

## Ethical Foundations: The Impact of Teacher-Student Relationships on Educational Outcomes in the Kazakhstani Context

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**Abstract :** This study investigates the ethical boundaries of teacher-student relationships and their impact on educational outcomes in Kazakhstan. The significance of this research lies in understanding how ethical considerations within these relationships influence students' academic success, motivation, and engagement. Ethical pedagogy, as seen through the lens of Nel Noddings' Ethics of Care and Vygotsky's Cultural-Historical Activity Theory, forms the theoretical framework, emphasizing relational ethics and the socio-cultural context of learning. Methodologically, a mixed-methods approach is employed, combining quantitative surveys using the Teacher-Student Relationship Scale (TSRS) and qualitative interviews with teachers, students, and parents. The research aims to quantify relationship quality and explore lived experiences, integrating both data types for a comprehensive analysis. Preliminary findings suggest that culturally grounded ethical practices in teacher-student relationships foster better educational outcomes, highlighting the importance of empathy, care, and cultural sensitivity in Kazakhstan's classrooms. The study concludes that a balance between maintaining ethical boundaries and promoting supportive relationships is key to enhancing both academic and socio-cultural student development.

**Keywords :** ethics, teacher-student relationships, educational outcomes, perception, Kazakhstani context, qualitative research

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