



Building Resilience: How Supportive Teacher-Student Relationships Reduce Depression In College Students

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Abstract: Mental Health conditions are widespread, these are still undertreated. WHO report, 2022 on Mental health states that every one in eight (12.5%) is living with mental health conditions. In spite of this severity, on average, only 2% of the health budget is spent on mental health. In the case of Depressive disorders, most people cannot identify that it is a problem or illness Depressive disorders are higher in college-going students (15-24 year) than other population. The reasons may be leaving home for higher studies, forming new relationships, adjustment to the new environment, disturbance in sleeping pattern, pressure of studies, lack of family support in attaining higher education, easy access to alcohol and drugs etc. Supportive teacher-student relationships can help in preventing depression because the students feel loved, cared and accepted. Teacher support enhances a teacher's relationship with a student. It boosts their confidence, self-concept and self-esteem. Teachers can develop a working and collaborative relationship with the students, avoid negative techniques, make adjustments in assigned tasks, arrange opportunities that motivate them towards success, consult with the institution's counselor or psychologist, and can learn Current Best Practices. So teacher-student engagement helps in checking the prevalence of depressive disorders in higher education.

Index Terms - Teacher-Student Relationship, Depressive Disorders

1.0 INTRODUCTION

Health is a state in which an individual can function properly and effectively. A healthy person can contribute to the development of the society and nation. Health is not only the absence of illness and diseases. WHO (1948) defines Health as - "Health is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity." As mentioned in our ancient scriptures-

“समदोषःसमाग्निश्चसमधातुमलक्रियाः
प्रसन्नात्मेन्द्रियमनाःस्वस्थइत्यभिधीयते॥ .”

[Sushruta Samhita /3/15/41]

In the above sutra from Sushruta Samhita, **samadoshha** refers to the equilibrium of the body humours; **samaagnishcha** refers to bodily combustion (agni); **samadhatu** refers to normalcy in body tissues; **mala kriyaaha** means normal process of excretion; and **prasannaatma mana indriyaha** denotes the happy organic functions of soul, mind and senses. Thus, altogether, it means **that a state of perfect health occurs when metabolic processes are in dynamic equilibrium, all the tissues are functioning in harmony, all the excretory material is expelled out adequately and the soul, the senses and mind is happy.**

The World health organisation (WHO) issued a report in 2020 named as ‘World Mental Health report: transforming mental health for all’. The term ‘Mental disorder’ is used to describe the prevalence of rates and global estimates in this report. 10 categories of disorders have been mentioned in this report across age and sex. According to this report, 13% of the total global population is living with mental disorders. This 13% represents the 970 million of people constituting 52.4% females and 47.6% males. Anxiety disorders and Depressive disorders are the most common mental disorders in both male and female at all ages. 301 million (4%) people were suffering from Anxiety disorders and 280 million (3.8%) people were found to be suffering from Depressive disorders. Anxiety disorders were found to be prevalent at an earlier age than Depressive disorders. (Mental Health Report, WHO-2022, Pg no.40).

Globally 3.8% of population (280 million) living with this disorder among which 3.0% are male and 4.5% are female. It is seen that women are more affected by depressive disorders (Burton, 2024) than men 1.5% (14.55 million) of the global population. (Mental Health report-2022, WHO, P-40)

1.1 EMERGENCE

In India, the National Mental Health survey 2015-16 revealed that nearly 15% Indian adults need intervention for they are having one or more mental health issues. One in every 20 (5%) were suffering from issues of depressive disorders. The situation changed drastically after COVID-19. In 2021, UNICEF conducted a survey with 20,000 children and adults in 21 countries including India. Around 14% of 15-24 years old children reported often feeling depressed (The state of the World's Children, 2021). To achieve holistic goals, teachers have to be a mentor and a guide in facilitating a harmonious, social, emotional, physical and spiritual development of learners (Samarthya Teacher Training Academy of

Research [STTAR], 2024). This builds/creates a relationship between students and teachers. Positive teacher-student relationships were found to be positively related to student's engagement (Wang et al., 2024). Students spend a good time in their educational institutions. Supportive relationships can help in preventing depression because the students feel loved, cared and accepted. It boosts their confidence, self-concept and self-esteem (Stice et al., 2004 as cited in Dyregrov, 2004). Teachers can develop a working and collaborative relationship with the students, avoid negative techniques, make adjustments in assigned tasks, arrange opportunities that motivate them towards success, consult with the institution's counsellor or psychologist, and can learn current best practices (Kelly, 2022). Some students claimed that having access to guidance and support affects their depression positively (Cooper, 2010). Studies also reveal that students who were highly connected to school were found having lower levels of depression (Anderman, 2002).

