

Determining Factors of Teacher-Student Relationships Among Special Assistant Teachers in Inclusive Schools: A Scoping Review

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ABSTRACT

Objective: This scoping review aims to examine the relationship between teachers and special assistant teachers (GPK) in inclusive schools, focusing on the factors that influence this relationship to foster a positive learning environment for students with special needs. **Method:** A systematic search was conducted using keywords such as co-assistant teacher, teacher-student relationship, and inclusive education across electronic databases including Scopus, Proquest, Science Direct, and Taylor & Francis. Using the PRISMA flow diagram (2020) and new.rayyan.ai software, 324 articles were identified, with 10 meeting the inclusion and exclusion criteria for full-text analysis. **Results:** The review revealed internal and external determinant factors influencing the relationship between teachers and special assistant teachers. Internal factors included teacher self-efficacy, attitudes towards inclusive education, communication styles, and willingness to understand students' special needs. External factors involved cultural and socioeconomic influences, work experience, emotional support, and professional development. **Novelty:** This study provides a comprehensive overview of the critical factors affecting teacher-GPK relationships, offering valuable insights for enhancing inclusive education practices and improving student outcomes in inclusive settings.

INTRODUCTION

Inclusive education in Indonesia has experienced significant growth in recent years. Data from the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) shows that in December 2023 there were 40,164 formal education units with students with special needs. However, of this number, only about 14.83% had special mentor teachers (GPK). This shows that there are issues related to the provision of human resources in the form of teachers in inclusive schools [1]. Guru pembimbing khusus (GPK) is a term used in Indonesia to refer to teachers who assist the learning process of students with special needs in an inclusive school [2]. GPKs act as intermediaries between parents and class teachers in creating, implementing and evaluating educational service programs. They are required to be able to understand the various characteristics of students.

In the process of understanding the changing and varying needs of students, they must regularly respond to the needs of the teachers they support. The work of GPKs involves a variety of demands. They are required to react to the changing and varying needs of students, they must regularly respond to the needs of the teachers they support, and they are expected to integrate changes in the curriculum into their teaching support[3]. Indeed, they are often expected to make instructional and didactic decisions for which they are not formally prepared or qualified[4]. In fact, the role of the special

mentor teacher has shifted over the years, moving closer to that of the classroom teacher, but often without clear boundaries[5] or teacher rights and working conditions. For example, there is still a need for better training[6] lack of formal qualifications to help them do their jobs, as well as receiving low salaries [5].

GPK (Guru Pembimbing Khusus) is a useful classroom resource for teachers and students with disabilities. They support students with disabilities curricularly, logistically, and emotionally[3] . In addition, they help reduce teachers' stress and their workload[4] . Therefore, research that finds things that can help the occupational well-being of GPKs is an important issue. This is especially so as the number of GPKs working with students with disabilities has increased worldwide. To the extent that employee well-being is optimized, both teachers and students will benefit. Adaptability, one of the components, and its role in GPK well-being in the classroom, is discussed in this study.

Learning in elementary school relies on positive relationships between students and teachers, characterized by high closeness, less conflict, and low dependency[7] . The quality of relationships between children in community samples and their kindergarten teachers has been shown to significantly influence academic, social, and behavioral outcomes over time through grade 8[8] . Taking students with ASD (*Autism Spectrum Disorder*) as an example, it is very important for ASD students to have a quality relationship with their teachers because autism has typical social communication difficulties, which makes them vulnerable to face social and emotional problems in their classroom . [9]

Unfortunately, ASD students' relationships with their teachers are much worse than their typical peers. Paraeducators offer important support to ASD students in the classroom [10][11]but almost no research has studied the relationship of paraeducators with ASD students. There is no literature that directly addresses this issue, but school psychologists are in a unique position to help build relationships between paraeducators and students as decisions about the role and presence of paraeducators are often made at the IEP level. This study investigated the quality of relationships reported by teachers and GPKs with ASD students studying in primary schools.

RESEARCH METHOD

The methodology of this scoping review includes a six-stage framework: 1) identifying research questions, 2) identifying relevant studies, 3) selecting studies, 4) mapping data, 5) collecting, summarizing, and reporting results[12] .

