

The Effect of Teacher-Student Communication on Student's Academic Performance and Their Mental Well-Being in Boarding Schools and Day Schools: A Theoretical Analysis

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Abstract—Teacher-student communication is fundamental in shaping students' academic performance and their mental well-being. The aim of the research paper is to identify the effect of teacher-student communication on student's academic performance and their mental well-being in boarding schools and day schools. This study reviewed all research papers from Google Scholar spanning the years 2000 to 2024. The findings of the theoretical analysis suggested that the nature of the teacher student communication came out to be different between boarding schools and day schools. Further the research analysis also showed that there is a positive correlation between nature of teacher student communication, academic performance and mental well-being. Teacher communication plays a crucial role in students' academic success and mental health, with both boarding and day schools offering unique advantages and challenges. While boarding schools provide structured mentorship, they can also induce stress and social isolation. Day schools offer emotional stability through family involvement but may limit direct teacher engagement.

Index Terms— Teacher-Student Communication, Academic Performance, Mental well-being

I. INTRODUCTION

Education is a holistic process where teacher-student communication plays a crucial role in academic performance and mental well-being. While effective teacher-student communication enhances classroom participation and motivation, its impact extends beyond academics, influencing students' mental

health. Boarding schools immerse students in a structured environment where teacher-student interactions extend beyond classroom hours, fostering mentorship but also posing potential risks of stress and isolation. Day schools, on the other hand, offer limited but dynamic teacher-student engagement, with family involvement playing a significant role in students' mental well-being. Martin et al. (2014) found that boarding school students reported higher levels of teacher support, but also more pressure due to the immersive environment. In contrast, day school students experienced more independence but sometimes lacked the strong mentorship bonds that boarding school students developed. Study by Rahman and Jumani (2020) emphasized that while boarding students faced more stress initially due to separation from family, they eventually adapted and developed coping strategies. In contrast, day students maintained emotional stability due to parental support but sometimes lacked independence in managing stress.

Student Teacher Communication Dynamics in Boarding Schools Boarding school teachers engage in both academic and non-academic interactions with students, often serving as surrogate parental figures.

Advantages:

- Extended teacher-student interaction: Enhances mentorship and academic support.
- Structured guidance: Helps instil discipline and study habits.
- Close-knit community: Provides emotional support within the school setting.

Challenges:

- Authoritarian communication risks: Rigid communication styles can suppress emotional expression.
- Limited family support: Reduced parental interaction may lead to feelings of isolation.
- High-pressure environment: Strict academic and extracurricular expectations may cause stress and anxiety.
- The immersive environment, separation from family, and strict school regulations were identified as contributing factors. Luthar, S. S., & Barkin, S. H. (2012)

II. TEACHER STUDENT COMMUNICATION DYNAMICS IN DAY SCHOOLS

In day schools, teachers have structured interactions with students, focusing primarily on academic instruction.

Advantages:

- Greater student autonomy: Encourages independence and self-regulation.
- Balanced social life: Students maintain family connections for emotional support.
- Flexible teacher-student interaction: Encourages more dynamic communication styles.

Challenges:

- Limited teacher accessibility: Students may struggle to get academic or emotional support outside of school hours.
- Inconsistent learning environment: Home life differences may affect academic performance and mental health.
- Increased academic pressure: Shorter teacher interaction times may create stress due to compressed learning schedules.

III. IMPACT OF TEACHER STUDENT COMMUNICATION ON ACADEMIC PERFORMANCE

Boarding Schools

Students in boarding schools often excel academically due to structured learning environments and consistent teacher guidance. However, academic pressure in boarding schools can lead to stress. They

also foster continuous student engagement, but the intense structure can sometimes lead to burnout.

Day Schools

In day schools, students develop self-reliance, but inconsistent academic support can impact performance. Day school students experience motivation driven by both teachers and family, but distractions at home may hinder engagement. Factors such as parental support and a structured home environment contribute positively to students' mental health. Othman, N., & Rahman, S. A. (2013)

IV. IMPACT OF TEACHER STUDENT COMMUNICATION ON MENTAL WELL-BEING

Boarding schools

The students have strong peer relationships, but separation from family may cause homesickness or emotional distress. Luthar and Barkin (2012) found that students in boarding schools exhibited higher levels of psychological distress due to social isolation, rigid discipline, and academic pressure. Some studies also highlight positive aspects of boarding schools. Zhang and Li (2022) noted that boarding students often develop resilience and self-discipline, which can positively impact their mental well-being in the long run

Day schools

Students benefit from emotional stability at home, but may lack strong mentorship relationships with teachers. Zhang and Li (2022) emphasized the importance of counselling services, peer mentorship programs, and stress management workshops in improving student well-being in day schools which contribute to mental well-being.