The investigator was therefore confronted with the following research questions-

1. What are the educational stressors that can impact students' mental states and lead to depression?
2. In what ways can teacher behaviours and communication styles influence a student's ability to cope with academic and personal stress?
3. Are there any training programs for teachers in relation to creation of conducive classroom environment for reducing depression among students?

1.2 JUSTIFICATION

Although Mental Health conditions are widespread, these are still undertreated. WHO report, 2022 on Mental health states that every one in eight (12.5%) is living with mental health conditions. In spite of this severity, on average, only 2% of the health budget is spent on mental health. It is not sufficient to overcome this situation. However people are becoming aware towards the mental health issues such as depressive disorders and anxiety disorders, but the actions taken are still not enough.

In the case of Depressive disorders, most people cannot identify that it is a problem or illness. They are not aware that it is also an illness in the same way that diabetes and heart disease are illnesses. They don't consider it as a disease at all. It can be cured easily in the initial stage. Without treatment, it can be severe and last long. In a severe stage, it can lead to self-harm and suicide.

Depressive disorders are higher in college-going students (15-24 year) than other population. According to Mental Health Report-2022 (WHO) 2.8% of population is related to 15-19 age groups, 4% of population is

related to 20-24 age group and 4.8% of population is related to 25-49 years age group. Conclusively, 32.48 (7.84+11.2+13.44) million people, out of 280 million, are affected with depressive disorders.

The reasons may be leaving home for higher studies, forming new relationships, adjustment to the new environment, disturbance in sleeping pattern, pressure of studies, lack of family support in attaining higher education, easy access to alcohol and drugs etc. But the problem is that depressive disorders are not being identified among this group. Due to this reason, it remains hidden and untreated. Only a few students feel it and can realize themselves. But they don't reveal it or hesitate to reveal it in front of others due to social pressure, social image or due to academic pressure. So, the need is to make them aware that having depressive disorders is just an illness, not a shameful trait or thing to be hidden. If it is diagnosed and treated on time, they will be healthy again as before. They will be able to contribute to the development of society. A treasure of society would be saved from getting lost in emptiness. And society's personal, social and economic resources would not go in vain.

"In India, we need to break the stigma of talking about mental health and seeking support so that children can have better life outcomes. We must change the way we view mental health." (Dr. Yasmin Haque, UNICEF India representative, 2021)

1.3 SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that it underscores the importance of teacher-student relationships in promoting mental health and suggests a holistic approach that involves educators, institutions, and policy-makers working together to create supportive educational environments.

The holistic approach will be significant in that it will lead to -

- **Enhanced Teacher Training and Development:** The study emphasizes the need for providing teachers with training on recognizing signs of depression and understanding mental health issues can equip them to offer appropriate support and referrals.
- **Curriculum Design and Pedagogy:** The study highlights the need for Curricula should be designed to foster inclusive, supportive classroom environments where students feel safe and valued, encouraging open dialogue and trust between teachers and students.
- **Institutional Support Systems:** Building Inclusive and Supportive Learning Environments

- **Regular Feedback from Students:** Establishing mechanisms for regular feedback from students about their relationship with teachers can help identify areas where additional support may be needed and provide opportunities for continuous improvement.
- **Ongoing Research:** Encouraging and supporting ongoing research into the impact of teacher-student relationships on student mental health can help refine approaches and develop best practices.

Overall, the study is significant in encouraging a school culture that values and promotes supportive teacher-student relationships. It can help reduce stigma around mental health issues and foster an environment where students feel comfortable seeking help.

1.4 REVIEW OF RELATED LITERATURE

Sr. no.	Topic	Researcher	Journal	Year	Findings
1.	Associations Between Teacher Emotional Support and Depressive Symptoms in Australian Adolescents: A 5-Year Longitudinal Study	Posselt et al.	Developmental Psychology, APA	2013	<ul style="list-style-type: none"> • The findings of the study show Teachers' emotional support helps students to express their problems in a public forum. • It was found that the interaction of teacher emotional support was able to predict depressive symptoms in Grade 9 in girls while it predicts depressive symptoms up to Grade 10 in boys. • Girls were found reporting more stressful events and depressive symptoms than boys across all grades of high school. • Girls stated more teacher emotional support than boys throughout high school.

