

Student-Teacher Relationship and its Effect on the Performance of Students in Secondary Schools in Udu Local Government Area

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Received: 5/5/2023 | Accepted: 28/5/2023 |

Published: X/5/2023

Abstract: *This project was carried out in order to determine the effects of Teacher- students Relationship on the Academic performance of students in secondary schools in Udu Local Government Area. The survey research design was used. The population of the study consisted of 200 respondents. The simple random sampling technique was the questionnaire. The sample mean score was used to analyze the questionnaire and chi-square for test of hypothesis. The findings indicated that the teachers in most of the secondary schools in the local government beat their students whenever they commit an offence, some of the teachers are harsh to the students in the classroom especially when they ask questions in the course of lesson, cordial relationship between teachers and students enhances better academic performance from students, the class is more interesting when the teacher jokes and makes them laugh. In line with the findings, the following recommendations were made: Teachers should try to be patient with students when they are in the class, school authorities should always emphasis on gentleness and learning with the students, school of authorities should place consequences for those teachers who beat their students in the class just because they ask questions in the class, teachers should praise the students when they perform better in the class, students should try not to provoke the teachers in the class so that they will not incur the wrath of the teacher, Teachers should be discouraged from beating their students.*

Keywords: Students, Teacher, Relationship, Performance, Secondary Schools

Word Count: 242

Publish by IJAH 2023.

INTRODUCTION

1. Background to the Study

Over the years, these researchers have observed with dismay the ugly trend of poor performances of secondary school students in their academics. Amongst other factors, poor relationship between students and their teachers has been identified to be responsible. The poor relationship has much negative influence on the performances of the students in their academic works because it leads to discouragement on the part of the teachers and many students are frustrated as a result. Some of the appalling incidents that took place in several schools form the background on which this work is done. In one secondary school, a student's parent organized thugs to beat up a teacher for disciplining his daughter

who failed to do her assignment in school. That incident frightened many teachers in the school. In another occasion, a student who was a threat to others in the class was resisting, others held him so that the teacher could discipline him. But he overpowered the others and stabbed the teacher with a broken bottle in his hand. That brought about soured relationship between the students and teachers in the school. There are several occurrences of poor relationship between students and teachers in the school. In some cases, it is students who are rough and violent against their teachers. They are not teachable. In other situations, there is immoral practices between teachers and students in their relationship, in which case the students no longer want to learn but depend on the teachers for tips to pass examinations since they are ready to offer money or their bodies in exchange. These are not good relationships that will help students do well in their academics.

It is true that from the first day of school, a child is expected to, and must, rely on teachers to provide them with understanding and necessary support needed for them to get the most out of their classroom's daily interactions. It is also known that children who form strong positive relationship bonds with teachers enjoy school and can get along with their peers better as they are able to play and work on their own confidence knowing well that they can turn to their teachers in the case of any difficulty. Despite the efforts of researchers, school administrators and educators to attest to the importance of performing well in academic endeavours and the need to develop and maintain a good teacher-students' relationship, it cannot be denied that this has not been achieved. One of the causes is poor teacher-student relationship. It is obvious that certain factors are responsible for the prevailing poor performance of students. This has been the status quo for some time now. However, efforts are being made by various stakeholders to change the narrative. Therefore, the focus of this research work is to identify some of the causes of academic deficiencies in secondary school and their effects on the child's academic performance and to also proffer possible ways by which the teacher-student relationship can be improved and help in the discharge of their duties smoothly in order to also help achieve the educational goals as contained in the National Policy on Education (NPE, 2004).

The quality of students produced from school today is disheartening and the state of relationship between the teachers and students is one of the major factors responsible for this. The quality of relationship obtained between teachers and their students these days is poor (Nzeneri 2008). The bond that fades away by the day has enormous effect on the society, family, education, institutions and students. A teacher is not just measured by levels of commitment, competence and technical know-how or by knowledge or by how much he builds and maintains positive relationship bonds with students. Morzano (2003) in his study of the practices of effective teachers, asserts that; "an effective teacher-student relationship may be the keystone that allows the aspects to work well". Relationships that teachers develop with their students have an important role to play in a student's academic growth or performance. Hillian (2008) in his study writes that learning is a process that involves cognitive and social psychological dimensions and both processes should be considered if academic achievement is to be maximized". The social relationship that exists between the teacher and student is as essential as water is to life. For education to achieve her aims, the corner stone is a positive teacher-student's relationship.

Nzeneri, (2008) sees education as a life-long process of renewing or updating one's knowledge to ensure job security, effective social, political and economic

participation, continuous individual growth and development. Igbo (2006) opines that "education is the process by which society deliberately transmits its cultural heritage through institutions such as schools, colleges, and universities. It also prepares a person to perform justly, skillfully and magnanimously in war or in peace on the basis of acquired knowledge, skills and attitudes. Education is the process of remarking experiences giving it more socialized value through increased individual experience, by giving the individual better control over his own powers (Ozochi, 2009). Mark (2003) explores the meaning of education and suggests that it is the process of inviting truth and possibility. It can be defined as the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life. Education as social process is not just a preparation of future living but, a process of living. Many educational policy makers have been made to believe and think that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes (Rothsein, Jacobseen and wilder, 2005). Other researchers discussed findings illustrating the importance of students and teachers' emotions as a major instrument during instructional interactions. Meyer and Turner (2002) acclaim that "through study of student teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching" It is their study results which provide support for further study of the inclusion of interpersonal relationships in the instructional settings and to what extent or degree those relationships between a student and the teacher will result in a greater degree of learning in the classroom, (Downey, 2008). The establishment of social relationships can really impact effective teaching and learning. Mihrman (2003) asserts that changes do not result from plans, blue Print, and events, rather change occurs through interaction of participants. Bake (2006) opines that strong teacher-students' relationship may be one of the most important environmental factors in changing a child's educational path.

According to NPC (2004), the following are the aims and objective of education.

- i. The inculcation of the national consciousness-national unity
- ii. The inculcation of the right type of values and attitude for survival of the individual and the Nigeria society.
- iii. The training of the mind in the understanding of the world, and
- iv. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society. Better human relationships, self-realization, individual and national unity are other

achievements expected from education in national development. According to Olumba (2003), these aims can never be actualized if there are poor relationships existing between a teacher and his students in the educational system because good education requires trained and committed teachers who will carry the students along with them to achieve the educational goals.

