

Research Paper

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

Devapramod VB^{1*}, Dr. Rekha Sharma²

ABSTRACT

The teacher-student relationship is a crucial component in academic engagement and healthy attitude formation among students. In this context, the present study aims to investigate the relationship between the teacher-student relationship and academic motivation among high school students. Further role of school satisfaction is also explored. The sample of the study was composed of high school students ($n = 700$) studying at government schools in Kerala. The data was collected using a questionnaire through face-to-face interaction. The amotivation subscale of the Academic Motivation Scale, High-school Satisfaction Scale and Teacher–student relationship Inventory were used to measure variables. A correlational design was used for this study. The results indicate that school satisfaction and the teacher-student relationship are negatively correlated with amotivation, indicating a direct relationship of academic motivation with school satisfaction and the teacher-student relationship. Linear regression analysis identified the teacher-student relationship as the best predictor of amotivation. Further mediation analysis indicates that school satisfaction mediates the relationship between the teacher-student relationship and amotivation. The study highlights the importance of warmth in the relationship between teacher and student for a better school experience for the students.

Keywords: *Teacher-student relationship, Academic achievement, Academic motivation, School satisfaction, Amotivation, High school students*

Academic motivation serves as a fundamental construct within the realm of educational psychology, intricately associated with students' learning outcomes, levels of engagement, and overall academic success (Atik & Çelik, 2022; Bayoumy & Alsayed, 2021; H. Wu et al., 2020). During the adolescent stage, as students experience both cognitive and emotional growth, the significance of motivation becomes exceptionally pronounced. Among the most impactful interpersonal dynamics present in educational settings is the rapport established between teachers and students (Emslander et al., 2025). Empirical evidence consistently demonstrates that positive relationships between teachers and students play a crucial role in enhancing students' academic motivation by creating a supportive, respectful, and emotionally secure learning environment (Liu et al., 2020; Scales et al., 2020).

¹PhD Research Scholar, Dept. of Psychology, Shri Venkateshwara University (SVU), Gajraula, Delhi, NCR

²Professor, Dept. of Psychology, Shri Venkateshwara University (SVU), Gajraula, Delhi, NCR

*Corresponding Author

Received: October 05, 2025; Revision Received: December 01, 2025; Accepted: December 05, 2025

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

The quality of teacher-student relationships in India is suffering an observable deterioration. It is a marked departure for the respect enjoyed by those associations in the past historically (Devi, 2018). Several factors lead to the disturbing development. Teacher training methods have fallen behind the times and do not meet the needs of today's classrooms. Professional stress on teachers has risen sharply in the past few years. Commercialism in the field of learning has transformed the educational scenario (Khangura, 2019). Enlargement of classes makes individual connections impossible. There is an acute shortage of professional counselling facilities for both teachers and pupils. Schools consistently fail to recognize and develop the individuality of learners. Teachers report themselves facing numerous challenges in their everyday functioning. Excessive workload and administrative tasks make them exhausted. Infrastructure facilities for countering them are meagre. Developing genuine connections with pupils has become increasingly difficult (Devi, 2018; Kuril et al., 2021). Those challenges as a whole inhibit the development of positive and meaningful associations. Historical connections between teachers and learners are progressively failing.

Teacher-Student Relationship

Teacher-student relationship includes the interpersonal processes and interaction behaviors between teachers and learners in educational settings. It involves different aspects such as emotional support, educational guidance, mutual respectfulness, and effective intercommunication. An affirmative teacher-student relationship is defined by warm feelings, trustfulness, clear intercommunication, and little conflict (Roorda et al., 2011; Wang, 2023). In the context of schooling, especially at the age of adolescence, the connections serve as the vital developmental resource. Teachers who establish stronger linkages with learners provide the feeling of membership and psychological security in the classroom. In addition to influencing educational outcomes, the connections also tend to influence the social and emotional development of learners significantly. It plays an important part in defining how students frame their educational experience, respond to learning contents, and meet challenges (Ansari et al., 2020; Ibrahim & Zaatari, 2020; Longobardi et al., 2016).

In the Indian educational scenario, the relationship between the teacher and the student was long established on the lines of the Guru-Shishya paradigm. It stressed upon profound respect, lifetime mentorship, and all-round development of the pupil. Teachers were father- and mother-figures and enjoyed an exalted standing in society. Students had been required to exhibit complete deference and respect. It was this tried-and-tested paradigm that resulted in close and long-term associations between teachers and learners (Behl & Pattiaratchi, 2023; Nikam, 2025; Rajguru, 2024). However, the contemporary Indian educational institutions function on entirely different principles. The education system has proliferated at a very rapid pace in order to accommodate the increasing populace. While access to educational infrastructure has been made easy, the quality of people interaction has suffered. Transiting beyond the ancient mode of instruction towards the newer mode has generated resentment. Most teachers find it challenging to merge authority with excessiveness (Camas et al., 2021; Devi, 2018). Students today possess different inclinations and modes of communication as compared to their seniors (Yadav et al., 2022).