V. MENTAL HEALTH CHALLENGES IN BOARDING VS. DAY SCHOOLS

Boarding school risks

In boarding schools, homesickness and loneliness due to lack of family contact is faced by students. There are high stress levels due to academic and disciplinary pressures. Sometimes there is limited mental health resources if school culture discourages emotional expression.

Day school risks

In day schools, students face academic stress due to limited teacher support outside school hours. There are possible family conflicts impacting the mental well-being of students. There is a lot of social comparison and peer pressure from external environments.

Strategies for Enhancing Teacher Communication and Student Mental well-being

Boarding Schools

- Implement democratic communication styles to balance authority with emotional support.
- Encourage open teacher-student dialogues about mental health.
- Introduce mentorship programs that prioritize both academic and emotional well-being.
- Strengthen parental involvement through regular virtual communication.

Day Schools

- Offer mental health resources such as counselling services.
- Encourage teachers to integrate well-being discussions into academic curriculum.
- Foster a strong school-home partnership to support students holistically.

VI. RESEARCH GAPS AND FUTURE DIRECTIONS

While previous studies have examined teacher-student communication in educational settings, there is limited research on:

- The long-term impact of boarding school vs. day school communication on student mental health.
- The role of digital communication in bridging teacher-student interactions in both settings.
- Comparative studies on the mental health outcomes of students transitioning from boarding to day schools and vice versa.

VII. THEORETICAL FRAMEWORKS

Vygotsky's Sociocultural Theory of Learning

Vygotsky (1978) emphasized that learning occurs through social interaction, with teachers playing a pivotal role in cognitive and emotional development.

In boarding schools, teachers act as both educators and mentors, shaping students' social and psychological well-being. In day schools, however, students rely on both teachers and family members for academic and emotional support.

Maslow's Hierarchy of Needs and Student Mental Health

Maslow's (1943) hierarchy of needs suggests that students require psychological safety, belonging, and self-esteem to reach their full academic potential. Boarding schools provide structured support but may compromise emotional needs by limiting family connections. Day schools offer stronger familial support but may not always provide the same level of teacher engagement and mentorship.

Communication Accommodation Theory (Giles, 1973)

This theory suggests that individuals adapt their communication styles based on their environment. In boarding schools, teachers often adopt structured communication to maintain discipline which may enhance or hinder student well-being. In day schools, teacher communication is more flexible but limited in time, potentially affecting students' ability to seek emotional support.

VIII. REVIEW OF LITERATURE

Researches on Teacher- Student communication

Martin et.al (2014) Conducted Research on "Boarding School, Academic Motivation and Engagement, and Psychological Well-Being: A Large-Scale Investigation" The study represented one of the largest studies into boarding school conducted to date. It investigated boarding school and students' motivation, engagement, and psychological well-being (e.g., life satisfaction, interpersonal relationships) controlling for socio demographic, achievement, personality, and school covariates. The main sample comprised 5,276 high school students (28% boarding students; 72%-day students) from 12 high schools in Australia. The findings suggest that students in boarding schools suffer with mental health issues as they are away from their parents and depend largely on teachers and friends for emotional availability.

OZMEN et.al (2016) Conducted Research on “The Communication Barriers between Teachers and Parents in Primary Schools” The main purpose of this study was to determine the communication barriers between parents and teachers, based on the views of primary school teachers. This study is seen as important since it addresses the barriers in communication, which is seen as vital for achieving educational aims effectively. This research was a survey type descriptive study. Due to the stratified and random type sample formation, 850 teachers were considered to be taken into the research sample; however, 514 of the distributed questionnaires were found valid. The data collection tool used in the findings revealed that teachers experienced “individual” barriers at a “general” level, but other “socio-cultural,” “accessibility” and “field and status” related barriers were experienced at the “very rare” level without any significant differences considering the gender and branches of the teachers. However, novice teachers (5 years and less work experience) stated significantly about most barriers related to the other dimensions as well. The results obtained in this study showed some major communication preventive issues between teachers and parents documented in the literature. Thus, results indicated issues such as physical distance, socio-cultural differences (language, dress, values), meeting with parents only when money is required, parents’ lack of trust in teachers and their unwillingness for cooperation, parents’ financial problems and lack of interest of teachers about informing parents of school-related issues, inappropriate schedule of school activities, teachers’ misbehaviours, parents’ education level, parents’ mistrust in teachers and managers and the like, in the research.

