



UNIVERSITATEA BABEȘ-BOLYAI
BABEȘ-BOLYAI TUDOMÁNYEGYETEM
BABEȘ-BOLYAI UNIVERSITÄT
BABEȘ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

BABEȘ-BOLYAI UNIVERSITY CLUJ-NAPOCA
FACULTY OF PSYCHOLOGY AND SCIENCES OF EDUCATION
DOCTORAL SCHOOL „EDUCATION, REFLECTION, DEVELOPMENT”

EXTENDED ABSTRACT

**Investigation of psycho-social aspects of the interpersonal and academic
functioning in students**

Scientific advisor:

Prof. Univ. Dr. Abilitat Alina S. Rusu

Student:

Alexandra Irena Puțaru

2024

TABLE OF CONTENTS

1. Theoretical framework	Error! Bookmark not defined.
1.1. Justification	Error! Bookmark not defined.
1.2. Interpersonal relationships of young adults	Error! Bookmark not defined.
1.2.1. Teacher student interpersonal relationships (TSR)	Error! Bookmark not defined.
1.2.2. Romantic relationships of young adults.....	Error! Bookmark not defined.
1.3. Factors associated with life satisfaction in the context of interpersonal relationships	Error! Bookmark not defined.
1.3.1. Life satisfaction.....	Error! Bookmark not defined.
1.3.2. Social connectedness	Error! Bookmark not defined.
1.3.3. Self esteem.....	Error! Bookmark not defined.
1.4. Factors associated with teacher-student relationship quality Error! Bookmark not defined.	
1.4.1. Individual factors	Error! Bookmark not defined.
1.4.2. Factors associated to school climate	Error! Bookmark not defined.
1.5. Factors associated with the functioning in romantic relationships of young adults Error! Bookma	
1.5.1. Anxiety in the formation of romantic relationships	Error! Bookmark not defined.
1.5.2. The relationship with between dating anxiety, self esteem and social connectedness	Error! Bookmark not defined.
1.6. Theories at the base of formation and functioning of interpersonal relationships Error! Bookma	
1.6.1. Multiple ecological systems theory	Error! Bookmark not defined.
1.6.2. Social penetration theory in interpersonal communication (Altman și Taylor, 1973).....	Er
ror! Bookmark not defined.	
1.6.3. Social exchange theory	Error! Bookmark not defined.
1.6.4. Social support theory	Error! Bookmark not defined.
1.6.5. Self determination theory, SDT	Error! Bookmark not defined.
1.6.6. Leader- member exchange theory (LMX)	Error! Bookmark not defined.
1.6.7. Evolutionary Theory of Loneliness (ETL)	Error! Bookmark not defined.
1.6.8. Social network connectivity theory	Error! Bookmark not defined.
2. Research objectives	Error! Bookmark not defined.
3. Methodology of research	Error! Bookmark not defined.
3.1. Study 1. Systematic literature review regarding the instruments and dimensions of social connectedness in teacher-student relationship	Error! Bookmark not defined.
3.1.1. Introduction.....	Error! Bookmark not defined.
3.1.2. Main purpose and research questions	Error! Bookmark not defined.
3.1.3. Methodology	Error! Bookmark not defined.
3.1.4. Results.....	Error! Bookmark not defined.

3.1.5.	Discussions, conclusions, limits and future directions of research	Error! Bookmark not defined.
3.2.	Study 2. Investigation of social connectedness in the context of interpersonal interactions between teacher-student (TSR)	Error! Bookmark not defined.
3.2.1.	Introduction	Error! Bookmark not defined.
3.2.2.	Main purpose and hypothesis	Error! Bookmark not defined.
3.2.3.	Methodology	Error! Bookmark not defined.
3.2.4.	Results	Error! Bookmark not defined.
3.2.5.	Discussions, conclusions, limits and future directions of research	Error! Bookmark not defined.
3.3.	Study 3. Identification of development / facilitation strategies of social connectedness in the teacher-student relationship (TSR)	Error! Bookmark not defined.
3.3.1.	Introduction	Error! Bookmark not defined.
3.3.2.	Main purpose and research questions	Error! Bookmark not defined.
3.3.3.	Methodology	Error! Bookmark not defined.
3.3.4.	Results	Error! Bookmark not defined.
3.3.5.	Discussions, conclusions, limits and future directions of research	Error! Bookmark not defined.
3.4.	Study 4. Investigation of social connectedness in the context of romantic relationships development in emergent adults (students)	Error! Bookmark not defined.
3.4.1.	Introduction	Error! Bookmark not defined.
3.4.2.	Objectives and hypothesis	Error! Bookmark not defined.
3.4.3.	Methodology	Error! Bookmark not defined.
3.4.4.	Results	Error! Bookmark not defined.
3.4.5.	Discussions, conclusions, limits and future directions of research	Error! Bookmark not defined.
4.	Discussions, conclusions, limits and future directions of research	Error! Bookmark not defined.
4.1.	Introductory considerations	Error! Bookmark not defined.
4.2.	Theoretical contributions of the thesis	Error! Bookmark not defined.
4.3.	Methodological contributions of the thesis	Error! Bookmark not defined.
4.4.	Practical contributions of the thesis	Error! Bookmark not defined.
4.5.	Limits of research	Error! Bookmark not defined.
4.6.	Future directions of research	Error! Bookmark not defined.
4.7.	Final considerations	Error! Bookmark not defined.

References

Appendix

INTRODUCTION

Teacher-student relationship (TSR) is considered to have an important role regarding academic performance and the development of the ability of forming interpersonal relationships outside the academic space, such as conflict solving and the capacity of corporation in different situations that can emerge in day-to-day life. Moreover, the relationships we form with those around us, starting with parents, relatives, friends or acquaintances, can influence a number of aspects in the individual personal and academic development through the positive or negative influences associated with the dynamics of interpersonal relationships within their own social networks.

Through activities in- and outside the school (extra-school activities), teachers have the opportunity to help students develop their ability to listen and the ability to ask questions, important skills in interpersonal relationships. An example of this is represented by the activities that encourage teamwork, in which students can develop their communication skills, self-confidence, tolerance towards peers, adaptive capabilities, motivation, critical thinking, acceptance of the diversity of opinions and ideas, and, respect and trust towards others, active listening, etc. The development of these skills has the potential to facilitate functional interpersonal relationships both in- and outside the school, thus increasing the levels of the perceived social connection and helping to achieve optimal social, professional and academic development.

RESEARCH OBJECTIVES

In order to investigate the psycho-social aspects of interpersonal and academic functioning of students, the following objectives were pursued:

Study 1: Systematic literature review regarding the instruments and dimensions of social connectedness in teacher-student relationship (TSR) in the academic environment, by using a quantitative and qualitative study. The aim was to identify the dimensions that characterize

teacher-student relationship and the instruments that assess these dimensions in the academic environment.

Study 2. Investigation of social connectedness in the context of teacher-student relations through a quantitative correlational non-experimental study. The aim of this study was the investigation of social connectedness in teacher-student relationship and the identification of students' expectations and recommendations regarding the improvement of teacher-student relationship through social connectedness.

Study 3. Identification of development/ facilitation strategies of social connectedness in teacher-student relationship, by using a qualitative approach. The major objective of this study was to investigate in depth at qualitative level the students' suggestions for facilitating social connection in the context of teacher-student relationships in the university environment. In constructing the research questions, some of the results of study 2 were used.

Study 4. Investigation of social connectedness in the context of romantic relationships development in emergent adults (students) through a quantitative correlational non-experimental approach. The major objective of this study was to investigate how the three concepts: dating anxiety (DA), self-esteem (SS), and social connectedness (SC), relate to each other, investigate the degree to which self-esteem and social connectedness may be predictors of DA, and compare the three variables by demographic aspects of the participants (gender, age, and relationship status).

CHAPTER 1. THEORETICAL FOUNDATION

1.1. THEORETICAL FRAMEWORK OF RESEARCH

The first step in the development of the theoretical foundation of the thesis, was to analyse the existent literature in order to describe the key concepts: interpersonal relations between the teacher-student and the couple relationships of young adults. We followed the description of the factors associated with life satisfaction in the context of interpersonal relationships, specifically the life satisfaction, social connectedness and self-esteem. The factors associated with the quality of the student-teacher relationship and those associated with the functioning in the couple relationships of young adults were also described. In the final phase, we described the theories underlying the formation and functioning of interpersonal relationships.

1.2. SOCIAL CONNECTEDNESS

Social connectedness (SC) is an important element in the lives of people as social beings, and it can be of several kinds: physical, spiritual, romantic/emotional, professional, in order to achieve interests, etc. Social connectedness can have effects on the relationships that a person has and forms with another person through thoughts, emotions, perceptions and actions that it will undertake according to the cognitions and formed work schemes (eg Lee & Robbins, 1998). Social connectedness is defined as the experience of belonging within a social relationship or community (Lee & Robbins, 1995). The literature indicates that part of the reasons why people may experience lower levels of SC are early experiences of abandonment, rejection from peers, isolation or criticism (Lee & Robbins, 1995; Lee, Draper, & Lee, 2001).

SC is an important aspect when considering the mental and physical health of a person, whereas as social beings people have many advantages when they are closer to other people. SC also plays an important role in increasing the sense of satisfaction in life (Blau et al., 2016). Other authors have identified that the feeling of global connectedness (the feeling of connection that is aimed at connecting in areas: family, school, friends and community) predicts the feeling of well-being, and, characterized here by life satisfaction, confidence, positive emotions, aspirations (Jose, Ryan, & Pryor, 2012).

1.3. FACTORS ASSOCIATED WITH THE QUALITY OF THE TEACHER-STUDENT RELATIONSHIP

1.3.1. INDIVIDUAL FACTORS ASSOCIATED WITH THE SCHOOL CLIMATE

There are many factors that can affect the quality of the teacher-student relationship (Fig. 1). An important aspect in the social life of young adults, such as students, is represented by the school environment, especially by the relationships and experiences with the peers and the teachers. If the student teacher relationship is perceived positively and is functional it can have a major valence in both student and teacher lives. A positive teacher-student relationship can lead to increased academic motivation for the student, better relationships within the school environment and beyond, a more positive attitude towards school (Wilkins, 2014) and lower aggressive tendencies in different social contexts (Hughes & Cavell, 1999).