Positive teacher-student associations pay large dividends for students' learning and personal growth. Students who enjoy positive connections with teachers exhibit increased motivation and engagement for learning. Students are more active participants in the classroom and

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

display more persistence when confronted by learning challenges (Emslander et al., 2025; Zhang, 2025). Supportive relationships also provide positive behavior outcomes and fewer disciplinary issues. Students feel more at ease approaching teachers for assistance or asking about their challenges when they feel trust toward teachers (Di Lisio et al., 2025; Sointu et al., 2017). Emotionally, high-quality teacher-student connections act as a buffer for stress and anxiety. Teenagers who see their teachers as caring and encouraging report more positive self-esteem and higher emotional well-being (Nazish & Kang, 2024; Zainullah et al., 2023; Zhou et al., 2023). Negative-quality connections may lead to disengagement, lowered achievement, and higher drop-out rates. Students develop less-than-positive attitudes toward school and learning. Lack of positive teacher connections places students at risk for learning failure as well as social-emotional challenges. Hence, an investment in the quality of those connections becomes critical for building productive learning contexts.

Academic Motivation

Academic motivation refers to the interconnection between internal and external influences driving students into learning activities, overcoming challenges, and achieving their learning targets. It encompasses the aspirations, ambitions, and requirements infusing and directing academic actions (Ryan & Deci, 2000). Self-Determination Theory provides a sound lens for explaining academic motivation by differentiating intrinsic and extrinsic forms (Deci & Ryan, 1985). Intrinsic motivation occurs when learners engage in learning for the intrinsic satisfaction and pleasure it provides. Extrinsic motivation consists of engaging in learning for the promise of external returns or to avoid some ill effect. Additionally, the theory identifies amotivation as the state where learners show no desire to act and do not see any link between their actions and the outcomes they provide (Vallerand et al., 1992). During adolescence, the level of academic motivation becomes highly complex as the learners face increasing academic prospects amidst challenges for social interchanges as well as for identity formation. Levels of motivation at this developmental phase provide sound predictors of educational achievement, occupational choices, as well as long-term learning habits (Gnambs & Hanfstingl, 2016; Gottfried et al., 2001).

High levels of academic motivation correlate with a variety of favorable outcomes for learners. Students exhibiting motivation tend to show improved academic performance and attain higher grades across various subjects (Gottfried et al., 2001). They demonstrate increased participation in classroom activities and engage in more profound processing of learning materials. Such students are more inclined to implement effective learning strategies, including self-regulation, time management, and metacognitive planning (Zimmerman, 2008). Furthermore, academic motivation bolsters persistence and resilience when confronted with challenges. Motivated students perceive obstacles as opportunities instead of threats. They voluntarily dedicate additional effort and time to their studies. In addition to academic achievements, motivation plays a vital role in enhancing psychological well-being and self-efficacy (Gorghiu et al., 2024; Shengyao et al., 2024). In contrast, diminished motivation or amotivation is linked to subpar academic performance and an elevated risk of dropping out of school. A motivated students frequently encounter feelings of incompetence and a perceived lack of control over their educational experiences (Legault et al., 2006). They often withdraw from academic responsibilities and foster negative perceptions toward education. The repercussions extend beyond their academic years, influencing career opportunities and overall life satisfaction.

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

Teacher-student interactions serve as an important buffer against amotivation in academics and can work actively to boost motivation among students who manifest difficulty. Teachers who develop caring and understanding connections meet basic psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). Such need-satisfying experiences serve as important requisites for building intrinsic motivation. Teachers who demonstrate genuine care for their students' growth help buffer them against feelings of inadequacy characteristic of amotivation. In individualized feedback and encouragement, they develop the self-efficacy and belief of their students in their ability to do well academically (Wentzel & Miele, 2009). Positive interactions also provide for a secure environment where students feel free to experiment academically and make mistakes. Psychological safety assumes an important position for overcoming helplessness associated with amotivation. Teachers who set high expectations but also offer adequate support find their students developing a growth mindset (Ruzek et al., 2016). Students use failures as potential learning events instead of as indices of static capacity. Also, when students enjoy an affective bond with their teachers, they internalize the values of academics and the goal of academics. The bond provides for social-emotional grounding for learning whereby it becomes meaningful and purposeful as well (Furrer & Skinner, 2003). In an Indian context where the tempo of academics is high and the level of competitiveness sharp, caring teacher relationships could buffer the demoralizing influences associated with continuous monitoring and comparison.

H1: Student-teacher relationship is related to Amotivation among high school students.

School Satisfaction

School satisfaction was defined as the student's overall assessment or cognitive evaluation of the quality of their educational interactions and school life. It comprised students' satisfaction with the various aspects of the school interaction, for instance, interpersonal connections, learning environment, and available support, and was also defined as an important predictor of well-being in educational contexts (Suldo et al., 2013; Y.-J. Wu & Becker, 2023). It embodies the whole feeling of satisfaction and positive emotions students bring about toward their school life. School satisfaction was defined as a specific part of whole life satisfaction and well-being in childhood and adolescence (Suldo et al., 2013). Students who report more school satisfaction tend to perceive their educational contexts as caring, interesting, and meaningful. Low school satisfaction suggests discontentment about school interactions and non-positive views of the learning environment (Huebner & Gilman, 2007; Lodi et al., 2019; Zhuang et al., 2025). It has increasingly become researchers' interest in educational studies due to the fact it interconnects students' subjective well-being as well as their school interactions (Tian et al., 2014). There are several factors, for instance, assistance from teachers, companionship by equals, scholastic achievement, as well as school facilities, significantly influence school satisfaction.