Protocol Design

The *scoping review* analysis in this article also follows the rules written in the PRISMA *Extension for Scoping Reviews* (PRISMA-ScR): Checklist and explanation to ensure quality in reporting. The review used follows the rules of Arskey and O'Malley's methodological framework. The stages of the methodological framework that will be used include: (1) identify the research question, (2) identify relevant articles, (3) select articles, (4) perform data extraction, and (5) analyze, summarize, and report results.

Phase I: Identifying Research Questions

The purpose of this literature review is to explore the development of student teacher relationships among special mentor teachers and to explore the determinants of student teacher relationships, especially among special mentor teachers in the context of inclusive education. The research questions are 1). What are the determinants of student teacher relationship development?

Phase II: Identifying Relevant Articles

On November 22, 2024, the author of the electronic database corresponding to this study by using a search strategy using the PCC principle

Population : Teacher Assistant, teacher for special needs student

Concept : Teacher Student Relationship

Context : Inclusive Education, Special Needs Education

Then using the following keywords ("teacher-student relationship" OR "educator-pupil interaction" OR "instructor-learner bond" OR "pedagogue-student connection") AND ("shadow teacher" OR "educational assistant" OR "learning support assistant" OR "paraprofessional") AND ("inclusive education" OR "integrated schooling" OR "inclusive classroom" OR "mainstream education"), performed on the following electronic databases:

1. Scopus
2. Proques
3. Science Direct
4. Taylor & Francis

Stage III: Article Selection

After conducting a literature search, the authors checked for duplicate articles using the Zotero.org application. DF and AL as independent assessors assisted the author in selecting titles and abstracts. After that, DF and AL also remained as independent assessors in the next stage, namely checking the full article using the inclusion and exclusion criteria. Inclusion criteria are factors that need to be present and relevant to this study so that the article can be used and reviewed. While the exclusion criteria are factors that cause the article cannot be used as a review. The following inclusion and exclusion criteria are used in this article:

Review Inclusion Criteria

1. Research on Teacher Student Relationship, article, proceedings, literature review
2. Special assistant teachers who teach in inclusive schools
3. Publishing original research articles and reviews

Review Exclusion Criteria

1. Student-teacher relations in the school context
2. Student teacher relationship in the teacher
3. Research that uses the systematic literature review method
4. Opinions, letters, and other works that are not original research
5. Unpublished gray literature such as theses and working papers.

Data screening was conducted based on the previously mentioned inclusion and exclusion criteria. The level of transparency and reproducibility during the screening process can be ensured with the evidence in table 1.

Table 1. Database Search Strategy

Search Date	Database	Search terms	Filter	Results	Used
Friday, 22-11-2024	Proquest	("teacher-student relationship" OR "educator-pupil interaction" OR "instructor-learner bond" OR "pedagogue-student connection") AND ("shadow teacher" OR "educational assistant" OR "learning support assistant" OR "paraprofessional") AND ("inclusive education" OR "integrated schooling" OR "inclusive classroom" OR "mainstream education")	Article type: all years; subject area psychology	17	1
Friday, 22-11-2024	Scopus	("teacher-student relationship" OR "educator-pupil interaction" OR "instructor-learner bond" OR "pedagogue-student connection") AND ("shadow teacher" OR "educational assistant" OR "learning support assistant" OR "paraprofessional") AND ("inclusive education" OR "integrated schooling" OR "inclusive classroom" OR "mainstream education")	Article type: all years; subject area psychology	25	3
Friday, 22-11-2024	Science Direct	teacher-student relationship AND shadow teacher AND inclusive education	Article type: all years; subject area psychology	82	0
Friday, 22-11-2024	Taylor & Francis	co-assistant teacher AND co-teaching AND special needs education AND teacher-student relationship	Article type: all years; subject area psychology;	82	0

Search Date	Database	Search terms	Filter	Results	Used
		Showing 1-10 of 12,264 results for search: [All: co-assistant] AND [All: teacher] AND [All: co-teaching] AND [All: special] AND [All: need] AND [All: education] AND [All: teacher-student] AND [All: relationship] AND [Article Type: Article]	order by relevance		
	Total			324	10

Stage IV: Performing Data Extraction

The article selection process begins with entering the results of article searches from online databases with a total of 324 into the rayyan.ai software (<https://www.rayyan.ai>). After all article data was entered into the rayyan.ai software, the next process was the selection of articles according to the inclusion and exclusion criteria referring to the PRISMA 2020 procedure [12]. The data extracted includes author, title, year, topic/focus/study objectives, determinant factors, variables/units of analysis, research methods, sample/population, findings, limitations/limitations/suggestions for further research. This data extraction process is assisted by AI software, namely chatpdf and elicit to do initial mapping.