Amadi and Kufre Paul (2017) Conducted Research on “The Influence of Student-Teacher Communication on Students’ Academic Achievement for Effective Teaching and Learning”. The study utilized a descriptive survey design to examine the influence of student-teacher communication on academic achievement. The population comprised 100 and 200-level undergraduate students from the Department of Educational Psychology, Guidance, and Counselling at the University of Port Harcourt, Nigeria. Data were collected using a structured questionnaire, and analysis was conducted using mean scores and t-tests.

The research revealed that effective communication between students and teachers significantly enhances students’ academic performance. It concluded that open and responsive communication channels are vital for effective teaching and learning.

Nedeljko M et.al (2019) Conducted Research on “Teacher Communication Quality with Students in Boarding Schools” The study was conducted on a sample of 67 subjects, 36 females and 31 males. For the purposes of this research, a descriptive method – a survey technique – was used. The analysed results of the research showed that the majority of students feel comfortable and relaxed in communication with the teacher. According to the students, communication in boarding schools can be improved by organizing workshops on verbal and non-verbal communication, greater commitment of teachers to communication with students and having more time and patience to listen to students. The results of the study showed that students believe that teachers possess valid verbal and non-verbal communication skills and that teachers have more democratic communication than autocratic ones.

Karasova and Kleckovain (2022) Conducted Research on “Supporting Learners through Effective Communication: Student Teachers’ Communication Strategies to Address Learner Behaviour”. This qualitative study explored communication strategies employed by students and teachers to manage learner behaviour. Data were collected through classroom observations and semi-structured interviews with students and teachers in the Czech Republic. Thematic analysis was used to identify prevalent communication strategies. The study identified several effective communication strategies, including acknowledging learners’ feelings, active listening and providing clear instructions. These strategies were found to contribute to a positive classroom environment and improved learner behaviour.

IX. RESEARCHES ON TEACHER-STUDENT COMMUNICATION AND ACADEMIC PERFORMANCE

Oluwatoyin O. Busari (2012) Conducted Research on “The Effects of Teachers’ Communication Skills on Student Academic Performance” in Ijebu-Ode Township. This study employed a descriptive survey design, involving 250 students and teachers from

secondary schools in Ijebu-Ode Township, Nigeria. Data were collected using structured questionnaires and analysed using chi-square and t-test statistical methods. The research revealed a significant relationship between teachers' communication skills and students' academic performance. It emphasized that effective communication enhances clarity of lessons, student rapport with subject matter, and overall academic achievement.

Gablinske et.al (2014) Conducted Research on "A Case Study of Student and Teacher Relationships and The Effect on Student Learning" This research study explored the affective domain of teacher student relationships using a single case study design. The qualitative method in this study is derived from a constructivist viewpoint with a focus on deeply understanding this specific case of teacher-student relationships. The resulting analysis and interpretation provided a description of major themes that developed regarding strong teacher student relationships, as well as, specific components to the interactions considered essential for the student's learning environment. The outcome of this study focussed upon the experiences and procedures that guide the development and maintenance of relationships between a teacher and her students. It was concluded that better student teacher relationships improve students' understanding and help them make their learning experience better.

Khan, Mahmood, and Rafique (2017) Conducted Research on "Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success". This research involved a sample of 418 students from 14 universities offering sports sciences and physical education programs. The study assessed the role of teachers' communication skills in students' academic success through surveys and statistical analysis. The empirical data indicated a significant correlation between teachers' communication skills and students' academic performance, suggesting that effective communication by teachers plays a crucial role in students' educational achievements.

Richardson, Lane, and Flanigan (2018) Conducted Research on "How Student Performance is linked to Connecting Effectively with Teachers". This study examined the impact of teacher-student communication preferences on student motivation and performance. Data were collected from students

and teachers across various educational institutions through surveys, assessing communication preferences and perceived effectiveness. The study found that aligning communication methods between teachers and students significantly enhances student motivation and academic performance. It highlighted the importance of understanding and adapting to students' communication preferences to foster better educational outcomes.

