



## The Nature, Quality and Dynamics of Teacher–Pupil Relationships in the Classroom

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submissions:

**closed (30 January 2024)**

### Message from the Guest Editors

The aim of this Special Issue is to provide an understanding of contemporary research in the area, focusing on the pertinent issues that impact this type of relationship within the current global educational context. Original research articles and reviews are welcome, and we are interested in studies using a variety of methodological and theoretical approaches. Research areas may include, but are by no means limited to, the following:

- The impact of social and/or emotional issues;
- The influence of individual teacher characteristics;
- Variations in teacher–pupil interactions and behaviours;
- Nature and causes of pupil alienation;
- The role of parents and other external influences;
- Changes in relationships outside of the classroom.





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## Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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