

ARTICLE INFORMATION

Received: June, 13, 2026

Revised: July, 23, 2026

Available online: July, 28, 2026

at: <https://e-jurnal.ipphorr.com/index.php/mhc>

Student-teacher relationships and academic performance as predictors of subjective well-being among senior high school students

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

Abstract

Background: Student subjective well-being (SSWB) reflects how students evaluate their quality of life at school. Student-teacher relationships and academic performance are important factors that may contribute to students' subjective well-being.

Purpose: To examine whether student-teacher relationships and academic performance predict subjective well-being among senior high school students, both simultaneously and individually.

Method: A descriptive-analytical cross-sectional design and multiple linear regression analysis. The study was conducted at Senior High School 1 Padang Cermin, Pesawaran Regency, Lampung Province, Indonesia, with data collected offline on 10 April 2026. The accessible population comprised 623 active students in Grades X and XI from a total school enrolment of 932 students across Grades X–XII; Grade XII students were not included because they were no longer engaged in active classroom learning. A total of 254 students participated through quota sampling based on grade level, with the final sample comprising 128 Grade X (50.4%) and 126 Grade XI (49.6%) students. The sample size was not derived from a named Slovin, Cochran, or G*Power calculation; rather, it was justified by the adequacy of the sample for multivariate analysis and the number of eligible students accessible during data collection. Data were collected using the SSWQ, S-TSRI, and Academic Performance Scale.

Results: Student-teacher relationships and academic performance jointly predicted subjective well-being, explaining 16.9% of its variance, $F = 26.775$, $p < .001$. Academic performance was a significant individual predictor, $\beta = .408$, $t = 7.062$, $p < .001$, whereas student-teacher relationships were not, $\beta = .060$, $t = 1.037$, $p = .301$.

Conclusion: Academic performance significantly predicted students' subjective well-being, whereas student-teacher relationships did not make a significant unique contribution after academic performance was included in the model.

Keywords: Academic Performance; Senior High School Students; Student Subjective Well-Being; Student-Teacher Relationships.

INTRODUCTION

Schools provide a primary context in which students continuously engage in academic and social activities. They function not only as places of academic learning but also as environments for character development, personal growth, and the internalization of social values among students (Suryani, 2024). Educational success is not only reflected in academic achievement but also in students' subjective school well-being (SSWB).

Students with higher levels of SSWB tend to demonstrate greater engagement in classroom learning activities (Steinmayr, Heyder, Naumburg, Michels, & Wirthwein, 2018). SSWB encompasses both a cognitive dimension, reflected in students' satisfaction with school, and an affective dimension, reflected in their positive and negative emotional experiences within the school environment (López,

Student–teacher relationships and academic performance as predictors of subjective well-being among senior high school students

Oyanedel, Bilbao, Torres, Oyarzún, Morales, & Carrasco, 2017).

Low SSWB has been associated with lower engagement in learning activities and greater academic stress. During adolescence, particularly throughout the transition to higher levels of schooling, students encounter increasing academic demands and significant changes in their social relationships, making them more vulnerable to declines in psychological well-being (Horanicova, Husarova, Geckova, Rebicova, Sokolova, de Winter, & Reijneveld, 2024). SSWB is influenced by various school-related factors, one of which is the quality of interpersonal relationships between students and teachers (student–teacher relationship) (Laghi, Shen, & Hannum, 2025). Positive student–teacher relationships, characterized by closeness and instrumental support, have been associated with a stronger sense of school belonging (Ang, Ong, & Li, 2020) as well as greater trust in teachers within the classroom (Ma & Liu, 2025).

In addition to contextual factors such as student–teacher relationships, SSWB is also influenced by individual characteristics, including academic performance. Academic performance, as reflected in students' everyday learning outcomes, has been positively associated with SSWB (Wu, Gai, & Wang, 2020). Academic success enables students to develop more positive perceptions of themselves and their school environment (Magyar & Keyes, 2019). Nevertheless, previous studies have generally examined student–teacher relationships and academic performance separately or have primarily positioned student well-being as a mediating variable (Saxer, Schnell, Mori, & Hascher, 2025). Therefore, the present study seeks to examine the simultaneous influence of student–teacher relationships and academic performance on SSWB among high school students, thereby addressing an important gap in the existing literature (Rosma, 2022).