2.	Depression among the College Students: An Empirical Study	Tapas Karmakar and Santosh Kumar Behera	Educational Quest: An Int. J. of Education and Applied Social Science: Vol	2017	<ul style="list-style-type: none"> • A significant difference was found in depression between Rural and Urban College students. • No significant difference was found in depression between gender (Male & Female), religion (Hindu & Muslim) and Stream (Science & Arts) students. • No significant difference was found in depression on the basis of social class, academic years and job satisfaction.
3.	Teacher Mental Health Literacy is Associated with Student Literacy in the Adolescent Depression Awareness Program	Miller et al.	School mental health	2019	<ul style="list-style-type: none"> • The findings of the study show that the depression literacy of teachers was positively associated with depression literacy of their students. • There was no evidence found regarding the effect of teachers' stigma and mental health on students and their learning. • Optimization of depression literacy in students will improve the ability of students to recognize depression.
4.	An Exploratory Study of Students with Depression in Undergraduate	Cooper et al.	CBE-Life Sciences Education	2020	<ul style="list-style-type: none"> • The findings of the study show that Depression get affected and interfered with students' motivation and productivity, creativity and risk-taking, engagement and concentration, and self-perception and socializing.

	Research Experiences				<ul style="list-style-type: none"> • Undergraduate research can negatively affect depression in undergraduate students. Students experiencing failure in research may feel depression, especially those who do not have access to adequate guidance. • It was also found that undergraduate research can positively affect students' depression. As it can inculcate the feeling in students that they are contributing to something meaningful.
5.	Influencing factors, prediction and prevention of depression in college students: A literature review	Xin-Qiao Liu et al.	World Journal of Psychiatric	2022	<ul style="list-style-type: none"> • It was found in the study that students who experienced depressive disorders need family support and personalized interventions at college. • It was also concluded that these interventions should be supplemented by professional interventions such as cognitive behavioral therapy and online therapy.
6.	Depression Among College Students: Prevalence And Associated Risk Factors	Dhillon & Kaur	Indian Journal of Mental Health	2022	<ul style="list-style-type: none"> • The findings of the study show a prevalence of depression to be 59.8% in university students with 27.5% having moderate to severe depression. • No significantly difference was found depression among male and female students.

					<ul style="list-style-type: none"> • There was no association of depression or anxiety with smoking behaviour and alcohol consumption.
7.	Digital Education, Mental Resilience and Emotional Well-being of the Students of HEIs: Addressing Mental Health in the Light of NEP 2020	Swarup Das, SkAmiruddinn	International journal for multidisciplinary research	2023	<ul style="list-style-type: none"> • The current state of mental health support infrastructure in most Indian schools, colleges, and universities is inadequate; hence, an urgent reform is necessary. • The recommendations outlined in NEP 2020, though, are very significant; but it will remain inadequate and insufficient to fully address the multifaceted mental health concerns aggravated by the digitalization of education. It is so that the provisions within NEP 2020, while commendable, may not fully cage the complex issues affecting mental health within digital education. • Minority groups often face challenges individually that can increase the rate of mental health issues. • It is found that the policy is failing to recognize the increased vulnerability to mental health issues experienced by those minority populations.
8.	Depression among college	Lahiri et al.	Seybold report	2023	<ul style="list-style-type: none"> • Depression has severe repercussions for college

	going students: an evaluative study		publishe d by research gate		students, such as decreased academic achievement, the emergence of suicid al thoughts, social isolation, difficulties in relationships, and loss of motivation to accomplish goals. • There was no significant difference found between Male and Female College students in regard to depression.
9.	Study of proportion and determinants of depression among college students in Mangalore city	Sarah Naush ad et al.	National Library of Medicine	2023	<ul style="list-style-type: none"> • The findings of the study show that the prevalence and severity of depression levels was significantly more in the older age group students. • Commerce stream students were found more depressed than students from science stream. • Depression level was found slightly more among males students from Government College.

