



## Influence of Teacher Student Relationship on Students' Academic Performances in Colleges of Education in Bauchi State, Nigeria

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### ABSTRACT

The study assessed the Influence of Teacher-Student Relationship on Students' Academic Performance in Colleges of Education in Bauchi State. As correlational survey, the study population comprises of the two colleges of education in Bauchi State that is Aminu Saleh College of Education Azare and Adamu Tafawa Balewa College of Education, Kangere. Out of this population, a sample was selected from the above institutions of which sample of sixty (60) teachers and thirty (30) students was drawn in each of the institutions and they were randomly selected. The instrument used for data collection was close ended structured questionnaire; while the data collected were analyzed using mean average. The instrument was validated by experts in the department of educational foundations, Faculty of Technology Education, Abubakar Tafawa Balewa University Bauchi. It was also subjected to reliability through administering the questionnaires to subjects that were not part of the main work. The findings of the study revealed that there is moderate influence of teacher-student relationship on students' academic performance in colleges of education in Bauchi State. On the basis of the findings, it was concluded that fear of the teacher by the students and strictness limit teacher-student relationships. Considering the findings, it was recommended among others that teachers should bring while teaching of their wealth of experience to the level of the students' understanding.

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### INTRODUCTION

Schools and teachers have influence on the academic performance of students at school. Also the reasons for any poor academic performance could either be caused by students, teachers or schools. This can be proved by a study (Egbokhan, 2016) that shows there is a positive

relationship between teachers and students which can influence students' academic performance. Therefore, good planning intervention in schools can help students overcome these problems (Amaefule, 2018). This is in line with the recommendation that teacher-students relationship should be enhanced to improve



learning process and foster mutual help and interaction in carrying out various activities (Adua, 2014). The fact is that teachers and fellow students have a role to play in influencing teacher-student relationship. The importance of building teacher-student relationship is more interested for students to learn, student to teacher cooperation enhance student academic performance and more motivated students (Adeoye, 2013). In addition, teachers need to reduce negative emotions among the students such as anger, sadness, dissatisfaction, boredom, fear, and always encouraging, positive emotions such as confidence, enjoyed, appreciated and safe (Ajayi, 2013; Bajah, 2014). These approaches lead to positive influence of teacher-student relationships on students' academic performance in Colleges of Education in Bauchi State.

In Bauchi State, public discussions frequently focus on educational standards, students' outcomes do not match with the government and parental investments and expectations. All stakeholders are concerned about why the system is turning out graduates with poor academic outcomes (Akinsolu, 2015). To them (stakeholders in education), it is questionable whether or not teachers in the colleges, the most important factor in the effectiveness of schools and in the quality of a student education is competent to teach effectively (Bajah, 2015; Cochran, 2013; Daniel, 2011).

The National Policy of Education (2018) states that "No Educational system can rise above the quality of teachers in the system". The academic standard in all Nigerian educational institutions has fallen considerably below societal expectations (NPE, 2018). The decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development (Ekwesili,

2016; Ferguson, 2016). There is a need to focus on teachers' adequacy and competency in respect to their pedagogical practices and strategies and mastery of the curriculum and subject content (Frisen, Johnson & Persson). The Private Public Partnership (PPP) and School Based Management Committee (SBMC) are to manage tertiary education and to promote school performances since students' success depends on the amount of learning that takes place in the classroom and other related activities 'How effective and efficient the teacher performs in schools'. Improving the quality of the teaching force in schools is seen as the key to raising student performances (Flander, 2014). Thus, raising educational standards should be the government's number one priority. Education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved (Getzels, 2018; Glenn, 2012). Government should find all possible means to retain veteran and experienced teachers who are still willing to serve so that they can contribute their wealth of experience to improving the system of education (Guga, 2018; Howell, 2019). Teachers are the main determinants of quality in education, if they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed, if they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous in the means of disseminating knowledge (Halima & Joy, 2019). Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like.