The purpose of introducing this study is to improve the teachers-student relationship in discharging their respective duties in order to achieve the aims of national policy on education. It is believed that teaching in every respect is a serious business that should be seen as such as a banker is governed by certain principles that distinguish him, so is the teacher governed by certain principles which makes him distinct. Teaching is the process of inculcating in the learners the desirable knowledge, culture, skills, values and norms which will make him to be useful to himself and the society at large. Therefore, to promote the relationship between the teachers and the students, the teacher must determine the best sufficient and effective method of teaching, the selected materials to create conducive learning experience that will utilize the content associated with each objective.

In view of the above background, the researchers of this work are challenged to find out the possible cause and effects of poor teacher-students' relationship on academic achievement of students in secondary schools in Udu Local Government Area of Delta State.

Statement of the Problem

School is a place where learning ought to take place and lives are built for societal development. It is an Organization of special training which helps in the mental and social transformation of a student. The growth and development of students are achieved by effective students and teacher relationship. Apparently, both students and teachers need one another for total wellbeing in life. The student needs the teacher for learning to achieve his or her dreams in life. The teacher on the other hand needs the student for mutual support and help in future. For instance, a student may study to become a Medical Doctor in future and at that time, the teacher may need the student on the issue of his or her health, and so on. This ought to be the ideal state of things in schools. However, the reality on ground in many schools today, especially in Udu Local Government, Delta State is different. The school has been associated with formation of bad gangs by students, perpetual hatred for teachers, and neglect of some subjects which then gives rise to serious problems for the realization of educational objectives.

Research has shown that students with good relationship with their teachers do better in their academic pursuits. Therefore, it is safe to say that teachers-student relationship affects the performance of the students. This is because when a teacher is harsh to his/her students, they tend to develop hatred for the teacher and hence, poor attention in the classroom. It is unfortunate that a good number of students have lost virtues of good behavior since their teachers no longer show the love, care and affection student crave for, it is in the light of these that the researchers intend to carry out this study in order to emerge with some data as to the cause and the extent to which poor teacher-students' relationship has contributed to the non-effective academic performance of students.

Purpose of the Study

The main purpose of this study is to find out the cause of poor teacher-students' relationship and the extent to which it has affected or influenced the academic performance of students in Udu Local Government Area of Delta State. The Researchers intend to:

1. Determine the cause of Poor relationship among teachers and students.
2. To find out the effects of poor relationship between students and teachers.
3. To discuss how cordial relationship can be created between teachers and students.

Research Questions

The following questions were formulated to serve as a guide to the study.

1. What are the causes of poor relationship among teachers and students?
2. What are the effects of poor relationship between students and teachers?
3. How can there be cordial relationship between teachers and students?

Hypothesis

HA: There is a significant relationship between teacher-students' relationship and academic performance of the children.

HO: There is no significant relationship between teacher-students relationship and academic performance of the children.

Significance of the Study

The research work is carried out in order to find out the cause and effects of poor teachers- Students relationship on the academic performance of students in Udu. This study will go a long way to help all stakeholders

in education which includes teacher's students, parents and their system of education.

The work will be of benefit to teachers as it will serve as a sense of direction to them by helping them to understand and know the reasons children perform below standard in Udu.

Students will also benefit as they are exposed to knowledge which is capable of changing their academic performance from negative to positive based on the improvement in the relationship with their teachers.

Scope of the Study

The study covers teacher-students' relationship and its effects on students' academic performance. The researchers limit this study to a defined geographical zone which is secondary schools in Udu Local Government Area of Delta State, Nigeria. However, the findings of the study will be generic.

Operational Definition of Terms

To understand the research, the following definitions of terms will be made clear as used in the research.

- **Effect:** An effect can be seen as the physical, visible outcome of an activity. It is also the results or fruits of or the yields of a cause.
- **Poor:** when the outcome of activity or undertaking is not satisfactory; when what is expected is below standard, it is poor.
- **Teacher:** A teacher is one who through formal or informal ways or methods pass unto others the acquired values, norms and or knowledge to help them grow to cope with the challenges of life. It is one who undergoes training in a formal setting mostly colleges and universities to be an agent through which norms and values are passed to the students in classrooms.
- **Student:** For the purpose of this research, a student is somebody under the tutelage of a teacher, especially in a school setting.
- **Relationship:** This is seen as a level of intimacy between two or more people mostly intended to yield positive result. It is the emotional attachment that portrays or determines the behavior or social behavior between two or more people.
- **Academic Performance:** This is seen as the extent to which a student, teacher or an institution has achieved their educational goals. It is also seen as the effectiveness, efficiency, commitment of teacher, student and school environment to achieve the set up educational goals. It is the extent to which a student progresses positively in their educational or academic pursuits.

REVIEW OF RELEVANT LITERATURE

Children are involved in many important and influential social relationships within the school context including

relationship with teachers and peers. These relationships impact performances within several school domain including behavioral, social, and academic arenas. One important indicator of a child's success in school is their ability to learn and retain information taught within the classroom, known as academic success. We know that early contributors to academic outcomes are important because early academic achievement has implications for later development (Painta & Stuhlman, 2004) including later academic achievement and success and potential career opportunities. Further, academic achievement is related to subsequent academic performance in elementary and middle school (Graziono et al, 2007; Painta & Stuhlman, 2004) and that a child's early performance in academics is related to later graduation rates, being accepted to a four-year institution, (Arbona,2000) and ultimately the number of potential career opportunities given the importance of academic achievement, we need to identify early social relationships that can put children on a positive trajectory for long-term success.

