

Teacher-Student and Teacher-Community Relationships: A Holistic Conceptual Framework for Educational Development

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Abstract

Teacher–student and teacher–community relationships support students’ academic, emotional, and social development. This study examines their characteristics, educational implications, and interconnections to propose a holistic conceptual framework for understanding teachers’ professional roles. A descriptive qualitative approach combined a literature review with conceptual synthesis of relevant academic publications, theoretical books, and educational policy documents. Analysis involved identifying key concepts, classifying recurring themes, comparing perspectives, and synthesizing findings on classroom interactions, professionalism, social competence, and educational partnerships. The synthesis characterizes positive teacher–student relationships through emotional support, empathy, supportive communication, mutual respect, and responsible professional authority. These qualities are associated with student engagement, academic motivation, emotional well-being, classroom behavior, and social development. Teacher professionalism, ethical conduct, effective communication, and social competence also provide foundations for constructive relationships with families and communities. Drawing on Bronfenbrenner’s ecological perspective and Epstein’s school–family–community partnership framework, the analysis suggests that classroom relationships and broader educational partnerships can complement and reinforce one another. The proposed framework of layered teacher relationships connects interpersonal support within classrooms with collaboration beyond school boundaries, positioning relationship building and educational partnerships as interconnected professional responsibilities. This framework

contributes an integrative perspective on teachers' relational roles and their implications for educational development. Further empirical research is needed to examine its applicability across diverse educational contexts.

Keywords: Teacher–Student Relationships; Teacher–Community Relationships; Teacher Professionalism; Social Competence; School–Family–Community Partnerships.

INTRODUCTION

Teachers occupy a strategic position in education because their responsibilities extend beyond the transmission of knowledge to include the development of students' social, emotional, and interpersonal capacities. The quality of teachers' relationships with students and the wider community is therefore an important dimension of educational practice. In the classroom, teachers establish relationships through communication, emotional support, fairness, and the exercise of appropriate authority. Beyond the classroom, they interact with parents, families, and community members who contribute to students' educational experiences. These responsibilities indicate that teachers' professional roles involve both classroom-based relationships and broader social engagement. Understanding these interconnected responsibilities is important for examining how teachers' personality and social competence are expressed in everyday educational practices.

The significance of teacher student relationships is supported by research in educational psychology. Hamre & Pianta (2001), in a longitudinal study following children from kindergarten through eighth grade, found that the quality of early teacher child relationships was associated with subsequent academic and behavioral outcomes. Similarly, Roorda et al. (2011), through a meta-analysis of 99 studies, demonstrated that affective teacher student relationships were associated with students' school engagement and academic achievement. Cornelius-White (2007) also reported positive associations between learner-centered teacher student relationships and a range of cognitive, affective, and behavioral outcomes. These findings suggest that supportive relationships are an important component of educational environments, although student development cannot be attributed exclusively to teachers' interpersonal behavior. Student characteristics, family circumstances, classroom conditions, and institutional factors may also contribute to educational outcomes.

Teacher student relationships should also be understood within the broader social environments in which students develop. Bronfenbrenner (1979), through the ecological perspective on human development, emphasized that development occurs through interactions between individuals and their surrounding environments. From this perspective, schools, families, and communities constitute interconnected contexts that shape children's experiences. Relationships between teachers and students cannot therefore be considered entirely separate from the relationships that teachers establish with parents and other members of the community. At the institutional level, Epstein et al., (2018) provide a framework for school family community partnerships that emphasizes collaboration in supporting students' learning and development. Goodall & Montgomery (2014) further distinguish parental involvement in school activities from parental engagement in children's learning, highlighting the importance of meaningful participation beyond formal school-based activities. These perspectives provide a conceptual foundation for examining teachers as relational actors who connect classroom interactions with the wider educational environment.

Teachers' social and emotional competence is particularly relevant to this relational responsibility. Jennings & Greenberg (2009) proposed a prosocial classroom model in which teachers' social and emotional competence and well-being are connected to supportive teacher student relationships, classroom management, and students' social and emotional learning. This perspective suggests that teachers' interpersonal capacities are relevant not only to individual interactions but also to the broader classroom climate. Meanwhile, evidence concerning school family community partnerships indicates that collaboration can contribute to educational processes beyond classroom instruction. Epstein & Sheldon (2002), for example, found that particular family and community involvement practices were associated with improvements in school attendance. Taken together, these studies suggest that educational relationships operate across different contexts and that constructive collaboration between schools, families, and communities may complement the supportive relationships developed between teachers and students.

