

**THE IMPACTS OF STUDENT TEACHER RELATIONSHIP ON ACADEMIC  
PERFORMANCE OF STUDENTS IN KIREWA SUB COUNTY, TORORO DISTRICT.**

**A CASE STUDY OF KIREWA SECONDARY SCHOOL.**

**BY**

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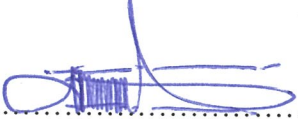
**A RESEARCH REPORT SUBMITTED TO THE COLLAGE OF EDUCATION, OPEN &  
DISTANCE LEARNING, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
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### DECLARATION

I Okello John Peter, declare that this research is my original work and has not been published or submitted to any institution for any academic award before.

Sign.  .....

Date. 21/09/2018 .....

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### APPROVAL

This is to certify that this Research work has been submitted for examination with approval as university supervisor.

Sign.....

Date.....21/09/2018

Ms. Gwokyalya Edith.

### **DEDICATION**

I dedicate this Research work to my parents, Mr. Jasiem Phillip & Ms Athieno Margret, Ms.Awere Mary, to my brother Ochwo Moses and sister Aketch Sylvia, to my supervisor Ms Gwokyalya Edith, Friends and Family and finally to maulana boys.

## ACKNOWLEDGEMENTS

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I would like to thank my beloved aunt, Miss Awere Mary and the late Obusi John Christopher for their tireless support during my education, my parents Mr. Jasiem Phillip & Athieno Margret, my uncles Owere Richard & Obonyo Micheal, Oburu John, Obusi John, Alupo Bennardatte, Abbo Lydia ,All my beloved brothers and sisters and finally Maulana boys for their support and encouragement during my education period.

### **ABSTRACT**

A well maintained, healthy student teacher relationship through the roles played by both students and teachers greatly contributes to better performances of students.

The main objective of the study was to establish the impacts of student teacher relationship on academic performance with a case study of Kirewa Secondary School which is the best secondary school in Kirewa Sub county having a population of over 700 students of the 1500 students who attend secondary education in Kirewa Sub county, and was used to come up with possible ways to improve the student performances

The researcher adopted the attachment theory given by John Bowlby and Mary Ainsworth to discuss the topic and reviewed relevant literature in seeking in-depth understanding of the topic.

The researcher also adopted the case study method and a target population of sixty respondents. Simple random sampling method was used where twenty five respondents were selected randomly

The research also considered both qualitative and quantitative sampling method to come up with reliable data in this research.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The research will investigate the role or the impact of student teacher relationship on academic performance of students. This chapter will bring out the background of the study i.e. historical, conceptual, theoretical and contextual backgrounds, it also will talk about the purpose of the study, the objectives of the study, the research question, the scope of the study, and the significance of the study.

#### **1.2 Historical background**

Global researches carried out in Netherlands have related student teacher relationships with student outcomes or performances

Generally, higher outcome scores and attitudinal outcomes are positively associated with leadership, helping, friendliness and understanding teacher behaviors.

Students in various countries in Africa cite that much has been achieved in science and technology education over the past ten years but there is need for more. This is because science and technology are viewed as the critical factors for economic and social well-being of this continent. Webbels et al (1985)

A sizable literature and some other scholarly article suggest that if teachers take the time to build relationships they can motivate their students to learn. Further research also suggests that teachers need to have a strong belief that building relationships are important to the motivation process. There is a need to capitalize on these beliefs for the student's benefit. It is important that educators recognize the impact they have on their students, and consider strongly their student's perceptions of them (Eschenmann, 2004). Teachers have to ensure that they are meeting student needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate students to learn more. (Whitaker, 2005)

One of the most pure and deeply inspirational relationships is that of a devoted teacher and willing students. Almost everyone has a favorite and those we liked less, it totally depends on

how the student teacher relationship were developed, nurtured and given space to evolve. (Kim Lee, 2016

### **1.3 Conceptual background**

The researcher will mainly consider two concepts which is student teacher relationship (STR), and) according to the researcher STR will mean how the relationship between the teacher and the student which may entail how they talk to each other, dependence of the student on the teacher etc. and the other concept is academic performance which means the extent to which a student, teacher or institution has viewed their short or long term educational goals. Aligned with the attachment theory, positive STR enables the students to feel secure and safe in their learning environment and provide scaffolding for social and academic skills. Teachers who support students in learning environment can positively impact their academic outcomes which are important for long term trajectory of academic achievement and eventually employment. (Baker.et al 2008)and researchers who have investigated STR for older students have found that positive STR are associated with positive academic and social outcomes for high school students (Cataldi & Kewall, 2009)

### **1.4 Theoretical background**

The researcher will use John Bowlby's attachment theory which states "The ability for an individual to form an emotional attachment to another person gives a sense of stability and security necessary to take risk, branch out and grow to develop a personality. This theory states that a strong emotional attachment to at least one caregiver is critical to personal developments. Therefore since the researcher wants to investigate how STR affects academic performance in Kirewa Sub County

### **1.5 Contextual background**

Student performance in Kirewa sub county are affected by the way they relate to their teachers, these students perform well or poorly because how related I am with the teacher teaching that subject and so

Therefore, the researcher will investigate how the student teacher relationship STR in affect academic performance among the students in Kirewa sub county

### **1.6 Statement of the problem**

Inconsistent academic performances of students in Kirewa Sub County in both national exams and domestic exams has been due to many factors as compared to other Sub Counties, one of these factors is student teacher relationship STR. The study is thus aimed at establishing how student teacher relationship impacts the academic performance of students.

