

Teacher-student relationship is seen as enormously important to student achievement. Teacher plays a substantial role in developing personality of students and relationship he builds up with them determines students' academic and personal growth. The objective of this research was to determine the factors affecting teacher-student relationship, explore ways that strengthen teacher-student relationship and its effect on student achievement. The study was based on hypotheses that there is no significant difference in perceptions and linkage between teacher-student relationship and student achievement. Mixed method exploratory design was used to focus on private primary schools of AJK including 250 students and 50 teachers. The disconnection between students and teachers was addressed by investigating positive student-teacher relationships; student achievement; and the connection between student teacher relationships and achievement. Qualitative data were collected through interviews of randomly selected ten teachers who explored characteristics of positive student-teacher relationships and of student achievement. The data was analyzed and coded to discover common themes. Quantitative data was collected using a questionnaire that examined teacher and student perceptions of student-teacher relationships and their potential effect on student achievement. The overarching theme that emerged from the triangulated data suggested most students perceived that a relationship existed between student achievement and relationships they had with teachers. The actual teacher-student relationship however changes during the career. This study recommended that if students and teachers connect in the classroom with a more unified approach to building and sustaining positive student-teacher relationships, a more-prepared individual emerges contributing to the community, the workforce and society at large.