Akudo et.al (2020) Conducted Research on "Relationship between Teachers' Effective Communication and Students' Motivation in Learning in Secondary Schools" in Anambra State. The main purpose of this study was to determine how teachers' effective communication related to students' motivation in learning in secondary schools in Anambra state. One research question guided the study. It was carried out in Anambra State and the correlational research design was adopted. All the six education zones in the State were covered. The population of the study was made up of 6,342 respondents while the sample was 634 public secondary school teachers in Anambra state representing 10% of public secondary school teachers in the six education zones of Anambra state. Data were collected with an instrument developed by the researcher. The instrument was validated by three experts. The researcher administered the instrument directly on the respondents and the Pearson's Product Moment correlation coefficient was used in the data analysis. This study revealed that the relationship between teachers' effective communication in classroom and students' motivation in learning is high and positive in secondary schools. It was recommended among others that teachers in secondary schools in Anambra State should relate well with their students through effective classroom communication in order to motivate their students and promote quality teaching and learning in the schools. Zhou, Y., & Li, W. (2024) Conducted Research to study "The Impact of Boarding School on Student Development". The study examined the effects of boarding schools on student development, including academic performance and teacher-student relationships using a qualitative analysis. In their 2024 meta-analysis, Zhong et al. investigated the impact of boarding schools on student development by synthesizing findings from multiple studies. The researchers systematically selected 49 experimental

or quasi-experimental studies, encompassing 91 effect sizes, to quantify the effects of boarding school environments on various aspects of student development. The study found that boarding school environments influence academic outcomes and highlighted the importance of supportive teacher-student interactions.

X. RESEARCHES ON TEACHER-STUDENT COMMUNICATION AND MENTAL WELL-BEING

Luthar, S. S., & Barkin, S. H. (2012) Conducted Research on “Psychological Well-being and Distress in Boarding vs. Day Students”. Research found that boarding school students exhibited higher levels of psychological distress compared to their day school counterparts. The immersive environment, separation from family and strict school regulations were identified as contributing factors.

Jagad (2020) Conducted Research on “The Psychological Well-Being and Mental Health of Students”. The study explored the components of mental health, including emotional, psychological and social well-being, and their impact on students' thoughts, feelings, and actions. The study involved 120 students from Shree Aryakul Vidyalaya in Bhavnagar city, Gujarat. The study emphasized the importance of mental health at every life stage and its influence on stress management, relationships and decision-making.

Dafre (2020) Conducted Research on “Teachers and Schools as Change Agents in Improving Mental Health”. The critical role of teacher awareness regarding mental health issues and its impact on student well-being within educational settings was investigated. The research employed a theoretical framework to analyse existing literature and theoretical perspectives on the subject. The study did not involve empirical data collection but instead focused on synthesizing information from various academic sources to provide a comprehensive understanding of the topic. The study concluded that enhancing teachers' awareness of mental health issues is crucial for fostering student well-being and academic achievement. It advocates for systemic changes in teacher education and school policies to integrate mental health awareness as a core component.

Goswami (2024) Conducted Research on “Understanding Teachers' Awareness of Mental Health and Student Well-being: A Theoretical Perspective”. The study employed a theoretical framework to analyse how educators' comprehension and responsiveness to mental health concerns can profoundly shape the establishment of supportive, inclusive and emotionally secure learning environments. The study concluded that enhancing teacher awareness of mental health not only supports students by providing them with essential support and resources but also fosters a more compassionate and inclusive educational atmosphere. Implementing such an approach necessitates collaborative efforts from educators, policymakers and other stakeholders to deploy strategies that augment teacher awareness and promote student well-being.

Need of the Study

Teacher-student communication plays a crucial role in shaping students' academic performance and mental well-being, especially in different school settings such as boarding schools and day schools. The study is essential for improving educational outcomes and fostering student well-being. Insights from this study can guide teacher training programs to enhance communication skills. This study is essential for bridging the gap between theory and practice, ensuring that teacher-student communication is optimized for both academic excellence and psychological health in diverse school settings.

Methodology

The methodology focused on analysing existing literature, theoretical frameworks, and comparative analysis by using a qualitative research approach, employing a literature review and theoretical analysis to examine how teacher-student communication influences student' Academic Performance and mental well-being in boarding schools and day schools. Existing theories of communication and learning applicable to teacher-student interactions and comparative insights on boarding and day school environments based on prior research were reviewed from Google Scholar spanning the years 2000 to 2024. The paper synthesized previous research findings to develop a conceptual framework for understanding the impact of teacher-student

communication on student Academic Performance and Mental well-being.

Results

The analysis of teacher-student communication in boarding and day schools reveals distinct patterns and impacts on academic performance and mental well-being. The effectiveness of teacher-student communication is influenced by school culture, teacher training and institutional support (OECD, 2021). Schools that prioritize teacher-student interaction through mentorship and counselling see better academic and emotional outcomes.

