

## PERCEIVED TEACHER REJECTION AND ACADEMIC-RELATED QUALITY OF LIFE AMONG SECONDARY SCHOOL STUDENTS: INTERVENING ROLE OF ACADEMIC SELF-REGULATION

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### ABSTRACT

The purpose of this study was to examine the relationship among perceived teacher rejection, academic self-regulation, and academic-related quality of life in students. The hypothesis posited that academic self-regulation would mediate the relationship between perceived teacher rejection and academic-related quality of life in adolescents. A correlational research design was employed for the study. A sample of 260 students (130 boys and 130 girls) aged 12-17 years ( $M=14.26$ ,  $SD=2.27$ ) was recruited using nonprobability purposive sampling from private and public sector secondary schools. The instruments used for data collection included the Teacher's Acceptance-Rejection/Control Questionnaire, Child Version (Short Form) - Child TARQ/Control (Rohner, 2002), the Academic Self-Regulation Scale - SRQ-A (Vansteenkiste et al., 2009), and the Quality of School Life Scale - QSL (Epstein & McPartland, 1976), along with a demographic information sheet and informed consent forms. Mediation analysis was carried out using structural equation modelling (SEM) revealed significant mediating effect of academic self-regulation between perceived teacher rejection and academic quality of life. Indicating an increase in teacher rejection tended to enhance academic self-regulation, which in turn positively influenced academic quality of life. This study underscores the significance of understanding the dynamic interplay between perceived teacher acceptance-rejection, academic self-regulation, and academic-related quality of life. It highlights the critical role of teachers' accepting or rejecting behaviours in shaping students' academic-related quality of life and suggests potential avenues for improving students' academic experiences by focusing on these dynamics.

**Keywords.** Perceived Teacher Rejection, Academic Self-regulation, Academic-related Quality of Life and Students

### INTRODUCTION

In the dynamic environment of secondary school education, students' academic related quality of life is greatly influenced by several factors such as their interactions with teachers, their ability to regulate their own academic behavior and the general quality of their academic experience. Among these factors, the most important influences on students' academic attitudes, habits, and behavior is their perception of the approval or rejection of their teachers. Moreover, students' ability to self-regulate not only has an impact on their academic performance but also their overall wellbeing and academic related quality of life. Many research studies emphasize the importance of students' academic related quality of

life, which involves a broad range of factors such as educational, physical, psychological, behavioral, cultural, and social aspects that ensure that students succeed in their academic endeavors (Rezaee et al., 2019). Students' perceptions of their teachers as accepting or rejecting, as well as their relationships with them, are considered to play a major role in determining how satisfied they are with their academic experience as it acts as a support system for students as they try to adjust to the school environment and shapes their perceptions and attitudes towards school (Erkman et al., 2010). Other than that, academic self-regulation in students can also contribute to their satisfaction with academic

related quality of life. Academic self-regulation refers to students' internally driven thoughts, emotions and behaviors that are methodically focused on achieving their academic objectives. It encompasses their capacity to manage their own involvement in academic activities and is the origin of the various self-directed strategies aimed at enhancing learning and academic performance (Zimmerman & Schunk, 2023). According to Balkis and Duru (2016) several research works suggest that successful self-regulation techniques, academic performance, and reasonable study beliefs are linked to students' happiness and satisfaction with their academic related quality of life.

Perceived teacher acceptance rejection can be defined as the degree to which students perceive their teacher's attitudes or actions to be accepting or rejecting towards them. Acceptance and rejection are two extremes on a weighing scale that can be applied to many facets of human relationships. Perceived acceptance relates to the warmth, friendship, care, consolation, support and ultimately love that one person can feel from another and is heaped at one end of this scale. Perceived rejection, which is the absence or withdrawal of these positive behaviors as well as presence of unkind and hurtful physical, verbal, and symbolic acts is what distinguishes the other end of this scale (Rohner, 2010). According to Rohner (2010), every child undergoes a sense of being accepted or rejected by their teachers or parents, and this can have an impact on the child's ability to develop and adjust psychologically, cognitively, and behaviorally. There are four distinct ways in which children throughout the world perceive themselves as loved or unloved. These four ways include their perception of affection/warmth (or lack of affection/warmth), indifference/neglect, hostility/aggression, and undifferentiated rejection. Affection is a gentle feeling of liking or fondness, neglect indicates a failure to provide care, hostility implies opposition or unfriendly actions, and undifferentiated rejection suggests that children feel that their teacher or the attachment figure in general, does not always care about them or love them, without understanding why they act in such uncaring, unaffectionate, or aggressive ways. Students can excel and do great things when they receive positive feedback from their teachers. However, if teachers display lack of warmth, concern, and empathy, it can impede students' academic progress and possibly cause them to disengage from education entirely