10.	Prevalence of depressive tendencies among college students and the influence of attributional styles on depressive tendencies in the post-pandemic era	Ming Ming Luo et al.	Front Public Health	2024	<ul style="list-style-type: none"> • The findings of the study show that a significant proportion (48.9%) of college students was vulnerable to depression in the post-pandemic era. • Students who had higher academic years, higher academic stress, and poorer physical condition were more likely to exhibit depressive tendencies. • No gender differences were found in the tendency toward depression among college students. • Students pursuing a profession in medicine and allied health sciences were found more prone to depression.
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It can be concluded from the researches that a large number of higher education students (48.9%) are prone to depressive disorders (Ming Ming Luo et al., 2024). Students pursuing higher studies face more depressive disorders (Ming Luo, 2024). It may be because they often have to invest more study time and energy. The monotonous learning stages and heavy academic pressures may lead to more depressive disorders (Ming Ming Luo et al., 2024). No gender differences were found in regards to depressive disorders (Ming Ming Luo et al., 2024; Karmakar & Behera, 2017; Dhillon & Kaur, 2022). The reason may be that social patterns have changed now. Awareness for mental health has been increased and male students are willing to seek help for curing their depressive disorders (Ming Ming Luo et al., 2024). Depressive disorders severely affect academic achievement (Lahiri, 2023), motivation and productivity, creativity and risk-taking, engagement and concentration (Cooper, 2020) in students. They become isolated and suicidal thought starting to emerge in them (Lahiri et al., 2023). Their stress increases and their health deteriorate. Poor health and academic stress intensify the conditions of depressive disorders (Ming Ming Luo et al., 2024). No association of depressive disorders was found with religion, stream (Karmakar & Behera, 2017), smoking behaviour and alcohol consumption (Dhillon & Kaur, 2022) in college going students. Depressive disorders can be cured

with medication and counseling; but most importantly such students need family support (Xin Qiau Liu et al., 2022) and teachers' support and guidance (Miller et al., 2019). Having access to guidance and support affect students' depression positively (Cooper, 2010).

1.5 TEACHER DEVELOPMENT

Challenges for Educators

Dealing with students suffering from depressive disorders in student become challenging for an educators due to the following reasons-

- **Diagnosis**

It is a heterogeneous and multifactorial disorder (Lee, M. S. at al. 2022). Symptoms of depressive disorder such as sadness, fatigue, over over-sensitiveness are overlapping, that is hard to be diagnosed as a depressive disorder in a stance. Apart from this restlessness, agitation irritability, class room misbehavior is interpreted as lack of motivation and discipline issues in students (Desrochers & Houck) that can be caused due to depressive disorder.

- **Lack of knowledge about depression**

A Depressive disorder is not easy to diagnose at an early stage, because there are no clear, predetermined or fixed characteristics, traits or signs for it. This becomes very difficult for an educator to diagnose the student having any depressive disorder.

- **Stigma and denial**

Although Depressive Disorders are widespread but these are still untreated. There is a stigma associated with it that students, educators, and family members don't talk about it. Apart from this, educational personnel do not want to take the responsibility and believe that it should be talked about and treated outside the educational premises (Desrochers & Houck).

- **Lack of Motivation**

In the present era, an educator is not bound to only impart knowledge. He has pressure to complete the syllabus on time, conduct extra-curricular activities, administrative work etc. In higher education, it involves the research work, curriculum development, papers publication, lecture/seminars, construct teach committee meeting etc also (Rowland, 2023). All these factors increase the burden on educators. They don't have time & energy to invest in students individually.

- **Strength of Students**

With increasing enrolment of students in schools and universities, it is impossible for a teacher to communicate with each student individually and pay attention to their problems

- **Lack of Resources**

It is not feasible for every Educational institution to have mental health professionals (psychologist, counselors) in the institution. If they hire them occasionally for each student diagnosed with depressive disorder, it will cost them a lot and their resources will be wasted (Desrochers & Houck).

- **Unchecked use of Technology leading to Depression**

There is empirical evidence that proves the omnipresent utilization of technology, particularly among the students of the higher educational institutes (HEIs). It may affect them adversely, mainly in the domain of mental health. Several studies have been conducted that show increase in symptoms of mental health issues among college students due to the widespread adoption of personal computing technologies, particularly social media, and have indicated a direct correlation between technology usage and declining mental health (Lattie et al., 2019).

TRAINING COURSES

Only knowledge of discipline is not enough for being a teacher in present era. A teacher should be prepared in supporting student's mental health. They need hands-on experience and deeper reflection on mental health in their students (Dods, 2003).