Stage V: Analyze, Summarize, and Report results

The process of analyzing, summarizing and reporting the results will be carried out on the ten selected literatures in this fifth stage. The data extraction process aims to synthesize and describe the research findings in accordance with the objectives and research questions, namely understanding what determinant factors affect student teacher relationships in special mentor teachers. Finally, it categorizes these factors into supporting and inhibiting factors in student-teacher relationships with special mentor teachers.

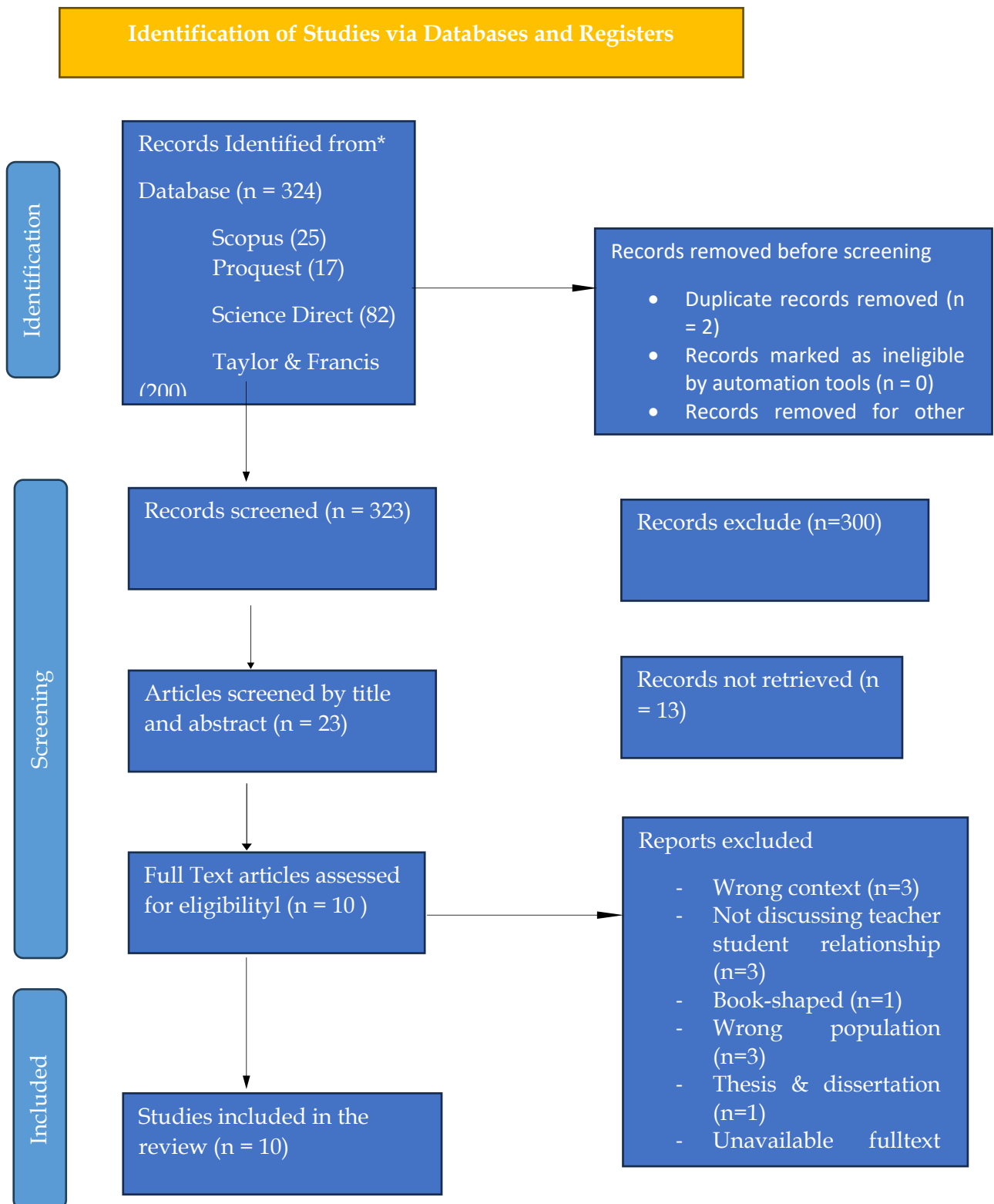


Figure 1. PRISMA 2020 Flow Diagram

RESULTS AND DISCUSSION

Results

The 10 articles identified and analyzed in this literature review were filtered from 324 articles obtained from four (4) online databases. The ten articles were published between 2019 and 2024. There were 4 articles published in 2024, 4 articles published in 2023, 1 article in 2022 and 1 article in 2019. Research results, research results, research results, research results, research results, research results, research results, research results, research results, research results.

Table 2. Identification of Analyzed Articles (n=10).

No.	Author	Year	Title
1	Narmene Hamsho, Melissa Collier-Meek, Hayley Mcavoy, Jan Blacher, Abbey Eisenhower, Craig A Albers, Desireé Vega	2024	Relationships of paraeducators and teachers with their autistic students
2	Paseka Andrew Mosia & Taoana Thomas Kotelo	2024	Teacher training for inclusive education in Lesotho: assessing factors that influence teacher attitudes towards supporting LSEN in mainstream schools
3	Abdulrahman Alsayed	2024	Social emotional goals for students who are deaf and hard of hearing: special education teacher interviews
4	Ming Hong	2024	Status, influencing factors and paths on professional identity of special education teachers Taking Guangdong Province, China as an example
5	Linda Plantin Ewe, Mona Holmqvist & Sven Bölte	2023	Teachers' relational competence: perceptions of teachers and students with and without ADHD and ASD
6	Eda Behar Nulman & Sarit Alkalay	2023	Teachers' attachment moderates the links between students' internalizing and externalizing problems, teacher-student relationships, and students' school-related attitudes
