' negative attitudes interfere with learners' self-perception and learning (Awan et al. 2011)

Archambault et al. (2012) assert that teachers who are motivated to work are usually satisfied with their own work and their learners' behaviours and learning abilities. In a research study, teachers who felt enthusiastic and competent were able to extend their enthusiasm to learners by maintaining high standards and contributing to learners' academic performance. The teacher's motivation influenced learners' coping strategies for undertaking classroom work (Archambault et al. (2012). In support, Klem and Connell, (2004) contend that motivated learners persist even when they face challenges.

Archambault et al. (2012), postulate that teachers with positive attitudes towards learners interact more with them and offer them positive feedback, which promotes good teacher-learner relationships, learning and performance. Teachers' positive attitude affects learners' motivation, because motivated teachers use effective strategies to manage learners' behaviours and learning.

Teachers develop fewer expectations for low achieving learners and disapprove their work and behaviour. Teachers encounter difficulties teaching low achieving learners and maintain negative attitudes towards them

Bernaus and Gardner, (2008) stressed the need for teachers to adopt appropriate teacher behaviours, maintain a pleasant and supportive atmosphere in the classroom and build good relationships with learners. By forming acceptable beliefs and attitudes, becoming more goal-oriented, making the curriculum relevant, and setting realistic expectations for their students, teachers can embrace learner motivation. In addition, teachers should maintain motivation by improving the quality of the learning experience, increasing learner self-confidence and creating learner autonomy. Teachers should give feedback on time to boost learner self-actualisation. It is important that teachers encourage learners to accomplish challenging tasks, expend greater effort to learn, persist longer when success is not immediate, and make greater use of effective learning strategies, (Rubie-Davies 2011).

- ***Influence of Teachers' Teaching Style***

According to Raza and Irfan (2018), teachers equip learners with content partly through building positive relationships with them. Learners gain confidence when they see that teachers value their prior knowledge and skills and are encouraged to improve on them each time, they learn new things (Megwalu, 2014). When learners are able to learn, to connect new knowledge to what they already know, organize and apply information in ways that make sense to them, this results in deeper understanding and creates autonomous, independent learners (Gurland & Evangelista, 2015).

Learners report greater support with an autonomy-supportive teacher than a controlling one. Teachers strive to provide developmentally appropriate tasks for learners to make choices, demonstrating to the learners that their opinions and perceptions are valued, encouraging learners to pursue activities or solve problems in their own way, giving them reasonable latitude to be in charge of their own behaviour with only a minimum of imposed controls. Controlling learners means pressurizing them towards specific outcomes.

Research findings indicate that learners who have positive feelings about their teachers tend to do better in school and those who have negative feelings are dissatisfied with the learning process

(Weiss & Garcia, 2015). By implication, learners' perceptions of their teachers' teaching style are important determinants of teacher-learner relationship and performance.

2.4.1.5.3.2 Teacher as Classroom Leader

Smith and Amushigamo, (2016) assert that teachers as leaders set the direction of values, cultural norms and basic assumptions in the school organization, including learning activities, relationships, dress, communication, norms and standards, beliefs, feelings and perceptions that shape the behaviour of learners. This section explores the effect of classroom atmosphere, classroom organization, trust, personal involvement and exercise of authority on teacher-learner relationship and psychological well-being.

- Classroom atmosphere

Poulon (2017) posits that teacher-learner relationships are important for learners' adjustment in classrooms. A positive climate of relations in classrooms is more likely to occur when teachers have positive social-emotional competences. Poulon (2017) reported a study, which established that a teacher's social-emotional competences are important for healthy teacher-learner relationships. Conflict in teacher-learner relationships turned out to be the most robust contributor to learners' emotional and behavioural difficulties.

Frelin (2015) reveals that an orderly classroom environment is associated with good teacher-learner relationships and effective instruction. This means having easy access to teachers and the creation of a relaxed atmosphere among learners is extremely important. Frelin (2015) purports that caring educational relationships that include establishing a warm and accepting atmosphere are important psychological well-being factors. In addition, Frelin indicates that warm and supportive teacher-learner relationships are part of the wider school climate that connects learners to their school. Frelin (2015) highlights the home-like atmosphere of the school that helps to facilitate the building of trusting teacher-learner relationships, where teachers and learners are physically close and meet occasionally.

In support, Guo et al. (2012) reported a study, which showed that exposure to teachers who were sensitive and responsive predicted learners' good performance in early language and literary skills and contributed to closing reading gaps for learners who were at risk. Classroom climate predicted instructional quality and interactive classroom environment.

According to Gascoigne (2012), a positive classroom atmosphere is more pleasant and enjoyable for learners and teachers alike. This implies that there is a relationship between learners' well-being and classroom context. This means that feeling comfortable with one's teacher contributes to one's psychological well-being. Certain teacher behaviours like smiling at learners and engaging in small talk are necessary to maintain good rapport between teachers and learners. Such teacher behaviours and strong teacher-learner connections produce a strong classroom climate.

Barile et al. (2012) opine that teacher- learner relationship climate influences learner outcomes. If learners interact well with teachers, consider that the teaching is effective and perceive that their teachers are interested in them, they may not drop out of school even if they struggle academically, because of their positive relationship with their teachers. This means that learners who are contemplating dropping out of school may not do so if their teachers are warm and supportive. The reason advanced is that caring and supportive teachers compensate for difficult school experience. Positive teacher-learner relationships may foster learners' sense of belonging in school and promote a warm school climate, which in turn may facilitate learners' academic success.

- ***Classroom Organization***

Classroom organization focuses on teachers' management strategies of learners' behaviour (Wagner et al. 2016). In classrooms with good organization, teachers may apply proactive behaviour management strategies to prevent misbehaviour and monitor classes closely to keep learners engaged in tasks. Teachers establish predictable and consistent routines so that learners know expectations for their behaviour (Kadima et al. 2015). Such teachers strive to use time productively and provide a variety of materials that support learning. The prevention of any form of disruption results in constructive use of time and enhanced learner involvement in learning. Learners' sense of purposefulness and deep connection to teachers help learners to build positive self-regard, personal growth and mastery (Thoonen et al. 2011). Thoonen et al. (2011) concluded that cooperative, friendly, and collegial relationships, open communication and free exchange of ideas may provide emotional and psychological support for both learners and teachers.

Kadima et al. (2015) observed that learners who experienced close teacher-learner relationships displayed good behaviour. Higher levels of closeness afforded learners to express their needs and feelings in order to function independently and responsibly. Their research findings linked teacher-

learner closeness to positive management in school. In tandem with that, Madill et al. (2014) note that feelings of belonging may have an energetic function, awakening enthusiasm, interest, and willingness to participate in academic activities. Teachers must be especially skilled in organization, management, and appropriate teaching strategies among other things. In contrast, teacher-learner conflict was not a significant predictor of good classroom discipline. Conflict relates to problematic behaviours in the classroom and negative adjustment. Perceived teacher-learner conflict may reflect a challenging classroom characterized by negative and hostile teacher-learner relationships.

- ***Trust of the Teacher***

According to Marroquin and Nolen-Hoeksema, (2015), trust involves an individual's ability to take on risk, with a sense of confidence and security in the partner's reliability and predictability. Trust is associated with close social relationships and contributes significantly to teacher effectiveness, particularly around the area teacher-learner relationship. Marroquin and Nolen-Hoeksema (2015) contains a study, which, showed that lack of trust in teachers, and learners account for poor performance and unstable teacher-learner relationship.

Heynes and Rothmanns (2015) established that trust involves the willingness to accept vulnerability towards one another and to take risks within the relationship. Learners should be willing to allow teachers to have significant influence over their lives. Although trust entails loyalty, openness, caring and supportiveness, it does not automatically follow that school learners have trust in their teachers. They may not engage in trusting behaviour towards their teachers. Heynes and Rothmanns (2015) presented research findings, which, showed that not all teachers engage in trustful relationships with their learners. One variable noted is teachers' experiences in life and work situations, which affect their relationship with learners and other teachers. The teachers have lived experiences, which may influence the way they handle learners and organise the learning environment. Untrustworthy relationships between teachers and learners may affect the well-being of learners in a negative way. When the trustful relationship does not work in the classroom environment, teachers may put a lot of time and energy into controlling learners, asking them to be quiet, to listen and to work.

In Lilja (2013)'s study, trust refers to the 'we- relation'. In order to obtain the 'we- relation'; teachers need to relate to learners with natural trust since trust is spontaneous and part of human

development. School life would be worthless if teachers and learners met each other with mistrust. Trustful relations between teachers and learners are necessary for teaching to work. Such a relationship in schools is mostly mutual.

Research studies indicate that students perform better academically in environments with higher levels of trust than in places with lower levels of trust (Lemerle, 2005, McKay, 2011). By fostering, an environment that builds trust, tolerance of diversity and difference, value for individual contributions and interactive networks, the overall functioning of the school is enhanced (Schaubman et al. 2011). When learners have warm and trusting relationships with their teachers, they have a better chance of positive school outcomes (Schaubman et al. 2011).

- ***Personal Involvement***

A high level of influence and affiliation characterises an effective teacher-learner relationship (Jong et al. 2014). Influence refers to the extent to which the teacher determines what happens in the classroom, ranging from submissiveness to dominance. Affiliation refers to the emotional distance between teacher and learners, ranging from hostile to warm.

Teacher-learner relationship calls for personal involvement of the teacher. Teachers need to demonstrate honesty, connectedness, respect and care for learners. This is important for promoting learner integration that is beneficial to both teachers and learners.

Hagenauer and Volet (2014) assert that affective and support dimensions constitute quality teacher-student relationships. The affective dimension describes the bond built between learners and teachers, forming the basis for secure and affective relationships. Teacher-learner relationships provide the support component for learners' success.

When learners think teachers support their academic work in the classroom their confidence in their academic potentials increases (Liu et al. 2015). Liu et al. (2015) reported a study, that revealed that learners with developmental challenges and close relationships with teachers enjoyed more advantages when compared to affected peers who lacked such relationships. Learners who had a positive relationship with their teachers found it easy to elicit the guidance and support needed for optimal development. In a study of Chinese left-behind children's emotional and behavioural adjustment, Liu et al. (2015) discovered that personal involvement by teachers promoted the acquisition of good social, behavioural and self-control skills in left- behind children. In the study,

left-behind children viewed caring, and responsive teachers as attachment figures from whom they received warmth and emotional support.

- ***Authority***

Teachers exercise a relative degree of power over the teaching-learning process (Harjunen, 2012). The teachers' authority affects how the teacher interacts with learners in the classroom. Research studies have shown that power is relational in that teachers and learners may exercise power over each other (Harjunen, 2012). If teachers' techniques and behaviours dominate, then a pattern of teacher dominance prevails. In a pattern of teacher dominance, teachers resort to power to deal with challenging interactions affecting the teaching-learning process. Teachers may manifest behaviours such as giving direct orders, manipulating feelings and emotions, and paying unequal attention to learners. However, if teachers' and learners' techniques and behaviours are in balance, a pattern of empowerment will emerge. Such teachers are willing to share power with learners when making decisions. Teachers who adopt a pattern of empowerment allow for interactions that flow smoothly, in an ideal atmosphere, in the ethos of mutual presence, trust, responsibility, and appreciation. Both learners' and teachers' voices are respected.

Aha and Rodkin, (2014) and Harjunen, (2012) agree that dynamic interactions in the classroom affect the stability of control over the teaching-learning process. It is because of teachers' authority that classrooms become environments of order, or chaos. In effective classrooms, teachers build positive teacher-learner relationships by showing emotional support to learners and guiding classroom dynamics towards learning, avoiding disruption. Teachers influence learners' socio-emotional outcomes through responsive teaching and emotional support. Teachers' beliefs and attitude as well as teachers' knowledge of the social characteristics of their learners influence the building of positive teacher-learner relationships (Aha & Rodkin, 2014). Teachers' unwillingness to exercise power allows learners to use their own techniques such as group pressure, show their emotions, misbehave and free to do as they please (Harjunen, 2012). In this case, learners and teachers operate under an environment of chaos (Aha & Rodkin, 2014).

According to Thoonen, et al. (2011), the exercise of power by teachers has many implications. Teachers may not show their power physically, but in the way, they organize different routines in the classroom. When teachers exercise power over learners using positive reinforcement techniques that include humour, persuasion, praises and rewards learners feel good. Effective

teachers show concern for the well-being of learners by avoiding artificial rules and a dictatorial structure (Harjunen, 2012). Such teachers create a learning experience built in an open and positive atmosphere of mutual understanding (Harjunen, 2012). Teachers avoid creating frustrating classroom environments that inhibit a good teacher-learner relationship. They provide individual support and intellectual stimulation to learners.

According to Tauber (2007), an interactionist teacher builds relational power through communication and showing care for learners. Learners collaborate with the teacher because they identify with the teacher. Tauber (2007) propounds that learners prefer working with caring and friendly teachers who are strict, providing clear rules and routines. Good teacher-learner relationships are likely to lead to learners agreeing with, and following the teachers' rules of behaviour because learners would have internalised teachers' values about schoolwork. However, coercive discipline strategies can cause harm by disrupting learners from their work, not promoting responsibility in learners for their behaviour, and increasing angry learner responses.

Brekelmans et al. (2002) assert that teacher dominance behaviour influences teacher-student relationship in the classroom. For this reason, the classroom environment of authoritative teachers is well structured, pleasant, and task oriented. The authoritative teacher develops closer relationships with learners. Brekelmans et al. (2002) further alludes to the fact that learners have more freedom with tolerant teachers than with authoritative teachers. Tolerant teachers allow learners to work at their own pace and the classroom environment might be a little bit strange. Tolerant and uncertain teachers appear disorganized. While the tolerant teachers are interested in learners' lives, their academic expectations are not evident. Directive teachers aim for high standards and are demanding, while the repressive teacher exercises rigidity.

Smith and Amushigamo (2016) reported on a study of secondary schools, which, revealed that an effective school leadership creates a school culture that reflects respect, care, a sense of belonging, trust, positive relationships, motivation, recognition, and collaboration. Such leadership promotes good teacher-learner relationship because of shared leadership roles, mutually drawn.

2.4.1.5.4 Influence of Quality of Instruction on Teacher-Learner Relationship

A review of the influence of quality of instruction on teacher-learner relationship takes into account three important aspects, namely instructional clarity, learner centredness and learner engagement.

- ***Instructional Clarity***

Instructional quality influences teacher-learner relationship and learner performance (Wagner et al. 2016). It consists of all classroom interactions that enhance learners' cognitive, affective and motivational development. Instructional quality is associated with a deep approach to teaching, in which learners are able to integrate learnt material into the larger body of knowledge, allowing for the acquisition of course material (Campbell & Cabrera, 2014).

Teacher behaviours associated with instructional clarity include providing concrete examples and definitions, speaking fluently and organizing materials with transitions and outlines (Lee et al. 2012). When instruction is clear, learners learn more and feel positive about both the teacher and the course. According to Lee et al. (2012), activities run smoothly, learning episodes are brief and meaningful, and time spent dealing with misbehaviour is little in a good learning environment. Instructional clarity is positively associated with good teacher-learner relationship and effective teaching.

Learners exposed to a deep approach to learning are more likely to experience positive feelings about the learning process (Wagner et al. 2016). Such learners grasp the connections among ideas and engage in reflective learning. A deep approach to learning emphasises learning for the purpose of gaining knowledge, skills and values (Campbell & Cabrera, 2014). The approach has a motivational effect on learners (Campbell & Cabrera, 2014). Learners who are engaged in problem solving, content mastery and skills development enjoy supportive relationships with teachers (Wagner et al. 2016). Learners who share close relationships with teachers enjoy school learning and interact with peers well (Allen et al. 2013, Hamre, & Planta, 2022).

Time on task is an important measure of instructional effectiveness because it provides learners with a maximum opportunity to learn (QECD, 2009). Quality time teachers spend on actual teaching and learning is a predictor of quality learning. Learner-oriented teaching practices help maintain learner attention and collaboration (QECD, 2009). Learner-oriented practices have a positive effect on the classroom disciplinary climate. Teaching is a demanding job, especially when teachers should accommodate learners exhibiting behaviour problems (Scott et al. 2014). In the absence of effective discipline, learners tend to experience failures that often result in many negative school outcomes. Teachers who adopt effective teaching methodology and good mastery

of subject content are able to provide strong instructional clarity, by so doing influencing learners' achievement and well-being in a positive way (Alonzo et al. 2012).

- ***Learner Centredness***

Learner centredness entails the development of learning programmes and materials, which focus on the learner, recognizing and building on their knowledge and experience, and responding to their needs (Nkhoma, 2002). The approach recognises and builds on learners' knowledge, skills, abilities and experience, to meet their needs. The teaching of content considers characteristics of learners, with emphasis on different learning styles and rates of learning in the learning process. Wohfarth et al. (2008) contend that teachers who embrace learner-centred teaching use content not as a collection of isolated facts, but as a way for students to critically think about the big question at hand.

Learner-centred teaching considers learners' needs during the design and delivery of instruction (Smart et al. 2012). Learners may develop a full understanding of content taught, so that they continuously learn and adapt their knowledge as their life circumstances change. Teachers determine what to teach to learners (Pillay, 2002). Effective teachers do not treat information as static, but perceive it in terms of the individual learner and his or her social and cultural situations. Teachers who use rich situational settings to capacitate learners with knowledge and skills encourage a better person-environment fit and enhance learners' motivation, performance and psychological well-being (Khosravi et al. 2022). This strengthens learners' school satisfaction and quality of school life.

Learner-centred teaching is associated with improved teacher-learner relationships because of its appeal to social interaction. Learners assume a proactive role and self-direct their learning (Young et al. 2014), by so doing boosting their self-image and teacher-learner relationship. The teacher is able to accommodate the needs of learners.

According to Wohfarth et al. (2008), teachers become co-learners with students in learner-centred teaching. The approach emphasises active learning, and problem-based learning. Learner-centred teaching expects teachers to move along a continuum beyond 'doing something to learners' (teaching) to 'partners in the learning experience as opposed to recipients. The teaching process should embrace critical thinking, self-management skills and a strong trust in learners (Wohfarth et al. 2008). Teaching should allow for the exchange of ideas and good communication that result

in high performance, social interaction, positive relationships and psychological well-being (Thoonen et al. 2011). Teachers should get into close contact with learners, employ active learning strategies and provide prompt feedback (Cullen & Harris, 2009). Learners' self-esteem improves when they exercise learning power and control, leading to positive psychological well-being. Thoonen et al, (2011) indicate that learner-centred pedagogy is associated with high performance and psychological well-being. Although learner-centred teaching has become quite common in schools, more evidence that is empirical to establish its association with teacher-learner relationship and learners' psychological well-being is required.

- ***Learner Engagement***

Corso et al. (2013) posit that engagement comprises the engagement of learners in thought, feeling, and action. In particular, engagement in feeling refers to students' sense of connectedness to, interest in, and zeal for learning. Signs of active engagement include attending and contributing to class, following school rules, completing assignments, studying and concentrating on academic tasks. This means teachers should demonstrate cooperative interpersonal behaviour to enhance learners' psychological well-being (Gallagher et al. 2017).

Rimm-Kaufman et al.'s (2015) study propounds that teachers engage learners when they demonstrate effective teaching skills. To this end, teacher enthusiasm, feedback, and content knowledge are critical for engagement. In addition, positive and supportive teacher-learner relationships are also integral to learner engagement. The way teachers relate to learners as well as what and how they teach, matter in a teacher-learner relationship matrix. Learners engaged behaviourally, cognitively, and emotionally in school feel good about themselves, and experience quality school life (Corsor et al. 2013; Rimm-Kaufman et al. 2015).

Archambault et al. (2012) highlight that learners are sensitive to the manner teachers manage their academic success and difficulties. Teachers are more satisfied with the work and behaviour of high performing learners than underachieving ones. Archambault et al. (2012) eports on a study of teacher beliefs as predictors of adolescents' cognitive engagement and achievement in Mathematics showed that in some classes, students engaged more, and achieved better outcomes than in others. The nature of teacher-learner relationships among other factors caused the differences. Enthusiastic teachers maintained high standards and good teacher-learner

relationships. Teachers showed positive expectations towards learners, and provided positive feedback, aspects that promoted a good teacher-learner relationship.

Corso et al. (2013) declare that learner engagement leads to a variety of desirable academic and life outcomes. The more learners are engaged in their schoolwork, the more likely they are to perform well academically, obtaining higher grades and higher scores on standardized tests (Corso et al. 2013). Promoting learner engagement can improve their perceptions, well-being, and performance, in keeping with the goals of education (Butler, 2012).

Corso et al. (2013) argue that learners who are well engaged in school are more likely to be satisfied with their lives, feel better about themselves, and enjoy higher work quality in life. They are less likely to engage in maladaptive behaviour. Arguably, a class of learners who are focused, attentive, mentally stimulated, and having fun, makes the teacher enjoy being in the classroom. Furthermore, when engagement is high and disciplinary issues are minimal, the teacher spends more time and effort promoting learning, and less time managing distractions.

Rimm-Kaufman et al. (2015) point out the need for learners to show interest in the subject taught, pay attention and collaborate with teachers. This is in tandem with the expectancy-value theory, which highlights that learner engagement takes place when learners value learning and expect to be successful in a subject. Rimm-Kaufman et al. (2015) cite a study, where rich learning environments supported learners' engagement and promoted positive teacher-learner relationships. Teachers who showed high expectations for learners' work, monitored learners' progress and, provided scaffolding produced a higher level of student engagement. Learners with supportive teachers reported working hard. They enjoyed learning and sharing materials.

Cornelius-White's (2007) meta-analysis study conducted in the United States of America depicts a close link between teacher-learner relationships and learner engagement. The study observed that good teacher-learner relationship increased learners' engagement. In addition, Hamre et al. (2023) highlights that at-risk learners in classrooms with strong teacher support have same achievement levels as their low-risk peers, while at-risk learners in less supportive classrooms have less achievements and more conflict with teachers.

2.4.2 External Factors

This section discusses the influence of external factors on learners' psychological well-being. It covers factors within family and school systems.

2.4.2.1 Factors within the Family

Bjarnason et al. (2012) posit that factors within the family may exert tremendous influence on learners' psychological well-being. This section discusses the influence of family structure, home circumstances, parenting styles, marital relationships and religious practices within the family on learners' psychological well-being.

- **Family Structure**

Bjarnason et al. (2012) contend that family structures affect the development and well-being of children. Family structures, which include intact families, divorced families, adoptive families, one-child families, a family with siblings and single parent families, vary in their influence on children's psychological well-being (Osborne et al. 2012; Griessel et al. 1993). They are dynamic systems (Osborne et al. 2012).

- **Intact Families**

Studies indicate that children from an intact family experience greater emotional support and social integration than children from single-parent families (Steinberg et al. 2011; Walton & Takeuchi, 2010). Such children receive support for maintaining a healthy lifestyle from the intact family (Walton & Takeuchi, 2010). The presence of both parents may cushion the effects of traumatic life experiences on children. In addition, intact families have economic, social, and psychological advantages that lead to better health and emotional well-being (Walton & Takeuchi, 2010).

Children from intact families have significantly higher life satisfaction than children from other family types (Bastaits & Mortelmans, 2016; Bjarnason et al. 2012). They are well taken care of and socialized in the best possible way (Uchenna, 2013). Both maternal and paternal support boost children's self-esteem (Bjarnason et al. 2012). Parental support, characteristic of intact families, promotes the well-being of children (Bjarnason et al. 2012).

Learners in intact families have a higher degree of closeness to their parents and lower level of psychological distress, compared to learners in divorced, blended, or single parent families (Falci, 2006). Learners from intact families are physically healthier, and have less psychological stress

than the separated, widowed, divorced, adoptive and single parent family structures (Walton & Takeuchi, 2010). Such learners enjoy a sense of security, belonging, and direction, which ensure purposeful living (Fahey et al. 2012). Children growing up in stable, intact families benefit from more effective parenting, closer emotional ties to parents, and less exposure to stressful events (Golombok et al. 2016; Gosselin et al. 2015).

- ***Divorced Families***

Differences in the way learners cope with stressors from the divorce process depends on differences in the severity of the stressors (Ormrod, 2023; Symoens et al. 2013). There are differences in learners from divorced families on a variety of outcomes, including behaviour challenges, emotional state, self-esteem, academic achievement, and social relationships (Hazlett, 2013). Steinberg et al.'s (2011) study revealed that children from divorced parents aged six to eight years expressed grief, fear, and longed for their parents to be reunited. Older children (nine years and above) reacted more with anger, often directed at the parent they held responsible for the divorce. Gharaibeh, (2015) asserts that children from divorced parents responded to divorce with insecurity, loss of self-esteem and repressed feelings of anger and loss, which could manifest as aggression or withdrawn behaviour. These outcomes translate into negative child psychological well-being.

Divorce may have negative consequences on learners' well-being (Gharaibeh, 2015; Hazlett, 2013). The absence of one or both parents in the family creates health challenges and causes children to feel neglected (Gharaibeh, 2015). Divorce is associated with health effects in learners such as sleep disturbances, loss of appetite, weight loss, headaches, and loneliness (Gharaibeh 2015; Hazlett, 2013). Anxiety can trigger sleep disturbance and affects the ability to focus on schoolwork. Findings from Gharaibeh's (2015) study show that children from divorced parents exhibited emotional instability that include loneliness, worry, anger, fear, depression, anxiety, low self-esteem and low self-confidence.

Divorce may trigger punitive or relaxed child rearing practices in the home (Steinberg et al. 2011). Divorced parents may enforce authoritarian, permissive or detached parenting practices. Yet, other divorced parents may compensate for the divorce by being caring, responsive and authoritative during parent-child interaction. Research shows that the quality of child rearing practices in homes affects children's vulnerability and resilience to divorce (Tallor et al. 2015).

Children from divorced families may lose familial sources of socialisation in the event of relocation (Steinberg et al. 2011). Divorce may cause social network losses and sole child custody. Children and adolescents of divorced parents are likely to complain about lack of friends and problems relating to peers (Gharaibeh, 2015). Children from divorced parents may exhibit behavioural problems, in particular antisocial behaviour, unlike adolescents from intact families (Gharaibeh, 2015).

Gharaibeh (2015) referred to a research study indicating that divorce causes many schooling effects including lack of concentration, poor school performance, absenteeism, school dropouts, and adolescent delinquency. Learners of divorced parents showed hyperactivity, low self-confidence, uncertainty, and low social acceptance. They appeared less socially adjusted.

However, divorce may bring relief indirectly by strengthening the idea that one is better off without one of the parents, especially the violent one (Symoens et al. 2013). Times of misunderstanding, pain and grief are hard for both parents and children. Custodial parents who successfully adjust to the divorce and who provide a stable environment may bring up children with well-balanced emotions geared for success (Symoens et al. 2013).

Parents need to remain attached to their children if their children are to experience psychological growth and strength (Hazlett, 2013). Close contact with both parents and peers is a predictor for psychological well-being (Steinberg et al. 2011). Although divorce can be stressful and devastating, parenting involving high support and high control can improve the situation of the child (Bastaitis & Mortelmans, 2016; Heradstveit et al, 2011).

- ***Adoption Families***

Adoption can have negative effects on children's psychological well-being (Rosnati et al. 2013; Heradstveit et al. 2011). Children in adopted families may face challenges when adoptive parents fail to discharge their duties and responsibilities well (Rosnati et al. 2013). Prospective adoptive parents may be living a low-quality life and experiencing low psychological well-being (Hogstrom et al. 2012). Such parents may experience loneliness, isolation, anxiety and depression (Qinm 2008). In turn, adopted children may have decreased quality of life due to lack of quality child-care (Hogstrom et al. 2012). Such children may experience developmental challenges that emanate from adverse experiences such as poor diet, neglect, abuse, and psychological deprivation (Rosnati

et al. 2013). Children in adoptive families may fail to feel that their adopted parents are warm and supportive. In effect, adopted children with poor attachment relationships grow up to be antisocial adults lacking the capacity to make close, rewarding relationships (Walton & Takeuchi, 2010).

Marais's (2012) study found that adoptive children had low self-concept perpetuated by feelings of rejection by their biological parents. Children's contact with their own biological family is psychologically beneficial to them. Adoptive children exhibited externalised behaviour such as hostility, negativity, and other forms of oppositional behaviour to teachers and adoptive parents.

Research also shows that adoption has positive effects too. Some adoptive families experience high marital quality after having adopted children (Rosnati et al. 2013). Adoptive families obtain greater satisfaction with life and a higher family cohesion through adoption. Couples who experience infertility become parents with a very high level of commitment (Gibson, 2009), a strong inclination to raise children and to compensate for the lack of biological ties (Rosnati et al. 2013). Quality of relationships and psychological well-being in adoptive families get phenomenal boost (Rosnati et al. 2013; Gibson, 2009). A case in point is Hogstrom et al. (2012)'s study on children's quality of life and well-being in Scandinavia, which revealed that adoptive families had high psychological well-being and a sense of coherence.

- ***The One-Child Family***

The one-child family structure may influence children's well-being in a positive way (Bastaitis & Mortelmans, 2016). Children from such families tend to relate well with adults and accept their parents' guidance readily (Bynum & Thompson, 2007). Relationships in one-child families tend to be simple and basic, with the centre being children (Feng et al. 2014). Adult-child interaction is frequent and intense. Such families have little choice but to invest in their offspring, whether boy or girl. The traditional gender effect is often weak in such families. Even if the only child is a girl, the parents still focus their attention on her.

However, in some instances children with no siblings, exhibit emotional instability, are cold, hostile, and arrogant (Mottus et al. 2008). In a study reported by Fahey et al. (2012), children from 'only children's families' had higher incidences of psychological ill-health and poor social and emotional development. Poor psychological well-being among mothers as measured by depressive symptoms was associated with poor social and emotional adjustment among their only children.

Loneliness experienced by mother figures had a transference effect to only children. Children in ‘only children’s families’ were likely to suffer social isolation (Walton & Takeuchi, 2010). Only children tended to have poor social skills (Berk, 2009). They lacked effective conflict-resolution strategies learnt through sibling interactions (Berk, 2009).

- ***Children With Siblings***

Kaan-Deeder et al.’s (2017) study revealed that siblings in a family are an important source of emotional support. As children spend most of their time with siblings, intense interactions take place and sibling relationships become close. Siblings whose psychological needs are satisfied engage in quality interactions that support their autonomy.

Fahey et al. (2012) report on a study on effects of family size in Ireland families of nine-year-old siblings, which showed good social-emotional adjustment in large families. Good sibling relationships within stable families generated emotional closeness (Goldberg & Carlson, 2014; Fahey et al. 2012). Siblings experienced each other as warm and supportive (Fahey et al. 2012). In contrast, only children showed poor social-emotional adjustment.

Berk, (2009) propounds that siblings who establish a close bond in early years maintain the relationship during teen years. As children grow up, siblings tend to become close to each other and experience decreases in conflict (Jensen et al. 2018). However, during adolescence, siblings may become less close to one another (Berk, 2009). Adolescents may feel that young siblings who receive more attention from parents are taking their place in the family. Because of differences in power between siblings, some children may perceive their older siblings to be more domineering (Kaan-Deeder et al. 2017). Adolescents with oppositional tendencies are likely to place pressure on other children. They may compel other children to do things their way. Such children are likely to engage in substance abuse, delinquent behaviour, and associate with deviant peers. As siblings become independent, their sibling relationships become more a matter of choice (Jensen et al. 2018).

On the contrary, Walton and Takeuchi (2010) argue that there are very little effects engendered by family composition on health outcomes of children. Contrary to prior research findings, having siblings in the home had little effects on the psychological well-being of children. Research

findings refuted the claim that the extended family is sorely beneficial to the physical and mental well-being of children. Therefore, the effects of family size remain a grey area for research.

- ***Single Parent Families***

Single parent families' incapacity to cater for the basic needs of children may affect the children psychologically (Mece, 2015). Single parents with decreased psychological well-being may raise children with behaviour challenges. High levels of parenting stress may lead to child adjustment problems. Single parents execute many tasks, which can lead to responsibility overload due to the absence of the other parent in task sharing (Mece, 2015). Overlooking children's needs exposes children to various developmental risks.

Golombok et al. (2016) observed links between poor parenting quality and negative child outcomes in single-parent families. Parental mental health challenges and poor parenting quality can be associated with negative outcomes for children. Golombok et al.'s (2016) Millennium cohort study in the United Kingdom showed that children born to single mothers had high rates of psychological challenges associated with behavioural challenges, poor mental health and economic hardships. Single-parent families with working mothers failed to monitor their children against different kinds of neglect (Golombok et al. 2016). Mece (2015) argues that if monitoring by parents is weak, children experience neglect and emotional abuse. This means that parent sensitivity and responsiveness to children's needs influence their psychological well-being. High parental care promotes cognitive and social development, which nurture positive interpersonal relationships and behaviour (Stafford et al. 2016).

However, high parental care may be lacking in single-parent families. Single parents may be harsh and punitive (Mece, 2015). Little or no parental guidance leads to less effective functioning of single parents and provision of less emotional support to their children. Poor parental care affects children's psychological well-being in a negative way.

Some research studies conducted to determine the nature and extent of the influence of single parenting on the social and emotional development of children have focused more on children raised by female single parents. What may be outstanding is a study of the psychological well-being of children raised by male single parents.

2.4.2.2 Home Circumstances and Psychological Well-Being

The relationship between home circumstances and psychological well-being is dealt with under the sub-divisions' parental education level and support status, employment status and income, parenting practices, marital relationships and religious practices within the family. The suggested factors are symptomatic of home circumstances that influence the psychological well-being of learners.

- ***Parental Education Level And Support Status***

Schlechter and Milevsky (2010) portray a close link between parental education level and support status. Parents with good education may influence their children's thoughts about education through the support they give. Parents' level of education contributes to the psychological state of increased empowerment and decreased burnout (Rashkovits & Livne, 2013). Parents' educational attainment contributes to the creation of an environment conducive to learning for their children.

Educated parents tend to engage in strong family support services including contributing to the education of their children (Rashkovits & Livne, 2013). They place great importance on their children's educational achievement and encourage scholarly pursuits by their children (Chow, 2010). Educated parents participate in schoolwork such as helping their children with homework and attend school functions.

The level of parental involvement with school activities is stronger in elementary school than in middle school (Pianta, et al. 2023). Learners may reach a level where parental involvement is less likely (Schlechter & Milevsky, 2010). Parental involvement declines during adolescence, when parents allow their adolescents to express their autonomy to gain emotional and psychological independence from family. Adolescents may respond negatively to high levels of parental involvement (Schlechter & Milevsky, 2010). However, parental involvement in school activities may remain strong for parents who have children with positive discipline or school challenges compared to parents with children who lack such challenges (Kong & Yasmin, 2022; Schlechter & Milevsky, 2010).

- ***Employment Status and Income***

Poverty is a perennial problem for some families. Families with low income lack ways of meeting basic needs such as food, shelter and health requirements (Landry & Cooper, 2014). Parents raising

children in poverty face hardships that interfere with the positive caregiving. Economic hardships related to low income can lead to parents' psychological distress, which increases the likelihood of harsh parenting and low nurturance toward their children (Landry & Cooper, 2014). Impoverished children are more likely to encounter less favourable parenting practices such as coercion. Impoverished parents may apply unorthodox approaches to raising children, influencing the psychological well-being of children in a negative way. The childcare environments experienced by children from unemployed and low-income families, on average, are of poor-quality offering little in the way of intellectual stimulation or support for development, (Landry & Cooper, 2014). Low-income families struggle to provide warm and stimulating environments for their children. Unlike in poor homes, affluent homes offer a rich, cognitive and language-stimulating environment, which is conducive to children's psychological well-being.

Some children come from very low-income houses, which are crowded, and of poor quality (Landry & Cooper, 2014). Such children may experience poor attachment, low satisfaction and low self-esteem. Living in poverty makes children susceptible to high risks of air, water, and noise pollution, which may affect children's health. As the magnitude of exposure to poor living and learning conditions grows, children's psychological well-being is negatively affected. Economic hardships have negative influence on child mental health (Bee et al. 2014).

Children from poverty-stricken families may experience a negative emotional climate in the home (Bee et al. 2014). According to Badanes and Watamura (2014), low-income mothers may not communicate effectively with their children and may not show both verbal and physical affection towards their children than mothers who are not living in poverty. Low-income mothers may exhibit harsh temperament towards their children (Garcia, 2022). Children from low-income families encounter physical and emotional stressors (Landry & Cooper, 2014). Such children may encounter physical and emotional stressors due to caregiver insensitivity and family instability factors predictive of negative psychological well-being (Bee et al. 2014; Landry & Cooper, 2014).

Families with fewer financial resources are at risk of living in squalid conditions and sending their children to poorer schools (Hazlett, 2013). Relative to their more financially advantaged peers, learners from low-income households face higher levels of stress caused by financial hardships. Parents' financial position mediates between family structure and the well-being of children (Bastaitis & Mortelmans, 2016; Osborne et al. 2012).

In a study that examined social and economic inequalities of both parents and children. Plenty and Mood (2016) unearthed that higher rates of poor well-being were commonly observed among individuals with lower socioeconomic status (SES). Low SES affected children and adolescents' health by limiting access to both tangible (material goods) and intangible (low stress environments, positive models) factors. From a psychological view, lower social status has a negative effect on children's self-concept. According to Plenty and Mood (2016), SES limits experiences of respect and pride as well as interpersonal appraisals that communicate competence and value. Such experiences can trigger shame and stress processes that have negative effects on both children's emotional and physical health. By comparison, children whose parents are high-income earners experience a high level of life satisfaction, while children, especially girls with a low-income base, experience dissatisfaction with life (Matos & Simoes, 2016). Employment and income provision is an important protective factor for the well-being of children (Bjarnason et al. 2012).

- ***Parenting Practices***

Interaction between parents and children characterized by closeness and emotional support is associated with positive psychological well-being (Walton & Takeuchi, 2010). A positive emotional environment typified by family cohesion, warmth and support positively affects psychological well-being, whereas a negative emotional environment typified by family conflict, hostility and criticism has a negative effect on psychological well-being. This shows that good parenting practices influence the well-being of children and adolescents.

Sadanes and Watamura, (2014) assert that parents that are able to modify their own behaviour to fit in with their children's developmental stages and individual differences provide an optimal environment for psychosocial development. The parents scaffold their children's development by adopting early, close relationships as a measure to safeguard children's psychological well-being.

The quality and amount of time parents spend with their children is critical for the development of psychological well-being (Ellerhock et al. 2014). Adequate and quality time with parents allow children's mental health to flourish. However, when parents spend less time with their adolescent children, such children experience conflict in the relationship. Adolescents who are detached from their parents may seek closeness with other people, for example with peers. This may lead to differences in parents and children's perceptions of accepted forms of behaviour. Parental monitoring of children's behaviour is associated with positive outcomes in adolescents, such as

good adjustment. A situation where parents lack behavioural control over their children is untenable.

Parents who adopt punitive parenting styles are likely to mistreat their adolescent children (Sadanes & Watamura, 2014). Such children are likely to experience adjustment problems. Such adolescents are likely to demonstrate a range of interpersonal deficits that indicate maladaptive social and emotional functioning (Sadanes & Watamura, 2014). Adolescents may acquire different cognitions and behaviours depending on the pressure brought to bear on them. Such adolescents may become withdrawn, less effective in their communication with their parents and highly irritable when under the pressure of psychological distress. The adolescents face an increased risk of developing internalizing and externalizing disorders (Sadanes & Watamura, 2014). Adolescents may exhibit impaired social functioning, including aggression. They may encounter peer rejection. The quality of the attachment relationship is also likely to suffer within this toxic family relationship (Sadanes & Watamura, 2014).

- ***Marital Relationships***

The quality of the parents' relationship with each other influences the psychological well-being of children. Marital hostilities contribute to diminished parenting (Steinberg et al. 2011). Exposure to unresolved marital conflicts and frequent hostile confrontations between parents can depress children's moods.

Parenting and marital quality are associated with children's psychological well-being (Steinberg et al. 2011). Family experiences ranging from consistently supportive (good marriage, good parenting), to consistently risk (poor marriage, poor parenting) setups influence children's psychological well-being.

When parents communicate well and generate emotional closeness, their children's well-being grows (Goldberg & Carlson, 2014). Children model behaviour through observing their parents and this modelling process depends on couples' relationship quality. Witnessing positive and low-stress interactions between parents may produce favourable psychological outcomes in children.

Parents' relationship quality affects the nature of the parent-child relationship (Goldberg & Carlson, 2014). According to Walton and Takeuchi, (2010), supportive, and close family

relationships lead to emotional satisfaction, while conflict-ridden relationships lead to demoralisation and health problems.

Supportiveness and positive emotions have a positive effect on parent-child relationships and ultimately children's well-being, while conflict and discord in family relationships are associated with behavioural challenges and maladjustment among children (Goldberg & Carlson, 2014). Parents' relationship quality mediates children's psychological well-being.

- ***Religious Practices within the Family***

Family's religious practices may affect children's pro-social behaviour and well-being. Children of religious parents tend to have better pro-social behaviour than children raised by non-religious parents (Bosek, et al. 2020; Miner et al. 2013). In a study of 225 Australian Christians, Miner et al. (2013) note that family religious practices meet children's basic psychological needs to a significant extent. The needs encompass autonomy, relatedness and competence. Lower symptoms of depression and stress appear in children because of the perceived association between family's religious practices and fulfilment of psychological needs.

Religious people are less likely to abuse drugs and alcohol than non-religious people are. (Pretorius, 2014). Children from religious families are more likely to adhere to family sanctions against risky behaviours and comply with expectations of their community. This is true considering that many religious families discourage their children from taking drugs and alcohol. Therefore, most religious children grow up in homes where substance abuse is unacceptable. The family religion provides meaning and enhances sense of purpose in family members' lives.

Two research studies conducted by Steger and Frazier (2005) revealed that meaning in life mediated the relationship between religiosity and life satisfaction as well as the relationship between religious behaviours and well-being. Individuals experience improved well-being because they derive meaning in life from their religious activities (Bosek et al. 2020). Aghababaei and Blachnio's (2014) research study in Poland indicates positive links between happiness and various aspects of religiousness. In addition, the study reveals that religious people are successful across multiple domains, including physical and mental wellness, and close relationships.

Religious practices within the family are associated with positive adult-child relationships and child caring practices. Religion fosters positive parent-child interaction through shared worship

and recreational activities (Regnerus & Burdette, 2006). Family's religious beliefs promote social integration among children and parents. Families share norms and values about good family functioning based on religious beliefs. Parents show commitment to children, by so doing safeguard children's well-being. The transmission of a normative value system to children and adolescents in religious families ensures that children and adolescents have similar values with their parents (Marais, 2012). Religiosity ensures close interpersonal relationships among family members. The close ties between parents and adolescents promote children's psychological well-being.

Religiously active families experience higher levels of life satisfaction, physical health and well-being more than irreligious families (Crosby & Smith, 2015). Religious practices within the family enable parents and children to cope with questions and challenges (Pretorius, 2014).

Religious affiliation has been associated with high social and moral support for both parents and their children (Crosby & Smith, 2015). According to Crosby and Smith (2015), social support given to parents may indirectly result in improved psychological adjustment for children. The social support and control afforded by belonging to a religious family positively influence children's personality development, (Bosek et al. 2020; Crosby & Smith, 2015; Pretorius, 2014).

The reduction in marital conflict because of religious practices promote parental affection towards their children (Crosby & Smith, 2015). Adolescent learners who attend church and live in religious homes may have access to trusting and supportive relationships. The bond formed amongst religious family members contributes to adolescents and children's well-being. Consequently, children and adolescents who feel support from parents and their church community experience psychological well-being. The frequency of religious participation influences the level of happiness and well-being in families (Crosby & Smith, 2015; Aghababaei & Blachrio, 2014). In most cases, religious parents promote healthy emotional development in children (Crosby & Smith, 2015; Miner et al. 2013).

2.4.2.3 Factors at School Level

This section explores school factors that influence the psychological well-being of learners. The school factors discussed are the school environment, classroom organization, learning activities and achievement, learning support, extra-mural activities and urban-rural environment.

- ***The School Environment and The Psychological Well-Being of Learners***

Jones and Harrison (2014) posit that learners' experiences in school influence their overall development in a positive or negative way. Schools influence children's learning and well-being by acting as conduits for interacting with the wider environment and gaining knowledge and skills. The school climate (as defined by the social, psychological, and the academic atmosphere of the school) is associated with learners' well-being. Schools provide the mechanism for learners to develop rationally, emotionally, and behaviourally.

Jones and Harrison, (2014) argue that learners with behavioural problems tended to reinforce each other's behaviours when they are located in the same school. The composition of learners accounts for problem behaviours in a school more than the nature of the school environment itself.

According to Wang and Degol (2016), school climate factors promote positive learner psychosocial adjustment. Adolescent learners in a school with poor social climate report poor emotional health compared to adolescent learners in schools with high quality social climate. Positive interpersonal relationships contribute to a positive mental health and less prevalence of psychopathology (Wang & Degol, 2016). This shows that the quality of the school environment is one of the most robust predictors of psychological well-being.

Learner safety within the educational environment has a bearing on learners' psychological well-being. According to Wang and Degol (2016), school safety represents the degree of physical and emotional security provided by the school, along with the degree of order and discipline present. Implementation of positive behavioural supports, active classroom management techniques and effective disciplinary practices act as safety nets for learners' psychological well-being.

- **Classroom organization**

Classroom organization incorporates the quality of instruction, discipline, and social relationships (Hardin, 2012). It involves the enforcement of rules, maintenance of good student behaviour, organization of instruction and meeting students' needs. Optimal classroom organisation entails minimal conflict and disruptive behaviour, smooth activity transitions, positive affect, good communication, focus on task, teacher supportiveness and responsiveness to learner needs (Jennings & Greenberg, 2009). Well-organised classrooms maximise learning opportunities,

establish effective procedures to promote teaching and learning, good behaviour, and the management of learners' work.