Based on the aforementioned statements, the study examined the influence of teacher-student relationship as it concern the quantity and quality of



students' academic performance in Colleges of Education in Bauchi State as mentioned somewhere in the background. Teachers can make or mar the school curriculum; therefore, their adequacy and quality for better service delivery needs to be assessed and examined on a regular basis for academic excellence. Findings of this study provided educational planners and administrators with adequate information about teachers' availability and how this affects productivity in Colleges of Education in Bauchi State. It assists in establishing corrective measures with teachers and students as regards to their academic performances.

#### **Objectives of the Study**

The purpose of this study was to determine the influence of teacher-student relationship on students' academic performance in colleges of education in Bauchi State. Specifically, the study intends:

1. To find out the influence of teacher-student classroom relationship on students' academic performance in Colleges of Education in Bauchi State.
2. To find out the influence of teacher-student extracurricular relationship on students' academic performance in Colleges of Education in Bauchi State.
3. To find out the influence of teacher-student personal relationship on students' academic performance in Colleges of Education in Bauchi State.

#### **Research Questions**

The research questions for this study are as follows:

1. What is the influence of teacher-student classroom relationship on students' academic performance in

Colleges of Education in Bauchi State?

2. What is the influence of teacher-student extracurricular relationship on students' academic performance in Colleges of Education in Bauchi State?
3. What is the influence of teacher-student personal relationship on students' academic performance in Colleges of Education in Bauchi State?

#### **Hypotheses of the Study**

The following null hypotheses were formulated and tested at 0.05 level of significance;

**H<sub>01</sub>:** There will be no significant influence in teacher-student classroom relationship on the academic performance of students in Colleges of Education in Bauchi State.

**H<sub>02</sub>:** There will be no significant influence in teacher-student extracurricular relationship on the academic performance of students in Colleges of Education in Bauchi State.

**H<sub>03</sub>:** There will be no significant influence in teacher-student personal relationship on the academic performance of students in Colleges of Education in Bauchi State.

#### **METHODOLOGY**

A correlational survey method was adopted for the study. The population of the study consisted of all the teachers and students of the two colleges of education in Bauchi State which comprises of Aminu Saleh College of Education Azare and Adamu Tafawa Balewa College of Education, Kangere, Bauchi State, with samples of sixty (60) Teachers and thirty (30) students from each of the two selected



Colleges of Education to represent the entire population of the study. The procedure that was used to select sample for the study was a simple random sampling technique. A structured questionnaire was used to gather data for the study. The instrument was validated by experts in the Department of Education and was also subjected to reliability through a coefficient of stability using a Pearson moment correlation coefficient formula and a reliability coefficient of 0.61 was obtained. The data collected was analyzed using simple percentage. Hypotheses 2 and 3 were tested using Analysis of Variance (ANOVA) while hypothesis 1 was tested

using t-test of independent sample. All hypotheses in the study were tested at 0.05 level of significance.

## RESULTS AND DISCUSSION

The results of the various research questions are presented in the following table, more so the data collected were analyzed by descriptive statistics.

### RESULT

**Research Question One:** What is the influence of teacher-student classroom relationship on students' academic performance in Colleges of Education in Bauchi State?

**Table 1:** Mean response of teachers and students on teacher-student classroom relationship in Colleges of Education in Bauchi State

S/N	Items	Mean	Remarks
1	Teacher giving students a voice in the class, allowing them to make decisions on expectations, procedures, classroom activities, and assignments.	4.00	Highly Influenced
2	Teacher incorporation of personal stories and experiences within the lessons influence teacher-student classroom relationship	4.10	Highly Influenced
3	Teacher teaching with Enthusiasm and Passion influence students academic performance	3.10	Moderately influenced
4	Teacher incorporating Humor into Lessons, e.g. sharing an appropriate joke related to the content you are teaching, influence students academic performance	3.20	Moderately influenced
5	Teacher treating the students with respect, influence academic performance of students	3.10	Moderately influenced
6	Teacher using students' interests to his advantage e.g. once you know what your class is interested in, you have to find creative ways to integrate them into your lessons. Influence students academic performance	2.30	Influenced
7	Teacher providing students, with a structured learning environment, influence students' academic performance.	2.20	Influenced
<b>Grand Mean</b>		<b>3.10</b>	