7	Sneh I. Kiss	2023	Special Education Teachers' Experiences With and Attitudes Towards Social Skills Instruction to Students with Autism Spectrum Disorder

No.	Author	Year	Title
8	Gunita Mudhar, Sigrun K Ertesvåg, Eija Pakarinen	2023	Patterns of teachers' self-efficacy and attitudes toward inclusive education associated with teacher emotional support, collective teacher efficacy, and collegial collaboration
9	Lan Yang, Chia-Ling Hsu, Tianfang Ye, and Kuen Fung Sin	2022	Assessing Emotions of Teaching Assistants in Inclusive Education
10	Andrew J Martin, Iva Strnadová, Zbyněk Němec, Vanda Hájková, Lea Květoňová	2019	Teacher assistants working with students with disabilities: the role of adaptability in enhancing their workplace wellbeing

The demographic data obtained from these ten articles were spread across the globe. The articles were located in the United States in the states of Southern Illinois and Southern California-Massachusetts (n=2); in Asia in China, Saudi Arabia, and Hong Kong (n=3), in Europe in the Czech Republic, Israel, Norway, Southern Sweden (n=4), and in Africa in Lesotho (n=1). This indicates that the topic of student-teacher relations among special education teachers in inclusive schools is of interest to many researchers.

The results of the scoping review show that the factors that can affect student teacher relations in special mentor teachers are generally divided into two major factors, namely internal factors and external factors. Internal factors that influence student teacher relations in special mentor teachers include *teacher self-efficacy* [13]; [14], teacher attitudes towards inclusive education [13]; [15]; [14], communication and interaction skill styles [16]; [17]; [18]; [15], and teacher willingness to understand student characteristics and needs [16]; [19]; [17]. While external factors include cultural and socioeconomic factors [16]; [13], experience and emotional support and empathy [17]; [20]; [14]; [21]; [19], and professional development and training [17]; [20]; [19]; [13]. The above results are summarized in table 3.