School satisfaction lies at the heart of students' academic as well as psychological functioning. Students who report high school satisfaction exhibit higher academic performance and higher school engagement (Lewis et al., 2011). Satisfied students go to school more consistently as well as participate enthusiastically in classroom activities. School satisfaction also correlates significantly with academic motivation, as motivated students exhibit more positive learning orientations. School satisfaction extends beyond academics by making valuable contributions toward adolescents' mental health as well as well-being. Satisfied students exhibit reduced depression as well as stress. Satisfied students

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

exhibit higher self-esteem as well as social adjustment (Cavioni et al., 2021; Korpershoek et al., 2020). School satisfaction also acts as an antidote for behavioural issues as well as school dropouts. Satisfied students develop the feeling of being an integral part of the educational community as well as stronger bonding towards the educators as well as the educational institution (García-Bacete et al., 2019). Hence, enhancing school satisfaction emerges as an important educational objective for long-term payoffs.

The relationships between teachers and students likely exert an influence on academic motivation via the mediating factor of school satisfaction. When students cultivate positive relationships with their educators, they tend to form more favorable perceptions regarding the overall school environment (Danielsen et al., 2009). Supportive interactions with teachers foster a sense of safety, trust, and belonging, which subsequently enhances overall satisfaction with their educational experience. This augmented satisfaction then promotes an increased motivation to engage in academic pursuits. The mediation process exemplifies how high-quality relationships with teachers shape students' emotional and cognitive evaluations of their school experiences (Plenty et al., 2014). Students who perceive themselves as valued by their teachers view the school environment positively, and these perceptions result in heightened motivation levels. Empirical research corroborates this mediating role, demonstrating that school satisfaction either partially or completely elucidates the connection between teacher support and academic performance (Wang & Holcombe, 2010). Within the Indian educational framework, characterized by significant academic pressures, the importance of school satisfaction may be particularly pronounced. Students who maintain constructive relationships with teachers might experience enhanced overall satisfaction despite external demands. Investigating school satisfaction as a mediating variable offers valuable insights into the psychological mechanisms through which teacher-student relationships facilitate motivational outcomes.

Based on this evidence, the following additional hypotheses are formulated.

H2: School satisfaction is related to the student-teacher relationship among high school students.

H3: School satisfaction mediates the relationship between the student-teacher relationship and academic motivation

METHODOLOGY

Sample

The research utilized a convenience sampling technique to enlist 700 adolescent students from government educational institutions in Kerala. The sample consisted of 407 male students (58.1%) and 293 female students (41.9%). The ages of the participants varied between 13 and 17 years, with an average age of 14.64 years (SD = 0.84). The largest proportion of participants was in Grade 10 (n = 500, 71.4%), followed by those in Grade 9 (n = 148, 21.1%) and Grade 8 (n = 52, 7.4%). With respect to the accessibility of school locations, 81.0% of the participants (n = 567) attended schools that were readily accessible, while 19.0% (n = 133) attended schools situated in less accessible areas. In terms of family composition, 67.3% of the students (n = 471) came from nuclear families, whereas 32.7% (n = 229) originated from joint families. Analysis of birth order revealed that 56.0% were first-born children (n = 392), 38.4% were second-born (n = 269), and 5.6% were third-born or later (n = 39). All participants were registered in standard academic programs and provided

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

informed consent or assent in combination with parental consent prior to their involvement in the study.

Design

The study employed a correlational research design to examine the relationships among teacher-student relationships, school satisfaction, and academic motivation. This design allowed for the investigation of the associations between variables and the potential mediating role of school satisfaction in the relationship between teacher-student relationships and academic motivation.