Teachers should be trained to be able to identify mental issues at an early stage. He/she cannot be supposed to give the therapy to the student having mental disorder/s. But he/she is expected to diagnose student's issues physical, mental or psychological before & better than others. So that, the necessary support and guidance can be provided to them on time. Some teachers have natural skills to understand the feelings of their students and counsel them. There are various other programs that can be helpful for teachers to learn the skill required for identifying mental and depressive disorders in their students. This will contribute in teacher development and in reducing Depressive Disorders also.

Some of the available courses that provide learning about mental health and depressive disorders are mentioned here -

1. Mental Health First and India
2. Manas Foundation
3. Anubhuti trust
4. Various certificate courses (20) are made available by National Institute of Mental Health & Neurosciences (NIMHANS)
5. MIND India Institute is a registered society of Positive Mental Health & Research. The Institute provides courses on Counselling.

NEP 2020 emphasises on education for mental well-being of students. The policy prioritizes the holistic development of students. It advocates the development in the affective domain of student's minds, and encourages visionary measures to address mental health and well-being concerns (NCERT, 2022). To take forward the vision of NEP, Ministry of Education (MoE) has initiated a scheme 'Manodarpan', as part of 'Atmanirbhar Bharat Abhiyan'. It provides psychosocial support to students, teachers, and families for mental health and emotional well-being. Thus teacher support plays a key role in reducing depression among students.

1.6 SUPPORTIVE TEACHER STUDENT RELATIONSHIPS

A teacher is a person who imparts education to his pupils. He doesn't only impart knowledge to pupils, but transfers values, skills, attitude also and motivates his pupils towards educational goals. Most importantly, he creates an effective learning environment. (Samarthya Teacher Training Academy of Research (STTAR), 2024)

In ancient times, the teacher was meant to transmit the knowledge. With the passage of time, role of teacher has transitioned and education has become child-centred. Now, the teacher is playing the role of a guide and facilitator. At the holistic level, a teacher has to be a mentor and a guide in facilitating a harmonious, social, emotional, physical and spiritual development of learners (STTAR, 2024). This builds/creates a relationship between students and teachers. Positive teacher-student relationships were found to be positively related to student's engagement (Wang et al., 2024). Students spend a good time in their educational institutions. Supportive relationships can help in preventing depression because the students feel loved, cared and accepted. It boosts their confidence, self-concept and self-esteem (Stice et al., 2004 as cited in Dyregrov,

2004). Teachers can develop a working and collaborative relationship with the students, avoid negative techniques, make adjustments in assigned tasks, arrange opportunities that motivate them towards success, consult with the institution's counselor or psychologist, and can learn Current Best Practices (Kelly, 2022). Some students claimed that having access to guidance and support affects their depression positively (Cooper, 2010).

Students who were highly connected to school were found having lower levels of depression. (Anderman, 2002). Students who have good relationships with teachers, they can share their problems with teachers and can get their support and guidance. Teacher's support allows students to feel loved and cared for because they have faith in teachers that they will give them support and opportunity to solve problems and will understand their feelings (Cohen and wills, 1985 as cited in Wei Li, et al., 2021). So teacher-student engagement helps in checking the prevalence of depressive disorders in higher education. It can be said that teacher student engagement is negatively correlated to the level of depression (Wei Li, 2021).

TEACHER SUPPORT

Teacher support can be viewed in two ways: broad or narrow. The broad perspective is based on Tardy's (1985) 'Social Support Framework'. This framework defines teacher support as a teacher giving informational, instrumental, emotional, or appraisal support to a student, in any environment (Tardy, 1985; Kerres Malecki and Kilpatrick Demary, 2002). 'Informational support' mean, advice or information given to students in a particular content area. 'Instrumental support' mean giving resources such as money or time. 'Emotional support' is love, trust, or empathy provided by the teacher to his students. 'Appraisal support' refers to giving evaluative feedback to each student (Malecki and Elliott, 1999). The narrow perspective confines the teacher support to classroom environment only. This perspective views teacher support in the form of help, trust, friendship, and interest being provided only in a classroom environment (Fraser, 1998; Aldridge et al., 1999). It does not accept any interaction or support outside the classroom.

Teacher support enhances a teacher's relationship with a student. Teachers who show supporting behaviour, care and concern for their students, their concern is often reciprocated by the students. They also show supportive behaviour and readily follow classroom norms (Chiu and Chow, 2011; Longobardi et al., 2016; Pianta et al., 2012). When teachers shout at students, blame them, or aggressively discipline them, such students often show less concern for their teachers and less cooperative towards classroom rules and regulations (Miller et al., 2000).