A review of the literature related to this study on poor student-teacher relationship and how it affects the students' academic performance. This shall be done under:

Concept of Teaching

Teaching is the process of attending to people's needs, experience, feeling and making specific interventions to help them learn particular things. Anuforo (2007:9), maintained that teaching is an activity designed by an experienced person to educate and inform the less privileged person who makes himself available for learning. Teaching helps to change an individual's belief, attitude and behavior. Teaching involves the process of carrying out certain activities that will ensure learning is in agreement with certain professional rules and practices. However, for teaching to become effective, a teacher who implements the curriculum needs to adapt the necessary approaches to exact the teaching responsibilities. These approaches include making their classes interesting by maintaining a social and physical atmosphere that can stimulate learning, the combination of methods and techniques in teaching to promote greater efficiency in learning, utilization of various instructional resources in teaching and learning process, as well as to organize and develop a good teaching plans that will guide the lesson presentation process. To do this, the teacher has to be well prepared through adequacy of training.

Ehinder (2010) Teaching is one of the most influential professions in the society. In their day-to-day work, teachers can and do make huge differences to children's lives. Directly, through their behavior, attitudes, values, relationships with an interest in pupils. Kappan (2007) Good teachers are always optimistic about what their pupils can achieve, whatever their background or circumstances. They know from experience how pupils respond to success by succeeding further. But Teaching

involves more than care, mutual respect and well-placed optimism. It demands knowledge and practical skills, the ability to make informed judgments and to balance pressure and challenges. Practice and creativity, interest and effort, as well as an understanding of how children learn and develop. Oyenkan (2016) assert that teaching is a noble profession that calls for the highest degree of responsibilities. It is a creative, intellectually demanding and rewarding job, so the standards for joining the profession must be high too. Skilled practitioners can make teaching look easy but they have learned their skilled and improved them through training, practice, evaluation and learning from their colleagues.

Awoniyi (2005) a professional teacher with creative imaginations for nurturing healthy and responsible citizenry could also become a respectable scholar, administrator and a good human being. Hence, teaching should be professionalized with necessary infrastructure and laws to give it the honour and dignity it deserves. It is informed by the fact functional education is potent to inject competent manpower resources into the economy to improve the general wellbeing of the populace.

Teaching can be defined as the axon moving education impulse to deliver growth, development and knowledge. Oyekan (2009) described teaching as an all-purpose profession engaged in human resource development for individual and economic growth.

Olatunji (2012) defined teaching as a social function that aims as necessary growth in others. Teaching as an act of guiding and imparting knowledge in and outside the classroom, can only be done professionally by qualified and trained teachers. Teaching profession in Nigeria has been under a flash flood warning of unqualified "Teachers" who cannot constantly as a matter of bounden duty bring about effective teaching and learning process. Teaching task is so challenging that it surpasses hold chalk, standing before students and giving out different kinds of instructions. Teaching as an application of intellectual technique is the only hope that can bring about overall national progress and development to every citizen of Nigeria. Teaching profession in Nigeria has been handed a lot of criticisms, whether it is a profession or not. These criticisms have been making needed changes difficult and often incurresentment. Critics of teaching profession have said, teaching lacks the germane characteristics of a viable profession.

For example, entrance and certification is not strictly controlled by the set standards. This is believed to open the flood gate for cheaters and unqualified staff to erode the standard of teaching profession.

In Nigeria, teachers are poorly motivated and less paid. This makes the profession replete with some features of other occupations that make life worth living for the practitioners. The orientation of those permanently stucked on a Delta. Okunloye 2003 opined that teachers, the Nigeria Union of Teachers (NUT) and others who have put up advocacy about teaching as a profession

have identified those features of a real profession which are true of teaching in Nigeria. The characteristics possessed by teaching profession include being an occupation, an activity that requires basic skills, acquisition of a systematic body of knowledge, profession code ethics and by various tiers of government.

Concept of Relationship

It has been demonstrated that the nature of a relationship, whether it be positive or negative, has a significant impact on the quality of life. According to landsford and Takahashis's (2005) research, one's level of happiness is closely corrected to the quality of their personal relationships. In this study that used a variety of research methods, the participants, whose ages range from teenage to senior citizens and came from both the United States and Japan were polled, and the results showed that the quality of social relationships was equally related to individual's levels of happiness in both countries. Specially, this well-being was achieved "by providing love and intimacy, reassurance of worth, tangible assistance and guidance" (P.1)

On the other hand, Landsford et al. (2005) found that lack of good quality interactions was associated with negative impacts such as depression, anxiety and poor health in general. And Ehrensafi's (2005) meta analysis assessment of studies on juveniles with conduct problems also revealed that issues of self-conduct, particularly with regard to females, were associated to damaged interpersonal connections. This was the case when evidence was reviewed.

Concept of a Teacher

A teacher is a professional in the field of education who possesses special knowledge, abilities, skills and wisdom and imparts same to learners under his custody. In the school system, he acts as a field worker and has the responsibility to make the educational programme successful. He is not only to impart knowledge to the learners but to also mould and shape their characters so that they can be useful members of the society. One important truth about the teacher is that, he gives birth to all other professionals like lawyers, medical doctors, engineers, nurses and midwives, pilots, accountants, military and Para-military personnels, politicians, journalist etc. Hence, the teacher's roles are very vital, and in order to make him capable of fulfilling his roles, he needs the orientation of the educational programme, knowledge and insight about the subject matter. Not only that, but he must have insight about the pupils to whom he is teaching and training. It is therefore, imperative to look at key qualities

and roles the teacher needs to have and to play to make his teaching effective. Keller (2011) states that every student has a different ability when learning a second language, some grasp it easily and develop a sympathy for it, others struggle and have difficulties which could lead to being demotivated and lack of interest. It is the teacher who has the tasks to carry these learners along in his teaching using interactive activities to develop interest in learning the language.

Vallikat, A. (2020) summarizes the roles of a teacher as a shaper of future generation, nurturer of natural abilities and skills and preparing children for the future and live changers. Some key qualities of a teacher have been highlighted by Alrubail (2015) and Vallikat (2020) to include the following:

1. **Patience and empathy when working with students and parents:**

Being patient and empathetic when it comes to teaching is a skill that often needs time to be acquired, but it can be invaluable in the long-term. Being able to be sensitive to the differences between and among students, the capabilities of individuals, or even what is going on at home for specific children can all help a teacher become a kinder and more empathetic teacher as a whole. As a good teacher, you need to put yourself in any difficult situation your students are passing through. You need to understand them and be available for them.