Hardin (2012) suggests that there is need for high-level classroom organisation to optimise the psychological well-being of learners. The major tasks are creating orderly classrooms, maintaining discipline, gaining student cooperation in tasks and coping with procedural demands of the classroom. Teachers must set up an environment that encourages learning in their classrooms, discourages wasting of time and orchestrates instruction in ways that promote and maintain student engagement. Hardin (2012) postulates that effective classrooms run smoothly, with minimum disruptions. Teachers successful at blending academic and social skills have students who tend to stay on task, engage in appropriate behaviour, and demonstrate higher achievement.

Classroom conflict, disorder and tension among learners are associated with poor states of psychological well-being (Wang & Degol, 2016). Problem behaviour in disorderly classrooms causes poor psychological well-being in learners.

Everything in the classroom including the arrangement of furniture, the types of material displayed, the colours selected for the walls and bulletin boards, and the presence of, or lack of clutter, matters for effective learning and well-being. Everson and Harris (Hardin, 2012) posit that classroom organisation signals to learners how they are to interact and learn in the classroom. Classrooms and other learning spaces should be big enough to accommodate learners (Muhammad et al. 2014). Use of small classrooms for a very large number of learners causes learners to experience discomfort (Blatchford et al. 2011). Everson and Randolph (Hardin, 2012) argue that the way classroom space is used has important implications for learners' participation in classroom activities and their interaction with teachers and peers. How the classroom looks and feels will either hinder or support the well-being of the learner.

- ***Learning Activities and Achievement***

Kyriacou (2009) identifies attentiveness, receptiveness and appropriateness as key aspects to learners' engagement in the activities of learning. Attentiveness refers to ways in which teachers can elicit and maintain high levels of learners' attention and concentration such as varying the learning activities, getting learners actively involved and making use of learners' interests. Receptiveness refers to strategies that teachers harness to spur learner motivation, such as eliciting

curiosity and offering the opportunity to be successful. Appropriateness refers to the ways in which teachers match the learning experiences to each learner's needs.

Jamil et al. (2015) argue that teachers should engage learners in active learning in classrooms with high quality instructional learning formats by providing interesting and creative materials. Prompt feedback on learner progress is a critical ingredient for the motivation of learners and the fostering of psychological well-being. Exposing learners to exciting and creative academic experiences contribute to the development of positive learning behaviours, (Jamil et al. 2015).

Kyriacou (2009) emphasises the importance of addressing and satisfying learners' needs. The learning task must take into account the level of biological maturity of learners' nervous systems so as not to over-stretch learners' capacity for information processing. The learning task needs to link with what the learner already knows in order to extend the knowledge and understanding further. Unsuitable learning activities lead to the painful experience of failure. Failure to cope with the intellectual demands involved in a particular learning activity diminishes learners' psychological well-being.

- ***Learning Support***

Xu et al. (2021) and Bojuwoye et al.(2014) agree that learning support refers to specialized functions that seek to improve teaching and learning. At school level, examples of learning support are additional reading material, extra equipment, funding and additional staff. Learning support targets services for meeting the special needs of learners and for preventing learning difficulties such as supplementary, remedial or extra-class activities, academic mentoring, school psychological services, medical, and social welfare services (Xu et al. 2021).

The use of learning support, for example computer-related technologies, allows learners to collaborate and work with other learners, reflect on their learning and be clear about the learning experience. Gebre et al. (2014) argue that learning support promotes learner engagement and facilitates constructivist-oriented teaching. Learner-centred approaches can provide learners with the autonomy and independence needed to engage in more self-regulated learning activities. Learners become autonomous thinkers, (Gebre et al. 2014).

Learning support facilitates effective learning by enhancing learners' psychological traits (Bojuwoye et al. 2014). Enhancing learners' psychological traits is consistent with learner

motivation. Learning support empowers learners to become more confident and focus on achieving grades and receiving recognition from teachers and parents. They engage in schoolwork feeling valued and supported by the school system (Rubie-Davies, 2011).

Teachers integrate learning support activities and resources into class routines (Bojuwoye et al. 2014). Teachers make themselves accessible to learners, engage in effective communication, and instil confidence in their learners. It is important to create positive environments inside and outside the classroom to promote the development of attitudes, perceptions and feelings that enhance learners' motivation and psychological well-being.

- ***Extra-Mural Activities***

Kall et al. (2015) undertook a research study on the effects of physical intervention on children's performance, wellness and brain development. The study revealed that extra-mural activities had beneficial effects on physical and mental health. The positive effects of extra-mural activities were many, including the motivation of learners, reduction of boredom and psychological distress and conduct disorders (Kall et al. 2015). Learners who participated in extra-mural activities were significantly more active than those who did not. (Belton et al. 2016: Kall et al. 2015). This shows that physical activities are important to learners because they abate negative physical health issues, poor psychological well-being due to depression, low self-esteem and feelings of isolation (Prener et al. 2014).

Extra-mural activities promote cognitive functions such as concentration and memory (Kall et al. 2015). The retention and processing of information in memory over time is crucial for all learners (Santrock, 2008). The school as an important platform for learning and promoting extra-mural activities may bring about improvements in psychological well-being and health (Kall et al. 2015). Belton et al. (2016) propound that those higher levels of extra-mural activity participation correlate with better psychological well-being. In addition, learners' psychological well-being is associated with psychological subscales, namely physical self-worth, perceived physical competence, liking of games and sports, liking of vigorous activity and peer acceptance.

Abbott-Chapman et al. (2014) contend that sports, music and drama are part of the school's social capital, along with relationships with teachers and influence of family networks. Learners' enjoyment of sports and other school's social capital is associated with learners' increased school

engagement. On the contrary, loneliness is associated with less participation in the school's social capital, less school engagement and poor psychological well-being.

- ***Urban and Rural Environments***

Sorensen (2014) established that learners who attend rural schools often experience high social integration among peers. Learners from families in rural areas experience a high degree of social cohesion and social involvement (Serenson, 2014). There are high levels of social life in small groups in rural areas than the low levels of social life in large groups in urban schools. The smaller populations of rural areas often lead to stronger social networks and greater familiarity among children and adolescents. The social networks facilitate high socialisation in the classroom and ultimately school satisfaction. Serenson (2014) found that rural families experienced high life satisfaction based on their high sense of community feeling, social involvement and interpersonal trust. Rural families were rich in social capital (network cooperation based on trust and regular face-to-face contact). Children and adolescents in rural areas were able to make and keep friends and acquaintances longer than in urban areas. They were psychologically stable and happy because of stable relationships.

Learners from urban schools reside in communities with weak family and friendship bonds (Sorensen, 2014). The close ties between members and emphasis on family life and tradition found in rural areas make it likely that rural learners ultimately adopt the norm systems of their parents and community (Roest et al. 2009). It is likely that learners in a rural school experience better psychological well-being than their counterparts in urban schools.

Research indicates that learners in rural schools face environmental inequalities compared to their economically advantaged peers in urban schools. Challenges that rural schools face have ripple effects on rural children's well-being. Low-household income and low access to services affect learners' psychological well-being (Sorensen, 2014). Therefore, learners' psychological well-being is low in compromised quality of life (Bosede, 2013).

2.5 Conclusion

The reviewed literature presented psychological well-being as multi-dimensional as evidenced by the diversity of terms and factors associated with the concept. The chapter discussed foundational

aspects of psychological well-being. It was noted that several theories embody the concept of psychological well-being, namely Ryff's psychological model, Maslow's self-actualisation concept, Carl Rogers's (1902- 1987) model of flourishing, Allport's (1961) concept of maturity, self-determination theory, Marie Jahoda's (1958) criteria of positive mental health and psychosocial development by Erikson (1959). The discussion highlights that growth, self-acceptance, autonomy; positive relationships, self-satisfaction, and environmental mastery are important facets of psychological well-being. The findings underscored the importance of learners engaging in behaviour that is self-actualising, meaningful, and growth producing.

Discourse on factors that influence the psychological well-being of learners gave important insights into the current study, as it captured key features of human wellness. Lifestyles that children lead at home and school affect their psychological well-being. Several scholars have viewed the concept of learner well-being differently. Research evidence indicates that the amount of satisfaction and self-actualisation that learners experience in educational environments constitute psychological well-being.

Cognitive factors that influence learners' psychological well-being included learners' realistic views of life, cognitive curiosity and the need to master things in life. Affective factors influencing positive psychological well-being included positive self-concept, motivation to work and learn, resilience, emotional intelligence, and absence of stress.

Social relationships influence psychological well-being of learners as evidenced by parent-child relationships (parenting styles), peer relationship (peer acceptance and rejection, bully-victim relationship) and teacher-learner relationships. External factors such as family compositions, home circumstances (parenting practices, marital relationships and religious practices) and school factors have a bearing on the psychological well-being of learners. Learners who demonstrate a clear understanding of subject matter engage in exploratory behaviour, seeking and processing information, by so doing gaining a sense of purpose, personal worth and fulfilment. The realisation of learners' abilities and utilisation of their capabilities cause learners to flourish at school.

Classroom level factors have marked influence on psychological well-being namely classroom organisation, learning activities and achievement, and learning support. A learning environment that offers encouragement, praise, and opportunities for self-actualisation promotes the

development of a positive psychological well-being. Learners who lack opportunities to experience in-school success become frustrated, underachieve and consequently develop anti-school behaviours. Learners with high self-concept lead a healthy school life as opposed to learners with low self-concept whose ability to work independently and productively is undermined.

Literature reviewed revealed a close link between learners' emotional intelligence and psychological well-being. Emotional intelligence enables learners to regulate their emotions, and deal with emotional distress, cope with classroom demands, solve challenges more effectively, and relate better and work more collaboratively with others. Learners with an enhanced sense of well-being possess a high emotional self-awareness, emotional intelligence, positive self-regard and self-actualisation.

The literature study looked at social relationships of the adolescent learner as well. The chapter explored factors influencing teacher-learner relationships in depth, particularly aspects such as teacher characteristics including gender and the age of the teacher, qualifications, teaching experience, socio-economic status and the personality (self-concept, teacher motivation and attitude, and teaching style of the teacher. The discussion also covered factors to do with the teacher as a classroom leader, which included classroom climate and organisation, trust, and authority base. The chapter also made an analysis of the influence of quality of instruction, instructional clarity, learner centeredness and engagement.

Furthermore, the chapter covered mediating effects of internal and external factors on the psychological well-being of learners as well as the influence of teacher-learner relationships on the psychological well-being of learners. The next chapter (three) focuses on theoretical and conceptual frameworks.

CHAPTER THREE

THEORETICAL FRAMEWORK

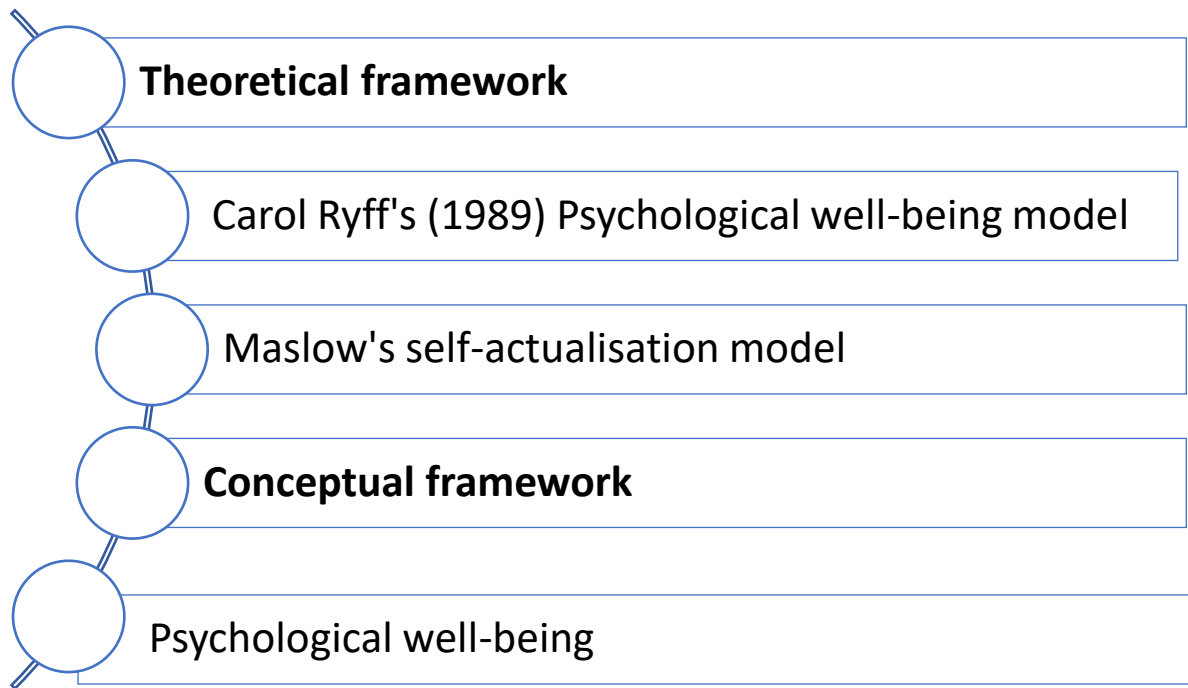


Figure 3.1: Theoretical framework

3.1 Introduction

I constituted the theoretical framework of my study from two theories: Ryff's psychological well-being model and Maslow's model and more specific- the self-actualisation concept. I tried to motivate my selection to provide a grounding for this study. Two theories provided the theoretical foundation for understanding the nature, dynamics and development of Grade seven learners' psychological well-being by means of describing positive teacher-learner relationships in the classroom (Zheng, 2022).

I selected the salutogenic perspective of Positive Psychology (PP) the theoretical framework for the study. The salutogenic perspective envisages a school system that promotes positive learner experiences, learner well-being, quality relationships, teaching and learning that facilitate positive learner development and optimal functioning (White, 2016; Ciarrochi et al. 2016). Positive learner experiences and psychological qualities that include interpersonal relationships and psychological well-being in line with the salutogenic perspective are indispensable factors for this study.

In the broader context of development in the classroom, healthy interpersonal relationships, meaningful engagement and accomplishments propel learners' behaviour in everything they do. This shows that psychological well-being of learners is paramount from the viewpoint of positive psychology. For instance, a positive relationship that prevail between the teacher and learners creates a pleasant learning environment in which everybody is respected, valued and cared for by members. By implication, the learning context may sometimes be encouraging and at other times impeding. Therefore, this study focuses on meeting the needs of learners in schools in order to support their best psychological functioning in the classroom. This study also focuses on establishing Grade seven learners' psychological health, their level of resilience in all areas of school life and academic and social performance. For this reason, Maslow's self-actualisation concept and Ryff's psychological well-being theories were the bedrock of my study.

Some theories on psychological well-being such as Havighurst's developmental task model and Erikson's (1959) psychosocial stages model fail to take into account the key factors that affect teacher-learner relationship and the psychological well-being of learners. They make a less accurate assessment of the learners' perceptions of their relationships with teachers and adjustment at school. Self-determination theory is not very useful in projecting the quality of teacher-learner

relationship that predict learners' current and future school adjustment and well-being (Oberle et al. 2010). Ryff's (1989) psychological well-being model and Maslow's self-actualisation models offer candid assessment criteria for the influence of teacher-learner relationship on the psychological well-being of Grade seven learners.

3.2. Carol Ryff's (1989) Psychological Well-Being Model

Ryff's model is important to understand the key aspects that constitute learner psychological well-being. The model highlights important factors instrumental to learner psychological well-being, namely competence to navigate the school environment, self-actualisation, positive relationships with others, autonomy, purposeful school life, and personal growth (Gallagher & Lopez, 2019; Khodabakhsh et al. 2014). In other words, the model can mirror important psychological consequences such as having a positive self-perception, experiencing growth, and purposeful life, being able to manage one's life well and feeling independent (Gallagher & Lopez, 2019). Ryff's model is useful from a social perspective. Psychological well-being contributes towards having a meaningful, enjoyable and productive experience as a learner. Just like Maslow's self-actualisation concept, Ryff's model depicts the psychological well-being of Grade seven learners and fosters an empathetic understanding of their experiences of psychological well-being while at school.

Ryff's multidimensional model of psychological well-being is important in showing the development of learners' real potentials, particularly in their relationship with their teachers. Learners are likely to acquire a positive self-regard that includes awareness of personal limitations in their association with teachers and significant others. Learners value the importance of warm ties with significant others. Furthermore, learners strive to create suitable contexts that meet their needs. Ryff's model underscores the importance of developing a strong sense of purpose, direction and personal freedom at school. The model is vital as a tool that champions dynamism and self-actualisation in learning and life.

Ryff's psychological well-being model offers an assessment tool for learner well-being. The model is important for identifying variables influencing learner well-being. Cases in point include learners' ability to cope with school life, work productively and fruitfully, and contribute to the school (Dhanabhakya & Sarath, 2023; McKeering et al. 2021). Ryff's psychological well-being

model considers key psychological dimensions such as positive emotional state, self-actualisation, and the ability to make decisions and take responsibility in achieving a fulfilled school life. Positivity towards oneself and the recognition and acceptance of various facets of oneself are indicators of a learner's degree of well-being. According to Jiang et al. (2021), Learner well-being results from having a warm, trusting and personal relationship with teachers, characterized by a positive and high regard for learner welfare. In this study, I studied separately the dimensions of Ryff's model, allowing me to target specific areas of psychological well-being. This helped me to understand the meanings Grade seven learners assigned to their lived experiences. I found this approach helpful in arriving at subtle nuances of meaning learners ascribed to social interaction and learning in the classroom. By so doing, I was able to foster an empathetic understanding of Grade seven learners' broad range of positive experiences, including a sense of fulfilment.

Ryff's model is important for analysing and describing aspects of learner well-being generated by teacher-learner relationship. Learners with high psychological well-being seek personal independence. They think and behave in ways that demonstrate resilience, self-acceptance and goal orientation. Learners that possess environmental mastery are able to take charge of their education and experience a successful school journey. Ryff's model acted as a light that illuminated interpersonal classroom trends and it provided a standard to benchmark the school's efficacy. The model was an important tool to reflect on the innate drive of learners to reach their full potentials in social networking. I acknowledge essential elements of psychological well-being in Ryff's model and any meaningful analysis of learners' psychological well-being should consider it.

The study investigated what causes learners to thrive in classroom settings vis a vis existing teacher-learner relationships from the standpoint of positive psychology. Of major concern was a state of stagnation or fall in well-being symptomatic of learners when they operate in restrictive social environments. In line with Ryff's psychological model, it was important to explore Grade seven learners' state of psychological well-being in terms of positive mental health, emotional well-being, growth, and development. According to Gallagher and Lopez (2019), learners who thrive in schools are self-actualised by both social and academic performance as they gear up to meeting life goals. Therefore, elements of Ryff's model, which depicted learner well-being, namely life satisfaction, positive emotions, autonomy, positive relationships, purpose in life and

personal growth, were put under the microscope of this study. The theory's framework shaped the current study's variables, constructs, and perspectives.

3.3 Maslow's Self-Actualisation Concept

Self-actualisation is the complete realisation of one's potentials and the full development of one's abilities and appreciation of life (Agrawal & Charu, 2023). It is a sense of self-worth and embraces the processes of self-knowledge and self-acceptance (Tretyakova et al. 2025). In other words, the self-actualisation concept envisages a complete identification and development of personal capabilities and potentials, as well as a sense of self-worth (Agrawal & Charu, 2023; Tretyakova et al. 2025). The pursuit of personal growth and fulfilment of potentials anchor the self-actualisation concept. Every person has an inborn goal to actualise himself or herself. In this regard, self-actualisation theory emphasises the innate drive of individuals to reach their full potentials.

The characteristics of self-actualisation are also indicators of well-being. According to Kaufman, (2023), the shared characteristics include life satisfaction, personal growth, and purpose in life, autonomy, self-acceptance, positive relations, environmental mastery and other self-actualising experiences. The foundation of greater well-being is epitomised in Maslow's theory. According to Maslow, a person cannot move to the next need without fulfilling the need below it. Self-actualisation concept is at the top of Maslow's hierarchy of needs, so not every person reaches it.

Maslow's (1989) conception of self-actualisation underpins this study. According to the model, there is a connection between psychological well-being and the standard of school life, on the one hand and the fulfilment of human needs for intimate relationships on the other. The need to fulfil growth needs that encompass belonging and love needs, esteem needs, self-actualisation and aesthetic needs to achieve learner well-being (Hill, 2018) informs the study. Teacher-learner relationship as a growth need to addresses belonging and love needs. The study holds the view that learners and teachers with close positive relationships experience pleasure and enjoyment when together. The enjoyment of high levels of warmth and affection boosts teacher-learner relationships and psychological well-being (Hill, 2018; Baroody et al. 2014). Clarke et al. (2006) postulate that once warmth and affection needs are met, consideration moves to the next tier of needs. This study emphasised meeting fundamental needs, which are universal before settling for

the ultimate need; self-actualisation (Clarke et al. 2006). Satisfaction of the need for self-actualisation guarantees well-being (Hill, 2018; Clarke, et al, 2006). Experiencing a sense of satisfaction with one's activities is an important aspect of an individual's psychological well-being (Balaslov, 2022).

Maslow's hierarchy of needs theory partly embraces the core dimensions of Ryff's model of psychological well-being. Teacher-learner relationship fits into the personal growth dimension to do with developing one's potentials to grow and expand as a person. Building positive relationships is essential for learners' educational progress and well-being, suggesting that connections between teachers and learners are developmental needs and predictors of well-being.

Given that emotions are the foundation of relationships and well-being, it is important to learn through research, about the emotional components of relationships between Grade seven learners and their teachers. The emphasis on close relationships is at the core of Maslow's hierarchy of needs just as psychological well-being is an important tenet of Maslow's self-actualisation concept (Farhah et al. 2021; Servon et al, 2014). Maslow's model indicates that it is crucial for teachers to cultivate relationships with their learners, especially ones that are beneficial to the learning process. Pianta, (2001) indicated that it is the closeness of interpersonal relationships that is most desirable in the relationship between teachers and learners and this stage is treated as self-actualising on the part of the learner.

Maslow's theory indicates that addressing learners' immediate psychological and physical needs is essential for fostering resilience and ensuring well-being (Qutishat, 2023). Any form of disruption, conflict or breakdown in learners' ability to fulfil their basic needs as framed by Maslow's theory causes psychological, social and emotional challenges. For Maslow's model, self-actualisation implies the desire for self-fulfilment in learning. Learners need social integration, care and support from others. Agrawal and Charu (2023) propose that learners should have a high level of environmental mastery, autonomy, high sense of purpose, maturity and enhancement of knowledge and skills

However, Qutishat (2023) observed that the gratification of all needs is insufficient to explain the self-actualisation concept. I had to twin Maslow's theory with Ryff's psychological well-being

theory to explain circumstances underpinning interpersonal relationship and psychological well-being.

3.4 Conceptual Framework for Psychological Well-Being

I present the conceptual framework of psychological well-being in the literature review chapter. In this section, I further attempt to conceptualise the term psychological well-being in line with suggested theoretical frameworks.

Khosravi et al. (2022) view well-being as a mental state in which learners feel good and function well, experience positive emotions, achieve their potentials, are self-actualised, and experience positive interpersonal relationships. In other words, well-being embraces a high quality of life, positive self-concept, life satisfaction, intimate interpersonal relationships, and self-regulation. Petegem et al. (2006) claim that learner well-being involves learners achieving positive mental health by way of striking a balance between individual needs and expectations about school. This means learners achieve well-being when they address their physical, social, and psychological facets in a manner, which is not disruptive (McKeering et al. 2021; Taylor, 2015; Zulfiqar et al. 2019).

In an attempt to understand learner well-being in broader terms, the current study capitalises on seven domains of well-being identified as having, being, relating, feeling, thinking, functioning, and striving (Soutter et al. 2014). In the ‘having’ domain, well-being encompasses having access to materials and resources at school. The ‘being’ domain involves feeling connected to teachers and learners. Learners should think constructively and creatively. Learners should embrace positive emotions by getting satisfied with school. The ‘functioning’ domain entails learners being able to function fully, while the ‘striving’ domain involves achievement of academic goals and objectives. This conception of well-being is broad enough to apply in the school context (Soutter et al. 2014; Zulfiqar et al. 2019).

According to Khosravi et al. (2022), psychological well-being involves learners’ attempt to regulate their emotions wisely, develop warmth and dynamic relationship with others, have autonomy, being able to control the external environment, set goals in life and realise their potentials. It encompasses a state of well-being that involves learners being able to realise their learning goals, effectively manage school pressures, work productively and actively participate in

learning (Amreen & Malik, 2021). This view of well-being underscores the importance of health factors in enabling learners' optimal functioning while in school. Positive mental health is a necessary condition for achieving learner academic success and well-being (Amreen & Malik, 2021).

3.5 Summary

The chapter presented theoretical frameworks that underpin the study, namely Ryff's Psychological well-being theory and Maslow's Hierarchy of needs theory. In addition, the chapter presented concepts and models that illuminated the study. The next chapter presents the research design and methodology applied in the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

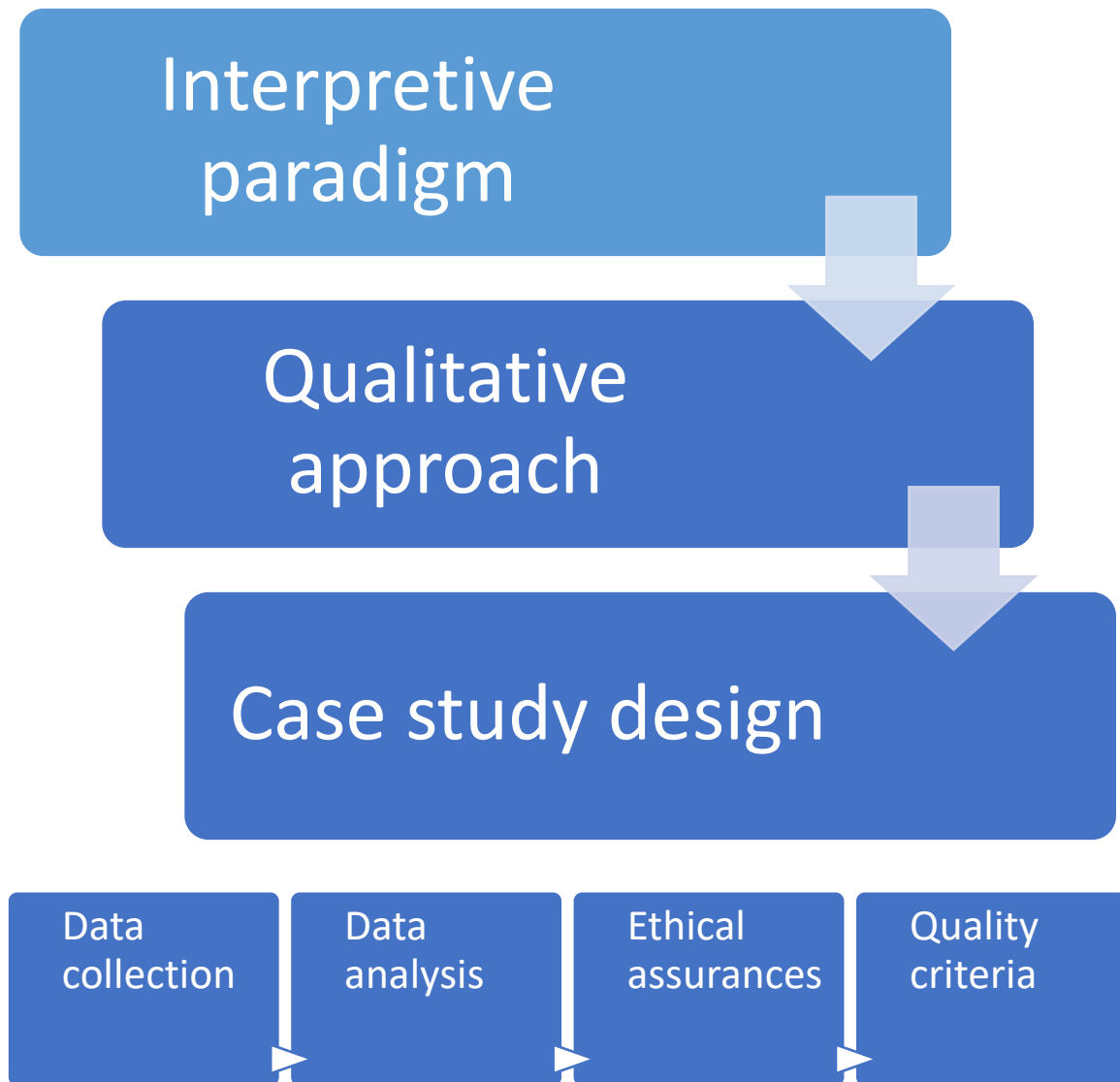


Figure 4.1 Research methodology

4.1 Introduction

The previous chapter I presented Maslow's self-actualisation concept and Ryff's psychological well-being model as theoretical frameworks adopted for the study. This chapter articulates the research methodology and the research design.

A key aspect in this investigation was discovering how social relations between teachers and learners impact core dimensions of learners' psychological well-being such as conceptions of self-actualisation, maturity, sense of self-acceptance, optimal functioning, attitude, self-concept, autonomy, mastery of the environment, purpose in life and personal growth. Educational practice and research can benefit immensely from an insightful analysis of the relationship between learner psychological well-being and teacher-learner relationship.

In this chapter, I discuss various aspects of the research methodology such as the paradigm, the approach and the design adopted for the study. The chapter further spells out the research context, sample, data collection instruments, and data-analysis procedures that I employed. It also articulates research ethics privy to the study of relational associations between teachers and learners. I also discuss criteria for evaluating the research's trustworthiness.

4.2 Research Paradigm

A research paradigm is the view held by a research discipline that includes its important ideas and assumptions (Tichapondwa, 2013). It is an approach to structure research in terms of knowledge, beliefs, values and practices. (Briggs et al. 2012; Braun & Clarke, 2013).

The current study is located in the interpretive paradigm. This is in line with Aspers and Corte, (2019) who assert that qualitative research is about interpretation or understanding. My research in the area of psychological well-being focused not only on the objective nature of behaviour, but also on its subjective meanings. I was interested in what teachers and learners do in school, their own accounts of their interpersonal relationships and the impact on learner psychological well-being.

According to Merriam (2019), interpretive research holds that reality is socially constructed. I was convinced that the cases under study would reveal the nature of reality and as such, there was no single, observable reality at the sites. As a researcher, I was able to draw several interpretations from the selected cases. The interpretive paradigm provided the lens to view the epistemological

and ontological assumptions underlying teachers' and seventh grade learners' experiences on the influence of teacher-learner relationships on learners' psychological well-being. Because the interpretive paradigm subscribes to realist ontology (Cohen et al. 2011), stakeholders in the research study had ample opportunity to interpret and understand the situation on the ground (Briggs et al. 2012). I employed the interpretive paradigm given that there were multiple versions of reality, which I linked to the school contexts studied (Braun & Clarke, 2013).

I studied teachers and Grade seven learners from the interpretive paradigm perspective. I explored the meanings of events and phenomena from the respondents' own perspectives. As a qualitative researcher, I did not consider knowledge outside the context in which it was generated. Grade seven learners and teachers defined and described their social worlds (Okeke & Wyk, 2015). The researcher sought to understand the research participants through accessing the subjective meanings that they attached to their social world. The subjective meanings of cases were considered varied and multiple (Merriam, 2019). As a researcher, I took cognisance of teachers and learners' subjective views and perspectives during the research process.

4.3 Research Approach

The study adopted a qualitative approach (Gray, 2009). Qualitative research is multi-method oriented, involving the collection and use of a variety of research materials (Aspers & Corte, 2019). It embraces an interpretive, naturalistic approach to the research process. I studied Grade seven learners and teachers in their natural settings to make sense of and interpret classroom interpersonal relationships in terms of the meanings teachers and learners brought to them.

This study encompassed a variety of research materials meant to look at and interpret teachers and learners lived experiences (Aspers & Corte, 2019). I investigated unclear issues about learners' experiences and realities pertaining to their psychological well-being, which I studied through sustained contact with them in their natural learning environment (classroom) and produced rich, descriptive data that I used to understand their experiences. The study was concerned with finding out the meanings stakeholders at school constructed, how they made sense of the classroom social relationships and psychological experiences they had there (Merriam, 2019). Through qualitative research, I tried to explore and describe the nature of teacher-learner relationship, what it meant for learners to be in that setting, and its influence on psychological well-being. The study adopts a

qualitative, naturalistic approach, with the goal of examining two subjective aspects namely teacher-learner relationship and learners' psychological well-being.

I conducted a case study because I realised a knowledge gap on the influence of teacher-learner relationship on learners' psychological well-being in urban Bulawayo schools. The study sought to find out the nature of relationships that existed in Grade Seven classrooms and the kind of influence the relationships had on learners' psychological well-being. I was able to access the lived experiences of Grade seven learners in the form of thick descriptions of how teacher-learner relationship and psychological well-being had developed and maintained in real time.

4.4 Research Design

I carried out qualitative case study research of Grade seven learners' psychological well-being. Alpi and Evans (2019) viewed a case study as a qualitative study of a real-life, contemporary bounded system (a case) or multiple bound systems (cases) over time. It is an investigation and analysis of a single or collective case, intended to capture the complexity of the object of study (Creswell & Poth, 2025). The in-depth case study involved multiple sources of information and was set to investigate Grade seven learners within their real-life context of classrooms. The study analysed a collective case of Grade seven learners (a multisite study) with the intention to capture their psychological well-being (Alpi & Evans, 2019; Hyett et al. 2014).

I chose a qualitative case study because it enabled me to study Grade seven learners' psychological well-being in their schools. I needed to develop a detailed account of the classroom teacher-learner interaction by conducting the study in natural settings (Cohen et al. 2011; Haslam et al. 2024; Tichapondwa 2013). I adopted a qualitative case study for its suitability to explore how teacher-learner relationships work in classroom settings, in relation to learners' psychological well-being statuses. Previous studies on psychological well-being, according to Alpi and Evans, (2019), have embraced quantitative approaches and a shift to the qualitative means is a welcome development in psychological well-being research. I concur with Hyett et al. (2014)'s view that case study research has an element of flexibility that other methodologies do not.

Cohen et al. (2014) assert that the strength of the qualitative case study is that it can observe effects in real contexts. Through observations, I realised that the classroom context was a powerful determinant of both causes and effects of teacher-learner relationships on learner psychological well-being and that qualitative case study research provided an in-depth understanding of cases.

Considering that classroom contexts are unique and dynamic, a case study investigated and reported the complex, dynamic and unfolding interactions of events and human relationships in a unique instance (Cohen et al. 2011). According to Flick (2023), such a study culminated in rich and vivid description of events, chronological narrative of events, and specific events that are relevant to the cases.

I opted to employ an embedded single-case study in which more than one unit of analysis was investigated (Cohen et al. 2017; Okeke & Wyk, 2015). It involved a case study of three schools involving sub-units of teachers and Grade seven learners. I reached out to schools to observe teacher-learner relationships, and their overarching influence on learners' psychological well-being to gather evidence in response to the research topic.

I adopted case study design because of its suitability to investigate the psychological well-being of diverse learners. The topic under study required that I be physically present in the school contexts to enable me to come up with case descriptions of phenomena (Haslam et al. 2024; Tichapondwa, 2013). I was determined to gain new insights and make discoveries on learner psychological well-being as new ground (Merriam, 2019). My aim was to find out about the interaction of teacher-learner relationship and the learner's psychological well-being characteristic of the classroom context.

Case study research is descriptive, particularistic, and heuristic (Creswell & Poth, 2025; Hyett et al. 2014; Merriam 2019). By being descriptive, the case study ensured that the product of my study was a rich, thick description (Creswell & Poth, 2018; Creswell & Creswell, 2014) of the influence of teacher-learner relationship on psychological well-being of Grade seven learners. In addition, using a case study I was able to focus on a single case. The case study was a tool to illuminate other readers' and my understanding of cases under study. In other words, I valued a qualitative case study and applied it to capture complex actions and perceptions regarding teacher interpersonal factors in learners' school engagement and well-being. I applied a case study to investigate classroom situations and to clarify unclear classroom-based incidences arising from interpersonal relationships between teachers and Grade seven learners. The study I conducted sought to answer 'how' and 'why' questions on the influence of teacher-learner relationship on learner psychological well-being, so the qualitative case study research had a distinct advantage (Haslam et al. 2025; Aspers & Corte, 2019). With a case study, I could spread the net for evidence

widely, (Merriam, 2019). Evidently, the depth of information collected from the selected cases was substantial.

4.5 Sampling

In drawing the sample for this study, I took cognisance of the fact that qualitative research relies mostly on purposive sampling techniques (Liamputtong, 2024; Padgett, 2017). As suggested by Padgett (2017), I made a deliberate selection of specific learners, and schools because of the crucial information they provided.

I selected three sites (schools) as well as Grade seven learners and teachers within the three sites (schools) through purposive sampling technique (Campbell et al. 2020). Sample selection occurred first at the school level, followed by sample selection within the school. The case is ‘‘Grade seven learner well-being in three urban Bulawayo primary schools.’’

In this qualitative case study research, I targeted 12 teachers and 15 Grade seven learners from three primary schools, that offered education to less privileged learners staying in villages and homes in urban Bulawayo (Zimbabwe). A relatively small sample group participated in the study.

The case study research involved Grade seven learners as participants considering that the grade level is the exit point from primary school education in Zimbabwe. Grade seven learners and teachers possessed a lot of information regarding learner well-being and were capable of making meaningful reflections on their personal experiences and encounters. I was convinced that teachers and Grade seven learners were capable of furnishing the researcher with comprehensive data on the influence of teacher-learner relationships on psychological well-being of learners.

Selection of a small sample to study permitted a detailed case study in order to gather in-depth data for analysing (Campbell et al. 2020). In qualitative research, too much data due to a large number of studies can undermine the researcher’s ability to perform a thorough analysis (Ames et al. 2019; Merriam, 2019). I had the option to do sampling until a point of saturation was reached, when new data added did not contribute anything new (Creswell & Poth, 2025; Merriam, 2019).

I aimed to integrate purposively extreme and diverse cases, those that were as different as possible. The idea was to generate insight and in-depth understanding (Braun & Clarke, 2013; Creswell & Poth, 2025) using a well constituted sample population. I applied purposive sampling strategies to

ensure that particular categories of cases within a target population existed in the final sample (Robinson, 2014).

I selected research participants on the basis that they were able to provide rich data to analyse. Information-rich cases were cases from which the researcher could learn a lot about learner well-being. I selected the cases on the grounds of typicality or possession of particular characteristics being sought (Obilar, 2023). This increased the range of data exposed and chances of obtaining multiple perspectives about learner psychological well-being.

- ***School sampling***

The three schools were selected for study through purposive sampling. The main reason was that they enrolled both less privileged learners from sheltered homes and villages and ‘normal’ learners from adjacent suburbs in urban Bulawayo, Zimbabwe. In this particular instance, the three schools in the study were inclusive institutions offering education to disadvantaged learners (orphans, abused and former street children residing in sheltered homes and villages), who were learning alongside their peers coming from homes located in suburbs.

I utilised school enrolment registers indicating school catchment areas and learner case history as sampling tools. I also consulted school authorities for information regarding the learners and teachers.

- ***Teacher sampling***

I co-opted teachers who taught Grade seven classes using purposive sampling technique. Purposive sampling technique allowed the researcher to select only teacher participants who satisfied the objective of the study based on their conviction as a researcher. The sampling process depended on whether the teacher taught or was currently teaching a Grade seven class. It was a subjective sampling process (Campbell et al. 2020). I was able to filter out irrelevant responses from other teachers that did not fit into the context of the study (Ahmad & Wilkins, 2024).

- ***Learner sampling***

I also employed quota sampling, as a second set of criteria to select Grade seven learners for study. The rationale of this non-random sampling technique was in selecting cases that could provide rich information. Quota sampling is one of the strategies under purposive sampling in

qualitative research. Categories of learner participants comprised learners from sheltered homes, SOS village, and suburbs. The learners had specific characteristics, which were of interest to the research study and quota sampling provided the means to the right sample. I divided the population of Grade seven learners, case by case, into sub-populations first by location (home, suburb, or village). Within the location or residential group divide, I selected specific cases that were very important with the help of some key stakeholders (school head, teachers and centre manager of homes). I chose critical cases to arrive at the minimum quota, making sure that key participants were part of the final sample. The final sample of 15 learners comprised eight learners who resided in a home or village and seven learners who lived in residential suburbs adjacent to the school.

4.6 Data Collection Methods

I collected some data mainly by conducting individual semi-structured interviews. Informal observations, the IOS questionnaire, and the research journal were the other sources of data. The different methods exemplify Creswell and Poth's (2018) concept of triangulation, which emphasises that I carry research from many points or perspectives. According to Liamputtong (2024), the convergence of information from multiple sources corroborates the data. Through the combination of multiple sources, I ensured that my study contained richness, depth, complexity, and rigour (Flick, 2018; Coleman & Unrau, 2014).

4.6.1 Individual Semi-Structured Interviews

The research involved the collection of data through interviews, note taking, tape recordings and the use of field notes that captured the researcher's observations of the phenomena under study (Renz et al. 2018). Once the research participants had shown their willingness to take part in the study, I obtained consent and arranged for interviews specifying appropriate venues and times within schools. I notified school heads and research participants of the interview times one week before interviews commenced to avoid inconveniences and interviews not taking off ground due to participants' engagements elsewhere.

In the study, I took interest in the detail of participants' responses, the language and concepts they used in talking about their experiences and perspectives. It was important to do audio-recordings of the interview sessions and to produce transcripts for analysis. I informed participants that

interview responses would be recorded after which they consented to participate in recorded interviews.

The interview technique enabled me to collect relevant data to investigate learner well-being fully, create interpretations and ensure trustworthiness of findings (Briggs et al. 2012). Interviewees got the chance to reflect on their experiences and perspectives, which opened new insights on learner well-being. The interview technique gave participants the opportunity to share their snippets of life histories, personal anecdotes and social events that had occurred to them, which I could only learn about through interviewing participants (Clark et al. 2014).

I consulted all targeted data sources, observing key issues and applying triangulation of data to produce detailed and credible results (Merriam, 2019; Briggs et al. 2012). I subjected data sources to triangulation to gain as much depth as possible in the study, while also enhancing confirmation validity (Hyett et al. 2014). I adopted interviews after considering their appropriateness in meeting the research purpose. Interviews were best suited to explore the perceptions and experiences of teachers regarding the influence of teacher-learner relationships on learner psychological well-being (Braun & Clarke, 2013). I conducted interviews to account for school-related experiences by teachers and learners in relation to learners' psychological well-being.

I conducted semi-structured interviews during the data gathering process. Interviews in semi-structured format were quite flexible in that the interviewer could begin with a set of questions, which provided a foundation for the interviews, but new questions could be added where appropriate (Briggs et al. 2012). I did not rigidly stick to the interview guide, either in terms of the precise wording of questions or the order in which I asked questions (Braun & Clarke, 2013). Participants discussed issues pertinent to them. By asking new questions, I opened new areas of enquiry drawn from the participants rather than my preconceived ideas (Clark et al. 2014).

During the semi-structured interview, the researcher used prompts and probes in an attempt to extract more information on the research topic. Prompts and probes encouraged participants to open up, expand on their answers and provide more detail (Braun & Clarke, 2013). I conducted face-to-face interviews to enable me to observe visual cues. Qualitative interviewing was well suited for accessing their experiences and thoughts that were difficult to observe (Zhang & Okazawa, 2022). Interviews took place at the school, a familiar ground for the participants. I presented carefully worded and ordered interview questions to obtain high-quality data. It was

important to build good relations with teacher and learner participants to maintain rapport during the data collection period (Zhang & Okazawa, 2022).

I adopted face-to-face interviews with participants during the data gathering process. Telephone interviews would have supplemented face-to-face interviews whenever it was necessary to do so. Telephoning would have been fast, and it would have cut down the researcher's travel time and associated costs (Braun & Clarke, 2013). However, I did not face any hitches with the interview mode to necessitate the changeover to other means of collecting data such as telephone interviews.

The interviews generated insights into participants lived experiences on the influence of teacher-learner relationship on the psychological well-being of learners. I conducted interviews in the case study, which provided an in-depth description and analysis of teacher-learner rapport as predictor of psychological well-being.

4.6.1.1 Individual Semi-Structured Interviews with Learners

Grade seven learners (minors) were among categories of participants who required special attention in order for me to interview them effectively. There are several challenges to expect especially when dealing with minor participants. I took note of ethical considerations guiding the research, as I was dealing with minor participants who could not fully understand the interview process they participated in. Some young adolescents are often unwilling to assert themselves or to contradict adults (Breakwell et al. 2012; Creswell, 2014). They may answer questions in a way they think the researcher want it answered. It is important to guard against giving the interview participants clues about what one expects them to say. I assured Grade seven learners that I was only interested in what they knew and thought about subjects under discussion, and that there were no right or wrong answers. An approach, which looked like a test was avoided since either that would have silenced them or invited responses that they thought the researcher liked to hear. Therefore, questions that I posed during the interviews were not open to only 'yes' or 'no' answers.

I knew there could be a strong acquiescence bias in children. This is the acquiescence bias shown when children are eager to please the researcher. They exhibit the preference for 'don't know' responses. Learners may say 'I don't know' for a number of reasons such as not being interested in answering, not understanding the questions, or its vocabulary, thinking researchers expect them not to know, not wishing to admit that they know, too shy to say more, and not knowing how to describe what they know (Breakwell et al. 2012). As a result, responses from learners got cautious

treatment during the study. Chief hazards in interviewing minor participants are ‘yes’ or ‘no’ answers; professing ignorance (‘I do not know’); getting distracted, different priorities; egocentricity, and feedback problems (Breakwell et al. 2012). I was mindful of these hazards during the study.

I was aware that some children get distracted easily during interview sessions. Unpredictable aspects of the interview situation or the questions could dislodge them. I was aware that children could interpret interview questions literally and wrongly. As a researcher, I avoided the use of unfamiliar jargon, slang and abbreviations. I avoided ambiguity, confusion and vagueness. I avoided double-barrelled and leading questions. I did not pose questions beyond learners’ knowledge and capabilities.