(Shoab et al., 2021). Lastly, students' ability to regulate their learning may also be influenced by the way they perceive their teacher's behavior. Teachers may respond differently to students who have a different initial level of self-regulated learning. They may show supportive attitude towards students who are able to regulate their learning effectively, whereas teachers may feel the need to be more controlling towards students who are not able to regulate their learning (Opdenakker, 2021).

The capability to use one's cognitive, emotional, and motivational resources to change one's behavior is known as self-regulation (Jesus et al., 2022). Academic self-regulation refers to students' self-generated thoughts, feelings and actions which are systematically oriented toward attainment of their academic goals. It is the capacity of students to control their involvement in academic activities and is the source of their ability to regulate their own learning processes. These self-initiated processes are aimed at enhancing learning and academic performance (Vansteenkiste et al., 2009; Zimmerman & Schunk, 2023). The goal of self-regulation in academics is to allow students to function as autonomous beings (Sahranavard et al., 2018). This autonomy allows them to engage in goal-directed learning behavior and create a chance for self-improvement which culminates in higher levels of academic performance (Sawalhah & Zoubi, 2020).

The process of academic self-regulation is guided by both personal internal factors as well as external contextual factors (Pintrich & Zusho, 2002). Ryan and Connell (1989) examined the wide spectrum of self-regulation in students with the help of four distinct domains: intrinsic external, introjected, and identified. These domains account for students' autonomous or non-self-governed behavior and provide an explanation for why students act the way they do. Intrinsic motivation for behavior stems from simply the joy and satisfaction and the sense of fulfilment that a task brings (Gomes et al., 2019). External regulation on the other hand, is constrained by external forces and behavior is guided by factors such as gaining rewards or circumventing negative consequences (Ryan & Deci, 2000). According to Ryan and Deci (2000) externally regulated behaviours include autonomy to some degree as well. A type of external motivation with minimum autonomy is introjection. Introjection is a controlled form of regulation in which behavior is altered but not integrated into the self. In other words,

behavior is a result of internalization of rules or demands put forth by external entities. So, a student might study harder to maintain feelings of self-worth or pride (Choi et al., 2020). The type of extrinsic motivation that includes a higher level of autonomy is identified regulation. When the individual identifies the value of a task and its personal significance, they can modify behavior accordingly (Gomes et al., 2019). Students modify their learning habits, skills, and strategies, and monitor and evaluate their academic performance and progress through various motivational sources of academic self-regulation. This in turn helps augment student's academic related quality of life (Kumar & Varma, 2019).

The students' academic related quality of life involves a broad range of factors such as educational, physical, psychological, behavioral, cultural, and social aspects that ensure that students succeed in their academic endeavors (Rezaee et al., 2019). It reflects students' evaluations of their contentment, encompassing their interactions with teachers and peers, academic performance, dedication and commitment and their overall satisfaction with the academic environment within educational settings (Nogueira et al., 2019). According to Hassan (2011), academic related quality of life concerns the degree of need for satisfaction and the experiences that create positive emotions during the period students spend at school. It captures both our cognitive assessment of school life as well as the affective experiences throughout the time at school and can be approached as a mix of cognitive quality of academic life and affective quality of academic life. Yu and Kim (2008) defined academic related quality of life as a blend of the global need for satisfaction and an affective balance with school life. The idea of a good academic related quality of life has a beneficial impact on various aspects of students' lives and plays an important role in reducing unpleasant circumstances experienced by students (Gundogan, 2020).

According to Epstein and McPartland (1976) quality of school life is a students' behavior, attitudes, and learning outcomes that are influenced by the quality of their experiences within the school environment. Having a good mindset towards school, schoolwork, and instructors has the potential to improve school-related behaviours and increase the learning experience. Conversely, adopting a negative perspective towards school can result in an

unsatisfying school life and can hinder both learning and the drive towards achievement. The concept of the quality of school life involves three distinct dimensions relating to student experiences within the educational setting. These dimensions include overall contentment with the school environment, dedication and involvement in academic tasks, and the attitude towards the teachers.