2. **Creativity:** One of the important qualities of an ideal teacher is creativity. By being creative, a teacher makes his classes interesting. The teacher should be resourceful and have a sense of imagination to avoid boredom in his class.

3. **Communication:** Communication is very essential to a teacher. Without it, many things can be misunderstood by the students. The ability to clearly, effectively, and practically share information and knowledge is a vital part of teaching. The job of an educator is to convey, share and deliver knowledge actively. The teacher should note the following when teaching for communication to be effective:

- Endeavour to create a platform for open communication.
- Use the standard form of the language and give assurance to your students that the classroom is a safe place for all of them.

The teacher should also note that he can use non-verbal communication. Therefore, it is important for teachers to have strong verbal and non-verbal communication skills. The teacher should also develop interpersonal communication skills so that he can connect with his students and solve their problems if any arises, thereby establishing strong interpersonal relationships.

4. **Positivism:** When a teacher has positive mind towards his learners, this can help the students in a lot of ways because sometimes students would feel depressed and down cast. However, if a teacher has the quality of always being positive, he builds a positive relationship

with his learners thereby ensuring the students' effective learning.

5. **Fair Minded:** A teacher has to treat his students equally. Fairness is one of the most important qualities of effective teaching. When a teacher is fair-minded, it earns him respect and students feel safe and valued in the classroom. Creating a classroom environment that is fair, will nurture trust and respect between students and teachers.

6. **Rewarding/Motivation:** Teachers need to motivate their learners using encouraging words to acknowledge their efforts in the learning process. Teachers need to be rewarding and acknowledge the efforts of their students. When teachers say well done, good job, thumbs up, etc. it motivates the students to do better and gives them confidence in the class.

7. **Reliable:** A reliable teacher is someone who is dedicated to his or her job and is trustworthy. Reliability is one of the best qualities of a good teacher. Reliable teachers know how to make proper decisions and assessment. Since a student's future lies with the teacher, it is important for students to study under reliable teachers and for the teachers to cultivate the quality of reliability in their students.

8. **Passionate:** When a teacher has passion for his job, he will love the teaching profession, be enthusiastic, excited about it and sacrifice his energy for his learners, because teaching is not an easy job. There are a lot of challenges that teachers face in their day-to-day lives ranging from low salary, lack of motivation and encouragement from employers, student's misbehavior etc. Passion is the key essential quality that can help teachers to overcome any problem that they face.

9. **Active Listening:** Quite often, students want someone to listen to them. A teacher can be great only when he understands what his students need and in order to understand what they want, he has to be a good listener. Active listening is one of the most important qualities of an ideal teacher.

10. **Great Talent In Organization and Preparation:** Education is all about organization, therefore teachers need to spend a large part of their lives in organizing things for their teaching, this could be for their classroom materials for teaching, lesson plans or students reports. Preparation in advance gives teachers' ample opportunity to present their lessons effectively.

Concept of Student

A student in the context of this study is someone who is studying at a secondary school to attain a Senior Secondary School Certificate in education (SSSCE). This involves a transition from primary school to college life. As such, students have to adjust to secondary school life in order to appropriately fit into the new situation and experiences (Caleb, 2012). The values, attitudes, behavioral norms and even relationships in secondary schools are of necessity different from those in primary school. Pascarella and Terenzini (2019) are of the opinion

that these students need to be socialized in order to cope with the expectations of their new status.

Furthermore, secondary school life makes new academic demands such as lengthier assignments, more frequent written work and high standards. In spite of these new requirements, the student must exert himself so as to achieve the required levels in order to pass (Gosling 2003). Besides, students experience new freedom such as to attend or not to attend classes, form relationships and organize reading and sleeping schedules. Therefore, if not appropriately socialized students are likely to experience social and psychological shock.

As a young adult, the student brings to the learning situation a number of attributes, such as experience, needs, meaning systems, self-perceptions, self-confidence, self-esteem and psychological conditions (Jarvis 2008). It is therefore pertinent that the student should adjust so that the attributes he brings to the educative environment facilitates rather than hinder academic progress. Similarly, secondary institutions should treat students as people who are destined to discover themselves through the realization of their potentialities by offering appropriate support to them when needed.

According to Wikipedia (2017), a student or pupil is a learner or someone who attends an educational institution. In Britain, those attending university are termed “students”. In the United States and more recently also in Britain, the term “student” is applied to both categories: school and university students. In its widest use, student is used for anyone who is learning, including, mid-career adults who are taking vocational education or returning to university. When speaking about learning outside an institution, “student” is also used to refer to someone who is learning a topic or who is “a student of” a certain topic or person. In the widest sense of the word, a student is anyone seeking to learn or to grow by experience, such as a student of the school of hard knocks.

Student-Teacher Relationships

With the basic understanding of the apparent necessity and importance of relationships in mind, the following sections will focus more specifically on the importance and impact of student-teacher relationships.

A request for what constitutes effective teaching will undoubtedly produce a long and varied list of responses. The list may include but not limited to a teacher’s knowledge of subject, pedagogical competence, instructional effectiveness and/or classroom management skills. As stated by McEwen (2002), “An ample amount of research exists showing that content and caring are not exclusive commodities; effective teachers emphasize both.....” (p.6).

Larson (2009) investigated Teacher-student Relationships and learners’ Achievement. The study

explored the teacher traits that serves as indicators of student’s like or dislike for school, as well as the impact of teacher-student relationships at both the elementary and secondary levels. Findings indicate that students attain better grades in classes when taught by teachers they like. When students perceive that teachers are supportive and that they are participants in a classroom where expectations are appropriate, fair and clearly communicated, students demonstrate better attendance and score higher on assessments;

Jones (2008) examined a study that used 594 graduate students that were assigned to one of six hypothetical situations. The finding shows that students responded better in stressful situations with teachers who were highly supportive offering out of class as well as in class support. Students who saw their teachers creating personal connections with them were more motivated. When a student experiences stress and seeks assistance from a teacher outside the classroom setting, an opportunity emerges for the teacher to provide OCS (Out of Class support) which ultimately will lead to an increase in the student’s state of motivation. Riel and Fulton (2001) maintained that teachers who increase a child’s motivation, create students who are motivated to succeed and feel successful. This can occur through teachers taking the time to develop more personalized instruction in a collaborative, student’s centered classroom. With the emergence of technology in classrooms, this shift is easily obtainable, and through constant learning and reflection by teachers and students, the shift can occur. Teachers, however, cannot be expected to do it alone. Instead, many researchers are calling for a focus by learning communities in schools where teachers support each other learning by examining best practices in order to meet all student’s needs.