RESEARCH METHOD

A descriptive-analytical cross-sectional design to examine the relationships between student–teacher relationships, academic performance, and student subjective well-being (SSWB). Student–teacher relationships and academic performance were treated as independent variables, while SSWB was the

dependent variable. The study was conducted at Senior High School 1 Padang Cermin, Pesawaran Regency, Lampung Province, Indonesia. Data were collected offline on 10 April 2026. The accessible population consisted of 623 active Grade X and Grade XI students. Grade XII students were excluded because they had completed classroom learning activities. A total of 254 students were recruited using quota sampling, comprising 128 Grade X students (50.4%) and 126 Grade XI students (49.6%). Participants were eligible if they were active Grade X or XI students, aged approximately 15–18 years, agreed to participate voluntarily, and completed the questionnaire. Students who were absent during data collection, declined participation, or submitted incomplete questionnaires were excluded. Data were collected using structured self-administered questionnaires. Student subjective well-being was measured using the Indonesian version of the Student Subjective Well-Being Questionnaire (SSWQ), consisting of 16 items covering school connectedness, academic efficacy, joy of learning, and educational purpose. Responses were rated on a four-point Likert scale, with higher scores indicating higher levels of subjective well-being. Student–teacher relationships were assessed using the Indonesian adaptation of the Student Version of the Teacher–Student Relationship Inventory (S-TSRI). Following pilot testing, two items that did not meet the validity criterion were removed, resulting in a final 12-item instrument. Academic performance was measured using a self-report Academic Performance Scale adapted from Zhang and Chen (2025). After pilot testing, one item was removed, resulting in a final 17-item instrument. All instruments demonstrated satisfactory validity and internal consistency, with Cronbach's alpha values of 0.838 for the SSWQ, 0.896 for the S-TSRI, and 0.891 for the Academic Performance Scale.

Data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics were used to summarize respondent characteristics and study variables. Pearson correlation analysis was performed to examine bivariate relationships, followed by multiple linear regression analysis to determine the simultaneous and independent contributions of student–teacher relationships and academic performance to student subjective well-being.

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

DOI: <https://doi.org/10.56922/mhc.v5i4.3561>

Student–teacher relationships and academic performance as predictors of subjective well-being among senior high school students

Composite scores derived from Likert-scale responses were treated as continuous variables for parametric analyses. Prior to regression analysis, assumptions of normality, multicollinearity, and homoscedasticity were evaluated and met. Ethical approval was obtained from the Health Research Ethics Committee of Universitas Malahayati (No.

5261/EC/KEP-UNMAL/IV/2026; 8 April 2026). Permission to conduct the study was granted by the principal of Senior High School 1 Padang Cermin. Written informed consent was obtained from all participants before data collection, participation was voluntary, and respondent confidentiality and anonymity were maintained throughout the study.

RESEARCH RESULTS

Table 1. Characteristics of the Respondents (N = 254)

Variable	Results	P-Value
Age (n/%) (Mean±SD) (Range) (Year)	(16.1±0.8) (15-18)	
15	59/23.2	
16	116/45.7	
17	70/27.6	
18	9/3.5	
Gender (n/%)		
Male	104/40.9	
Female	150/59.1	
Grade (n/%)		
X	128/50.4	
XI	126/49.6	
Student-Teacher Relationship (n/%)		0.301
High	94/37.0	
Moderate	90/35.4	
Low	70/27.6	
Academic Performance (n/%)		< 0.001
High	88/34.6	
Moderate	105/41.3	
Low	61/24.1	
Student Subjective Well-Being (n/%)		
High	82/32.3	
Moderate	99/39.0	
Low	73/28.7	

Table 1 presents the characteristics of the 254 respondents. The respondents had a mean age of 16.1 ± 0.8 years (range: 15–18 years), with most being 16 years old (45.7%), followed by 17 years (27.6%), 15 years (23.2%), and 18 years (3.5%). Female students constituted the majority of the sample (59.1%), while male students accounted for 40.9%. The respondents were almost equally distributed between Grade X (50.4%) and Grade XI (49.6%).

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

DOI: <https://doi.org/10.56922/mhc.v5i4.3561>

Student–teacher relationships and academic performance as predictors of subjective well-being among senior high school students

Regarding the study variables, 37.0% of students reported a high level of student–teacher relationship, 35.4% reported a moderate level, and 27.6% reported a low level. Academic performance was predominantly at the moderate level (41.3%), followed by high (34.6%) and low (24.1%). For the dependent variable, most respondents demonstrated a moderate level of student subjective well-being (39.0%), followed by high (32.3%) and low (28.7%). Bivariate analysis showed that student–teacher relationship was not significantly associated with student subjective well-being ($p = 0.301$), whereas academic performance was significantly associated with student subjective well-being ($p < 0.001$).

