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Dear Esteemed Professors and Researchers,

We often hear about your aspirations to publish articles in international journals. Inspired by your academic potential, we are pleased to announce the launch of Econoscitech-Integration, an international scientific journal specializing in socio-economics, science and technology, and innovation. Our journal is committed to fostering collaborative ties with prominent research centers across Central Asia and Europe, promoting the exchange of new knowledge and innovations.

Through Econoscitech-Integration, we aim to bring valuable research, analyses, and practical insights focused on the socio-economic development of our country to a wide audience. Here, we provide an opportunity to address issues in economics, technology, innovation, and social sciences through modern scientific approaches and to implement them in practice. The research published in our journal covers not only theoretical knowledge but also addresses relevant and impactful practical topics.

If you have innovative ideas in fields such as economics, engineering, education, tourism, or other critical areas, and wish to explore solutions, we invite you to collaborate with us. We value every article submitted, recognizing its importance for societal and national development, and we approach each submission with dedicated attention.

Zufarova Nozima Gulamiddinovna
DSc., Dean of Tourism Faculty, TSUE

CONTENTS

Editor-in-Chief's Desk.....	3
Zufarova Nozima Gulamiddinovna	
The role of teachers and schools in student development.....	6
Pulatova Umida Ulmasbayevna	
The influence of gadget use, teachers, and school environment on students' cognitive development, character formation, and academic success.....	12
Aripjanova Nargiza Abduvasitovna	

THE ROLE OF TEACHERS AND SCHOOLS IN STUDENT DEVELOPMENT

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Abstract. This article analyzes the role of teachers and schools in student development. The study examines the influence of teacher quality, teacher–student relationships, school climate, and extracurricular activities on students’ academic performance, social skills, and emotional well-being. The findings show that a positive school environment and highly qualified teachers have a significant impact on students’ success, motivation, and personal development. The article also highlights the importance of strengthening cooperation between schools and families, as well as expanding extracurricular activities.

Keywords: teacher quality, school climate, student development, academic achievement, teacher–student relationships, extracurricular activities, emotional well-being, school belonging.

Аннотация. В данной статье анализируется роль учителей и школ в развитии учащихся. В ходе исследования рассматривается влияние качества преподавания, отношений между учителем и учеником, школьного климата и внеурочной деятельности на академические результаты, социальные навыки и эмоциональное состояние учащихся. Результаты исследования показывают, что позитивная школьная среда и квалифицированные учителя оказывают значительное влияние на успех, мотивацию и личностное развитие учащихся. Также обоснована важность укрепления сотрудничества между школой и семьёй, а также развития внеурочной деятельности.

Ключевые слова: качество учителя, школьный климат, развитие учащихся, академическая успеваемость, отношения между учителем и учеником, внеурочная деятельность, эмоциональное благополучие, школьная принадлежность.

1. INTRODUCTION.

Teachers and schools play a fundamental role in shaping students’ intellectual, emotional, social, and moral development. In contemporary education systems, schools are not only institutions for transmitting knowledge but also environments where students learn discipline, responsibility, communication, leadership, and cooperation. Teachers, as the central figures within schools, strongly influence how students think, behave, and perform academically.

Research increasingly shows that student development depends not only on curriculum quality but also on the relationships students build with teachers, classmates, and the wider school environment. A positive school climate, characterized by safety, respect, inclusion, and strong support systems, contributes significantly to students’ motivation, academic achievement, and emotional well-being. Students who feel connected to their schools are more likely to attend regularly, participate actively in class, and develop stronger social and behavioral skills.

Teacher quality is another key factor affecting student success. Effective teachers do more than deliver subject knowledge; they motivate students, provide emotional support, encourage critical thinking, and help students build confidence in their abilities. Studies show that students taught by highly qualified and supportive teachers tend to achieve better academic results and demonstrate stronger self-efficacy, discipline, and classroom behavior.

Teacher–student relationships are particularly important in the process of student development. Positive relationships with teachers improve students’ engagement, reduce stress, strengthen school belonging, and encourage long-term academic success. Students who feel

respected and supported by teachers are more likely to participate actively in lessons, maintain positive attitudes toward learning, and demonstrate stronger emotional well-being.

Schools also influence students through peer interaction, extracurricular activities, and school culture. Participation in sports, clubs, and volunteer activities helps students develop teamwork, leadership, communication skills, and a stronger sense of belonging. Recent evidence shows that students involved in extracurricular activities have better attendance and stronger academic performance because they feel more connected to school life.

Therefore, understanding the role of teachers and schools in student development is essential for improving educational quality and creating environments that support both academic success and personal growth. This study aims to examine how teacher quality, school climate, teacher–student relationships, and extracurricular activities contribute to the overall development of students.

