

# **TEACHER –STUDENTS RELATIONSHIP AND ITS INFLUENCE ON STUDENTS’ ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN SOKOTO STATE, NIGERIA**

## **Abstract**

This study was on the teacher –students’ relationship and its influence on students’ academic performance in senior secondary schools in Sokoto state, Nigeria. The study was guided by three research questions among is: To what extent does teacher-student relationship significantly influence students’ academic performance in senior secondary schools in Sokoto state, Nigeria and three null hypotheses among is: There is no significant correlation between teacher-student relationship and students’ academic performance in senior secondary schools in Sokoto state, Nigeria. The researcher adopted correlational research design for this study. This is because it involves finding the relationship between two or variables with the help of structural questionnaire as the instrument for data collection. A population of 10,418 comprising 3,582 teachers and 6,836 students. A sample of 357 was selected using Research Advisors 2006. The self-designed instruments that was used to collect data from both teacher and students include: Teacher –Students Relationship Descriptive Questionnaire (TSRDQ) and Students Academic Performance Test (SAPT). The validity of the two instruments were ascertained by the experts in in test and measurement for content and face validation. Reliability index of (TSRDQ) and (SAPT) were obtained using test re-test and Cronbach alpha formula that yielded 0.83 and 0.75 respectively. The data that were collected was analyzed using simple statistics of mean and standard deviation to answer research questions. Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis one and three while Multiple Regression Analysis was used to test hypothesis 2 at 0.05 alpha level. From the result among other findings, revealed that Effects of cordial relationship between students-teachers and students’ academic performance were positively and significant because teachers found of help in maintaining student interest in the school. Based on the findings, it was concluded by recommending that Both teachers and students should continue to be active in teaching and learning and students should be seen as an important part of the classroom.

**Keywords: Teachers, Students, Relationship, Influence and Academic Performance**

## **Introduction**

Teacher- student relationship has been considered as one of the most significant element as far as learning is concern. It is as a parameter for mutual development, school commitment as well improved academic interest among learners. It also serves as a tool for social integration among students and teachers in a school setting (Spilt, Koomen & Thijs, 2011). Student-teacher communications are not only motivated by a number of factors including gender, but in turn also motivate and improve student's academic performance and behaviours. Positive relationships that existed between teacher and students could definitely promote a great sense of belonging in the school and as well promote student's participation in classroom activities (Hughes & Chen,2011). It's important to note that the above perceptions from literature is evidence that for any meaningful development to take place in the school system is subject to good students- teachers relationships (Hamre & Pianta, 2001).

Hamre and Pianta (2001) further posited that student-teacher relationships have significant roles in student attainments. A cordial relationship with teachers enable students to work on their own because they believe when run into trouble that require certain clarification, the teachers will come to their aid. As children step into the formal educational settings, relationships with their teachers give a solid foundation that will enable them to adjust in social life and academic environment. Roorda, Koomen, Spilt, and Oort. (2011) stressed that quality student-teacher relationships will serve as a pillar and cornerstone to students' encouragement to learning. In the same vein, Nurmin (2012) also revealed that teachers create avenues for close relationships with most serious students and the closeness of teacher could perhaps be more in student engagement than learning achievement.

Cornelius-White (2007); Roorda, Koomen, Spilt and Oort (2011) demonstrated on their studies that learning achievement, quality of teacher-student relationships is mostly related to students' encouragement to learn. Similarly, in more recent meta-analysis of 19 studies on student characteristics carried out by (Nurmi, 2012) found that teachers are more closed in relationships with well committed students than the others. The connection of teacher-student relationship quality is cordial with student involvement than learning achievement (CorneliusWhite, 2007; Roorda, Koomen, Spilt & Oort, 2011). In other hands, the connection between teacher-student relationships and academic achievement is as a result of students' feelings and encouragement received from their teachers (Hughes, Luo, Kwok & Loyd., 2008; Martin & Dowson, 2009; Roorda, Koomen, Spilt & Oort 2011).