Table 2. Multiple Linear Regression Analysis Results (N = 254)

Variables	Unstandardized B	Standardized Beta	t-value	p-value
Constant	25.431	-	6.134	< 0.001
Student-Teacher Relationship (X1)	0.081	0.060	1.037	0.301
Academic Performance (X2)	0.429	0.408	7.062	< 0.001

Based on the statistical analysis, the F-value was 26.775 with a p-value of ($p < 0.05$), indicating that student–teacher relationship and academic performance jointly made a statistically significant contribution to the prediction of student subjective well-being, accounting for 16.9% of the variance. Partial analysis revealed that academic performance was a significant positive predictor of student subjective well-being ($t = 7.062$, $p < 0.001$), whereas student–teacher relationship was not a significant predictor ($t = 1.037$, $p = 0.301$).

DISCUSSION

The demographic profile reflects a critical developmental phase in which high school students aged 15–18 years undergo transitional adjustments that shape their psychological well-being (Mastrokourou, Longobardi, Fabris, & Lin, 2025). Gender differences may further influence these psychological evaluations, as female students (59.1%) often demonstrate distinct emotional patterns and coping strategies within the school environment (Bai, Li, Wu, Liu, Chen, Zhang, & Zhu, 2022).

The partial analysis provides valuable empirical insight into the role of student–teacher relationships. Although student–teacher relationships have theoretically been framed as an important protective factor (Briebe-Fuenzalida, 2025), they did not significantly predict student subjective well-being (SSWB) in the present model ($p = 0.301$). A closer examination of the instrument scores suggests that

although students generally reported warm emotional relationships with their teachers, they perceived limited instrumental support. Teachers were viewed as positive authority figures; however, students rarely relied on them as their primary source of assistance when facing academic or personal difficulties. Consequently, the limited availability of practical, task-oriented guidance may have reduced the direct contribution of student–teacher relationships to students' subjective well-being (Schimmelpfennig, 2026).

Conversely, academic performance emerged as the strongest and only significant positive predictor of student subjective well-being ($t = 7.062$). This finding suggests that adolescents' cognitive evaluations of school life are closely associated with their perceived academic competence (Priya, Sinha, Sethia, Rahman, & Melwani, 2026). This relationship appears to be strongly influenced by the joy of learning dimension, whereby successfully managing daily academic challenges enhances students' sense of competence and self-efficacy (Wei & Zhang, 2025). These positive academic experiences may foster greater satisfaction with the school environment, thereby contributing to higher levels of subjective well-being (Popovicheva, Zakharov, & Kanonire, 2026).

The regression model explained 16.9% of the variance in student subjective well-being, which is consistent with Huebner's conceptual framework suggesting that adolescent well-being is shaped by the interaction of contextual factors and individual

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

DOI: <https://doi.org/10.56922/mhc.v5i4.3561>

Student–teacher relationships and academic performance as predictors of subjective well-being among senior high school students

competencies (Ndede & Mahel, 2026). However, the remaining 83.1% of unexplained variance indicates that student subjective well-being is a multidimensional construct that is likely influenced by additional factors not examined in the present study, such as peer support, parental involvement, and academic resilience (Wangi, Putri, & Arisandi, 2025).

CONCLUSION

Academic performance was a significant positive predictor of subjective well-being among the senior high school students included in this study. Student–teacher relationships did not make a statistically significant unique contribution after academic performance was included in the regression model. Together, the two predictors explained 16.9% of the variance in subjective well-being. These findings suggest that academic experiences are relevant to students' well-being, while the role of student–teacher relationships may be more complex or indirect. Further studies should include broader school, family, peer, and personal factors and employ longitudinal designs.

