

The Role of Teacher-Student Relationships in Adolescent Emotional Development


Wioleta. Karna¹ Sharmin Nasrin^{2*}

¹ Department of Social Studies, Jesuit University Ignatianum, Krakow, Poland



² Department of Educational and Counselling Psychology, University of Dhaka, Dhaka-1000, Bangladesh

* Corresponding author email address: sharminnasrin@du.ac.bd

Editor

Anela Hasanagic
Full Professor, Department of
Psychology, Faculty of Islamic
Education, University of Zenica,
Bosnia and Herzegovina
anela.hasanagic@unze.ba

Reviewers

Reviewer 1: Mohammadreza Zarbakhsh Bahri
Associate Professor (Department of Psychology, Tonekabon Branch, Islamic Azad
University, Tonekabon, Iran. Email: M.Zarbakhsh@Toniau.ac.ir
Reviewer 2: Seyed Ali Darbani
Assistant Professor, Department of Psychology and Counseling, South Tehran
Branch, Islamic Azad University, Tehran, Iran.
Email: Ali.darbani@iau.ac.ir

1. Round 1

1.1. Reviewer 1

Reviewer:

In the introduction, the authors state: "Emotional development during adolescence involves acquiring skills to understand, express, and regulate emotions in socially appropriate ways...". While this is conceptually sound, it would benefit from referencing a foundational theoretical framework in developmental psychology such as Erikson's psychosocial stages or emotional competence theory to anchor this assertion in classic literature.

The Data Analysis paragraph outlines use of thematic analysis but does not specify which six-phase model was followed (e.g., Braun & Clarke, 2006). Naming the model would help reinforce methodological rigor.

In the Findings section, the demographic description includes "51.7% adolescent students and 48.3% teachers", but this numerical representation should be double-checked. The total number of participants (29) creates percentages that are not exact and could mislead. Please consider reporting counts primarily, with percentages only if meaningful.

In Table 1, the subtheme "Conflict Resolution" is important but under-discussed in the narrative section that follows. Expand on this subtheme with more detailed participant quotes or contextual examples, especially since conflict is a crucial part of adolescent emotional life.

The subtheme “Cultural Sensitivity in Communication” introduces an important dimension, but it is underdeveloped. Please expand on what kinds of cultural references or behaviors teachers acknowledged. Were religious sensitivities, gender roles, or caste/class issues involved?

The Discussion section mentions: “This aligns with previous findings that emphasize the role of teacher responsiveness...”. While citations are provided, a more critical engagement comparing the current findings with conflicting or less consistent studies would elevate the discussion.

In the Impact on Emotional Growth theme, the phrase “Reduction in Emotional Distress” is somewhat broad. Please clarify whether participants referred more to anxiety, sadness, anger, or other emotional states. This distinction could help categorize types of distress being addressed through teacher support.

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

The last paragraph of the introduction outlines: “In response to this research gap, the present study aims to explore...”. It would strengthen the argument to more explicitly articulate how this qualitative inquiry fills the gap—especially given existing regional research on teacher-student dynamics in South Asia. Clarify whether similar qualitative work has been attempted in Bangladesh before.

In the Methods section (Study Design and Participants), the authors mention “maximum variation in terms of gender, age, type of school (urban and rural)...”. However, there is no indication of how the selection process accounted for socioeconomic status, which could significantly impact relational dynamics. Please address whether SES was considered or why it was excluded.

Under Data Collection, the sentence “Each interview lasted between 45 and 60 minutes...” is helpful, but additional clarity on the language of the interview (Bangla or English) and whether translation or interpreter services were used would enhance transparency and reproducibility.

The quote “When my teacher notices I’m sad and asks me what’s wrong...” (under Emotional Support from Teachers) is powerful. However, consider providing age, gender, or setting (urban/rural) details for the quoted participant to contextualize the interpretation.

Under Trust and Communication, the subtheme “Confidentiality and Respect” is commendable, but the sentence “I told my teacher something personal, and she never told anyone else...” could benefit from follow-up—did students express concerns about breaches of confidentiality, and how prevalent was this trust?

The quote “Even if it’s just asking ‘how are you’ every day, it makes a big difference.” (under Consistent Interaction) could be made more analytically rich by interpreting how this routine check-in contributes to emotional safety—perhaps linking it back to attachment theory.

Authors uploaded the revised manuscript.

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.