I had to familiarise myself with the interview guide. I translated questions into age-appropriate language used with Grade seven learners. I knew what each question meant to draw. When I failed to get relevant material or answers, I probed further. I captured both verbal and non-verbal components in a face-to-face interview.

I exercised care and caution when interviewing learners. The interview process entailed taking the learners away from the normal activities of the school, interviewing them and returning them. I advised learner participants not to talk about the interview with other learners in schools who I subsequently interviewed. The aim is to avoid gossip about the interviews to avoid rumour and false information circulating in the schools as that could have jeopardised research efforts.

In addition, learner participants completed the IOS map or scale for reflective purposes. I added the scale as a questionnaire. The IOS map as a research tool helped the researcher generate rich discussions with teacher and learner participants. The scale contained items to measure learners’ sense of connectedness with teachers. The scale contained seven pairs of circles overlapping in various degrees. Research participants selected the pairs of circles that described their relationship with teachers depending on how close or distant the circles were (See appendix M).

4.6.1.2 Individual Semi-Structured Interviews with Teachers

Apart from Grade seven learners, teachers also contributed data to the research study through a qualitative interview process. One of my tasks was to win teachers’ trust to access information from them.

The researcher was interested in descriptions that teachers gave concerning their lived experiences borne out of interpersonal relationships with learners. The study gives a comprehensive account of the behavioural indicators of learner well-being such as having effective interpersonal relationships, having a sense of belonging and purpose, control over one's fate and satisfaction with one's personal life and health.

Teacher interviews were conducted face-to-face and lasted approximately one and half-hours following the World Health Organisation (WHO) Covid-19 Standards and Regulations. The length of interviews varied depending on participants' contributions and the pace of responding to questions.

The interview approach allowed me to use prompts and probes in an attempt to extract valuable information from teachers. Prompts and probes encouraged teacher participants to open up, expand on their responses and provide detailed reports (Braun & Clarke, 2015). I created and maintained good rapport with teacher participants considering that teachers needed to trust and feel comfortable with me to share experiences and thoughts.

I conducted interviews with teachers in quiet offices or any other place agreed on by teacher participants and the researcher. The researcher used telephonic, or electronic interviews (e-mail and social media platforms) when face-to-face interviews faced challenges.

- ***First Interview:***

The interview took on a conversational mode of inquiry where interaction was bi-directional. I followed some guidelines for conducting interviews, chief among them to ask well-constructed and meaningful questions to allow participants the opportunity to reflect on their experiences. I did not interrupt participants whilst they were talking, and I never completed a phrase or sentence for someone who was struggling to complete a sentence or pondering over the right words. I ensured that participants got sufficient time to answer questions.

As a qualitative researcher, I had to demonstrate good analytic skills during interviews as a way of deciding whether follow-up questions or probes worked (Creswell & Poth, 2018). I needed to be content, when necessary, with the responses participants gave to avoid unnecessary probing. I made sure that I remained neutral in my body language, expressions, tone and words to avoid influencing the responses given, as this could have resulted in participants telling me what they

thought I wanted to hear (Creswell & Poth, 2018; Johnson, 2017). I maintained eye contact with participants to ensure that I observe non-verbal responses given by the participants (Johnson 2017). I used questions listed in Appendices K and L during the interview sessions.

- ***Follow-Up(s):***

I conducted follow-up interviews until the information I sought was collected. The aim was to reach a point of data saturation. Data saturation was enabled by conducting interviews with both teacher and learner participants. Follow-ups were conducted through electronic means (use of e-mail and social media) or by telephone for teachers and further interviews with learners.

4.6.2 IOS Maps for Learners

The IOS questionnaire provided information about the teacher's class in terms of the teacher's relationship with learners. As a tool for generating richer qualitative data, IOS exposed teacher characteristics that influenced teacher-learner relationship quality. Thus, the IOS inquiry provided the context for establishing whether teachers in the study had the qualities appropriate for developing good relationships with learners and qualities to ensure that learners had good psychological well-being. The examination of teachers' characteristics affecting learners' closeness to, or aloofness from teachers gave the researcher an opportunity to compare closeness in relationships and learner psychological well-being.

4.6.3 Self-Reports and Diaries

I kept self-reports and diaries, which contained field notes and observations made during the research process. I recorded the interviews in a research diary to take note of the pace of the interviews and to ensure that interviewees were guided appropriately (Rubin & Rubin, 2012). Notes enabled me to formulate new questions as the interview progressed. I used follow-up questions to check something said earlier, assist with latter analysis and provide back up where the audio recorder malfunctioned or if the recorded interview was erroneously erased. I had to make regular entries in my diary as I interacted with teacher and learner participants. I used a researcher-directed diary to aid my memory to track information or data during the research process. I was able to capture and retain micro-details that were likely to be forgotten over time (Braun & Clarke, 2013).

4.6.4 Visual Data

I collected classroom visual data to complement interview data. I took photos and video recordings of research sites (case classrooms) to capture the research context. I applied observation methods to record patterns of interaction within the selected samples; to capture the interplay between the instructional quality in classrooms and teacher-learner relationships. I used an observation protocol to guide the collection of visual data that provided a roadmap for how I came up with descriptions from observing classroom interactions (Coe et al. 2021). The scoring criteria included analysis of emotional support, teacher sensitivity, regard for learner perspectives, classroom organisation, instructional support, quality of feedback, problem solving and learner engagement. I focused on learner talk and actions as indicators of the quality of classroom interaction.

The visual data of photos and images enabled me to assess classroom quality. I had to apply the observation method to study the connection between the physical environment and learners' relationship with their teachers. Visual material such as photos and video recordings was scrutinised by looking at the context and content, analysing the formal composition and institutional intentions and the impact on student well-being (Flick, 2023).

I compared visual data with verbal information gathered in the study to ascertain the psychological well-being of learners. I assumed that the physical environment experienced by learners in schools might affect their psychological well-being. The advantage of visual data over verbal data methods is that processes can be analysed in the making and as they unfold, instead of having only reports about them (Flick, 2023; Coe et al. 2021). I could watch the photos or video recordings repeatedly. In a way, the photos complemented the researcher's field notes.

In line with the ethos of the quality of environment and maintenance of well-being, it was important to collect visual data to validate research findings. I used visual qualitative research to understand the iconic qualities of classroom interaction by integrating images, photos and video in the data collected.

4.6.5 Researcher's Reflective Journal

The research study also utilised the researcher's field journal as a method for collecting qualitative data. It acted as a data source for triangulation (Deggs & Hernandez, 2018). The journal contained observations and field notes comprising jotted notes, observations (compiled in the field, or soon after leaving the field), inferences (reflecting social relationships and meanings), analyses,

interview notes and personal information (record of personal feelings). I used the notes for inference purposes at data analysis stage. The journal provided insightful information about the research setting and phenomenon as suggested by Deggs and Hernandez (2018). I embraced the journal as a source of data that could ensure the credibility of the research study.

I put in place strategies to address concerns about whether my findings and interpretations did not represent my biases and preconceived notions (Engel & Schutt, 2017). I applied triangulation and member checking techniques. In line with Engel and Schutt (2017)'s proposition, I consulted learners and teacher participants, seeking their input about the findings and interpretations. Through triangulation, I took into account different perspectives in answering research questions and combined different data to allow for surplus knowledge as propounded by Flick (2023). I had to reflect on my own subjectivity. I used a reflective journal to harness quality and trustworthiness of research data.

4.7 Collection of Data

I sought relevant authority by approaching schools and tendering introductory letters inviting teachers and learners to participate in the study. Where possible, I sent introductory emails to prospective teacher participants informing them about the study. I provided detail about what involvement in the study would mean for participants (Briggs et al. 2012).

The preliminary stage involved providing participants with information regarding the data collection process by way of information sheets. I then went on to conduct face-to-face interviews after obtaining consent and assent. Depending on need, I conducted one round of interviews. Most participants were not willing to take part in more than one interview due to time constraints and Covid 19 restrictions. I held a long, single interview with each participant and then followed up any outstanding issues and queries through other modes of communication such as email and telephone.

During the interviews, I asked one question at a time, and tried not to interrupt the interviewee while talking. I audio-recorded all interview sessions to ensure that all components of the vocal responses were captured, and the richness of individual statements was not lost (Aldrup, 2018; Briggs et al. 2012). A reflective journal in which I recorded important events that occurred during

the interviews was a useful source of information (Haslam et al. 2022; Rudestam & Newton, 2007). The researcher took down notes when respondents used different styles of language and when key themes were raised that needed elaboration. I followed up the issues at different stages of each interview. Probes tended to be open-ended or specific to participants' comments.

Each interview session was conducted face-to-face lasting approximately less than 90 minutes. The research focused on teachers' relationships with their learners, learner characteristics affecting relationship quality, and the learners' preferences in the relationship. This enabled me to establish the extent of teacher-learner relationships from the perspective of learners. The greater part of the interviews examined how the relationship between teachers and learners manifest in, and affected, learners' psychological well-being.

I prepared separate interview guides for teachers and Grade seven learners to address their specific situations. Learners' satisfaction with life at school, their engagement with learning and their social-emotional behaviour indicated well-being.

The qualitative case study research presumed that interpersonal relationships (with teachers) are probable determinants of psychological well-being of learners (Martin & Collie, 2019). I cherished the view that teacher-learner relationship may influence learners' behaviour, social emotional development and psychological well-being because teachers spend a long time with learners (Gonzales-Ball & Bratton, 2019).

I labelled raw data (recordings, and field notes) to identify the source of the data. Each piece of raw data material was identifiable with a unique serial number or code for reference purposes.

4.8 Data Analysis and Interpretation

I began the process of data analysis quite early, alternating between data collection and data analysis (Johnson & Christensen, 2014). I wanted to familiarise myself with the research topic to guide each round of data collection. I set myself to do data analysis at the same time with data collection and data management. I immersed myself into the data to allow new insights to emerge. Data analysis involved the interpretation of data generated.

I gave a verbal description of the IOS questionnaire (Appendix M) used to measure the perceived closeness of teachers in their relationship with learners at the introductory phase of the case study. I used the questionnaire as a visual prompt to help teachers reflect and talk about their experiences

of the influence of teacher-learner relationships on psychological well-being of learners. I presented results of the reflection-on-action IOS maps as verbal descriptions to augment the qualitative interview research narrative.

Data analysis covered the factual, conceptual and interpretive strands of information as espoused by Haslam et al. (2024). I prepared interview transcripts from audios recorded during the interviews. I had to check the transcripts for accuracy and corrected as required. I then read all data to achieve immersion and obtain a sense of the whole. I sought ways of organising the data so as to capture the meaningful features within them that were relevant to the research question.

I read patterns, made connections, and perceived the bigger picture through field note writing, audio recordings, interview transcribing, analytic memo writing and other documentation processes as espoused in Creswell, (2014). I looked for and constructed patterns out of the interview transcripts and field notes. I drew categories of data in order to sort the data and explored the ways data patterns and categories interacted and interplayed (Johnson & Christensen, 2014). Interaction meant the way categories influenced each other, while interplay referred to the order of, and overlap in categories (Johnson & Christensen, 2014; Saldana, 2011). I examined the research evidence carefully and made reasonable inferences. The qualitative data analysis enabled me to establish what was possible, plausible and preferable (Saldana, 2011). I identified discrete examples that seemed to exemplify a distinct feature of the data set as suggested by Haslam et al. (2024). I gave elements with the same feature the same code and those that were different got their code. I marked written text using different colours and copied the extracts highlighted in the same colour into a dedicated section. By so doing, codes were organised into a logical system of meaningful themes that help to present a coherent picture of the study.

I did qualitative data analysis during data collection, data entry and storage, coding and developing category systems, identifying relationships (themes, and patterns), corroborating and validating results (Johnson & Christensen, 2014). At every stage of qualitative research, data analysis took place.

I transcribed data collected during the qualitative case study research verbatim (Braun & Clarke, 2013). I transcribed spoken words in recorded data. After listening carefully to the audio recordings, I typed recordings into a word processing file. I transcribed the handwritten text in memos, observational field notes and my reflective diary into a word processing file as well.

After transcription was complete, I shared data with participants for checking and augmentation, in line with Briggs et al. (2012). Once I made the necessary changes and additions to the data, I coded and subjected it to interpretation. I located all text segments, coded the same and determined whether participants were responding to a code idea in similar or different ways as suggested by Creswell (2014). I identified emerging themes and codes. Themes were then analysed and contextualised in accordance with the analytic framework of the study.

I identified data relevant to the research topic basing on identified research questions and research literature. I then produced large amounts of rich data, and data analysis involved weighing up the value and worth of it. I reduced, filtered, and sampled data through the process of analysis. I reduced data by using coding and thematic analysis techniques.

I proceeded to divide the data into meaningful units. A meaningful unit of data can be a word, a single sentence, or several sentences (Johnson & Christensen, 2014). I used descriptive coding for generating about seven themes for data analysis. In pursuit of Briggs et al.'s (2012) view, I secured a clear definition for each code so that I could apply codes consistently over the period of analysis and over a range of data. In line with Creswell and Poth, (2025), I re-assessed codes during data analysis to deepen understanding of the topic. I secured major themes and used them as headings in the findings section of this research study. My major task as a qualitative researcher was to draw insights around the selected themes (Creswell, 2014).

I developed case descriptions that involved a detailed rendering of information in the form of verbal narratives as highlighted in Creswell, (2014). Outcomes from interviews were included in related case descriptions, including details and aspects of the classroom context in which I conducted the interviews. The case descriptions acted as the resource from which I derived explanations. Codes and categories generated for these descriptions formed the basic building blocks of analysis and interpretations.

After synthesis of field notes, audio recordings, interview transcripts, analytic memos and IOS maps, discrepant information was stored safely in a reserve word processing file. I deposited what did not relate to the identified thematic areas in the miscellaneous category. The miscellaneous category was important to keep at that stage as the researcher could refer to it later on when need arises.

4.9 Ethical Considerations

Ethical considerations cover the ethical procedures followed and general ethics adherence during the Study. Below are ethical procedures I followed in this study.

4.9.1 Ethical Procedures Followed

Ethical issues relating to protection of teacher and learner participants were of concern in this study. There was need to observe ethical principles during the research. This qualitative case study involved teacher (adult) and learner (minor) participants providing research information. Learner participants were aged 11-13 years-old and teacher participants were adults who were above the age of 18 years.

I obtained ethical clearance to conduct the research from the University of South Africa and the Ministry of Primary and Secondary Education (Zimbabwe). Twelve teachers gave their consent, while 15 learners assented, and their parents granted them consent to participate in the research.

I observed ethical values, during the recruitment of teacher and learner participants, before, during and after the research study. I had to demonstrate competency to undertake the research to avoid resource wastage. I needed to be fair, honest, and respectful. I avoided misleading or deceiving research participants. I had to observe and uphold the ethical standards of the University of South Africa (UNISA) and accept responsibility for my research actions or behaviour.

4.9.2 Ethical Concepts

I made sure that I respected the rights and dignity of research participants. I avoided violating their privacy, confidentiality and autonomy, cultural and individual differences such as age, gender, ethnicity, religion, language and economic status. I upheld their welfare and sought to minimise any harm befalling them because of interaction with them. I sought for written consent and/or assent from the participants after informing them that they were free to participate in, decline or withdraw from the research.

I obtained informed and voluntary consent and/or assent from participants before engaging them in the research study. I also ensured that research participants understood what it meant to be involved in the study and expectations for them. Participants understood possible inconveniences and they made decisions free from pressure or persuasion (Clarke et al. 2014). I sought the consent of learner participants through their parents and guardians. Learner participants received consent

forms to take home for their parents or guardians to read and approve. The consent form explained the nature and purpose of the research, who might benefit from the findings; risks, timelines, and activities assigned to participants. In case of adverse effects arising from the study, participants referred to school guidance and counselling teachers or psychologists. I kept information on learner participants confidential since I selected learners from schools where I did not work, or had worked in before.

I observed privacy and confidentiality before, during and after the research study. Confidentiality refers to the treatment of information that a participant has disclosed in a relationship of trust, with the expectation to keep it private (Rudestam & Newton, 2007). In order to observe confidentiality, I kept participants' responses and identifiable data secret. I did not disclose or discuss it with anyone else. I did not take photos or videos, including images of learners' faces. I put these measures in place for child protection purposes (Clark et al. 2014). I assigned case records comprising interview transcripts and observation reports pseudonyms. I kept all records and reports anonymised and confidential. I also kept data in a lockable storage space. I upheld respect for participants whereby their privacy was protected, concern for their welfare was observed and justice was provided where they were treated fairly and never deceived (Creswell & Poth, 2025; Creswell & Poth, 2018).

I properly secured audio recordings and other research material in line with UNISA standards and regulations. I arranged with a counsellor and school psychologist, in case learner participants experienced anxiety, felt pressured to disclose information, or experienced physical symptoms such as restlessness, difficulty concentrating or opening up. I was aware that cases of abuse of interpersonal relationships could evoke negative emotions.

I had to explain the limits of confidentiality to the participants. I stood ready to disclose offenders' identities to the relevant law enforcement agents to conduct their independent investigations. I was obligated to explain that the country's laws required disclosure of specific events (e.g. abuse) as enshrined in the laws of the land. I would have alerted the CEDU committee and my supervisor if violations had occurred in terms of the standing legislation, regulations and statutes (Criminal law). I would also have taken note of the obligation to report such abuse to the relevant authorities in Zimbabwe.

I alert teacher participants on the legal implications should a learner disclose any form of abuse or misconduct on the part of the teacher.

I disclosed to participants the risk of reporting negative experiences and how, in small-scale research, the risk of identification of reporters of such experiences by the other party involved could be a possibility. Some participants could experience negative emotions emanating from the interviews. Emotions could be aroused. Minors (learners) could be apprehensive that their relationships would be affected by participating in the study. Participants may fear being exposed to undue physical or psychological harm. Learners may fear being exposed to harm such as anger, invasion of privacy and damage to personal dignity in extenuating cases.

The right to choose to participate, to decline to participate and to withdraw were extended to all participants as indicated in Creswell and Poth (2025). I did not pressurise participants to engage in research when they were not ready. As a principle, I disclosed potential risks and how I intended to manage them. I pointed at potential risks in lay language. I explained that participation in research was voluntary. I explained that learner participation in this study would not have an effect on school performance. Participants could choose to withdraw from the research any time without penalty, with or without reason. I removed information, such as demographic information in documents that might lead to identification of participants.

I maintained bias-free writing of the research report. I avoided plagiarism at all stages of the research study. I used language sensitive to diverse groups.

Since some research participants were teachers (adults over 18 years) and Grade seven learners (minors aged 11-14 years) drawn from primary schools, authority to conduct research was sought from the Ministry of Primary and Secondary Education's head office, provincial and district offices and schools. Teachers gave their informed consent for the release of their names and contact details as well as their consent to be participants in the research study. Parents or guardians standing in for minor participants gave consent to their children's participation in the research. Learners gave assent before participating in the study.

4.10 Quality Criteria

This section discusses strategies applied during data collection and analysis to establish trustworthiness. I took steps to maintain credibility, dependability, transferability and

confirmability (Guba, 1981) to maximise on rigour in my qualitative case study. I needed to produce a good, valid and trustworthy study.

4.10.1 Credibility and Authenticity

In this qualitative case study, I collected rich data from a relatively small number of teacher and learner participants. The data met the set criteria for credibility and authenticity to allow for possible transferability to other settings. The authenticity of the data collection process was important to allow for credibility of information as suggested in White et al, (2012). Adequacy and appropriateness of data were critical factors for the credibility of the research results.

I kept a meticulous record (an audit trail) of the research process so that other interested stakeholders could follow research steps and arrive at the same conclusions. I carried an audit trail of raw data, evidence of data reduction, analysis, and synthesis as well as process notes that reflect the ongoing inner thoughts, hunches, and reactions of the researcher in tandem with White et al. (2012) and Rudestam and Newton, (2007).

There was potential for researcher bias since I was both the data collector and data analyst. I checked with research participants (teachers and Grade seven learners) on the accuracy and credibility of findings. Researcher bias was reduced by actively involving the research participants in checking and confirming the results (Birt et al. 2016). I involved participants in verifying the accuracy of findings and added missing information to the original findings, by so doing improving the quality of research information and checking trustworthiness of information. Furthermore, I gave feedback regarding the results of the research to schools that participated in the study.

4.10.2 Transferability

Quality criteria refer to trustworthiness of the information collected in the research study. I knew that research bias could occur through the sample selection, the instrument design and the researcher's research practice (Creswell & Poth, 2025; Jones & Donmoyer, 2021; Devlin, 2018; Braun & Clarke, 2013). I selected the sample, designed data tools and recorded the research process and practice meticulously.

Qualitative case study research is a subjective process where the researcher's values, assumptions, perspectives and mannerisms can affect the quality of research data (Creswell, 2014; Creswell & Poth, 2025). I got involved in interpretation and reflection, taking stock of the influence of my

intellectual, perceptual, theoretical, cultural, and cognitive factors on the interpretation of the research data. As a way of addressing research subjectivity, the researcher applied critical reflection on the knowledge produced.

I took into consideration a number of qualitative reliability procedures. It was important to ensure that transcripts were free of mistakes made during transcription. I gave myself enough time to transcribe data well. As a qualitative researcher, I engaged another competent person to crosscheck my work. In addition, I made sure that the definition of codes did not change during the process of coding for consistency.

4.10.3 Trustworthiness and Dependability

I applied triangulation as a means of crosschecking data to establish trustworthiness. The principle of triangulation assumes that there are different ways to investigate cases and if those different approaches concur, then the research report is a truer account of those cases (Adler, 2022; Creswell, 2014; Creswell & Poth, 2025). In this research, respondent triangulation (asking the same questions to many different participants) complements methodological triangulation (using several methods to explore the same issue). The current research benefited immensely from using interviews and diaries for triangulation. I crystallised the information gathering process to gain a complex, in-depth understanding of the topic. The research supervisor crosschecked my work to ensure consistency in data collection and analysis. Selected teachers at each of the three research sites (schools) read and provided feedback about the analysis and the results to ensure that my research findings were accurate from a native perspective as suggested in Adler (2022).

4.10.4 Confirmability

An audit trail confirmed research results (White et al. 2012). The audit trail provided a clear methodological reference for future researchers. I kept accurate, and detailed records of the methods applied in data collection and analysis. I audited codes and themes for variability and consistency in their application and use. An expert (reviewer) in qualitative data analysis was engaged to complete an external audit of the data as espoused in White et al. (2012).

4.10.5 Reflexivity and Researcher Positionality

I shared with participants how, as a researcher, my interaction with them could influence my ability to maintain objectivity as cautioned in Adler (2022). I was conscious of my effect on the research participants as a lecturer and researcher, since the two positions were potential areas of bias and

misunderstanding. Cultural differences between my participants and me could cause us to differ in our understanding of certain customs and norms regarding well-being and interpersonal relationships leading to misunderstanding. In addition, the way my participants viewed my profession and gender could lead them to change what they say or do in my presence. I self-assessed and continuously tried to minimise areas where biases could cloud objectivity. I undertook appropriate role swapping during the research and created reflexive moments during analysis of data to recognise new insights in the data (Jamie & Rathbone, 2022; Adler, 2022).

4.11 Summary

This chapter outlined the research methodology applied in the study. I conducted a qualitative case study, involving an in-depth description and analysis. The choice of a qualitative case study arose in order to get as close to the selected Grade seven learners possible and to provide rich, thick description of their interaction with teachers in the classroom. The qualitative case study enabled me to explore the lived experiences of teacher and learner participants. I studied cases within participants' real-life context to get a holistic picture of the classroom environment. I applied a case study design because the researcher was interested in gaining insight, discovery and interpretation.

I selected the research participants through purposive sampling. I incorporated participants based on their ability to provide appropriate data. The small population sample permitted the carrying out of an in-depth case study. I Ethical principles were adopted to ensure that the research was done smoothly.

The study employed semi-structured face-to-face interviews to collect data for the study. Data drawn from IOS questionnaires, diaries, reports, research journals and visual data complemented interview data. Issues of trustworthiness, reliability and validity. The chapter presented strategies put in place to address research bias and related challenges. The chapter underscored the importance of subjectivity and reflectivity in qualitative case study research. The next chapter discusses data collected during the research study.

CHAPTER FIVE

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

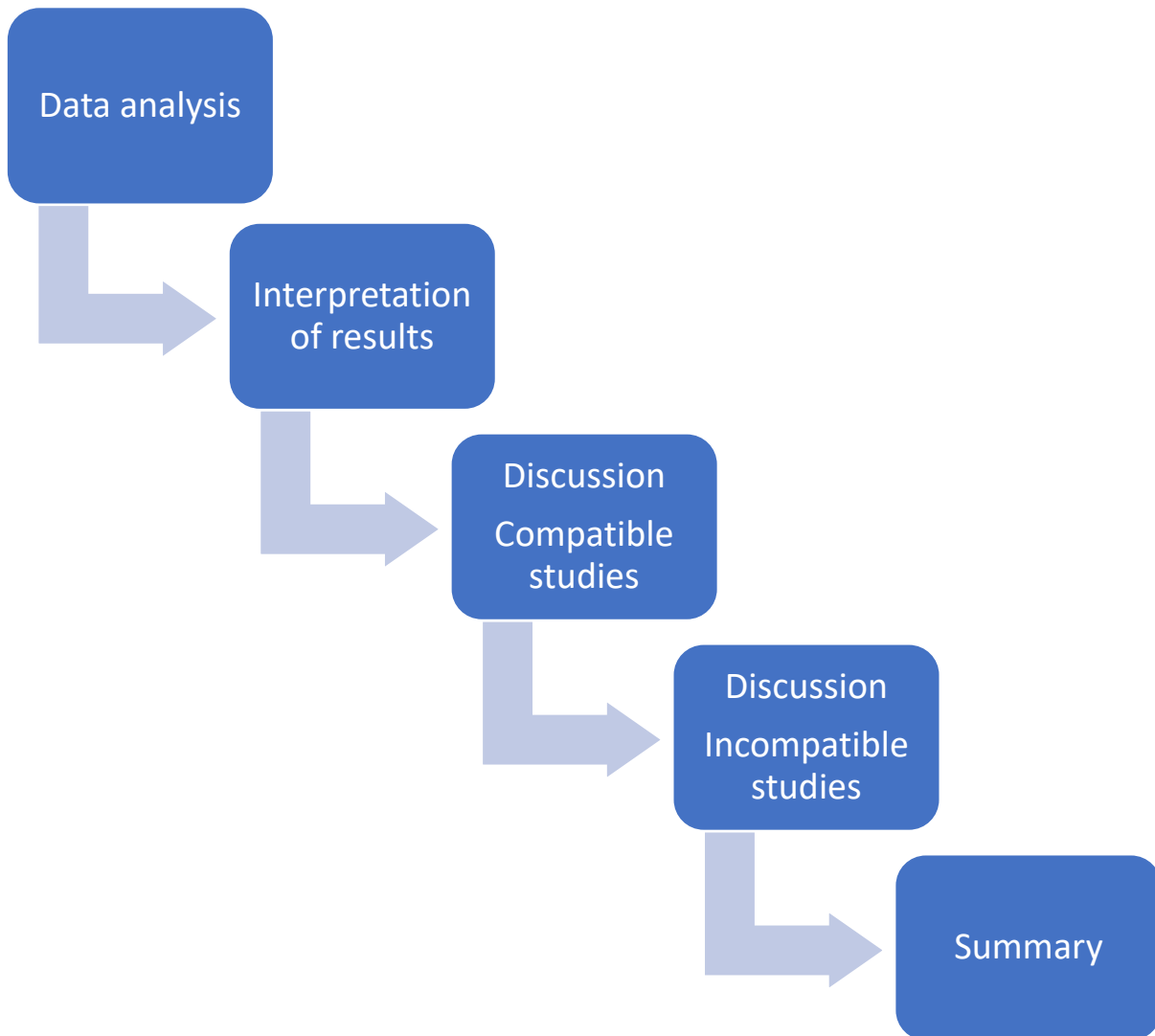


Figure 5.1 Empirical data discussion

5.1 Introduction

The chapter presents the results of the case study. The results emanate from IOS maps, interviews and observations carried out during the study and from the researcher's reflective journal. I present the study results according to themes, with elaboration done according to sub-themes, categories and subcategories. For each main theme, there were several emerging categories, which were further broken into sub-categories. I identified overlapping themes and categories suggesting various linkages among data sets. I also used maps and diagrams to show their association and situate the findings within the research topic boundaries.

Four thematic areas were chosen for this study, namely stakeholders' conceptual understanding of psychological well-being and teacher-learner relationship, Grade seven learners' views on their psychological well-being at school, teachers and Grade seven learners' experiences of the influence of teacher-learner relationship with regard to the psychological well-being of learners and strategies for promoting the development of positive psychological well-being. I addressed pertinent questions including what I observed at interview sites, the key issues for participants, how participants described the influence and what arguments participants projected about the influence of teacher-learner relationship on the psychological well-being of learners. In undertaking the data analysis, I sought patterns (similarities and differences) in the data, comparing cases and building typologies. I also extracted relevant statements from participants and interpreted them in light of the secondary research questions of the study.

This chapter presents and discusses significant findings of the study and embeds the results within the theoretical context as defined in Maslow's self-actualisation concept and Ryff's psychological well-being theory. I attempt to return to literature to integrate the results with other empirical studies examining the same phenomenon. The chapter cites some relevant studies compatible or incompatible with the findings of the study.

5.2 Participants' Demographic Information

The demographic information covers twelve teachers and fifteen Grade seven learners who participated in the study. I coded teachers from 001 to 012 for data management purposes.

Of the fifteen learner participants, four were orphans (Prince, Netasha, Juddy and Tembi) who resided at a children's home, three were former street children (Sihle, Tom and Taku) sheltered at a children's village and eight (Cleo, Kupa, Ruth, Princess, Davy, Theo, Lima and Thoko) stayed in suburbs surrounding the three schools studied. I gave pseudonyms to learner participants for ethical reasons.

The diverse composition of participants provided a fertile ground for exploring the experiences of the influence of teacher-learner relationship on adolescent psychological well-being. I presupposed that the school setting would provide access to learners' accounts of their psychological well-being in an area where teachers and learners' interpersonal relationships were predominant. The three schools that were studied were largely re-engagement schools for disadvantaged learners (orphans and street children) practicing reverse inclusion. The re-engagement schools enrolled other children to learn alongside peers who were disadvantaged.

5.3 Research Context

I took photographs of the research sites (re-engagement schools) to capture and define the research context. It was important to find out the conditions and practices that supported or hindered learner well-being in the schools.

I used visual data (photographs) to depict the social, structural and material conditions of the different contexts that Grade seven learners and teachers experienced. I had the intention to make reflections on what effect settings in classrooms had on learner well-being. I wanted to ascertain whether the physical learning environment of schools affected the psychological well-being of Grade seven learners. The physical character of the classroom could have a bearing on learner attitude such as the desire to go to school, a feeling of pride in school, and learner feelings of safety within the classrooms.

5.3.1 School Site 1

The first school was a modern, primary school, which had good resources, judging by the neat and well-kept surroundings (fauna and flora). The school catered for learners (orphans and street children) staying in a rehabilitation village and children's home and learners from surrounding suburbs. The lawn, flowers and shrubs were thriving. Grade seven learners interacted in pairs or

groups in a jovial way; engaged in different sporting activities. They were happy as indicated by the cheer and laughter that characterised the classroom. The school environment was less controlled and learning motivation was high. The classroom atmosphere and climate were good.

The classrooms were in a good state in terms of floors, walls and fittings. The teacher-learner ratio was one teacher to twenty learners. Tables and chairs were well arranged and positioned in the classrooms studied. Lockers kept textbooks and exercise books for each learner. There was order of high class.

Classroom displays were classic and of high quality. There was ample evidence that learning was taking place. I found out that the teachers and learners were interacting very well.

5.3.2 School Site 2

The second cite was a school that catered for vulnerable learners from care homes as well as learners from the suburbs around the school. The school buildings looked old, crowded and cluttered. The yard was bare of flowers and lawn. The classrooms had broken windows, which seemingly exposed learners to harsh weather conditions and inadequate furniture that translated to squalid seating arrangements, crowdedness and congestion. Textbooks and exercise books were all over the tables. I encountered learners from different economic backgrounds, those from rich backgrounds and others from poor backgrounds, judging by the clothes they wore, and general upkeep. Not all learners wore school uniform.

Under these conditions, there were high chances of learners experiencing environmental stress and reduced well-being in a crowded classroom, as depicted by the environmental stress theory. Health challenges such as anxiety, depression and compromised resilience were likely to affect them.

5.3.3 School Site 3

The third study site was a special school that worked to safeguard ordinary children and children excluded from the school system. It catered for vulnerable learners whose education was donor funded as well as learners from privileged families who could afford the high fees demanded at the school. I observed a well-resourced school as depicted in the photographs taken on site. Learners wore neat and good uniforms. The classrooms were well equipped with furniture and educational material of quality. Each learner had a decent desk and chair. The classrooms were spacious and had plenty of space to move around. It had the prerequisite resources for learning.

The classroom climate seemed conducive to learning. The learners communicated with each other without hindrances. I noticed that Grade seven teachers had good rapport with learners. At face value, teachers exhibited positive attitude towards learners.

The Person-Environment Fit theory acknowledges the importance of the school contexts in shaping the social and academic development of learners. In similar ways, the study values the appropriateness of the three study sites for best meeting learners' social, cognitive and behavioural outcomes (Walters et al. 2014). The three study sites were supposed to offer learners structures and services required for optimal development. However, there was incongruence in Site 2, since learners' psychological needs remained largely unmet in a crowded environment.

5.4 Thematic Results

In the ensuing discussions, I present and substantiate the emerging themes, sub-themes and related categories with excerpts transcribed from learners and teachers' interview recordings, observation notes and reflections in the researcher's journal notes. I present thematic results incorporating reflections on IOS maps, teachers and learners' interviews, researcher's observations and notes captured in the researcher's journal. Teachers' and learners' reflections (written) are incorporated into the discussion (in the form of italic phrases) to provide for participants' voices and convey the personal meaning they brought to the study. Presenting teachers and learners' actual words was a strategy to prevent any bias by the researcher.

5.4.1 Reflections on the Inclusion of the Other in the Self (IOS) Map

The purpose of this section is to provide insight into teacher-learner relationships that influence the psychological well-being of learners drawing from IOS maps. I asked learner participants to describe teacher-learner relationships using IOS maps. They were involved in relationship mapping using circle pictures arranged on a continuum stretching from close to distant relationships (See appendix M). The IOS maps afforded learner participants the opportunity to place on a scale teacher-learner relationships during the series of interviews conducted in the case schools.

IOS mapping results indicate that learners varied in their perception of teacher-learner relationships existing in their classroom. In the majority of cases, learner participants revealed that the prevailing teacher-learner relationship was a close one. IOS maps reflected on typical

interaction patterns that existed between teachers and learners as learner-friendly, supportive, warm and caring, cordial, nice, considerate, pleasant, tolerant, empathetic and enjoyable.

Typical verbal remarks captured in the IOS questionnaire that depict teacher-learner relationship pattern include the following:

Kupa indicated:

“The teacher is good like ice-cream, very good”

Thoko yelled:

“A good teacher indeed! She treats us in a motherly way.”

Juddy (with a smile) said:

“My teacher is my best friend. No one knows me the way she does. I take her as my beloved parent.”

Princess indicated:

“I am attached to my teacher so much!”

Thembi noted:

“We understand each other. We both make mistakes and help each other out of the mistakes. We share a lot about life and laugh together.”

Lima indicated:

“I feel comfortable when interacting with my teacher! He is my favourite.”

Overall, learners’ responses were strongly positive. The learning environment met the social and emotional needs of learners, in particular, close teacher-learner relationships. Among other findings, this would allow learners to attain a high level of psychological well-being and have a sense of belonging towards the school. The learners possessed a higher academic self-concept, which facilitated academic achievement and positive psychological well-being. By implication, teachers should go an extra mile to look at their relationship with learners to nature positive thinking and positive psychological orientations.

However, five learners (two former street children, one orphan and two ordinary learners) indicated that their relationship with teachers was constrained. They alluded to some bad things that happened during their interaction with teachers. Learners experienced school adjustment challenges. Extracts from concerned learner participants revealed feelings of hate, emotional instability, and loss of environmental control, and poor engagement. Negative sentiments expressed by learners include the following:

Tom said:

"We do not see eye to eye."

Davy indicated:

"My teacher hates me so much."

Cleo felt:

"I think there is hatred between me and my teacher."

Prince indicated:

"I am not one of his favourite learners. It's boring."

Taku exclaimed:

"My teacher is hard on me."

The cases cited above indicate the negative effects of a distant relationship. Learner participants highlight the extent to which learner psychological well-being was negative because of the prevailing teacher-learner relationship. It is evident that teacher-learner relationships based on selective engagement of learners were unwarranted in the school context.

In this study, boys, more than girls, were affected by strained teacher-learner relationships. Personal animosity in teacher-learner relationships had the effect of causing emotional instability in learners as evidenced by wayward teacher-learner relationships. A distant teacher-learner relationship affected learners' sense of belonging to the extent that affected learners had bad feelings towards their teachers.

Learner participants revealed that interpersonal teacher behaviours determine the working atmosphere in the classroom and overall well-being of learners. In the study, learner participants perceived teacher-learner relationship from different conceptualisations such as good flow of communication, good treatment (no harassment), being considerate, friendly and being a parental figure. Learners expected teachers to exercise patience and tolerance to create a relaxed classroom atmosphere. Teachers in an intact relationship with learners were viewed as understanding and helpful in unconditional acquaintance, and they promoted learner welfare. By implication, a close teacher-learner relationship depended on a democratic process of relationship building in schools.

The IOS maps indicated that teacher-learner relationships were distant in some cases. The distant relationships were characterised by interpersonal teacher behaviours perceived by learners as demonstrating dominance (strict leadership), less personal attention and support. Teachers who kept a distant relationship put affected learners potentially at risk of neglect. They expressed high insecurity and discomfort.

I present some of the responses that reflect a negative relationship below.

Netasha reported:

“My teacher and I are not that close.”

Lima noted:

“My teacher is hard on me.”

Cleo thundered:

“I do not like my teacher! I feel embarrassed when he scolds me and I regret to be taught by him!”

Ruth exclaimed:

“My teacher does not want to listen to what I say or appreciate my presence in class! I am fed up!”

Taku complained:

“The teacher is unfair to me! I think the bad treatment he gives me causes Bob (not real name) to bully me and the teacher does not punish or caution him. My father does not believe me when I tell him that I want to change the teacher and school.”

Prince reported:

“My relationship with my teacher is a bitter pill to swallow!”

The learners’ sentiments revolve on negative teacher-learner relationship which impact negatively on the achievement of positive psychological well-being by learners. Conflict between teachers and learners indicates a distant teacher-learner relationship. Such a distant relationship had a negative impact on learners’ sense of belonging, motivation to learn, school adjustment and performance. Learner participants who indicated a distant teacher-learner relationship sighted a decline in the quality of teacher-learner relationships.

IOS maps did not provide a holistic picture of the study because of the multi-dimensional nature of the concept of psychological well-being. I had to probe the learners, taking care not to influence their perceptions. Generally, learners were of the view that a teacher who was in a good relationship with learners had good knowledge about learners’ needs. The teacher strove to satisfy learners’ needs, by so doing addressed their psychological well-being. A teacher in a positive and close relationship was in a better position to make learners motivated to learn, conduct effective lessons and propel learner achievement to high levels. Learner participants viewed such a teacher as understanding, supportive and helpful. In the majority of cases, learner participants suggested that positive interpersonal teacher behaviours had a soothing effect on learners’ psychological well-being. In the study, a positive teacher-learner relationship caused learners to trust, respect, feel warm, and have a sense of belonging. However, the IOS maps left some questions on the influence of teacher-learner relationship on adolescent learners’ psychological well-being not fully explored.

Some learner participants indicated that they observed allowable professional distance in their interaction with teachers. The professional distance did not interfere with learners’ level of psychological well-being. Learners asserted that they kept professional distance from the teacher to allow for meaningful learning to take place. Learners who shared this view thought that a very

close relationship could put the teacher in danger of too much self-disclosure that can compromise teacher professional role and authority in the classroom. This finding echo Fosen, (2016).

With the IOS maps having laid down the needed research foundation, the next section of the chapter presents the thematic results of the study. I present thematic areas drawn from the analysis of data collected. I discuss the themes, sub-themes and categories below.

5.4.2 Theme 1: Teachers and learners' conceptual understanding of psychological well-being and teacher-learner relationships

The research study explored the research participants' understanding of psychological well-being and teacher-learner relationship as a starting point. In seeking the conceptualisations, I wanted to produce an agreed up meaning for psychological well-being and relationship. Conceptualisations obtained reflected on the indicators I used to measure the concepts and the different aspects of the concepts. I analysed data collected from verbal descriptions of psychological well-being and teacher-learner relationship that teacher and learner participants gave in the interviews.

Teacher participants described well-being as pleasure feelings, good health, and satisfaction of psychological needs and the experience of positive emotions. This finding shows that teacher participants had a correct understanding of psychological well-being. Teacher participants gave the following views of learner well-being:

According to Teacher 004:

“Learner well-being looks at the health of the child, the child’s relationship with teachers, peers and parents, and the learning process, how it is happening for them, their flourishing in learning. It all depends on how the teacher understands the learner.”

Teacher 004 indicated:

“It is being happy at school. Things will be going on well.”

Teacher 010 said:

“It is the learner’s state of happiness or health. He or she will be enjoying life at school”

Teacher 008 viewed learner well-being as:

“How I accommodate them as learners under my care as a classroom practitioner, especially looking at where they are coming from, especially in a class composed of learners drawn from less advantaged parents and child headed families.”

Similarly, Teacher 006 indicated

“It is the support given to learners, the learning environment, social support, the quality of teaching and learning, social relationships in the classroom, safety issues in the classroom, meeting needs of learners, etc.”

Teacher 003 noted:

“Learner well-being is simply satisfying needs of learners in the classroom.”

Teacher 009 asserted:

“The child is happy, he is treated well, he has all the ingredients, that of right to education, right to happiness; right to entertainment, right to good welfare and emotional stability.”

Teacher participants perceived psychological well-being as conditions and experiences that promote well-being and positive health. They singled out growth and development, welfare, and the experience of pleasure feelings, and emotions. Teachers also pointed out those learners exposed to mutual relationships at school. The data gathered indicated that in schools, psychological well-being existed and participants experienced it.

In one extract, Teacher 005 contextualised learner-well-being as follows:

“It is being in good relationships. No fights. Learning goes on well. The learner feels strong and is in good health. Everything is good and learning is quite interesting. Learners feel motivated to learn and are performing well”.

Findings reveal that learner well-being is associated with good health, school performance, school satisfaction, and relationships between teachers and learners. In the same vein, Learners shared similar views on learner well-being as illustrated in extracts below.

According to Tom:

“It is feeling alright, and attending school with others.”

Cleo said:

“It is feeling happy at school. Things will be going on well.”

Lima retorted:

“It shows that I will be in good health. I will be fit.”

Kupa indicated:

“It is (to do with) my welfare. My health will be good”

The findings highlight that well-being is a quality that schools have to reckon and contend with if at all schools are to remain centres of excellence. The fact that learners were able to articulate their understanding of learner well-being clearly shows that learners were familiar with, and appreciative of the observance of well-being and its affiliates, such as pleasure feelings, positive emotions, learner engagement, positive relationships and the realisation of own potentials. Learners expressed vivid, lived experiences that included engaging in activities that were self-fulfilling and beneficial to them. In the same token, participants in this study referred to psychological well-being as having positive feelings, enjoying school, being in good health, and having a positive self-concept.

Psychological well-being meant school satisfaction, feeling good and functioning efficiently by learners. This is in line with Ryff’s model of psychological well-being, which emphasises on self-acceptance, positive relations, personal growth, autonomy and meaning in life (Arshad, & Rafique, 2016). Psychological well-being was reflected in learners’ adaptive behaviour encompassing an acceptance of challenges, interest in work, an experience of self-worth, perceived support, and positive physical and mental health.

5.4.3. Theme 2: Teacher-Learner Interaction and Collaboration for Psychological Well-Being

This section presents the second thematic area, along with its related sub-themes and categories. Research findings showed that learners thought their teachers could support them physically, socially, emotionally, psychologically and educationally. The support obtained caused learners to experience high quality teacher-learner relationships and psychological well-being. Building close teacher-learner relationships was important for learner engagement and achievement outcomes. Learners in conducive classroom settings appeared psychologically and physically protected. Their good psychological well-being gave them conviction and the feeling that as learners they were happy, well treated, enjoying good welfare, and emotional well-being.

The lived learners' experiences were unique, partly because the Grade seven classes studied were composed of learners from different socio-economic backgrounds (children from less advantaged families, child-headed, single parent, and orphans and street children). According to my research, learners' levels of psychological well-being were quite different. Learners' backgrounds and behaviours contributed to the quality of their relationships with teachers. By implication, teachers are supposed to take into account learners' situations and lived experiences in order to manage their psychological well-being.

Both learner and teacher participants indicated the need to address the safety, health and affective needs of learners in the classroom. The study observed that when learners were healthy, they participated in classroom activities well and in a friendly manner. However, when learners were in poor health, they were withdrawn and absent minded. Positive health and learners' positive interpersonal relationships with teachers indicated good learner well-being.

The study revealed that sometimes learners experienced sadness, fear and anger, which indicated low psychological well-being. At the same time, such factors contributed to distant teacher-learner relationships. Learners who developed bad relationships with their teachers tended to manifest behaviour problems. Teacher participants stressed the importance of thorough knowledge of learners; what feelings they harboured and their state of health.

Teacher participants claimed that at times learners hid their true state of well-being. It was important to check on their dress and the quality of food they ate during break and lunch times. Some learners dozed off during lessons, probably out of physical exhaustion and stress.