Table 1 above shows that, the respondents are of the opinion that items number 1 and 2 highly influenced the academic performance of students and items number 3 to 5 has a moderate

influence on the academic performance while some of the respondents are of the opinion that items number 5 to 6 has an influence the student academic performance. A grand mean of 3.1 indicated



that teacher-student classroom relationship has a moderate influence on students' academic performance in Colleges of Education in Bauchi State.

**Research Question Two:** What is the influence of teacher-student extracurricular relationship on students' academic performance in Colleges of Education in Bauchi State?

**Table 2:** Mean response of teachers and students on Teacher-Student Extracurricular Relationship in Colleges of Education in Bauchi State

S/N	Items	Mean	Remarks
8	Teacher involvement in school sports influence students' academic performance	3.50	Moderately influenced
9	Teacher participation in students clubs affects students academic performance	3.00	Moderately influenced
10	Teacher involvement in students societies as patrons/matron influence students academic performance	3.10	Moderately influenced
11	Teacher involvement in schools debate and quiz influence students academic performance	3.30	Moderately influenced
12	Teachers' support to students in their extra-curricular endeavors. e.g. attend athletic events, debate meets, band competitions, plays, etc. influence students academic performance	3.50	Moderately influenced
13	Teachers' show of interest in students lives outside of school, influence students academic performance	3.40	Moderately influenced
14	Teacher going extra mile for those students who need the help, volunteer his time to tutor them or hook them up with someone who can give them the extra assistance they need, influence students academic performance	3.30	Moderately influenced
<b>Grand Mean</b>		<b>3.30</b>	

Table 2, above revealed that, all the respondents are of the opinion that items number 8 to 14 has a moderate influence on students academic performance in Colleges of Education in Bauchi State. A grand mean score of 3.3 indicated that teacher-student extracurricular relationships moderately

influence student's academic performance in Colleges of Education in Bauchi State.

**Research Question Three:** What is the influence of Teacher-Student Personal Relationship on Students' Academic Performance in Colleges of Education in Bauchi State?



**Table 3:** Mean response of Teachers and Students on Teacher-Student Personal Relationship in Colleges of Education in Bauchi State

S/N	Items	Mean	Remark
15	Teacher encouraging communication by being accessible and as non-judgmental as possible, influence students academic performance	4.10	Highly influenced
16	When a student is sick or misses school, teachers' personal calls or text to the student or their parents, influence students academic performance	4.00	Highly influenced
17	Teacher showing the students, that they matter as human beings, influence students academic performance	4.10	Highly influenced
18	Teacher from time to time, write students a personal note encouraging them to work hard and embrace their strengths, influence students academic performance	3.50	Moderately influenced
19	Teacher offer to the students the best teaching he can give, influence students academic performance	3.40	Moderately influenced
20	Teacher demonstrating the importance of respect by giving it to his students, influence students academic performance	3.50	Moderately influenced
21	Teachers connection with each student individually as much as possible influence students academic performance	3.30	Moderately influenced
22	Teacher talking to his students regularly about the progress they are making in class. Let them know where they stand academically, influence students academic performance	2.50	Influenced
<b>Grand Mean</b>		<b>3.50</b>	

Table 3 above shows that, the respondents are of the opinion that items number 15 and 17 highly influenced the academic performance of students and items number 18 to 21 has a moderate influence while item number 22 influence the academic performance of students in Colleges of Education in Bauchi State. A grand mean of 3.5 indicated that teacher-student personal relationship has a moderate influence on students' academic performance in Colleges of Education in Bauchi State.