Self-determination theory, which argues that all individuals have three basic psychological needs: the need for relatedness, autonomy, and competence which has an important link with teacher-student relationships as it was explained by (Deci & Ryan, 2000). They further explained the need for relatedness, or belonging, to human tendency towards been accepted 'to feel connected with others so as to be love and care for (Deci & Ryan, 2000, p. 231). Osterman (2000) stressed the need for concept of belonging which was considered as a sense of community, support, or acceptance and depict the need for belonging as 'a deep design feature of social relationships (p. 253). Likewise, Baumeister and Leary (1995) observed that the need for belonging is so important that individuals hope to established perfect relationships even in different situations and the need for self-encouragement among teachers and students. However, students who feel linked with the help of their teacher are more likely to be impressed to learn (Ryan & Patrick, 2001).

Varga (2017) examined the effects of teacher-student relationships on education and how teacher and student behaviors affect educational outcomes and the result revealed that the mean value of off-task behaviors per student during the weighted baseline period was (Mean = 44.33, SD = 14.89) which was significantly higher than the mean value of off-task behaviors during the intervention period with the (Mean = 31.08, SD = 9.68) [ $t(11) = 5.90, p < .001$ ]. According to Davis (2003), who operates as socializing agents, stated that teachers can be an instruments to students' social and intellectual achievement through their abilities to build values in children such as encourage to learn; stimulating students' interest in classroom learning; addressing students' need to belong; and serving as a control mechanism for developmental, emotional, behavioral, and academic skills. Moreover, teacher's relationships may play an important role during developmental period of the child in the school.

Pianta cited in Fredson (2015) defined student-teacher relationship, as emotional-based experiences that came out of teachers' interaction with their students in the school setting. When students feel they are always protected by their teachers, by been supportive, they tend to develop much confidence in them and start to see them as someone who provide them with all the necessary opportunity to progress in their learning and behaviours.

### **Statement of the Problem**

There is a great concern from stakeholders and parents who have interest in education industry on how student see their teachers with no respect which has gone a long way in affecting teacher-student relationship as well has negative effect on their academic performance. Teacher-student relationship in public senior secondary schools in Nigeria particularly in Sokoto state has become tail and moon light story because students don't longer see their teachers with respect as such when go wrong they don't want to be corrected or punished. Any teacher who

tried to correct misbehaviour among students are seen a wicked person and have seriously affected teacher-student relationship. It is obvious that if teachers and students are comfortable with one another in the school environment, it will go a long way in strengthen and accommodating each other which will lead to positive relationship. It is against the background that this study was set to critically assessed teacher-students' relationship and its influence on academic performance in senior secondary schools in Sokoto state, Nigeria. To address this critical problem, the following research questions were generated:

1. To what extent does teacher-student relationship significantly influence students' academic performance of senior secondary schools' students in Sokoto state, Nigeria?
2. What are the effects of cordial relationship between students-teachers in senior secondary schools in Sokoto state, Nigeria?
3. What are the factors affecting teachers-students' cordial relationship in senior secondary schools in Sokoto state, Nigeria?

### **Research Hypotheses**

The following null hypotheses were formulated and tested for significance at alpha 0.05 level as:

**H<sub>01</sub>:** There is no significant correlation between teacher-student relationship and students' academic performance in senior secondary schools in Sokoto state, Nigeria.

**H<sub>02</sub>:** There is no significant correlation among effects of cordial relationship between teacher-student on students' academic performance in senior secondary school students' in Sokoto state, Nigeria.

**H<sub>03</sub>:** There is significant correlation between factors affecting cordial relationship between teacher-student and students' academic performance in of senior secondary school students' in Sokoto state, Nigeria.