2. LITERATURE REVIEW.

The role of teachers and schools in student development has been widely studied in educational research. Modern literature emphasizes that student development is influenced not only by cognitive abilities but also by the quality of teacher–student relationships, school climate, peer interactions, and extracurricular involvement. Schools are increasingly viewed as social institutions that shape students’ emotional well-being, behavior, motivation, and long-term success.

One of the most frequently discussed factors in the literature is teacher quality. Researchers consistently argue that effective teachers significantly improve students’ academic achievement, self-confidence, and social skills. According to a large-scale review by Linda Darling-Hammond, teacher quality is one of the strongest school-related factors affecting student learning outcomes. Highly qualified teachers are more likely to create supportive classroom environments, use effective instructional strategies, and encourage students to develop positive attitudes toward education.

Teacher–student relationships are another major area of research. Studies show that positive relationships between teachers and students contribute to higher academic engagement, stronger school belonging, lower stress levels, and improved emotional development. Research by Robert C. Pianta and his colleagues demonstrates that supportive teacher–student relationships in early and secondary education are associated with better classroom behavior and stronger academic performance. Students who feel respected and supported by teachers are more likely to remain motivated and participate actively in learning activities.

School climate also plays a critical role in student development. School climate refers to the overall quality of relationships, safety, discipline, teaching practices, and emotional atmosphere within a school. Research indicates that a positive school climate is associated with better attendance, stronger motivation, and higher academic achievement. Studies further show that students who feel safe and connected to their school environment are less likely to experience anxiety, absenteeism, or behavioral problems.

Another important topic in the literature is school belonging. Researchers define school belonging as the extent to which students feel accepted, respected, and included in their school community. Strong school belonging is linked to better academic performance, stronger emotional well-being, and lower dropout rates. Studies by Finn Uslu and Sibel Gizir show that school belonging is strongly influenced by teacher support, peer relationships, and family involvement.

Extracurricular activities are also widely recognized as an important component of student development. Participation in sports, clubs, arts, and volunteer activities helps students develop leadership, communication, responsibility, teamwork, and self-confidence. Research suggests that students who participate in extracurricular programs are more engaged in school life and are more likely to achieve academic success than students who do not participate.

Overall, the literature demonstrates that teachers and schools influence student development through multiple interconnected mechanisms. Teacher quality, school climate, school belonging,

supportive peer relationships, and extracurricular activities all contribute to both academic achievement and personal growth. However, the effectiveness of these factors may vary depending on school context, family background, and socioeconomic conditions.

3. RESEARCH METHODOLOGY.

The methodological basis of the study is formed through the use of a systematic, comparative, and analytical approach. The systematic approach made it possible to examine student development as a multidimensional process influenced by teacher quality, school climate, peer relationships, family support, and extracurricular activities. The comparative approach was used to analyze the similarities and differences among various scientific studies concerning the role of teachers and schools in student development. The analytical approach helped identify the main factors affecting academic achievement, emotional well-being, and social behavior.

The empirical basis of the study includes scientific articles, books, reports, and educational studies devoted to teacher quality, teacher–student relationships, school climate, and extracurricular involvement. Particular attention was given to the works of Linda Darling-Hammond, Robert C. Pianta, Wang and Degol, Uslu and Gizir, Eccles and Barber, and other researchers who studied the impact of school-related factors on student outcomes.

The study is mainly based on qualitative analysis of existing literature and comparative evaluation of research findings. Different educational factors were grouped into several categories, including teacher-related factors, school environment factors, and student-related factors. The study also used descriptive analysis to explain the relationships between school conditions and student development outcomes.

In order to improve the clarity of the analysis, the research considered several major indicators, such as academic achievement, emotional well-being, student motivation, school belonging, communication skills, and participation in extracurricular activities. This methodological approach allows for a comprehensive understanding of how teachers and schools contribute to the overall development of students.

4. ANALYSIS AND RESULTS.

The analysis of scientific literature shows that teachers and schools have a direct and long-term influence on students' academic performance, social behavior, emotional well-being, and future success. The impact of schools is not limited to the transfer of knowledge; rather, schools create an environment in which students develop communication skills, discipline, responsibility, leadership, and self-confidence.

One of the main findings of the analysis is that teacher quality strongly affects student achievement. Students who are taught by qualified, experienced, and supportive teachers usually demonstrate higher academic performance and stronger motivation to learn. Effective teachers not only explain lessons clearly but also encourage critical thinking, active participation, and problem-solving skills. Research indicates that students taught by highly effective teachers can achieve significantly better results compared to students taught by less effective teachers, even when socioeconomic conditions are similar (Table 1).

