
NEWSLETTER

The Association between Teacher-Student Relationships and Aggressive Behavior of Primary School Students: The Roles of Student Self-Esteem and Parent-Child Cohesion

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PRIMARY education is a crucial stage for developing desirable moral character and preventing misconduct, such as aggressive behavior, in children. Based on a questionnaire survey of more than 5,000 primary school students, this article aims to examine the relation between teacher-student relationships and aggressive behavior of primary school students, as well as the roles of student self-esteem and parent-child cohesion in this relation. Recommendations for prevention and intervention of aggressive behavior in pupils are also suggested.

Research Findings:

- Desirable teacher-student relationships can help inhibit aggressive behavior in primary school students.
- Better teacher-student relationships predict higher levels of self-esteem in pupils, which contributes to alleviating their aggressive behavior.
- Higher degrees of parent-child cohesion are related to closer teacher-student relationships, which helps prevent aggressive behavior in pupils.
- Strong parent-child cohesion and good teacher-student relationships correlate with increased levels of self-esteem and lower incidence of aggressive behavior in pupils.

Recommendations proposed by the authors include:

- The teacher should provide more support and concerns to students to foster and maintain good relations with them.
- Parents give better play to the protective role of close parent-child relations, raising the quality of parent-child relationships.
- The teacher and parents pay attention to boosting students' self-esteem.
- The school and parents strengthen school-home co-education to support healthy growth of the children.

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