Rudasill and his collaborators (2018) defined the school climate as composed of affective and cognitive perceptions about social interactions, relationships, safety, values and beliefs of students, teachers, administrators and staff in a school. In an analysis of the literature on the main themes/elements of the school climate were identified: shared values and beliefs, social relationships and interactions, safety, teaching and training, leadership, physical environment (Rusadill et al., 2018). In the literature analyzed in the process of compiling the theoretical foundation of this thesis, the components of the school climate are the most important aspects for the development of social connection in schools and the development of positive relationships between teachers, as well as, teachers-students and between students.

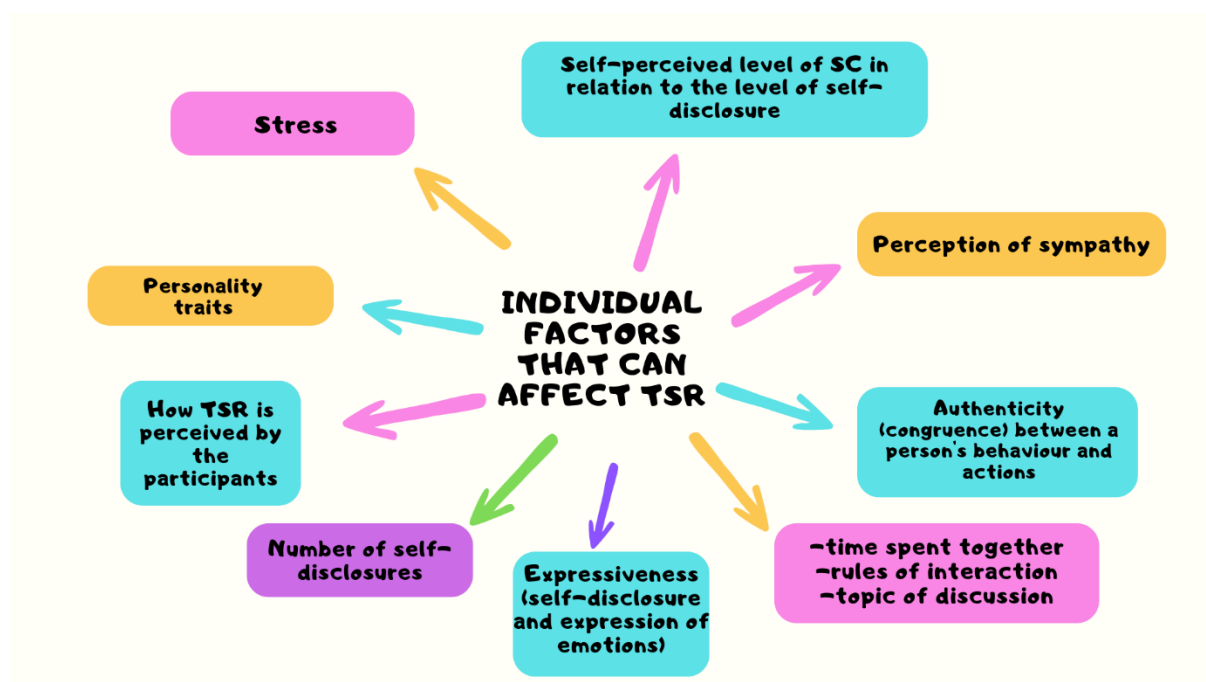


Figure 1. Individual factors that can affect the teacher-student relationship (source: the author of the doctoral thesis).

1.4. FACTORS ASSOCIATED WITH THE FUNCTIONING IN ROMANTIC RELATIONSHIPS OF YOUNG ADULTS

Fear is considered a normal functionally-adaptive response that a person or any living being manifests when facing a possible threatening situation, while **anxiety** is often defined as the preventive response to danger (DSM V, 2016). According to the DSM-V, anxiety is a disorder that affects all development plans (social, mental, physical) and among its main characteristics we find that in comparison with a fear, we find that, it has a more extended duration of several months or years, the overestimation of danger, the appearance of avoidant

behavior, irrational beliefs/thoughts, somatic symptoms (unease, feeling agitated, nervousness, fatigue, difficulty concentrating, feeling of mental emptiness, irritability, muscle tension, sleep disturbances), persistent concern (DSM V, 2016). Anxiety can have negative effects on a person's social, mental, and physical life. The recurrent, irrational and persistent thoughts have the ability to hinder the social and professional development of a person, which slow down his/her ability to observe, to try new things, to accomplish things that would normally be capable of.

Dating anxiety (DA) was defined by Glickman and La Greca (2004) as worrying, and, the distress and inhibition felt during interactions with romantic partners or members of the opposite sex (potential dating partners) (apud Boyle & O'Sullivan, 2013). Dating anxiety, self-esteem and social connectedness are three factors that have the ability to influence the optimal psychic and social development of a person.

1.5. MULTIPLE ECOLOGICAL SYSTEMS THEORY

The theory of multiple ecological systems developed by Urie Bronfenbrenner (1986) is based on the premise that in the development of a child are involved a series of dynamic interactions from the environment such as family, school, up to more general values, laws or customs (Guy-Evans, 2020). Bronfenbrenner (1986) notes that there are five systems in a person's environment: the microsystem, the mesosystem, the exosystem, the macrosystem and the cronosystem (cited in Guy-Evans, 2020). The teacher-student relationship can be placed within the microsystem. TSR is found at the basis of the other systems having the role to guide how the elements of the other systems affect the evolution of the child (Shelton, 2019 apud El Zaatari & Maalouf, 2022).

1.6. SOCIAL PENETRATION IN INTERPERSONAL COMMUNICATION THEORY (ALTMAN AND TAYLOR, 1973)

The theory of social penetration describes the process of development that transforms a relationship from a superficial level to a more intimate one (Altman & Taylor, 1973, cited in Carpenter & Greene, 2015). This occurs through self-disclosures that are intended to bring to light new information about a person with the help of which the degree of intimacy between two or more people can increase significantly (Carpenter & Greene, 2015).

1.7. SOCIAL EXCHANGE THEORY

Social exchange theory stipulates that social behavior involves social exchanges in which people are motivated to get a thing of value by making an exchange in which they will "renounce" to a other thing with a certain value (Thibault & Kelly, 1959 apud Nickerson, 2021). Social exchange represents „*exchange activity, tangible or intangible, more or less profitable or expensive, between at least two people*” (Homans, 1961, apud Cook et al., 2013). Social capital is described as representing the trust in networks of cooperation and reciprocity, civic engagement and strong community identity (Putnam, 1993; Morrow, 1999). Coleman (1988) mentions that social capital is present inside and outside the family, the first category is described by the relations between parents and children and the second category by the relations between parents and between them and the institutions in the community.

1.8. SOCIAL SUPPORT THEORY

Social support is described as representing „*social resources that a person can rely on when experiencing difficulties/stress in his daily life*” (Thoits, 1995, apud Kort-Butler, 2017). Thoits (2011) also mentions three dimensions of social support: received and perceived social support; the second dimension describes the types of support that can be received/given such as informational support, instrumental or emotional; the third dimension is represented by the source of social support: friends, parents, relatives, organizations, school and others (apud Kort - Butler, 2017).

1.9. SELF-DETERMINATION THEORY (SDT)

The theory of self-determination is based on two types of motivation: intrinsic and extrinsic (Nishimura & Komura, 2023). Niemiec & Ryan, 2009 mentions that according to the theory of self-determination „intrinsic motivation is supported by meeting the psychological needs of autonomy and competence” (p.135). Also, a higher intrinsic motivation can help meet basic psychological needs (Deci & Ryan, 2011 apud Nishimura & Komura, 2023). The development of meaningful interpersonal relationships between teachers and students seems to be a necessary condition to promote autonomy and competence, and motivation could be a result of their development (Muñoz & Ramirez, 2015).

1.10. THE EVOLUTIONARY THEORY OF LONELINESS

According to the evolutionary theory of loneliness, loneliness can have long-term negative effects on various aspects of health (Cacioppo & Cacioppo, 2018 apud Hutten et al., 2021). The authors note that „beneficial social interactions and trusted social relationships can

contribute to the likelihood of survival, reproduction and consistent genetic inheritance” (Cacioppo & Cacioppo, 2018, p.10). According to the authors who studied the reasons why a person may feel lonely, they can vary depending on age, by specific events in life and by people around us (Ojembe & Kalu, 2018). Other reasons identified by the authors, for which people may feel loneliness include: transition from primary school to middle school, transition to university, bullying, disability, mourning and grief, dissatisfaction with family and friends (in the case of children) (Siva, 2020).

CHAPTER 2: DESIGN, METHODOLOGY OF RESEARCH AND RESULTS

Study 1: *Systematic literature review regarding the instruments and dimensions of social connectedness in teacher-student relationship (TSR) inside the academic environment using a quantitative and qualitative study.*

OBJECTIVE: The main purpose of this study is to identify the dimensions that characterize teacher-student relationship and the instruments that measure these dimensions in the academic environment.

RESEARCH QUESTIONS:

- What are the dimensions that characterize TSR in the academic environment?
- Which are the instruments most utilized in measuring TSR dimensions in the academic environment?

METHODOLOGY

Regarding the identification of the dimensions that characterize TSR and the instruments that measure aspects of TSR in the academic environment, we used a systematic literature review approach. This type of analysis is an efficient modality of summarizing the existent information in a structured fashion giving the author the possibility of analyzing the quality of information (Bearman et al., 2012). The articles were selected from the Google Scholar database with the option of *advanced search* and the criteria of inclusion were as follows:

- the selection of the scientific articles regarding higher education
- access to the integral text written in English language
- the studies were developed between 2011 and 2021.

The keywords were: “teacher student relationship” AND “in university” AND “questionnaire” AND “students perspective”. Regarding the presentation of the results from

the articles we used PRISMA method. This method is designed to help report the information used in systematic analysis in an organized way by briefly highlighting the steps followed by the author in selecting the articles and analyzing the data obtained (Page et al., 2020).

RESULTS, DISCUSSIONS AND CONCLUSIONS

Searching the Google Scholar platform resulted in the initial identification of 141 articles. Of these, 45 articles contained the keywords used. Following the initial reading, 11 articles were selected, the others being removed because they did not meet the inclusion criteria. The analysis of the 11 selected studies focused on the number of participants, their age, type of study, purpose of the study, the tools used by the authors in evaluating the student teacher relationship and the aspects of the student teacher relationship targeted in the questionnaires (dimensions of TSR).

Following the analysis, we were able to identify as important **dimensions of the student-teacher relationship**: the teacher's knowledge of the matter taught and the way in which he/she carries out the work in class, as well, qualities of interpersonal nature of the teacher, the authenticity of the teacher and self-disclosures, empathy, the way of organization and qualities in terms of management/guide, teacher enthusiasm, flexibility, emotional climate, student knowledge, student knowledge, providing feedback to students, conflict (negative aspects of the TSR) and other personal qualities of the teacher.