## **Theoretical Framework**

The theory that was used to explain the bases of this research was Self-determination Theory which was propounded by Ryan and Deci, (2000) rests on the belief that individual is carried along continuously in a dynamic interaction with the social world, once working for desire satisfaction and responding to the situation of the environment that either support needs to explained the situation which led to emphasis on the importance of student-teacher relationships in school environment. The theory argues that individuals have three basic psychological needs: need for relatedness, autonomy, and competence but the focus of this research will be on relatedness. The need for relatedness, or belonging, refers to a human being's tendency towards wanting "to feel connected to others; to love and care. Individuals want to be accepted and respected at any point in time which will serve as a powerful weapon to develop strong relationships even in adverse situations. That is why students who feel connected with and supported by their teachers are more likely to feel motivated to learn.

In the vein, Fredricks, Blumenfeld and Paris (2004) mention the three types of student-teacher engagement, namely emotional, behavioural, and cognitive engagement. They explained the importance of understanding why good relations promote and serve as motivation. They further emphasizes on emotional engagement which refer to students' emotional reactions such as interest

and to be involve in classroom activities. In line with the above, Furrer and Skinner (2003) are of the view that students' involvement could be externally motivated by ensuring that teachers pleased, which signified that students may seek teacher approval and attention as a reward.

## **Methodology**

The researcher adopted correlational research design for this study. This is because it involves finding the relationship between two or variables with the help of structural questionnaire as the instrument for data collection. A population of 10,418 comprising 3,582 teachers and 6,836 students. A sample of 357 was selected using Research Advisors 2006. The self-designed instruments that was used to collect data from both teacher and students include: Teacher –Students Relationship Descriptive Questionnaire (TSRDQ) and Students Academic Performance Test (SAPT). The validity of the two instruments were ascertained by the experts in test and measurement for content and face validation. Reliability index of (TSRDQ) and (SAPT) were obtained using test re-test and Cronbach alpha formula that yielded 0.83 and 0.75 respectively. The data that were collected was analyzed using simple statistics of mean and standard deviation to answer research questions. Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis one and three while Multiple Regression Analysis was used to test hypothesis 2 at 0.05 alpha level.

## **Results and Discussion**

From the findings of this research, the results are presented based on research questions and research hypothesis. However, the instruments are rated as strongly agree, agree, strongly disagree and disagree but it was submerged to agreed and disagree with 5 point Likert scales. However, the factors affecting teachers-students' relationship are measured as: Very high, High, Moderate, very low and Low but submerged as: High and low with 5 point Likert scales.

**RQ I:** To what extent does teacher-student relationship significantly influence students' academic performance of senior secondary school students' in Sokoto state?

**Table 1: How Teacher-Student Relationship Significantly Influences Academic Performance of Senior Secondary School Students' in Sokoto State**

Statements	Mean	Standard deviation	Decision
Teacher provides support for all students	2.55	0.77	Agreed
Teachers has a positive attitude towards students on a daily basis	2.82	0.89	Agreed
Teacher presents the information in a way and manner that is easy to understand by the students	2.75	0.76	Agreed
Teacher cares about students' academic and social well-being	2.77	0.74	Agreed
Teacher are sensitive in dealing with all students	2.82	0.82	Agreed
Teachers view students as an important part of the classroom	2.76	0.71	Agreed
Average	2.75	0.78	

Result from Table 1 revealed that the Mean and Standard deviations from the perception of teachers on teacher-student relationship and its influence on students' academic performance. The overall Mean is 2.75 with Standard Deviation 0.78 agreed that teacher-student relationship have significantly influence on students' academic performance of senior secondary school students' in Sokoto state, Nigeria.

**RQ 2:** What are the effects of cordial relationship between students and teachers of senior secondary school students' in Sokoto state, Nigeria?