Despite these contributions, the literature reviewed for this article addresses teacher student relationships and teacher community relationships through different analytical emphases. Research on teacher student relationships has developed substantial empirical evidence concerning student engagement, academic outcomes, and behavioral development (Cornelius-White 2007; Roorda et al. 2011). Quin, (2017), through a systematic review of 46

studies, also demonstrated that teacher student relationships are associated with multiple indicators of adolescent engagement, including school attendance, academic grades, and disruptive behavior. In contrast, literature on school family community partnerships frequently emphasizes collaboration practices, parental engagement, and institutional arrangements rather than the individual teacher's personality as a connecting factor (Epstein et al. 2018; Goodall and Montgomery 2014). Although these bodies of literature offer complementary insights, their integration into a single conceptual discussion of teachers' relational responsibilities requires further examination. The gap addressed in this article is therefore not the absence of research on either relationship, but the need to synthesize these perspectives and clarify how teachers' personality and social competence may connect relationships within the classroom with relationships beyond the school.

To address this gap, the article proposes the concept of layered teacher relationships as a conceptual synthesis of teacher student relationships and teacher community relationships. The concept refers to two interconnected relational domains: first, the classroom domain, characterized by emotional support, empathetic communication, fairness, and appropriate authority; and second, the community domain, characterized by professional conduct, communication with families, trust-building, and collaboration with the wider community. Teachers' personality and social competence are positioned as conceptual links between these domains. This proposed framework draws on Bronfenbrenner, (1979) ecological perspective to explain the interconnectedness of educational environments and on Epstein et al., (2018) partnership framework to clarify the role of collaboration among schools, families, and communities. Rather than introducing an independently validated theory, the framework offers an integrative perspective through which existing literature can be interpreted in relation to teachers' professional and relational responsibilities.

Based on this rationale, this article aims to examine the dimensions and educational implications of teacher student relationships, explain the characteristics and significance of teacher community relationships, and analyze the conceptual connections between these two relational domains in the context of teacher personality development. Using a descriptive qualitative literature review and conceptual synthesis approach, the article seeks to identify recurring themes, compare relevant findings, and develop an integrated understanding of teachers' relational responsibilities. The study is expected to contribute to educational scholarship by clarifying the relationship between classroom interactions and broader school community engagement. Practically, the synthesis may inform teacher education and

professional development initiatives that emphasize interpersonal communication, emotional support, professional responsibility, and constructive collaboration with families and communities. The proposed concept is intended to provide a basis for further empirical research rather than a definitive explanation of causal relationships between the two domains.

METHODS

Type of Research

This study employed a literature review with a descriptive qualitative approach to examine teacher student relationships, teacher community relationships, and the connections between these two dimensions in the context of teacher personality development. A qualitative literature review is appropriate for synthesizing concepts, arguments, and findings from existing academic publications to develop a broader understanding of an educational issue. Unlike quantitative research, this study did not test hypotheses or measure relationships between variables statistically. Instead, it focused on identifying, describing, comparing, and interpreting relevant scholarly perspectives to construct a conceptual synthesis (Lumbu et al. 2026; Snyder 2019).

The review focused on four interconnected areas: (1) the characteristics and dimensions of teacher student relationships; (2) the educational and social implications of these relationships; (3) teacher community relationships, including school family community partnerships; and (4) the contribution of teachers' personal and social competencies to the development of constructive relationships. This approach enabled the study to examine the two relational dimensions separately and subsequently interpret their connections within a broader educational framework.

Research Design

The study adopted a descriptive and conceptual synthesis design. The research process consisted of four main stages: determining the research focus, identifying and selecting relevant literature, organizing the information into analytical themes, and synthesizing and interpreting the findings. These stages were aligned with the objectives of describing teacher student relationships, explaining teacher community relationships, and analyzing the interconnections between them.

The design emphasized the comparison and interpretation of existing scholarly findings rather than the collection of primary data. The literature was examined to identify recurring concepts, complementary arguments, and differences in findings across studies. This procedure followed the general principle of literature synthesis, in which existing research is critically organized to clarify the current state of knowledge and identify conceptual connections (Snyder 2019).