Teacher participants were sceptic of the way some learners behaved, for example failing to greet their teachers and non-involvement with peers during break time. They reported academic worries and poor relationships with their teachers. Such learners suffered serious isolation from other learners and teachers in the classroom. They lacked social, emotional support in the form of teacher behaviours that lead to learners feeling supported and cared for. Behaviours such as smiling, laughing and being sociable, which serve to indicate that learners are positively inclined to their teachers, were not visible in former 'street kids' participants. The former 'street kids' and teachers often got upset with each other in areas of behaviour and academic performance.

Both teacher and learner respondents indicated that learners' self-satisfaction with school was an indicator of positive psychological well-being. In their view, well-being affects learners' physical, social, mental, and cognitive development (Internals\teacher interviews 015). According to teacher reports, a positive teacher-learner relationship promotes a learner's liking for school, unlike a distant relationship, which reflects mistrust and negative attitude towards school. In the study, a close teacher-learner relationship is associated with a positive perception of the school environment on the part of the learner. Teacher 008 remarked:

“In a close relationship, learners have trust in their teacher. This will result in their enhanced intrinsic motivation. A distant relationship might lead to mistrust and negative attitudes towards school.”

Low profile involvement of learners in school activities (poor engagement) because of a distant teacher-learner relationship was not conducive to psychological well-being. Poor engagement led to docile learner behaviour, which resulted in a stifled relationship.

Well-being was constrained when teachers were domineering, and suppressive. Learners hardly shared jokes, laughed, or exercised freedom. Such an atmosphere had a negative impact on the psychological well-being of learners.

Power relations between teachers and learners partly controlled the way teacher-learner relationship influenced the well-being of learners. The study results showed that teachers had an upper hand in relationship building and maintenance. In other words, teachers were dominant in the relationship. In a way, as long as teachers found the teacher-learner relationship beneficial to them, that relationship was bound to last a long time.

In addition, the teacher's friendly and helpful behaviour had a positive impact on learners' psychological well-being. A friendly atmosphere had the power to inspire both confidence and trust in learners. Teachers' supportive interpersonal behaviour, unlike teachers' uncertain behaviour, positively affected learners' psychological well-being.

By getting close to learners, teachers have to know and understand individual differences. The teacher could check on learners, maintain a conducive learning environment and meet the learners' learning needs. Teacher 007 observed:

“When you are close to learners, you can tell things that affect learners. If you cannot identify the things that affect learners you cannot teach them because you will be judgmental, you will be ill informed when taking any action in a learning situation.”

In cases where learners did not get adequate satisfaction of basic needs such as autonomy, belonging, achievement and relatedness, they failed to function well in the classroom. Learners liked to be independent. When learners sense of belonging was met, they. Learners celebrated their academic achievement. Learners acted freely in the classroom when teachers endorsed their decisions and behaviour. Such learners enjoyed high psychological well-being. In situations where teachers became bad-tempered, angry, or irritated, learners felt hatred and low psychological well-being.

A case in point is of two learners (former street children) who absconded school to join street adolescents in town. Despite the care and education provided by the school and village, the learners in question chose to leave the school because they had failed to integrate well with significant others. The whole issue was about the importance of preserving and promoting learner psychological well-being at school. Teacher 012 aptly revealed this in the extract below:

“Maybe the child will be feeling the absence of a close friend among significant others present. The child was detached from his friends (street children) whom he could identify with. He came to a home or school with people whom he finds little in common. The new home is full of dos and don'ts. Do this! Do not do this! The child feels somehow confined, like being in a cage. Obviously, the child would want to leave the home or school to go back into the street.”

The case of former street children absconding from one of the schools studied highlights the dangers of failing to sustain children's well-being on the part of teachers. Under normal circumstances, learners seek for mutually supportive relationships with teachers in order to achieve stable, positive emotions and engage in meaningful learning.

Findings from the research study indicate that teachers who contributed to learners' well-being exhibited behaviour patterns of high level of influence and cooperation as noted in Paulo, (2012). It emerged that a learner' background and behaviour influenced the quality of the relationship with

the teacher. However, the teacher's behaviour had greater influence and a larger stake in developing relationships with learners. Prewett et al. (2019) conveyed similar ideas.

Research results confirm that not all learners achieve the same level of success in building relationships with teachers. Learners' relationship with teachers immerses them in the processes of participation or exclusion, support or harassment, affirmation or ridicule that affect their participation and adjustment in the classroom. Teachers were more likely to accept learners who are cooperative and helpful. Learners disliked by teachers are likely to remain isolated and depressed. Learners who experience high levels of conflict and discord in relations with their teachers are at risk of school maladjustment. Such learners experienced dissatisfaction with school learning, became emotionally anxious, physically weak, socially isolated and were low in self-esteem. In the study, positive school experience was a resource for health and well-being, while a negative one constituted a risk factor, affecting mental and physical health (Arciuli et al. 2019).

Teachers who experience closed relationships with learners reported that their learners were less likely to avoid school, appeared more self-directed, more cooperative, and engaged in learning. The findings confirmed those by Shukla, (2013) who noted that positive teacher-learner relationships improved learner acceptance and well-being. Case studies revealed that learners liked school more and experienced less loneliness because they had a close relationship with their teachers.

Research results showed that Grade seven learners had autonomy to function in their respective classrooms. Teacher participants openly indicated that learners were sensitive to their own and others' positive and negative feelings in classroom settings. The ability to be flexible to handle interpersonal relationships was necessary to promote meaningful interactions among teachers and their learners.

The study revealed that there was need for adolescent learners to enjoy schooling. Learners needed to cope with pressure that they experienced in school. Enjoyment of school by learners plays a critical role in mood regulation. A feeling of self-control contributes to a sense of well-being. Some learner participants were optimistic about their future academic success. They were feeling good about being in school and that prospects were high that they would pass examinations at the end of that year. Adolescent learners who tended to be optimistic had an attitude that suggested things could work out for them and were inclined to make choices that would promote this.

The degree to which Grade seven learners perceived that the classroom environment met their psychological well-being determined how satisfied or dissatisfied they were in school. The interaction between learners and teachers in the classroom context was largely conducive. Learners reported feeling good and functioning well when relationships with teachers were maintained in a stable and positive way. Neglect affected learners emotionally since it affected learners' intimate relationships and psychological well-being.

Teacher-learner interaction and collaboration reported by both teacher and learner participants pointed to active learner engagement in contrast to superficial participation. In the majority of cases, learner participants expressed their intention to complete school. The learners perceived as highly engaged were more likely to learn more and perform better at school. Basing on the research evidence gathered so far, I was inclined to agree with the view that learners' classroom behaviour was depended on their state of psychological well-being. A positive teacher-learner relationship had the power to keep learners in the right mood for learning. However, a distant relationship could not equally sustain their psychological well-being. Teacher 008 pointed this out:

“In a close relationship between me and my learners, learners grow trust in me their teacher and become highly motivated to engage in learning. When the relationship is distant mistrust and negative attitude crop up.”

Teacher participants in the study emphasized the importance of a positive relationship between the teacher and learners. In their view, learners attain self-actualisation and show affection to their teachers.

Teacher-learner relationships needed to be positive all the time. The teacher was not supposed to dominate the relationship to the extent of ignoring learners' concerns, in particular manipulating their feelings and emotions. Learners developed poor personal attachment in cases where teacher-learner relationships were negative. Teacher 004 made the following observation:

“The relationship is expected to be good all the time. Learners should rely and show confidence in the teacher. They should relate well with the teacher.”

Teacher responses in the study pointed to the importance of interaction patterns that ensure good and balanced relationships among teachers and learners. Teacher-learner rapport was an important

factor in the interaction process. Relationship building was difficult in the case of a teacher who was hostile to learners.

Teacher 012 remarked:

“The important thing is how the teacher relates with learners and vice versa. It is a two-way process.”

Teacher participants highlighted the importance of good communication, confiding in each other and mutual rapport in sustaining long-time teacher-learner relationships. This would make learners perceive a warm, caring relationship with the teacher. Teacher 010 noted:

“.... a good flow in relations between the teacher and learners...the interactive process that translates into positive outcomes.”

I observed that teachers in this study had mostly warm ties with their learners. The teachers reported that they made fruitful strides to meet learners’ needs in the classroom to enable learners to attain optimal psychological functioning.

The study findings highlight patterns of supportive relationships with teachers, which were good for social and cognitive skills development. In my research journal, I noted that teacher-learner relationships were generally characterised by warmth and open communication. The relationships were quite positive. Both teacher and learner interviews revealed that teachers were caring towards learners. I also observed that some teachers gave good classroom support to learners. This shows that in most cases learners enjoyed high quality relationships with their teachers.

Teacher participants also underscored the importance of close attachment of learners to their teachers. Teacher 007 highlighted:

“When you are not close to learners, you do not identify well with things that affect them. If you can’t relate well with learners, it is difficult to teach them because you will be ill-informed about them.”

Teacher 010 also pointed out:

“Being close to learners affords teachers a leeway to empathise with, and understand learners they teach. When teachers operate at a distance from learners,

they may not understand and appreciate elements of individual differences. They tend to make misguided decisions and most of their actions are going to be out of tune from the learners' situation. Closeness is everything."

Positive teacher-learner relationships permitted teachers to relate with the learners and to get along with them well. Such relationships flowed smoothly. The positive relationships allowed for the harnessing of learners' emotions and the cultivation of interest in learning. This was evident in democratic and egalitarian teacher-learner relationships noted at two research sites. Learners at the sites were motivated to learn and learning took place in a natural way. I noted in the research journal that the relationship that prevailed there had positive outcomes like mental stability, high self-esteem, and psychological well-being. A close teacher-learner relationship had potential to minimise school dropouts.

Research results also showed that learner well-being was affected in a negative way whenever circumstances were such that learners did not experience satisfaction of their psychological needs. At one research site, the teacher-learner relationship was toxic, which led to two former 'street kids' dropping out of school. One interviewee revealed that the two learners suffered low self-esteem, identity crises, teacher phobia and emotional distress. A teacher who was an authority figure within a subordinate teacher-learner relationship harshly treated the learners.

A good teacher-learner relationship was a confidence booster and allayed any fears of the unknown, as portrayed by Teacher 004 below:

"A learner who is close to the teacher is not afraid of the teacher, and confide in the teacher and would always be free to the teacher. In a distant relationship, the problem will be the teacher. The teacher is the one to mend that relationship in order to become close."

The research study was able to explore perceptions of roles in teacher-learner relationships. Learners' interpersonal relationships with teachers had far-reaching influence on learner well-being.

5.4.4 Theme 3: Influences of Teacher-Learner Relationship on Learners' Psychological Well-Being

The current research explored the extent to which teacher-learner relationship had potential to ignite and drive positive learner development by way of management of stress, fulfilment of growth needs, improvement on thinking and problem-solving skills, learner resilience, autonomy, increased learner self-esteem, motivation to work and learn, emotional adaptation, fulfilment of mastery goals and self-actualisation. Therefore, I anchored the measurement of learner psychological well-being on learners' perceptions of the extent to which teachers were able to satisfy their growth needs. As a thematic area, influence of teacher-learner relationship on learner psychological well-being was analysed by looking at various sub-themes based on psychological needs of learners.

5.4.4.1 Sub-Theme: Influence of Teacher-Learner Relationship on Learners' Management of School Stress

The study results indicated that learner psychological well-being was dependent on the learners' state of physical and mental health. Learners needed good physical and mental health to experience psychological well-being and positive development, which this study attributes to positive teacher-learner relationships. Teacher 007 echoed this view in this extract:

“Physical health is a driver of psychological well-being. It is the basis for learners to self-actualise. When a learner is having a good inter-personal relationship with a teacher, he or she conducts himself or herself well.... In instances where the teacher-learner relationship is unfriendly, learning becomes spoilt. Learners' behaviour gets compromised.”

Teacher-learner relationships do matter in teaching and learning. The rapport between the teacher and learners influences the day-to-day learning encounters. School-related pressure affects the well-being of learners in a negative way. Learners experience pressure at school in circumstances where they do not operate freely in the classroom. The learner becomes depressed and feels alienated from others. Evidence drawn from the IOS maps for learners shows that friction between teachers and learners due to constrained relationships breeds loneliness. In the end, the affected learner may fail to form adequate relationships at school, leading to feelings of rejection. A learner who fails to form adequate relationships and viable support systems essential for a conducive

learning experience faces learning difficulties at school. Generally, interviews conducted with learners revealed a trend whereby a good teacher-learner relationship led to a good physical learner outlook and subjective well-being, while poor relationships between the teacher and learners led to emotional instability and aloofness. Sihle remarked:

“I feel pressurised ... My well-being is affected by the pressure of work.”

The finding highlights that pressure that mounts on learners affects their psychological well-being. The experience of feeling sad, abused, stressed and depressed is a measure of a learner’s negative psychological well-being. By implication, learners’ satisfaction or dissatisfaction with school life has a bearing on learners’ physical health. Learners satisfied with the school climate may report a good measure of psychological well-being, while dissatisfied learners may report physical health challenges such as fatigue, boredom and stress. Teacher 005 observed:

“If learners are stressed up there is danger of poor performance. Learners from poor backgrounds have most of their needs unmet.... Some learners experience abuse. ...These factors have a negative effect on health and learning.”

Learners who express physical and mental exhaustion indicate concentration and memory challenges. According to research, this may have a negative effect on work performance and learner self-esteem. Teacher 010 observed that:

“Learners experience burnout because of too much work The new curriculum is packed and at the end of the day learners show signs of exhaustion.”

Teacher 011, who managed orphans and street children at the orphanage, revealed that some Grade seven learners experienced stress at school. Learners at times faced emotional problems and showed signs of stress. They felt hurt by negative situations.

Some learner participants bore considerable resentment towards their teacher-learner relationships. I attributed this to unmet expectations in teacher-learner relationships (Hochweber et al. 2013). Learners affected by pressure of classroom work appeared lonely and disinterested in learning. The learners experienced emotional challenges that tore their psychological well-being apart. I noticed that affected learners lived in their own world. Teacher 005 remarked:

“It’s worse with the young adolescents when they have lots of things that are bothering them, affecting how they think, function and relate with other people, including their teacher.”

Research findings show that positive teacher-learner relationships prevail when learners confide in their teachers. Apart from the conducive classroom environment that is key in determining psychological well-being, the social skills learners possess to make them navigate the classroom environment successfully matters as well. Information in my research journal confirms the importance of developing learners’ social skills to enhance teacher-learner relationships. In classrooms where learners had good rapport with their teachers, learning went on well. Such learners maintained good relationships with their teachers most of the time.

Learners experienced psychological harm in situations where teachers’ reactions to their behaviour were harsh and inappropriate. Teachers who applied coercive discipline strategies instead of collaborative strategies such as engaging in free talk and reinforcing positive behaviour created a negative classroom atmosphere. The use of aggressive approaches was associated with negative teacher-learner relationships and distraction from learning.

In the study, learners who expressed self-satisfaction with their physical health also indicated having good psychological well-being. Learners who indicated mental and physical fitness actively participated in learning and concentrated on their schoolwork. Such learners were motivated to learn. The current study highlights the need to solidify teacher-learner relationships, in order to nourish the physical health, and school behaviours of learners. This meant a positive teacher-learner relationship had positive effects on learners’ moods. It relieved mental fatigue and animosity in learners through amicable teacher-learner interactions. A number of studies echo the similar findings (Lamers, 2012; Lauder et al. 2009; Melnyk et al. 2020).

A positive teacher-learner relationship was instrumental in achieving positive health and well-being in learners. Teachers provided learners with a socially and emotionally healthy environment, starting with a warm teacher-learner relationship. This is consistent with findings by Lester and Cross (2015) and Poulou (2020).

5.4.4.2 Sub-Theme: Influence on Learner's Fulfilment of Growth Needs

I conducted a study on Grade seven learners who were in early adolescence stage, a time of both growth and change. In the study, the learner participants reported a number of personal growth issues that had a bearing on their involvement with teachers. In this study, areas for growth at primary school level included competency, autonomy, relatedness, time management, tolerance, and adaptability. It was essential to satisfy growth needs since their satisfaction was both for enhancing psychological well-being and for positive educational outcomes.

Interesting findings about the influence of teacher-learner relationship on satisfaction of learners' growth needs emerged. Participants confirmed that learners experienced meaningful growth, for example in emotions, because of positive teacher-learner relationships.

The fulfilment of competency needs, which included being effective in the classroom, was critical. Learners were able to complete classroom assignments involving classroom duties and responsibilities as well as learning activities and tasks set before them. Learners felt volitional in their decision to engage in academic activities.

Another outstanding need for this group of learners was the need for belonging and identity, especially on the part of Grade seven learners staying in home and village settings. Learners were concerned about the need to establish significant and satisfying relationship with teachers and peers. Many learners under adoption longed to join their families. It was evident that the satisfaction of psychological needs was critical for learners' survival, growth, well-being and positive educational outcomes. Satisfaction of perceived growth needs predicted higher levels of academic adjustment and engagement. As noted in my research journal, most learners perceived themselves as emotionally close to their teachers. It was apparent that when learners' psychological needs were not satisfied, maladaptive behaviour was likely to occur.

Table 5.1: Learner behaviours

Dimension	Learner behaviour recorded in research journal
Self-acceptance	Spoke good about themselves, self-admiration,
Positive relations	Liking their teacher and peers
Autonomy	Confident to think and express ideas, making decisions, being assertive,

Personal growth	Solving own problems, not being cry-babies,
Self-actualisation/ purpose in life	Meeting goals, achieving results, excelling in performance
Environmental mastery	Managing classroom activities, completing learning tasks, carrying out their roles,

Most of the Grade seven learners gave positive self-perceptions. In my research journal, I took note of overtones of psychological well-being such as learners enjoying optimal psychological functioning. However, other learners in alienation and negative self-perception failed to resolve school dilemmas constructively. They seemed to be harbouring fears and worries about their future. The study showed that Grade seven learners valued acceptance by teachers. Issues at stake, as indicated in interview results, were learners' concerns with how they were accepted, personal development, positive relations with both teachers and peers, autonomy and knowledge about their environment.

In the majority of cases, Grade seven learners who were residing in sheltered environments (homes and villages) were unhappy with their upbringing, and were concerned about their self-identity at school. They compared themselves negatively with other Grade seven learners concerning their abilities, characteristics, and appearances. Learners from sheltered homes and villages seemed to lack adequate role models to emulate apart from teachers. Home and village conditions somehow stifled learners' initiatives, by so doing negatively influencing learners' psychological well-being. There was need for learners to connect with teachers through mutually supportive relationships. In the study, learners who reported a high sense of relatedness to teachers experienced positive emotional well-being in school. That was consistent with depictions by Prewett et al. (2019).

Grade seven learners indicated that they liked to experience conditions that would allow them to feel competent and emotionally connected. The study deduced that the extent to which the classroom context met learners' psychological needs determined how engaged learners were at school. In other words, fulfilment of learners' psychological needs meant the satisfaction of learners' psychological well-being. The interaction between the learners and teachers in the classroom context was conducive when it met learners' psychological well-being by way of fulfilling their growth needs.

5.4.4.3 Sub-Theme: Influence on a Learner's Thinking and Problem-Solving Skills

The study found a positive association between academic competency and teacher-learner relationships. It emerged that a positive teacher-learner relationship led both parties to model appropriate mediating behaviours, which included problem solving, decision making, empathy and sharing knowledge and skills. Teachers' acts of listening and sharing built trust and rapport with learners, (Willis et al. 2021). Positive relationships between teachers and learners created classroom atmospheres optimal for teaching and learning (Fisher et al. 2015).

One underlining factor in Grade seven learners studied was their curiosity and motivation to learn. Włodarczyk (2017) claims that curiosity ignites learners' exploratory behaviours, enabling them to adapt to their environment successfully in line with Ryff's environmental mastery concept. Grade seven learners were fully engaged in specific learning activities. During the study, the supportive teachers afforded learners the opportunity to collaborate and work with other learners. An important observation was that the learning environments in schools were largely learner-centred. Schools provided learners with the space to engage in self-regulated learning activities.

The study results indicate that social skills, adaptability and study skills played a role in the development of teacher-learner relationships. In the case of learners exhibiting externalising behaviour, social skills and adaptability skills had a bigger impact on teacher relationships than for average learners (Fisher et al. 2015). A positive relationship between learners exhibiting externalising behaviour and teachers is important in preventing negative outcomes linked to learners' behaviour. According to Hirschi's social bond theory, learners are not likely to engage in delinquent behaviour if they feel close to, and are sensitive to the feelings and norms held by their role models, such as their teachers, as they do not want to risk losing them (Obsuth et al. 2021).

5.4.4.4 Sub-Theme: Influence on a Learner's Resilience to Pressure

The research study also explored Grade seven learners' show of resilience, in an effort to measure their psychological well-being. The learners indicated that they experienced hardships and challenging circumstances while at school. Teacher 012 revealed:

“We have a new crop of learners...They cannot withstand pressure. Once you pressurise them, they will find a way of showing you that things are just difficult for them and they cannot manage. They will just switch off. “

According to the study, adolescent learners have to contend with pressure at school. However, the learners may differ in their ability to cope with pressure or difficult situations at school. Their responses may include loss of focus or sense of purpose and direction. They may give up setting and pursuing goals and realising their potentials. According to this research, this was evident when learners exhibited behaviours such as non-cooperation, non-compliance, deviant, risky behaviour, and low academic performance.

However, in some cases, learners became strong during difficult times and rose above difficult situations. Teacher 005 observed:

“Resilience can be learnt or modelled by learners. Sometimes, these learners model their teachers, they observe how you as the teacher handle these challenges, and they imitate that. There is need to equip these learners with life skills that will help them to be resilient to life challenges. The starting point is having good relations with them.”

Resilient learners develop coping strategies including modelling the teacher and developing astuteness. This underscores the pivotal role of good teacher-learner relationship as a precursor to developing resilient behaviour mechanisms in learners. Positive teacher-learner interaction enabled learners to develop positive affection, self-esteem to self-regulate and to achieve success. As such, poor relationships with teachers do not provide a platform conducive for learning by observation or modelling. Teacher 005 had this to say:

“Learners should be taught that challenges will always be there in life, but when learners face challenges, they must be decisive in handling the challenges. They need the skill of making sound decisions and thinking critically.”

The findings reaffirm the thinking that schools should equip learners with skills to handle difficult situations or experiences. Learner resilience ensures the achievement of psychological well-being and from evidence gathered, this outcome is dependent on good teacher-learner relationships.

The research results highlight that resilience is an important factor in building-up the positive psychological well-being of learners. Netasha remarked:

“As a learner, I need to be strong in order to achieve my goals. I become happy when I succeed, so I confront problems or difficulties headlong. I feel well after success.”

The need to show resilience in order to achieve and feel good was emphasised. Lack of resilience resulted in neglect, withdrawal, fatigue and restlessness among learners. Sihle noted:

“Failure is not an option. I keep on trying until I achieve. I feel bad to give up. It hurts me. I feel that I would have lost all.”

Research findings have highlighted that positive teacher-learner relationships assist learners to develop strong resilience towards school issues. Learners develop resilience in matters of social life and learning to flourish despite adverse school circumstances. Results show that resilience is an important component of learner well-being. Building resilience in learners enables them to handle academic issues in a manner that does not affect their well-being (Zulfiqar et al. 2019).

5.4.4.5 Sub-Theme: Influence on a Learner’s Autonomy and Choice

The study explored the influence of teacher-learner relationship on learner autonomy and choice. Reacting to autonomy support from teachers, Ruth said:

“Teachers make us feel independent when they give us autonomy. We manage on our own with the teachers assisting from behind the scenes. They also encourage us to help each other or work as a team.”

According to research results, learners somehow experienced the freedom to be themselves in how they thought, acted and felt as they engaged in academic activities, solved problems, and demonstrated divergent thinking. Results show that learners with academic freedom experienced psychological well-being. Netasha commented:

“My friends and I do things on our own. Our teacher gives us the chance.... I am able to stand on my own. I carry out tasks confidently and complete them well. The teacher just supports me....As learners we engage in problem solving and decision-making activities, both at school and after school.”

The study results highlight that teachers were able to give learners the opportunity to exercise autonomy to tackle new challenges, and take risks in their learning. Cleo (residing at a sheltered home) reflected:

“My teacher encourages me to do things for myself. He gives me security and assurance. He teaches me to be an independent learner.”

Interview results show that learner participants concurred with teachers and that it was important to make learners autonomous. Learners confirmed that teachers allowed them to exercise choices about how and what to learn, although it was on rare occasions. Some teachers exposed adolescent learners to learning activities that called for problem solving, creativity and strategic thinking.

Teacher participants pointed out that the feeling of autonomy at school was a key driver for learner well-being. Autonomy was part of student growth and learners who embraced it felt volitional in their decisions to engage in academic activities. Learners participated in academic activities because they wanted to. Teacher 005 observed:

“In a relationship of dependence, learners end up being overprotected and reluctant to work on their own. They lack independence in thinking and problem solving, because they feel that they have to consult and confirm first before action. They over-rely on the teacher.”

There is a link in the relationship between a teacher and autonomous learners’ behaviour. Kupa remarked:

“I am now a big girl. The way I think, talk, or even approach schoolwork is different from previous times. There is a great difference. I solve my problems on my own. Sometimes I do it without asking for help from the class teacher. I feel proud that I am independent at Grade Seven level, ready to go to secondary school.”

Research findings suggest that a successful teacher-learner relationship that reinforces positive learner behaviours increases the learner’s chances to be autonomous. The experience of autonomy dovetails with the feeling of psychological well-being. A relationship of dependence is not good because it leads to learners feeling overprotected and spoilt. Therefore, it is important to satisfy the autonomy need.

The study's results indicated that warm teacher-learner relationships were important for creating autonomy in learners. The fulfilment of the autonomy need in a positive or negative way affects one's psychological well-being either way. In this study, teacher-learner relationship provided a supportive environment for learner autonomous behaviour. On the contrary, a suppressed social environment created by a distant relationship limit learners' autonomy and choice.

In the case studies, most Grade seven learners highlighted the importance of mutually supportive relationships with their teachers. They felt a strong sense of autonomy and choice at school when relationships with teachers were positive and emotionally mature. The study found that learners' autonomy needed safeguarding so that learners become empowered to learn and work. On the contrary, the frustration of autonomy need leads learners to exhibit behaviour challenges as revealed by learner participants living in restricted settlements such as sheltered homes or villages.

Research findings showed that having stable, positive relationships with model teachers groom learners to be independent. The results confirm that the fulfilment of learners' autonomy is necessary for learner well-being (Ahmadi-Azadet al.2021). Learner well-being is an essential component in the understanding of human growth and development. Erick Erickson's developmental psychology stresses the need for autonomy to improve on quality of life and subjective well-being (Age & Oddrun, 2014).

5.4.4.6 Sub-Theme: Influence on a Learner's Positive Self-Concept

Grade seven learners' relationship with their teachers had a significant effect on their self-concept. The way learners and teachers interacted with each other had an effect on learners' feelings about the teacher. Lima remarked:

"I am satisfied by my situation. Because of a caring teacher, I am doing well in a number of subjects. I like my teacher and she likes me too. I was unhappy with teachers who taught me in Grades 3 and 4, because the teachers were bad."

Interview results for both teachers and learners indicate that a positive teacher-learner relationship can have a complementary, positive effect on learners' self-concept. Learners who reported positive interpersonal relationships with their teachers exhibited positive self-concept. Learners with positive self-views were in jovial moods, better adjusted, and had a better sense of well-being.

This research concluded that in the area of self-concept, Grade seven learners hold both positive and negative self-views. Such learners professed remarkable school satisfaction than learners who had negative self-views. The study underscores the importance of positive self-perception and psychological orientation for the development of a healthy orientation towards life by learners. Positive self-views and thinking were a reflection of high psychological well-being.

During the study, Learner participants were generally appreciative of their teachers, who acted as good role models. Tom gave the following account:

“I am short tempered and I stammer when talking. Other children laugh at me when I talk. My teacher seems to accommodate me by being patient with me. She helps me to manage stammering. I am very happy with my class teacher.”

A good number of learner participants were able to make reflections about the worth of their interpersonal relationships, school performance and behavioural conduct. A good teacher-learner relationship had a soothing effect and strengthened the bond between teachers and learners. In addition, positive learner cognitions aided their self-concept building and perceived well-being. Kocyigit et al. (2024) assert that positive self-concept promotes academic optimism, and learner achievement.

In a way, the perceived relationship between learners and teachers affects learners’ views of self, self-esteem, social adjustment and psychological well-being. The good relationship between the teacher and the learner made the learner have a positive view of self. In this case, positive self-concept was a vehicle for success and well-being. Evidence indicates that there is a close connection between positive self-concept, positive teacher-learner relationship and psychological well-being.

The close connection between positive self-concept and positive teacher-learner relationship was raised in comments made by Netasha.

“Back in junior school, in Grade 4, my relationship with my teacher was not that good, so I started to think that I was not going to make it at school..... My teacher did not like me. The way the teacher treated me was different from my peers. However, I started to work very hard until my relationship with the teacher started to improve for the better. My performance in class improved markedly.”

The extract above highlights the critical role that interpersonal relationships between teachers and learners play in building or lowering learners' self-concepts. A learning environment that offers encouragement, praise and opportunities for advancement promotes the development of a positive self-concept, while an environment in which learners experience failure triggers low self-concept, frustration, discontentment and a feeling of hopelessness. Learners liked the teachers who treated them as equals and handled learner issues well and with compassion. Such relationships embraced empathy and warmth and had a positive effect on the learners' self-concept. Results indicate that positive self-concept has a bearing on learner well-being. Teacher 007 indicated:

“Learners should be told that they are worthy, and capable. This will help them to have a positive view of themselves. I have been able to hold my learners in high self-esteem by always making them achieve and making positive comments about them.”

When a teacher acknowledges the contributions learners make in positive light, learners' self-esteem rises as they tend to view themselves in a positive way. Learners become aware of, and appreciative of their self-worth and capability. Such learners with high self-concept are persistent in schoolwork and may not display feelings of hopelessness. Research results show that anything that obstructs the development of positive teacher-learner relationship has relatively a negative effect on the achievement of positive self-concept and psychological well-being. Xie and Derakhshan's (2021) findings applaud the positive association between positive self-concept and psychological well-being.

Learner participants seemed to enjoy well-being through the relationship they held with themselves (self-concept) and with their teacher. When learners thought that school life was meaningful, they worked hard to develop their potentials to excel in learning. Learners with a positive self-concept were confident and sure of themselves, had good focus, and were goal oriented. These findings echo Yahaya et al. (2009).

The study results portrayed learners with compromised self-concept particularly Grade seven learners who experienced shortcomings of a health nature at school. Affected learners were generally passive, negative about life and shared bad thoughts about themselves. Their psychological well-being was low as well. This phenomenon I attribute to the quality of life that children led in homes and villages in comparison to life in the suburbs. Families that experienced social and economic hardships encountered difficulties caring adequately for their children.

It emerged that teachers play an important role in building, patching or lowering learners' self-concept. In the study, teachers were able to support learners in building a high self-concept to cope effectively with schooling. A positive evaluation of oneself (self-acceptance) on the part of learners was associated with well-being. Learners' self-concept influenced their expectations, aspirations, and actions.

The study observed that teachers assisted Grade seven learners in addressing their academic self-concept and this became the strong foundation of their interpersonal relationships. Research results showed that the self-concept of learners improved when teachers were supportive, engaged, and of good emotional standing. On the contrary, teachers who were neglectful, discouraging and emotionally passive had a negative influence on learners' self-concept. Self-concept development was essentially a social process and involved mutuality in relationships. This is in line with findings by McFarland et al. (2016).

5.4.4.7 Sub-Theme: Influence on the Learner's Motivation to Work and Learn

The case study revealed that motivated learners participated meaningfully in learning. Learners felt motivated to work and learn in order to achieve their goals. In other words, motivated learners pursued school learning rigorously. For that to happen, teacher-learner relationship had to be conducive and appealing. Teacher 012 revealed the following:

“My learners who are close to me are eager to learn. They compete with each other in a healthy way. They are highly motivated to pass Grade seven at the end of the year. They seize every moment available to complete their schoolwork. I have noted that learners' level of motivation is associated with their well-being status. Apathy or lack of interest is associated with low morale, dissatisfaction, and low self-concept.”

Research findings show that learners' motivation to learn to their psychological well-being. In the study, adolescent learners with high motivation to learn earned the support of their teachers and they enjoyed psychological well-being. The adolescent learners experienced substantial self-actualisation. Conversely, the learner who had low motivation to learn had poor attachment with his or her teacher and showed lack of interest in doing schoolwork. Therefore, there is a

relationship between teacher-learner relationship, learner motivation and well-being. It is important to create an atmosphere conducive for learning and interaction in the classroom.

Learner participants reported varied performance orientations. Some learners were concerned with social comparisons in the classroom as evidenced by their will to outperform their peers. Other learners had a strong task orientation and tended to see mastery as dependent on effort and ability. Learners who reported high work performance had positive psychological well-being. Such learners held themselves in high esteem and enjoyed learning. Most teachers spoke well about learners who focused on their work and had good relationships with them. It appeared that their psychological well-being was high. The current study concluded that learners' psychological well-being corresponded with learners' motivation to learn and teacher-learner relationship. Skaalvik and Skaalvik (2009) supported the findings.

Research findings also indicate that there were situations where some learners found their motivation to learn not affected by their relationship with their teachers. This is partly because the concerned learners tended to attribute their actions in the classroom to motivation that is intrinsic rather than extrinsic. Jowa observed:

“My relationship with my teacher does not affect my motivation to learn. I feel that I am self-motivated to learn. If I say, I no longer want to learn, that is it. The teacher may encourage me to learn, but the final decision is mine. I am responsible for what I do. I resist external pressure.”

The extract highlights that some learners may be superficially involved in learning. They show a lack of interest in learning and contemplate withdrawing from school. This was the case with the two boys recorded in the researcher's journal, who defected back into the streets from the sheltered village and school. However, I attribute the low motivation to learn to discouragement by teachers that were not in line with best learning practices. Lima said:

“I get disturbed when my teacher tells peers that I am not doing well in class. I feel hurt. I lose trust in the teacher and distance myself from him.”

Teacher 002 noted;

“Yes, my relationship with the learner matters a lot in learning. What I have observed is that at times some learners may not have resources (learning) to use in

the classroom. Such learners may want to engage in learning, but they may end up giving up because of lack of resources to use. They become emotionally unstable... learner's self-esteem and motivation to learn are affected either positively or negatively depending on the situation on the ground.

The responses revealed that learners developed important social relationships with teachers in the classroom, which acted as motivating or demotivating factors for learning. The findings support previous research, which posit that learners who felt connected to their teachers had greater intrinsic motivation for learning and work (Madillet al.2014; Liuet al.2015; Parket al.2012). It was evident that positive teacher-learner relationships ignited learners' feelings of enthusiasm, interest, and willingness to participate in academic activities.

The research discovered that learners in a positive relationship felt valued, treated with respect and listened to, by teachers. The positive relationship made them to share their experiences on academic, social and emotional issues with their teachers. The positive teacher-learner relationship allowed learners to receive care and support from teachers enabling them to be successful in their schoolwork. The supportive teacher-learner relationship bond had a positive impact on learners' academic skills, influencing learners' ability to adjust to school and to do well at school. Xie and Derakhshan (2021) provided similar empirical evidence of the importance of productive interactions and cordial relationships between teachers and learners and a conducive classroom atmosphere, which makes learners, experience psychological well-being critical for successful teaching and learning.

The study revealed a link in the relationship that existed between teachers and learners and learners' motivation to learn. Learners exhibited motivation when the teacher was friendly to them. However, teachers' interpersonal relationships with learners were deemed dissatisfying in some cases. Teachers exerted positive influence on learners' psychological well-being if they instilled a positive attitude to work in learners. Clearly, the study stressed on the need for teachers to cultivate good behaviour in learners. Learners needed to work autonomously, enjoy learning relationships with teachers and feel competent to achieve school goals (Askell-Williams et al. 2018). Evidently, positive teacher-learner relationships triggered active learning and high motivation to learn (Askell-Williams, et. al, 2018). The study showed that learners who were content with happenings

in the classroom and whose academic and relational needs were met felt motivated to learn and were empowered psychologically. Xie and Derakhshan (2021) support the findings.

The current study advocates for a positive teacher-learner relationship that fosters positive psychological well-being and stimulates positive behaviour in learners. It established that a negative teacher-learner relationship fosters a sense of insecurity in learners and may interfere with learners' attempts to cope with demands in the school. These results are consistent with findings by Jiang et al. (2022), and Poulou (2020).

5.4.4.8 Sub-Theme: Influence on a Learner's Emotional Adaptation

In this study, consideration was made of the set of skills learners possessed to process emotional information accurately and efficiently (Gomez-Bayaet al.2016). The research results are unequivocal on the influence on learners' emotional behaviour on their psychological well-being. Thokho indicated that:

It is normal to have emotions. One time you are happy, and the other time you get sad. I feel happy when I am doing well in learning. I feel sad if I fail in a test. I got stressed for not making good progress at school. If I try hard, but still face challenges, I become emotional. If other learners laugh at me, I get embarrassed...If the teacher scolds me, it pains me.

The study provides evidence that forming close teacher-learner relationships provided emotional security that allowed learners to feel confident and supported in the classroom. This demonstrates that the learners' emotional intelligence influenced their psychological well-being. In other words, as learners interact with their teachers, they developed positive work habits, school liking, and adaptive skills. Sihle narrated:

“When my teacher is friendly to me, I am able to control my emotions. I rarely get stressed. In fact, I enjoy school because I will be happy throughout.”

Research findings clearly portrayed the impact of a positive and close teacher-learner relationship on learner school adjustment. A close teacher-learner relationship helped learners to cope with classroom demands and work more collaboratively with teachers.

The cases studied indicate that learners emotionally disengaged from learning when they felt apathetic. Two learners who were former ‘street children’ indicated feeling bored and anxious about life. According to reports, the two boys showed lack of focus, and low levels of on-task behaviour. This behaviour had a bearing on Environmental mastery (Ryff’s theory). If the school environment is too rigid, learners cannot master it because it does not align with their lived experience of “freedom.”

Extremes of teacher phenomena such as being strict, harsh and angry, and practising favouritism caused negative emotional responses in learners, while a friendly atmosphere promoted well-being in learners. Kupa commented that:

“With a bad teacher, you develop fear of the teacher and the learning process. You dislike the teacher and the subject he or she teaches. You want to avoid interacting with him one on one. The teacher may be harsh to you, calling you names, ‘stupid, lazy, and sleepy. Because you are treated as a problem case, you get hurt and lose confidence in yourself.”

Research results indicate that learners’ ability to relate socially and emotionally with their teachers as caregivers influenced their subsequent psychological well-being. In the study, learners disliked a bad teacher and the subject the teacher taught. Affected learners exhibited emotional behaviour challenges such as withdrawal, frustration, anxiety, and fear in response to the teacher’s outbursts of anger and hostility. Learners with negative emotions towards the behaviour of some teachers had difficulty forming positive relationships with teachers. By implication, withdrawn learners had fewer opportunities to engage in positive interactions that promoted close teacher-learner relationships. Therefore, it was important that teachers built good relationships with learners and maintained a cordial and supportive atmosphere in the classroom.

The study highlights the importance of teacher-learner relationship in dealing effectively with learners’ well-being on aspects of emotion, feeling, mood, or attitude (Thararuedee & Wette, 2020). Evidence indicates that learners felt that they had emotional support from their teachers in the form of high classroom engagement, and fewer maladaptive behaviours. Grade seven learners exhibited few internalising symptoms, less academic worries, and fewer physical health problems. Prewett et al. (2019), Poulou, (2020) and Jiang et al. (2022) echo similar findings.

Teacher-learner relationships were important in dealing with learners' emotions and feelings. The case studies aptly demonstrated that positive teacher-learner relationships were associated with fewer emotional and behavioural challenges in learners. As such, positive teacher-learner relationships contributed to learners' school satisfaction, critical for realisation of learner psychological well-being and improved academic performance.

This study revealed that Grade seven learners required a supportive teacher-learner relationship to deal with the emotional effects of schooling. A supportive teacher-learner relationship contributed to adaptive behaviour outcomes important for learner psychological well-being. The findings were consistent with those by Jiang et al. (2022) who indicate that teacher-learner relationship is not merely an academic relationship, but a form of support that allows learners to cope with academic and social challenges. Good teacher-learner relationships enabled learners to identify more with school and deal effectively with the emotional effects of schooling.

The vulnerability of some learners was also an issue in some cases where it was a source of anxiety, particularly for learners perceived to be disadvantaged by their family background and socio-economic status. Some of the less advantaged learners (such as orphans, adopted children and former street children) behaved in a fragile manner exhibiting behavioural and mental health challenges while at school. Pakarinen et al. (2018), Cui et al. (2023) and Vemde et al. (2022), reflects the findings of my research in findings. Positive teacher-learner relationships have a curative effect on learners at-risk for academic failure, school dropout and psychological well-being. Teachers needed to give their learners social-emotional support, which included assisting with students' emotional and social needs and being available when students needed help.

5.4.4.9 Sub-Theme: Influence on a Learner's Fulfilment of Self-Actualisation

Learner participants felt that psychosocial support they got from teachers enabled them to fulfil their learning goals. Apparently, Learner 003 aptly underscored the link between well-being and teacher support as follows:

"I am happy because I go to school. My teacher and friends support me a lot. They do not discriminate against me."

Evidently, learners experienced well-being that they derived from the emotional support given by their teachers. The study highlights that teachers provided positive experiences of bonding, relationships and feelings of acceptance. Teacher 001 said:

“Children residing in suburban homes, children’s homes or village needed full teacher support at school. Remember that the school acts as a rehabilitation centre for these orphans and street children. At first, most learners from these homes are not self-actualised and we try to groom them to realise self-actualisation.”

In the schools, learners who had lived in impoverished situations, (former street children and orphans), received psychosocial support for their self-management (behaviour), social inclusion and school performance. The psychosocial support that teachers provided to learners enhanced learners’ positive self-concept. Supportive teacher-learner relationships made learning easy and worthwhile and that ensured a health school life for learners. Such learners developed a strong sense of belonging to the school. Teacher 006 (a matron at the sheltered home) had this to say:

“Learners who stay at children’s home face many challenges. Children are affected psychologically, when parents abandon them. Worse, when they (children) are transferred to a new home where they meet different people, so many different caregivers. They are traumatised. We (teachers) try to make them feel that they are not abandoned, but instead loved and cared for.”

The study highlights that psychosocial support was essential in assisting learners to function well in the classroom. Learners gained positive psychological well-being from association with teachers acting in loco parentis role. Psychological well-being enabled learners to realise their own abilities, and work productively.

Research results indicate that when relationships are positive, learners do not perceive teachers as adversaries, but friends whose goal is to make them achieve their goals. Sentiments lauded in comments raised by learner 003 follow:

“The teacher is strict when teaching Maths and that makes me concentrate and score high in maths. If I do not write notes when the teacher is teaching, he gets angry with me and disciplines me. I do not blame him. He is correct. He wants me to pass Grade Seven with good grades.”

What echoed throughout the study was the positive effect of discipline on well-being given that the shared goal of making it at school was the prime focus on the discipline process. Goal setting depended on the relationship built by teachers and learners. Learner 005 remarked:

“My relationship with my teacher helps shape my school goals. When I am in a good relationship, I get a feeling that I would not succeed in my studies with the teacher’s support. A good relationship with the teacher will help me focus on my goals, push myself harder so that I achieve greatness.”

In the extract above, the teacher played a key role in directing learner effort during the learning process. This called for mutual understanding or sense of purpose, as well as good interpersonal relationships among teachers and learners. It appears that a good teacher-learner relationship promotes mastery of school goals and self-actualisation by rewarding positive behaviours and successful outcomes. Teachers assisted learners to shape, direct and focus on their school goals. Conversely, negative teacher-learner relationship may abort the fulfilment of school goals and achievement of self-actualisation. Learner 005 noted:

“If the relationship is bad, I start to think that I may not reach my goals because the environment will not permit it. I feel bad about myself.”

In a way, the study reflects that negative teacher-learner relationships may have a harmful effect on learners’ well-being, in particular the fulfilment of school goals. Bad teacher-learner relationships caused learners to harbour negative views about the self, the teacher and the school.

It also emerged that learners needed work space to self-actualise. Self-actualisation meant the individual learner had to make a deliberate effort to realise own potentials, basing on his or her abilities, potentials, needs and wants to earn psychological well-being. The study unearthed learners who were busy trying to realise their potentials in their schoolwork. Learner 003 confirmed:

“I feel happy, confident, and secure. I think I am enjoying learning and achieving my goals. I am doing well at school. My teacher is good.”

In the extract above, the learner participant was happy and confident in herself because her interests and expectations were covered. This means that the learner was in the right psychological well-being frame for learning as she was deeply involved.

Some teacher participants associated learner psychological well-being with meeting learners' valued goals, a view shared by Mabekoje and Okubanjo, (2009). In other words, goal achievement predicted enhanced learner well-being. When learners encountered good success, they developed positive emotions as indicators of positive psychological well-being. Failure to fulfil own goals bred negative feelings in learners. Notably, the pursuit of unplanned goals led to poor goal progress and suppressed well-being.

Two learner participants who were once street children and resided at a children's village expressed low self-concept and performance-avoidance orientation. They bemoaned difficulties and hardships associated with schooling, which they did not take lightly. Life outside the village meant freedom and better life to them. Learners who were sheltered in a home and village revealed that learners from surrounding suburbs perceived them negatively. This suggests that Social Comparison Theory (Gerber et al. 2018) was at play in schools.

5.5 Contradictory Evidence Regarding the Influence of the Teacher-Learner Relationship on the Psychological Well-Being of Learners

Contradictory evidence regarding the influence of the teacher-learner relationship on the psychological well-being of learners was minimal. The direct effects of perceived teacher-learner relationship on learner well-being among vulnerable learners (orphans, 'street' children and children in homes and villages) may need investigation into to build on empirical evidence gathered in this study. In line with Almekanin et al. (2021), there is consensus that Grade seven learners had a moderate level of psychological well-being. However, my research did not explore differences in the degree of psychological well-being according to learners' characteristics such as gender and age. This remains a grey area for research.