XI. ACADEMIC PERFORMANCE

Boarding Schools: Due to extended teacher-student interaction, students in boarding schools benefit from a more structured learning environment. Research (Allen et al., 2013) suggested that communication in boarding schools is holistic, addressing both academic and personal growth, leading to increased motivation and engagement. Ewan W. Anderson's 2005 book, *Residential and Boarding Education and Care for Young People: A Model for Good Management and Practice*, identified key elements of effective management and practice across various residential child care settings. Other factors such as the importance of using technology, and improving learning environments also enhance students' academic performance as suggested by E. A. Ntuk's 2017 paper titled "School Management and Administration in the 21st Century Education System" emphasized the importance of integrating technology, fostering collaborative learning environments and adopting innovative leadership approaches to meet contemporary educational challenges.

Day Schools: Communication in day schools is often more academically focused, with less opportunity for extended teacher support. However, students benefit from family involvement, which can supplement learning (Rahman & Jumani, 2020). Furthermore, a study by Qureshi et al. (2017) explored the effect of teachers' communication skills on students' academic performance. The research indicated that teachers' proficiency in communication significantly influences students' understanding and retention of information, thereby enhancing their academic

achievements. Michael, J. (2006) presented evidence from various disciplines, including cognitive psychology and educational psychology, to support the implementation of student-centered, active learning pedagogies. Roorda, Koomen, Spilt, and Oort (2011) studied the importance of fostering positive affective relationships between teachers and students to promote better engagement and academic outcomes.

XII. MENTAL WELL-BEING

Boarding Schools: While teacher communication plays a critical role in providing emotional support, the absence of family can lead to stress and social isolation (Baruch, HersHKovitz, & Ang, 2015). A study by Power (2007) emphasized that boarding school can create attachment wounds that manifest later in life, and therapy may be necessary to address these deep-seated patterns. Effective communication strategies, such as mentorship programs, can mitigate these effects. Standish (2011) introduced "Boarding School Syndrome", a psychological pattern observed in adults who attended boarding school at a young age. The article argued that boarding school experiences can contribute to lifelong relational and emotional challenges, which psychotherapy can help address. Schaverien (2004) conducted a theoretical and clinical analysis exploring the psychological impact of boarding school on children. It was also found that young children experience profound distress when sent away from home.

Day Schools: Students in day schools experience greater emotional stability due to family support. However, teacher communication is often limited to academic concerns, potentially reducing opportunities for personal guidance. Studies have shown that student teacher communication also depends on teachers' mental health. Milatz, Lüftenegger, and Schober investigated how the quality of teacher-student relationships influences teacher well-being. The researchers found that teachers who developed uniformly close relationships with their students experienced lower levels of emotional exhaustion and depersonalization, which are key components of burnout. Additionally, teachers' attachment security enhanced their ability to establish close relationships with students, further contributing to their well-being. Patalay et al (2017)

highlighted the need for more consistent and comprehensive mental health support in schools across different regions. Marsh (2016) highlighted the critical role teachers play in recognizing students with mental health issues and provided guidance on distinguishing between externalizing behaviours (e.g., aggression, hyperactivity) and internalizing behaviours (e.g., withdrawal, anxiety).

XIII. CONCLUSION

Teacher communication plays a crucial role in students' academic performance and mental well-being with both boarding and day schools offering unique advantages and challenges. While boarding schools provide structured mentorship, they can also induce stress and social isolation. Day schools offer emotional stability through family involvement but may limit direct teacher engagement. A study by Martin et al. (2014) examined student motivation, engagement and psychological well-being in boarding schools. This research provided insights into the holistic nature of teacher-student interactions in boarding school settings and highlighted that the teacher-student communication in boarding schools tends to be more holistic, addressing both academic and personal growth. Another study stated that the effectiveness of communication in both settings depends on school culture, teacher training, and institutional support structures (Rahman & Jumani, 2020). It is also found that effective communication fosters positive relationships, which are crucial for student success. For instance, a study by Baruch, HersHKovitz, and Ang (2015) found that good and effective communication helps well-trained teachers develop strong relationships with students, leading to improved academic outcomes. A study by Malik, Mahmood and Jumani (2020) discussed the importance of mentoring as a strategy for teacher development. This research emphasized the importance of mentoring in enhancing teachers' professional skills, which can positively impact teacher-student communication. To make the life and daily functioning of the students in the boarding school and day schools positive and effective, it is also necessary that the communication on the teacher-student relationship be of a good quality, healthy and successful.

XIV. RECOMMENDATIONS

For boarding schools: Implement flexible communication approaches that address both academic and emotional needs.

For day schools: Strengthen teacher-student relationships through extended engagement beyond school hours.

For both settings: Prioritize student mental health by integrating communication strategies that support academic success and emotional resilience.

By adopting these strategies, educators can create balanced learning environments that optimize student performance while safeguarding their mental well-being.

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