Instruments

- 1. Academic Motivation Scale (AMS-C 28).** Academic motivation was assessed using the Amotivation subscale of the Academic Motivation Scale–College Version (Vallerand et al., 1992). This subscale has four items that measure the absence of motivation in academics. It reflects situations where students feel that there is no clear link between their effort and the results of their studies. For example, students may feel that studying is pointless or that their actions do not make any difference to their academic success. Each item was rated on a 7-point Likert scale ranging from 1 (does not correspond at all) to 7 (corresponds exactly). Scores from the four items were averaged, with higher scores showing greater levels of amotivation. In the present study, the Amotivation subscale showed acceptable internal consistency (Cronbach's $\alpha = .84$).
- 2. High-School Satisfaction Scale (H-Sat Scale).** High-school satisfaction was assessed using the High-School Satisfaction Scale (Lodi et al., 2019). This self-report questionnaire was developed to measure students' satisfaction with their overall high school experience. The scale includes five dimensions. These are appropriateness of choice (CH), which shows whether students feel they selected the right school; quality of school services (SE), which measures satisfaction with facilities and services provided by the school; relationships with classmates (RE), which captures the quality of peer interactions; effectiveness of study habits (TS), which reflects how students evaluate their own learning strategies; and usefulness for a future career (AC), which assesses the extent to which students believe school prepares them for the future. Each item is rated on a 5-point Likert scale ranging from 1 (not at all) to 5 (extremely). Higher scores represent greater satisfaction in the respective areas.
- 3. Teacher–Student Relationship Inventory (S-TSRI).** The quality of teacher–student relationships was measured using the Student Version of the Teacher–Student Relationship Inventory (Ang et al., 2020). This is a self-report questionnaire developed to assess how students perceive their relationships with teachers. The scale includes three dimensions. Satisfaction reflects the positive feelings and sense of closeness students experience with their teachers. Instrumental help captures the extent to which teachers are seen as providing guidance, support, and practical assistance in learning. Conflict measures the degree of tension, misunderstanding, or disagreement perceived in the teacher–student relationship. Items are rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores on satisfaction and instrumental help indicate better teacher–student relationships, whereas higher scores on conflict reflect more negative aspects.

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

Statistical Analysis

Pearson product-moment correlation analysis was used to understand the relationship among the variables. Further linear hierarchical regression analysis was carried out to explore the predictors of Amotivation among high school students. The mediating role of high school satisfaction on the relationship between the student-teacher relationship and Amotivation is tested with mediation analysis. SPSS v.20 and JAMOVI v.2.6 were used to analyse the data.

RESULTS

Table 1 Relationship among School Satisfaction, Student-Teacher Relationship and Amotivation

Variables	Mean	SD	1	2
School Satisfaction (1)	70.31	14.16		
Student Teacher Relationship (2)	41.78	9.42	.550**	
Amotivation (3)	11.95	5.46	-.308**	-.274**

** $p < .001$

Results of the correlation analysis presented in Table 1 indicate that student-teacher relationship and school satisfaction are negatively related to Amotivation, $r = -.308, -.274, p < .001$. Similarly, school satisfaction is positively related to student-teacher relationship, $r = .550, p < .001$. Thus, the hypotheses that ‘Student-teacher relationship is related to Amotivation among high school students’ and ‘School satisfaction is related to the student-teacher relationship among high school students’ are accepted. Further, a linear hierarchical regression analysis is carried out to understand the predictive role of student-teacher relationship and school satisfaction on Amotivation

Table 2 Predicting Amotivation from Student-Teacher Relationship and School Satisfaction

Model	Predictors	β	t	R^2	ΔR^2
1	Student Teacher Relationship	-.274	-7.526**	.074**	
2	Student Teacher Relationship	-.150	-3.501**	.108**	.036**
	School Satisfaction	-.226	-5.285**		

** $p < .001$

The findings of the regression analysis obtained in Table 2 suggest that school satisfaction significantly predicts Amotivation negatively, $\beta = -.226, t = -5.285, p < .001$. There also exists the decrease of the regression coefficient of student-teacher relations when school satisfaction enters the equation, $\beta = -.150, t = -3.501, p < .001$. There has also been significant increase in the determination coefficient between Model 1 and Model 2, $\Delta R^2 = .036, p < .001$. Such an outcome supports the possible occurrence of the mediating effect. It follows the application of the mediation analysis in order to investigate the mediating effect of the school satisfaction.

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

Table 3 Direct and Indirect Effects of Student-Teacher Relationship on AMotivation

Predictor variable	Mediator Variable	Criterion variable	β	95% C.I.	
				LB	UB
<i>Direct effects</i>					
Student Teacher Relationship	--	Amotivation	-.150**	-.1354	-.0383
--	School Satisfaction	Amotivation	-.226**	-.1195	-.0550
<i>Indirect effect</i>					
Student Teacher Relationship	School Satisfaction	Amotivation	-.124**	-.1000	-.0442

** $p < .001$

Results of mediation analysis presented in Table 3 indicate that the indirect effect of school satisfaction on the relationship between student-teacher relationship is significant, $\beta = -.124$, $p < .001$. Thus, the hypothesis ‘*School satisfaction mediates the relationship between the student-teacher relationship and academic motivation*’ is accepted.

DISCUSSION

The present study examined the relationship between teacher-student relationship and academic motivation among high school students in Kerala. The study also explored the mediating role of school satisfaction in this relationship. The findings provide important insights into how interpersonal dynamics in schools influence students' motivation to learn.

The results showed that teacher-student relationships are negatively related to amotivation. This means that when students have better relationships with their teachers, they experience less amotivation. This finding supports the first hypothesis and aligns with previous research showing that positive teacher-student relationships contribute to academic motivation (Emslander et al., 2025; Liu et al., 2020; Scales et al., 2020). When teachers establish supportive connections with students, they create an environment where learning feels meaningful and worthwhile. Students who feel valued and respected by their teachers are less likely to feel that their academic efforts are pointless.