Part of my research findings were that the positive self-concept of learners facilitates academic success and learner psychological well-being. Learner self-concept differed as a function of the psychological well-being of the individual learner. This means that if learners had high self-concept, they put maximum effort in their schoolwork. The findings did not confirm Matovu's (2012) assertion that learner self-concept does not influence academic achievement and well-being in any way. The need to conduct further research work arises to verify existing research.

The study showed that teachers in the three selected schools did not practice any form of learner abuse, exploitation and neglect. Unfortunately, the current study did not cover aspects such as learner exploitation and neglect fully and it remains a gap fit for empirical investigation. The study confirmed Monk-Turner and Turner's (2012) findings that child abuse, or neglect causes negative psychological well-being in learners. The study-exposed elements of learner maladjustment in residential homes and village settings, and the area require studying.

The schools that I studied practised reverse inclusion, a strategy that saw learners who resided in close-by suburbs enrolled at schools catering for learners in vulnerable circumstances. Grade seven learners from residential homes and villages exhibited low psychological well-being as they expressed ill feelings, were unhappy and disillusioned with their circumstances. The study indicated low school satisfaction among disadvantaged Grade seven learners. Quite often, vulnerable Grade seven learners tended to build strong relationships with their teachers for care and support. I think that there is need to explore further, the influence of school transitions, increased academic demands, and aversive learning conditions on learners. These areas seem overlooked for lack of empirical support. Following Portilla et al. (2014)'s view, research may focus on situational influences and coping strategies.

The current study provides strong evidence that learners' quality of relationships with their teachers influence their psychological well-being. However, very little information is in literature about what supports and influences high quality relationships for learners in high school. Although Prewett et al. (2019) report that secondary school learners' relationships with their teachers are not as close as when they are in primary school, the impact of teacher-learner relationships on learners' psychological well-being in high school is not clear.

5.6 Relational Strategies to Promote the Psychological Well-Being of Learners

The section discusses steps towards the realisation of positive teacher-learner relationships and psychological well-being of Grade seven learners. It reflects on relational strategies that promote the realisation of psychological well-being by learners in schools.

5.6.1 Positive Teacher-Learner Relationship and Psychological Well-Being

The study explored how teacher-learner relationship may influence the achievement of psychological well-being by learners. In that regard, the study results highlight achievements and shortcomings related to the attainment of positive teacher-learner relationships and learner psychological well-being.

The study attributed positive psychological well-being of Grade seven learners to teacher support and teacher-learner relationship matrix. In the study, teachers applied positive reinforcement to influence learners' behaviour, while learners used affectionate behaviour to influence the behaviour of their teachers. Positive teacher-learner relationships partly accounted for the well-being of learners. Learners' poor interpersonal relationships with teachers were partly a result of apathy and mistrust between them.

The study revealed that the large class size at one of the three research schools compromised teacher-learner relationships. The teacher concerned felt overwhelmed by the number of learners who needed his attention at the same time. The teachers found it difficult to reach out to all learners. Most learners needed to have time with the teacher, which made it difficult for the teacher to fulfil the learners' psychological need of relatedness. Therefore, a poor teacher-learner relationship lead to reduced levels of psychological well-being in learners.

Power relations between teachers and learners in the teacher-learner relationship happened to be a barrier to creation of a close teacher-learner relationship. Research findings highlighted a superior-subordinate relationship between teachers and learners. As the adult in the relationship and educator at the same time, the teacher obviously had an upper hand in the relationship. Because the learner occupied the subordinate role and operated under the teacher's authority, the learner had less influence on the relationship. The bargaining power for mutual respect, support and well-being was lopsided since the learners wielded less power and had limited choices.

It emerged that the personal characteristics of teachers and learners had profound effect on teacher-learner relationships. In my reflective journal, I noted that at the third school, teacher characteristics had an effect on learner psychological well-being. Teachers exhibited behaviour challenges that could be copied by learners especially those who were close to them. I concluded that some teachers developed good relationships more easily with learners who matched their own characteristics or personality. I realised also, that learners with behavioural challenges were more likely to endure poor teacher-learner relationships.

Grade seven learners who participated in the study were in the age range of 11-13 years. They were in the early adolescent stage, a stage marked by many human development changes. It is possible that at that time some learners could have undergone changes in interests and preferences, which negatively affected their relationship with their teachers.

In my reflective journal and memo, I noted that cultural diversity could have affected teacher-learner relationships. Grade seven learners shared different cultural backgrounds, in terms of norms, values and practices, which influence their interpersonal relationships with their teachers. In African culture, girls are discouraged from forming close relationships with boys and men from outside their family units. It was not surprising to find fewer close relationships involving male teachers and learners of the opposite sex.

5.6.2 Relational Strategies

The research study revealed a number of strategies that harness teacher-learner relationship and psychological well-being in the classroom. Relationship strategies can promote the development of positive psychological well-being in Grade seven learners. I present the strategies below.

- ***Social and Emotional Learning (SEL) Intervention***

The research study noted the need to develop a sound mechanism to scale-up teacher-learner relationships and learner psychological well-being. This would make teacher-learner relationship an effective catalyst for positive learner psychological well-being. The study highlights the important role social and emotional learning interventions play in enhancing personal development, positive interpersonal relationships and observance of ethical standards at the school. In line with Balashov (2022), social and emotional learning is an important dimension of psychological well-being in that it assists the learner to achieve self-actualisation, self-development and school satisfaction. It also assists learners in making personal choices.

SEL interventions designed for Grade seven learners may help the learners to regulate their own emotions, and accomplish their schoolwork. As observed by Oliveira et al. (2021), SEL promotes a healthy classroom environment and meaningful learners' social, emotional and academic learning. Research findings support Balashov (2022)'s observation that SEL strategies enable learners to develop emotional aspects (attitude, needs and intentions), cognitive aspects (self-assessment, and self-satisfaction) and conative aspects (autonomy, personal growth, positive relationships and self-acceptance). I also noted in my research journal that SEL equips learners

with knowledge and skills to manage their emotions, establish positive relationships, make informed decisions and address challenges effectively. Zulfigar et al. (2019) echoed the need to manage teachers and learners' emotions and establish positive relationships through SEL.

According to reports from teacher participants, selected schools offered snippets of SEL interventions to learners in different learning areas. Teacher 009 revealed:

I expose learners to social and emotional learning in areas like Family, Religion and Moral Education (FAREME), Health and Life Skills Education and Heritage and Social Studies. I take moral development lessons and counselling sessions seriously.

I recorded in my research journal that Grade seven learners belonged to different social clubs such as Scripture Union, Red Cross, Scouts, Brownies and Girl Guides that were niches for developing learner well-being. Clubs exposed learners to Maslow's belonging needs, which incorporate the need to feel love and acceptance by others (Clarke et al. 2006). For instance, counselling can assist in developing learners' positive feelings and thoughts, which are important for psychological well-being. The study confirmed Zulfiqar et al. (2019) assertion that learners who study in an SEL-based environment were motivated, felt attached to the school, and had positive relationships with peers and teachers. The knowledge, skills and values gained under SEL were vanguards for learners' psychological well-being.

- ***Psychosocial Support for Learners***

In the current study, teacher's social support was fundamental in learners' classroom achievements, considering the diversity of the study sample (learners from orphanages, children's village/home and nearby suburbs). It would appear that Grade seven learners were undergoing phenomenal growth and development as they reached adolescence. Research evidence indicates that social support provided to learners by teachers contributed to learners' adjustment and prevented the occurrence of negative behaviours in the classroom. Social support fulfils learners' well-being needs that are necessary for psychological growth and adjustment. According to learners experience psychological well-being in the classroom when their social support needs are satisfied within a social context. As noted by Prewett et al. (2019) failure to satisfy the social support needs of learners may cause them to develop a negative psychological well-being.

In the study, teachers gained the support of learners but teachers found it difficult to support learners who manifested maladaptive behaviours. It was beneficial to build a close relationship with each learner, in particular learners with conflictive peer, and parental relationships, as a way of addressing the learners' backgrounds and behaviours. Learners sought to eradicate poor interpersonal relationships with teachers for them to experience positive psychological well-being (Prewett et al. 2019). Research evidence indicates that learners who developed conflictual relationships with teachers tend to have higher rates of behaviour challenges and negative psychological well-being (Age & Oddrun, 2014; Liu et al. 2014; Ryan, 2009). In line with this, the degree to which teachers offered social support to learners differed. However, teacher participants strove to achieve and maintain relationships of trust and care with learners through SEL initiatives (Butler, 2012)

- ***Dialogue Approach***

The study revealed that talking to learners in the classroom could be of help in building teacher-learner relationships. The talking approach could create bonding with teachers essential for psychological well-being. Engaging in informal conversations and meetings with teachers helped learners and teachers to get to know each other. Conversations created platforms to resolve conflict and difficult situations together. One-on-one meetings with their teachers improved learners' social and academic lives markedly. Learners perceived to be at risk of dropping out of school because of psychosocial challenges can engage in conversations with their teachers. In the study, learners engaged in conversations with their teachers during recess, lunch, or after school. Learners had the opportunity to deal with negative emotions and cognitions.

- ***Helping with Academic Work and Personal Challenges.***

Positive teacher-learner relationships became handy when teachers assisted learners to do their academic work and solve personal challenges. By so doing, teachers played an important role in meeting learners' well-being and self-actualisation. A mutual teacher-learner relationship could lead teachers to notice and address learners' needs. In the study, teachers reported the existence of psychological challenges that had the potential to make learners feel unhappy and drop out of school. Positive relationships with teachers emerged as a means to motivate learners to stay in school despite constraints they faced. Secure relationships with teachers were worthwhile mitigating factors to psychosocial challenges learners faced at school.

- ***Mentoring Strategy***

The study unearthed that teacher-learner relationship is the core of interactions in the classroom. As claimed by Ahmadi-Azad et al. (2021), supportive interpersonal relationships arouse psychological well-being among different well-being factors. Teachers and learners need to collaborate and take stock of their relationships at school. In the study, learners valued teachers who helped them to do academic tasks and delivered good lessons. Good teachers helped learners in the classroom and were serious about their job. Learners felt good and enjoyed school when teachers demonstrated kindness and were helpful. In addition, learners reported that they felt actualised by supportive teachers. The findings are in line with Zhang's (2022) views.

In the study, teachers and learners who had developed excellent rapport supported each other in the classroom. Bardorfer and Dolenc (2022) claim that positive relationships and connections that teachers build with their learners yield a sense of pleasant interaction between learners and the teacher. This study highlights that teacher friendliness and care, operating in a relaxed atmosphere and a deeper understanding of what to teach and upholding learners' sense of self-actualisation drive learners' well-being. In observations made during the study, teachers interacted with learners to undertake task demands smoothly, and in a collaborative manner.

- ***Teacher's Care and Trust***

Teachers and learners who developed close relationships valued the time they spent together in the classroom. Trust and care from teachers made learners to feel accepted, especially when teachers addressed learners' needs. Teachers' trust and care tended to cement relationships between teachers and learners to the extent of confiding in each other. This is in line with Krane (2017) who underscored the importance of teacher's care and trustworthiness in keeping learner well-being. Zhang (2022) postulates that teachers should gain trust from learners in order to be comfortable and confident of themselves in the classroom. Learners' feelings about the teacher's care and trustworthiness shape the way interaction happens in the classroom. Similarly, Zhang (2022) and Thorburn and Dey, (2017) established that learners' well-being is enhanced when the teacher exercises care and trust. Likewise, Lin et al. (2014) have shown that learners benefit immensely from a positive teacher-learner relationship and teacher's social support in the classroom. Conclusively, Jiang et al. (2022) contend that harnessing teacher's care and

trustworthiness is a good strategy for bringing about healthy teacher-learner relationships and well-being.

Empirical evidence from in-depth qualitative interviews, visual data and research journal show that there are preferred interpersonal communication behaviours expected of learners and teachers for successful teaching and learning to happen (Xie & Derakhshan, 2021). Evidence gathered so far reveals that typical kinds of learner behaviours were associated with close teacher-learner relationships and well-being. Learners in the study seemed to lean on behavioural cues from their teachers to support and build relationships with them and promote learner well-being (Prewett et al. 2019).

In the study, teachers and learners had to develop a discipline strategy to combat way-ward behaviour. Learners at risk for poor quality relationships with their teachers needed to build positive relationships that would translate to well-being (Prewett et al. 2019). By way of example, one school in the study was not able to stop two previous ‘street children’ from deserting a residential village and school to pursue life in urban Bulawayo streets. Study findings point to the need for a discipline strategy that makes learning easier, and serves as a protective factor for the well-being of learners. An effective pro-social discipline strategy could be handy to minimise bad behaviour in learners and accelerate learner well-being (Xie & Derakhshan, 2021).

- ***Developing a School Policy Framework for Learner Psychological Well-Being.***

The field notes I took indicate that the case schools I studied lacked the support of sound well-being policies. On a practical level, there was need to support classroom practices with relevant policies to ensure the fulfilment of basic psychological needs of learners. Meeting the psychological needs of learners required a coordinated school policy. This is in line with the thinking that by aligning learning activities to the cognitive and emotional components of learners’ psychological well-being, learners would experience a sense of satisfaction with their school activities (Balashov, 2022).

5.7 Conclusion

In this chapter, I presented the findings of the case study investigation I conducted. In the study, the majority of teacher and learner participants perceived interpersonal relationships between them

along the close-distant measurement. The learner participants who reported developing close relationships with their teachers had positive characteristics, while those who were in a distant relationship exhibited negative attributes. Negative teacher-learner relationships triggered negative emotions and feelings in learners causing them to encounter obstacles in learning tasks among other things. The study findings established that teacher-learner relationship was one of the factors that promote the psychological well-being of learners, namely positive self-concept, resilience, motivation to work and learn self-actualisation, improved thinking, autonomy, and environmental mastery. The next chapter presents a summary of findings, conclusions, limitations and recommendations.

CHAPTER SIX

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

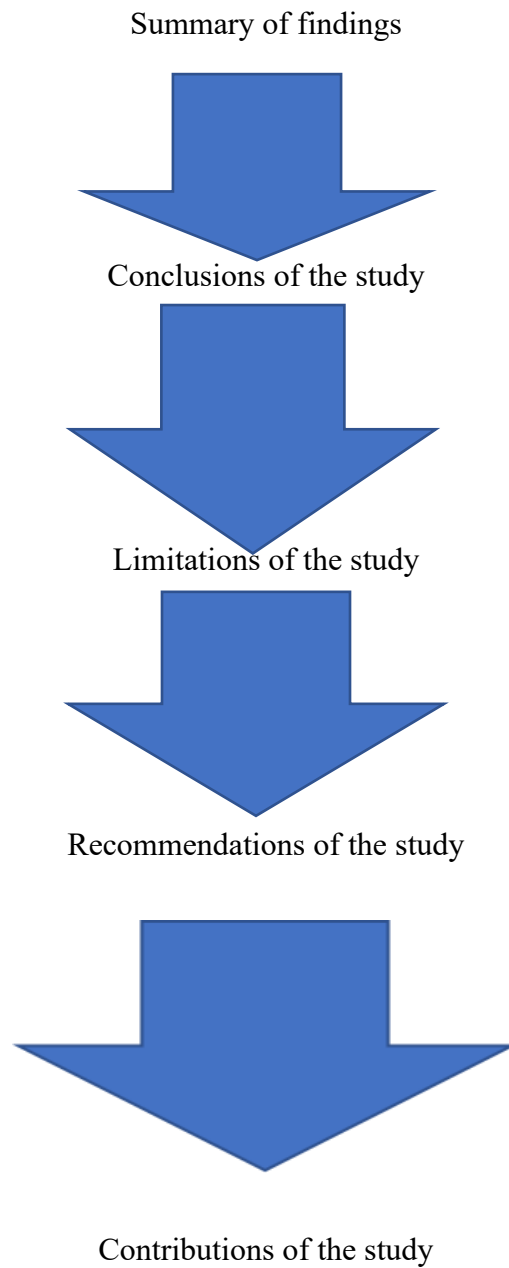


Figure 6.1: Findings, conclusions and recommendations

6.1 Introduction

The chapter gives a summary of findings on the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in Bulawayo urban. It presents recommendations to guide future research efforts and educational psychology practice. The chapter further discusses contributions that the study made in the area of Educational Psychology in terms of implications to educational curriculum design, practice, policy and provisions. Limitations of the study authenticate the research process.

6.2 Summary of Findings

The study revealed that from the point of view of teachers and learners, psychological well-being meant the experience of feelings that are more positive and less negative feelings, school engagement, learning environment that is conducive, good health, positive self-worth, autonomy, resilience and good interpersonal relationships. The study examined factors associated with learner psychological well-being namely positive affect, motivation to learn, self-actualisation, fulfilment of growth needs, and teacher-learner relationship. It was determined that the psychological well-being of Grade seven learners in the selected schools comprised a variety of factors that included pleasure feelings, positive emotions, self-actualisation, self-satisfaction, good health, and quality learning. These findings echo those in Spilt et al. (2014). Learners' psychological well-being combines the effects of a variety of external factors and personal needs.

The primary research question sought to describe teachers and learners' experiences of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in Bulawayo urban. I discuss the findings based on secondary research questions that were set to guide the research process as given below.

6.2.1 Response to the First Secondary Research Question:

What are the teachers and Grade seven learners' perspectives on teacher-learner relationship?

The study results indicate that teacher-learner relationships are an important aspect of the psychological well-being of learners. According to research findings, the relationships between teachers and learners were more egalitarian than teacher dominated. The relationships were more on the affection side than on the submission and hostility lines. The results strongly show that teacher-learner relationships influence teacher-learner classroom interaction, which is the basis of teaching and learning in schools. Furthermore, teacher-learner relationship was an important mark

of teacher competency in classroom management. Results indicate that a positive teacher-learner relationship promote a sense of belonging in the classroom and learners' potentials to succeed as revealed in Jennings and Greenberg, (2009). Learners were happier and more successful when their relationship with teachers was close rather than distant. It emerged that learners who experienced cold relationships with their teachers felt disconnected from school. A break in relational continuity was instrumental to displeasure, boredom and dislike of school on the part of affected learners. The study results are in line with projections by Hamre and Pianta, (2022) and Pianta et al. (2023).

The study results indicated that most learners were in close relationships with their teachers in the schools studied. However, the nature of teacher-student relationships was fluid and could change. Teacher-learner relationships were bidirectional in nature implying that improvements in teacher-learner relationships were the responsibility of both teachers and learners.

6.2.2 Response to the Second Secondary Research Question:

How did the Grade seven learners conceptualise their own psychological well-being?

The perspective of learners was that their relationship with teachers influenced their school functioning and psychological well-being (Deniz & Kocabas, 2024). According to Deniz and Kocabas, (2024), PWB refers to positive emotions, life satisfaction, drawing meaning and purpose out of one's work and the ability to manage one's school life. Learner participants conceived their psychological well-being by reflecting on their state of emotions, motivation to learn, self-esteem, self-satisfaction, exercise of autonomy and choice, school achievement and meeting of personal goals and satisfaction of growth needs. Learners were generally self-actualised as outlined in descriptions of their PWB.

Learner participants were generally pleased to be in the seventh grade at their respective schools. They were able to relate socially and emotionally with their teachers, a situation that influenced their subsequent state of psychological well-being. Teachers had built good relationships with their learners by maintaining a pleasant and supportive classroom environment (Prewett, et al. 2019). Study results indicated that a close teacher-learner relationship enabled learners to cope with classroom demands (Edgerton & McKechnie, 2023). Learners developed positive work habits,

school liking and adaptive skills, which were defining factors for learner psychological well-being. Teachers reported being available to assist with students' emotional and social needs (Prewett et al, 2019). Largely, a friendly atmosphere promoted psychological well-being in learners. Besides learners having felt highly motivated to learn, they had adjusted well to the classroom. The learners knew what they wanted at school in terms of goals and expectations. Learners participated fully and pursued learning rigorously when their teachers were friendly, helpful and cooperative (Prewett et al. 2019) Teachers were a positive influence as learners tended to work autonomously, enjoying relationships and meeting intended goals.

The research study provided evidence that teacher-learner relationship has a positive effect on the psychological well-being of learners. Learners felt good when relationships with their teachers were also good. Learners were appreciative of their teachers who were good role models. They liked to experience school conditions that allowed them to feel competent and emotionally connected. The learners' reports were characterised by positive emotions and positive perceptions, which play a key role in interpersonal relationships (Temel & Tekin, 2023; Prewett et al. 2019). Psychological well-being was associated with feelings of belonging and willingness to participate in school activities in a meaningful way (Temel & Tekin, 2023).

In the study, learners felt emotionally disengaged from learning when teachers ill-treated them. Extremes of teacher behaviour such as being strict, harsh and being angry with learners triggered negative emotional responses in learners. Learners who seemed detached from school were superficially involved in learning due to poor teacher-learner relationships, poor motivation to learn, and compromised teacher interpersonal behaviour.

Disadvantaged learners had low self-esteem. They were passive, negative about school life and shared ill-conceived thoughts about themselves and their teachers. They were experiencing hardships that interfered with their psychological well-being.

6.2.3 Response to the Third Secondary Research Question:

What were the Grade seven learners' perspectives on experiences of the influence of teacher-learner relationship on their psychological well-being?

The research study presented teacher-learner relationship on a close-distant relationship yardstick. Learners who were in a close and positive relationship with their teachers experienced good psychological well-being, while learners who were in a distant relationship experienced poor psychological well-being. The teacher and learners who were friendly to each other functioned better in interpersonal relationships than those who were not. Teacher-learner relationship was pivotal in the teaching-learning process as it influenced learners' ability to adapt to school and to relate to teachers. In addition, the warmth and connection that characterised the classroom environment and the teacher's responsiveness to learners' academic and social needs constituted the classroom climate favourable for positive psychological well-being in learners. The findings buttress those by Hamre et al. (2021).

According to the study, teachers were supposed to guide, regulate teacher-learner relationships, and support learners to promote an enjoyable process of positive interaction. In a normal situation, teachers were supposed to be helpful, friendly and understanding to learners. In turn, learners got very close to the teachers and felt secure. Grade seven learners derived protection and care in a teacher-learner relationship that mirrored high closeness, unlike a negative teacher-learner relationship in which social relations appeared to pose risks to learners' success. This demonstrates that the quality of teacher-learner relationship matters for learners' psychological well-being in school.

In the case study, psychological well-being was associated with exciting school life, positive emotional development and high teacher-learner collaboration. Learners enjoyed some degree of autonomy concerning what to do, communicate and learn at school. Thus, teacher-learner relationship acted as a catalyst for learner resilience, self-acceptance, self-actualisation, and purposeful living. These findings resonate in Taylor, (2015).

In the study, interactions and mutual relationships nurtured positive academic behaviours and better social skills. Learners enjoyed well-being derived from a range of school experiences that contributed to learners' thriving and growth. The achievement of learner tasks led to learner well-being, while their unsuccessful completion led to unhappiness, and teacher disapproval. A number of authorities including Prewett et al. (2019), Poulou, (2022) and Zulfiqar et al. (2019).shared similar views.

However, learners in poor relationships with their teachers experienced learning difficulties and behaviour challenges. Teachers had difficulties developing positive relationships with learners who manifested maladaptive behaviour. Study results reflect that learners did not only differ concerning degree of psychological well-being, but they also differed in strengths and patterns of wellness. The study achieved the much sought after empirical clarification on the nature of Grade seven learners' psychological well-being in urban Bulawayo primary schools. The findings on supportive classroom interactions resemble those in Cui et al. (2023), Gasser et al. (2018) and Prewett et al. (2019).

6.2.4 Response to the Fourth Secondary Research Question:

What were the perspectives of teachers on experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in urban Bulawayo primary schools?

In addressing this question, the study gathered teachers and Grade seven learners' views on the influence of teacher-learner relationships on personal factors related to learner psychological well-being. The study focused on the influence on physical health, emotional development, resilience, fulfilment of growth needs, motivation to work and learn development of positive self-concept and the shaping of life goals and aspirations. This is consistent with Carol Ryff's well-being model, which depicts six core elements of psychological well-being (PWB) that must be present in learners. Above all, the study highlights the importance of social relations in the educational context echoing Bardorfer and Dolenc (2022)'s views.

In line with Maslow's Hierarchy of needs, the researcher found out positive effects of good teacher-learner relationship on learners' physical health in which case positive interpersonal relationships enhanced physical functioning. The study linked well-being to better physical health, as shared in Farhar et al, (2021). It found little adverse effects on physical health of Grade seven learners residing in suburbs. It indicated experiences of well-being, and general school satisfaction, among a host of positive psychological outcomes. Although physical ill-health cases were not many, the health status of the less privileged and vulnerable learners were rather compromised due to feelings of worry and anxiety. Physical health closely related to psychological well-being to the extent that improved physical health contributed to good psychological well-being.

It was evident in the study that learners' psychological well-being flourished when their psychological needs were catered for within the classroom. Grade seven learners who had their basic needs met functioned well in the classroom. The study indicated that learners experienced well-being, high motivation to learn and positive self-concept often. Grade seven learners felt better when they perceived their teachers' interpersonal behaviour in the classroom as tolerant, and accommodative. The satisfaction of learners' psychological needs meant achievement of well-being, while their lack led to compromised well-being. The findings resonate with those in Willis et al. (2021).

Grade seven learners were able to cope in times of hardships depending on the nature of difficulties or hardships at school. Learners' resilience to manage when confronted by stressors such as worries and anxieties at school differed tremendously among individual learners. In the study, good teacher-learner relationship had protective powers as teachers provided pastoral care to affected learners. Teacher care, which nurtures resilience and provides a safe and secure learning environment, safeguards learners' psychological well-being.

The study established that, the extent to which learners perceived teachers to be treating learners fairly influenced learners' well-being in the classroom. The interpersonal skills of learners to thrive in different classroom environments were as important as the quality of classroom social settings, which determined learners' experiences including teacher-learner relationship. This explains why learners in similar environments experienced different levels of psychological well-being. It was evident that individual learners varied in their ability to form positive relationships with teachers and experience psychological well-being (Ahmadi-Azad et al, 2021). The inclusion of vulnerable groups such as orphans and street children in the study assisted in highlighting those psychological interventions that focus on enhancing well-being. Learners in both vulnerable and privileged circumstances indicated their wish to be cared for and to feel appreciated. The research results indicate that learner development runs smoothly when learners receive support from their teachers at school.

Grade seven learners were confident and resilient more often than they felt distressed and lonely in this case study. The classroom environment offered encouragement, and opportunities for accomplishing school tasks that promoted the development of positive self-concept in learners. Learners who encountered a lack of resources and opportunities to experience in-school success

experienced negative psychological well-being. A close and positive teacher-learner relationship plus a positive self-concept contributed to positive psychological well-being of Grade seven learners.

The study revealed that teacher-learner relationship is an important tool for engaging learners at school. However, the nature of the relationships varied significantly. Learners' interpersonal behaviours ranged from indifference to focused, passionate, and emotion supportive relationships. Relationships between teachers and learners varied from restricted interactions, to enthusiastic, focused and emotionally positive interactions. Emotionally engaged learners showed high enthusiasm and interest in learning. Cognitively engaged learners fully participated in learning, self-regulation and strove to achieve academically. Behavioural engagement of learners occurred when they participated in learning, putting effort in completing assignments.

The study demonstrated that teacher-learner relationship is the bedrock for learning and well-being. Grade seven learners developed important social skills, which increased their participation in learning. Learners in a close relationship with their teachers were intrinsically motivated to work and learn. However, research results show that there was disparity in learners' experiences of being cared for and being engaged in learning, as dictated by their school environments. In line with Maslow's self-actualisation model, the level of psychological well-being depended on whether or not learners' needs at different levels were fulfilled (Balashov, 2022).

Consistent with Oberle, et al.'s (2010) findings, results also indicated that well-liked learners tended to be friendly and cooperative, while learners in negative teacher-learner relationships tended to manifest submissive behaviours and withdrawal propensities. Grade seven learners rated as friendly by their teachers had fewer social adjustment challenges. This means that the quality of the relationship between the teacher and learners predicted levels of learners' social adjustment. Cases in point were the experience of being neglected, anxious and antisocial (former street children) versus acceptance and being cordial (learners from sheltered homes and villages). There were strong indicators for positive psychological well-being (such as self-confidence, self-actualisation, resilience and positive self-concept) being more pronounced under positive teacher-learner relationships than negative ones.

The study results are in consensus with Bertieaux et al. (2024) that teachers' social support positively link to learners' psychological well-being. Grade seven learners felt good and functioned well when they had psychosocial support from their teachers. As a result, social relations serve to safeguard psychological well-being (Liu et al. 2014). Arguably, the study established that positive teacher-learner relationships had a significant influence on learners' emotional development and psychological well-being.

6.2.5 Response to the Fifth Secondary Research Question:

What strategies promoted the psychological well-being of Grade seven learners in urban Bulawayo primary schools?

This section of the research report presents strategies that promote the psychological well-being of Grade seven learners in Bulawayo primary schools. The study results clearly show that positive teacher-learner relationships provide a solid foundation for learner well-being. The onus was on teachers to strategise as they interacted with learners in order to curry favour with them and influence their psychological well-being. Study results show that obtaining a positive psychological well-being state is important for learners to function well. Therefore, it is most likely that teacher-learner relationships have a soothing effect on learners' psychological well-being. The findings of the study point to the need to create and solidify opportunities that trigger learners' well-being. Zhang, (2022) and Kraine et al. (2016) support the study findings immensely.

In line with McKeering et al. (2012) and Zulfiqar et al. (2019), study results are suggestive of the need to address the social and emotional conditions at primary school level by harnessing human interpersonal relationships and collaboration, to make the learning environment meet the academic, social and emotional needs of learners.

The study established that learners in schools that embraced a curriculum for social and emotional learning (SEL) were motivated to learn, had a high sense of belonging towards the school and had a high academic school performance. According to Soutter (2023), learners acquire and apply knowledge, skills, and attitudes to develop health identities, manage emotions, and achieve personal and collective goals. They have to feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Similarly, Bardorfer and Dolenc (2022) claim that it is prudent to foster social ties by adopting social and emotional

learning initiatives to support learners' autonomy, competence, well-being and connect with others, including teachers. This means that the acquisition of SEC curriculum empowers learners to become capable of regulating emotions, pursuing positive educational goals, maintaining healthy relationships with their teachers, and making responsible (academic and social) decisions. Oliveira et al. (2021) and Bradley et al. (2018) express similar views on the influence of teacher-learner relationship on the psychological well-being of learners.

Findings of the study underscore Soutter (2023)'s views regarding the importance of instilling self-awareness, self-management, social awareness, relational skills and responsible decision making on Grade seven learners when they prepare their exit for secondary education. In support, Obsuth et al. (2021) posit that positive interpersonal relationships produce desirable social, emotional, cognitive and behavioural outcomes that learners require in their education journey.

The current study provides ample evidence that good teachers are open to the needs of their learners, and share close relationships with them. Therefore, teacher care is a strategy that promotes the psychological well-being of Grade seven learners in schools. According to Xie and Derakhshan (2021), teacher care involves teachers giving genuine support to learners, showing interest in teaching and learning processes and satisfying learners' psychological and emotional needs. To this end, a quality teacher-learner relationship buffers learners' psychological well-being. In other words, learner resilience as an outcome of successful adaptation to the classroom environment promotes and sustains the learner's psychological well-being (Thamarasserri et al. 2023). In support, Jiang et al. (2022), Held (2018) and McFarland et al. (2016), reveal that good teacher-learner relationships impact positively on learners' well-being.

The study established that positive teacher-learner relationships act as safety valves for learners to get rid of strong feelings or classroom pressures (Jiang et al. 2022; Obsuth et al. 2021). Good teacher-learner relationship is a tool to achieve learners' self-actualisation and school satisfaction (Jiang et al. 2022; Vemde, et al, 2022). Study findings (also shared by Vemde, et al, 2022; Balashov, 2022; Zhang, 2022) highlight that teachers who are correctly positioned in the classroom by way of sharing good relationships with learners, can encourage learners to behave cooperatively. Such favourable relationships with teachers, largely account for learners' personal change and growth, attributes of good psychological well-being (Pakarinen et al. 2018; Vemde et al. 2022).

6.3 Conclusions to the Study

In conclusion, the study provided a window to explore the influence of teacher-learner relationship on the psychological well-being of Grade seven learners. The study added to the available information by measuring a range of constructs associated with learners' psychological well-being, namely positive self-concept, motivation to learn, autonomy and choice, resilience, and self-actualisation. Listening to teachers' and adolescent learners' perspectives was meant to better understand what was working and what was not working from their point of view. Psychological well-being is a complex phenomenon that embraces quality relationships between stakeholders, among other key school-related factors. In this study, it was evident that teacher-learner relationship was a strong catalyst for learner psychological well-being that helped shape teaching and learning.

6.4 Limitations of the Study

The study adopted a case study design, which used a small sample size for the collection of data. The small sample size of this study limits the generalisation of findings. Because this study focused on a case study, a large number of participants were not involved in the study. The findings were of limited scope. However, the case study enabled an in-depth exploration of teachers and learners' experiences on the influence of teacher-learner relationships on the psychological well-being of learners, to allow for thick description.

The case study relied on what the researcher deemed right to develop a convincing argument, independent of statistical testing. Use of interviews gave the research ecological validity. However, this study depended on data given through self-reports in the case of learner participants. Such self-reports were prone to biases such as recall inaccuracies or the individual's mood. However, the case study was good for interpretive research, and it conceived ideas, subject to crosschecking, using other rigorous, and systemic scientific research methods.

Due to the exploratory nature of the current study, many different factors related to the influence of teacher-learner relationships on learner psychological well-being were covered. Descriptions on several domains of psychological well-being (such as the self-concept of the learner, self-

actualisation, motivation to learn, autonomy, and physical health) involved a natural setting, researcher as key instrument, multiple methods, participants' multiple perspectives and reflexivity. This in line with Creswell and Poth (2025)'s views. The thrust of the study was on the global influence exerted on psychological well-being. However, the study would have covered a lot of depth, if it had taken a singular approach.

6.5 Recommendations of the Study

In drawing recommendations, considerations were made of recommendations that mirror the need for further study, those that give policy directions and those that project training and practice initiatives.

6.5.1 Recommendations for Learners

- Develop open communication skills to express needs, concerns, and feedback to teachers
- Cultivate self-advocacy to promote mental health and utilise available support systems {school counsellors, peer educators)
- Build emotional intelligence to manage stress, frustrations and conflict constructively.

6.5.2 Recommendations for Teachers

- Promote positive, supportive relationships with learners by showing empathy, respect and active listening
- Use inclusive teaching strategies that make learners feel valued and safe.
- Roll out appropriate wellness programmes that address the needs of school learners.
- Be attentive to signs of poor mental health and refer learners to support services (counselling services, peer support) when needed.

6.5.3 Recommendations for Curriculum Planners

- Integrate social-emotional learning (SEL) into the primary school curriculum and ensure that the school curricula balance academic rigor with mental health activities (sports, games, music entertainment) avoiding excessive pressure.

6.5.4 Policy Recommendations

- Make well-being education and awareness a prominent component of school policy.

6.5.5 Training and Practice Recommendations for Schools

- Conduct training sessions for teachers on learner well-being and classroom dynamics
- Develop assessment tools to monitor learner well-being regularly

6.6 Contribution of the Study

Research evidence confirm that sizeable amount of quantitative research has examined psychological well-being and teacher-learner relationship as separate entities highlighting their importance in education (Dreer, 2023). In contrast, there are very few qualitative studies on psychological well-being of adolescent learners in Zimbabwe, leaving a gap in rich, lived experience accounts (Mushonga et al. 2023). The study is perhaps one of its own. It may act as a springboard to inform various school-based intervention programmes to support adolescent learners so that they flourish in schools.

The research study may make a big contribution in the sense that it gathered views of major role players (teachers and learners) in schools catering for disadvantaged learners such as orphans and former street children (kept at a children's village and home) and learners from ordinary suburbs who learnt together in what I term 'reverse mainstreaming'. The study applied IOS maps and interviews that generated a lot of information vital to teachers and schools at large. The empirical study brought to light teacher and learner perceptions of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners. The study provides empirical evidence on factors with a bearing to learner well-being and psychological well-being.

Research on the psychological well-being of adolescent learners is in its infancy in urban Bulawayo (Zimbabwe). Contributions from adolescent learners' self-perspectives can give valuable insights into what is working and what is not working between teachers and learners in urban Bulawayo schools. Research evidence provides pointers towards areas of need prompting school-based interventions that promote learner well-being in urban Bulawayo. Therefore, the study may lead to adoption of practices that will positively influence achievement of learner well-being in schools.

The benefit of the research study is that it demonstrates that learner well-being is a valuable goal and indicator of educational quality. The study raises similarities and discrepancies in learners and teachers' perceptions of learner well-being. The study illuminates the important role that interpersonal relationships have on the practice of teaching and learning. Consequently, the study put in the limelight the association between teacher-learner relationships and adolescent psychological well-being. It provides the impetus for measuring a range of personal and school related factors associated with learners' psychological well-being.

The need for making learners cope with social, psychological and physical phenomena in a self-actualising manner whilst at school was a topical subject of the research. Therefore, the thesis adds context-specific qualitative insight into Grade seven learners' psychological well-being and teacher-learner relationship in urban Bulawayo, particularly in settings where vulnerable and more advantaged learners are educated together.

REFERENCES

- Abbott-Chapman, J., Martin, K., Ollington, N., Venn, A., Dwyer, T. & Gall, S. (2013). The longitudinal association of childhood school engagement with adult educational and occupational achievement: Findings from an Australian national study. *British Educational Research Journal*, 40 (1), 102-120.
- Hamid, S. R., Syed Hassan, S. S. & Ismail, N. A. H. (2012). Teaching quality and performance among experienced teachers in Malaysia. *Australian Journal of Teacher Education*, 37(11), 90-108. <https://doi.org/10.14221/ajte.2012v37n11.2>
- Adler, R. H. (2022). Trustworthiness in Qualitative Research. *Journal of Human Lactation*, 38(4) 598-602. DOI: 10.1177/08903344221
- Age, D. & Oddrun, S. (2014). Autonomy support and achievement goals as predictors of perceived school performance and satisfaction in the transition between lower and upper secondary school. *Social Psychology of Education: An International Journal*, 17(2), 269-291.
- Aggleton, P., Dennison, C. & Warwick, I. (2010). *Promoting health and psychological well-being through schools*. Routledge.
- Aghababaei, N. & Blachnio, A. (2014). Purpose in life mediates the relationship between religiosity and happiness: evidence from Poland. *Mental Health, Religion and Culture*, 17(8), 827-831.
- Agrawal, A. & Charu, V. (2023). Meditation in relation to psychological well-being and self-actualisation among young adults. *Indian Journal of Positive Psychology*, 14(3), 351-355
- Aha, H. & Rodkin, P. C. (2014). Classroom level predictors of the social status of aggression: friendship centralization, friendship density, teacher-student attunement, and gender. *Journal of Educational Psychology*, 106(4), 1144-1155.
- Ahmad, M. & Wilkins, S. (2024). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*, 1-19. <https://doi.org/10.1007/s11135-024-02022-5>

- Ahmadi-Azad, S., Asadollahfam, H. & Zoghi, M., (2021). The contributions of teachers' interpersonal behaviours to learners' autonomous and controlled motivation. *International Journal of Emotional Education*, 13(1), 83-106.
- Aldrup, K., Klusmann, U., Ludtke, O., Gollner, R. & Trautwein, (2018). Student misbehaviour, and teacher well-being: testing the mediating role of the teacher-student relationship. *Learning and Instruction*, 58, 126-136. <https://doi.org/10.1016/j.learninstruc.2018.05>.
- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system-secondary. *School Psychology Review*, 42(1), 76-78.
- Almakanin, H., Alodat, A., & Al Adwan, D. (2021). Psychological and academic well-being among students with disabilities in Jordanian Universities. *The International Journal of Learning in Higher Education*, 28(2), 195.
- Almouist, Y. B., Moon, B. & Augustine, L. (2013). Peer acceptance in the school class and subjective health complaints: A multilevel approach. *Journal of School Health*, 83(10), 690-696.
- Alonzo, A. C., Kobarg, M. & Seidel, T. (2012). Pedagogical content knowledge as reflected in student-teacher interactions: Analysis of two video cases. *Journal of Research in Science Teaching*, 49(10), 1211-1239.
- Alpi, K. M. & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of Medical Library Association*, 107(1), 1-5. DOI: [dx.doi.org/10.5195/jmla.2019.625](https://doi.org/10.5195/jmla.2019.625).
- Amreen & Malik, A. A. (2021). Psychological well-being as a predictor of resilience among university students. *Pakistan Journal of Psychological Research*, 36(4), 571-586. <https://doi.org/10.33824/PJPR.2021.36.4.31>
- Amorim Neto, R. C., Golz, N., Polega, M. & Stewart, D. (2022). The impact of curiosity on teacher-student relationships. *Journal of Education*, 202(1), 15-25.
DOI: 10.1177/0022057420943184.

- Anne, M. & Sabel, H. (2014). Learning, interaction and relationships as components of student well-being. Differences between classes from student and teacher perspectives. *Soc Indic Res*, 119, 1535-1555. DOI:10.1007/s//205-013-0557-7
- Archambault, I., Jamosz, M. & Chouinard, R. (2012). Teacher beliefs as predictors of adolescents' cognitive engagement and achievement in mathematics. *The Journal of Educational Research*, 108, 319-328.
- Arciuli, J., Emerson, E. & Llewellyn, G. (2019). Adolescents' self-report of school satisfaction: The interaction between disability and gender. *School Psychology*, 34(2), 148-158. [Http://dx.doi.org/1037/gpq10000275](http://dx.doi.org/1037/gpq10000275)
- Aron, A., Aron, E.N. & Snollen, D. (1992). Inclusion of Other in the Self-Scale and the structure of interpersonal closeness. *Journal of Personality and Social Psychology*, 63(4), 596-612.
- Arshad, S. & Rafeque, R. (2016). Personality and creativity as predictors of psychological well-being in college students. *Pakistan Journal of Psychological Research*, 31(1), 139-148.
- Askell-Williams, H., Skrzypiec, G., Zhao, X., & Cao, F. (2018). Mainland Chinese students' self-appraisals of their psychological dispositions at school. *Social Psychology of Education*, 21(1), 139-156. <https://doi.org/10.1007/s11218-017-9404-z>
- Aslam, U., Rehman, M., Imran, M. K. & Mugadas, F. (2016). The impact of teacher qualifications and experience on student satisfaction: A mediating and moderating research model. *Pakistan Journal of Commerce and Social Sciences*, 10(3), 505-524.
- Aspers, P. & Corte, U. (2019). What is Qualitative in Qualitative Research? *Qualitative Sociology*, 42(2), 139-160. DOI: 1007/s11133-019-9413-7.
- Awan, R., Noureen, G. & Naz, A. (2011). A study of relationship between achievement motivation, self-concept, and achievement in English and Mathematics at secondary level. *International Education Studies*, 4(3), 73-78.
- Azizan, C. R., Razali. A. & Pillai, R. (2013). Promoting positive health among students in Malaysia. *Psychology and Behavioural Sciences*, 2(2), 73-82.

- Baams, L., Beek, T., Hille, H., Zevenbergen, F. C. & Bus, H. M. W. (2013). Gender Nonconformity: Perceived stigmatization and psychological well-being in Dutch sexual minority youth and adults: A mediation analysis. *Arch Sex Behaviour*, 42, 765-773.
- Badanes, L. S., & Enos Watamura, S. (2014). High-risk home and child-care environments and children's social-emotional outcomes. *Wellbeing: A Complete Reference Guide*, 1. 1-29. <https://doi.org/10.1002/9781118539415.wbwell010>
- Bakadorova, O. & Raufelder, D. (2018). The essential role of the teacher-student relationship in students' need satisfaction during adolescence. *Journal of Applied Developmental Psychology*, 58, 57-65. 10.1016/j.appdev.2018.08.004
- Balashov, E. (2022). Psychological well-being as a cognitive-emotional component of student self-regulated learning. *International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)*, 10(2), 101-109.
- Bardorfer, A. & Dolenc, P. (2022). Teacher-student rapport as predictor of learning motivation within higher education: The Self-Determination theory perspective. *Journal of Psychological and Educational Research, JPER*, 30(2), 115-133 e-ISSN: 2821-4099
- Baroody, A. E., Rumm-Kaufman, S. E. R., Larsen, R. A. & Curby, T. W. (2014). The link between responsive classroom training and student-teacher relationship quality in the fifth grade: A study of fidelity implementation. *School Psychology Review*, 43(1), 69-85.
- Bastaitis, K. & Mortelmans, D. (2016). Parenting as a mediator between post-divorce family structure and children's well-being. *Journal of Child and Family Studies*, 25, 2178-2188
- Barile, J. P., Donohue, D. K., Anthony, E. R., Baker, A. M., Weaver, S. R., & Henrick, C. C. (2012). Teacher-student relationship climate and school outcomes: Implementation of Educational policy initiatives. *J Youth Adolescence*, 41, 256-267.
- Bastaitis, K. & Mortelmans, D. (2016). Parenting as mediator between post-divorce family structure and children's well-being. *Journal of Child and Family Studies*, 25, 2178-2188.
- Bee, T., Sivertsen, B., Hejervang, E., Goodman, R., Lundervold, A. J. & Hysing, M. (2014). Socioeconomic status and child mental health: the role of parental emotional well-being and parenting practices. *Journal of Abnormal Child Psychology*, 42, 705-715.