Teacher support includes three dimensions: support for autonomy, structure and involvement. Support for autonomy refers to teacher provision of choice, relevance, or respect to students. Structure refers to clarity of expectations and contingencies of teachers. Involvement includes warmth, affection, dedication of resources, understanding the student, or dependability (Skinner et al., 2008). It was found in the research that teacher support influence anxiety, depression, hope, and other emotions among students (Reddy et al., 2003; Skinner et al., 2008; Van Ryzin et al., 2009).

Research supports that positive teacher-student relationships play a vital role in reducing depression and enhancing mental well-being among college students.

1. **Emotional Support and Validation:** Empirical studies show that when teachers offer support and empathy, students experience fewer depressive symptoms (Ahmad et al., 2010; King et al., 2012; Liu et al., 2022). In higher education, such support promotes feelings of being valued and understood, and helps in decreasing emotional distress and fosters resilience under academic pressures.
2. **Sense of Belonging:** Research highlights that students who has strong connections to teachers feel more integrated into their academic environment. It reduces loneliness that is a common risk factor for depression. This sense of community benefits university students in mitigating stress and improves mental health outcomes. Research shows that teachers support helps in learning engagement (Roodra & Oort, 2011) and adaption to school (Langobardy et al., 2016).
3. **Motivation and Encouragement:** Studies confirm that teacher encouragement not only boosts academic performance but also reduces depressive tendencies (Trigueros et al., 2020). When students receive positive reinforcement from educators, their motivation and self-esteem grow, helping them would be able to channelize their stress in a positive way.
4. **Guidance and Stress Management:** Teachers who offer academic guidance and help students set realistic goals help alleviate academic stress. Students report reduced anxiety when they can approach teachers for advice, which also promotes better time management and lowers the risk of depression (Miller et al., 2019). Having access to teachers' guidance and support affect students' depression positively (Cooper, 2010).
5. **Open Dialogue on Mental Health:** Open discussions about mental health facilitated by teachers encourage students to seek help when needed. This proactive approach has been shown to reduce

depressive symptoms by connecting students with resources such as counseling and peer support networks. It helps in developing the ability to maintain supportive relationship (Piling et al., 2022).

6. **Modeling Healthy Behavior:** Teachers serve as role models for their students. Their attitudes influence students' behaviour (Aryal, 2022). Students focus more on teacher behaviour when the teacher-student relationship is good (Loper & Hellmitch, 2024). Research indicates that students are directly affected by the teachers demonstrating healthy coping strategies and behaviours (Aryal, 2022), such as balancing work and personal life, adopt similar habits, which protect them from chronic stress.
7. **Reducing Academic Pressure:** Supportive teachers often adjust workloads or offer flexibility, which reduces unnecessary academic stress (Hoferichter et al., 2022). These interventions help students feel less overwhelmed, preventing burnout, less stressed and reducing depressive symptoms (Hoferichter et al., 2022).

Overall, these teacher-student interactions play a key role in mental health by creating supportive environments that buffer the effects of academic and personal stressors.

1.7 CONCLUSION

Conclusively, the study brings to light the following practices for Educational Institutions to encourage supportive Student-Teacher relationships-

- **Training to the Educators**

Basic Training on recognising the sign of depression and mental health issues should be provided to all the educators. So that, they can provide appropriate support and referrals to the students.

- **Curricula Design and Pedagogy**

Curricula should be designed to foster inclusive, supportive classroom environments where students feel safe and valued, encouraging open dialogue and trust between teachers and students.

- **Institutional Support Systems**

Inclusive and supportive learning Environment should be built in the institution so the depressed students can get required support.

- **Regular Feedback from Students**

Mechanisms should be established to get regular feedback from students about their relationship with teachers. It can help in identifying areas where additional support may be needed and opportunities can be provided for continuous improvement.

- **Regular parent-teacher meeting**

Parents-teacher meetings should be held at a fixed interval either quarterly or semi-annually to discuss the progress and issues of students.

- **Ongoing Research**

Research can be conducted to know the impact of teacher-student relationships on student mental health. It can help in refining approaches and development of best practice.

- **Social interaction**

It is found in the research that isolation, loneliness and lack of Social support are the fundamental reasons of depression (Bulut, S. 2019 & Bergland, C. 2015). Face-to-Face socializing reduces depression risks (Bergland, C. 2015). Opportunities should be provided to the students for social interaction.

The key idea is to build resilience in order to bring positive changes in the individual and society as a whole.

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