This point has important applicability in the context of Indian education. As noted earlier, there has been reported breakdown of the quality of interactions between students and teachers in India (Devi, 2018). The traditional Guru-Shishya paradigm, where deeper respect and mentorship had been emphasized, has weakened in the context of present-day educational establishments (Behl & Pattiaratchi, 2023; Nikam, 2025; Rajguru, 2024). Teachers face massive workloads, large classrooms, and inadequate institutional support (Kuril et al., 2021). These challenges make it difficult for teachers to build genuine connections with students. However, the present findings show that such relationships remain crucial for student motivation. Even in challenging circumstances, investing in teacher-student relationships can help reduce amotivation among students.

The negative relationship between teacher-student relationships and amotivation can be understood through Self-Determination Theory (Ryan & Deci, 2000). According to this theory, students have basic psychological needs for autonomy, competence, and relatedness. When these needs are satisfied, students develop intrinsic motivation. When teachers

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

establish supportive relationships, they fulfill students' need for relatedness. Students feel connected to their teachers and the school community. This sense of connection makes learning more engaging and reduces feelings of amotivation. Teachers who show genuine interest in students' progress also help fulfill their need for competence (Wentzel & Miele, 2009). Through personalized feedback and encouragement, teachers build students' confidence in their abilities. This reduces the feelings of incompetence that characterize amotivation (Legault et al., 2006).

The study also found that school satisfaction is negatively related to amotivation. Students who are more satisfied with their school experience show lower levels of amotivation. This finding is consistent with previous research showing that school satisfaction is associated with better academic outcomes (Lewis et al., 2011). When students feel content with various aspects of school life, they develop more favorable attitudes toward learning. They see school as a positive environment rather than a burden. This positive perception translates into greater motivation to engage in academic activities. Conversely, students who are dissatisfied with school are more likely to feel that their efforts are meaningless. They may perceive school as an unpleasant place where their needs are not met.

The regression analysis revealed that school satisfaction is the best predictor of amotivation. This finding highlights the importance of overall school experience in shaping students' motivation. While teacher-student relationships are important, the broader school environment also matters significantly. School satisfaction encompasses multiple factors including relationships with peers, quality of facilities, and relevance of learning to future goals (Lodi et al., 2019). When students are satisfied across these dimensions, they are less likely to experience amotivation. This suggests that efforts to improve student motivation should address the overall school climate, not just individual teacher behaviors.

The second hypothesis, which proposed that school satisfaction is related to teacher-student relationships, was also supported. The correlation between these variables was positive and significant. This means that students who have better relationships with their teachers also report higher school satisfaction. This finding makes intuitive sense. Teachers hold central positions in the everyday life of students in school contexts. Warm interactions between teachers and learners help in the positive perception of the overall school context (Danielsen et al., 2009). Teachers who are supportive, approachable, and caring create a sense of safety and belonging. This emotional security enhances students' overall satisfaction with school life. In contrast, conflictual or distant relationships with teachers can make school feel like an unwelcoming place.

The most significant finding of this study is the mediating role of school satisfaction. The mediation analysis showed that school satisfaction partially explains how teacher-student relationships influence amotivation. This means that positive teacher relationships reduce amotivation partly because they increase school satisfaction. When teachers form supportive relationships with students, students feel more satisfied with their school experience as a whole. This increased satisfaction then leads to lower amotivation. This finding reveals the psychological process through which teacher-student relationships affect motivation (Wang & Holcombe, 2010).

Understanding this mediation process has practical implications. It suggests that improving teacher-student relationships can have ripple effects on students' overall school experience.

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

Teachers who invest in building positive relationships do more than just improve their own classroom dynamics. They contribute to students' general sense of well-being at school. This broader impact makes students more motivated across all their academic activities. The finding also suggests that school satisfaction is a key mechanism linking social relationships to academic outcomes. Interventions aimed at boosting motivation should therefore consider both relationship quality and overall school climate.

In the Indian context, where academic pressure is intense and competition is fierce, this mediation process may be especially important. Students face constant evaluation and comparison with peers. The education system often emphasizes rote learning and exam performance over holistic development (Khangura, 2019). In such an environment, school satisfaction may buffer against the demotivating effects of pressure. When students have positive relationships with teachers, they experience greater satisfaction despite external stressors. This satisfaction helps maintain their motivation even in challenging circumstances. The findings suggest that humanizing the educational experience through better teacher-student relationships can counteract some of the negative effects of an overly competitive system.

The study also has implications for teacher training and professional development. As noted earlier, teacher training methods in India have become outdated (Devi, 2018). Training programs often focus on content knowledge and teaching techniques. However, the present findings highlight the importance of relational skills. Teachers need support in developing their ability to connect with students emotionally. They need to learn how to communicate warmth, provide appropriate support, and manage conflicts constructively. Professional development programs should include training on building positive relationships and creating supportive classroom climates. Schools should also address systemic barriers that prevent teachers from forming connections with students. Reducing workload, providing counselling support, and managing class sizes are important steps (Kuril et al., 2021).

The negative correlation between teacher-student relationships and amotivation was moderate in strength. This suggests that other factors also influence amotivation. Family background, peer relationships, prior academic experiences, and personal characteristics all play roles in shaping motivation. However, the significant relationship found in this study confirms that teacher-student dynamics are an important piece of the puzzle. Schools can influence this factor through policies and practices that support positive relationships.