Tapola and Niemivirta (2008), supported the idea of giving students difficult and challenging work; and also, that when learners receive personal encouragement from their instruction and choices in their learning, they were much more motivated to learn. The study also indicated that learners who received individualized instruction respond better to more challenging material. Tapola and Niemivirta are quick to indicate that they are not advocating “... that the learning environment should be arranged to each students’ preferences. Overall, when teachers create connections and take a personal interest in their learners;” Learners are more motivated to be successful. his can occur through shared values and goals by creating a collaborative, student centered learning environment where teachers and learners work together.

Vansteenkiste, Timmermans, Lens, Soenens, and vanden (2008) studied the value of intrinsic motivation in children. Findings indicate that children who are intrinsically motivated for self-development are more likely to attempt challenging activities and tasks. The study also found that when classroom goals are framed with and for children in an intrinsic manner, the student’s

conceptual learning, performance and persistence was enhanced. In order to motivate learners to learn, the teacher and learner must work together to meet the needs of the children.

Khamis, Dukmak, and Elhoweris (2008) supported teacher-student collaboration through their research which indicates that learners' conceptions about their learning, along with their relationship with their teacher, were indicators to a student's motivation towards learning. Also, they further supported the claim that learners working together in a symbiotic relationship, even learners who are academically behind can be successful if given the opportunity to be an engaged learner in a personalized way (Alliance for Excellent, 2008). With children feeling positive and motivated in the classroom, and with their learning needs met, the education system as a whole benefit. By meeting the learner's needs, the teacher is able to provide a more challenging and rigorous learning experience for the student, allowing for him/her to grow as a learner, which in turn allows for the teacher to grow in their profession.

Tisome (2006) studied the impact of teacher-student interaction on motivation and achievement. The results of this study provided strong arguments in favour of equipping teachers with the appropriate resources and assistance to appropriately meet the needs of their learners beyond academic instruction. The slightly negative relationship between motivation and achievement isolated the issue at hand: Finding ways to capitalize achievement. The results of the study found that teacher-students' relationship between motivation and achievement. Suggested uses for the study included the development of workshops for educators and administrators that may have a positive effect on the proven significance of the teacher-student relationship problem.

Research Examining Predictors of academic success has highlighted the importance of the student-teacher relationship (Pianta & Stuhlman, 2004). A review of factors associated with positive youth outcomes found that an adaptive relationship with an adult in a non-caretaking role (e.g. teacher) is the most commonly associated school factor related to positive outcomes in school, including academic achievement (owner, Driscoll & Pianta, 2008). In addition, the influence of early student-teacher relationships is evidenced through eighth grade (Hamre & Pianta, 2001). Children who have a positive student-teacher relationship, characterized by high degrees of closeness and low levels of conflict and dependency, are more likely to display higher levels of academic achievement (Pianta & Stuhlman, 2004). Conversely, children who have a negative student-teacher relationship typically have more conflict, are more dependent on, and are less close with their teachers (Pianta & Stuhlman, 2004). This conflict may result in more frequent distractions from academic materials in school and ultimately lower levels of academic achievement (Pianta & Stuhlman, 2004).

Teachers are intimately involved in a child's school day and thus represent an important dimension in determining children's school success (Graziano et al., 2007; Hamre & Pianta, 2001, Jerome, Hamre, & Pianta, 2009). By having a positive relationship with the teacher, the child is likely to have more frequent and meaningful student-teacher interactions will facilitate more student motivation to learn and gain praise from their teacher (Hamre & Pianta, 2001). Conversely, having a negative student-teacher relationship may decrease the frequency of meaningful interactions with teachers. This in turn decreases academic performance (Hamre & Pianta, 2001). Children who have a negative student-teacher relationship participate less often in class and report liking school less compared to children with a positive teacher-student relationship (Ladd & Burgess, 2001). Therefore, student-teacher relationships impact a child's classroom engagement as well as desire for learning which in turn impact children's levels of academic achievement.

In summary, positive student-teacher relationships are characterized by more closeness whereas negative student-teacher relationships are characterized by more dependence and conflict (Murray & Murray, 2004; Pianta & Stuhlman 2004). Children with a more positive student-teacher relationship are likely to demonstrate higher levels of academic achievement compared to children with a more negative student-teacher relationship (e.g. Downeretal., 2008; Jerome et al., 2009; Pianta & Stuhlman 2004). This is likely due to the more frequent interactions between students and teachers when the learner-teacher relationship is more positive (Pianta & Stuhlman 2004). Thus, positive student-teacher relationships may act as a protective factor for academic achievement even in the face of 1Q (Graziano et al., 2007) However, other school relationships may similarly impact children's later academic achievement.

Models of Teacher-students' Relationship.

Research shows that student motivation and attitudes towards school are closely linked to student-teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relationships with their students. Their ability to create effective learning environments that foster student achievement depends on the kind of relationship they build with their students. Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide his/her student in aligning his personal goals with the academic goals. Students who receive this positive influence show stronger self-confidence and greater

personal and academic success than those without these teacher interactions.

Students are likely to build stronger relations with their teachers who are friendly and supportive and will show more interest in courses taught by these teachers. Teachers that spend more time interacting and working directly with students are perceived as supportive and effective teachers. Effective teachers have been shown to invite student participation and decision making, allow humor into their classroom, and demonstrate a willingness to play.

The way a teacher promotes the course he is teaching affects how much benefit the student will get out of the subject matter. The three most important aspects of teacher enthusiasm are enthusiasm about teaching, enthusiasm about the students and enthusiasm about the subject matter. A teacher must enjoy teaching. If he does not enjoy what he is doing, the students will be able to tell. He must enjoy being around his students. A teacher who cares for his students is going to help them succeed in their life in the future. The teacher also needs to be enthusiastic about the subject matter he is teaching. For example, a teacher talking about chemistry needs to enjoy chemistry and show that to her students. A spark in the teacher may create that to her students. A spark in the teacher may create a spark of excitement in the student as well. An enthusiastic teacher has the ability to be very influential in the young learner's life.