Table 3. Supporting and inhibiting factors for student-teacher relations

Origin Factor	No.	Supporting Factors	Inhibiting Factors
Internal factors	1	Teacher attitudes towards inclusion [14][13]	Work stress [21]
	2	Teacher self-efficacy [13]; [14]	
	3	Teachers' willingness to understand the characteristics of students with special needs [19]; [13]	
	4	Communication and interaction styles [18]; [21]; [20]; [15]	
	5	Teacher engagement [15]	

Origin Factor	No.	Supporting Factors	Inhibiting Factors
	6	Emotional fit between teachers & students [22]	
	7	Teachers' perceptions of conflict in relationships [15]	
External Factors	1	Training and preparation received by teachers [19]; [13]	Cultural influences that prevail in society [13]
	2	Supportive classroom environment [13]	Characteristics of students with special needs [16]
	3	Length of teaching experience [13]; [16]	Externalizing behavior in students [15]
	4	Workplace wellbeing [19]	Student gender differences [15]; [22]
	5	Emotional support from coworkers and leaders [19]	
	6	Collegial collaboration with colleagues in different fields [15]	

Discussion

This study investigates what factors can influence student teacher relationships in special education teachers who teach in inclusive schools. Of the ten articles obtained, no research was conducted in Indonesia. The location of the country closest to Indonesia and is thought to have a culture similar to Indonesia is in Hong Kong. This condition is a great opportunity for the author to dig deeper into student-teacher relations, especially for special mentor teachers in the context of inclusive education. Then from the ten articles analyzed, there are 6 (six) studies that use quantitative research methods [13]; [16]; [20]; [21]; [22]; [15], and 3 (three) studies that use phenomenological qualitative research methods [17]; [14]; [18]. Based on these data, it is possible that the research to be conducted by researchers uses quantitative research methods, especially in developing a student-teacher relationship model for special mentor teachers in inclusive schools. This is because of the ten articles that have been analyzed, there is still no student teacher relationship model found, especially for special mentor teachers and in the context of inclusive education.

Internal Supportive Factors Teacher Relationship

The first internal factor that supports student-teacher relationships is the style of communication and interaction skills. Thorough studies on the nature of social relationships between teachers and students show that good relationships are likely to improve students' social learning and academic outcomes at school [23]; [24]; [25]. In addition, Allen [23] found that the quality of *teacher student relationship* (TSR) is related to class size. Better TSR was found in classes with fewer students. In addition, the relationship between teachers and female students is usually better than the relationship between teachers and male students [26]. However, since male students tend to attract

and receive more attention from teachers, there is usually more social interaction between teachers and male students. These relationships are usually characterized by high levels of mutual attention and are generally less positively charged than those between teachers and female students[26]. A study conducted by Cook & Cameron[27] found that teachers perceived relationships with boys with ADHD to have higher levels of conflict compared to relationships with girls with ADHD. However, research by Lawrence et al[28] found that teachers accepted more behaviors of boys with ADHD than girls with ADHD.

The second determinant factor is teacher self-efficacy. As stated by Koliqi & Zabeli [29], teachers' attitudes towards students with special needs can be predicted by three factors: self-efficacy to be able to do inclusive practices, work experience with students, and professional qualifications. Therefore, teacher training for inclusive education should not only provide knowledge and skills, but also values that will make teachers inclusive practitioners [30]. Based on research results from Mosia & Kotelo[13] that basically, attitudes towards supporting LSEN (*Learner with Special Education Needs*) in public schools in the country of Lesotho were lowest among teachers who had the longest tenure. Thus, lack of training results in low self-efficacy for inclusion, and that confidence will diminish over time [29]

The next supporting factor is teachers' attitudes towards inclusive education. In a study conducted by Mosia & Kotelo [13] found that Basotho teachers (one of the indigenous ethnicities of the African country of Lesotho) were generally positive towards inclusive education. The current study also found that newcomers to the field (<21 years of teaching experience) were more positive. Similarly, a study by Boyle et al [31] found that teachers with up to five years of teaching experience showed more positive attitudes than teachers with more than five years of experience; and that teachers' attitudes decreased significantly as teaching experience increased. This confirms the results of Sosu et al's study [32] which found that length of teaching experience did not improve teachers' attitudes towards inclusive education. Furthermore, a supportive internal factor is teachers' willingness to understand students' special needs. Teachers' positive attitudes towards inclusion are selective about which learners should be included in mainstream classes; the severity of the disability affects teachers' attitudes[33]

Teacher adaptability is an internal factor that supports the formation of student-teacher relationships. Adaptability is defined as the ability to 'constructively regulate psycho-behavioral functions in response to new, changing, and/or uncertain circumstances, conditions, and situations'. These psycho-behavioral functions consist of thoughts, actions, and emotions [19]; [34] suggests that adaptability underpins teacher adjustment and well-being, and in turn predicts student achievement. A key finding of Martin, et al's research [19] is that adaptability predicts assistant teachers' workplace well-being beyond the influence of personal, demographic and teaching focus variables. Limited research on the mental health and well-being of paraprofessionals, such as assistant teachers, suggests a high risk of stress and burnout [34].