Following the analysis of the identified studies, we believe that in a future study to investigate aspects of the TSR in association with a number of variables, such as connectedness and social anxiety, we consider that, it can be used the questionnaire regarding the TSR in the short version developed by Pianta (2001), presented in the study of La Paro et al. (2019). It follows two comprehensive aspects of the TSR and the items are divided approximately equally between them, more exactly 6 items that target positive aspects of the relationship – closeness and 7 items that measure negative aspects of the student teacher relationship – conflict.

Study 2. Investigation of social connectedness in the context of teacher-student relations through a quantitative correlational non-experimental study.

OBJECTIVE: The main purpose of this study was the investigation of social connectedness in TSR and the identification of expectations and recommendations from students regarding the improvement of TSR through social connectedness.

HYPOTHESES:

- There will be negative correlations between social connectedness and anxiety in social interactions (low levels of social connection will correlate with increased levels of anxiety in social interactions).
- There will be positive correlations between social connectedness and TSR (increased levels of social connectedness will correlate with favorably evaluated TSR)
- There will be negative correlations between TSR and anxiety in social interactions (the levels of a negative teacher-student relationship will correlate with the increased levels of social interaction anxiety)
- Exploratory hypothesis: The difference (the gap) between students' expectations regarding the affective relationship with teachers and the perceptions of the declared relationship at the time of data collection for the three subscale (affirmation/status, affiliation/warmth, attachment/safety) will predict the TSR assessment.

METHODOLOGY

This study has non-experimental correlational quantitative design, which includes a multiple linear hierarchical regression analysis.

The variables of interest are as follows:

- Social connectedness (SC) = target variable
- Anxiety in social interactions (ASI) = predictor variable
- Perception of teacher-student relationship (TSR) = predictor variable
- Additional, will include the variable of interest with exploratory value: Expectations related to the affective relationship and support with teachers.

Participation in this study was voluntary, based on informed consent. The data was collected through the Google Forms platform in March 2023. In a first section, the participants were asked for demographic data, such as age, gender, specialization in which they are students, year of study, level of studies completed, marital status, if they have children, siblings/sisters and a job. Further, the participants had to complete the four questionnaires and an open-ended item as follows :

- Social Connectedness Scale (Lee & Robbins, 1995)

- Social Interaction Anxiety Scale, SIAS (Mattick & Clarke, 1998)
- Private-College Student-Teacher Relationship Scale, PCSTR (Bai et al., 2022)
- Classroom Affective Relationships Inventory, CARI (Tormey, 2021)
- Open answer item: What do you think your teachers could do to improve the TSR?

PARTICIPANTS

The participants in this study were students from the Faculty of Veterinary Medicine, Faculty of Psychology and Education Sciences, Faculty of Animal Husbandry and Biotechnologies Cluj-Napoca, aged 18-29 years. The collected responses were 105 participants, of which 15 were people aged over 29 (30 – 49 years). They came from either rural/urban areas or both. In performing the analysis of the responses, in order to try a homogenization of the sample from the perspective of the generational composition, the participants whose ages exceeded 35 years, were eliminated, remaining 98 participants. Of these, 15 were male and 83 were female participants.

RESULTS, DISCUSSIONS AND CONCLUSIONS

The results of this study confirmed the hypotheses formulated indicating that the teacher-student relationship may influence social connectedness and anxiety in social interactions and also that the difference between expectations and perceptions in real time for the three subscales, Gap 1, 2, 3 (Affirmation/Status, Affiliation/Warmth, Attachment/Security) has a predictive value in terms of teacher-student relationship evaluation. The results indicated that there are medium negative correlations between social connectedness and anxiety in social interactions.

The second hypothesis regarding positive correlations between social connectedness and TSR was also confirmed, identifying low positive correlations between teacher-student relationship and social connectedness. Also, the hypothesis regarding the negative correlations between TSR and anxiety in social interactions was confirmed.

The results of multiple linear regression analysis showed that differences between expectations and reality explained 37.2% of teacher-student relationship levels, and the GAP 3 subscale associated with attachment had a statistically significant impact on teacher-student relationship. The relationship formed between teacher and student depends on how teachers are perceived by students.

Study 3. Identification of development/ facilitation strategies of social connectedness in teacher-student relationship – a qualitative approach.

OBJECTIVE: The major objective of this study was to investigate in depth at a qualitative level students' suggestions for facilitating social connectedness in the context of teacher-student relationships in the university environment. In constructing the research questions, the results of the study 2 were used.

RESEARCH QUESTIONS

1. Which TSR dimensions emerge from the students' perspective as important?
2. Which dimensions of TSR are identified as presenting problematic issues?
3. Which TSR dimensions are helpful, from the students' perspective, to increase social connectedness?

METHODOLOGY

This study is a qualitative study, in which a thematic content analysis will be conducted, the purpose of which is to summarize the results obtained by identifying themes and categories of themes (Erlingsson & Brysiewicz, 2017). The aim was to identify suggestions offered by students in terms of facilitating social connection with their teachers. To collect the responses, an open-ended item was used, in which the students were asked to offer suggestions on what teachers could do to improve the teacher-student relationship through social connectedness: *What do you think your teachers could do to improve the teacher-student relationship?*

PARTICIPANTS

The participants in this study were students from the Faculty of Veterinary Medicine, Faculty of Psychology and Educational Sciences, Faculty of Animal Husbandry and Biotechnologies Cluj-Napoca, aged 18-29 years. The responses collected were 105 participants, of which 15 were people over 29 years old (30 - 49 years old). They were either from rural/urban areas or both.

RESULTS, DISCUSSIONS AND CONCLUSIONS

From the thematic analysis, we could identify two main themes: interpersonal relationship development issues and the personal development issues.

In terms of interpersonal relationship, two categories were identified: need for communication/knowledge and barriers to developing a positive teacher-student relationship. In the second theme, only one category was identified, and this included teacher interpersonal skills/qualities. In addition to the themes, the categories and the codes outlined above, a total of 7 responses from students who did not identify specific needs from teachers were also recorded.

The main dimensions of the teacher-student relationship identified in the analysis of student responses in this study are: the communication/interaction dimension (which refers to aspects such as the students' need for communication, relationship, socialization with their teachers in activities to improve their relationship, to become more familiar with each other, the need for closeness, friendship), and the personal development (the teacher's interpersonal skills). This second dimension includes: the need for active listening and involvement, the need for empathy, compassion and trust, the need for understanding, the need for encouragement, support and mentoring, the need for organisation, the need for consistency in behaviour, the need for honesty, the need for concern for the student, the need for emotional intelligence. Within this dimension, elements similar to those identified by the authors of the articles included in the first study conducted in this thesis were identified, such as interpersonal qualities of teachers, management and mentoring skills, knowing students, giving feedback, personal qualities.

Study 4. Investigation of social connectedness in the context of romantic relationships development in emergent adults (students) - a quantitative correlational non-experimental approach.

OBJECTIVE: The major objective of this study was to investigate how the three concepts: dating anxiety (DA), self-esteem (SS), and social connectedness (SC), relate to each other, investigate the degree to which SS and SC predict DA, and make comparisons of the three variables by participants' gender, age, and relationship status.

Following the literature review presented above, the specific objectives were formulated as follows:

- a. To investigate the relationship between dating anxiety (DA), self-esteem and social connectedness.
- b. Determine the ways in which :

- DA relates/associates with self-esteem and SC.
- DA and self-esteem relate to social connectedness
- Self-esteem influences the relationship between DA and SC
- SC influences the relationship between DA and SS.

HYPOTHESIS

1. There will be a positive correlation between the level of SS and SC among participants.
2. There will be a negative correlation between the level of DA and SS (a high level of DA will correlate with a low level of SS).
3. There will be a negative correlation between the level of DA and the level of SC (an increased level of dating anxiety will correlate with a decreased level of social connectedness).
4. Low self-esteem will predict an increased level of DA.
5. Low SC will predict an increased level of DA.
6. There will be gender differences between participants in the level of DA, SS and SC.
7. There will be differences by relationship status (yes/no) in the level of DA, self-esteem and social connectedness.
8. There will be differences according to the age of the participants in terms of the target variables.

PARTICIPANTS

The participants were young adults aged between 18 and 30 (with a mean age of 21.78 and a standard deviation of 2.966), from different urban and rural backgrounds, from Cluj, Iași, Argeș, Ilfov, Vrancea, Galați, Maramureș counties (Romania). Their gender distribution was as follows: 157 females and 43 males, a total of 200 people. Of these, 97 people are currently in a romantic relationship lasting at least 6 months and 103 people are not in a relationship. Furthermore, of those who said they are not currently in a relationship, 28 people have not been in a relationship at present while the remaining 75 have been in a relationship in the past.

INSTRUMENTS

The collection of personal data and responses was carried out online using the Google Forms platform. Questionnaires were distributed between 19-30 November 2020 via the social network Facebook and were completed by students and other non-students. They were informed in the first section of the form regarding the confidentiality of their data and the purpose for which it would be used and also regarding the subject of the study. They were then asked to complete three questionnaires:

- Dating anxiety scale for adolescents, DAS-A (La Greca and Lopez, 1998)
- Rosenberg Self-Esteem Scale (Rosenberg, 1965)
- Social Connectedness Scale (Lee & Robbins, 1995)

The questionnaires, including the demographic data, took approximately 10 minutes to complete.

DESIGN

The research design is non-experimental correlational and aims to investigate how the three study variables (dating anxiety, self-esteem and social connectedness) are associated, as well as to determine the degree to which the two independent variables/predictors (SS and SC) predict the level of the dependent variable/criterion (DA).

RESULTS, CONCLUSIONS AND DISCUSSION

SPSS version 26 software was used to process the data in order to test the hypotheses. The first three hypotheses were tested using the Pearson correlation approach, after checking for the normal distribution of the data.

The results indicated that there was a positive correlation between self-esteem and social connectedness, indicating that participants with high self-esteem also showed high levels of feeling socially connected. Hypotheses 2 and 3 were also confirmed, with negative correlations being observed between DA and self-esteem and between DA and social connectedness, this indicating that high levels of DA correlated with low levels of self-esteem and social connectedness respectively.

The results of the regression analysis showed that SS and SC explained 25.6% and 13.9%, respectively, of the increase in the level of DA in the sample participating in this research.