### **Literature Review**

Numerous research has been conducted in the field of educational psychology, including those on teacher acceptance-rejection, academic self-regulation, and academic related quality of life of students. Rueger et al. (2022) conducted a study to investigate gender differences in the relationship between multiple sources of perceived support and indices of psychological and academic adjustment. The findings revealed that there were no significant differences between boys and girls on mean levels of support from parents, but girls reported significantly higher levels of support than boys from teachers, classmates, close friends, and school personnel. Conclusively, the author illustrated the importance of examining gender differences in the social experience of early adolescents as well as the differential impact of various sources of support in their lives.

A study by Sahranavard et al. (2018) examined the association between self-regulation and educational performance of students found that there was a positive association between self-regulation and academic performance among female students from Payame Noor University. The students who exhibited effective self-regulation strategies, experienced higher quality of academic life. Kuyumcu (2020) conducted a study to investigate the role of psychological maladjustment in the association between Turkish high school students' perceptions of teacher rejection and levels of academic stress. The findings indicated that teenage perceptions of teacher rejection independently predicted academic stress. The results of the study showed that 27% of the educational stress associated with psychological maladjustment can be attributed to students' perceptions of teacher rejection. Moreover, the findings of this study demonstrated that psychological maladjustment completely mediated the association between teenagers' educational stress and their sense of teacher rejection. A study conducted by Havik and Westgard

(2020) to examine the relationship between students' emotional and behavioural engagement and their perceptions of classroom interactions found that students who thought that their teachers provided them with high-quality interactions in the classroom were more involved in their studies. Teachers' emotional support was found to have the largest correlation with student involvement on both levels. Sarfaraz et al. (2022) conducted a study to investigate the relationship between perceived teacher rejection and psychological well being of school children. The results revealed that perceived teacher rejection is not a predictor of psychological well being of student. It was concluded that parental warmth is the most important factor for psychological well being of children nevertheless schooling can also affect it.

Another study was conducted by Malik et al., (2021) analysed the impact of teacher acceptance and rejection on the study habits and academic achievement of school students. The results indicated a significant negative relationship between teacher aggression, neglect, rejection, and study habits of the students. Low academic achievers perceived teachers as more neglecting and aggressive as compared to high achievers. High academic achievers perceived more teacher warmth and less neglecting than low achievers. Pedro et al. (2018) conducted a study to investigate the effects of students' satisfaction with services on quality of academic life and to analyse the mediating effect of quality-of-life components (cognitive and affective) on students' loyalty and recommendation. The results showed that student's satisfaction with services influences both cognitive and affective components of quality of academic life.

Shoib et al. (2021) conducted a study to investigate the mediating role of academic locus of control and academic adjustment between teacher acceptance rejection and dropout intentions in college students. The results showed that an increase in teacher rejection led to decreased academic adjustment and increased academic locus of control, which in turn, increased dropout intentions. Another study was conducted by Forouzandeh et al. (2016) that investigated the relationship between educational stress and quality of life in students. The results showed that academic stress was negatively associated with academic quality of life of students. A study by Liu et al. (2022) examined the relationship between students' self concept, interests, and general well-being with their perceptions of interactions with teachers and peers. The results

showed that students' self concept, interests and general wellbeing were more strongly and favourably correlated with their perceptions of having positive interactions with their teachers and peers. In contrast, there was a stronger and negative correlation between students' academic achievement and their perception of having a bad teacher-student connection. The correlations between teacher relationships and motivation and achievement were found to be stronger than those between peers' relationships. Another study was conducted by Siddiqui and Khan (2020) to find out the correlation between levels of stress and self-regulated learning skills in medical students. The results showed that there was a moderate positive correlation between stress and self-regulated learning skills.