**Table 2: Effects of Cordial Relationship Between Students and Teachers of Senior Secondary School Students' in Sokoto State.**

Statements	Mean	Standard deviation	Decision
Teacher helped in maintaining student interest	2.96	0.80	Agreed
Active engagement in learning	2.82	0.73	Agreed
An emotional involvement from their teachers	2.75	0.84	Agreed
Students resist rules and procedures	1.41	0.38	Agreed
Teachers do not value or respect Students	3.43	1.04	Agreed
Students who are mostly rejected perform low academically	4.15	1.24	Agreed

Average	2.92	0.84
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Similarly, Table 2 shows the Mean and Standard deviations from the perception of teachers on effect of teacher-student relationship on students' academic performance. The overall Mean is 2.92 with Standard Deviation 0.84 agreed that there was a positive effect on teacher-student relationship in senior secondary school students' in Sokoto state, Nigeria.

**RQ 3:** What are the factors affecting cordial relationship between teachers and students of Senior Secondary School Students' in Sokoto state, Nigeria?

**Table 3: Factors Affecting Cordial Relationship Between Students and Teachers of Senior Secondary School Students' in Sokoto State**

Statements	Mean	Standard deviation	Decision
Nature of interaction that takes place between teacher and student affects the relationship.	3.91	1.47	Agreed
Teachers communication plays a critical role in teacher-student relationship.	2.82	0.73	Agreed
Teachers are friendly and develop positive relationships with their students	2.76	0.72	Agreed
Teachers respond depends on the students attitudes and behaviours.	2.96	0.80	Agreed
Students who have negative experiences, have difficult time forming positive relationships with their teachers	2.82	0.73	Disagreed
Children who come from less economically and socially advantaged home are at risk of having poorer relationships with their teachers in the school.	2.75	0.69	Agreed
Average	3.00	0.86	

Finally, Table 3 revealed that the Mean and Standard deviations from perception of teachers on factors affects cordial relationship between teachers and student in a school system and its influence on students' academic performance. The average Mean is 3.00 with Standard Deviation 0.866 agreed that certain factors can seriously affect teacher-student relationship which will intone affects students' academic performance.

### **Hypotheses Testing**

The hypotheses that were formulated are tested for significance at 0.05 alpha level

**H<sub>01</sub>:** There is no significant correlation between teacher-student relationship and students' academic performance in senior secondary schools in Sokoto state, Nigeria.

**Table 4: Correlation Between Teacher-Student Relationship and Students' Academic Performance in Senior Secondary School in Sokoto State, Nigeria.**

Variables	N	$\bar{x}$	SD	Df	r-Cal	P-value	Decision
Teacher-Student Relationship	90	8.04	3.03	356	.725	.000	Rejected
Students' Academic Performance	267	22.32	4.70				

From the result in table 4 above, teacher-student relationship and students' academic performance were positively and significant, Pearson's  $r = .725$ ,  $p = .000$ . This indicates that there was significant relationship between teacher-student relationship and students' academic performance because the p-value (.000) is less than .05 level of significance. Therefore, hypothesis which states that there is no significant relationship between teacher-student relationship and its influence on students' academic performance in Sokoto state, Nigeria is hereby rejected.

**H<sub>02</sub>:** There is no significant correlation between effects of cordial relationship between teacher-student as its influence on students' academic performance in senior secondary school students' in Sokoto state, Nigeria.

**Table 5: Regression Analysis on Effects of Teacher-Student Relationship as its Influences Students' Academic Performance in Senior Secondary School Students' in Sokoto state.**

Model	Coefficient <sup>a</sup> Unstandardized Coefficients B error	Std	Standardized Coefficients $\beta$	t	Probability value	Alpha level	Decision

(Constant)	16.053	12.514		1.115	0.000		
Effects of Teacher- Student Relationship	1.218	12.177	.065	1.104	0.000	0.005	Rejected

- a. Dependent Variable: Students' Academic Performance
- b. (Constant) Effects of Teacher-Student Relationship

From Table 5 above, the analysis of regression coefficients revealed that teacher-student relationship accounted for 65% of the variance in academic performance  $R^2_{adj} = .061$   $F(1, 356) = 16.053$ ,  $p < .05$ . The regression is 1.104 which indicates a significant correlation because the Probability value of 0.000 is less than  $P\text{-value} = .000 < 0.05$ . Hence, the null hypotheses which states that there is no significant correlation on effects of teacher-student and students' academic performance in senior secondary school in Sokoto state, Nigeria is rejected. Thus teacher-student relationship significantly independently predicted students' academic performance.