Male participants had lower levels of DA, higher levels of self-esteem and higher levels of social connectedness compared to female participants, who had higher levels of DA, lower levels of self-esteem and lower levels of social connectedness. However, there were no statistically significant differences between female and male participants for any of the variables listed.

When comparing participants who were involved in a romantic relationship for at least 6 months and those who were not, we could observe that the first group of participants showed lower levels of DA, higher self-esteem and higher feelings of social connectedness compared to participants who are not in a relationship. Differences by age were also observed for the three variables studied. Participants aged 18-23 showed higher levels of DA, lower levels of self-esteem, and lower levels of social connectedness compared to young adults aged 24-30.

In order to prevent the development of anxiety in general, it is recommended to learn and practice coping skills to deal with situations that cause anxiety, fears, worries, and programs aimed at learning these skills can reduce the risk of developing limitations caused by anxiety (Gallegos, 2008).

CHAPTER 4. GENERAL DISCUSSION AND CONCLUSIONS

THEORETICAL IMPLICATIONS

A number of objectives were pursued in this doctoral research. Firstly, it aimed to identify the dimensions that characterise the teacher-student relationship and the instruments that measure the dimensions of the teacher-student relationship in the university environment. This was achieved by conducting a systematic literature review on the instruments and dimensions of social connectedness in the teacher-student relationship in the university environment. Further it aimed to investigate social connectedness in the teacher-student relationship using a non-experimental quantitative correlational study, and also to identify students' expectations and recommendations for improving the teacher-student relationship through social connectedness.

Another objective from the previous study was to investigate in depth at a qualitative level the students' suggestions on facilitating social connectedness in the context of the teacher-student relationship. The final study of the thesis had the following objectives: to investigate how dating anxiety (DA), self-esteem (SS) and social connectedness (SC) are related, to investigate the degree to which self-esteem and social connectedness may be predictors of

dating anxiety, and to make comparisons of the three variables by participants' gender, age and relationship status. These investigations were conducted using a non-experimental quantitative correlational study.

A first theoretical contribution in this paper is the analysis of the dimensions that characterize the teacher-student relationship and their identification in the students' responses in terms of their expectations and recommendations for improving the teacher-student relationship through social connectedness. The first dimension is represented by communication/interconnection, which refers to aspects such as students' need for communication, relationship, socialization with their teachers in activities to improve their relationship, to become more familiar with each other, need for closeness, friendship.

The second dimension encompasses personal development (interpersonal teacher skills), which consists of: the need for active listening and involvement, the need for empathy, compassion and trust, the need for understanding, the need for encouragement, support and mentoring, the need for organisation, the need for consistency in behaviour, the need for honesty, the need for concern for the student, the need for emotional intelligence. These results were consistent with the information on the relevant dimensions and aspects of the teacher-student relationship mentioned in the literature.

Another significant contribution of this work is the identification of the extent to which the teacher-student relationship is predicted by differences between expectations and reality (Study II). Following the analysis, the results showed that the subscale with a statistically significant impact on the teacher-student relationship was that associated with attachment. The results also showed negative correlations between the teacher-student relationship and the three variables Gap 1 (difference between expectations and perceptions collected in real time for the affirmation subscale), Gap 2 (difference between expectations and perceptions in real time for the affiliation subscale, and Gap 3 (difference between expectations and perceptions in real time for the attachment subscale).

METHODOLOGICAL IMPLICATIONS

The methodology used in this thesis consisted of mixed quantitative and qualitative approaches. In a first stage, a systematic literature review was used, through which we were able to effectively summarize information on the teacher-student relationship and identify the dimensions of TSR highlighted in the literature, as well as the tools used by authors to measure them.

Secondly, the application of questionnaires and data collection through the Google forms platform was used. This has benefits in terms of the confidentiality of the data and the students' responses, as it is easier for them to identify themselves as participants, and there is a possibility that their anxiety about completing the questionnaire is lessened, given the anonymity offered by the response mode.

Thirdly, using thematic content analysis it was possible to analyse the students' responses in terms of their suggestions as to what teachers could do to improve the teacher-student relationship through social connectedness, in a detailed manner identifying themes, categories of themes and codes.

Last but not least, the statistical analysis which included the use of SPSS software to perform correlations, T-tests, simple and multiple linear regression analysis, which provided a more complex understanding of the variables investigated, how they influence each other.

PRACTICAL IMPLICATIONS

The practical contributions of this thesis are concerned with the teacher-student relationship and the aspects within it that can lead to better interpersonal functioning, which in turn can have benefits in terms of the academic, professional and personal development of students, but also for teachers, through the enhancement of personal and professional qualities.

Knowledge of the dimensions of the teacher-student relationship, identified in this thesis, by those working in the classroom can assist them in developing the necessary qualities and directing attention to the most relevant aspects in forming a positive teacher-student relationship. Also, following the results obtained we could observe that it is important to follow the students' perception of teachers in relation to their attachment style and needs, as well as the development of teachers' personal attributes in order to support the formation of a functional teacher-student relationship.

In the latest study, attention was focused on dating anxiety, self-esteem and social connectedness and how these concepts relate. The results showed that people with high levels of self-esteem will also show increased social connectedness, while people with high levels of dating anxiety will have lower levels of self-esteem and social connectedness. From a practical point of view this indicates the need to reduce dating anxiety by developing programs to help students develop positive self-esteem and increase levels of social connectedness.

References

- Adamczyk K., & Segrin C. (2016). The mediating role of romantic desolation and dating anxiety in the association between interpersonal competence and life satisfaction among polish young adults, *Journal of adult development*, 23, 1-10.
- Adamczyk, K. (2015). An Investigation of Loneliness and Perceived Social Support Among Single and Partnered Young Adults. *Current Psychology*, 35(4), 674–689. doi:10.1007/s12144-015-9337-7
- Adams G. R., Berzonsky M. D. (coord.). (2009) - Psihologia adolescentei: Manualul Blackwell, Iași, Polirom.
- Ahn, I., Patrick, H., Chiu, M. M., & Levesque-Bristol C. (2018). Measuring teacher practices that support student motivation: examining the factor structure of the teacher as social context questionnaire using multilevel factor analyses, *Journal of Psychological Assessment*, 1-14, <https://doi.org/10.1177/0734282918791655>
- Albu. G. (2013). Relațiile interpersonale-aspecte instituționale, psihologice și formativ-educative, Iași: Institutul European
- Allen K. A., Ryan T., Gray D. L., McInerney D. M., & Waters L. (2014). Social media use and social connectedness in adolescents: the positives and the potential pitfalls, *The Australian Educational and Developmental Psychologist*, 31 (1), 18-31, doi 10.1017/edp.2014.2
- Allensworth, N. J. (1996). Social penetration: A description, research and evaluation, <https://eric.ed.gov/?id=ED403615>
- Amati, V., Meggiolaro, S., Rivellini, G., & Zaccarin, S. (2018). Social relations and life satisfaction: the role of friends. *Genus*, 74(1). doi:10.1186/s41118-018-0032-z
- American Psychiatric Association, (2016), DSM-5 Manual de Diagnostic și Clasificare Statistică a Tulburărilor Mintale vol.1, (Mădălina Cristina Goia trad.), București: Editura Medicală Callisto, (lucrarea apărută inițial în 2013).
- Amstrong K. A., & Khawaja N. G., (2002). Gender differences in anxiety: an investigation of the symptoms, cognitions and sensitivity towards anxiety in a nonclinical population, *Behavioural and Cognitive Psychotherapy*, 30, 227-231, DOI: 10.1017/S1352465802002114
- Antony, E. M. (2022). Framing Childhood Resilience Through Bronfenbrenner's Ecological Systems Theory: A Discussion Paper. *Cambridge Educational Research e-Journal*, 9, 244-257. <https://doi.org/10.17863/CAM.90564>
- Anwar, M., Aqeel, M., & Hamza Shuja K. (2018). Linking social support, social anxiety and maladaptive daydreaming: evidence from university students of Pakistan, *Foundation University Journal of Psychology*, 2 (2), 140-180.
- Archambault, I., Vandenbossche-Makombo, J., & Fraser, S. L. (2017). Students' oppositional behaviors and engagement in school: The differential role of the student-teacher relationship. *Journal of Child and Family Studies*, 26(6), 1702–1712. <https://doi.org/10.1007/s10826-017-0691-y>
- Arif, H. M. (2015). The relationship between students' and teachers' perceptions about teacher-student interaction and students' perceptions of motivation in English language classroom. [master thesis, Near East University]. Google Scholar. <http://docs.neu.edu.tr/library/6349097355.pdf>
- Arslan, G. (2018). Psychological maltreatment, social acceptance, social connectedness and subjective well-being in adolescence, *J. Happiness Stud*, 19, 983-1001, <https://doi.org/10.1007/s10902-017-9856-z>