REFERENCES

- Ang, R. P., Ong, S. L., & Li, X. (2020). Student version of the Teacher–Student Relationship Inventory (S-TSRI): Development, validation and invariance. *Frontiers in Psychology, 11*, 1724.
- Bai, L. Y., Li, Z. Y., Wu, W. X., Liu, L. Y., Chen, S. P., Zhang, J., & Zhu, J. N. (2022). Student–teacher relationship: Its measurement and effect on students' trait, performance, and wellbeing in private college. *Frontiers in Psychology, 13*, 793483.
- Briebe-Fuenzalida, J. (2025). The teacher–student relationship as a predictive variable of school engagement: The mediating role of subjective well-being in a structural equation model with indigenous students aged 10 to 14 years old. *Revista Española de Pedagogía, 83*(291), 24.
- Horanicova, S., Husarova, D., Geckova, A. M., Rebicova, M. L., Sokolova, L., de Winter, A. F., & Reijneveld, S. (2024). Adolescents' wellbeing at school: What helps and what hinders from feeling safe and satisfied? *International Journal of Public Health, 69*, 1607244.
- Laghi, M. M., Shen, W., & Hannum, E. (2025). Educational access, quality, and inequality in China: Recent policies, priorities, and progress. In *Handbook on Inequality in China* (pp. 108–144). Edward Elgar Publishing.
- López, V., Oyanedel, J. C., Bilbao, M., Torres, J., Oyarzún, D., Morales, M., & Carrasco, C. (2017). School achievement and performance in Chilean high schools: The mediating role of subjective wellbeing in school-related evaluations. *Frontiers in Psychology, 8*, 1189.
- Ma, L., & Liu, J. (2025). Can teacher–student relationships alleviate the influence of anxiety and boredom on subjective well-being of foreign language learners? *Educational Psychology, 45*(8), 906–927.
- Magyar, J. L., & Keyes, C. L. M. (2019). Defining, measuring, and applying subjective well-being. In M. W. Gallagher & S. J. Lopez (Eds.), *Positive psychological assessment: A handbook of models and measures* (2nd ed., pp. 389–414). American Psychological Association.
- Mastrokourkou, S., Longobardi, C., Fabris, M. A., & Lin, S. (2025). Subjective socioeconomic status and life satisfaction among high school students: The role of teacher–student relationships. *Social Psychology of Education, 28*(1), 11.
- Ndede, C., & Mahel, T. A. (2026). The link between student–teacher interpersonal relationship, psychological and subjective well-being, and academic performance of secondary school students. *International Journal of Research and Innovation in Social Science (IJRISS), 10*(3).

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

DOI: <https://doi.org/10.56922/mhc.v5i4.3561>

Student–teacher relationships and academic performance as predictors of subjective well-being among senior high school students

- Popovicheva, E., Zakharov, A., & Kanonire, T. (2026). Student–teacher relationship perceptions and student well-being: Insights from nine countries and two age groups. *Child Indicators Research*, 1–21.
- Priya, A., Sinha, R., Sethia, S., Rahman, M. H. U., & Melwani, V. (2026). Nomophobia in India: A systematic review and meta-analysis. *The Indian Journal of Medical Research*, 163(5), 631.
- Rosma, A. (2022). *Hubungan resiliensi dan optimisme dengan school wellbeing pada siswa SMP Swasta Siti Hajar Medan* (Doctoral dissertation, Universitas Medan Area).
- Saxer, K., Schnell, J., Mori, J., & Hascher, T. (2025). The relationship between student well-being and teacher–student and student–student relationships: A longitudinal approach among secondary school students in Switzerland. *Education Sciences*, 15(3), 384.
- Schimmelpfennig, F. (2026). *Social relationships and motivation in the school context during adolescence* (Doctoral dissertation, University of Greifswald). University of Greifswald Repository.
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in Psychology*, 9, 2631.
- Suryani, M. (2024). Hakekat pendidikan dalam kehidupan manusia. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(3), 537–544.
- Wangi, S., Putri, A. M., & Arisandi, S. (2025). The role of academic achievement and parental involvement in improving student subjective well-being. *Philanthropy: Journal of Psychology*, 9(2), 152–168.
- Wei, R., & Zhang, L. (2025). Academic satisfaction and depressive symptoms in Chinese adolescents: The multiple mediating roles of interpersonal relationships and subjective well-being. *Asia Pacific Journal of Education*, 45(4), 1246–1262.
- Wu, X., Gai, X., & Wang, W. (2020). Subjective well-being and academic performance among middle schoolers: A two-wave longitudinal study. *Journal of Adolescence*, 84, 11–22.

Qori Anisa Putri*, Asri Mutiara Putri, Elsy Junilia

Universitas Malahayati

Corresponding author: *E-mail: qoriaanisaputri@gmail.com

DOI: <https://doi.org/10.56922/mhc.v5i4.3561>