The findings of this study align with the broader literature showing that social relationships in schools matter for academic outcomes (Ansari et al., 2020; Ibrahim & Zaatari, 2020; Longobardi et al., 2016). Students do not learn in isolation. Their motivation is shaped by the social and emotional context of schooling. Teachers who recognize this and prioritize relationships create conditions for better learning. Students who feel emotionally connected to teachers are more likely to internalize academic values (Furrer & Skinner, 2003). They see learning as personally meaningful rather than just a requirement. This shift from external to internal motivation is crucial for long-term academic success.

CONCLUSION

This study demonstrates that teacher-student relationships play a crucial role in reducing academic amotivation among high school students. The findings reveal that students who experience positive relationships with teachers show lower levels of amotivation. School

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

satisfaction emerges as an important mediator in this relationship. When teachers build supportive connections with students, students feel more satisfied with their overall school experience, which in turn reduces amotivation. These findings highlight the importance of relational dynamics in education, particularly in the Indian context where traditional bonds between teachers and students have been weakening. The study has important practical implications for schools and educators. Schools should prioritize creating conditions that enable teachers to form positive relationships with students. This includes addressing systemic barriers such as large class sizes, heavy workloads, and lack of professional support. Teacher training programs should emphasize relational skills alongside content knowledge. By investing in the quality of teacher-student relationships, schools can enhance both student satisfaction and academic motivation. Future research should explore these relationships in diverse educational settings and examine additional factors that may influence the relationship between teacher support and student motivation.

REFERENCES

- Ang, R. P., Ong, S. L., & Li, X. (2020). Student Version of the Teacher–Student Relationship Inventory (S-TSRI): Development, Validation and Invariance. *Frontiers in Psychology, 11*, 1724. <https://doi.org/10.3389/fpsyg.2020.01724>
- Ansari, A., Hofkens, T. L., & Pianta, R. C. (2020). Teacher-student relationships across the first seven years of education and adolescent outcomes. *Journal of Applied Developmental Psychology, 71*, 101200. <https://doi.org/10.1016/j.appdev.2020.101200>
- Atik, S., & Çelik, O. T. (2022). Analysis of the Relationships between Academic Motivation, Engagement, Burnout and Academic Achievement with Structural Equation Modelling. *International Journal of Contemporary Educational Research, 8*(2), 118–130. <https://doi.org/10.33200/ijcer.826088>
- Bayoumy, H., & Alsayed, S. (2021). Investigating Relationship of Perceived Learning Engagement, Motivation, and Academic Performance Among Nursing Students: A Multisite Study. *Advances in Medical Education and Practice, Volume 12*, 351–369. <https://doi.org/10.2147/AMEP.S272745>
- Behl, M., & Pattiaratchi, C. (2023). Relevance of the Guru-Shishya Parampara to Modern-Day Mentorship. *Oceanography, 36*(1). <https://doi.org/10.5670/oceanog.2023.111>
- Camas, L., Valero Moya, A., & VendrellMorancho, M. (2021). The Teacher-Student Relationship in the Use of Social Network Sites for Educational Purposes: A Systematic Review. *Journal of New Approaches in Educational Research, 10*(1), 137–156. <https://doi.org/10.7821/naer.2021.1.591>
- Cavioni, V., Grazzani, I., Ornaghi, V., Agliati, A., & Pepe, A. (2021). Adolescents' Mental Health at School: The Mediating Role of Life Satisfaction. *Frontiers in Psychology, 12*, 720628. <https://doi.org/10.3389/fpsyg.2021.720628>
- Danielsen, A. G., Samdal, O., Hetland, J., & Wold, B. (2009). School-Related Social Support and Students' Perceived Life Satisfaction. *The Journal of Educational Research, 102*(4), 303–320. <https://doi.org/10.3200/JOER.102.4.303-320>
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer US. <https://doi.org/10.1007/978-1-4899-2271-7>
- Devi, S. V. (2018). Quest for a Therapeutic Anodyne for the Degenerating Teacher–Student Relationship in New India. In S. Deb (Ed.), *Positive Schooling and Child Development* (pp. 303–323). Springer Singapore. https://doi.org/10.1007/978-981-13-0077-6_16
- Di Lisio, G., MiláRoa, A., Halty, A., Berástegui, A., CousoLosada, A., & Pitillas, C. (2025). Nurturing bonds that empower learning: A systematic review of the significance of teacher-student relationship in education. *Frontiers in Education, 10*, 1522997. <https://doi.org/10.3389/feduc.2025.1522997>