**H<sub>03</sub>:** There is significant correlation between factors affecting teacher-student relationship and students' academic performance in of senior secondary schools in Sokoto state, Nigeria.

**Table 6: Correlation Between Factors Affecting Students-Teachers Relationship and Students' Academic Performance in Senior Secondary Schools in Sokoto State, Nigeria.**

Variables	N	$\bar{x}$	SD	Df	r-Cal	P-value	Decision
Factors Affecting Teacher-Student Relationship	90	9.69	3.03	356	.641	.001	Rejected
Students' Academic Performance	267	21.02	4.70				

Result of table 6 revealed that factors affecting relationship between teachers- students and students' academic performance were positively and significant, as Pearson's value of  $r = .641$ ,  $p = .001$ . This indicates that there was significant relationship between teachers- students and students' academic performance because the p-value (.001) is less than the .05 level of significance. Therefore, null hypothesis which states that there is significant correlation between

factors affecting teachers- students' relationship and students' academic performance in senior secondary schools in Sokoto state, Nigeria is hereby upheld.

### **Summary of Major Findings**

From the results the following findings are summarized as:

1. Significant relationship was observed between teacher-student relationship and students' academic performance because teachers are found of providing support for their students when need be,
2. Effects of cordial relationship between students-teachers and students' academic performance were positively and significant because teachers found of help in maintaining student interest in the school.
3. Factors affecting cordial relationship between teacher-students' and students' academic performance could be attributed to the level of communication which play a critical role between the students and teachers.

### **Discussions of Findings**

Finding of Research Question One in Table 1, on teacher-student relationship and students' academic performance in senior secondary schools in Sokoto state, Nigeria and the result revealed that the average value of Mean is 2.75 with Standard Deviation 0.78 agreed that teacher-student relationship have significantly influences the students' academic performance. The r-calculated has significant relationship with p- value of 0.000 which was less than 0.05 while  $r\text{-cal.} = .725$  was in line with the findings of Hughes and Chen (2011) students actively participation ultimately promote a sense of school belonging, and encourage them in classroom activities is as a result of teacher-student relationship.

Also, Research Question Two in Table 2, on effects of cordial relationship between teachers-students and students' academic performance. The result shows that the average value of Mean is 2.92 with Standard Deviation 0.84 agreed to the postulated hypothesis that there was a positive effect on teacher-student and students' academic performance. Simple regression is 1.104 which is significant because the Probability value of 0.000 is less than  $P\text{-value} = .000 < 0.05$  which is in line with the findings Varga (2017) who opined that teacher- student behaviors affect educational outcomes of students. And finally, Research Question Three in Table 3, on factors affecting cordial relationship between teachers-students and student and students' academic performance and result indicated that the value of Average Mean is 3.00 with Standard Deviation 0.866 agreed that certain factors can seriously affect teacher-student relationship which will intone affects students' academic performance because  $r\text{-calculated}$  has significant relationship with the  $p\text{-value}$  of 0.001 which is less than 0.05 while  $r\text{-cal.} = .641$ .

### **Conclusion**

Students who have negative experiences have difficulty in forming positive relationships with their teachers. It has clearly shown that not all teacher sees it a responsibility of building close relationships with the students as well not all them fully understand what positive relationships could bring to students. Negative student-teacher relationships, have also contributed to the low academic results of the students in their schools. Teachers should influence their professional development towards the future careers of their students.

### **Consent**

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

### **Recommendations**

The following recommendations are made on the basis of major findings:

1. Teachers should continue to value, communicate and support their students because interaction is essential to the teacher-student relationship.
2. Both teachers and students should continue to be active in teaching and learning and students should be seen as an important part of the classroom, and
3. Since the nature of interaction that takes place between a teacher and student affects the relationship, hence communication should play a critical role.

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