Effect of Good Student-Teacher Relationship

In Classroom Management that Works-Research-based strategies for every teacher, Marzano (2003) presents the results of several meta-analyses centered on teacher effectiveness. The initial results indicated four general components of importance including: rules and procedures, disciplinary interventions, mentalset, and teacher-student relationships. The latter, though not the highest in terms of effect size, is suggested to be "the keystone for the factors" (P.41).

Good teacher-student relationships can positively impact student behaviours in the classroom. The learning environment plays a significant role in developing a student's motivation to learn, and positive relationships can help maintain student interest, and active engagement in learning (Maulana et al., 2003). On the other hand, if the foundation for a good relationship is lacking it will negatively impact student behaviours students will resist rules and procedures and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them (Boynton & Boynton, 2005). To reiterate self-determination theory, students need to experience an emotional involvement from their teachers.

Furthermore, students who have positive relationships with teachers are less likely to avoid school (Rimm-Kaufman & Sandilos, 2002). Experiencing a sense

of belonging greatly contributes to developing positive relationships and positive behaviours.

The nature of teacher and student interactions shape the quality of the relationship, teachers tend to have more negative interaction with students who are peer rejected or less academically and behaviourally competent. Unfortunately, this interaction not only impacts the relationship that the teacher has with the students, but it also affects the way the student's peers view him; this negative interaction can influence other classroom relationships (Jerome & Pianta, 2008). In order to correct this, teachers need to be more cognizant of their interactions and the influence they have on students. Teachers should be aware that positive relationships predict school adjustment and may serve as a defensive factor for children at high risk of poor school and development outcomes (Lander, 2009). Taking time to build positive relationships with students can have profound effects on that child's school experience both within and outside of the classroom.

Solution to Poor Teacher-Student Relationship

Making a strong connection to a student results in deep and lasting learning (Flood, Lapp, Squire & Jensen 2003). According to flood et al. (2003) there is a consensus among researchers that good readers have a plan for comprehending and they use their met cognitive knowledge in an orderly way to implement their plan, they use a process of thinking that can be taught.

The thinking process that is used to comprehend reading is very similar to the process involved in writing, that of synthesizing and analyzing. An effective teacher's ability to teach these thinking strategies successfully could result in a student with knowledge transferability skills that will prepare them for a lifetime of learning. Knowledge transferability, as discussed by Spiro et al (1987), is necessary skill if one is to acquire complex knowledge and mastery beyond superficial understanding of preliminary learning. Spiro et al indicate that knowledge cannot just be handed over to the learner, active involvement in knowledge acquisition is necessary along with "Opportunistic guidance by expert mentor" (P. 614). Teachers who have built strong relationships with their students would be able to provide opportunities guidance to their students because they have intimate knowledge of how their students learn.

METHODS AND PROCEDURES

This chapter will concentrate on the methodology and processes that were used to collect and analyze the data that is used in the course of this research work. Here, the research design, sample population, sampling technique, instrument for data collection, validity and

reliability of the instrument, and method of data analysis will be presented

Research Design

This research employed the survey research design in this design; the representative sample of the population is studied in order to determine the whole characteristics of the population. In the design, a given number of students and teachers will be drawn from the whole population for sampling in order to determine the effects of poor teacher-student relationship on the academic performance of students in the research area.

These Schools are

S/N	SCHOOLS	STUDENTS
1.	Aladja	20
2.	Ovwian	20
3.	Otor-Udu	20
4.	Ekrota	20
5.	Ubogo	20
6.	Emadadja	20
7.	Ogbe Udu	20
8.	Ujevwu	20
9.	Oghior	20
10.	Ohwase	20
	TOTAL	200

Sampling Technique

The method of sampling applied in this work is the random sampling technique. In choosing the sample schools for this research, the researchers wrote the names of the Twenty-Six (26) Secondary Schools located in Udu Local Government Area on pieces of papers, gathered all of them in a small bag, mixed the papers in the bag and randomly picked ten schools which purpose of using random sampling technique is to select a sample that can be used as a representative sample generated from a larger population.

Instrument for Data Collection

Although a number of instruments for data collection exist but for the purpose and interest of this research, questionnaire was used for the data collection. Questionnaire are set of questions that are related to the purpose of the study to which the respondents are expected to respond to in writing. This is administered to the target population and designed to cover research questions and the hypothesis postulated. The questionnaire used was a structured type using four-point liker to scale.

Population and Sample of the Study

All the SS 2 students of the ten selected secondary schools in Udu Local Government Area of Delta State formed the population of this study. The total populations of schools in Udu are 87 with a population of 14,231 students.

The sample schools of this study consists of ten (10) selected Secondary Schools in Udu Local Government Area as mentioned in Chapter One of this research. These schools were randomly selected to cover the widespread area of the locality.

That is: Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) respectively.

The questionnaire was prepared for the students. The questionnaire was prepared for twenty (20) respondents in each of the randomly selected Secondary Schools.

Validity and Reliability of the Instrument

To ascertain reliability and validity of the information, the researchers used Questionnaire as the instrument for collecting accurate data for the research. The instrument was constructed and thoroughly scrutinized by the researchers before submission for publication.

Method of Data Collection

The researchers then took the questionnaire to the respondents by direct contact and introduced themselves as the researchers, distributed the questionnaire across the ten selected schools with a number of 20 for each.

The researchers after sharing the questionnaire waited patiently to get them back for analysis.

Furthermore, the researchers ensured that the information gathered were treated with the highest level of honesty without interfering with any information given by the respondents and on confidential grounds.

Methods Of Data Analysis

The data to be analyzed in the next chapter will be based on the data obtained from the responses of the respondents. A total of twenty (20) respondents from each was drawn from the sampled population of ten Secondary Schools; making up two hundred (200) respondents. This is composed of five teachers and five students.