- Beiser, M., Goodwill, A. M., Albanese, P. McShane, & Nowakowski, M. (2013). Predictors of immigrant children's mental health in Canada: selection, settlement contingencies, culture, or all of the above? *Soc. Psychiatry Epidemiol*, 49, 743-756.
- Belton, S., Prior, P., Wickel, E. & Woods, C. (2016). The impact of participation in extra-physical activity on males from disadvantaged schools. *European Physical Education Review*, 23(1), 60-72.
- Berk, L. (2006). *Child Development*. (7th ed.). Allyn and Bacon.
- Berk, L. (2009). *Child Development*. (8th ed.). Allyn and Bacon.
- Bernaus, M. & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92, 387-401.
- Bertieaux, D., Lambeaux, M., Beauset, R., Wauthia, E. & Duroisin, N. (2024). Well-Being, academic engagement and perceptions of technology in basic training: a survey in the context of French Speaking Belgium. *International Journal of Technologies in Higher Education*, 21(2), <https://doi.org/10.18162/ritpu-2024-v21n2-05>
- Birt, L., Scott, S., Cavers, D., Campbell, C. & Walter, F. (2016). Member Checking: a tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(3) 1802-1811, DOI: 10.1177/1049732316654870
- Bjarnason, T., Bendtsen, P., Amarsson, A. M., Borup, I., Lannotti, R. N. & Lofstedt, P. (2012). Satisfaction among children in different family structures: a comparative study of 36 western societies. *Children and Society*, 26, 51-62.
- Blatchford, P., Bussett, P. & Brown, P. (2011). Examining the effect of class size on classroom engagement and teacher-pupil interactions: differences in relation to pupil prior attainment and primary versus secondary schools. *Learning and Instruction*, 21, 715-730.
- Blazek, M., Kazmierczak, K. M. & Besta, T. (2015). Sense of purpose in life and escape from self as the predictors of quality of life in clinic examples. *J Relig. Health*, 54, 517-523.
- Bloomberg, L. D. & Volpe, M. (2016). *Completing your qualitative dissertation* (3rd Edition). Thousand Oaks: SAGE

- Bodeker, G., Pecorelli, S., Choy, L., Guerra, R. & Kariippanon, K. (2020). Well-Being and Mental Wellness. *Oxford Research Encyclopedia of Global Public Health*. DOI: 10/1093/acrefore/9780190632366.013.162
- Bojuwoye, O., Moletsane, M., Stofile, S., Moola, N. & Sylvester, F. (2014). Learners' experience of learning support in selected Western Cape schools. *South African Journal of Education*, 34(1), 1-15.
- Bond, L., Lusher, D., Williams, I. and Butler, H. (2014). Friends and Foes? Relational dissonance and adolescent psychological well-being. *PLOS ONE*, 9(2), 283-288
- Bookwala, J. & Boyar, J. (2008). Gender, excessive body weight, and psychological well-being in adulthood. *Psychology of Women Quarterly*, 32, 188-195.
- Borkar, V. N. (2016). Positive school climate and positive education: Impact on students' well-being. *Indian Journal of Health and Wellbeing*, 7(8):861-862.
- Bosede, A. F. (2013). Rural and urban differential in student's academic performance among secondary school students in Ondo State. *Journal of Educational and Social Research*, 3(3), 213-217.
- Bosek, A., Noak, P, F. & Blukacz, M. (2020). The relationship between spirituality, health-related behaviour, and psychological well-being. *Frontiers in Psychology*, 11, 552187.
- Boudah, D. J.** (2016). *Conducting Educational Research: Guide to completing a thesis, dissertation, or action research project*. SAGE.
- Bradley, C., Cordaro, D. T., Zhu, F., Vildostegui, M., Hun, R. J., Brackett, M. & Jones, J. (2018). Supporting improvements in classroom climate for students and teachers with the four pillars of well-being curriculum. *Translational issues in Psychological Science*, 4(3), 245-264. <https://doi.org/10.1037/tps0000162>
- Braun, V. & Clarke V. (2013). *Successful qualitative research: a practical guide for beginners*. London: SAGE.

- Braun, V. & Clarke V. (2016). (Mis)Conceptualising themes, thematic analysis, and other problems with Fugard and Potts' (2015) sample size tool for thematic analysis. *International Journal of Social Research Methodology*, 19(6), 739-743.
- Braun, V. & Clarke V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise, and Health*, 11(4), 589-597.
- Braun, V. & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflective) thematic analysis? *Qualitative Research in Psychology* 18(3), 328-352. <https://doi.org/10.1080/14780887.2020.1769238>.
- Braun, V. & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE
- Braun, V. & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328-352. <https://doi.org/10.1050/14780887.2020.1769238>
- Braun, V. & Clarke, V. (2023) *Successful qualitative research: A practical guide for beginners* (Reprint ed.) Sage publications.
- Brekelmans, M., Wubbels, T. & Brok, P. D. (2002). Teacher experience and the teacher-student relationship in the classroom. In Goh, S. C. & Khine, M. S., *Studies in educational learning environments: an international perspective*. Singapore: World Scientific Summon.
- Briggs, A. R. J., Coleman, M. & Morrison, M. (2012). *Research methods in educational leadership and management*. (3rd ed.). London: SAGE
- Bunketorp Kall, Malmagren.H., Olsson, E., Linden, T. & Nilsson, M. (2015). Effects of a curricular physical activity intervention on children's school performance, wellness, and brain development. *Journal of school health*, 85(10), 704-713.
- Burrow, A. L., Sumner, R. & Ong, A. D. (2013). Perceived change in life satisfaction and daily negative affect: the moderating role and purpose in life. *J. Happiness Stud*, 15, 579-592.

- Butler, R. (2012). Striving to connect: extending an achievement goal approach to teacher motivation to include relational goals for teaching. *Journal of Educational Research*, 104(1), 726-742.
- Bynam, J. E. & Thompson, W. E. (2007). *Juvenile Delinquency: a sociological approach*. (7th ed.). Pearson Education.
- Bzdil, L. C. (2021). Teacher-student relationships and students with emotional disturbance and externalizing behaviours: an instrumental case study. Drexel University.
- Camfield, L., Guillen-Royo, M. & Velazco, J. (2009). Does needs satisfaction matter for psychological and subjective well-being in developing countries? A mixed-methods illustration from Bangladesh and Thailand. *Happiness Studies*, 11, 497-516.
- Campbell, C. M. & Cabrera, A. F. (2014). Marking the mark: Are grades and deep learning related? *Research in High School*, 55, 494-507.
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S. & Walker, K. (2020). Purposive sampling, complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652-661.
- Cattan, M. & Tilford, S. (2006). *Mental health promotion*. McGraw-Hill Education (UK).
- Carlson, M. J. (2006). Family structure, father involvement, and adolescent behavioural outcomes. *Journal of Marriage and Family*, 68, 137-154.
- Celik, A. K. (2025). A reliability generalisation meta-analysis of the PERMA-profiler. *Social Indicators Research*, 177(3), 1027-1050. <https://doi.org/10.1007/311205-025-03547-4>
- Che, R. A., Asbah, R. & Rajalingam, P. (2013). Promoting positive mental health among students in Malaysia. *Psychology and Behavioural Sciences*, 2(2), 73-82.
- Chen, K. & Cooper, C. L (Ed). (2014). Work and Wellbeing. *Wellbeing: A Complete Reference Guide*. 111. Wiley Blackwell: John Wiley & Sons, Inc.
- Chen, X., Wang, L., & Wang, Z. (2009). Shyness-sensitivity and social, and psychological adjustment in rural migrant and urban children in China. *Child Development*, 80, 1499-1513.

- Chow, H. P. (2010). Predicting academic success and psychological wellness in a sample of Canadian undergraduate students. *Electronic Journal of Research in Educational Psychology*, 8(2), 473-496.
- Ciarrochi, J., Alkins, P. W. B., Hayes, L. L., Sahdra, B. K. & Parker, P. (2016), Contextual Positive Psychology: policy recommendations for implementing positive psychology in schools. *Frontiers in Psychology*, 7, 1561. DOI:10.3389/FPSYG.2016.01561
- Clark, A., Flewitt, R., Hammersley, M. & Robb, M. (2014). *Understanding research with children and young people*. SAGE
- Clarke, M., Islam, S. M. N. & Paech, S. (2006). Measuring Australia's well-being using hierarchical needs. *The Journal of Socio-Economics*, 35, 933-945.
- Coe, R., Waring, M., Hedges, L. V. & Ashley, L. D. (2021). *Research Methods and Methodologies in Education*. (3rd ed.). SAGE
- Cohen, L., Manion, L. & Morrison, K. (2011). *Research Methods in Education*. (Seventh Ed). Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2017). *Research Methods in Education*. Routledge.
- Cohen, L., Manion, L. & Morrison, K. (2019). *Research Methods in Education*. (Eighth Ed). Routledge.
- Cole, M. E., Field, H. S. & Harris, S. G. (2004). Student learning, motivation and psychological hardiness: interactive effects on students' reactions to a management class. *Academy of Management learning and Education*, 3(1), 64-85.
- Comiskey, C. M., O'Sullivan, K., Quirke, M. B., Wynne, C., Hollywood, E. & McGillloway, R. S. (2012). Baseline results of the first healthy schools' evaluation among a community of young, Irish, urban disadvantaged children and a comparison of outcomes with international norms. *Journal of School Health*, 82(11), 508-513.
- Cooper, R. & Burton, E. (2014). Well-being in children and families. *Well-being: A Complete Reference Guide*. Volume 1. John Wiley & Sons.

- Cooper, R., Burton, E. & Cooper, C. L. (2014). Well-being and the environment. *Wellbeing: A complete Reference Guide*, Vol 2. John Wiley and Sons Ltd
- Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective: a meta-analysis. *Review of Educational Research* 77(1), 113-143.
- Corso, M. J., Bundik, M. J., Quaglia, R. J. & Haywood, D. E. (2013). Where student, teacher, and content meet: student engagement in the secondary school classroom. *American Secondary Education*, 41(3), 50-61.
- Crano, W. D., Brewer, M. B. & Lac, A. (2014). *Principles and Methods of Social Sciences*. Routledge.
- Creswell, J. W. (2014). *Research designs: Qualitative, quantitative and mixed methods approaches*. (4th ed.). Sage.
- Creswell, J. W. & Poth, C. N. (2016). *Qualitative inquiry and research design: choosing among five approaches*. SAGE Publications.
- Creswell, J. W. & Poth, C. N. (2018). *Qualitative inquiry and research design; choosing among five approaches* (4th ed.). Sage Publications.
- Creswell, J. W. & Poth, C. N. (2025). *Qualitative inquiry and research design; choosing among five approaches* (5th ed.). Sage Publications.
- Crosby, R. G. & Smith, E. J. (2015). Church support as a predictor of children's spirituality and pro-social behaviour. *Journal of Psychology & Theology*, 43(4), 243-254.
- Cui, T.; Wang, C.; Yang, Y. & Shao, Y. (2023). A serial mediation model testing association between teacher-student relationship, resilience, autonomous learning and academic performance in the Chinese EFL context. *Language Teaching Research*, 1-24.
- DOI: 10.1177/13621688231166771
- Daalen, G., Saulers. K. & Willemsen, T. M. (2005). Sources of social support as predictors of health, well-being and life satisfaction among Dutch male and female dual-earners. *Women and Health*, 41(2), 43-62.

- Daniels, L. & Alston, L. (2023). Epistemological and ontological beliefs of educational psychology doctoral students. *International Journal of Teaching and Learning in Higher Education*, 35(2), 17-31. ISSN 1812-9129. <http://www.iset1.org/ijlhe>.
- Darling, N. & Stenberg, L. (1993). Parenting style as context: an integrating model. *Psychological Bulletin*, 113, 487-496.
- Dhanabhakyaam, M. & Sarath, W. (2023). Psychological well-being: a systematic literature review. *International Journal of Advanced Research in Science, Communications and Technology*, (IJARSCT), 3(1), 603-607. DOI: 10.45175/WARSCT-8345
- Deci, E. L & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9, 1-11.
- Deggs, D. & Hernandez, F. (2018). Enhancing the value of qualitative field notes through purposeful reflection. *The Qualitative Report*, 23(10), 2552-2560. <https://doi.org/10.46743/2160-3715/2018.3569>
- Delvin, N. Shar, K. K., Feng, Y., Mulhern, B., & Van Houti, B. (2018). Valuing health related quality of life. An EQ-5D-5L value set for England, *Health Economics* 27(1), 7-22.
- Denz, U. & Kocabas, C. (2024). Understanding the relationship between perceived organizational support and psychological well-being: Perspectives of Turkish faculty members. *Higher Learning Research Communications*, 14(1), 51-67. DOI: 10.18870/hltre.v14i1.1441
- Derobertis, E. M. (2006). Charlotte Buhler's existential-humanistic contributions to child and adolescent psychology. *Journal of Humanistic Psychology*, 46(1), 48-76.
- Devi, C. H. (2018). Life satisfaction and well-being. *Shanlax International Journal of Arts, Science and Humanities*, 5(4), 155 N: 2321-788X
- Diemer, M. A., Marchand, A. D., Mckellar, S. E. & Malanchuk, O. (2016). Promotive and corrosive factors in African American students' maths beliefs and achievement. *J Youth Adolescence*, 45, 1208-1225. DOI: 10.100/s10964-016-0439-9

- Dunne, M., Sabattes, R., Bosumtwi-Sam, C. & Coloroso, A. (2013). Peer relations, violence and school attendance: analyses of bullying in senior high schools in Ghana. *Journal of Development Studies*, 49(2), 285-300.
- Durand-Bush, N., McNell, K., Hardling, M. & Dobransky, J. (2015). Investigating stress, psychological well-being, and mental-health functioning and self-regulation capacity among university undergraduate students. Is this population optimally functioning? *Canadian Journal of Counselling and Psychotherapy*, 49(3), 253-274.
- Dreer, B. (2023). On the outcomes of teacher wellbeing: a systematic review of research. *Frontiers in Psychology*, 14, 1205179. <https://doi.org/10.3389/fpsyg.2023.1205179>
- Drugli, M. B. (2013). How are closeness and conflict in student-teacher relationships, associated with demographic factors, school functioning and mental health in Norwegian School children aged 6-13? *Scandinavian Journal of Educational Research*, 57(2), 217-225. <https://dx.doi.org/10.1080.00313831.2012.656276>
- Dymoke, S. & Harrison, J. (2008). *Reflective Teaching and learning: A guide to professional issues for beginning secondary teachers*. SAGE
- Edwards, S. (2006). Physical exercise and psychological well-being. *South African Journal of Psychology*, 36(2), 357-373.
- Ehrenberg, R., Brewer, D. J., Gamoran. A. & Whillms, D. (2001). Class size and student achievement. *Psychological Science in the Public Interest*, 2(1), 1-14.
- Eldeleklioglu, J. (2007). The relationships between aggressiveness, peer pressure, and parental attitudes among Turkish high school students. *Social Behaviour and Personality*, 35(7), 975-986.
- Ellerbrock, C., Kiefer, S. M. & Alley, K M. (2014). School-based interpersonal skills: setting the foundation for young adolescents' belonging in middle school. *Middle Grades Research Journal*, 9(2), 1-17.
- Eloff, I. & Ebersohn. L. (2004). *Keys to Educational Psychology*. UCT Press.

- Elsaessar, C. Comian-Smith, D. & Henry, D. (2013). The role of the school environment in relational aggression and victimisation. *Journal of Youth and Adolescence*, 42, 235-249.
- Engel, R. J. & Schutt, R. K. (2017). *The Practice of Research in Social Work*. SAGE
- Esia-Donkoh, K. A. & Antiri, T. (2015). Instructional psychological and social effects of large classes on students of the Department of Basic Education. *European Journal of Research in Educational Sciences*, 3(3), 63-78.
- Etikan, I., Mnsa, S. A. & Alkassin, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1-4.
- Falci, C. (2006). Family structure, closeness to residential and non-residential parents, and psychological distress in early and middle adolescence. *The Sociological Quarterly*, 47(1), 123-146
- Fahey, T., Keilthy, P. & Polek, E. (2012). *Family relationships and family well-being: A study of the families of nine-year-olds in Ireland*, University College Dublin and the Family Support Agency.
- Falconiers, M. K., Nussbeck, F., Bodenmann, G., Schneider, H. & Bradbury, T. (2015). Stress from daily hassles in couples: its effects on intra-dyadic stress relationship satisfaction and physical and psychological well-being. *Journal of Marital and Family Therapy*, 4(2), 221-235.
- Farhal, I., Saleh, A. Y. & Safitiri, S. (2021). The number of student-teacher relationship to teacher subjective well-being as moderated by teaching experience. *Journal of Education and Learning*, 15(2), 267-274. ISSN: 2089-9823. DOI:10.11591/Edulearn.v15i2.18330
- Fava, G. & Ruini, C. (2014). *Cross-cultural advancements in positive psychology, increasing psychological well-being in clinical and educational settings: interventions and cultural contexts*. Springer.
- Frenzel, A. C., Daniels, L. & Buric, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, 56(4), 250-264. DOI:1080/00461520.2021.1985501

- Feng, X., Poston, D. L. & Wang, X. (2014). China's one child policy and the changing family. *Journal of Comparative Family Studies*, 45(1), 17-29.
- Fisher, C. J. (2015). Work and Well-being. In Chen. P. Y. & Cooper. C. L. (Ed.). *Wellbeing: A Complete Reference Guide*. Volume 3. John Wiley & Sons, Ltd/Inc.
- Fisher, S. D., Reynolds, J. L. & Sheehan, C. E. (2016). The protective effects of adaptability, study skills, and social skills on externalizing student-teacher relationships. *Journal of Emotional and Behavioral Disorders*, 24(2), 101-110. DOI: 10.11177/1063426615598767
- Flick, U. (2023). *An Introduction to Qualitative Research*. (7th ed.). SAGE
- Fosen, D. M. (2016). *Developing good teacher-student relationships: a multiple-case study of six teachers' relational strategies and perceptions of closeness, to students*. A thesis. University College London (UCL).
- Foster, J. (2013). *The impact of an emotional fitness and resilience building intervention-Mytern- on the psychological well-being, life satisfaction, resilience, and distress levels of first-year university students*: A thesis. University of Sunshine Coast, Inc.
- Frelin, A. (2015). Relational underpinnings and professionalism: a case study of a teacher's practices involving students with experience of school failure. *School Psychology International*, 36(6), 589-604.
- Froiland, J. M., Oros, E., Smith, L. & Hirschert, T. (2012). Intrinsic motivation to learn: the nexus between health and academic success. *Contemporary School Psychology*, 16, 91-100.
- Frumos, F. & KalkaLabar, A. (2013). Cognitive Styles, cognitive processing, and perceptual curiosity in online and traditional academic learning context. *Analele Stiintifice ale Universitatii, Alexandru Ioan Cuza-Sect. Stiintele Educatiei*, XV11:185-198.
- Fuller, T. D., Edwards, J. N., Varakitphokatom, S. & Sermsri, S. (2004). Gender differences in the psychological well-being of married men and women: an Asian case. *The Sociological Quarterly*, 45(2), 355-378.

- Gallagher, T. L., Bennet, S., Keen, D. & Muspratt, S. (2017). Examining learner engagement strategies: Australian and Canadian teachers' self-report. *Teacher Education and Special Education*, 40(1), 51-64.
- Gallagher, K. M., Jones, T. R., Landrosh, N. V., Abraham, S. (2019). College students' perception of stress and coping mechanisms. *Journal of Education and Development*, 3(2), 25
- Gallagher, M. W. & Lopez, S. J. (2019). Positive Psychological Assessment. APA
- Garcia, O. F., Fuentes, M. C., Gracia, E., Serra, E., & Garcia, F. (2020). Parenting warmth and strictness across three generations: Parenting styles and psychosocial adjustment. *International Journal of Environmental Research and Public Health*, 17(20), 7487.
- Gascoigne, C. (2012). Toward an understanding of the relationship between classroom climate and performance in post-secondary French: an application of the classroom climate inventory. *Foreign Language Annals*, 45(2), 193-202.
- Gastaldi, R. G. M., Pasta, T., Longobardi, C., Prino, L. E. & Quaglia, R. (2014). Measuring the influence of stress and burnout in teacher-child relationship. *European Journal of Education and Psychology*, 7(1), 17-28.
- Gasser, L., Grutter, J., Buholzer, A. & Wettstein, A. (2018). Emotionally supportive classroom interactions and students' perceptions of their teachers as caring and just. *Learn. Instruc.* 54, 82-92. DOI: 10.1016/j.learninstru.2017.08.003
- Gebre, E., Saroyan, A. & Bracewell, R. (2014). Student engagement in technology-rich classrooms and its relationship to professors' conception of effective learning. *British Journal of Educational Technology*, 45(1), 83-96.
- Gehlbach H., Brinkworth, M. E., Hsu, L. M., King, A. M., McIntyre, J. & Rogers, T. (2016). Creating birds of similar feathers: leveraging similarity to improve teacher-student relationships and academic achievement. *Journal of Educational Psychology*, 108(3), 342-352.

- Gendron, B., Kouremenon, E. & Rusu, C. (2016). Emotional capital development, positive psychological mindful teaching: which links? *The Educational Journal of Emotional Education*, Special Issue, 8(1), 63-74.
- Gharaibeh, F. M. (2015). The effects of divorce on children and mothers' perspectives in the United Arab Emirates (UAE). *Journal of Divorce and Remarriage*, 56, 347-368.
- Gibson, K. (2009). Differential parental investment in families with both adopted and genetic children. *Evolution and Human Behaviour*, 30, 184-189.
- Gilani, N., Waheed, S. A. & Gavrishky, E. (2024), Teachers are reflective mirrors: Unveiling the role of teachers in shaping students' self-concept through positive feedback and support. *Journal of Educational Psychology and Psychological Sciences*, 4(2), 16. <https://www.researchgate.net/publications/392984891>.
- Golberg, J. S. & Carlson, M. J. (2014). Parents' relationship quality and children's behaviour in stable, married, and cohabiting families. *Journal of Marriage and Family*, 76(4), 762-777. <https://doi.org/10.1111/jomf.12120>
- Golombok, S., Zodoh, S., Imrie, S., Smith, V. & Freeman, T. (2016). Single mothers by choice: mother-child relationships and children's psychological adjustment. *Journal of Family Psychology*, 30(4), 409-418.
- Gomez-Baya, D., Mendoza, R. & Paino, S. (2016). Perceived emotional intelligence as a predictor of depressive symptoms after a one-year follow-up during adolescence. *The International Journal of Emotional Education*, Special issue, 8(1), 35-47.
- Gonesa, P. J.; Dunabeitia, J. A. & Onandia-Hinchando, I. (2023). Satisfying students' psychological needs in the classroom: benefits of an online intervention to help primary school teachers during a pandemic academic year. *Teaching and Teacher Education*, 133, 1-10.
- Gonzales-Ball, T. L. & Bratton, S. C. (2019). Child-teacher relationship training as a Head Start early mental intervention for children exhibiting disruptive behaviour. *International Journal of Play Therapy*, 28(2), 44-56. <https://doi.org/10.1037/pla0000081>

- Gosselin, J., Babchishin, L. & Romano, E. (2015). Family transitions and children's well-being during adolescence. *Journal of Divorce and Remarriage*, 56(7), 569-589.
DOI: 10.1080/10502556.2015.1080094
- Grant, B. K. (2022). *Parents' and Children's Perspectives on Parenting Styles* (Doctoral dissertation) Northcentral University.
- Gray, D. (2009). *Doing research in the real world*. (2nd ed.). SAGE publishing.
- Greener, S. (2020). Student well-being in the learning zone. *Interactive Learning Environments*, 28(7), 806-807. DOI: 10.1080/10494820.2020.1832718.
- Gregson, M. & Hillier, Y. (2015). Working together: research and scholarly activity in further adult and vocational education. *International Journal of Training Research*, 13(2), 106-118.
- Griessel, G. A. J., Louw, G. J. J. & Swart, C. A. (1993). *Principles of educative teaching*. Acacia.
- Gropp, L., Geldenhuys, D. & Visser, D. (2007). Psychological wellness constructs relationships and group differences. *S. A. Journal of Industrial Psychology*, 33(3), 24-34
- Gross, R. (2010). *Psychology: The science of mind and behaviour* (6th ed.). Hachette UK Company.
- Guo, Y., Connor, C. M., Yang, Y., Roehrig, A. D. & Morrison, F. J. (2012). The effects of teacher qualification, teacher self-efficacy, and classroom practices on fifth graders' literacy outcomes. *The Elementary School Journal*, 113(1), 1-24.
- Gurland, S. T. & Evangelista, J. E. (2015). Teacher-student relationship quality as a function of children's expectancies. *Journal of Social and Personal Relationships*, 37(7), 879-904. DOI: 10.1177/0265407514554511.
- Hagarty, D., & Currie, J. (2012). The exercise class experience: an opportunity to promote student wellbeing during the HSC. *The Journal of Student Wellbeing*, 5(2), 1-17.

- Hagenauer, G. & Volet, S. E. (2014). Teacher-student relationship at university: an important yet under-researched field. *Oxford Review of Education*, 40(3), 370-388. Doi:10.1080/03054985.2014.921613
- Hamre, B. K., & Pianta, R. C. (2022). Advancing the science of classroom interactions: Implications for practice and policy. *Educational Researcher*, 51(4), 245–256. <https://doi.org/10.3102/0013189X221093066>.
- Hamre, B. K., Pianta, R. C., & Allen, J. P. (2023). Teacher–student relationships and classroom engagement: Updated perspectives. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (2nd ed.), pp. 365–386). Springer. https://doi.org/10.1007/978-3-031-13305-3_15.
- Pianta, R. C., Hamre, B. K., & Downer, J. T. (2021). Improving teacher–child interactions: Professional development and policy implications. *Early Childhood Research Quarterly*, 56, 1–12. <https://doi.org/10.1016/j.ecresq.2021.01.001>.
- Hardin, C. J. (2012). *Effective classroom management: models and strategies for today's classroom*. (3rd ed.). Pearson.
- Hargrave, L. D., Tyler, K. M., Thompson, F. & Danner, F. (2016). An examination of the association between student-teacher interactions and academic self-concept among African American male high students. *Journal of African American Males in Education*, 7(2), 33-49.
- Harjunen, E. (2012). Patterns of control over the teaching-studying-learning process and classrooms as complex dynamic environments: a theoretical framework. *European Journal of Teacher Education*, 35(2), 139-161.
- Harmid, S. R. A., Syed Hassan, S. S. & Ismail, N. H. (2012). Teaching quality and performance among experienced teachers in Malaysia. *Australian Journal of Teacher Education*, 37(1), 85-10.
- Harris, D. & Williams, J. (2012). The evaluations of classroom interactions, year group, and social class. *British Educational Research Journal*, 38(3), 373-397.
- Haslam, N. (2007). *Introduction to personality and intelligence*. SAGE

- Haslam, S. A., McGarty, C., Cruwys, T. & Steffens, N. K. (2024). *Research methods and statistics in Psychology*. (4th ed.). Sage.
- Haslett, E. D. (2013). Quantifying the new American Family: How different measures of family structure relates to family functioning and child well-being. *A Dissertation in Human Development, Family Studies and Demography*. ProQuest LLC.
- Hefferon, K & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Application*. McGraw Hill Open University
- Hegarty, D. & Currie, J. (2005). The exercise class experience: an opportunity to promote student well-being during HSC. *Journal of Student Well-being*, 5(2), 1-17.
- Held, B. S. (2018). Positive Psychology a priori problem. *Journal of Humanistic Psychology*, 58(3), 313-342. DOI: 10.1177/0022167817739409
- Henry, A. & Thorsen, C. (2018). Teacher-student relationship and L2 motivation. *The Modern Language Journal*, 102 (1), 218-234.
- Heppner, P. P., Wampold, B. E. & Kivlighan, D. M. (2008). Qualitative descriptive designs. *Research Designs in Counselling*, 3, 224-255.
- Heradsveit, O., Stogen, J. C., Hetland, J. & Hysing, M. (2017). Alcohol and illicit drug use are important factors for school related problems among adolescents. *Frontiers in Psychology*, 8, 1023.
- Hewitt-Taylor, J. (2011). *Using research in positive*. Washington D. C.: Balgrave Macmillan.
- Hick, P., Kershner, R. & Farrel, P. T. (2009). *Psychology for inclusive Education: New direction in theory and practice*. London: Routledge.
- Hill, C.E. (2018). *Development and nature of meaning in life*. American Psychological Association.
- Hill, P. L. & Allemand, M. & Burrow, A. L. (2018). Considering multiple methods of differentiating conceptually close constructs. Examples from the field of positive psychology. *Social and Personality Psychology Compass*, 12(11), e12417

- Hinds, J. & Speaks, P. (2009). Investigating environmental identity, well-being, and meaning. *Ecopsychology*, 1(4), 181-186
- Hochweber, J., Hosenfeld, I. & Klieme, E. (2014). Classroom composition, classroom management, and the relationship between student attributes and grades. *Journal of Educational Psychology*, 109(1), 289. DOI:10.1037/z/0033829
- Hoeve, M., Dubes, J. S., Eichelsheim, V. I., van Der Laan, P. H., Simeenk, W. H. & Gerris, J. R. M. (2009). The relationship between parenting and delinquency: a meta-analysis. *Journal of Abnormal Child Psychology*, 37(6), 749-775.
- Hofve-Sabel, M. (2014). Learning, Interaction and relationships as components of student well-being: difference between classes from student and teacher perspective. *Soc Indic Res*, 119, 1535-1555.
- Hogstrom, L., Johansson, M., Janson, J. O., Berg, M., Francis, J., Sogn, J., Hellstrom, A. & Adolfson, A. (2012). Quality of life after adopting compared with childbirth with or without assisted reproduction. *Acta Obstet Gynecol Scand*, 91, 1077-1085.
- Houghton, C., Casey, D., Shaw, D. & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher*, 20 (4). 1-8.
- Howard, N. M. (2004). *Peer influence in relation to academic performance and socialisation among adolescence: A literature review*. University of Winsconsin-Stout.
- Huppert, F. A. (2009). Psychological well-being: evidence regarding its causes and consequences. *Applied Psychology, Health and Well-being*, 1(2), 137-164.
- Hung, H. & Lee, C. W. (2013). Relationship between ethnic backgrounds, family socioeconomic status, leisure participation, and psychological well-being. *Perceptual and Motor Skills, Exercise and Sport*, 117, 367-375.
- Hyett, N., Kenny, A. & Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports, *Qualitative Studies on Health and Well-being*, 9, 23606. <http://dx.doi.org/10.3402/qhw.v9.23606>. 1-12

- Idsoc, E. M. C. (2016). The importance of social learning environment factors for affective well-being among students. *Emotional and Behavioural Difficulties*, 21(2), 155-166.
- Ifeagwazi, C. M., Chukwuorji, J. C. & Zacchaeus, E. A. (2015). Alienation and psychological well-being: moderation by resilience. *Soc. Indic. Res.* 120, 525-544
- Jamie, K. & Rathbone, A. P. (2022). Using theory and reflexivity to preserve methodological rigour of data collection in qualitative research, *Research methods in Medicine & Health Sciences* 3(1) 11-21. DOI: 10.1177263220843211061302.
- Jamil, M. J., Sabol, T. J., Hamre, B. K. & Pianta, R. C. (2015). Assessing teachers' skills in detecting and identifying effective interactions in the classroom. *The Elementary School Journal*, 115(3), 407-429.
- Jauregi, K., De Graaff, R., Van den Bergh, H., & Kriz, M. (2012). Native/non-native speaker interactions through video-web communication: A clue for enhancing motivation? *Computer assisted language learning*, 25(1), 1-19.
- Jennings, P. A. & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525.
- Jensen, A. C., Whiteman, S. D. & Fingerman, K. L. (2016). "Can't live with or without them:" Transitions and young adults' perceptions of sibling relationship. *Journal of Family and Psychology*, 32(7), 385-395.
- Jiang, X.; Shi, D.; Fang, L. & Ferraz, R. C. (2022). Teacher-student relationship and adolescents' school satisfaction: Behavioural engagement as a mechanism of change. *British Journal of Educational Psychology*, 92, 1444-1457. <https://doi.org/10.1111/bjep.12509>
- Johnson, B. B. & Christensen, L. (2014). *Educational Research: Qualitative, quantitative and mixed approaches* (5th ed.). SAGE publications.
- Johnson, L. R. (2017). *Community-based qualitative research*. Sage Publications.
- Johnson, R. B. & Christensen, L. (2014). *Educational research: quantitative, qualitative and mixed approaches*. (5th ed.). SAGE.

- Jolly, O., Aluede, O. & Ojugo, A. L. (2009). A psychological postulation for the understanding of classroom emotional abuse. *European Journal of Educational Studies*, 1 (3), 125-131.
- Jones, J. A. & Donmoyer, R. (2021). Improving the trustworthiness/validity of interview data in qualitative non-profit sector research: The formative influences timeline. *Nonprofit and Voluntary Sector Quarterly*, 50(4) 889-904 DOI: 10.1177/0899764020977657
- Jong, R., Mainhard, T., van Tartwijk, J., Veldman, L., Verloop, N. & Wubbels, T. (2014). How pre-service teachers' personality traits, self-efficacy, and discipline strategies contribute to the teacher-student relationship. *British Journal of Educational Psychology*, 84, 294-310.
- Jose, P. E. & Pryor, J. (2010). New Zealand youth benefit from being connected to the family, school, peer group and community. *Youth Studies Australia*, 29(4), 30-37.
- Jung, I., Kudo, M. & Choi, S. (2012). Stress in Japanese teachers engaged in online collaboration learning in English. *British Journal of Educational Technology*, 43(6), 1016-1029.
- Kaap-Deeder, J. V., Vansteenkiste, M., Soenens, B. & Mabbe, E. (2017). Children's daily well-being: the role of mothers', teachers', and siblings' autonomy support and psychological control. *Developmental Psychology*, 53(2), 237-251. <https://doi.org/10.1037/dev0000218>
- Kadima, J., Doumen, S., Verschueren, K. & Buyse, E. (2015). Child engagement in the transition to school: Contributions of self-regulation, teacher-child relationships and classroom climate. *Early childhood Research Quarterly*, 32, 1-12.
- Kall, L. B., Malugreen, H., Olsson, E., Linden, T. & Nilsson, M. (2015). Effects of curricula physical activity intervention on children's school performance, wellness and brain development. *Journal of Social Health*, 85(10), 704-713.
- Kalka, D. & Pawlowska, M. (2015). Health enhancing coping as a mediation in relationships of positive emotionality and cognitive curiosity with quality of life among type 2 diabetes patients. *Polish Psychological Bulletin*, 46(3), 362-375.
- Kaplan, A. & Maehr, M. L. (1999). Achievement goals and student well-being. *Contemporary Educational Psychology*, 24, 330-358.

- Kara, G. E., Gonen, M. S. & Planta, R. (2017). The examination of the relationship between the quality of teacher-child interaction and children's self-regulation skills. *H. U. Journal of Education*, 32(4), 880-895
- Kartz, I. & Shahar, B. (2015). What makes a motivating teacher? Teachers' motivation and beliefs as predictors of their autonomy-supportive style. *School Psychology International*, 36(6), 575-588. DOI: 10.1177/0143034315609969
- Kashdan, T. B., Doorley, J., Stikma, M. C., & Hertenstein, M. (2017). Discomfort and avoidance of touch: new insights on the emotional deficits of social anxiety. *Cognition and Emotion*, 31(8), 1638-1646.
- Kathard, H., Pillay, D. & Pillay, M. (2015). A study of teacher-learner interactions: A continuum between monologic and dialogic interactions. *Language, Speech, and Hearing Services in School*, 46, 222-241.
- Kathryn, J. (2017). *Effective literacy instructional strategies in high academic growth classrooms*. Ball State University.
- Kaufman, S. B. (2023). Self-actualising people in the 21st century: Integration with contemporary theory and research on personality. *Journal of Humanistic Psychology*, 63(1), 51-83. DOI: 10.1177/0022167818809187
- Kaur, K. (2012). Influence of self-concept on academic achievement of adolescents. *International Indexed & Referred Research Journal*, 1(1), 43-49.
- Kelland, M. D. (2023). Allport's Psychology of Personality. Social Sci. LibreTexts, Retrieved June 22, 2026. <https://socialsci.libretexts.org>.
- Kelly, S. & Zhang, Y. (2016). Teacher support and engagement in Math and Science: evidence from the high school longitudinal study. *The High School Journal*, 141-146.
- Keyes, C. L. M. (2002). The mental health continuum: From Languishing to flourishing in life. *Journal of Health and Social Behaviour*, 43, 207-222.
- Keyes, C. M. (2005). Mental illness and /or mental health? Investigating axioms of the complete state model of health. *Journal of Counselling and Clinical Psychology*, 13(3), 539-588.

- Khodabakhsh, M. R. & Ahmedbookan, L. (2014). Psychological well-being and parenting styles as predictors of well-being among students: Implications for health promotion. *International Journal of Pediatrics*, 2(3), 39-46.
- Khodabakhsh, M. R., Klaniz, F. & Abmedbookani, (2014). Psychological well-being and parenting styles as predictors of mental health among students: implication for health promotion. *International Journal of Paediatrics (Supplement 5)*, 2(3-3), 39-46.
- Khosla, M. (2008). Need for coping with life crises: Implications for the quality of life. *Journal of the Indian Academy of Applied Psychology*, 34, 46-52
- Khosravi, M., Esfandabad, H. S. & Farghedani, A. (2022). The relationship between character, strength and psychological well-being: The moderating effect of strength-based parenting. *Journal of Preventive Counselling (JPC)*, 3(3), 67-77. DOI: 10.22098/JPC.2022.10569.1092
- Khullar, S. & Tyagi, A. (2014). Role of student-teacher relationship in educational dynamics and self-esteem of sixth and seventh grade students. *Indian Journal of Health and Well-being*, 5(12), 1472-1476.
- Kim, J. & Woo, H. (2011). The complex relationship between parental divorce and sense of control. *Journal of Family Issues*, 8(32), 1050-1072.
- Kirkaldy, B. (2015). *Promoting Psychological Well-being in Children & Families*. London: Palgrave MacMillan.
- Klein, R. J., Jacobson, H. C. & Robinson, M. D. (2022). A psychological flexibility perspective on well-being: Emotional reactivity, adaptive choices, and daily experiences. *Emotion*, 23(4), 911. <https://dx.doi.org/10.1037/emo0001159>
- Klem, A. M. & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- Kocabas, I. (2008). The effects of sources of motivation on teachers' motivation levels. *Education*, 129(4), 724-733.

- Kocyigit, B., Ceko, G., Deniz, M. E., & Satıcı, S. (2024). Turkish adaptation of Oxford positive self-scale: Association with psychological distress, subjective vitality and psychological well-being. *Personality and Individual Differences*, 224 (2024), 112629, 1-8. <https://doi.org/10.1016/j.paid.2024.112629>
- Kong, C., & Yasmin, F. (2022). Impact of parenting style on early childhood learning: mediating role of parental self-efficacy. *Frontiers in Psychology*, 13, 928629.
- Korlat, S., Holzer, J., Schultes, M., Buerger, S., Schober, B., Spiel, C. & Kollmayer, M. (2022). Benefits of psychological androgyny in adolescence: The role of gender role self-conception school-related well-being. *Frontiers in Psychology*, 13, 856758.
- Korstjens, I. & Moser, A. (2017). Series: Practical guidance to qualitative research. Part 2: Context, research questions and designs. *European Journal of General Practice*. 23(1), 274-279.
- Korstjens, I. & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling data collection and analysis. *European Journal of General Practice*. 24(1), 9-18.
- Korstjens, I. & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*. 24(1), 120-124.
- Korthaagen, F. A. J., Attema-Noordenier, S. & Zwart, R. C. (2014). Teacher-student contact: explaining a basic but complicated concept. *Teaching and Teacher Education*, 40, 22-32.
- Korze, M. & Niemann, R. (2013). Psychological resources as predictors of academic performance of first-year students in higher education. *Acta Academica*, 45(2), 85-112.
- Kraine, V., Ness, O., Holter-Sorensen, N., Karlsson, B. & Binder, E. (2017). ‘You notice that there is something positive about going to school’: how teachers’ kindness can promote positive teacher-student relationships in upper secondary school. *International Journal of Adolescence and Youth*, 22(4), 377-389. <https://doi.org/10.1080/02673843.2016.1202843>
- Kuep-Deeder, J., Vansteenkiste, M., Soenens, B. & Mabbe, M. (2017). Children’s daily well-being: the role of mothers’, teachers’ and siblings’ autonomy support and psychological control. *Developmental Psychological*, 53(2), 237-251.

- Kukulska-Hulme, A. (2010). learning cultures on the move: where are we heading? *Educational Technology & Society*, 13(4), 4-14.
- Kyriacou, C. (2009). *Effective Teaching in Schools: Theory and Practice*. Stanley Thornes Publishers Ltd.
- Ladd, G. W., Kochenderfer-Ladd, B. & Sechler, C. M. (2014). *Classroom peer relations as a context for social and scholastic development*. In Landry, S. H. & Cooper, C. L. (2014). *Wellbeing in Children and Families: Wellbeing: A Complete Reference Guide: Volume 1*. John Wiley & Sons, Inc.
- Lamers, S. M. (2012). *Positive mental health: measurement, relevance and implication*. University of Twente, Netherlands.
- Landry, S. H. & Cooper, C. L. (2014). *Wellbeing in Children and Families: Wellbeing: A Complete Reference Guide. Volume 1*. John Wiley & Sons, Inc.
- Lauder, W.; Burton, C.; Roxburgh, C. M.; Themess-Huber, M.; O'Neill, M. & Abubakari, A. (2009). Psychosocial health and health-related quality of life in school pupils 11-18 years. *Journal of Clinical Nursing*, 19, 1821-1829. DOI: 10.1111/j.1365.2702.2008.02653.
- Laundry, S. H. & Cooper, C. L. (2014). *Wellbeing in children and families, Volume 1*, Wiley Blackwell.
- Lavasani, M. A., Berhanzadeh. S., Afzah. L. & Hejazi, E. (2011). The relationship between perceived parenting styles, social support with psychological well-being. *Procedia Social and Behavioural Sciences*, 15, 1852-1856.
- Lebrun-Harris, L. A., Glandour, R. M., Michael, D., Kogan, M. D. & Warren, M. D. (2022). Five-year trends in US children's health and wellbeing, 2016-2020. *JAMA Pediatrics*, 176(7), pe220056. doi:10.1001/jamapediatrics.2022.0056.
- Lee, V. E., Robinson, S. R. & Sebastian, J. (2012). The quality of instruction in urban high schools: Comparing Mathematics and Science to English and Social Studies classes in Chicago. *The High School Journal*, 14-17.

- Lemerle, K. A. (2005). *Evaluating the impact of the school environment on teachers' health and job commitment: Is the health promoting school a healthier workplace?* A thesis. Brisbane School of Public Health: Queensland University of Technology.
- Leon, J. & Liew, J. (2017). Profiles of adolescents' peer and teacher relatedness: Differences in well-being and academic achievement across latent groups. *Learning and Individual differences*, 54, 41-50.
- Lester, L. & Cross, D. (2015). The relationship between school climate and mental and emotional well-being over the transition from primary to secondary school. *Psychological Well-being*, 5-9.
- Liamputtong, P. (2023). Qualitative research in the social sciences: setting the scene, *Sociology. Social Policy and Education*, 1-13. <https://doi.org/10.4337/978/800376199.00007>
- Lichtman, M. (2014). *Qualitative research for the Social Sciences*. Sage Publications.
- Liddiard, K., (2018). *The intimate lives of disabled people*. Routledge.
- Lilja, A. (2013). Body, Space and time, and their influence on trustful relationships in the classroom. *Indo-Pacific Journal of Phenomenology*, 13, 1-10.
- Lim, I. (2010). *Poverty and maternal child maltreatment: the mediating roles of psychological distress and social support*. A Doctoral Thesis. UMT Dissertation Publishing.
- Lim, J. & Meer, J. (2016). The impact of teacher-student gender matches: Random assignment evidence from South Korea. *The Journal of Human Resources*, 52(4), 979-997.
- Lin, K. O. (2016). Short research report: Exploring resilience development in a Taiwanese preschool's narrative; an emerging theoretical model. *The International Journal of Emotional Education*, Special Issue, 8(1), 120-123.
- Lin, Y. C. & Billingham, R. (2014). Relationship between parenting styles and gender role identity in college students. Psychological Reports. *Relationships and Communications*, 114(1), 250-271.
- Liu, Y., Li, X., Li, C. & Qu, Z. (2015). Perceived positive teacher- student relationship as a protective factor for Chinese left-behind children's emotional and behavioural

- adjustment. *International Journal of Constructive and Supportive Relationships/Psychology*, 50(5), 354-362.
- Liu, Y., Li, X., Chen, L., & Qu, Z. (2015). Perceived positive teacher-student relationship as a protective factor for Chinese left-behind children's emotional and behavioural adjustment. *International Journal of Psychology*, 50(5), 354-362, DOI: 10.1002/ijop.12112
- Liu, H., Li, S., Xiao, Q. & Feldman, M. W. (2014). Social support and psychological well-being under social change in urban and rural China. *Soc. Indic. Res.* 119, 979-999
- Liu, Y., Xiaowei, L., Chen, L. & Qu, Z. (2015). Perceived positive teacher-student relationship as a protective factor for Chinese left-behind children's emotional and behavioural adjustment. *International Journal of Psychology*, 50(5), 354-362.
- Liu, Y., Xiaowei, L., Li, C. & Zhiyong, Q. (2015). Perceived positive teacher-student relationship as a protective factor for Chinese left-behind children's emotional and behavioural adjustment. *International Journal of Constructive and Supportive Relationships/Psychology*, 50(5), 354-362.
- Lilja, A. (2013). Body, Space and time, and their influence on trustful relationships in the classroom. *Indo-Pacific Journal of Phenomenology*, 13, 1-10.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N.K. Denzin & Y. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (5th ed.). SAGE
- Lonescu, D. (2017). Psychological well-being state and satisfaction of basic psychological needs as indicators of good achievement- frantic role of neuroticism. *Journal of Educational Sciences& Psychology*, VII (LXIX) (2), 75-86.
- Lopez, C. & Corcoran, T. (2014). Relationships with special needs students: exploring primary teachers' descriptions. *International Journal of Inclusive Education*, 18(12), 1304-.1320, DOI:10.1080/13603116.2014.897385.
- Lynch, M. F. (2013). Attachment, autonomy, and emotional reliance: a multilevel model. *Journal of Counselling and Development*, 91, 301-312.