- Ask, H., Cheesman, R., Jami, E. S., Levey, D. F., Purves, K. L., Weber H (2021). Genetic contributions to anxiety disorders: where we are and where we are heading. *Psychological Medicine*, 1–16, <https://doi.org/10.1017/S0033291720005486>
- Atalay A. A., Gençöz T., (2008), Critical factors of social physique anxiety: exercising and body image satisfaction, *Behaviour Change*, 25 (3), 178-188
- Bai, L., Li, Z, Wu, W., Liu Ly, Chen, S., Zhang J., & Zhu J. N. Y. (2022). Student–Teacher Relationship: Its Measurement and Effect on Students’ Trait, Performance, and Wellbeing in Private College. *Front. Psychol.* 13:793483. doi: 10.3389/fpsyg.2022.793483
- Barber, B. K., & Schluterman, J. M. (2008). Connectedness in the Lives of Children and Adolescents: A Call for Greater Conceptual Clarity. *Journal of Adolescent Health*, 43(3), 209–216. doi:10.1016/j.jadohealth.2008.01.012
- Bearman, M., Smith, C. D., Carbone, A., Slade, S., Baik, C., Hughes-Warrington, M., & Neumann, D. L. (2012). Systematic review methodology in higher education, *Higher Education Research & Development*, 31(5), 625-640, <https://doi.org/10.1080/07294360.2012.702735>
- Becker, E. S., Goetz, T., Morger, V., & Ranellucci, J. (2014). The importance of teachers’ emotions and instructional behavior for their students’ emotions—an experience sampling analysis. *Teaching and Teacher Education*, 43, 15–26. doi:10.1016/j.tate.2014.05.002
- Blau, G., DiMino J., DeMaria Jr. P. A., Beverly C., Chessler M., Drennan R., (2016), Social connectedness and life satisfaction: Comparing mean levels for 2 undergraduate samples and testing for improvement based on brief counseling, *Journal of American College Health*, 0, 1-7, <http://dx.doi.org/10.1080/07448481.2016.1207645>
- Borawski, D., (2022). The Mediating Role of Positive Orientation in the Relationship between Loneliness and Meaning in Life. *Int. J. Environ. Res. Public Health*, 19, 9948. <https://doi.org/10.3390/ijerph19169948>
- Bouchey, H. A., & Furman, W. (2009). Întâlnirile și experiențele romantice în adolescență. În Adams G. R., Berzonsky M. D. (coord.). *Psihologia adolescenței: Manualul* Blackwell, pp. 354-368, Iași, Polirom
- Boyle, A. M., & O’Sullivan L. F. (2013). The influence of dating anxiety on normative experiences of dating, sexual interactions and alcohol consumption among Canadian middle adolescents, *Journal of Youth Studies*, 16 (2), 222-236, <http://dx.doi.org/10.1080/13676261.2012.704987>
- Branden N., (2011). *The six pillars of self-esteem*. Available from Bantam Books.
- Brew, E. A., Nketiah, B., & Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *Open Access Library Journal* , 8: e7423. <https://doi.org/10.4236/oalib.1107423>
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723–742. <https://doi.org/10.1037/0012-1649.22.6.723>
- Brown, K. M., Hoyer R., & Nicholson M. (2012). Self-esteem, self-efficacy and social connectedness as mediators of the relationship between volunteering and well-being, *Journal of Social Service Research*, 38, 468-483, DOI: 10.1080/01488376.2012.687706
- Bukhari, S. R., & Saba, F. (2017). Depression, anxiety and stress as negative predictors of life satisfaction in university students. *Rawal Medical Journal*, 42(2), 255-257.

- Burley-Allen, M. (1995). *Listening: the forgotten skill: A self-teaching guide* (2nd ed). New York: John Wiley & Sons, Inc.
- Cacioppo, J. T., & Patrick, W. (2009). *Loneliness: Human Nature and the Need for Social Connection*, W. W. Norton & Company
- Cacioppo, J. T. (2018). Loneliness in the Modern Age: An Evolutionary Theory of Loneliness (ETL). *Advances in Experimental Social Psychology*, doi:10.1016/bs.aesp.2018.03.003
- Campbell, L., Boldry, J., Simpson J. A., & Kashy D. A. (2005). Perceptions of conflict and support in romantic relationships: the role of attachment anxiety, *Journal of Personality and Social Psychology*, 88, 510-531, DOI: 10.1037/0022-3514.88.3.510
- Capanna, C., Stratta, P., Collazzoni, A., D'Ubaldo, V., Pacifico, R., & Rossi, A. (2013), Social connectedness as resource of resilience: Italian validation of the social connectedness scale- Revised., *Journal of Psychopathology*, 19 (4), 320–326.
- Carpenter A., & Greene K. (2015). Social Penetration Theory. *The International Encyclopedia of Interpersonal Communication*, DOI:10.1002/9781118540190.wbeic0160
- Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: The perception–behavior link and social interaction. *Journal of Personality and Social Psychology*, 76(6), 893–910. <https://doi.org/10.1037/0022-3514.76.6.893>
- Chuter, C. (2019). The importance of social connection in schools. The education Hub.
- Cobb, S. (1976). Presidential Address - 1976. Social support as a moderator of life stress. *Psychosomatic medicine*, 38(5), 300–314. <https://doi.org/10.1097/00006842-197609000-00003>
- Cohen, J. (2012). *Creating a positive school climate: a foundation for resilience* in S. Goldstein and R.B. Brooks (eds.). *Handbook of Resilience in Children*, 411- 423, DOI 10.1007/978-1-4614-3661-4_24
- Collins, W. A., & Madsen, S. D. (2006). *Personal Relationships in Adolescence and Early Adulthood*. In A. L. Vangelisti & D. Perlman (Eds.), *The Cambridge handbook of personal relationships* 191–209. Cambridge University Press. <https://doi.org/10.1017/CBO9780511606632.012>
- Constantin, K., & English M. M. (2018). Anxiety, Depression and Procrastination Among Students: Rumination Plays a Larger Mediating Role than Worry. *J Rat-Emo Cognitive-Behav Ther*, 36, 15-27, <https://doi.org/10.1007/s10942-017-0271-5>
- Copaci, I. A (2018). Rolul învățării orientate înspre comunitate în optimizarea pregătirii pedagogice și a responsabilizării sociale a studenților nativi digitali. Teză de doctorat. Coordonator științific: Rusu A.S.
- Craig, R. P. (1996). Student-teacher relationship: a buddist perspective. *The Clearing House*, 69(5), 285.
- Dabke, D. (2014). Can Life Satisfaction be predicted by Emotional Intelligence, Job Satisfaction and Personality type?. *Aweshkar Research Journal*, 17(1), 22–32
- Daily, S. M., Mann, M. J., Kristjansson, A. L., Smith M. L., & Zullig, K. J. (2019). School climate and academic achievement in middle and high school students. *J Sch Health*. 89, 173-180. DOI: 10.1111/josh.12726
- Dang M. T. (2014). Social connectedness and self esteem: predictors of resilience in mental health among maltreated homeless youth, *Issues In Mental Health Nursing*, 35, 212-219, DOI: 10.3109/01612840.2013.860647
- Dembinska, A., Klosowska, J., Ocknik D. & (2020). Ability to initiate relationships and sense of loneliness mediate the relationship between low self-esteem and excessive internet use, *Current Psychology*, <https://doi.org/10.1007/s12144-020-01138-9>

- Dumitrescu, D., & Rusu, A. S. (2014). Satisfacția în cuplu în relație cu stilul de atașament, schemele dezadaptative timpurii și succesul în reproducere. În Rusu A. S., Mureșan V. C., ed. Satisfacția în cuplu – cercetări din psihobiologia sexualității, Editura GRINTA.
- Duru, E. (2008). The predictive analysis of adjustment difficulties from loneliness, social support and social connectedness, *Educational sciences: theory and practice*, 849-856
- Dwyer, D. (2000). *Interpersonal relationships*, Routledge, London.
- El Zaatari, W., & Maalouf, I. (2022). How the Bronfenbrenner Bio-ecological System Theory Explains the Development of Students' Sense of Belonging to School?. *SAGE Open*, 12(4). <https://doi.org/10.1177/21582440221134089>
- Elledge, L. C., Elledge A. R., Newgent R. A. & Cavell, T. A. (2016). Social risk and peer victimization in elementary school children: the protective role of teacher-student relationships, *J Abnorm Child Psychol*, 44, 691-703, DOI 10.1007/s10802-015-0074-z
- Emler, N. (2001). *Self-esteem: the costs and causes of low self-worth*. York: York Publishing Services.
- Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African journal of emergency medicine : Revue africaine de la medecine d'urgence*, 7(3), 93–99. <https://doi.org/10.1016/j.afjem.2017.08.001>
- Ettetal, A., & Mahoney J. (2017). Ecological Systems Theory. Chapter in *The SAGE Encyclopedia of Out-of-School Learning*; Eds Kylie Peppler, SAGE, DOI: 10.4135/9781483385198.n94.
- Fan, Y. & Shi, J., (2009). The challenge and response model of normal anxiety, *J Adult Dev*, 16, 66-75, DOI 10.1007/s10804-009-9053-3
- Farooqi, S. R. (2014). The construct of relationship quality, *Journal of Relationship Research*, 5 (2), 1-11, DOI: 10.1017/jrr.2014.2
- Farrell, L. C., Jorgenson, D., Fudge, J., & Pritchard, A. (2018). College Connectedness: The Student Perspective. *Journal of the Scholarship of Teaching and Learning*, 18(1), 75–95. <https://doi.org/10.14434/josotl.v18i1.22371>
- Floyd, K., (2013), *Comunicarea interpersonală* (M. Andriescu, traducător), Iași, Polirom (lucrarea inițială apărută în 2009)
- Fowler, J. H., & Christakis, N. A. (2008). Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study. *BMJ*, 337. doi:10.1136/bmj.a2338
- Wanders, F. H. K., Dijkstra, A. B., Maslowski, R., & van der Veen, I. (2020). The effect of teacher-student and student-student relationships on the societal involvement of students. *Research Papers in Education*, 35(3), 266-286. <https://doi.org/10.1080/02671522.2019.1568529>
- Froh, J. J., Fives, C. J., Fuller, J. R., Jacofsky, M. D., Terjesen, M. D., & Yurkewicz, C. (2007). Interpersonal relationships and irrationality as predictors of life satisfaction. *The Journal of Positive Psychology*, 2(1), 29–39. doi:10.1080/17439760601069051
- Furman W., & Shaffer L., (2003), The role of romantic relationships in adolescent development In: P. Florsheim, ed. *Adolescent romantic relations and sexual behavior: theory, research, and practical implications*, Mahwah, NJ: Lawrence Erlbaum Associates, 337-354.
- Gallegos, J., (2008). *Preventing Childhood Anxiety and Depression: Testing the Effectiveness of a School-Based Program in México*, The University of Texas in Austin.