Another instructional technique that builds on teacher student relationships was discussed by Flood et al (2003). It is the strategy of "reciprocal teaching" Which is a method of teaching comprehension through structured dialogue between teachers and students. As stated in flood, et al, Polinscar and Brown formulated this technique based on Vygotsky's concept of the zone of proximal development reciprocal teachings is highly dependent on interaction between teachers and students as readers learn new information (P.935. Downey (2008), too, recommends the use of reciprocal teaching as an effective instructional strategy; one that requires the building of strong interaction between teacher and students as they "develop an inquiry oriented approach to learning" (P. 60).

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Data Presentation and Analysis

Table 1: Information On the Sex of the Respondent

Sex	Frequency	Percentage
Male	91	36.67
Female		53.33
Total		100

Table 1 above indicates that 91 respondent which formed 36.67% were male while 104 respondents which formed

Building strong affective relationship with student would give teachers additional instructional capacity that could promote learning from a range of student interests and strengths. According to Hallinan (2008), learning is a cognitive as well as social Psychological process. He reports "research has shown that students who like school have higher academic achievement" (P.271)

In order to make meaning analysis of the data collected to reach a reasonable conclusion, there is need for the researcher to decision an instrument for analyzing the data.

Hence, the method of data analysis will be mean of ungrouped data. The formula for this instrument is:

$$x =$$

Thus, $x =$ Arithmetic Mean

EFX =the summation of the frequency

Whereas, the instrument the researcher will use for testing hypothesis is chi-square.

DATA PRESENTATION AND ANALYSIS

The purpose of this research was to determine the effect of teacher- student relationship on the academic performance of student in secondary schools in Udu Local Government Area of Delta State. The questionnaire was used as instrument for collecting data. Out of the 200 questionnaires that were distributed, a total number of 195 were returned valid and completed. The results presented in this chapter are seen below

53.33% were female this indicates that the female respondents were more than the male.

Table 2: Information On Age of the Respondents.

Age rang	Frequency	Percentage
Below 16 years	32	16.41
17-20 years	75	38.46
30years and above	88	45.13
Total	195	100

The table 2 shows that 32 respondent representing 16.41% where within the age range of below 16 years, 75 respondents which formed 38.46% were within the age range of 17-20 years while 88 respondents which formed

45.13% were within the age range of 30 years and above. This indicates that most of the respondents were within the age range of 30 years and above

Table 3: Information on Qualification of the Respondents.

Qualification	Frequency	Percentage
Pre-service teacher	35	17.95
Student	89	45.64
Teachers	71	36.41
Total	195	100

Table 3 above indicates that 35 respondents representing 17.95% were pre-service teacher, 89 respondent representing 45.64% were student while 71 respondent

representing 36.41% were teachers in the schools. This indicates that majority of the respondents were students.

Table 4: What are the Causes of Poor Relationship among Teachers and Students?

S/N	Items	SA	A	D	SD	Total	
1.	Teachers feel that being lenient with the student will bring respect to them	21	16	85	73	375	1.92
2.	Student sometimes are stubborn towards their teachers.	77	98	7	13	629	3.23
3.	When teachers beat student unnecessarily, the student tends to misbehave in reaction to it.	103	55	17	20	613	3.24
4.	When children are over pampered in their homes, they are naturally bound to have a poor relationship with other people and their teachers inclusive.	83	89	10	13	632	3.24
5.	Teachers beat their students whenever they commit an offence.	67	91	14	23	592	3.04

Information on table 4 shows that item 2,3,4, and 5 are rated 3.23, 3.24, 3.24 and 3.04 above the acceptance level of 2.50 by the respondent. It is therefore the opinion of the respondents that the afore mentioned factors are the cause of poor relationship among teachers and

students. On the other hand, item 1 rated 1.92 below the acceptance level of 2.50 by the respondents. The item was rejected as true statement because teachers do not feel that being lenient with the student will bring respect to them.

Table 5: What are the Effects of Poor Relationship Between Strdents And Teachers?

S/N	Items	SA	A	D	SD	Total	
6.	Teachers find it difficult to understand the teachers	47	99	13	9	628	3.22
7.	Student don't like teachers they don't have good relationship with.	127	49	8	11	682	3.50
8.	Student develop negative attitude towards the teachers who are harsh to them.	72	86	21	16	604	3.10
9.	Students negative attitude towards the teachers affects the performance of the students.	80	78	24	13	615	3.15
10.	Poor teachers-students relationship makes the students to live in fear of the teacher	109	76	4	6	678	3.48

This information presented on table 5 above reveals that items 6,7,8,9 and 10 are rated with the mean score of 3.22, 3.50, 3.10, 3.15 and 3.45 respectively also above

the acceptance level of 2.50 by the respondents. It therefore shows that all the above mentioned factors are effects of poor relationship between student and teachers.

Table 6: How can there be Cordial Relationship Between Teachers and Students?

S/N	Items	SA	A	D	SD	Total	
11.	The principals should always emphasize on patience with the students	71	92	13	19	605	3.10
12.	The school should take disciplinary action against teachers who are hostile to student	70	74	31	20	584	2.99
13.	There should be free period on the timetable which can relate with their student in order to discover their weak point academically	58	98	13	26	578	2.96
14.	Parent should encourage their children to respect their teachers and have a good relationship with them.	66	101	17	11	612	3.14
15.	Teachers should be discouraged from beating the student but give them punishment like weeding, picking pin, riding machine etc.	103	55	17	20	631	3.24

Information on table 6 indicates that item 10,11,12,13,14, and 15 are rated 3.10,2.99,2.96,3.14 and 3.24 above the acceptance level of 2.50 by the respondents. It therefore, the opinion of the respondents that all the factors are measures that can enhance cordial relationship between teachers and student in secondary schools.

Testing of Hypotheses

Table 7: There Is No Significant Relationship Between Teacher-Student Relationship and Academic Performance of the Students

Cells	Fo	Fe	Df	Cal	Crit
4	975	195	80.38	16.92	0.5

Table 8: Summary of Hypothesis
Contingency table for Ho

Cells	Fo	Fe	(Fo-Fe)	(Fo-Fe) ²	
l.	58	61.5	-35	1225	19.9
l.	98	70.25	27.75	770.63	10.96
l.	13	25.75	-12.75	162.56	6.31
l.	26	37.5	-11.5	132.25	3.53

$X^2 \text{ Cal} = 80.38$ ($x^2 \text{ cal}$) $X40.7$ ($x^2 \text{ cal}$)

$X^2 \text{ Crit} = 16.92$

Df= 9

At 0.05 level of significance (see appendix (3 for details).