- Mabekoje, S. O. & Okubango, O. (2009). Psychological needs satisfaction and adolescent students' self-esteem. *African Journal of Research in Personnel and Counselling Psychology*, 1(1), 74-81.
- Machell, K. A., Disabate, D. J. & Kashdan, T. B. (2015). Buffering the negative impact of poverty on youth: The power of purpose in life. *Social Indicators Research*, 126(2), 845-861.
- Maclellan, E. (2014). How might teachers enable learner self-confidence? A review study. *Educational Review*, 66(1), 59-74.
- MacPhail, S. S. (2012). *Perceived competence and depressive symptoms in children with reading problems*. A dissertation. Fordham University, Ann Arbor.
- Madill, R. A., Gest, S. D. & Rodkin, P. C. (2014). Students' perceptions of relatedness in the classroom: The roles of emotionally supportive teacher-child interactions, children's aggressive-disruptive behaviours and peer social preference. *School Psychology Review*, 43(1), 86-105.
- Magyar, J. L. & Keyes, C. L. M. (2019). *Defining, measuring and applying subjective well-being*. In M. W. Gallagher & S. J. Lopez, (Eds). Positive psychological assessment: A handbook of models and measures (389-415). *American Psychological Association*. <https://doi.org/10.1037/0000138-025>
- Manion, L. Manion, L. & Morrison, K. (2017). Critical educational research. In *Research Methods in Education* (pp. 51-67). Routledge.
- Manning, M. L. (2002). Havighurst's Developmental Tasks: Young adolescents and diversity. *The Clearing House*, 76(2), 75-78.
- Marais, A. C. A. (2012). *Educational guidance for parents who are under pressure from their adolescent children. A thesis*, Pretoria: University of Pretoria.
- Marsh, H. W., Huppert, F. A., Donald, J. N., Horwood, M. S., & Sahdra, B. K. (2020). The well-being profile (WB-Pro): Creating a theoretically based multidimensional measure of well-being to advance theory, research, policy and practice. *American Psychological Association*, 32(3), 294-313.

- Marchargo, J. (1991). *The teacher and self-concept in his or her students. Theory and practice. (El profesor y el autocempto de sous alumnus. Teoriay practica)*. Madrid: Escuela Espanola.
- Martela, F. & Sheldon, K. M. (2019). Clarifying the Concept of Well-being: Psychological Need Satisfaction as the common core connecting Eudaimonic and Subjective Well-being. *Review of General Psychology*, 23(4), 458-474. D01:1177/1089268019880886.
- Martin, A. J. & Collie, R. J. (2018). Teacher-student relationships and students' engagement in high school: Does the number of negative and positive relationships with teachers matter? *Journal of Educational Psychology*, 111(5), 861-876.
- Marroquin, B. & Nolen-Hoeksema, S. (2015). Emotion regulation and depressive symptoms: close relationships as social context and influence. *Journal of Personality and Social Psychology*, 109(5), 836-853.
- Marucci, E., Oldenburg, B. & Barrera, D. (2018). Do teachers know their students? Examining teacher attunement in secondary schools. *School Psychology International*, 39(4), 416-432. <https://doi.org/10.1177/0143034318786536>
- Matos, M. G. & Simoes, C. (2016). From positive youth development to youth's engagement: the dream teens. *The International Journal of Educational Research*, 8(1), 4-16
- Matovu, M. (2012). Academic self-concept and academic achievement among university students. *International Online Journal of Educational Sciences*, 4(1), 107-116
- McGowan, Z. A. P. A. & Walsh, A. (2014). Motivation behind 'bullies then offenders' versus 'pure bullies: further suggestions for anti-bully education and practice. *Education*, 134(3), 316-325.
- McFarland, L.; Murray, E. & Phillipson, S. (2016). Student-teacher relationships and student self-concept: Relations with teacher and student gender. *Australian Journal of Education*, 60(1), 5-25. DOI: 10.1177/0004944115626426
- Mckay, B. D. (2011). *Head teacher visibility, teacher characteristics, and head teacher trustworthiness: perceptions of secondary school in Mukono District*, Uganda: ProQuest, 20111003.

- McKeering, P., Hwang, Y. & Ng, C. (2021). A study into well-being, student engagement and resilience in early-adolescent international school students. *Journal of Research in International Education*, 20(1), 69-92. DOI: 10.1177/14752409211006650.
- McKenney, S. & Reeves, T. (2018). *Conducting Educational Design Research*. Routledge.
- McLellan, R., Galton, M., Steward, S. & Page C. (2012). The impact of creative partnerships on the well-being of children and young people: *Final Report. Creativity, Culture, and Education* (CCE).
- Mece, M. (2015). Impact of family structure on child well-being. *Balkan Social Science Review*, 6, 109-137.
- Megwalu, A. (2014). At the reference desk: evolving instructional strategies. Practising learner-Centered Teaching. *The Reference Librarian*, 55, 251-255.
- Melnyk, B. M.; Kelly, S. A.; Stephens, J. K. Dhakal, K.; McGovern, C.; Turker, S.; Hoying, J.; McRae, K.; Ault, S.; Spurlock, E. & Bird, S. B. (2020). Interventions to improve mental health, well-being, physical health, and lifestyle behaviours in physicians and nurses: A systematic review. *American Journal of health promotion*, 34(8), 929-941. DOI: 10.1177/0890117120920451
- Mertens, D.M. (2019). *Research and evaluation in education and psychology: integrating diversity with quantitative, qualitative and mixed methods*. SAGE publications
- Merriam, S. B. (2019). *Qualitative research: a guide to design and implementation. Revised and expanded form of qualitative research and case study applications in education*. San Francisco: Jossey-Bass, a Wiley implant.
- Merriam, S. B. & Robin, S. G. (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.
- Merriam, S. B. & Tisdell, E. J. (2015). *Qualitative Research: A guide to design and implementation*. John Wiley & Sons.
- Miner, M., Dawson, M. & Malone, K. (2013). Spiritual satisfaction of basic psychological needs and psychological health. *Journal of Psychology and Theology*, 41(4), 298-314.

- Monk-Turner, E. & Turner, C. G. (2012). Subjective Well-being in a southern province of China. *Journal of Happiness Studies*, 13, 357-369.
- Mottus, R., Indus, K. & Allik, J. (2008). Accuracy of only children stereotype. *Journal of Research in Personality*, 42, 1047-1052.
- Muhammad, S., Sapri, M. & Sipan, I. (2014). Academic buildings and their influence on students' well-being in higher education institutions. *Soc Indic Res*, 115, 1159-1178.
- Murray-Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Educational & Child Psychology*, 27(1), 104-114.
- Mushonga, R. H., Jopling, R., Glozah, F., Kamvura, T., Nyamudzawo, T., Dzobo, M. & Asante, K. O. (2023). Parental involvement in school-based mental health interventions for young people in low-resource settings: A qualitative study from Zimbabwe and Ghana. *Plos One*, 20(10), e0334227. DOI: 10.1371/journal.pone.0322954.
- Mwamwenda, T. S. (2004). *Educational Psychology: An African Perspective*. Johannesburg: Heinemann.
- Mussel, P. (2013). Introducing the construct curiosity for predicting job performance. *Journal of Organizational Behaviour*, 34, 453-472.
- Ncube, L. B. (2010). Ubuntu: A transformative leadership philosophy. *Journal of Leadership Studies*, 4(3), 77-82. Doi:1.1002/jls.20182
- Nelson, R. L. (2011). *Uncovering disillusionment, loneliness, and psychological abuse: A phenomenological study of foreign-exchange student experiences. A thesis report*: University of St. Thomas, Ann Arbor.
- Newburry, M. A. (2006.) The IOS study of elementary school teachers' perception of their classroom relationships. M. A. Thesis. The Ohio State University.
- Nkhoma, P. M. (2002). What successful black South African students consider as factors of their success. *Educational Studies in Mathematics*, 50, 103-113.

- Ning, H. K., Lee, D. & Lee, W. O. (2015). Relationships between teacher value orientations, collegiality, and collaboration in school professional learning communities. *Social Psychology of Education, 18*, 337-354.
- Nyimbili, F. & Nyimbili, L. (2024). Types of purposive sampling techniques with their examples and application in qualitative studies. *British Journal of Multidisciplinary and Advanced Studies, 5*(1), 88-101.
- Oberle, E., Schonert-Reichi, K. A. & Thomson, K. C. (2010). Understanding the link between social and emotional well-being and peer relations in early adolescence: Gender-specific predictive peer acceptance. *Journal of Youth Adolescence, 39*, 1330-1342.
- Obsuth, I., Murray, A. L., Knoll, M., Ribeaud, D. & Eissner, M. (2021). Teacher-student relationship in childhood, as a protective factor against adolescent delinquency up to age 17: A propensity scores matching approach. *Crime & Delinquency*. 1-29
DOI: 10.1177/00111287211014153
- Oga-Baldwin, W. L. Q. & Fryer, L. K. (2020). Girls show better quality motivation to learn than boys: latent profiles and their gender differences. *Heliyon, 6*, e04054, 1-10
- Okeke, C. & Wyk, M. V. (2015). *Educational research: An African Approach*. Pretoria: Oxford University Press.
- Oliveira, S., Roberto, M. S., Pereira, N. S., Maques-Pinto, A. & Veiga-Simao, A. M. (2021). Impacts of Social and Emotional learning interventions for teachers on teachers' outcomes: A systematic review with meta-analysis. *Front. Psychology Se. Educational Psychology, 12*, <https://doi.org/10.3389/fpsyg.2021.677217>
- Ormrod, J. E. (2006). *Educational Psychology: Developing Learners*. New Jersey: Pearson educational, Inc.
- Osborne, C. Berger, L. M. & Magnuson, K. (2012). Family structure, transitions, and changes in material resources and well-being. & *Ma, 49*, 23-47.

- Owusu, G. (2013). Coping with urban sprawl: A critical discussion of the of the containment strategy in a developing country city, Accra Planum. *The Journal of Urbanisation*, 26(1), 1-17.
- Pakarinen E., Silinskas, G., Hamre, B. J., Metsapelto, R., Lerkkanen, M., Poikkeus, A. & Nurmi, J. (2018). Cross-Lagged association between problem behaviours and teacher-student relationship in early adolescence. *Journal of Early Adolescence* 38(8), 1100-1141. DOI: 10.1177/0272431617714328.
- Papi, M. & Abdollahzadeh, E. (2015). Teacher motivational practice, student motivation, and possible L2 Selves: an examination in the Iranian EFL context. *A Journal of Research in Language Studies*, 62(2), 571-594.
- Park, C. L., Edmondson, D. & Lee, J. (2012). Development of self-regulation abilities as predictors of psychological adjustment across the first year of college. *Journal of Adult Development*, 19, 40-49.
- Park, S., Holloway, S. D., Arendtsz, A., Bempechat, J. & Li, J. (2012). What makes students engaged in Learning? A time-use study of within- and between-individual predictors of emotional engagement in low-performing high schools. *Journal of Youth Adolescence*, 41, 390-401. DOI 10.1007/810964-011-9738-3
- Patton, M. (2015). *Qualitative Research and Evaluation methods* (Fourth Ed.). Sage Publications.
- Paulo, S. Dias, (2012). Teacher-student relationship and self-regulated learning in Portuguese compulsory education
- Petegem, K. V., Aelteman, A., Rosseel, Y. & Creers, B. (2007). Student perception as moderator for student wellbeing. *Social Indicators Research*, 83, 447-463. DOI:10.1007/s11205-006-9055-5.
- Petrasek, M., James, A., Noltemeyer, A., Green, J. & Palmer, K. (2022). Enhancing motivation and engagement within a PBIS framework. *Improving Schools*, 25(1), 37-51. DOI: 10.1177/13654802211002299

- Petrillo, G., Capone, V., Caso, B. & Keyes, C. L. M. (2015). The mental health continuum- short form (MHC-SF) as a measure of well-being in the Italian context. *Soc Indic Res*, 121, 291-312.
- Phillippo, K. L. & Stone, S. (2013). Teacher-role breadth and the relationship to student – reported teacher support. *The High School Journal*, 358-379.
- Pianta, R. C. (2011). *Student –teacher relationship scale: Professional manual*. Psychological Assessment Resources.
- Pillay, H. (2002). Understanding learner-centredness: does it consider the diverse needs of individuals? *Studies in Continuing Education*, 24(1), 93-102.
- Pina-Watson, B., Lopez, B., Ojeda, L. & Rodriguez, K. M. (2015). Cultural and cognitive predictors of academic motivation among Mexican American adolescents: Caution against discounting the impact of cultural processes. *Journal of Multicultural Counselling and Development*, 43, 109-121.
- Pintrich, P. A. & Schrauben, B. (2012). Students' motivational beliefs and their management in classroom academic tasks. In Schunk, D. H. & Meece, J. L. *Student perceptions in the classroom*. Wiley Blackwell.
- Plenty, S. & Mood, C. (2016). Money, peers, and parents: social and economic aspects of inequality in youth well-being. *Youth Adolescence*, 45, 1294-1304.
- Portilla, X. A., Adler, N. E., Boyce, W. T., Ballard, P. J. & Obradovic, J. (2014). An interactive view of school functioning: transactions between self-regulation, school engagement, and teacher-child relationship quality. *Child Development*, 85(5), 1915-1931.
- Poulon, M. S. (2017). Students' emotional and behavioural difficulties: the role of teachers' social and emotional learning and teachers-student relationships. *International Journal of Emotional Education*, Special Issue, 9(2), 72-79.
- Poulou, M. S. (2020). Students' adjustment at school: The role of teachers' need satisfaction, teacher-student relationships and student well-being. *School Psychology International*, 41(6) 499-521. DOI: 10.1177/0143034320951911

- Poysa, S., Vasalampi, K., Muotka, J., Lerkkanen, M., Poikkeus, A. M. & Nurmi, J. E. (2019). Teacher-student interaction and lower secondary school students' situational engagement. *British Journal of Educational Psychology*, 89(2), 374-392. <https://doi.org/10.1111/bjep.12244>
- Prener, H., Kulik, K.S. & Paquette, K. R. (2014). Moving towards students' wellness: the effect of positive physical activity experiences on body mass index among pre-schoolers. *National Teacher Education Journal*, 7(4), 11-16.
- Prewett, S. R., Bergin, D. A. & Huang, F. L. (2019). Student and teacher perceptions on student-teacher relationship quality: A middle school perspective. *School Psychology International* 40(1), 66-87. DOI: 10.1177/0143034318807743
- Pretorius, S. P. (2014). The effect of misapplied religious practices in some alternative religious groups. *HTS Theological Studies*, 70(3), 1-9.
- Priya, J. J. (2018). Influence of demographic, school and economic related variables on psychological flourishing of higher secondary school teachers. *Manager's Journal on Educational Psychology*, 12(1), 25-31.
- OECD (2009). Creating effective teaching and learning environments: First results from TALIS (Teaching and learning international survey), *Classroom Teaching Practice*. OECD.
- Qin, D. B. (2008). Doing well vs feeling well: understanding family dynamics and the psychological well-being adjustment of Chinese immigrant adolescents. *J. Youth Adolescence*, 37, 22-35.
- Qutishat, M. (2023). Challenges in the application of Maslow's hierarchy of needs for children living in Gaza amid ongoing conflict started in October 2023. *Middle East Current Psychiatry*, 32(11), 1-9.
- Rashkovits, S. & Livne, Y. (2013). *The effect of education level on psychological empowerment and burnout: The mediating role of workplace learning behaviours*. World Academy of Science.

- Rathi, N. & Rastogi, R. (2007). Meaning in Life and Psychological Well-Being in Pre-adolescents and Adolescents. *Journal of the Indian Academy of Applied Psychology*, 33(1), 31-38.
- Raza, S. A. & Irfan, M. (2018). Students' evaluation of teacher attributes: implications for quality in higher education. *Bulletin of Education and Research*, 40(1), 197-214.
- Regnerus, M. D. & Burdette, A. (2006). Religious change and adolescent family dynamics. *The Sociological Quarterly*, 47(1), 175-194.
- Renz, S. M., Carrington, J. M. & Badger, T. A. (2018). Two strategies for Qualitative Content Analysis: An intra-method/approach to Triangulation. *Qualitative Health Research*, 28(5), 824-831. DOI: 10.1177/1049732317753586
- Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A. A., Curby, T. E. & Abry, T. (2015). To what extent do teacher-student quality and student gender contribute to fifth graders' engagement in Mathematics learning? *Journal of Educational Psychology*, 107(1), pp. 170-185.
- Roberts, B. W. & Hill, P. L. (2024). Personality development across the lifespan: Revisiting Allport's maturity model. *Journal of Personal and Social Psychology*, 126(2), 245-260.
- Robinson, R. S. (2014). Purposive sampling. *Encyclopedia of Quality of Life and Well-being Research*, 5243-5245.
- Roest, A. M. C., Dubas, J. S. & Gerris, J. R. M. (2009). Value transmission between fathers, mothers, adolescents and emerging adult children: the role of the family climate. *Journal of Family Psychology*, 23(2), 146-155.
- Roffery, S. (2012). Pupil well-being: Two sides of the same coin? *Educational & Child Psychology*, 29(4), 8-17
- Rogers, C. R. (2021). *On becoming a person: A therapist's view of psychotherapy*. Modern Robinson.
- Roothman, B., Kirsten, D. K. & Wissing, M. P. (2003). Gender differences in aspects of psychological well-being. *South African Journal of Psychology*, 33(4), 212-218.

- Rosnati, R., Ranieri, S. & Barni, D. (2013). Family and social relationships and psychological well-being in Italian families with internationally adopted and non-adopted children. *Adoption Quarterly*, 16, 1-16.
- Roux, A. (2008). *An analysis of psychological well-being from an educational psychological perspective*. University of South Africa.
- Rubie-Davies, C. M. (2011). *Educational Psychology: Concepts, Research and Challenges*. Routledge.
- Rubin, H. J. & Rubin, I. S. (2012). *Qualitative interviewing: the art of hearing data* (3rd ed.). Sage Publications.
- Rucinski, C. L., Brown, J. L. & Downer, J. T. (2018). Teacher-child relationships, classroom climate and children's social-emotional and academic development. *Journal of Educational Psychology*, 110(7), 992-1004.
- Rudestam, K. E. & Newton, R. R. (2007). *Surviving your dissertation: a comprehensive guide to content and process*. (Third Ed). SAGE publications.
- Ruini, C., Vescovelli, F., Carpi, V. & Masoni, L. (2017). Exploring psychological well-being and positive emotions in school children using a narrative approach. *The Indo-Pacific Journal of Phenomenology*, 17 (Special Issue), 1-9.
- Ryan, R. (2009). *Self-determination theory and Well-being*. Research Review 1. *Social Psychology*, 84(822), 848
- Ryan, R. M. & Deci, E. L. (2000). Self-determination theory and facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ryan, R. M. & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudamonic well-being. *Annual Review of Psychology*, 52, 141-166.
- Sadanes, L. S. & Watamura, S. E. (2014). Well-being in Children and Families. In Laundry, S. H. & Cooper, C. L. (Ed). *Wellbeing: A Complete Reference Guide*. Vol 1. London: John Wiley & Sons.

- Sadeghi, K. & Khonbi, Z. A. (2020). Connecting the dots to see the whole: Learner variables, wellbeing and coping strategies in student narratives. *Innovations in Education and Teaching International*, 57(1), 86-96. <https://doi.org/10.1080/14703297.2018.1433055>.
- Sahranavard, M. & Hassan, S. A. (2012). The relationship between self-concept, self-efficacy, self-esteem, anxiety and Science performance among Iranian students. *Middle-East Journal of Scientific Research*, 12(9), 1190-1196.
- Saldana, J. (2011). *Fundamentals of qualitative research*. New York: Oxford University.
- Samman, E. (2007). *Psychological and subjective well-being: A proposal for internationally comparable indicators*. OPHI Working Paper Series. Oxford: University of Oxford.
- Santrock, J. W. (2008). *A Topical Approach to Life-Span Development*. (4th Edition). McGraw-Hill Higher Education.
- Sarkova, M., Bacikova-Sleskova, M., Geckova, A. M., Katreniakova, Z., Heuvel, W. & Dijk, J. P. (2014). Adolescents' psychological well-being and self-esteem in the context of relationships at school. *Educational Research*, 56(4), 367-378.
- Sava, F. A. (2002). Causes and effects of teacher conflict-inducing attitudes towards pupils: a path analysis model. *Teaching and Teacher education*, 18, 1007-1031.
- Saxer, K., Schnell, J., Mori, J. & Hascher, T. (2024). The role teacher-student relationships and student-student relationships for secondary school students' well-being in Switzerland. *International Journal of Educational Research Open*, 6, 100318, 1-12.
- Schad, M. M., Szwedo, E., Antonishak, J., Hare, A. & Allen, J. P. (2008). The broader context of relational aggression in adolescent romantic relationships: Predictions from peer pressure and links to psychological functioning. *Journal of Youth and Adolescence*, 37, 346-358.
- Schaubman, A., Stetson, E. & Plog, A. (2011). Reducing teacher stress by implementing collaborative problem solving in a school setting. *School Social Work Journal*, 35(2), 71-93.

- Schlechter, M. & Milevsky, A. (2010). Parental level of education: associations with psychological well-being, academic achievement and reasons for pursuing higher education in adolescence. *Educational Psychology*, 30(1), 1-10.
- Schut, S., Tartwijk, J. v., Driessen, E., Vleuten, C. v. d. & Heeneman, S. (2019). Understanding the influence of teacher-learner relationships on learners' assessment perception. *Advances in Health Sciences Education*, 25(2), 441-456.
- <https://doi.org/10.1007/s10459-019-09935>
- Scott, T., Hirn, R. G. & Altar, P. J. (2014). Teacher instruction as a predictor of student engagement and disruptive behaviours. *Preventing School Failure*, 58(4), 192-200.
- Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K. & Linkins, M. (2009). Positive education, positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), pp. 293-311. DOI: 10.1080/03054980902934563.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Servon, E., Malinen, K. & Ronka, A. (2014). Daily wellbeing in families with children: A harmonious and disharmonious week. *Journal of Family Studies*, 20(3), 221-238.
- Shah, S. R. & Udgaonkar, U. S. (2018). Influence of gender and age of teachers on teaching: students' perspective. *International Journal of Current Microbiology and Applied Sciences*, 7(1), 2436-2441. <https://doi.org/10.20546/ijcmas.2018.701.293>
- Shaikh, E. & Petare, P. (2022). Exploring the role of social connectedness and health anxiety in predicting psychological well-being. *Asian Pacific Journal of Health Sciences*, 9(4), 112-116. DOI:10.21276/apjhs.2022.9.451.18
- Shewark, E. A., Zinsser, K. M. & Denham, S. A. (2018). Teachers' perspectives on the consequences of managing classroom climate. *Child & Youth Care Forum*, 47, 787-802, DOI:10.1007/s10566-018-9461-2.
- Shukla, J. (2013). Personality profile of a typical Indian female primary teacher: taking a psychoanalytic object relations approach. *Current Issues in Education*, 16(1), 1-17.

- Shumow, L., Schmidt, J. A. & Zaleski, D. J. (2013). Multiple Perspectives on Student Engagement, and Motivation in High School Biology Labs. *The High School Journal*, 1, 232-252.
- Siddiqi, A., Nisar, A., Khan, S. & Arsh, S. (2016). Role of critical thinking, optimism about future and learning oriented behaviour on academic performance of high school students. *Indian Journal of Health and Well-being*, 7(4), 415-418.
- Skaalvik, E. M. & Skaalvik, S. (2009). Self-concept and self-efficacy in Mathematics: Relation with mathematics motivation and achievement. *Journal of Educational Research*, 3(3), 255-278.
- Smart, K. L., Witt, C. & Scott, J. R. (2012). Toward learner-centered teaching: an inductive approach. *Business Communication Quarterly*, 75(4), 392-403.
- Smith, M. F. (2022). *Doing research in sport and exercise*. Los Angeles: SAGE
- Smith, C. & Amushigamo, A. (2016). The perceived influence of school leadership on learner behaviour in a Namibian secondary school. *Educational Management Administration and Leadership*, 44(4), 659-667.
- Sommers, J. K. (2015). *From problem to promise: An examination of the effects of peer group coaching on the well-being of undergraduate students. A thesis*. Minesota: University of Minesota.
- Sorensen, J. F. L. (2014). Rural-urban differences in life satisfaction: Evidence from The European Union. *Regional Studies*, 48(9), 1451-1466.
- Soutter, M. (2023). Transformative social-emotional learning for teachers: Critical and holistic well-being as a marker of success. *Journal of Teaching and Learning*, 17(1), 7-30.
- Soutter, A. N., O'Steen & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student wellbeing indicators. *International Journal of Adolescence and Youth*, 19(4), 496-520. <https://doi.org/10.1080/02673843.2012.754362>

- Spilt, J. I., van Lier, P. A.C., Leflet, G., Ongliena, P. & Colpin, H. (2014). Children's social self-concept and internalizing problems: The influence of peers and teachers. *Child Development*, 85(3), 1248-1256.
- Stafford, M., Kuh, D. L., Gale, C. R., Mishra, G. & Richards, M. (2016). Parent-child relationships and offspring' positive mental wellbeing from adolescence to early older age. *The Journal of Positive Psychology*, 11(3), 326-337.
- Stegeman, M. (2014). The relation between health and well-being. *A thesis*. Faculty of Behavioural Sciences: University of Twente
- Steger, M. F. & Frazier, P. (2005). Meaning in life: one link in the chain from religion to wellbeing. *Journal of Counselling Psychology*, 52, 574-582.
- Steinberg, L., Vandell. D. L. & Bornstein, M. H. (2011). *Development through Adolescence*. Toronto: Wadsworth Cengage Learning.
- Suldo, S. M., McMahan, M. M., Chappel, A. M. & Loker, (2012). Relationship between perceived school climate and adolescent mental health across genders. *School Mental Health*, 4(2), 69-80.
- Suldo, S. M., Minch, D. R. & Hearon B. V. (2015). Adolescent life satisfaction and personality characteristics: Investigating relationships using a five-factor model. *Journal of Happiness Studies*, 16(4), 915-983.
- Suldo, S. M., Shaffer, E. J., & Riley, K. N. (2008). A social-cognitive-behavioural model of academic predictors of adolescents' life satisfaction. *School Psychology Quarterly*, 23(1), 56-69. <https://psycnet.apa.org/buy/2008-04403-006>.
- Suldo, S. M., Shaunessy, E. & Hardesty R. (2008). Relationships among stress, coping, and mental health in high-achieving high school students. *Psychology in the Schools*, 45(4), 273-290.
- Swartz, L., Rey, C. D. L., Duncan. N., Townsend, N. & O'Neill. V. (2011). *Psychology: An Introduction*. (Third ed.). Oxford University Press.

- Symoons, S., Bastaits, K., Mortelmans, D. & Bracke, P. (2013). Breaking up, breaking hearts? Characteristics of the divorce process and well-being after divorce. *Journal of Divorce & Remarriage*, 54, 177-196.
- Szarkowski, A. & Brice, P. J. (2020). A qualitative study of differences among hearing parents raising a deaf child: An emergent model informed by positive psychology. *JADARA*, 54(1), Art 3, 31-53.
- Taber, K. S. (2013). *Classroom-based research and evidence-based practice: An introduction*. (Second ed.). SAGE
- Taura, A. L., Abdullah, M., Roslan. S. & Omar. Z. (2015). Relationship between self-efficacy, task-value, self-regulation strategies and active procrastination among pre-service teachers in colleges of education. *International Journal of Psychology and Counselling*, 7(2), 11-17.
- Taylor, K., Stewart-Tufescu, A. & Piotrowski, C. (2015). Children exposed to intimate partner violence: Influences of parenting, family distress, and siblings. *Journal of Family psychology*, 29, 29-38. <https://dx.doi.org/10.1037/a0038584>
- Tatum, H. E., Schwartz, B. M., Schimmoeller, P. A. & Perry, N. (2013). Classroom participation and student-faculty interactions: Does gender matter? *The Journal of Higher Education*, 84(6), 745-768.
- Tauber, R. T. (2007). *Classroom management: Sound theory and effective practice*. Greenwood Publishing Group.
- Taylor, S. E. & Brown, J. D. (1988). Illusion and Well-being: A Social psychological perspective on mental health. *Psychological Bulletin*, 103, 198-210.
- Temel, V. & Tekin, M. (2023). The positive emotions: Positive perception and social well-being levels of the university students. *Journal of Education and Learning (EduLearn)*, 17(4), 627-634.DOI: 10.11591/edulearn.v17i4.20978
- Tengland, P. (2001). Marie Jahoda's current concepts of positive mental health. *Mental health: A Philosophical Analysis*, 47-78.

- Termiz, Z. P. & Comert, I. T. (2018). The relationship between life satisfaction, attachment styles and psychological resilience in university students. *The Journal of Psychiatry and Neurological Sciences*, 31, 274-283. DOI: 10.5350/DAJPN.2018310305
- Thaal, K. L. & Hudson, S. (2019). A conceptual model of wellness destination characteristics that contribute to psychological well-being. *Journal of Hospitality & Tourism Research*, 43(1), 41-57. DOI: 10.1177/1096348017704498.
- Thaararuedee, P. & Wette, R. (2020). Attending to learners' affective needs: Teachers' knowledge and practices. *System*, 95, 102375, 1-9.
- Thamarasseri, Ismael, Sruthi, O. H. (2023). Resilience and Adolescents' Psychological well-being. *Journal of Educational Psychology*, 17(2), 1-7.
- Thoonen, E. E. J., Slegers, P. J. C., Oort, F. J., Peetsma, T. T. D. & Geijssel, F. P. (2011). How to improve teaching practices: the role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(31), 496-536.
- Thorburn, M. & Dey, D. (2017). Health, wellbeing, and wider achievement: an analysis of teachers' practices and learners' experiences in Scottish secondary schools. *Studies in Educational Evaluation*, 52, 24-34.
- Threeton, M. D., Walter, R. A. & Evanoski, D. C. (2013). Personality type and learning style, the tie that binds. *Career and Technical Education Research*, 38(1), 39-55.
- Tian, L., Chen, H. & Huebner, S. (2013). The longitudinal relationships between basic psychological needs satisfaction at school and school-related subjective well-being in adolescents. *Soc Indic Res*, 119, 353-372. DOI: 10.1007/s11205-013-0495-4
- Tichapondwa, S. M. (2013). *Preparing your dissertation at a distance: A research guide*. Vancouver: Virtual University for small states of the Commonwealth.
- Toste, J. R., Heath, N. R., Connor, C. M. & Peng, P. (2015). Reconceptualising teacher-student relationships: Applicability of the working alliance within classroom contexts. *The Elementary School Journal*, 116(1), pp. 30-48.

- Turner, E. A., Chandler, M. & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy in academic performance in college students. *Journal of College Student Development*, 50(3), 337-346.
- Uchenna, A. (2013). Single-parenting, psychological well-being and academic performance of adolescents in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(1), 112-117.
- Uhlendorff, U. (2015). The concept of developmental tasks and its significance for education and social work. *Labour Market Policy at Street Level*, 13(1), 1-5.
- Van de Vijver, F. J. R. & Leung, K. (2021). *Methods and data analysis for cross-cultural research*, 116, Cambridge University Press.
- Van der Walt, J. L. (2020). Interpretivism: Construction as a research method in the humanities and Social Sciences- more to it than meets the eye. *International Journal of Philosophy and Theology*, 8(1), 59-68. <https://doi.org/10.15640/ijpt.v8n1a5>
- Van der Walt, J. L., Mabaso, W. S., Davids, E. L. & de Vries, P. J. (2020). The burden of depression and anxiety among medical students in South Africa: A Cross-sectional survey at the University of Cape Town, *South Africa Medical Journal*, 110(1), 69-79.
- Vazquez, C., Hervás, G., Rahona, J. & Gomez, D. (2009). Psychological well-being and health; contributions of positive psychology. *Annuary of Clinical and Health Psychology*, 3, 15-27.
- Vemde, L. V., Donker, M. H. & Mainhard, T. (2022). Teachers, loosen up! How teachers can trigger interpersonally cooperative behavior in students at risk of academic failure. *Learning and Instruction*, 82, 1-14.
- Vincze, A. (2010). Self-enhancing beliefs, relationship to psychological distress examined by anxiety related attentional biases. *Journal of Cognitive and Behavioural Psychotherapies*, 10(1), 59-76.
- Visser, M. & Routledge, L. (2007). Substance abuse and psychological well-being of South African adolescents. *South Africa Journal of Psychology*, 37(3), 595-615.

- Wagner, W., Gollner, R., Werth, S., Voss, T. & Schmitz, B. (2016). Student and teacher ratings of instructional quality: Consistency of ratings over time, agreement and predictive power. *Journal of Educational Psychology*, 108(5), 705-721.
- Walters, S. K., Lester, L. & Cross, D. (2014). Transition to secondary school: Expectation versus experience. *Australia Journal of Education*, 58(2), 153-166. DOI: 10.1177/0004944114523371.
- Walton, E. & Takeuchi, D. T. (2010). Family structure, family processes, and well-being among Asian Americans: Considering Gender and Nativity. *Journal of Family Issues*, 31(3), 301-332.
- Weiss, C.C. & Garcia, E. (2015). Student engagement and academic performance in Mexico: Evidence and puzzles from PISA. *Comparative Education Review*, 59(2), 305-432.
- Weyns, T., Colin, H. & Verschueren, K. (2021). The role of school-based relationships for school well-being. How different are high- and average- ability students? *British Journal of Educational Psychology*, 91(4), 1127-1145.
- White, D. E., Oelke, N. D. & Friesen, S. (2012). Management of a large qualitative data set: Establishing trustworthiness of the data. *International Journal of Qualitative Methods*, 11(3) 244-258.
- White, K. M. (2013). Associations between teacher-learner relationships and children's writing in kindergarten and first grade. *Early Childhood Research Quarterly*, 28(1), 166-176.
- White, M. A. (2016). School culture is a key driver in promoting positive attitudes. Why won't it stick? *Positive Psychology and Positive Education*. DOI 10:1186/5/3612-016-0039-1.
- Williams, J. M., Greenleaf, A.T., Barnes, E. F. & Scott, (2019). High-achieving, low-income students' perspectives of how schools can promote the academic achievement of students living in poverty. *Improving Schools*, 22(3) 224-236. DOI: 10.1177/1365440218821501.
- Willis, A.; Grainger, P.; Menzies, S.; Dwyer, R.; Simon, S. & Thiele, C. (2021). The role of teachers in mitigating student stress to progress learning. *Australian Journal of Education*, 65(2), 122-138. DOI: 10.1177/0004944120982756.

- Winefield, H.R., Gill, T. K., Taylor, A. W. & Pilkington, R. M. (2012). Psychological Well-being and psychological distress: Is it necessary to measure both? *Psychology of Well-being: Theory, Research and Practice*, 1-3.
- Wissing, M. P. & Eeden, C. V. (2002). Empirical clarification of the nature of psychological well-being. *South Africa Journal of Psychology* 32(1), 32-45.
- Wlodarczyk, D. (2017). Relationship of trait curiosity to the dynamics of coping and quality of life in myocardial infection patients. *Polish Psychological Bulletin*, 46(3), 347-356.
- Wohfarth, D., Sheras, D., Bennett, J. W., Simon, B., Pimentel, J. H. & Gabel, L.E. (2008). Student perceptions of learner centered teaching. *Insight, Journal of Scholarly teaching*, 3, 67-74.
- Wolters, C. A., Iaconeli, R., Peri, J., Hensley, L. C. & Kim, M. (2023). Improving self-regulated learning and academic engagement: Evaluating a college learning to learn course. *Learning and Individual Differences*, 103, 102282, 1-13.
- World Health Organisation, (2005). *Promoting mental health concepts, emerging evidence, practice*. A report of the World Health Organisation.
- Wolters, N., Knoors, H., Cillessen, A. H. N. & Verhoeven L. (2012). Impact of peer and teacher relations on Deaf early adolescents' well-being: Comparisons before and after a major transition. *Journal of Deaf Studies and Deaf Education*, 17(4), 463-482.
- Wu, W., Wang, Y. & Huang, R. (2023). Teachers matter: Exploring the impact of perceived teacher affective support and teacher enjoyment on L2 learner grit and burnout. *System*, 117, 103096, 1-11.
- Xie, F. & Derakhshan, A. (2021). A conceptual review of positive teacher interpersonal communication behaviours in the instructional context. *Sec Educational Psychology*, <https://doi.org/10.3389/fpsyg.2021.708490>
- Xu, P., Peng, M. Y. & Anser, M. K. (2021). Effective learning support towards sustainable student learning and well-being influenced by global pandemic of COVID-19: A comparison between mainland China and Taiwanese students. *Frontiers in Psychology*, 12, 561289. <https://doi.org/10.3389/fpsyg.2021.561289>

- Xuan, X., Xue, Y., Zhang, C., Luo, Y., Jiang, W. P. M. & Wang, Y. (2019). Relationship among school socioeconomic status, teacher-student relationship, and middle school students' academic achievement in China: using the multilevel mediation model. *PLOS ONE Journal*, 14(3), 1-16.
- Yahaya, A. Ramli, J., Hashim, S., Ibrahim, M. A., Rahman, R. R.R. A & Yahaya, N. (2009). Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences*, 11(3), 659-675.
- Yeong, J. T., Quek, C. L. G., & Fulmer, (2019). Validation of classroom teacher interaction skills scale, *The Asia-Pacific Education Researcher*,
- Yin, R. K. (2009). *Case study research design and methods*. (Fourth ed.). Thousand Oaks, CA: SAGE
- Yin, R. K. (2024). *Case study research and applications: Design and method* (7th ed.) SAGE
- Yin, R. K. (2015). *Qualitative research from start to finish*. SAGE.
- Yin, H., Tam, W. W.Y. & Lau, E. (2022). Examining the relationship between teachers' affective states, self-efficacy and teacher-child relationships in kindergartens: An integration of social cognitive theory and positive psychology. *Studies in Education Evaluation*, 74, 101188.
- Younes, M. S. & Alzahrani, M. R. (2018). Could resilience and flourishing be mediators in the relationship between mindfulness and satisfaction of Saudi college students? A psychometric and exploratory study. *Journal of Educational and Psychological Studies*, 12(4), 708-723.
- Young, A.S., Craven, R. G. & Kaur, G. (2014). Teachers' self-concept and valuing of learning: relations with teaching approaches and beliefs about students. *Asia-Pacific Journal of Teacher Education*, 42(3), 305-320.
- Zakaria, Z., Don, Z. & Yaakov, M. F. M. (2021). Teachers' well-being from the social psychological perspective. *International Journal of Evaluation and Research in Education (IJRE)*, 10(2), 641-647.

- Zhang, T. & Okazawa, R. (2022). Managing neutrality, rapport, and anti-racism in qualitative interviews. *Qualitative Research*, 0(0), 1-25, DOI: 10.1177/14687941221110183.
- Zhang, Q. (2023). The role of teacher's interpersonal behaviours in learners' academic achievements. Conceptual Analysis. *Frontiers in Psychology*, 17, 1-8. DOI: 10.3389/fpsyg.2022.921832
- Zheng, F. (2022). Fostering students' well-being: The mediating role of teacher behaviour and student teacher relationships. *Front. Psychol.* 12:796728. DOI: 10.3389/fpsyg.2021.796728
- Zulfiqar, A., Syed, F. R & Latif, F. F. (2019). Developing a student well-being model for schools in Pakistan. *Improving schools*, 22(1) 86-108. DOI: 10.1177/136548021879475.
- Zimbabwe Education Act (2008 revised). Government Printers.

APPENDICES

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/04/14

Ref: 2021/04/14/53321588/16/AM

Name: Mr E Hove

Student No.: 53321588

Dear Mr E Hove

Decision: Ethics Approval from
2021/04/14 to 2026/04/14

Researcher(s): Name: Mr E Hove

E-mail address: elphanosh2002@yahoo.com Telephone: +263
772646056

Supervisor(s): Name: Dr H. Olivier

E-mail address: olivih@unisa.ac.za
Telephone: 0124296753

Title of research:

An exploration of role players' experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.

Qualification: PhD Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above-mentioned research. Ethics approval is granted for the period 2021/04/14 to 2026/04/14.

The medium risk application was reviewed by the Ethics Review Committee on 2021/04/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date 2026/04/14. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number 2021/04/ 14/53321588/16/AM should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

A handwritten signature in black ink, appearing to read 'J. K. Sebete', is written over a horizontal line.

Prof AT Motlhabane

Prof PM Sebate

CHAIRPERSON: CEDU RERC

EXECUTIVE DEAN

motlhat@unisa.ac.zaSebatpm@unisa.ac.za



template — updated 16 Feb 2017

Approved - decision template — updated 16 Feb 2017

University of South Africa

Pretler Street, Muckleneuk Ridge, City of Tshwane PO Box 392 UNISA 0003 south Africa Telephone: +27
12 429 31 1 1 Facsimile: +27 12 429 4150 www.unisa.ac.za



University of South Africa
Preller Street Muckleneuk Ridge, City of Tshwane
PO Box 392 UNSA 0003 South Africa Telephone: +27 12 429 31 1 1 Facsimile: +27
12 429 4150 www.unisa.ac.za

all communications should be addressed to "The Provincial Education Director"
Telephone: 09-69511
Telegraphic: "SCHOLASTIC"
Telex: 50531 MPSEMNZW
Fax: 09-77027

11 June 2021

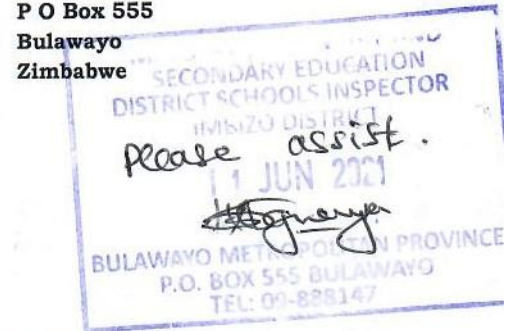
Eiphanos Hove
UNIVERSITY OF
SOUTH AFRICA

ssed to



H AFRICA

REF. C/440/1/150
Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe



RE: PERMISSION TO CARRY OUT A RESEARCH ON: AN EXPLORATION OF ROLE PLAYERS' EXPERIENCE OF THE INFLUENCE OF TEACHER - LEARNER RELATIONSHIP ON THE PSYCHOLOGICAL WELL BEING OF GRADE SEVEN LEARNERS IN ZIMBABWE: A CASE STUDY OF SOS HERMANN GMEINER PRIMARY SCHOOL IN REIGATE DISTRICT, THEMBSO PRIMARY SCHOOL IN KHAMBI DISTRICT AND AMAZON PRIMARY SCHOOL IN IMBIZO DISTRICT: BULAWAYO METROPOLITAN PROVINCE

With reference to your application to carry out research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the District Schools Inspector for the concerned districts and Heads of the Institutions/ Schools for clearance before carrying out your research.

research.

It will also be appreciated if you could supply the Bulawayo Metropolitan Province with a **final copy** of your research which may contain information useful to the development of education in the Province.

Online

T. SITHOLE

A/ Schools Inspector - Strategic Policy Planning, Research and Statistics

For: PROVINCIAL EDUCATION DIRECTOR



APPENDIX C: A LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN PRIMARY SCHOOLS:

United College of Education

P. O. Box 1156

Old Falls Road

Bulawayo

The Permanent Secretary

Ministry of Primary and Secondary Education

P. O. Box Causeway 121

Harare

Dear Madam,

Re: REQUEST TO CONDUCT RESEARCH AT SOS HERMANN GMEINNER (BULAWAYO), THEMBISO AND AMAZON PRIMARY SCHOOLS IN BULAWAYO METROPOLITAN PROVINCE:

I am applying for authority to carry out qualitative case study research at three selected schools in Bulawayo Metropolitan Province, Zimbabwe. The target schools are SOS Hermann Gmeinner (Bulawayo), Thembiso and Amazon primary schools. The information obtained in the study will be used for research purposes only. I am a student at University of South Africa (UNISA) pursuing a Doctorate degree in Psychology of Education under the supervision of Dr H. Olivier, a senior lecturer in the Department of Psychology of Education.

My topic is:

“An exploration of role players’ (teachers and Grade seven learners) experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.”

The focus of the study is to explore the described learners and teachers’ experiences of how interpersonal relationships influence the psychological well-being of Grade seven learners.

This study is expected to collect important information that could:

- resolve theoretical questions that pertain to adolescent psychological well-being.

- **give guidance on learner psychological well-being and maintenance of teacher-learner relationship to classroom practitioners.**
- **show how teacher-learner relationship may support or constrain the psychological well-being of learners**
- **provide teachers with insights needed to create a caring, well-managed classroom environment that ultimately strengthens teachers' instructional efforts, improve teachers and learners' social and relational skills and enhance learners' academic and social outcomes**

The schools have been selected because they are inclusive schools that cater for learners sheltered in children's homes and learning alongside their peers from high- and low-density suburbs. The social welfare department superintends over the learners' welfare. Selected teachers and Grade seven learners will participate in interviews. In addition, learner participants will complete the Inclusion of the Other in the Self (IOS) map/questionnaire to visually represent perceived closeness in relationships for reflective purposes.

I acknowledge that the interview process will probably not cause risks to participants (both learners and teachers). Participants will have the choice to answer or not to answer certain questions. What is important is that I will provide participants with the opportunity to make their voices heard on an academic platform. If necessary, I will reaffirm the possibility of withdrawal from the study by affected participants without divulging reasons for opting out. Should this happen, I will respect the decision. In the event that the services of a psychologist or counsellor are required I will assist the participant in the best way I can.

Confidentiality and anonymity of research data is guaranteed, as will be explained to the participants. The data will be used for the purpose of writing a dissertation only and possibly academic articles and I make an undertaking to protect the learner, teacher and school identities from being made public in my thesis/article. The research findings will be communicated to the Ministry of Primary and Secondary Education, Provincial and District Education offices and schools that participated in the study. If you have any questions or concerns about the research, please feel free to contact the researcher, Mr Eiphanos Hove on mobile number 0772646056 or e-mail at elphanosh2002@yahoo.com. My research supervisor is Dr. H. Olivier, Department of Psychology of Education, University of South Africa (UNISA) e-mail at olivih@unisa.ac.za.