- George, M., Eys, M. A., Oddson, B., Roy-Charland, A., Schinke, R. J., & Bruner, M. W. (2013). Social Support and Physical Activity Intentions. *J Appl Soc Psychol*, 43, 1333-1341. <https://doi.org/10.1111/jasp.12142>
- Gerstner, C. R., & Day, D. V. (1997). Meta-Analytic review of leader–member exchange theory: Correlates and construct issues. *Journal of Applied Psychology*, 82(6), 827–844. <https://doi.org/10.1037/0021-9010.82.6.827>
- Gilman, A. R., & Huebner, E. S. (2006). Characteristics of Adolescents Who Report Very High Life Satisfaction. *Journal of Youth and Adolescence*, 35(3), 293–301. doi:10.1007/s10964-006-9036-7
- Glickman, A. R., & La Greca, A. M. (2004). The dating anxiety scale for adolescents: scale development and associations with adolescent functioning. *Journal of Clinical and Adolescent Psychology*, 33 (3), 566-578
- Goodfellow, C., Hardoon, D., Inchley, J., Leyland, A. H., Qualter, P., Simpson, S. A., & Long, E. (2022). Loneliness and personal well-being in young people: Moderating effects of individual, interpersonal, and community factors. *Journal of Adolescence*, 94, 554–568. <https://doi.org/10.1002/jad.12046>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219–247. [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)
- Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D., ... Pinel, E. (1992). Why do people need self-esteem? Converging evidence that self-esteem serves an anxiety-buffering function. *Journal of Personality and Social Psychology*, 63(6), 913–922. doi:10.1037/0022-3514.63.6.913
- Greenberger, E., Chen, C., Dmitrieva, J., & Farruggia, S. P. (2003). Item-wording and the dimensionality of the Rosenberg Self-Esteem Scale: do they matter? *Personality and Individual Differences*, 35 (6), 1241–1254. doi:10.1016/s0191-8869(02)00331-8
- Greene, K., Derlega, V. J., & Mathews, A. (2006). Self-Disclosure in Personal Relationships. In: Vangelisti, A. and Perlman, D., Eds., *Cambridge Handbook of Personal Relationships*, Cambridge University Press, Cambridge, pp. 409-427. <http://dx.doi.org/10.1017/CBO9780511606632.023>
- Guy-Evans, O. (2020). Bronfenbrenner's ecological systems theory. *Simply Psychology*. www.simplypsychology.org/Bronfenbrenner.html
- 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
- Hagenauer, G., Hascher, T., Volet S. E., (2015). Teacher emotions in the classroom: associations with students engagement, classroom discipline and the interpersonal teacher-student relationship, *Eur J Psychol Educ*, 30, 385-403, DOI 10.1007/s10212-015-0250-0
- Hall-Lande, J. A., Eisenberg, M. E., Christenson, S. L., & Neumark-Sztainer, D. (2007). Social isolation, psychological health, and protective factors in adolescence. *Adolescence*, 42(166), 265–286.
- Hargreaves, A. (2000). Mixed emotions: teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811–826. [https://doi.org/10.1016/s0742-051x\(00\)00028-7](https://doi.org/10.1016/s0742-051x(00)00028-7)
- Harpham, T. (2002). Measuring social capital within health surveys: key issues. *Health Policy and Planning*, 17(1), 106–111. doi:10.1093/heapol/17.1.106

- Haynes, N. M., Emmons, C., & Ben-Avie, M. (1997). School Climate as a Factor in Student Adjustment and Achievement. *Journal of Educational and Psychological Consultation*, 8(3), 321–329. doi:10.1207/s1532768xjepc0803_4
- Heinrich, L. M., & Gullone, E. (2006). The clinical significance of loneliness: A literature review. *Clinical Psychology Review*, 26(6), 695–718. doi:10.1016/j.cpr.2006.04.002
- Hendreş, D. M. (2014). Procese interpersonale în depresie. În Dafinoiu, Boncu (coord.), 2014, Psihologie socială clinică, Iași, Polirom, 135-144.
- Higgins, E. T. (1987). Self-discrepancy: a theory relating self and affect, *Psychological Review*, 94 (3), 319-340.
- Hingorani, S., & Pinkus, R.T. (2019). The Ex-Factor: Attachment Anxiety and Social Comparisons Across Romantic Relationships. *Journal of Relationships Research*, 10 (7), 1–11. <https://doi.org/10.1017/jrr.2019.3>
- Hui, E. K. P., & Tsang, S. K. M. (2012). Self-Determination as a Psychological and Positive Youth Development Construct. *The Scientific World Journal*, 2012, 1–7. doi:10.1100/2012/759358
- Hunt, B. (2010). Young women and self esteem. În Guindon M.H., Self esteem across the lifespan - issues and interventions, Routledge, New York
- Hunt, B., & Guindon, M. H. (2010), Alcohol and other drug use and self esteem in young adults. În Guindon M.H., Self esteem across the lifespan - issues and interventions, Routledge, New York.
- Hutten, E., Jongen, E. M. M., Vos, A. E. C. C., van den Hout, A. J. H. C., & van Lankveld, J. J. D. M. (2021). Loneliness and Mental Health: The Mediating Effect of Perceived Social Support. *International Journal of Environmental Research and Public Health*, 18(22), 11963. <https://doi.org/10.3390/ijerph182211963>
- Jacques, P. H., Garger, J., Thomas, M. et al. (2012). Effects of early Leader–Member Exchange perceptions on academic outcomes. *Learning Environ Res* 15, 1–15, <https://doi.org/10.1007/s10984-012-9100-z>
- Jensen, D. H., & Jetten, J. (2015). Bridging and bonding interactions in higher education: social capital and student academic and professional identity formation. *Frontiers in Psychology*, 6, 126. doi:10.3389/fpsyg.2015.00126
- Jose, P. E., Ryan, N., & Pryor, J. (2012). Does social connectedness promote a greater sense of well-being in adolescence over time ?. *Journal of research on adolescence*, 1-17, DOI: 10.1111/j.1532-7795.2012.00783.x
- Joshanloo, M. (2018). Gender differences in the predictors of life satisfaction across 150 nations. *Personality and Individual Differences*, 135, 312–315. doi:10.1016/j.paid.2018.07.043
- Keizer, R., Helmerhorst K. O. W., & Geldren L. R. (2019). Perceived quality of the mother-adolescent and father adolescent attachment relationship and adolescents self esteem. *Journal of youth and adolescence*, 48, 1203-1217, <https://doi.org/10.1007/s10964-019-01007-0>
- Keller, M. M., & Becker, E. S. (2020). Teachers' emotions and emotional authenticity: do they matter to students' emotional responses in the classroom?. *Teachers and Teaching*, 27(5), 404–422. <https://doi.org/10.1080/13540602>
- Khapp, D. J., Durtschi, J. A., Clifford, C. E., Kimmes, J. G., Barros-Gomes, P., & Sandberg, J. (2016). Self esteem and caregiving in romantic relationships: self and partner perceptions. *Personal relationships*, 23, 111-123, DOI: 10.1111/pere.12114
- Kikuchi, M., & Coleman, C-L. (2012). Explicating and Measuring Social Relationships in Social Capital Research. *Communication Theory*, 22 (2), 187–203. <https://doi.org/10.1111/j.1468-2885.2012.01401.x>

- Kincade, L., Cook, C., & Goerdts, A. (2020). Meta-Analysis and Common Practice Elements of Universal Approaches to Improving Student-Teacher Relationships. *Review of Educational Research*, 90(5), 710–748. <https://doi.org/10.3102/0034654320946836>
- King, R. B., & Datu, J. A. (2017). Happy classes make happy students: Classmates' well-being predicts individual student well-being. *Journal of School Psychology*, 65, 116–128. doi:10.1016/j.jsp.2017.07.004
- Kleinginna, P. R., & Kleinginna, A. M. (1981). A categorized list of emotion definitions, with suggestions for a consensual definition. *Motivation and Emotion*, 5(4), 345–379. doi:10.1007/bf00992553
- Kong, F., Ding, K., & Zhao, J. (2015). The relationship among gratitude, self esteem, social support and life satisfaction among undergraduate students, *J Happiness Stud*, 16, 477-489, DOI 10.1007/s10902-014-9519-2
- Kort-Butler, L. A. (2017). Social support theory, *The Encyclopedia of Juvenile Delinquency and Justice*, DOI: 10.1002/9781118524275.ej dj0066
- Krane V., Karlsson B., Ness O., Binder P-E. (2016). They need to be recognized as a person in everyday life: teachers and helpers experiences of teacher-student relationships in upper secondary school. *International journal of qualitative studies on Health and Well-being*, 11, <http://dx.doi.org/10.3402/qhw.v11.31634>
- La Paro, K. M., Lippard, C., Fusaro, M., & Cook, G. (2019). Relationships in early practicum experiences: Positive and negative aspects and associations with practicum students' characteristics and teaching efficacy. *Journal of Early Childhood Teacher Education*, 41(4), 338–358. <https://doi.org/10.1080/10901027.2019.1668889>
- Lammers, W. J., & Smith S. M. (2008). Learning Factors in the University Classroom: Faculty and Student Perspectives. *Teaching of Psychology*, 35(2), 61–70, <https://doi.org/10.1080/00986280802004586>
- Lee, R. M., & Robbins, S. B. (1995). Measuring belongingness: The social connectedness and the social assurance scales. *Journal of Counseling Psychology*, 42 (2), 232-241, <https://doi.org/10.1037/0022-0167.42.2.232>
- Lee, R. M., & Robbins, S. B. (1998). The relationship between social connectedness and anxiety, self- esteem, and social identity. *Journal of Counseling Psychology*, 45, 338-345.
- Lee, R. M., Draper M., & Lee, S. (2001). Social connectedness, dysfunctional interpersonal behaviors, and psychological distress: Testing a mediator model. *Journal of Counseling Psychology*, 48 (3), 310-318.
- Liberati, A., Altman, D. G., Tetzlaff, J., Mulrow, C., Gøtzsche, P. C., Ioannidis, J. P. A., ... Moher, D. (2009). The PRISMA Statement for Reporting Systematic Reviews and Meta-Analyses of Studies That Evaluate Health Care Interventions: Explanation and Elaboration. *PLoS Medicine*, 6(7), e1000100. <https://doi.org/10.1371/journal.pmed.1000100>
- Lien C.-K., Tsai Z.-D., & Huang C.-H. (2020). The study on the relationship of teacher's personality traits, teachers perceived student relationship and job burnout, DOI: 10.6423/HHHC.202007_(128).0003
- Lin, N., Ye, X., & Ensel, W. M. (1999). Social Support and Depressed Mood: A Structural Analysis. *Journal of Health and Social Behavior*, 40(4), 344–359. <https://doi.org/10.2307/2676330>
- Lupaş, V. R., Rusu, A.S. (2020). Belongingness and maladaptive schemas: A wellbeing group intervention program for highschool teachers. *Educația* 21, 19, 25-31. doi: 10.24193/ed21.2020.19.03