Special educators (GPKs) tend to overestimate the benefits of technology, expecting that students who are deaf will function like people with normal hearing. This

unrealistic expectation leads to disappointment in communication and interaction with students. This can result in GPKs (and others working with hearing impaired students) reducing or abandoning efforts to adjust to these students. This has been cited as evidence that teachers working with hearing impaired students are associated with lower levels of adaptability, as they believe that the limit of help may have been reached [35].

A growing body of attachment research has provided evidence regarding the influence of attachment orientation in adulthood on parenting, emotion regulation, interpersonal functioning, romantic relationship quality, social adjustment, and mental health [36]; [22]. Therefore, considering the similar relationship between teachers and students, we can expect that the adult attachment orientation held by teachers will have an impact on their relationship with students [37]. This is similar to how parents' attachment representations impact their relationship with their child and the child's attachment to their parent. Furthermore, adults who have a secure attachment state are predicted to be better able to respond to children's signals than individuals who have an insecure attachment state (*avoidance* or *anxious*). Insecure individuals tend to use defense mechanisms that limit or alter how they perceive the child's distress [37].

Research results from Nulman & Alkalay [22] show that a). children with externalizing problems dislike and avoid school, and have poor teacher-student relationships, regardless of the teacher's own attachment history; b). children with internalizing problems dislike and avoid school and have poorer teacher-student relationships; c). anxious teachers are good teachers for children with internalizing problems (who are also characterized by their level of anxiety); d). teachers with an avoidance attachment type are not very compatible with students with internalizing problems (anxious students).

Internal factors that hinder relations

Job stress is an internal risk factor that affects student teacher relations. Teacher job stress refers to teachers' perceptions of stress caused by heavy job tasks, poor working environment, and career development difficulties in the education and teaching process. The number of children studying in special education schools is increasing, the types of obstacles are diverse, the severity is also very diverse. As a result, special education teachers need to spend more time and effort in the education process because children with special needs have poor understanding and acceptance in the education and teaching process. Job stress can directly affect the level of teachers' professional identity, and can also indirectly affect it by influencing other variables such as coping style, psychological capital, and teacher competence [21].

External Factors that Support Teacher Relationships

The first external factor that supports student-teacher relations is training on learning techniques in special education. Based on the results of the study [13], it is found that there is a difference in the average score of teachers who have completed training on inclusive education programs compared to teachers who have not received such training. Similarly, teachers who received special education training for a week had higher average scores than those who only attended training for two days.

The second external factor that supports student-teacher relations is in the context of selecting classes that are appropriate for each characteristic with disabilities. It is also necessary to differentiate each class according to its severity. When teachers and schools understand the specific characteristics of each student along with their severity, then teachers can provide appropriate adaptation and learning support for these students [13].

The duration of teaching experience is also one of the external factors supporting the emergence of more positive student teacher relationships. Educators' level of experience was found to influence relationship quality. More years of experience was associated with better relationship quality, while paraeducators reported fewer years of experience compared to classroom teachers [16].

Research conducted by Martin, et al [35] revealed that there are no specific factors associated with GPK that can predict their adaptability; however, these factors directly affect well-being at work. Notably, those who worked more hours per week reported higher levels of enjoyment and self-concept at work. In contrast, limited working hours often prevent assistant teachers from participating in important staff meetings and planning meetings, which can affect their overall job satisfaction and effectiveness.

Limited working hours for GPKs can lead to reduced knowledge and confidence, resulting in lower self-concept and enjoyment at work. In contrast, those who work more hours can engage more fully in school life, cultivating a better understanding of the school community and their students, which improves their self-concept and enjoyment at work. However, the study also found that higher levels of education among assistant teachers were associated with lower workplace enjoyment and self-concept, suggesting that while education is a valuable asset, it may not translate into greater job satisfaction in this context [35].

