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## Psychological Studies of Teacher–Student Relationships: Factors, Conditions and Consequences

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### Message from the Guest Editors

A wealth of research around the world in every school order has demonstrated the crucial importance of the interpersonal relationship between teachers and their pupils for academic success and beyond. To this body of research, a seminal contribution has come from attachment theory, showing that some dimensions of the student–teacher relationship, namely closeness, conflict and dependency, are fundamental for children’s well-being and motivation.

This Special Issue aims to elaborate on two complementary perspectives: macro and micro. From the first, we hope to receive studies of contextual factors at various levels: culture, values, religious traditions, school legislation and management, school–family communication and the classroom climate. From the second, we hope to receive studies focused on didactic interactions (e.g., teacher–student communication, disciplinary events), teachers’ abilities (e.g., emotional intelligence, overall competence), children’s characteristics (e.g., aggressive or prosocial behavior, mental and physical health) and their intertwining with dyadic relationships.



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# Special Issue