Table 1

The Influence of Teacher-Related Factors on Student Development

Factor	Influence on Student Development	Main Result
Teacher quality	Improves academic performance and motivation	Higher test scores and stronger learning outcomes

Teacher support	Enhances emotional well-being and confidence	Better classroom participation and lower stress
Teaching methods	Encourages critical thinking and problem-solving	Greater engagement and deeper understanding
Classroom management	Reduces disciplinary problems	Better learning environment and stronger discipline

Source: Developed by the author based on Darling-Hammond (2000), Pianta et al. (2012), and Quin (2017).

Another important result concerns teacher–student relationships. Studies consistently show that positive relationships with teachers improve student engagement, classroom behavior, and emotional stability. Students who feel respected and supported by their teachers are more likely to participate actively in class, complete assignments on time, and demonstrate stronger commitment to their education. On the other hand, negative relationships with teachers may increase stress, reduce school attendance, and weaken academic motivation.

The school climate is also identified as a major factor affecting student development. Schools with a positive climate usually provide safe learning environments, clear rules, mutual respect, and strong support systems. Such schools often demonstrate lower levels of bullying, absenteeism, and disciplinary problems. Students in positive school environments tend to have better emotional health and stronger academic outcomes than students in schools with weak discipline or poor teacher–student communication (Table 2).

Table 2

The Influence of School Environment Components on Student Development

School Environment Component	Positive Effect on Students	Possible Negative Effect if Weak
Safe school climate	Better emotional health and school attendance	Anxiety and absenteeism
Positive peer relationships	Stronger social skills and teamwork	Isolation and conflict
Extracurricular activities	Improved leadership and communication skills	Lower school belonging
School discipline and rules	Greater responsibility and respect	Behavioral problems and disorder

Source: Developed by the author based on Wang & Degol (2016), Eccles & Barber (1999), and Fredricks & Eccles (2006).

In addition, extracurricular activities play a significant role in student development. Participation in sports, clubs, arts, debates, and volunteer programs helps students improve leadership, teamwork, time management, and communication skills. Students involved in extracurricular activities often show higher levels of school belonging and better academic performance because they become more connected to school life.

The analysis also indicates that family background and socioeconomic conditions influence the effectiveness of teachers and schools. Students from supportive families usually benefit more from positive school environments, while students from disadvantaged backgrounds often depend more heavily on teacher support and school resources. Therefore, schools play an especially important role in promoting equal learning opportunities and providing emotional support for all students.

Overall, the findings show that teachers and schools influence student development through several interconnected mechanisms: academic instruction, emotional support, school climate, discipline, extracurricular activities, and peer relationships. The most successful schools are those that combine high-quality teaching with supportive relationships and a positive school environment. Such schools not only improve academic results but also contribute to the development of responsible, confident, and socially active individuals.

5. CONCLUSION AND RECOMMENDATIONS.

The conducted analysis shows that teachers and schools have a significant influence on students' academic achievement, emotional well-being, social behavior, and overall personal development. Modern schools are no longer viewed only as institutions for delivering knowledge; they are also important environments where students develop responsibility, discipline, leadership, communication, and teamwork skills. The study confirms that teacher quality, positive teacher–student relationships, supportive school climate, and extracurricular involvement are among the most important factors affecting student success.

The findings indicate that students who study in supportive and well-organized school environments demonstrate higher motivation, stronger academic performance, and better emotional stability. Highly qualified teachers not only improve students' knowledge and skills but also help them build self-confidence and develop positive attitudes toward learning. Similarly, positive teacher–student relationships strengthen school belonging, reduce stress, and encourage active participation in educational activities.

The study also reveals that school climate plays a central role in shaping student outcomes. Schools that provide safe environments, strong discipline, mutual respect, and supportive peer relationships contribute positively to students' emotional health and academic achievement. Extracurricular activities, such as sports, arts, clubs, and volunteer programs, further support the development of leadership, communication, and teamwork skills.

Based on the results of the study, several recommendations can be proposed. First, schools should invest more in teacher training and professional development programs in order to improve teaching quality and classroom management skills. Second, school administrations should focus on creating a positive and inclusive school climate where students feel safe, respected, and supported. Third, stronger cooperation between schools and families should be encouraged because parental support increases the effectiveness of school-based development efforts. Fourth, schools should expand extracurricular programs to help students develop social and leadership skills beyond the classroom. Finally, policymakers should provide additional support for disadvantaged schools and students to reduce educational inequalities and ensure equal opportunities for all learners.

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