Support and collaboration between special teachers and classroom teachers also play an important role in shaping the teacher-student relationship. Clear communication and common goals can increase the effectiveness of both roles. Specialized mentor teachers play an important role in supporting students with disabilities and the teachers who work with them by providing emotional, logistical and curricular assistance. They help ease the workload of teachers and reduce stress levels. With an increasing number of teacher assistants in this field, understanding the factors that promote well-being in the workplace is essential [35].

When teachers collaborate, they can exchange knowledge and experiences, which can help improve instructional support in the classroom. Collegial collaboration increases teachers' positive attitudes towards teaching based on research from Goddard, et al [38]. Collegial collaboration is necessary to meet the demands put forward by the Norwegian Education Act (Kunnskapsdepartementet 1998), which states that all teachers should understand inclusion as a shared responsibility, as collegial collaboration relies on shared educational goals and values. There is a positive correlation between collegial collaboration and the achievement of students with special needs.

External factors that hinder relations

The first factor that influences student teacher relations in special education teachers (GPK) is cultural and socioeconomic factors. Based on research from Mosia & Kotelo[13] states that the culture built in a country regarding students with special needs and inclusive education can affect how teachers can build positive values towards a child's special condition. If a country still does not have a culture and norms that support inclusive education, then of course all the devices that run the education process cannot be moved to have positive values and attitudes towards students with special needs. This happened in the research location, namely in the country of Lesotho, which still does not have clear government regulations regarding the implementation of special education for children with special needs in the country.

Contrary to Mosia & Kotelo's research, research conducted by Hamsho, et al [16] found that there was no significant difference in attitudes between special education teachers in the states of Massachusetts and California. The average income and educational background in Massachusetts is higher than in California. However, the results of this study show that there is no significant difference in the attitudes and handling of students with special needs by special mentor teachers. This is also because the government regulations implemented in both states have accommodated the special needs of children living in both states.

The characteristics of students with special needs are also one of the external factors that can hinder the formation of a more positive student teacher relationship. Research by Hamsho, et al[16] found that *paraeducators* reported conflictual relationships when working with students with autism. The teachers also stated that the autistic students were very dependent on the presence of the mentor teacher. The high level of tension between special teachers and students with autism is unfortunate. This finding is particularly concerning given that students with autism are a group that is highly vulnerable to mental health problems, academic difficulties, and rejection from peers and outside the environment their non-autistic peers [39]

In some studies also mentioned that the gender of the student can also affect the student teacher relationship. Female students with autism spectrum disorder (ASD) often hide what they need, which puts them at risk of receiving inadequate teacher support [40]. This situation seems to be the same for female students diagnosed with ADHD, and Fugate and Gentry (2016) call this the "masking effect". In addition, systematic research conducted by[41] found that girls with ADHD tend to put more effort into internalizing the demands of others compared to boys with the same diagnosis.

The next factor that also has an inhibiting influence is that students' internalizing and externalizing behaviors are significantly related to teacher-student relationships and students' school-related attitudes. Specifically, higher internalizing behavior was related to lower school liking and higher school avoidance, while higher externalizing behavior was related to higher teacher-student conflict. In addition, considering attachment to the teacher, researchers found that students' externalizing behaviors exerted a major effect on the teacher-student relationship. Higher externalizing behavior was associated with lower teacher-student relationships [22].

CONCLUSION

Fundamental Finding : This scoping review highlights that both internal and external factors play a significant role in shaping the relationship between special mentor teachers and students in inclusive education settings. However, no comprehensive model for teacher-student relationships in this specific context was found. **Implication** : The absence of a defined model emphasizes the need to develop a structured framework for teacher-student relationships, which can guide practices and improve the dynamics between special mentor teachers and students with special needs in inclusive classrooms. **Limitation** : A potential bias in the review was identified, stemming from the researcher's own assessment without the involvement of independent evaluators to verify the quality of the articles. **Future Research** : Future studies should address the development of a teacher-student relationship model for special mentor teachers in inclusive education, consider incorporating independent assessments to reduce bias, and explore the theoretical frameworks and methodologies that could further enhance teacher-student relationships in inclusive settings.

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