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

- Emslander, V., Holzberger, D., Ofstad, S. B., Fischbach, A., & Scherer, R. (2025). Teacher–student relationships and student outcomes: A systematic second-order meta-analytic review. *Psychological Bulletin*, *151*(3), 365–397. <https://doi.org/10.1037/bul0000461>
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children’s academic engagement and performance. *Journal of Educational Psychology*, *95*(1), 148–162. <https://doi.org/10.1037/0022-0663.95.1.148>
- García-Bacete, F. J., Marande-Perrin, G., Schneider, B. H., & Cillessen, A. H. N. (2019). Children’s Awareness of Peer Rejection and Teacher Reports of Aggressive Behavior. *Psychosocial Intervention*, *28*(1), 37–47. <https://doi.org/10.5093/pi2018a25>
- Gnambs, T., & Hanfstingl, B. (2016). The decline of academic motivation during adolescence: An accelerated longitudinal cohort analysis on the effect of psychological need satisfaction. *Educational Psychology*, *36*(9), 1691–1705. <https://doi.org/10.1080/01443410.2015.1113236>
- Gorghiu, G., Santi, E. A., Teacher Training Department, Valahia University of Targoviste, Targoviste, Romania, Pribeanu, C., & Academy of Romanian Scientists, Bucharest, Romania. (2024). An Analyze of the Relationship Between Students’ Motivation, Self-efficacy, and Academic Resilience. *Educatia* *21*, *29*, 77–84. <https://doi.org/10.24193/ed21.2024.29.09>
- Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity of academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology*, *93*(1), 3–13. <https://doi.org/10.1037/0022-0663.93.1.3>
- Huebner, E. S., & Gilman, R. (2007). Students Who Like and Dislike School. *Applied Research in Quality of Life*, *1*(2), 139–150. <https://doi.org/10.1007/s11482-006-9001-3>
- Ibrahim, A., & Zaatari, W. (2020). The teacher–student relationship and adolescents’ sense of school belonging. *International Journal of Adolescence and Youth*, *25*(1), 382–395. <https://doi.org/10.1080/02673843.2019.1660998>
- Khangura, R. (2019). *What are the perceptions of teachers in India regarding positive teacher–student relationships as a protective factor for the mental health of students?* [Text,application/pdf]. 51 pg. <https://doi.org/10.25316/IR-6205>
- Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & De Boer, H. (2020). The relationships between school belonging and students’ motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review. *Research Papers in Education*, *35*(6), 641–680. <https://doi.org/10.1080/02671522.2019.1615116>
- Kuril, S., Gupta, V., & Chand, V. S. (2021). Relationship between negative teacher behaviors and student engagement: Evidence from India. *International Journal of Educational Research*, *109*, 101858. <https://doi.org/10.1016/j.ijer.2021.101858>
- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology*, *98*(3), 567–582. <https://doi.org/10.1037/0022-0663.98.3.567>
- Lewis, A. D., Huebner, E. S., Malone, P. S., & Valois, R. F. (2011). Life Satisfaction and Student Engagement in Adolescents. *Journal of Youth and Adolescence*, *40*(3), 249–262. <https://doi.org/10.1007/s10964-010-9517-6>
- Liu, J., Zhu, Y., Sun, H., Ristaniemi, T., & Cong, F. (2020). Sustaining Attention for a Prolonged Duration Affects Dynamic Organizations of Frequency-Specific Functional Connectivity. *Brain Topography*, *33*(6), 677–692. <https://doi.org/10.1007/s10548-020-00795-0>
- Lodi, E., Boerchi, D., Magnano, P., & Patrizi, P. (2019). High-School Satisfaction Scale (H-Sat Scale): Evaluation of Contextual Satisfaction in Relation to High-School Students’ Life Satisfaction. *Behavioral Sciences*, *9*(12), 125. <https://doi.org/10.3390/bs9120125>