Items 6,7,8,9 and 10 were used to compute hypothesis which reveals the chi-square calculated value²=80.38 is greater than (>) the chi-square value critical²=16.92 for df =9 at $\alpha = 0.05$ level of significance. The null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that the $\chi^2 \text{ cal}=80.38$ is in the rejection region therefore we fail to retain the null hypothesis and the alternative hypothesis is upholding the means that poor relationship of teachers and students affects students academically.

Discussion of Findings

This research was carried out in order determined teacher-students' relationship and its effect on students' performance in Udu Local Government Area of Delta State. It was discovered that the principals in the secondary schools are always emphasizing that the teachers should not be too hard on the students as this will create a cordial relationship with them and enhance better academic results from the students. This is

indicative in the mean score of the question which is 3.5 which means that most of the teachers answered in the positive.

The researcher made discovered with gladness that cordial relationship between the teacher and the students produces better performance among the students. This means that when the teachers and the students are in good terms, teaching and learning as a process will be much easier. This can be seen in the response of the teachers which has a mean score of 3.4 which is more than criterion score of 2.5 which means that the teachers are in strong agreement that cordial relationship between teachers and students generate high performance from the students.

The researcher discovered to her dismay that teachers beat the students whenever they commit an offence. This can be seen in the responses of the respondents with the mean score of 3.0 which is greater than the calculated mean.

It was interesting to the researcher when she discovered that the most of the respondent were of opinions that the class is interesting when the teacher laughs and jokes with the students. This can be seen in light of the mean scores which are 2.9. This finding is in line with that of Okafor (2003) who said that when the teacher is friendly with the students, he gets to know them better and it enhances academic performance of the students.

It is oblivious that some schools are reluctant in punishing or taking disciplinary actions against teachers who area harsh to students. This is evident in the research work which proved that the schools do not take disciplinary actions against teachers who are hostile to students; this is illuminated with a mean score of 3.34

Teachers who are lenient to their students produce better students when it comes to their performance. This can be seen from our analysis of the result which says that the student's academic achievement is determined by the attitude of the teacher. This is in agreement with mean score of 3.2.

One of the characteristics of a teacher is patient. However, most teachers in Senior Secondary Schools fail to be patient with their students. The researcher discovered that most teachers in the Secondary Schools are not Patient with their children. This is in line with the responses of the children with a mean score of 3.14 which means that their teachers are not patient with them.

Teachers are advised to correct the children in love or gently. This will enable them to learn better, therefore, some teachers correct these children in love; they are patient with them. This can be seen in line with the results of the research with the empirical mean of 3.4 which means that students are encouraged when the teacher corrects them gently.

The researcher further discovered that some of the teachers do not praise or encourage the students whenever they perform better in the classroom. This is evident in the response of the respondents with a mean

score of 2.9 which interprets that teachers in the school do not praise the students when they perform better in the class.

Sometimes, the attitudes of students towards teachers contribute a lot when it comes to their interaction with teachers. For instance, teachers who are harsh will not make much impact on the students because the students don't like teachers who are harsh. This is seen in the response of the students. Furthermore, on teacher's harshness, students will tend to retreat and hide their abilities when they find themselves in a class where the teacher is harsh. This is evident with the mean score of 2.9 which means that the students feel sad when the teacher is harsh on them. Teachers tend to make the children not to concentrate when they are harsh on them this is in agreement with the response of the students with the empirical mean of 3.1 which means that they don't concentrate when the teacher shout and insults them in the class.

Some teachers tend to punish their students whenever they ask questions in the class. Such teachers tend to look at such students as being stubborn. This can be seen through the responses of the students. Majority of them said that some of their teachers punish them when they ask questions in their classes. Teachers are in the habit of beating children or students whenever they go wrong. This often deters the children from concentrating because they tend to look at the teachers in the bad light. This can be concluded from the responses of the respondents that the teachers beat the students when they go wrong.

For a better teacher-students' relationship, the students must be involved in the classroom activities. However, most of the teachers fail to understand this as they make the lesson a teacher-centered on instead of learners-centered. This can be seen from the responses of the respondents who said that teachers don't make the class interactive by involving the students. The researcher in line with this also discovered that students are afraid when the hostile teacher walks into the class.

SUMMARY OF FINDING, CONCLUSION AND RECOMMENDATION

Summary of Findings

This study was conducted in order to find out the causes and effects of teach-students relationship on the academic performance of children in Senior Secondary Schools in Udu Local Government of Delta State.

It was discovered that the teacher-student in most of the Senior Secondary Schools in the Local Government beat students whenever they commit an offence. In line with this, the researcher also discovered that the teachers are harsh to the students in the

classroom especially when they ask questions in the course of a lesson.

It is obvious that when a cordial relationship exists between people there is a mutual understanding, therefore, the researcher discovered the cordial relation between teachers and the students enhances better academic performance from the students. This is in agreement with the responses of the students when they said that the class is more interesting when the teacher jokes and make them laugh.

Conclusion

From the findings of the research the following conclusions can be reached: Principals and school administrators always emphasize on gentleness with the students in the school. Cordial relationship between students and teachers produces better performance academically from the students. The class is interesting when teachers laugh and joke with students. Some schools are reluctant when it comes to punishing teachers who maltreat students. Teachers who are lenient to students produce better results from the students.

Some teachers do not praise their students whenever they perform better in class room. Teachers in the Senior Secondary Schools in Udu are fond of beating their students whenever they go wrong.

Recommendation

With the above conclusion, the researchers have brought out the following recommendations. Teachers should try to be patient with students when they are in the class. School authorities should always emphasis on gentleness and leniency with the students. School authorities should place consequences for those teachers who beat their students in the class just because they ask questions in the class. The teachers should praise students when they perform well.

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