This study should be understood as a descriptive qualitative literature review rather than a formal systematic review. The manuscript did not document a predefined systematic-review protocol, a complete database-by-database search log, or a numerical record of the screening process. Accordingly, the research design was intended to support a focused conceptual analysis rather than to claim exhaustive identification of all publications on the subject.

Participants and Sampling Technique

Because this study was based on a literature review, it did not involve human participants, respondents, or informants. The units of analysis were academic publications and a regulatory document relevant to the research objectives. The final literature set consisted of 25 sources: 22 national and international journal articles, two theoretical books, and one regulatory document.

The sources were selected purposively using relevance-based criteria. First, each source had to address at least one of the principal topics: teacher student relationships, teacher community relationships, teacher personality or social competence, or school family community partnerships. Second, its bibliographic identity had to be traceable through a DOI or an official journal or publisher webpage. Third, publication recency was considered, while older publications were retained when they provided foundational theories or seminal discussions relevant to the analysis.

Of the 25 sources, 15 (60%) were published Ozturk et al. (2026). Older sources were included when their theoretical contributions remained relevant to understanding the topic. This criterion-based selection strategy was intended to balance the inclusion of recent research with foundational literature needed to interpret the relationships under investigation. Purposive selection is suitable for qualitative inquiry when sources are chosen because they provide information directly relevant to the research focus (Lumbu et al. 2026).

Instruments and Data Collection

The primary data collection instrument was a literature-review recording framework used to organize bibliographic information and the substantive content of each source. For each selected publication, the review recorded its main concepts, research design where applicable, and principal findings. The information was then grouped according to its relevance to the objectives of the article.

Literature identification was conducted through online searches using academic search engines, national journal portals based on Open Journal Systems (OJS), and official websites of international journal publishers. The search employed Indonesian and English keywords related to the research focus, including hubungan guru dan murid, relasi sekolah dan masyarakat, kompetensi sosial guru, teacher student relationship, teacher support, and school family community partnership. Sources were examined for their relevance to the study before being incorporated into the literature set. Bibliographic information was managed using Zotero to support reference organization and consistency with APA 7 style.

The collection process involved three practical activities: locating potentially relevant publications, examining their content and bibliographic information, and recording their key concepts and findings for thematic organization. The traceability of publication details and the comparison of information across sources supported the credibility of the synthesis. Bowen (2009) explains that document analysis involves systematically reviewing and evaluating documents to extract relevant information and develop an understanding of the research issue.

However, the study did not report formal instrument validation, inter-rater agreement, or a standardized quality appraisal checklist. It also did not document the exact search dates, the number of records initially retrieved, or the number excluded at each screening stage. These limitations should be acknowledged when interpreting the transparency and reproducibility of the literature-selection process.

Data Analysis Technique

The collected literature was analyzed using descriptive qualitative analysis through a process of identification, classification, comparison, and interpretation. The analysis proceeded through five stages.

First, the selected sources were read to establish their central arguments, theoretical perspectives, research contexts, and principal findings. Second, concepts relevant to the research objectives were identified, including emotional closeness, teacher support, interpersonal communication, empathy, teacher authority, exemplary conduct, social competence, and school family community partnerships.

Third, the extracted information was classified into three principal analytical themes: (1) teacher student relationships and their educational implications; (2) teacher community relationships and the role of social competence; and (3) the connections between the two relational dimensions in teacher personality development. This thematic organization helped maintain a clear relationship between the research objectives and the findings presented in the article.

Fourth, findings across sources were compared to identify recurring patterns, complementary explanations, and differences in perspectives or research contexts. Similarities were used to identify concepts consistently emphasized in the literature, while differences were retained and examined rather than automatically treated as contradictions. Fifth, the findings were interpreted and synthesized to develop an integrated understanding of teacher relationships as interconnected dimensions of educational practice.

The organization and interpretation of the literature were informed by the principles of thematic analysis, which emphasize identifying patterns of meaning across a body of qualitative material (Braun and Clarke 2006). The analysis also considered the importance of making the analytical process transparent and maintaining a clear connection between source material, coding or categorization decisions, and interpretations (Nowell et al. 2017). Nevertheless, the procedure was applied as a descriptive thematic synthesis and was not presented as a fully protocol-driven systematic review.

The final synthesis was used to formulate the article's central conceptual argument: teacher student relationships and teacher community relationships can be understood as interconnected relational dimensions supported by teachers' personal qualities and social competencies. Because the study relied exclusively on existing literature, its conclusions represent a conceptual interpretation of the selected sources rather than direct empirical evidence of causal relationships in a particular school or community.