#### FINDINGS OF THE STUDY

1. There are moderate influences of teacher-student classroom relationship on students' academic performance in Colleges of Education in Bauchi State.

2. There are moderate influences of teacher-student extracurricular relationship on students' academic performance in Colleges of Education in Bauchi State.
3. There are moderate influences of teacher-student personal relationship on students' academic performance in Colleges of Education in Bauchi State.

#### DISCUSSION OF FINDINGS

The findings in this research work have been able to establish that teacher-student relationships have moderate influences on student's academic performance in Colleges of Education in Bauchi State. From the analysis, the findings revealed that in research question one, the respondents are of the opinion that items number 1 and 2 highly influenced the



academic performance of students and items number 3 to 5 has a moderate influence on the academic performance while items number 5 to 6 has an influence on student academic performance. A grand mean of 3.1 indicated that teacher-student classroom relationship has a moderate influence on students' academic performance in Colleges of Education in Bauchi State. This implies that there is a moderate influence of teacher-student classroom relationship on student's academic performance in Colleges of Education in Bauchi State. The findings in respect to research question two revealed that, all the respondents are of the opinion that items number 8 to 14 has a moderate influence on students' academic performance in Colleges of Education in Bauchi State. A grand mean score of 3.3 indicated that teacher-student extracurricular relationships moderately influence student's academic performance in Colleges of Education in Bauchi State. This implies that there is a moderate influence of teacher-student extracurricular relationship on student's academic performance in Colleges of Education in Bauchi State. In respect to research question three, the findings also revealed that the respondents are of the opinion that items number 15 and 17 highly influenced the academic performance of students and items number 18 to 21 has a moderate influence while item number 22 influence the academic performance of students in Colleges of Education in Bauchi State. A grand mean of 3.5 indicated that teacher-student personal relationship has a moderate influence on students' academic performance in Colleges of Education in Bauchi State. This implies that there is a moderate influence of extracurricular activities on student's academic performance in Colleges of Education in Bauchi State. Finally, it is concluded that

teacher-student classroom, extracurricular and personal relationships moderately influence the academic performance of students in Colleges of Education in Bauchi State.

### CONCLUSION

Based on the findings of this research work, it was concluded that teacher-student classroom relationship, teacher-student extracurricular relationship and teacher-student personal relationship moderately influence the academic performance of students in Colleges of Education in Bauchi State.

### RECOMMENDATIONS

In view of the findings from the research the following recommendation were made:

1. Teachers should be encouraged to improve on their personal relationships with the students for these will enhance the academic performance of the students. Also teachers should equally embark on regular professional development for this will also enhance the academic performance of students in Colleges of Education in Bauchi State.
2. Institutional Heads should endeavor to make necessary instructional materials available to teachers when needed. The staff rooms should also be conducive for teachers to adequately prepare their lessons. This can motivate teachers to do better in their relationships with students.
3. Government should attempt to improve the attitude of students to academic work by providing libraries and laboratories for science practical to enable learning experience of the students become



more meaningful and at the same time interesting. There is the need to build more classrooms and make more adequate provision for seats to ease the problem of overcrowded classrooms and poor sitting arrangement that presently make teaching and learning difficult in Colleges of Education in Bauchi State. This will further improve classrooms relationships of teachers and students for better teaching and learning to take place in the institutions.

4. The extracurricular relationships of teachers and students should be enhanced as this would assist in solving the problem of poor academic performance of students and improving widely the acclaimed fallen standard of education in Bauchi State, Nigeria.
5. Teachers should bring their wealth of experience in teaching to the level of the students' aptitude to make Personal relationships of students with their teachers more interesting so as to arouse the interest of the students to academic excellence.
6. It was recommended that teachers should perform their supervisory roles of giving out exercises and marking at the expected time so that the students can get the feedback at the appropriate time while parents should also be favorably disposed to the academic work of their children.

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