A study conducted by Perveen et al. (2021) examined the relationship between life satisfaction, self-esteem, and academic performance of university students from Punjab found that there was a positive association between university students' academic performance and their life satisfaction and self-esteem. A study was conducted by Rohner et al. (2010) to investigate the relationship between students' perceptions of their parents' (mother's and father's) acceptance, teachers' reports of the student's behaviour in school, and students' reports of their psychological adjustment. The results showed a strong correlation between kids' psychological adjustment and their evaluations of teacher and family acceptance. According to the findings of the study only perceived teacher acceptance rather than parental acceptance made a significant and impartial contribution to changes in adolescents' (both male and female) psychological adjustment. Hussain and Hussain (2013) conducted a study to ascertain the predictive power of perceived paternal rejection and teacher's supportive and controlling behaviour for students' academic achievement. The results showed that supportive behaviour was unable to accurately estimate students' academic success. It was concluded that perceived paternal acceptance rejection and teachers' controlling behaviours are significant predictors of student's academic achievement and perceived paternal control and teachers' supportive behaviour failed to predict students' achievement. A study by Tariq et al., (2013) examined the association between curiosity, self-regulation, and academic achievement. The results showed that academic achievement was



positively correlated with students' embracing and autonomous regulation.

In Pakistan, as per our knowledge, there is scarcity of the literature on the relationship between teacher acceptance rejection, academic self-regulation, and academic related quality of life, which creates a necessity to conduct research and explore its significance and impacts on the students. The present study addresses the issue of lack of information on these three variables in Pakistani students. This study addresses all the gaps identified and will help in forming a comprehensive empirical background to support the study for future needs.

### **Methodology**

#### **Participants**

A sample of 160 secondary school students calculated by  $G^*$  power (260) (Faul et al., 2009) including both men ( $N=130$ ) and women ( $N=130$ ) with the age range of 12-17 ( $M= 14.26$   $SD=2.27$ ) years was recruited by using nonprobability purposive sampling technique from public and private schools in Islamabad.

#### **Procedure**

The proposed plan was submitted to Bahria University Islamabad Campus' research committee for approval. Permission was obtained from authors to use required scales. After approval, public and private sector schools were visited to collect the data. Participants were briefed on the research, provided with consent forms, and assured of confidentiality. Questionnaires were distributed, emphasizing careful and honest responses. All 260 participants returned complete questionnaires, yielding a 100% response rate. The participants were thanked for their cooperation.

#### **Measures**

Perceived Teacher Acceptance-Rejection can be operationally defined as the degree to which the students perceive their teacher's attitude and behaviours to be accepting or rejecting towards them (Rohner, 2010), assessed using the Teacher Acceptance-Rejection/Control Questionnaire, Child version (short form) (TARQ) (Rohner, 2002). Academic self-regulation can be operationally defined as the capacity of students to control their involvement in academic activities and regulate their own learning processes aimed at enhancing academic performance (Vansteenkiste et al., 2009; Zimmerman & Schunk, 2023), assessed using the

Academic Self-Regulation Scale (SRQ-A) (Vansteenkiste et al., 2009). Academic related quality of life can be operationally defined as the academic life experienced by students that includes their satisfaction with school, commitment to classwork, and reaction towards teachers (Epstein & McPartland, 1976), assessed using the Quality of School Life Scale (QSL) (Epstein & McPartland, 1976). The study employed a demographic information sheet to gather data on the age, gender, education level etc. of the student.

The 29 items scale Teacher Acceptance-Rejection/Control Questionnaire, Child version (short form) (TARQ) was designed to be used by children to evaluate the acceptance-rejection and behavioural control of their classroom teachers (Rohner, 2002). It consists of five subscales: warmth/affection scale (8 items), hostility/aggression scale (6 items), indifference/neglect scale (6 items), undifferentiated rejection scale (4 items) and behavioural control scale (5 items). Sample items include "My teacher says nice things about me.", "my teacher punishes me when she is angry." The items are scored on a four-point Likert-type scale ranging from 4 (almost always true) to 1 (almost never true). Items 16 and 20 are reverse coded. Cronbach's alpha calculation for Child TARQ/Control shows internal consistency  $\alpha=0.70$ . The Academic self-regulation scale (SRQ-A) is designed to measure students' regulatory style (Vansteenkiste et al., 2009). It comprises 16 items, consisting of four subscales i.e., intrinsic regulation, external regulation, introjected regulation, and identified regulation representing different regulatory styles. Sample items include "Because I enjoy doing it.", "because I want others to think I am a good student." A 5-point scale (1= Completely not important, 5= Very Important) is used to rate the items. Vansteenkiste et al. (2009) Cronbach's alpha calculation for SRQ-A shows internal reliability  $\alpha=.89$ . The 27 items Quality of School Life Scale (QSL) is designed to measure the extent to which students have positive attitudes towards school (Epstein & McPartland, 1976). It consists of three subscales: satisfaction with school, commitment to classwork, and reaction towards the teacher that determine the students' attitudes towards school. Sample items include "I like school very much.", "in class, I often count the minutes till it ends." Each item of scale is worth 0 or 1 point (0=negative evaluation, 1=positive evaluation) that was used to rate the items.