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

- Longobardi, C., Prino, L. E., Marengo, D., & Settanni, M. (2016). Student-Teacher Relationships as a Protective Factor for School Adjustment during the Transition from Middle to High School. *Frontiers in Psychology, 7*. <https://doi.org/10.3389/fpsyg.2016.01988>
- Nazish, A., & Kang, M. A. (2024). Exploring the Positive Teacher-Student Relationship on Students' Motivation and Academic Performance in Secondary Schools in Karachi. *Academy of Education and Social Sciences Review, 4*(2), 149–159. <https://doi.org/10.48112/aessr.v4i2.710>
- Nikam, M. (2025). Indian Education Systems: Gurukula Traditions and Methods of Knowledge Transfer. *International Journal for Multidisciplinary Research, 7*(1), 36532. <https://doi.org/10.36948/ijfmr.2025.v07i01.36532>
- Plenty, S., Östberg, V., Almquist, Y. B., Augustine, L., & Modin, B. (2014). Psychosocial working conditions: An analysis of emotional symptoms and conduct problems amongst adolescent students. *Journal of Adolescence, 37*(4), 407–417. <https://doi.org/10.1016/j.adolescence.2014.03.008>
- Rajguru, N. (2024). The Gurukul System: Ancient pedagogical Practices and their Role in Shaping Indian knowledge traditions. *International Journal for Multidisciplinary Research, 6*(6), 32743. <https://doi.org/10.36948/ijfmr.2024.v06i06.32743>
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The Influence of Affective Teacher–Student Relationships on Students' School Engagement and Achievement: A Meta-Analytic Approach. *Review of Educational Research, 81*(4), 493–529. <https://doi.org/10.3102/0034654311421793>
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction, 42*, 95–103. <https://doi.org/10.1016/j.learninstruc.2016.01.004>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>
- Scales, P. C., Van Boekel, M., Pekel, K., Syvertsen, A. K., & Roehlkepartain, E. C. (2020). Effects of developmental relationships with teachers on middle-school students' motivation and performance. *Psychology in the Schools, 57*(4), 646–677. <https://doi.org/10.1002/pits.22350>
- Shengyao, Y., Salarzadeh Jenatabadi, H., Mengshi, Y., Minqin, C., Xuefen, L., & Mustafa, Z. (2024). Academic resilience, self-efficacy, and motivation: The role of parenting style. *Scientific Reports, 14*(1), 5571. <https://doi.org/10.1038/s41598-024-55530-7>
- Sointu, E. T., Savolainen, H., Lappalainen, K., & Lambert, M. C. (2017). Longitudinal associations of student–teacher relationships and behavioural and emotional strengths on academic achievement. *Educational Psychology, 37*(4), 457–467. <https://doi.org/10.1080/01443410.2016.1165796>
- Suldo, S. M., Bateman, L. P., & Gellay, C. D. (2013). Understanding and Promoting School Satisfaction in Children and Adolescents. In *Handbook of Positive Psychology in Schools*. Routledge. <https://doi.org/10.4324/9780203106525.ch23>
- Tian, L., Chen, H., & Huebner, E. S. (2014). The Longitudinal Relationships Between Basic Psychological Needs Satisfaction at School and School-Related Subjective Well-Being in Adolescents. *Social Indicators Research, 119*(1), 353–372. <https://doi.org/10.1007/s11205-013-0495-4>
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. (1992). The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education. *Educational and Psychological Measurement, 52*(4), 1003–1017. <https://doi.org/10.1177/0013164492052004025>

Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction

- Wang, M.T., & Holcombe, R. (2010). Adolescents' Perceptions of School Environment, Engagement, and Academic Achievement in Middle School. *American Educational Research Journal*, 47(3), 633–662. <https://doi.org/10.3102/0002831209361209>
- Wang, X. (2023). Exploring positive teacher-student relationships: The synergy of teacher mindfulness and emotional intelligence. *Frontiers in Psychology*, 14, 1301786. <https://doi.org/10.3389/fpsyg.2023.1301786>
- Wentzel, K. R., & Miele, D. B. (Eds.). (2009). *Handbook of Motivation at School* (0 ed.). Routledge. <https://doi.org/10.4324/9780203879498>
- Wu, H., Li, S., Zheng, J., & Guo, J. (2020). Medical students' motivation and academic performance: The mediating roles of self-efficacy and learning engagement. *Medical Education Online*, 25(1), 1742964. <https://doi.org/10.1080/10872981.2020.1742964>
- Wu, Y.-J., & Becker, M. (2023). Association between School Contexts and the Development of Subjective Well-Being during Adolescence: A Context-Sensitive Longitudinal Study of Life Satisfaction and School Satisfaction. *Journal of Youth and Adolescence*, 52(5), 1039–1057. <https://doi.org/10.1007/s10964-022-01727-w>
- Yadav, S., Kohli, N., Yadav, A. K., Naveen, Tiwari, T., & Mishra, T. (2022). Development and Validation of Measure on Student-Teacher Relationship in the Indian Context. *Frontiers in Education*, 7, 739704. <https://doi.org/10.3389/educ.2022.739704>
- Zainullah, Mahfud, Moh., & Riniati, W. O. (2023). Exploring the Role of Teacher-Student Relationships in Academic Achievement: A Qualitative Study in Primary Schools. *The Eastasouth Journal of Learning and Educations*, 1(02), 76–83. <https://doi.org/10.58812/esle.v1i02.111>
- Zhang, Y. (2025). The Impact of Teacher-Student Relationships on Junior High School Students' Academic Achievement. *Lecture Notes in Education Psychology and Public Media*, 80(1), 74–79. <https://doi.org/10.54254/2753-7048/2024.20359>
- Zhou, D., Liu, S., Zhou, H., Liu, J., & Ma, Y. (2023). The association among teacher-student relationship, subjective well-being, and academic achievement: Evidence from Chinese fourth graders and eighth graders. *Frontiers in Psychology*, 14, 1097094. <https://doi.org/10.3389/fpsyg.2023.1097094>
- Zhuang, H., Zhao, H., Wang, Y., He, C., Zhai, J., & Wang, B. (2025). Development and validation of a school satisfaction scale for medical students. *BMC Medical Education*, 25(1), 379. <https://doi.org/10.1186/s12909-025-06962-w>
- Zimmerman, B. J. (2008). Investigating Self-Regulation and Motivation: Historical Background, Methodological Developments, and Future Prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Devapramod, VB & Sharma, R. (2025). Academic Amotivation of High School Students: Exploring the Impact of Teacher–Student Relationship and School Satisfaction. *International Journal of Indian Psychology*, 13(4), 1801-1814. DIP:18.01.164.20251304, DOI:10.25215/1304.164