RESULTS

1. Characteristics and Dimensions of Teacher Student Relationships

Teacher student relationships are a fundamental aspect of the educational process because they influence the classroom atmosphere and students' learning experiences. An effective relationship is characterized by emotional closeness, supportive communication, empathy, and mutual respect between teachers and students. Emotional closeness enables students to feel safe, valued, and comfortable expressing their thoughts, difficulties, and learning needs. Supportive communication allows teachers to provide clear guidance, constructive feedback, and encouragement while helping students overcome academic and personal challenges. Through empathetic interactions, teachers can better understand students' individual circumstances and respond to their needs in ways that promote trust, confidence, and meaningful participation in learning.

In addition to emotional support and communication, mutual respect and appropriate teacher authority are essential dimensions of a positive teacher student relationship. Mutual respect encourages students to appreciate differences, express their opinions responsibly, and develop positive attitudes toward others. Teacher authority should not rely solely on formal position or disciplinary control but should also be demonstrated through fairness, consistency, professional responsibility, and exemplary conduct. When teachers establish clear expectations while treating students with dignity, they can maintain classroom discipline without undermining students' emotional security and sense of belonging. Therefore, effective teacher student relationships require a balanced combination of emotional closeness, supportive communication, empathy, mutual respect, and responsible authority to create a conducive learning environment and support students' academic and social development.

2. Educational and Social Impacts of Teacher Student Relationships

Positive teacher student relationships play an important role in supporting students' academic engagement and learning motivation. When students feel respected, supported, and understood by their teachers, they are more likely to participate actively in classroom activities, ask questions, and express their ideas confidently. Emotional support from teachers can also encourage students to overcome learning difficulties and develop greater persistence when facing academic challenges. Furthermore, constructive interactions between teachers and students can create a supportive classroom atmosphere that promotes

concentration, curiosity, and a willingness to learn. Therefore, positive teacher–student relationships can contribute to a more meaningful learning experience by strengthening students’ involvement and motivation in the educational process.

Beyond academic engagement, positive teacher–student relationships are also associated with students’ emotional well-being, discipline, and social development. Teachers who demonstrate empathy, fairness, and consistency can help students feel emotionally secure and develop a stronger sense of belonging within the school environment. These relationships may also encourage students to demonstrate self-discipline because classroom expectations are communicated through mutual respect, guidance, and positive examples rather than fear alone. Through daily interactions with teachers, students can learn important social values, including cooperation, responsibility, tolerance, and respect for others. Consequently, positive teacher student relationships represent an important foundation for holistic education because they support not only academic progress but also students’ emotional maturity, responsible behavior, and ability to establish healthy social relationships.

3. Forms and Foundations of Teacher Community Relationships

Teacher community relationships are an essential component of educational practice because teachers interact not only with students but also with families and the wider community. In this context, teachers serve as role models whose attitudes, behavior, and professional conduct can influence how the community perceives the school and its educational mission. Teachers are expected to demonstrate integrity, responsibility, respect, and social awareness in their interactions with different members of the community. Social competence enables teachers to build positive relationships, understand diverse perspectives, and respond appropriately to the social and cultural conditions surrounding the school. Through these qualities, teachers can strengthen public trust and encourage the community to recognize education as a shared responsibility.

Effective communication and collaboration among schools, families, and communities provide a foundation for maintaining constructive teacher community relationships. Open and respectful communication allows teachers to exchange information with parents about students’ learning progress, behavioral development, and educational needs. Such communication also creates opportunities for parents to share their perspectives and participate in supporting their children’s education. Furthermore, collaboration between teachers, families, and community members can help schools identify local resources, address

educational challenges, and develop learning environments that reflect students' needs. Therefore, strong teacher community relationships depend on teachers' social competence, exemplary conduct, and commitment to partnership, all of which can contribute to a more supportive and collaborative educational environment.

4. Interconnections Between Teacher Student and Teacher Community Relationships

Teacher student relationships and teacher community relationships are interconnected dimensions of teachers' professional responsibilities that jointly contribute to the quality of education. Positive interactions between teachers and students can be strengthened by the values and professional attitudes that teachers demonstrate in their relationships with families and the wider community. Teachers who consistently exhibit empathy, fairness, integrity, and respect are more likely to establish trust among students, parents, and other community members. In this context, teachers' personalities and professional conduct serve as important foundations for maintaining consistency between their behavior inside the classroom and their interactions outside the school environment. Therefore, the quality of teacher–student relationships cannot be fully separated from the broader social relationships that teachers develop as members of the educational community.