Cronbach’s alpha calculation for QSL shows internal reliability  $\alpha = .87$

**Analyses**

The research investigated the relationship between perceived teacher rejection, academic self-regulation, and academic quality of life among students. Descriptive statistics, reliability analysis, and mediation analysis through structural equation modeling were carried out.

**Table 1**

*Descriptive Statistics of the Demographic Characteristics of the Sample (N=260)*

<b>Variables</b>	<b>f</b>	<b>(%)</b>	<b>M</b>	<b>SD</b>
<b>Age (years)</b>			17.26	2.27
<b>Previous Result</b>			82.30	8.84
<b>Daily Study Duration (Hours)</b>			2.60	1.29
<b>Attendance (Days)</b>			4.83	0.37
<b>Gender</b>				
Women	130	50.00		
Men	130	50.00		
<b>Education</b>				
<b>Institute</b>				
Private	130	50.00		
Public	130	50.00		
<b>Participation in ECA</b>				
Yes	122	76.30		
No	38	23.70		
<b>Family System</b>				
Nuclear	125	78.10		
Joint	35	21.90		
<b>Mother Education</b>			12.15	3.85
<b>Father Education</b>			15.25	2.75

Note: f=frequencies of demographic variables, % = percentage M= mean and SD= standard deviation

**Table 2**

Descriptive Statistics and Reliability Analysis of Perceived Teacher Rejection (Warmth/Affection, Hostility/Aggression, Indifference/Neglect, Undifferentiated Rejection, and Control Behavior), Academic Self-Regulation (Intrinsic

Regulation, External Regulation, Identified Regulation, and Introjected Regulation), and Academic Related Quality of Life (Satisfaction with School, Commitment to Classwork, and Reaction Towards Teachers) (N=160)

Variables	k	M	SD	Range		$\alpha$
				Actual	Potential	
<b>Perceived Teacher Rejection</b>	29	65.75	13.74	27-105	29-116	.78
Warmth/Affection	8	18.93	4.51	8-31	8-32	.76
Hostility/Aggression	6	11.63	4.31	6-23	6-24	.79
Indifference/Neglect	6	13.80	3.70	6-22	6-24	.70
Undifferentiated Rejection	4	8.41	3.02	4-16	4-16	.71
Control Behavior	5	12.96	2.43	8-18	5-20	.24
<b>Academic Self-Regulation</b>	16	51.98	10.48	16-64	16-64	.77
Intrinsic Regulation	4	11.52	4.47	4-20	4-20	.86

External Regulation	4	12.04	3.95	4-20	4-20	.67
Identified Regulation	4	15.37	4.19	4-20	4-20	.81
Introjected Regulation	4	13.03	4.15	4-20	4-20	.71
<b>Academic Related Quality of Life</b>	<b>27</b>	<b>11.72</b>	<b>5.19</b>	<b>0-26</b>	<b>0-27</b>	<b>.85</b>
Satisfaction with School	5	2.15	1.07	0-5	0-5	.75
Commitment to Classwork	5	3.96	1.38	0-10	0-11	.65
Reaction towards Teacher	5	5.60	2.77	0-11	0-11	.72

Note: k= numbers of items, M = mean, SD = standard deviation and  $\alpha$  = Cronbach alpha reliability

The table presents descriptive statistics and reliability analyses for study variables and their subscales, including Perceived Teacher Rejection, Academic Self-regulation, and Academic Related Quality of Life. Mean, standard deviation, and item count are provided for each variable and its subscales. Cronbach's alpha reliabilities for Perceived Teacher Rejection and its subscales were .78, .76, .79, .70, .71, and .24, respectively. Similarly, reliabilities for Academic Self-regulation and its

subscales (intrinsic regulation, external regulation, identified regulation, and introjected regulation) were .77, .86, .67, .81, and .71, respectively. Cronbach's alpha reliabilities for Academic Related Quality of Life and its subscales were .85, .75, .65, and .72, respectively.

