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NEWSLETTER

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## **Teacher-Student Relationships and Pupil Math Anxiety: A Longitudinal Study**

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**T**HE TEACHER-STUDENT relationship plays a supporting role in student learning. Are there any mutual influences between the teacher-student relationship and student math anxiety? This study aims to examine the longitudinal interaction between the teacher-student relationship and math anxiety in primary school students with a sample of 221 pupils aged 9 and 10 from X School in Chongqing City in China. The study went through two sessions of investigation with an interval of one year.

Cross-lagged panel analysis is conducted using the data from the two sessions of investigation. After controlling for variables including sex, age, math test results, learning anxiety, and social anxiety of the student, the study finds that there exist longitudinal, mutual influences between positive teacher-student relationships and pupil math anxiety. Specifically, positive teacher-student relationships are negatively correlated with math anxiety in pupils; the current math anxiety of the pupil significantly negatively predicts their positive relationships with future math teachers. Meanwhile, despite that positive teacher-student relationships cannot directly predict the future anxiety level of the student; they are indirectly and inversely related to the latter via the mediation of positive coping strategies.

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