Social competence further connects these two relational dimensions by enabling teachers to communicate effectively, manage interpersonal relationships, and respond appropriately to different social contexts. When teachers maintain constructive relationships with families and community members, they can gain a better understanding of students' backgrounds, needs, and learning environments, which may inform their educational practices. Similarly, positive relationships with students can strengthen parents' confidence in teachers and encourage greater participation in school activities and educational decision-making. These reciprocal relationships illustrate that effective education requires cooperation between teachers, students, families, and the wider community rather than relying exclusively on classroom instruction. Consequently, the interconnectedness of teacher student and teacher community relationships provides a more holistic understanding of teachers' roles, emphasizing that professional personality, ethical conduct, and social competence are essential to fostering a supportive and collaborative educational environment.

DISCUSSION

1. Emotional Support, Empathy, and Professional Authority in Teacher Student Relationships

Emotional support, empathy, and mutual respect are essential components of positive teacher student relationships because they help establish a supportive and conducive learning environment. Weiner & Freedheim (2003) emphasizes the importance of understanding and enhancing relationships between teachers and children as part of the educational process. When teachers demonstrate emotional closeness, listen attentively, and respond empathetically to students' concerns, students may feel more secure, valued, and confident in expressing their thoughts and difficulties. Supportive communication also enables teachers to recognize students' individual needs and provide appropriate guidance in response to their academic and social challenges. Therefore, positive teacher student relationships involve not only the transmission of knowledge but also the development of interpersonal connections that support students' learning experiences and social development.

In addition to emotional support and empathy, professional authority plays an important role in maintaining effective teacher student relationships. Teachers are responsible for establishing clear expectations, maintaining classroom discipline, and guiding students' behavior while treating them fairly and respectfully. Roorda et al. (2011) found that affective teacher student relationships are associated with students' school engagement and academic achievement, highlighting the educational significance of relationship quality. Accordingly, teacher authority should be exercised through consistency, fairness, professional responsibility, and exemplary conduct rather than relying exclusively on punishment or hierarchical power. By balancing emotional closeness with appropriate authority, teachers can foster mutual trust, encourage student participation, and create a classroom environment that supports both academic engagement and positive interpersonal development.

2. The Educational and Social Implications of Positive Teacher Student Relationships

Positive teacher student relationships are closely associated with students' engagement, academic motivation, and participation in the learning process. When students perceive their teachers as supportive, approachable, and fair, they may become more willing to participate in classroom discussions, ask questions, and persist when facing academic

difficulties. Roorda et al. (2011), through their meta-analysis, demonstrated that affective teacher student relationships are associated with students' school engagement and academic achievement. These findings highlight the importance of interpersonal relationships in creating learning environments where students feel encouraged to participate and develop their academic potential. Nevertheless, the strength and nature of these associations may vary depending on students' individual characteristics, classroom conditions, and broader educational contexts.

Beyond academic outcomes, positive teacher student relationships may also contribute to students' emotional well-being, classroom behavior, and social development. Supportive interactions can help students develop a sense of belonging and emotional security, while fair guidance and consistent expectations can encourage responsible behavior and constructive participation in classroom activities. Quin, (2017), in a systematic review of longitudinal and contextual research, examined the associations between teacher student relationships and student engagement, emphasizing the importance of considering relational dynamics within their educational contexts. Through everyday interactions, teachers can also model cooperation, respect, empathy, and responsibility, thereby providing opportunities for students to develop positive social attitudes. Overall, positive teacher student relationships should be understood as an important element of students' educational experiences, while recognizing that the observed associations do not, by themselves, establish that relationship quality directly causes improvements in academic or social outcomes.

3. Teacher Professionalism and School Family Community Partnerships

Teacher professionalism plays an important role in establishing constructive relationships between schools, families, and the wider community. As ethical role models, teachers are expected to demonstrate integrity, responsibility, fairness, and respect in their professional conduct and social interactions. These qualities can strengthen public trust in teachers and encourage community members to recognize their role in supporting students' educational development. Epstein et al. (2018) emphasizes the importance of school, family, and community partnerships in creating collaborative environments that support student learning and success. Therefore, teachers' professional responsibilities extend beyond classroom instruction to include building positive relationships with parents and community members through effective communication and socially responsible behavior.