Structural equation modelling was employed to examine the mediating role of academic self-regulation between perceived teacher rejection, and academic quality of life in secondary school students. Model fit is shown in Table 3.

**Table 3** Fit Indices for Perceived Teacher Rejection, Academic Self-regulation, and Academic Quality of Life in Secondary School Students.

Model	$\chi^2$	df	$\chi^2/df$	GFI	CFI	NNFI	RMSEA	SRMR
Initial model	109.28	51	2.14	.94	.93	.91	.073	.061

Note. N=260, All change in chi square values is computed relative to model,  $\chi^2 > .05$ ., GFI= Goodness of fit index,

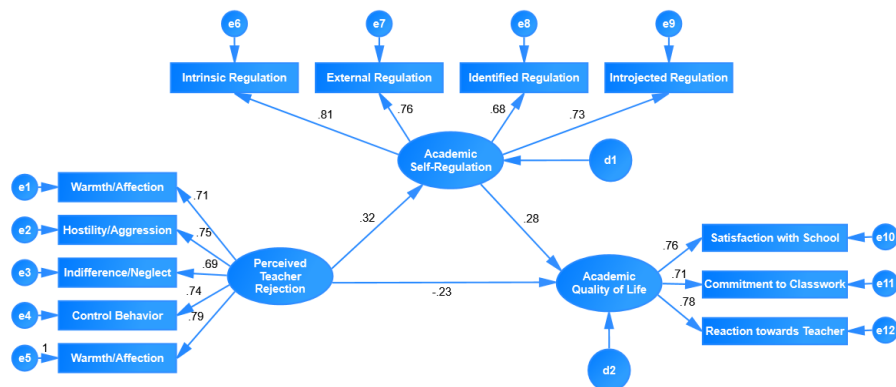
CFI=comparative fit index, NNFI= non-normed fit index; RMSEA=root mean square error of approximation, SRMR=Standardized root mean square.

The absolute fit for presented model was  $\chi^2 (51) = 109.28, p < .05$ . The fit indices absolute was viewed to give a sign of best fit of the data with the tested model. However, it is observed that the chi-square test of absolute model fit is sensitive to sample size and number of parameters to be estimated in a model.

So, several fit indices are taken up by the investigators to evaluate the overall fit a model to the data. Therefore, the indices of relative fit (GFI, CFI, NNFI, RMSEA, SRMR) were analysed. Hu and Bentler (1999) Since the Root Mean Square Error of approximation and standardized root mean square (RMSEA, SRMR) for the initial model were .07 and .06 whereas the GFI, CFI, NNFI values were .94, .93 and .91 respectively while  $\chi^2/df$  was 2.14. The model was excellent fit as per the standard criteria of the descriptive measures of fit.

**Figure 1**

Empirical Results from a Complex Multivariate Model Representing Standardized Regression Coefficients.



Note: A complex multivariate model of two endogenous variables, one exogenous variable. Completely standardized maximum likelihood parameter estimates.

The estimates to be analysed for direct and indirect effects after done with the model fit, for perceived teacher rejection, academic self-regulation, and academic quality of life with 5000 bootstrapped sample (see table 4 and 5).

**Table 4** Standardized Estimates of Direct Effects for Perceived Teacher Rejection, Academic Self-Regulation, and Academic Quality of Life (N = 260).

Variables	Academic Self-Regulation		Academic Quality of Life	
	$\beta$	SE	$\beta$	SE
Perceived Teacher Rejection	.32***	0.17	-0.23*	0.10
Academic Self-Regulation	-	-	0.28**	0.16
Total R <sup>2</sup>	.421		.407	

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

The Direct effect showed that perceived teacher rejection was found to be significantly positively predict academic self-regulation and significantly negatively predicted academic quality of life. However, academic self-regulation was found to significant positive predictor of academic quality of life.

**Table 5** Standardized Estimates of Indirect Effects through Academic between Perceived Teacher Rejection and Academic Quality of Life of Secondary School Students (N = 260)

Variables	Academic Quality of Life	
	$\beta$	SE
Perceived Teacher Rejection	0.11**	0.06

\* $p < .05$ . \*\* $p < .01$ .