Eiphanos Hove

**APPENDIX C: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN
PRIMARY SCHOOLS**



United College of Education

P. o. Box 1156

Old Falls Road

Bulawayo

21 February, 2021

The Provincial Education Director

Bulawayo Metropolitan Province

Bulawayo

Dear Sir/Madam,

**Re: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN BULAWAYO
METROPOLITAN PROVINCE PRIMARY SCHOOLS: SOS HERMANN GMEINNER
(BULAWAYO), THEMBISO AND AMAZON SCHOOLS.**

I am applying for permission to visit schools to collect data for research purposes. I am a student at University of South Africa (UNISA) pursuing a doctorate degree in Psychology of Education. My topic is:

“An exploration of role players’ experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.”

This study is expected to collect important information that could:

- **resolve theoretical questions that pertain to adolescent psychological well-being.**
- **give guidance on learner psychological well-being and maintenance of teacher-learner relationship to classroom practitioners.**



- **highlight how teacher-learner relationship may support or constrain the psychological well-being of learners**
- **provide teachers with insights needed to create a caring, well-managed classroom environment that ultimately strengthens teachers' instructional efforts, improve teachers and learners' social and relational skills and enhance learners' academic and social outcomes**

I wish to conduct qualitative case study research at SOS, Thembiso and Amazon primary schools in Bulawayo Central District, Bulawayo Urban. The research participants are Grade seven learners and teachers at the mentioned schools. **The schools have been selected because they are inclusive schools that cater for learners sheltered in children's homes and learning alongside their peers from high- and low-density suburbs. The social welfare department superintends over the learners' welfare. Selected teachers and Grade seven learners will participate in interviews. In addition, learner participants will complete the Inclusion of the Other in the Self (IOS) map/questionnaire to visually represent perceived closeness in relationships for reflective purposes.**

I acknowledge that the interview process will probably not cause risks to participants (both learners and teachers). Participants will have the choice to answer or not to answer certain questions. What is important is that I will provide participants with the opportunity to make their voices heard on an academic platform. If necessary, I will reaffirm the possibility of withdrawal from the study by affected participants without divulging reasons for opting out. Should this happen, I will respect the decision. In the event that the services of a psychologist or counsellor are required I will assist participants in the best way I can.

Teacher and learner participants will take part in the research on a voluntary basis. I will explain to them that there is no remuneration for participation. Participants will have the full right to withdraw at any stage of the study and such withdrawal will not affect their education or work. The participants will be requested to complete and sign the consent form before engaging in the research process.

One and half hour Interviews will be conducted to collect data from the participants. The interviews will not interfere with school activities. Confidentiality and anonymity of research data is guaranteed, as will be explained to the participants. The data will be used for the purpose of writing a thesis and possibly academic articles only. I will make an undertaking to protect the learner, teacher and school identities from being made public. The research findings will be communicated to the Ministry of Primary and Secondary Education, Provincial and District Education offices and schools that participated in the study if need be.

World Health Organisation (WHO) regulations governing Covid-18 pandemic will be adhered to namely maintaining social distance, washing hands and sanitisation. If face-to-face interviews fail to materialise due to Covid-19 restrictions the researcher will apply social media platforms (WhatsApp), telephone interview, and Web-based strategies.

If you have any questions or concerns about the research, please feel free to contact the researcher, Mr Eiphanos Hove on mobile number 0772646056 or e-mail at elphanosh2002@yahoo.com. My research supervisor is Dr. H. Olivier, Department of Psychology of Education, University of South Africa (UNISA) e-mail at olivih@unisa.ac.za.

Thank you.

A handwritten signature in blue ink, appearing to read 'Eiphanos Hove', is positioned above the printed name.

Eiphanos Hove

APPENDIX D: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

United College of Education

P. o. Box 1156

Old Falls Road

Bulawayo

22 February, 2021

The District Staffing Inspector

Bulawayo Central District

Bulawayo Metropolitan Province

Bulawayo



Dear Sir,

Re: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN BULAWAYO URBAN PRIMARY SCHOOLS: SOS HERMANN GMEINNER, THEMBISO AND AMAZON PRIMARY SCHOOLS.

I am applying for permission to visit some selected primary schools to collect data for research purposes. I am a student at University of South Africa (UNISA) pursuing a doctorate degree in Psychology of Education. My research topic is:

‘An exploration of role players’ experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.’

The focus of the study is to explore the described learners’ and teachers’ experiences of how interpersonal relationships influence the psychological well-being of Grade seven learners.

This study is expected to collect important information that will:

- **resolve theoretical questions that pertain to adolescent psychological well-being.**
- **give guidance on learner psychological well-being and maintenance of teacher-learner relationship to classroom practitioners.**



- show how teacher-learner relationship may support or constrain the psychological well-being of learners
- provide teachers with insights needed to create a caring, well-managed classroom environment that ultimately strengthens teachers' instructional efforts, improve teachers and learners' social and relational skills and enhance learners' academic and social outcomes

The schools have been selected because they are inclusive schools that cater for learners sheltered in children's homes and learning alongside their peers from high- and low-density suburbs. The social welfare department superintends over the learners' welfare. Selected teachers and Grade seven learners will participate in interviews. In addition, learner participants will complete the Inclusion of the Other in the Self (IOS) map/questionnaire to visually represent perceived closeness in relationships for reflective purposes.

The participants will take part in the research on a voluntary basis. I will explain to participants that there is no remuneration for participation. Participants will have the full right to withdraw at any stage of the study and such withdrawal will not affect your course. Teacher participants will receive informed consent letters which they will be requested to complete and sign before participating in the research study. Teachers should show willingness to be bound by the outcome of the research. I promise to give parents and guardians the necessary information about the research study involving their children. I will be willingness to answer any questions about the research study. As a parent or guardian of the child, understand that you are at liberty to choose to allow or disallow your child to take part in the study. Learner participants assent to participating in the study by completing the assent form.

A one and half hour interview will be conducted to collect data from each of the participants. The semi-structured interviews will not interfere with school activities. Confidentiality and anonymity of research data is guaranteed, as will be explained to the participants. The data will be used for the purpose of writing the thesis and academic articles only. I make an undertaking to protect the learner, teacher and school identities from being made public. The research findings will be communicated to the Ministry of Primary and Secondary Education, Provincial and District Education offices and schools that participated in the study on request. I will inform research participants about debriefing since the participants deserve to have the opportunity to learn about the results of the study. I will offer to send a summary of the results

to those schools who wish to receive it. The feedback in the debriefing shall be in lay language to benefit all deserving cases and persons.

If you have any questions or concerns about the research, please feel free to contact the researcher, Mr Eiphanos Hove on mobile number 0772646056 or e-mail at elphanosh2002@yahoo.com. My research supervisor is Dr. H. Olivier, Department of Psychology of Education, University of South Africa (UNISA) e-mail at olivih@unisa.ac.za.

Thank you.

A handwritten signature in blue ink, appearing to read 'Eiphanos Hove', with a stylized, flowing script.

Eiphanos Hove.

APPENDIX E: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

United College of Education
Box 1156
Old Falls Road
Bulawayo



The Head

.....
.....

Re: Request for permission to carry out research at your school

Dear Sir/Madam

My name is Eiphanos Hove. I am doing a doctorate degree in Psychology of Education, with the University of South Africa (UNISA). For my studies, I am expected to conduct research and write a thesis (research report). My research topic is:

‘An exploration of role players’ experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.’

The focus of the study is to explore the described learners’ and teachers’ experiences of how interpersonal relationships influence the psychological well-being of Grade seven learners.

This study is expected to collect important information that will:

- resolve theoretical questions that pertain to adolescent psychological well-being.
- give guidance on learner psychological well-being and maintenance of teacher-learner relationship to classroom practitioners.
- show how teacher-learner relationship may support or constrain the psychological well-being of learners
- provide teachers with insights needed to create a caring, well-managed classroom environment that ultimately strengthens teachers’ instructional efforts, improve teachers and learners’ social and relational skills and enhance learners’ academic and social outcomes

Your school has been selected to be a research site because it is an inclusive school that caters for learners sheltered in a children’s home, who are learning alongside their peers from high- and low-density suburbs. The social welfare department superintends over the learners’ welfare. Selected teachers and Grade seven learners will participate in interviews. In



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
1000 Bloemfontein, 9400
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

addition, learner participants will complete the Inclusion of the Other in the Self (IOS) map/questionnaire to visually represent perceived closeness in relationships for reflective purposes.

The research study is an exploration of how teacher-learner relationship affects the psychological well-being of learners rather than a tool for assessing teacher-learner relationships at your school. I am asking for your permission to interview **six** Grade seven learners and **three** teachers (who will be selected).

The participants will take part in the research on a voluntary basis. I will explain to participants that there is no remuneration for participation. Participants will have the full right to withdraw at any stage of the study and such withdrawal will not affect your course. Teacher participants will receive informed consent letters, which I request them to complete and sign before participating in the research study. Teachers should show willingness to stay bound by the outcome of the research. I promise to give parents and guardians the necessary information about the research study involving their children. I am willing to answer any questions about the research study. Parents and guardians of your Grade seven learners should understand that they are at liberty to choose to allow or disallow their children to take part in the study.

I will conduct semi-structured Interviews to collect data from teacher and learner participants. I further present interview questions for Grade seven learners at age-appropriate language. Interviews for both teachers and learners will not interfere with your school activities. Convenient times for conducting the interviews would be agreed upon by the concerned parties. Confidentiality and anonymity of research data is guaranteed, as will be explained to the participants. I hope the school will find a suitable place for conducting the interviews, one that is free of disturbances such as noise. In these times of the Covid-19 pandemic, face to face interviews may present some challenges. I promise to practice social distancing, sanitising of hands and wearing of face masks in line with the World Health Organisation (WHO) protocol. I propose that other means of conducting interviews such as telephone interviewing, use of social media platform and e-mail/ internet connectivity be considered as viable options.

I will inform research participants about debriefing since the participants deserve to have the opportunity to learn about the results of the study. I will offer to send a summary of the results to

those schools who wish to receive it. The feedback in the debriefing shall be in lay language to benefit all deserving cases and persons.

The data collected will be used for the purpose of writing a thesis and possibly academic articles and I make an undertaking to protect the school and participants' identity from being made public. The research findings will be communicated to the Ministry of Primary and Secondary Education, Provincial and District Education offices and schools that participated in the study on request.

If you have any questions or concerns about the research, please feel free to contact the researcher, Mr Eiphanos Hove on mobile number 0772646056 or e-mail at elphanosh2002@yahoo.com.

My research supervisor is Dr. H. Olivier, Department of Psychology of Education, University of South Africa (UNISA) e-mail at olivih@unisa.ac.za.

Thank you.



Eiphanos Hove

APPENDIX F: PARTICIPANT INFORMATION SHEET FOR TEACHERS

23 February, 2021

Title: *An exploration of role players' experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe'*

DEAR PROSPECTIVE PARTICIPANT

My name is Eiphanos Hove and I am doing research under the supervision of Dr, H Olivier, a senior lecturer in the department of Psychology of Education towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled: *An exploration of role players' experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe*. The study has received written approval from the Research Ethics Review Committee of the University of South Africa (UNISA).

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could:

- resolve theoretical questions that pertain to adolescent psychological well-being.
- give guidance on learner psychological well-being and maintenance of teacher-learner relationship to classroom practitioners.
- show how teacher-learner relationship may support or constrain the psychological well-being of learners
- provide teachers with insights needed to create a caring, well-managed classroom environment that ultimately strengthens teachers' instructional efforts, improve teachers and learners' social and relational skills and enhance learners' academic and social outcomes
- provide the basis for further research on the effect of teacher-learner relationship on psychological well-being

WHY YOU SHOULD PARTICIPATE IN THE STUDY?

You are invited because you have first-hand information on the research topic and you have been selected. We are interested in your lived experience of interpersonal relationships with your teacher/learner and how it has affected the well-being of learners.

The criteria set for selecting prospective research participants was as follows:

- You have to be a Grade Seven learner or teacher at the selected schools
- If you are a learner, you should be aged 11-14 years
- If you are a teacher:
 - you should be 25-50 years
 - have taught two (2) Grade Seven classes for a full year each (at least)
 - completed of a Student-Teacher Relationship Scale (SRTS)- for learners
 - Selection will also include gender

In our view, you comply with the above criteria and therefore, we kindly request you to participate in our study as a research participant. I obtained your contact details from the head of your school after I had expressed my intention to co-opt you into the study. I kindly request you to consent to your name and contact details being provided to me so that I can make contact with you. The total number of prospective participants will be six (6) Grade seven learners and six (6) teachers.

WHAT IS THE NATURE OF YOUR PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews which will be conducted with individual participants. An electronic interview (use of e-mail, skype/zoom and social media) will be conducted with you in observance of World Health Organisation (WHO) protocol for Covid-19 pandemic. An alternative approach would be a telephone interview. Your consent will be sought to record audios of the interview session that will be held with you to ensure that information is captured accurately.

You will be asked questions about your experiences of teacher-learner relationship and its effects on the psychological well-being of learners. Of importance is your views and experience of psychological well-being, and how connectedness to teachers/learners contributes to learners' flourishing. The study will explore how the relationship between the teacher and learners affects

learners' views of self, emotions, autonomy, competence and personal growth. The research focus is relational behaviour, and fulfilment of growth needs.

Interviews will last approximately 90 minutes at a venue and time that is convenient to you. You will be given a notebook, which you will use to jot down information recalled after the interview. Follow-up interviews may be conducted to explore further questions or if further information is required by me.

CAN YOU WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participation in this study is strictly voluntary and you are not under no obligation to consent (assent if you are under 18) to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent (teacher)/assent (learner) form. You can withdraw from this study at any stage if you do not feel like continuing, without giving a reason.

WHAT ARE THE POTENTIALS BENEFITS OF TAKING PART IN THIS RESEARCH?

Participation in this study will give you an opportunity to share your experiences of teacher-learner relationships and learner psychological well-being. Your voice as a teacher/learner will be heard regarding your feelings towards interpersonal relationships between teachers and learners and its effects on child well-being. You are likely to make an impact in education by way of benefits of the study, which are:

- To provide teachers with insights needed to create a caring, well-managed classroom environment that strengthens teachers' instructional efforts, improve teachers and learners' relational skills and enhance learners' academic and social outcomes
- To assist learners to appreciate the role of social relations for the maintenance of a sound psychological well-being.
- To highlight important facets of learner well-being and teacher-learner relationship matrix important for the healthy psychological development of adolescent learners.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR YOU IF YOU PARTICIPATE IN THE RESEARCH PROJECT?

I acknowledge that the interview process may cause some minor risks including discomfort, uncertainty and interview pressure in learners considering that the domains teacher-learner relationship and psychological well-being are sensitive. Risks shall be kept to the minimal. Participants will have the choice to answer or not to answer certain questions. What is important is that I will provide participants with the opportunity to make their voices heard on an academic platform. If necessary, I will reaffirm the possibility of withdrawal from the study by affected participants without divulging reasons for opting out. Should this happen, I will respect the decision. In the event that the services of a psychologist or counsellor are required I will assist the participant in the best way I can.

How would information that you convey to the researcher and your identity be kept confidential?

I promise to keep confidentiality and anonymity in this research. Confidentiality concerns the data that are collected. The privacy interest of the participant will be protected by ensuring that data are kept securely, so that persons not involved with the research are not able to find out the participant's identity. In this respect, you have the right to remain anonymous. Your name will not be recorded anywhere and no one, apart from the researcher, will know about your involvement in this research. Interviews and your responses will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research methods such as conference proceedings.

Audio-tapes and diary/notepad will be used by the researcher for academic purposes only. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

The data from this study may be used for other purposes, such as a research report, journal article, and/or conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Please keep in mind that it is sometimes impossible to make an absolute guarantee of confidentiality or anonymity. As I am the only researcher involved in this study, there is an absolute guarantee of confidentiality and anonymity, as I will be the only person who will know the pseudonyms that have been used.

HOW WILL THE RESEARCHER PROTECT THE SECURITY OF DATA?

I will store hard copies of your answers for a period of five years in a locked cupboard in my office at United College of Education for future research or academic purposes. I aim to store electronic information on a password, protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. I will shred hard copies and electronic copies to delete permanently from the hard drive of the computer using a relevant software programme.

WILL YOU RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There is no payment or reward offered, financial or otherwise, for participating in this research. Any costs incurred by you should be explained and justified in adherence with the principle of fair procedures (justice). I promise to work with you in such a manner that no financial costs will be incurred by you during the research process.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

This study has received written approval from the CEDU Research Ethics Review Committee of the University of South Africa (UNISA). A copy of the approved letter can be obtained from the researcher if you so wish.

HOW WILL YOU BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact me, Eiphanos Hove, on 0772646056 or email elphanosh2002@yahoo.com. The findings are accessible for five years.

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor, Dr. H. Olivier on 012 429 6753: email olivih@unisa.ac.za

Thank you for taking time to read this information sheet and for possibly participating in this research study.



Eiphanos Hove- (Researcher)

**APPENDIX G: LETTER OF TEACHER CONSENT TO PARTICIPATE IN RESEARCH
(RETURN SLIP)**



Topic: *'An exploration of role players' experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe'*

I, _____ (participant name), confirm that the person asking my concern to take part in this research has told me about the nature, procedure, potentials benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname: _____

Participant Signature

Date

Researcher's Name:

Eiphanos Hove

Researcher's Signature

Date



APPENDIX H: LETTER REQUESTING PARENTAL CONSENT FOR MINORS TO PARTICIPATE IN A RESEARCH PROJECT

United College of Education
P. O, BOX 1156
Old Falls Road
Bulawayo



2 September 2020

Dear Parent

Your _____ <son/daughter/child> is invited to participate in a study entitled:
An exploration of role players' experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe'

I am carrying this study as part of my doctoral research at the University of South Africa (UNISA). The purpose of the study is to understand the teachers' and Grade seven learners' experiences of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners. Your child will participate in a semi-structured interview, which will be done face-to-face under normal circumstances. Under Covid-19 World Health Organisation (WHO) standards, the shift to telephone interviewing, use of Social Media WhatsApp platform, or Web-based Internet services are likely options to consider.

The possible benefits of the study are creating an awareness in your child of the relational mechanisms that foster good learner well-being in schools and general improvement in learning. Participation in this study will give your child an opportunity to share his/her experiences of the influence of teacher-learner relationships on his or her well-being. Your child will contribute to academic learning, provide teachers with insights needed to create a learner friendly environment and gain an understanding of how interpersonal relationships can affect his/her psychological well-being at school.



I am asking for your consent to include your child in this study because he/she is best placed to provide the information required by this study since he/she is doing Grade Seven and has been selected to participate in this study. I expect to have 14 Grade seven learners, other than your child, participating in the study.

If you allow your child to participate in the study, I shall request him/her to take part in an interview. In the semi-structured interview, your child will answer questions about his/her experiences of teacher-learner relationship and its effects on his or her well-being at school. As a researcher, I shall adhere to measures put in place by the Ministry of Health and Child Welfare (Zimbabwe) and World Health Organisation (WHO) to contain the spread of COVID- 19 pandemic when conducting interviews, such as physical/social distancing, sanitising and wearing of facemasks. The researcher will conduct an on-line research or virtual research (using what's-up application) or electronic interview. An alternative approach will be a telephone interview. The researcher will provide the data bundles for the purpose of the interview. The interview will take approximately ninety minutes at the school where your child is learning following a mutually agreed time and convenient place.

I am going to use audio recording during the interview. Permission is sought from you for an audio recording to be made of the interview with your child to ensure that the interview is accurately captured.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are that teachers will get insights needed to create a friendly classroom environment and create an awareness in learners of the importance of good teacher-learner relationships that promote child well-being. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participating at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in this study now and change your mind later without any penalty.

In addition to your consent, your child must agree to participate in the study. You are being asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be kept a secret and stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

If you have questions about this study, please ask me or my supervisor, Dr H. Olivier (supervisor's name), Department of Psychology of Education, College of Education, University of South Africa. My contact number is 0772 646 056 and my e-mail is elphanosh2002@yahoo.com. The e-mail of my supervisor is olivih@unisa.ac.za. Permission for the study has already been given by the Permanent Secretary, Ministry of Primary and Secondary Education (Zimbabwe) and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name _____ of
child: _____

Parent/Guardian's name (print)

Parent/Guardian's signature

Date

Eiphanos Hove

Researcher's name (print)



Researcher's signature

Date

APPENDIX I: LETTER REQUESTING ASSENT FROM LEARNERS IN A PRIMARY SCHOOL TO PARTICIPATE IN A RESEARCH PROJECT

**United College of Education
Old Falls Road
Bulawayo**



23 February, 2021

Dear learner,

My name is Mr. Eiphanos Hove. I am carrying a study on exploration of teachers' and Grade seven learners' experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners. I would like to ask you to take part in an interview. I will ask you questions about your relationship with your Grade Seven teacher and how the relationship with your teacher affects your learning and enjoyment of school. I am trying to learn more about how learners socialise with their teachers and find out how their well-being is affected by their relationship with teachers.

If you accept (say YES) to do this, I will engage in a conversation with you. I will come to your school to talk to you during school time. I will practice social distancing, wear a face mask and maintain hygiene to protect ourselves from COVID-19 pandemic. I will not ask you to do anything that may hurt you or that you do not like. Information that you will give during the interview will not be known by anybody, except the researcher. Your name will not be mentioned or revealed at any point in the study or research report. Your details will be kept a secret.

I will ask your parents if you can take part. If you do not want to take part, it will also be fine with me. Remember, you can say yes or you can say no and no one will be upset if you do not want to take part, or even if you change your mind later and want to stop. You can ask any questions that you have now. If you have a question later that you did not think of



now, ask me next time I visit your school or communicate with you. Please speak to your parents (mommy or daddy) or guardians about taking part before you sign this letter. Signing your name at the bottom means that you agree to be in this study.

Regards

Eiphanos Hove- Researcher

Your Name	Yes, I will take part (Tick)	No, I don't want to take part (Tick)

Name of Witness

Signature

Date



Eiphanos Hove

Name of Researcher

Signature

Date

APPENDIX J: LETTER REQUESTING TEACHERS TO PARTICIPATE IN RESEARCH

Dear Colleague,

I, Eiphanos Hove, would like to invite you to participate in research being undertaken at your school. The research is a requirement for a doctorate degree in Psychology of Education, with the University of South Africa (UNISA). For my studies, I am expected to do a research project. My research topic is:

An exploration of role players' (teachers' and learners) experience of the influence of teacher-learner relationship on the psychological well-being of Grade seven learners in Zimbabwe.

The main purpose of the research is to explore how relationships shared by teachers and learners at your school influence the well-being of learners. The research study will among other things seek to identify strategies for establishing and maintaining close teacher-learner relationship in order to safeguard the good psychological well-being of learners in schools.

The research study will involve undertaking a semi-structured interview with you. The information gathered in the interview will be treated as strictly confidential and will be used solely for academic purposes only. There is no remuneration for participation. You have the full right to withdraw at any stage of the study and such withdrawal will have no negative consequences. I request you to complete and sign the consent form before taking part in the study. I refer you to the Information and Consent to Participate Form attached to this letter for your consideration.

I hope to visit your school and explain to you any issues about the research. I will explain the nature of the research and what will be expected of you and how the audio recordings will be done during the interview. The objective is to place you in a position where you can make a responsible choice about whether to participate.

Thank you for choosing to participate in this study. I hope that information obtained in this study will provide insights into the importance of teacher-learner relationships in maintaining the psychological well-being of learners. The research will benefit you in identifying different strategies of sustaining the well-being of learners by creating a learner friendly classroom atmosphere.

Thank you.



Eiphanos Hove.

APPENDIX K: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR TEACHER PARTICIPANTS



Date of interview: 20-07-21

Duration: 1 hour each session

Location of Interview:

Interview Topic: A description of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in Bulawayo, Zimbabwe

Introduction

Thank you for coming to this interview. I explained to you that we were to meet so that you will share your views on the influence of teacher-learner relationships on the psychological well-being of Grade seven learners. Your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel compelled to say something you are uncomfortable with. The information you provide will help in the development of a framework to guide student-teacher relationships and the attainment of learner psychological well-being in primary schools.

1. Background questions asked- age, gender, teaching experience, and disability status
2. What is your understanding of learner well-being?
3. How is your relationship with the learners in your classroom?
4. In what way is the relationship promoting or inhibiting learners' well-being?
5. How did the relationship with individual learners regulate learners' physical health in terms of a) life style b) stress management, c) being emotional, d) mood swings?
6. How did your relationship with learners affect their ability to remain resilient in the face of pressure and challenges?
7. How did your relationship with learners affect their school progress?
8. Explain how you impact individual learners' self-concept at school?
9. Describe how the relationship with learners affected their autonomy at school.
10. In what way have you assisted learners to embrace their life goals?
11. How have you contributed to learners' emotional well-being?
12. In what way have you assisted individual learners to embrace self-acceptance and positive living?
13. Describe how the relationship with learners influenced their thinking and problem-solving skills.
14. How has the relationship with individual learners helped them to grow?
15. Explain how relations with individual learners influenced their positive relationship with others.
16. How did your relationship with individual learners influence their environmental control?
17. Did you discuss personal matters with individual learners? If so, how did it impact their well-being?
18. Describe one or two memorable experiences in your relationship with individual learners?
19. Describe challenging experiences you have had in your relationship with individual learners?
20. Any other thing you would like me to know about how teacher-learner relationship affects the well-being of learners?

I think that's basically everything I had to ask you to talk about. Have you got anything else you would like to say or any kind of final thoughts, or anything you would like to follow up that I haven't asked you?

I thank you for participating in the interview.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX L: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR LEARNER PARTICIPANTS

Date of interview: 20-07-21

Duration: 1 hour each session

Location of Interview:

Interview Topic: A description of the influence of teacher-learner relationships on the psychological well-being of Grade seven learners in Bulawayo, Zimbabwe

Introduction

Thank you for coming to this interview. I explained to you that we were to meet so that you will share your views on the influence of teacher-learner relationships on the psychological well-being of Grade seven learners. Your name will be kept confidential. You are kindly asked to be honest in giving your views. You should not feel compelled to say something you are uncomfortable with. The information you provide will help in the development of a framework to guide student-teacher relationships and the attainment of learner psychological well-being in primary schools.

- 1 Ask the learner to talk about his or her background- age, gender, grade, and disability status
- 2 What is your understanding of well-being at school?
- 3 Tell me about your relationship with your teacher in terms of being close, dependent or in conflict? Tell me how you feel about the relationship?
- 4 How is the relationship with the teacher promoting your well-being?
- 5 How did your relationship with the teacher affect your physical health in terms of a) life style b) stress management b) being emotional d) happy, etcetera?
- 6 In your view, how did your relationship with the teacher affect your motivation to learn?
- 7 In what way is the relationship with the teacher contributing to life-satisfaction?
- 8 Explain how the relationship with the teacher affected your self-image at school?
- 9 How has the teacher assisted you to be in control of your education?
- 10 Describe how the relationship with the teacher affected your independence at school.
- 11 How has your interaction with the teacher assisted you to fulfil your school goals?
- 12 How did relations with the teacher affect your emotional well-being?
- 13 In what way have you been assisted by the teacher to accept your situation and live positively?
- 14 How has the relationship with the teacher helped you to grow?
- 15 Explain how the relationship with the Grade seven teacher influenced your relationship with other teachers in the school (positive or negative).
- 16 How did your relationship with the teacher influence your ability to control things around you?
- 17 How far have you been able to talk about personal matters with your teacher?

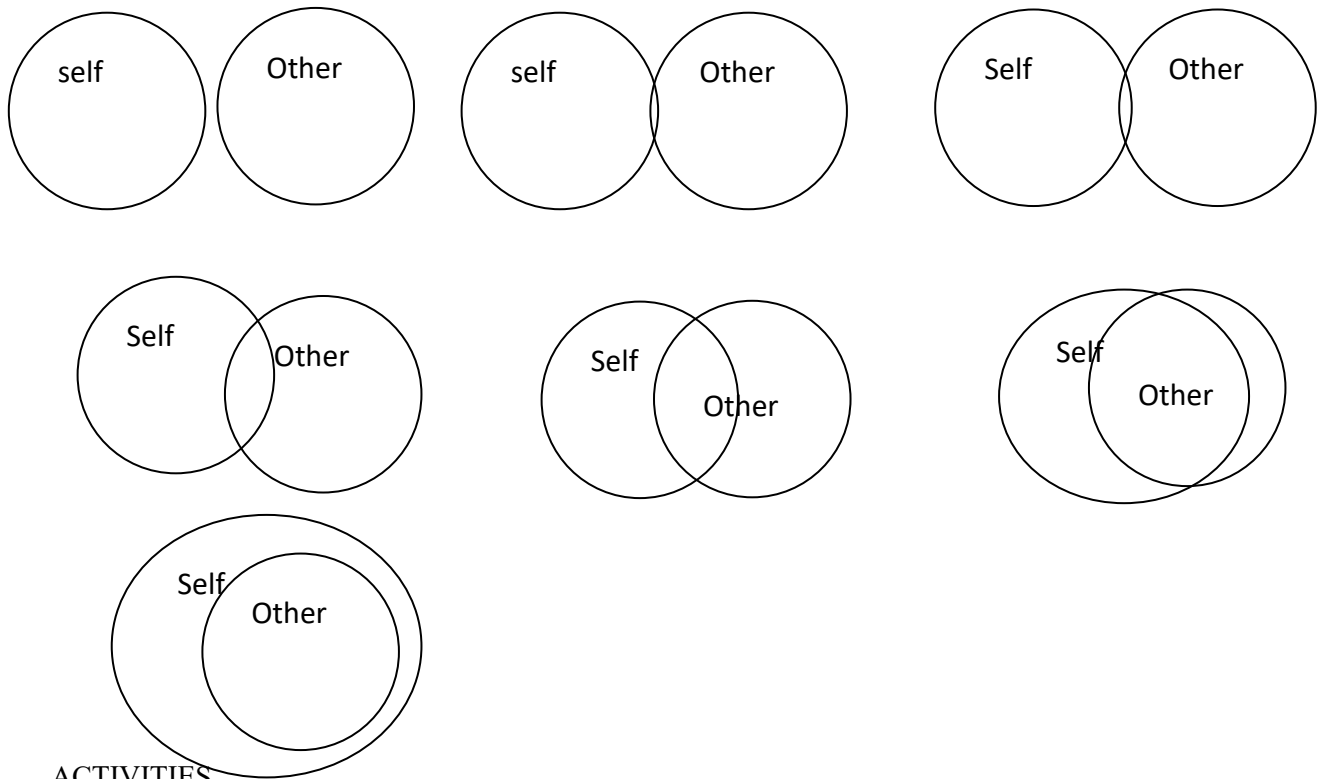
- 18 Tell me some exciting personal experiences you have had in your relationship with the teacher?
- 19 Tell me about challenging experiences you have had in your relationship with the teacher?
- 20 Any other thing you would like me to know about your well-being at school?
- I think that's basically everything I had to ask you to talk about. Have you got anything else you would like to say or anything you would like to follow up that I haven't asked you?

I thank you.



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX M: INCLUSION OF THE OTHER IN THE
SELF (IOS) SCALE



ACTIVITIES

1. Please circle the picture above which best describes your relationship with the teacher
2. Discuss each teacher-learner relationship depicted by the circles (the seven IOS pairs of circles) in terms of close, average and distant relationship.
3. Describe what you think is a good teacher-learner relationship
4. Describe how experiences of close, average and distant relationship influence your psychological well-being.

APPENDIX N: EXAMPLES OF INTERVIEW TRANSCRIPTIONS

Moderator/ Interviewer: Eiphanos Hove

Teacher and Learner Participants: (Pseudo names)

Question	Teacher Excerpts	Learner Excerpts	Themes
Interviewer: What do you understand by learner well-being? Psychological well-being? Teacher-learner relationship?	Teacher 005: It is the learner's state of happiness, or health, the learner's state of being Teacher 021: I look at the learner as a whole person, welfare should look at physical, mental, social, spiritual, and emotional well-being. Well-being encompasses the totality of feeling good. Teacher 015: It is the satisfaction of the learner's physiological and emotional needs. Teacher 024: from my view, learners are well taken care of. The school is responding well to the needs of the learner in terms of their physical, social, emotional and health needs.	Kupa: To me well-being is being happy at school. I will be in good health. I will be learning well. Natasha: It is my welfare. How I am feeling as a learner Jim: Good relationship between the teacher and learner. Learning goes on well. The classroom is well ordered and lessons are interesting. Lorata: It is feeling well and being healthy. Marvel: Being fine or in good health, comfortable, exercising, doing well at school, having friends, having trust in the teacher. Anesu: It is where you feel alright and happy. You are in the right place.	Psychological well-being tenets Formal learning and learner well-being
What do you understand by	Teacher 015: For learners to self-actualise, they need good teacher-learner relationships.... the rapport.	Lima: It means having good standing with the teacher (Kuwirirana in Shona).	Understanding teacher-learner relationships

teacher-learner relationship?	If the teacher is hostile to learners, it creates an environment in which learning and teaching becomes hard or difficult Teacher 32: It refers to how the teacher relates to his or her learners and how the learners relate to teachers as well. It is a two-way thing-	Kupa: This means the teacher and the learner like each other. The teacher and learner are friendly to each other. She does not separate herself from the learner. Natasha: The teacher and the learner live well together. They associate very well.	
What does learner psychological well-being involve?	Teacher 006: Mental well-being of the child. It is the learner's mental health. Teacher	Kupa: It involves teacher's care. I also need friends at school because I like to play.	Psychological well-being tenets
What indicators of well-being have you noticed in learners?	Teacher 005: If the learner is healthy, he or she participates in class well, and is friendly. When not well, the learner gets harsh, withdrawn and absent minded Teacher 32: Every morning, I usually make sure that I get to know or find out the health status of all my learners. I do a physical check up on them as I mark them in the register. I keep a health record. The school checks on us that we comply.	Anesu: I enjoy her lessons because she makes learning interesting. I get all the support I need at school. Other things, I am always happy. I enjoy to learn Maths. Son: I never have time to talk to my teacher. I will be busy and he will be busy as well, teaching and marking exercise books. There is pressure. Natasha: Sometimes I become overwhelmed and stressed by Grade Seven workloads. The subjects under the new curriculum are too many. Jim: The learner (Kudzai) that I sit next to in our classroom is a bully. He threatens to beat me	Formal learning, positive teacher-learner relationships and positive mental well-being

		and makes noise that disturbs other learners.	
Describe the relationship that exist between you and your teacher/learners. How close are you to the teacher? Learner?	Teacher 15: I am attached to my learners. It may be different where a learner is problematic. I become hard on the learner. Obvious relationships become strained. You can't trust bad boys. Teacher 032: In this school we promote Christian values. We care for our learners. Caring is our motto. My relationship with my class is controlled by my good moral values. Thus, why I am very close to my class. Teacher 006: Umm..I think as a teacher, I play a very important role in creating close relationships with them to create a conducive environment for them to learn. I try to make the classroom safe for learning. It means that my interaction, relationship with them should be such that learners can feel that they are safe in my hands and I should be that teacher filled with warmth, who is welcoming and who is	Kupa: My teacher is very close to me. I like my teacher so much. He is very friendly to me. I enjoy learning. Aka: I am a prefect. My teacher, aaah likes me and I like him. I talk to him. He is very friendly to us. Tatasha (20): It is a very close one. Even with my old teachers it was close. They really care for us and they make sure that we are fine every single day. Jim: It is close. When it comes to Maths the teacher loves me because I am good at Maths. Jack: I like him and he likes me. He does good things for me. Lima: At school, my teacher makes learning funny for us so that we enjoyable learning. I like my teacher. He treats us well. Son: My relationship, it is not there.... eeeem let me say distant, yes. It is possible to spend a week without talking to him one to one except when learning you can't avoid talking to him.	Teacher-learner relationships of Grade seven learners.

	open.... However, my relationship with learners is just satisfactory. The relationship is not too close or too distant.		
Describe feelings the teacher/learners manifest as they interact with you	Teacher 005: Some are afraid, and passive while others are happy, and caring Teacher 014: Learners may feel hurt, disconnected, fear, depressed, and despair. Teacher 006: Learners are generally happy and enjoy learning.	Anesu: He is too strict and hard. I fear him. Son: The teacher favours to talk to some learners. She doesn't involve me and my friends and I am used to that. I think we do not matter in her life. I think our teacher is hard on me.	Emotional feelings of Grade seven learners
Describe your relationship with your learners/teacher in terms of being close, distant or dependent.	Teacher 009: I am very close to my class. We talk, share, laugh together. I am friendly to all of them. Teacher 8: Learners are not all that close to their teacher. Teacher 15: Personally, I am attached myself to learners. I am closely attached to most of them. I resonate with their feelings Teacher 024: Relationships are quite good. However, the amount of work is too much as I try to cover up for lost time. Aaaah... the	Son: My relationship with my teacher is distant. It is possible to spend a week without talking to him except to say 'Good morning' and participating in class. Lima: I like to be taught by male teachers. My present teacher is close to me. We share a lot. Kupa: My teacher is friendly to me. I think I am close to the teacher. Natasha: It is a very close relationship. Even with my old teachers our relationships were close.	Description of Teacher-learner relationships

	demands of the new curriculum!		
In what way does your relationship with learners/teachers influence learner well-being?	Teacher 31: Good relationships mean improved interaction, free association, care and warmth. Tonho: Close teacher-learner relationships result in learners being intrinsically motivated while distant relationships may lead to the mistrust of teachers and negative attitudes towards learning.	Kupa: Teachers should teach us well. I need to be cared for all the time. I need to be in a relationship with my teacher. Teachers should not judge me, “Hey you are lazy, stupid, and a liar” This is not good for my well-being. Aka: I become unhappy and stressed when the teacher is not fair with me and when the teacher practices favouritism Aka: When the teacher praises me about having done well. It’s good when the teacher showers praise on me. It’s also good when the teacher is supportive of me and friendly to me.	Psychological well-being and teacher-learner relationships
At your school you enrol orphans, former street kids, and learners from sheltered homes, describe their relationship with you	Teacher 15: I have two cases whom I am connected to. They respond very well.... I have developed a very close relationship with them. There is also another boy that I am in good books with now, but who was very hostile at first, bullying others and wouldn’t do work. His behaviour was raw. The change in behaviour has been dramatic.	Aka: I am very happy in my class. I told you before that I am in a close relationship with my teacher. Because of the relationship that is good, I am able to focus on learning. The teacher is patient, hardworking and dedicated to his work. Kupa: I feel emotional when I am not making good progress at school. I try hard and still face challenges. I then give up.	Influence of teacher-learner relationships on learner psychological well-being Relational outcomes

Explain how your relationship with learners influences their resilience at school.	Teacher 15: I act as a role model for the learner who identifies with me.,	Natasha: My teacher tells me to be myself always, to be natural or real and to be strong. To continue in whatever, I do. Jim: I can persevere when I want to and when they are gains. My teacher is very supportive of that.	Personal development, self-acceptance and resilient behaviour
How does your relationship with learners contribute to their physical well-being?	Teacher 14: The closeness of a relationship means that the learner is able to relate with the teacher, share experiences and get empowered to deal with physical problems e.g worry, stress etc Teacher 5: A learner who manifests anger, is withdrawn, and isolated and does not participate in classroom activities can be groomed	Marvel: I am physically fit. My lifestyle has been changed by my teacher. I can now stand pressure from other learners and school work. Anesu: I feel that I am in the right place. My health is good and the teacher accommodates me. I feel free to contribute when in the classroom. Lima: I am happy, I enjoy myself, my lifestyle is on good path. Son: I am not connected to the teacher whatsoever!	Learner well-being and physical well-being
Describe how your relationship with learners affects their autonomy	Teacher 5: I empower all the learners. I give them opportunities to demonstrate maturity and engage in self-regulated learning. Teacher 13: I listen to my learners and let them have confidence in their opinions. By so doing they engage in discussions in	Aka: I am able to do things for myself without challenges. I do homework without assistance from others. I make and carry out own decisions. I carry out school activities with confidence and do them well. I think I am able to do things on my own. Kupa: I have seen that my teacher is always grooming me	Autonomy and choice in life Self-regulated learning at school Formal learning, positive interpersonal relationships and

	which they pose their views.	to be independent. He is my model.in everything that I do.	independent living
Describe how your relationship with learners affects their self-concept	Teacher 5: I think I have been able to demonstrate how it feels to have a positive self-concept, a positive self-regard. I try to help my learners hold themselves in good light. I help them to achieve their goals and boost their self-ego.	Kupa: I am a big girl and about to complete Grade Seven. This is an achievement for me. Aku: I am very satisfied with my education and my life. Jack: I have high self-esteem. I am hard working and intelligent (Laughs). Although I am able to socialise with others, I feel lonely when my teacher is not there.	Personal growth and self-acceptance Formal learning
In what way have you assisted learners to embrace their life goals?	Teacher 019: I give my learners guidance and counselling. It opens learners' minds and gives them self-confidence in what they intend to pursue in life.	Jim: Honestly, my teacher is helping me to follow my choices and pursue my goals. I want to be a doctor so my teacher tells me to pass Science and Mathematics subjects. Aku: I have goals which I shared with my teacher. I want to be a police officer like my father though.	Formal learning and purpose in life
Tell me about challenging experiences you have had in your relationship with the teacher/learner?	Teacher 019: Some learners find it difficult to open up and share experiences with their teachers. Teacher 021: Distant teacher-learner relationships contribute to learners being bored and anxious. This affects the learner's self-concept, autonomy, physical well-being, resilience and	Son: Because school does not interest me, I sometimes do not come to school, and even think of transferring to a new school. Kupa: Some learners lack commitment to work in the classroom. Aka: Resources are not enough. Schools are far from being child friendly.	Challenges to learner psychological well-being Lack of open communication Lack of motivation and

	achievement of goals. Such learners feel emotionally disengaged in their school life. They disengage behaviourally and cognitively. Teacher 25: Learners from sheltered homes or village are tricky. They are drawn from streets, orphaned and rehabilitated. The children have shaky backgrounds which may not mend easily. They need rehabilitation, grooming, and counselling.	Marvel: Some teachers do not have time for learners.	commitment to work Availability of resources to support learner psychological well-being Emotional engagement of learners Vulnerability of learners and satisfaction of their psychological well-being
--	--	--	--

APPENDIX O: RESEARCHER'S REFLECTIVE JOURNAL EXAMPLE

On a Monday afternoon, I approached a group of five boys who were seated under a tree, with the intention to greet them on my way to the interview room that I had been allocated to. We exchanged greetings in a jovial way. I asked them where they stayed because I had learnt that at the school learners came from the village and from the surrounding suburb. This particular group resided at the village in four different families. I then enquired about their experiences in their different families. At first, they appeared very reserved but later revealed that they stayed in families of eight, four, six, and seven children. All of them were orphans and they did not know their parents and families. They were taken to SOS children's home at a very young age.

They told me about two boys who were picked from the streets of Bulawayo and seconded to SOS school and SOS families. They joined the school during the third term. On the previous day the two boys ran away from SOS school back to the streets of Bulawayo. The boys had issues with their teacher at SOS who was not in a good relationship with them (26/09/2021).

On this particular day, I saw a boy who was brought to school by his parents. What stroke me was how the parent was dragging the boy by the hand and the loud cry coming from the boy. The boy kept saying he did not want to learn at the school. The teacher was accusing the boy of being lazy. The other things happened in the school office out of my sight (29/09/2021).

One of the Grade seven teachers at one of the research school sites reported that she was overwhelmed by cases that some learners brought to her attention. The cases were brought to her in confidence. The challenge was that the issues were personalised and too many to attend to at school. She failed to assist the learners although she felt the need to help them. Her emotional well-being was being affected in a negative way by the cases she handled (4/10/21).

APPENDIX Q: PROOF OF REGISTRATION

1116

A I R M A I L

HOVE E MR STUDENT NUMBER : 53321588

UNITED COLLEGE OF EDUCATION

1156 OLD FALLS ROAD ENQUIRIES TEL : 0800 001 870

BULAWAYO

ZIMBABWE e-mail : mandd@unisa.ac.za

2026-02-20

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: PHD (PSYCHOLOGY) (90058)

PROVISIONAL EXAMINATION

CODE PAPER S NAME OF STUDY UNIT NQF crdts LANG. EXAM.DATE CENTRE(PLACE)

Study units registered without formal exams:

@ TFPSY02 PhD - Psychology of Education ** E

TFPSY02 PhD - Psychology of Education ** E

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

Your attention is drawn to university rules and regulations (www.unisa.ac.za/register).

Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,

and thereafter must complete 48 NQF credits per year.

Students registered for the MBA, MBL and DBL degrees must visit the SBL's ES On Line for study material and other

important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be

demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement

in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating

academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must

be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be

allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same

College for a period of five years after such exclusion, after which you will have to re-apply for admission to any

such qualification.

Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's

qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a

candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate

must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the

Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

RECEIPT NUMBER: CASH: CHEQUE: CARD: POSTAL ORDER: MONEY ORDER: FOREIGN:

20260220-1493-032 16680.00

(Straight)

STUDY FEES: 16680.00

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof MM Sepota

Registrar 0108 O 00

APPENDIX R: Language Editor's Certificate

30 October 2025 Declaration of Professional Edit A DESCRIPTION OF EXPERIENCES OF THE INFLUENCE OF TEACHER LEARNER RELATIONSHIP ON THE PSYCHOLOGICAL WELL-BEING OF GRADE SEVEN LEARNERS IN URBAN BULAWAYO, ZIMBABWE. By EIPHANOS HOVE I declare that I have edited and proofread this thesis. My involvement was restricted to language usage, spelling, completeness, consistency, referencing style and formatting of headings and captions. I did no structural re-writing of the content. I am qualified to edit, being in possession of an MBA, BA (Special Honours) in English, BA General (English and Linguistics) and NSJ Training in Advanced Sub-Editing. Sincerely, Kamurai Mudzingwa