Effective school family community partnerships also require continuous communication, mutual understanding, and shared educational responsibility. Goodall & Montgomery (2014) distinguish parental involvement in school activities from parental engagement in children's learning, highlighting the importance of meaningful participation in the educational process. Through open communication, teachers and parents can exchange information about students' academic progress, behavioral development, and individual learning needs (Deep et al. 2025; Yang, Jeon, and Choi 2025). Collaboration among schools, families, and communities can also help identify educational challenges and develop appropriate forms of support that reflect students' circumstances. Consequently, teacher professionalism, social competence, and collaborative engagement provide important foundations for strengthening partnerships that contribute to a supportive educational environment and students' overall development.

4. Integrating Teacher Student and Teacher Community Relationships into a Holistic Framework

Teacher student relationships and teacher community relationships represent interconnected dimensions of educational practice that contribute to a more holistic understanding of teachers' professional roles (Rizza et al. 2026). Teachers' professional conduct, interpersonal qualities, and social competence provide a foundation for establishing positive relationships with students while maintaining constructive partnerships with families and community members. Bronfenbrenner (1979) ecological perspective explains that human development takes place within interconnected social environments, including the family, school, and wider community. From this perspective, students' educational experiences cannot be understood solely through classroom interactions because relationships and experiences across different social contexts may also shape their development (Rizza, Azahra, et al. 2026). Therefore, teachers play an important role in connecting classroom learning with broader social environments through consistent professional behavior, effective communication, and collaborative engagement.

Building on this perspective, the concept of layered teacher relationships can be proposed as a conceptual synthesis that integrates interpersonal relationships within the classroom with teachers' relationships beyond the school environment. (Epstein 2018) emphasizes the importance of partnerships among schools, families, and communities in supporting students' learning and development, providing a relevant foundation for

understanding the broader dimension of teachers' relational responsibilities. When teachers establish supportive relationships with students and maintain effective communication with families, these relationships can create complementary forms of educational support across different environments. This integrated perspective suggests that teachers' professional effectiveness involves not only instructional competence but also the ability to build trust, demonstrate ethical conduct, and foster cooperation among educational stakeholders. Consequently, layered teacher relationships offers a framework for understanding how teacher student and teacher community relationships can reinforce one another in promoting a supportive, collaborative, and development oriented educational environment.

CONCLUSION

Teacher student relationships and teacher community relationships are essential dimensions of educational practice that contribute to the quality of teaching and students' overall development. Positive teacher student relationships are characterized by emotional support, empathy, supportive communication, mutual respect, and responsible professional authority, which can foster a conducive learning environment. These relationships are associated with students' engagement, academic motivation, emotional well-being, classroom behavior, and social development. At the same time, teachers' professionalism, ethical conduct, and social competence are important foundations for building trust and maintaining constructive relationships with families and the wider community. Therefore, teachers' responsibilities extend beyond classroom instruction to include the development of meaningful interpersonal relationships and collaborative educational partnerships.

Furthermore, relationships between teachers, students, families, and communities are interconnected and can reinforce one another in supporting educational goals. Teachers who demonstrate integrity, fairness, empathy, and effective communication can strengthen students' trust while encouraging parents and community members to participate in the educational process. Collaboration among schools, families, and communities also provides opportunities to understand students' needs more comprehensively and create supportive learning environments across different social contexts. In this regard, Bronfenbrenner's (1979) ecological perspective and Epstein's (2011) framework of school family community partnerships provide relevant theoretical foundations for understanding the interconnected nature of educational relationships. These perspectives emphasize that students'

development should be considered within the broader network of social interactions and educational partnerships in which they participate.

Based on this synthesis, the concept of layered teacher relationships is proposed as a conceptual framework for understanding the complementary dimensions of teacher student and teacher community relationships. This framework highlights the importance of integrating emotional and interpersonal support within the classroom with professional collaboration beyond the school environment. However, as this study is based on a qualitative literature review, the proposed framework represents a conceptual contribution that requires further empirical investigation in different educational contexts. Future research could examine how teachers' professional conduct, interpersonal qualities, and social competence influence the relationship between classroom interactions and school community partnerships. Ultimately, strengthening both relational dimensions may contribute to more collaborative educational environments that support students' academic progress, emotional well-being, and social development.

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