The results of indirect effect showed that academic self-regulation was found to be significant positive

mediator between perceived teacher rejection and academic quality of life. Which showed that increase in perceived teacher rejection tend to increase academic self regulation. While increase in academic self regulation in-turn increases academic quality of life of secondary school students.

**Discussion**

The study aimed to investigate the intervening role of academic self regulation in the relationship between perceived teacher rejection and academic related quality of life among secondary school students. The discussion is presented considering the previous research, theoretical background and cultural context that may have an impact on the findings.

It was hypothesized that academic self regulation is likely to mediate the relationship between perceived teacher rejection and academic



related quality of life among secondary school students. It was also hypothesized that academic self regulation is likely to positively predict academic related quality of life among secondary school students. The findings of the present research showed that perceived teacher rejection was found to be a significant negative predictor of academic related quality of life. These results were consistent with the study conducted by Erkman et al., (2010) where Erkman et al., found that schoolboys were less likely to accomplish learning goals and less committed to schoolwork when they perceived rejecting behaviours from teachers. Similarly, these results are in line with research conducted by Havik (2018) where Havik found that perceived teacher support and positive interactions with the teachers positively predicted students' academic involvement and commitment. The results also showed that perceived teacher rejection was found to be a significant positive predictor of academic self regulation. These results were consistent with research conducted by Bardach et al., (2023) where Bardach et al., found that students who were pushed by their teachers and parents to perform better at school and had unrealistic academic expectations showed higher levels of externally regulated academic self regulation. The findings of the present study also showed that academic self regulation was found to be a significant positive predictor of academic related quality of life. These findings are in line with a study conducted by Feraco et al., (2022) where Feraco et al., found out that self regulated learning was a significant positive predictor of academic achievement and life satisfaction. These findings concur with a study conducted by Ejubovic and Puska (2019) where Ejubovic and Puska found that self-regulated students had better academic performance and showed higher academic satisfaction. The findings of a study conducted by Sara (2018) are in line with the findings of the present study where Sara found that academic self-regulation was a significant positive predictor of academic related quality of life and academic achievement. The findings of the present study showed that academic self regulation was found to be a significant positive mediator between perceived teacher rejection and academic quality of life. These findings are in line with research conducted by Agir (2019) where Agir found that perceived negative or rejecting teacher attitudes showed a positive relationship with students' attitude towards learning.

When students perceive their teacher's behaviours as rejecting, it can lead to decreased academic achievement and increased dissatisfaction with their academic quality of life. The perceived rejecting teacher behaviours act as a driving force, instigating a need to prove oneself and fostering a desire to independently explore new learning opportunities and learn new things, this in turn, enhances the academic related quality of life and decreases students' dissatisfaction with their academic related quality of life.

### **Conclusion**

Perceived teacher rejection positively predicts academic self-regulation while negatively impacting academic quality of life. Academic self-regulation, however, positively influences academic quality of life. Furthermore, academic self-regulation mediates the relationship between perceived teacher rejection and academic quality of life, indicating that addressing teacher rejection can enhance academic self-regulation and subsequently improve students' academic well-being.

### **Contributions**

The present study can benefit students, teachers, and the overall educational community. The study highlighted the importance of teachers developing behaviours that are accepting, supportive, affectionate, and empowering rather than rejecting and controlling. By understanding the impact of teachers' behavior on the academic performance and academic related quality of life of students, teachers can adapt an approach to create a positive, affectionate, and a motivating environment for students and help them succeed in their academic goals and enhance the quality of their academic lives. The study stresses upon the importance of teacher's role in developing self-regulation skills in students that can enhance their academic related quality of life and emphasizes on informing students about the significance of taking responsibility for their academic success to improve their academic quality of life

### **Limitations and Recommendations**

The study is subject to a limitation that is that the research aimed to study students' academic related quality of life in terms of teacher rejection and academic self-regulation. There are different other factors that can affect the academic related quality of life of students that were not studied in the present

research for example, financial stability, health, educational and learning resources etc. To gain a more comprehensive understanding of the relationship between perceived teacher rejection, academic self-regulation, and academic related quality of life, and identify potential age-related differences among students, it is important to include students from various age groups, including high school and university students in future research. Collecting data not only from students but also from their teachers can provide valuable insights into the dynamics between perceived teacher rejection, academic self-regulation, and academic related quality of life.

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