- Ma, C. Q., & Huebner, E. S. (2008). Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. *Psychology in the Schools*, 45 (2), 177–190. <https://doi.org/10.1002/pits.20288>
- Macrynika, N., Miranda, R., & Soffer, A. (2018). Social connectedness, stressful life events, and self-injurious thoughts and behaviors among young adults. *Comprehensive Psychiatry*, 80, 140-149, <https://doi.org/10.1016/j.comppsy.2017.09.008>
- Madon S., Jussin L., & Eccles J. (1997). In search of the powerful self-fulfilling prophecy. *Journal of personality and social psychology*, 72 (4), 791- 809
- Madsen, C. K., Standley, J. M., & Cassidy, J. W. (1989). Demonstration and Recognition of High and Low Contrasts in Teacher Intensity. *Journal of Research in Music Education*, 37(2), 85. doi:10.2307/3344700
- Malaquias S., Crespo C., & Francisco R. (2015). How do adolescents benefit from family rituals? Links to social connectedness, depression and anxiety. *Journal of Child and Family Studies*, 24, 3009-3017
- Mangus, S. M., Bock, D. E., Jones, E., & Folse, J. A. G. (2020). Examining the effects of mutual information sharing and relationship empathy: A social penetration theory perspective. *Journal of Business Research*, 109, 375–384. doi:10.1016/j.jbusres.2019.12.019
- Maoying, X., & Aiwu, J. (2011). Comparison Between the Students' Perceived and Expected Behavior of College English Teachers. *Chinese Journal of Applied Linguistics (Quarterly)*, 34(4), 072-088. <https://doi.org/10.1515/CJAL.2011.035>
- Marsh, B.N. (2020). Students' experiences and perceptions of relationships [Doctoral Dissertation, Massey University]. Theses and Dissertations. <http://hdl.handle.net/10179/16270>
- Marshall, R. E. (1978). Measuring the medical school learning environment. *Journal Med Educ*; 53(2), 98-104.
- Martinez, V., Jiménez-Molina, Á., & Gerber, M. M. (2023). Social contagion, violence, and suicide among adolescents. *Current opinion in psychiatry*, 36(3), 237–242. <https://doi.org/10.1097/YCO.0000000000000858>
- Mattick, R. P., & Clarke, J. C. (1998). Development and validation of measures of social phobia scrutiny fear and social interaction anxiety. *Behaviour Research and Therapy*, 36(4), 455-470.
- Măirean C., Turliuc M.N., (2014), Suportul social. În Dafinoiu, Boncu (coord.), 2014, Psihologie socială clinică, Iași, Polirom, 265-174
- McGuire, M. (2012). Empathy in rats. Chapter In Shackelford T. K., Weekes- Shackelford V. A., Eds. *Encyclopedia of Evolutionary Psychological Science*, Springer Nature Switzerland, AG, <https://doi.org/10.1007/978-3-319-19650-3>
- Meeus, W. H. J, Branje, S. J. T., Valk, I., & Weid, M. (2007). Relationships with intimate partner, best friend, and parents and early adulthood: a study of the saliency of intimate partnership, *International Journal of Behavioral Development*, 31 (6), 569-580
- Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121–130. <https://doi.org/10.1016/j.ijer.2017.07.006>
- MESA10 (2019). Learning Makes Sense – qualitative research data. Unpublished data.
- MESA10 (2020). Questionnaires and frequency tables from a questionnaire survey That Makes Sense -Universities [Data set]. Zenodo. <http://doi.org/10.5281/zenodo.3778286>

- Morgenroth, T., Ryan, M. K., & Peters, K. (2015). The motivational theory of role modeling: How role models influence role aspirants' goals. *Review of General Psychology, 19*(4), 465–483. doi:10.1037/gpr0000059
- Morrow, V. (1999). Conceptualising Social Capital in Relation to the Well-Being of Children and Young People: A Critical Review. *The Sociological Review, 47*(4), 744–765. <https://doi.org/10.1111/1467-954X.00194>
- Mruk, C. J. (2006). *Self-Esteem Research, Theory and Practice – Toward a positive psychology of self esteem*, 3rd edition, Springer Publishing Company, New York.
- Muñoz, A., & Ramirez, M. (2015). Teachers' conceptions of motivation and motivating practices in second-language learning: A self-determination theory perspective. *Theory and Research in Education, 13*(2), 198–220. <https://doi.org/10.1177/1477878515593885>
- Myers S. A. (2006). Using Leader-Member Exchange Theory to Explain Students' Motives to Communicate. *Communication Quarterly, 54*(3), 293–304, <https://doi.org/10.1080/01463370600878008>
- Nanda M.M., Reichert E., Jones U. J. Flannery-Schroeder E., (2016), Childhood maltreatment and symptoms of social anxiety: exploring the role of emotional abuse, neglect, and cumulative trauma. *Journal of child and adolescent trauma, 9*, 201-207.
- Nes, R. B., Roysamb, E., Reichborn-Kjennerud, T., Harris, J.R., & Tambs, K. (2007). Symptoms of Anxiety and Depression in Young Adults: Genetic and Environmental Influences on Stability and Change. *Twin Research and Human Genetics, 10* (3), 460-461
- Nghia, T. L. H. (2015). Vietnamese Students' Perception of English Teacher Qualities: Implications for Teacher Professional Development. *International Journal of Academic Research in Education and Review, 3*(1), 7-9. <https://doi.org/10.14662/IJARER2014.058>
- Nickerson, C. (2021). The Social Exchange Theory in Relationships. Simply Psychology. www.simplypsychology.org/what-is-social-exchange-theory.html
- Niemiec, C. P., & Ryan, R. M. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education, 7*(2), 133–144. <https://doi.org/10.1177/1477878509104318>
- Nishimura T., & Komura, K. (2023). How to facilitate intrinsic aspirations: An intervention through self-determination theory perspectives. *Learning and Motivation, 82* , <https://doi.org/10.1016/j.lmot.2023.101885>
- Norton, A. R., & Abbott, M. J. (2017). The Role of Environmental Factors in the Aetiology of Social Anxiety Disorder: A Review of the Theoretical and Empirical Literature. *Behaviour change, 1*-22, <https://doi.org/10.1017/bec.2017.7>
- Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and Evolution, 9*(1), 20–32. <https://doi.org/10.1111/2041-210x.12860>
- O'Brien, M., & Blue, L. (2017). Towards a positive pedagogy: Designing pedagogical practices that facilitate positivity within the classroom. *Educational Action Research, 26*(3), 365–384. <https://doi.org/10.1080/09650792.2017.1339620>
- Obeidat, M.M. (2020). EFL Undergraduate Students' Perspective about the Characteristics of the Effective Instructor at Hashemite University in Jordan. *International Journal of Higher Education, 9*(5), 193-207.
- Ojembe B. U., & Kalu M. E. (2018). Describing reasons for loneliness among older people in Nigeria. *Journal of Gerontological Social Work, https://doi.org/10.1080/01634372.2018.1487495*

- Osborn, T. L., Venturo-Conerly, K. E., Wasil A. R., Schleider J. L., & Weisz J. R. (2020). Depression and anxiety symptoms, social support and demographic factors among Kenyan High School Students. *Journal of Child and Family Studies*, 29, 1432-1443, <https://doi.org/10.1007/s10826-019-01646-8>
- Ostrowsky, M. K. (2009). Are violent people more likely to have low self-esteem or high self-esteem ?. *Aggression and Violent Behavior*, 15, 69-75, doi:10.1016/j.avb.2009.08.004
- Othman, R., Fang Ee, F., & Lay Shi, N. (2010). Understanding dysfunctional leader-member exchange: antecedents and outcomes. *Leadership & Organization Development Journal*, 31(4), 337–350. <https://doi.org/10.1108/01437731011043357>
- Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T.C., Mulrow, C.D. et al. (2021). PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews. *BMJ*, 160, <https://doi.org/10.1136/bmj.n160>
- Park, J., Joshanloo, M., & Scheifinger, H. (2019). Predictors of life satisfaction in a large nationally representative Japanese sample. *Social Science Research*, 82, 45–58. <https://doi.org/10.1016/j.ssresearch.2019.03>
- Pharo, H., Gross, J., Richardson, R., Hayne, H. (2011). Age-related changes in the effect of ostracism. *Social Influence*, 6 (1), 22–38. <https://doi.org/10.1080/15534510.2010.525852>
- Pianta, R. C., Steinberg, M. S., & Rollins, K. B. (1995). The first two years of school: Teacher-child relationships and deflections in children's classroom adjustment. *Development and Psychopathology*, 7(02), 295-312.
- Pianta, R. C. (2001). Strs: student-teacher relationship scale: professional manual. Psychological Assessment Resources
- Polk, J. A. (2006). Traits of Effective Teachers. *Arts Education Policy Review*, 107(4), 23-29, DOI: 10.3200/AEPR.107.4.23-29
- Poon, C. Y., Hui, V. K., Yuen, G. W., Kwong, V. W., & Chan, C. S. (2019). A well slept teacher is a better teacher: A multi-respondent experience sampling study on sleep, stress, and emotional transmission in the classroom. *PsyCh Journal*. doi:10.1002/pchj.282
- Portt, E., Person, S., Person, B., Rawana, E., & Brownlee, K. (2020). Empathy and positive aspects of adolescent peer relationships: A scoping review. *Journal of Child and Family Studies*, 29(9), 2416–2433. <https://doi.org/10.1007/s10826-020-01753-x>
- Power, R. L. (2013). Leader-member exchange theory in higher and distance education. *The International Review of Research in Open and Distributed Learning*, 14(4). <https://doi.org/10.19173/irrodl.v14i4.1582>
- Puțaru, A. I., & Rusu, A. S. (2021). Investigation of the relationship between dating anxiety, self-esteem and social connectedness in emerging adults, *Journal of Educational Sciences & Psychology*, XI (LXXIII)(2), 102-113. <https://doi.org/10.51865/JESP.2021.2.12>
- Qualter, P., Vanhalst, J., Harris, R., Van Roekel, E., Lodder, G., Bangee, M., Maes, M., & Verhagen, M. (2015). Loneliness Across the Life Span. *Perspectives on Psychological Science*, 10(2), 250–264. <https://doi.org/10.1177/1745691615568999>
- Ran, G., Niu, X., Zhang Q., Li, S., Lui, J., Chen, X., & Wu, J. (2020). The association between interparental conflict and youth anxiety: a three-level meta-analysis. *Journal of youth and adolescence*, <https://doi.org/10.1007/s10964-020-01388-7>
- Rappe, R. M., & Lau, E. X. (2011). Prevention of anxiety disorders, *Curr Psychiatry Rep*, 13, 258-266, DOI 10.1007/s11920-011-0199-x
- Richmond, V. P., & McCroskey, J. C. (1995). Nonverbal Behavior in Interpersonal Relations, 3rd edition. Needham Heights, MA: Allyn & Bacon.

- Robinson, K. J., & Cameron, J. J. (2012). Self esteem is a shared relationship resource: additive effects of dating partners self esteem levels predict relationship, *Journal of research in personality*, 46, 227-230
- Robson, P. J. (1988). Self-Esteem – a Psychiatric View. *British Journal of Psychiatry*, 153 (01), 6–15. doi:10.1192/bjp.153.1.6
- 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. *Review of Educational Research*, 81(4), 493–529. <https://doi.org/10.3102/0034654311421793>
- Rothman, A. I., & Ayoade, F. (1970). The development of a learning environment: a questionnaire for use in curriculum evaluation. *Academic Medicine*, 45(10), 754–9. <https://doi.org/10.1097/00001888-197010000-00006>
- Rudasill, K. M., Snyder, K. E., Levinson, H., & Adelson, J. L. (2018). Systems View of School Climate: a Theoretical Framework for Research. *Educational Psychology Review*, 30(1), 35-60. <https://doi.org/10.1007/s10648-017-9401-y>
- Saeri, A. K., Cruwys, T., Barlow, F.K., Stronge, S., Sibley, C. G. (2017). Social connectedness improves public mental health: Investigating bidirectional relationships in the New Zealand attitudes and values survey, *Australian and New Zealand Journal of Psychiatry*, 1-10, <https://doi.org/10.1177/000486741772399>
- Saha, S., Koley, M., Ghosh A., Mondal, R., Arya, J.S., & Choubey, G. (2013). A survey on perception of homoeopathic undergraduate students towards learning environment in an Indian scenario, *International Journal of High Dilution Research*, 12(43), 62-76. <https://doi.org/10.51910/ijhdr.v12i43.633>
- Saleem, A. (2014), Positive thinking and positive words: Why it’s so important, *Indian Journal of Positive Psychology*, 5(1), 86-89.
- Salimi, A. (2011). Social-Emotional Loneliness and Life Satisfaction. *Procedia - Social and Behavioral Sciences*, 29, 292–295. <https://doi.org/10.1016/j.sbspro.2011.11.241>
- Santinello, M., & Bertarelli, P. (2002). La scuola come setting. In M. Prezza e M. Santinello (a cura di), *Conoscere la comunità. L’analisi degli ambienti di vita quotidiana*. Il Mulino, Bologna, pp. 257-296.
- Savci, M., Akat, M., Ercengiz, M., Griffiths M. D., & Aysan F. (2020). Problematic social media use and social connectedness in adolescence: the mediating and moderating role of family life satisfaction. *International Journal of Mental Health and Addiction*, <https://doi.org/10.1007/s11469-020-00410-0>
- Seppala, E. (2014). *Connectedness & Health: The Science of Social Connection*, Stanford University’s Center for Compassion and Altruism. Accesat la <https://ccare.stanford.edu/uncategorized/connectedness-health-the-science-of-social-connection-infographic/>
- Shackelford, T. K. (2001). Self esteem in marriage, *Personality and individual differences*, 30, 371-390
- Siri, A., Rania, N., Bagnasco, A., & Sasso, L. (2015). The role of social climate in Nursing and Health Care Professions degree programs. *Procedia – Social and Behavioral Sciences*, 171, 382-389, <https://doi.org/10.1016/j.sbspro.2015.01.136>
- Siva, N. (2020). Loneliness in children and young people in the UK. *The Lancet Child & Adolescent Health*, 4(8), 567–568. doi:10.1016/s2352-4642(20)30213-3
- Smyth, N., Siriwardhana, C., Hotopf, M., & Hatch, S. L. (2015). Social networks, social support and psychiatric symptoms: social determinants and associations within a multicultural community population. *Social Psychiatry and Psychiatric Epidemiology*, 50(7), 1111-1120. <https://doi.org/10.1007/s00127-014-0943-8>

- Spilt, J.L., Koomen, H.M., & Thijs, J.T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational Psychology Review*, 23(4), 457–477. <https://doi.org/10.1007/s10648-011-9170-y>
- Sprencher, S., Brooks, J. E., & Avogo, W. (2013). Self-Esteem Among Young Adults: Differences and Similarities Based on Gender, Race, and Cohort (1990–2012). *Sex Roles*, 69, 264–275, <https://doi.org/10.1007/s11199-013-0295-y>
- Stamate, D. N., & Colomeischi, A.A. (2014). Strategii de consiliere pentru dezvoltarea stimei de sine la copiii de vârstă școlară mică – lucrare de licență, Suceava.
- Stanton, N. (2004). *Mastering communication* (4th edition), New York, Palgrave Macmillan
- Starkey, B. (2019). The heart of teaching: exploring empathy, genuineness and positive regard in the adult immigrant esl classroom [Master’s thesis, University of Manitoba]. Manitoba Heritage Theses. <https://mspace.lib.umanitoba.ca/xmlui/handle/1993/33858>
- Suldo, S. M., Shaffer, E. J., & Riley, K. N. (2008). A social-cognitive-behavioral model of academic predictors of adolescents’ life satisfaction. *School Psychology Quarterly*, 23(1), 56–69. <https://doi.org/10.1037/1045-3830.23.1.56>
- Swartling, G. A. (2007). Focus group (FG). Disponibil online <https://www.researchgate.net/profile/Asa-Gerger-Swartling-2/>
- Tariq, Q. (2011). Close friendship and its relationship with self-esteem, anxiety and life satisfaction, *Pakistan Journal of Psychology*, 42 (1), 21-34.
- Teneva, L. Jr. (2020). Projecting loneliness into the past and future: implications for self-esteem and affect, *Motivation and Emotion*, 44, 772-784.
- Thapa, A. (2023). School Climate. In *The Blackwell Encyclopedia of Sociology*, G. Ritzer (Ed.). <https://doi.org/10.1002/9781405165518.wbeoss021.pub2>
- Thomas J. J., Daubman K. A. (2001). The relationship between friendship quality and self esteem in adolescent girls and boys, *Sex Roles*, 45 , 53–65. <https://doi.org/10.1023/A:1013060317766>
- Tormey R., 2021, Rethinking student-teacher relationships in higher education: a multidimensional approach, *Higher education*, 82, 993-1011, <https://doi.org/10.1007/s10734-021-00711-w>
- Trujillo, N. P., & Servaty-Seib, H. (2018). Parental Absence and Non-Suicidal Self-Injury: Social Support, Social Constraints and Sense-Making. *Journal of Child and Family Studies*, 27(5), 1449-1459. <https://doi.org/10.1007/s10826-017-0976-1>
- Țepordei, A. M. (2014). Anxietatea socială fizică. În Dafinoiu, Boncu (coord.), 2014, Psihologie socială clinică, Iași, Polirom, pp. 97-107
- Uphoff, E. P., Pickett, K. E., Cabieses, B. et al. (2013). A systematic review of the relationships between social capital and socioeconomic inequalities in health: a contribution to understanding the psychosocial pathway of health inequalities. *Int J Equity Health*, 12(1), 54. <https://doi.org/10.1186/1475-9276-12-54>
- Vančíková, K. (2021). University teacher as a motivator - the aspect of empathy and enthusiasm, *Proceedings of ICERI2020 Conference*, 3068-3075. <https://doi.org/10.21125/iceri.2020.0706>
- Visser, M., & Wyk, E. L. (2021). University students mental health and emotional wellbeing during the COVID-19 pandemic and ensuing lockdown, *South African Journal of Psychology*, 51(2), 229-243, <https://doi.org/10.1177/00812463211012219>
- Wanders, F. H. K., Veen, I., Dijkstra, A. B., Maslowski, R. (2020). The influence of teacher-student and student-student relationships on societal involvement in Dutch primary and secondary schools, *Theory and research in social education*, 48(1), 101-119, <https://doi.org/10.1080/00933104.2019.1651682>

- Welsh, D. P., Grello, C. M., & Harper, M. S. (2003). When love hurts: depression and adolescent romantic relationships. In: P. Florsheim, ed. *Adolescent romantic relations and sexual behavior: theory, research, and practical implications*, Mahwah, NJ: Lawrence Erlbaum Associates, 337-354.
- Wilkins J., 2014, Good teacher- student relationships: perspectives of teachers in urban high schools, *American Secondary Education*, 43(1), 52-68.
- Winkler, I. (2009). Leader–Member Exchange Theory. *Contemporary Leadership Theories*, 47–53. https://doi.org/10.1007/978-3-7908-2158-1_6
- Wong, F. K. D., Chang, Y., He X., & Wu, Q. (2010). The Protective Functions of Relationships, Social Support and Self-Esteem in the Life Satisfaction of Children of Migrant Workers in Shanghai, China. *International Journal of Social Psychiatry*, 56 (2), 143-157. doi:10.1177/0020764009102755
- Wubbels, T. (1993). Teacher-student relationships in science and mathematics classes. *What Research Says to the Science and Mathematics Teacher*, 11. <https://eric.ed.gov/?id=ED373957>
- Xiang, M., & Jia, A. (2011). Comparison Between the Students’ Perceived and Expected Behavior of College English Teachers, *Chinese Journal of Applied Linguistics (Quarterly)*, 34 (4), 72-88, DOI 10.1515/CJAL.2011.035
- Xiang, M. Y. (2010). A multidimensional study on College English teachers’ roles in the classroom. [Unpublished doctoral dissertation, Shanghai International Studies University].
- Yalçın, İ. (2011). Social Support and Optimism as Predictors of Life Satisfaction of College Students. *International Journal for the Advancement of Counselling*, 33(2), 79–87. doi:10.1007/s10447-011-9113-9
- Yavrutürk, A., İlhan, T., & Baytemir, K. (2020). Social Support and School Climate as Predictors of School Connectedness in High School Students, *Bartın University Journal of Faculty of Education*, 9(2), 334-351. <https://doi.org/10.14686/buefad.653345>
- Yoon, J. S. (2002). Teacher characteristics as predictors of teacher-student relationships: stress, negative affect, and self – efficacy, 30(5), 485-494
- Zeigler-Hill, V., Fulton, J. J., & McLemore, C. (2011). The role of unstable self esteem in the appraisal of romantic relationships, *Personality and individual differences*, 51, 51-56, doi:10.1016/j.paid.2011.03.009
- Zhang, X., Qi, C., Wei, X., & He, W. (2023). Identifying Intimacy of Self-Disclosure: A Design Based on Social Penetration Theory and Deep Learning, *AMCIS Proceedings*; https://aisel.aisnet.org/amcis2023/sig_dsa/sig_dsa/7
- Zheng, W. (2020). A study of university teacher–student relationships from the perspective of trust: a Socratic and Confucian comparison [Doctoral dissertation, Middlesex University]. Middlesex University Research Repository. <https://eprints.mdx.ac.uk/33697/>
- Zirkel, S. (2002). Is There a Place for Me? Role Models and Academic Identity among White Students and Students of Color. *Teachers College Record*, 104 (2), 357-376. <https://doi.org/10.1111/1467-9620.00166>