A healthy and strong STR promotes and plays a significant role in improving the studeant's academic achievement as well as motivation. Moreover, the psychological wellbeing of the student is closely related to the STR that further has an impact on the character and personality building of the student. This study will provide us to investigate the importance of STR on grades or academic achievement of students. So, we as a student will be able to apply these findings on our own relationships with teacher in order to get success academically.

Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate. Both teachers and students have to value their competition. A student has to feel worthwhile and appreciated. A teacher needs to recognize that he or she can have a positive effect on their students. Wise man and Hunt (2005) refer to this as "teacher efficacy" and note that the more the teacher believes in this, the more they will cause it to happen.

There is no research that has been done before to establish the exact impacts of STR on academic performances in Kirewa Sub County. This is what prompted the researcher to investigate the matter to understand how the STR affects the academic performance of students

The researcher being an a finalist undergoing training as a teacher and even after doing school practices discovered this as a problem affecting student performances in academics.

### **1.7 Purpose of the study**

The study investigated the impacts of student teacher relationship on student academic performance in Kirewa Sub County, Tororo District

### **1.8 Research objectives**

To find out how students perform because of healthy student teacher relationship STR?

To find out how students perform because of unhealthy student teacher relationship STR?

### **1.9 Research Questions**

The research was conducted using the following research questions:

How does a healthy student teacher relationship affect the academic performance of students?

How does unhealthy student teacher relationship affect the academic performance of students?

### **1.10. Scope of the study**

#### **Geographical scope**

The study was conducted in Kirewa sub county, West Budama North in Tororo District.

#### **Content scope**

The study was investigate the impact of student teacher relationship on student academic performance.

#### **Time scope**

The study was conducted in a period of 3 months

### **1.11. Significance of the study**

The study benefited the following disciplines:

Provide information that can be used in the Ministry of Education policy makers to identify the causes of poor performance of students in order to come up with policies that will avert this situation.

Increase awareness of the Head teachers, Board of Governors and Teachers on how their relationship with students affect the performance of the students.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter will examine the literature review that have been explored and studied both theoretically and empirically on the existing literature relevant to the study of student teacher relationship on the academic performance of the students and this was done in line with specific objectives of the study in order to identify the knowledgeable gaps. It is important to note that the greatest part of the existing literature on the works of other scholars with their opinions, suggestions who have written about the topic of the study or those who have addressed similar issues will be available in the study.

#### **2.1. Theoretical review**

The study will based on attachment theory given by John Bowlby and Mary Ainsworth which states that a strong emotional attachment to at least one caregiver is critical to personal development. John Bowlby was first to coined the term as a result of his studies involving the developmental psychology (Phillip & Routledge, 2010).

According to Bowlby and Ainsworth, “the ability for an individual to form an emotional attachment t another person gives a sense of stability and security necessary to take risk branch out and grow to develop a personality.

Effect of teacher’s attachment style in the formation and maintenance of classroom and staffroom relationship and the degree of influence these factors have on teacher’s classroom behavior, particularly management of student behavior.

The more the attachment of a teacher will be with their student the better will be the student teacher relationship. Similarly, the more will student achieve academically and the less the attachment of a teacher will be with their student, the STR will be unhealthy and hence poor academic performance.

In regard to the current study, since a healthy STR comes with care and concern of the teacher for their students, this will cause students to concentrate on that specific teachers' subject through a routine revision of the subject and hence higher performance.

Efficient student concentration will be achieved when a teacher invests in relating with their students, this will enable the students to fight away poor attitudes and perceptions towards their academics, the teacher will come to understand the strong and weak points of the students so to target the areas of concern. This implies that teachers should maintain a healthy relationship with the students through checking their work, giving assignments, corrections and advises where necessary so as to help students build confidence and not losing hope in their academics hence better performance.

This modal suggest that if an individual (students) have positive interaction with others say as teachers, they will have secure relationship. If a person (teacher) have positive but student have negative interaction then relationship will be preoccupied. Similarly if negative interaction will be from teacher's side and positive from student's side relationship will be dismissing. Most severe of this is when negative interaction is from both sides than relationship will be fearful. In this situation, the student will not be able to achieve more in their academic life.

The quality of student teacher relationships plays an important role in a student's educational experiences. Empirically, students who possess positive relationships with their teachers have an increased likelihood of positive attitudes as well as positive academic outcomes such as higher grades. Students with conflicted student-teacher relationships are at increased risk for academic problems such as poor grades and repeating a grade. It is therefore important to consider not only what the student brings into the classroom but also what kind of relationship evolves in order to minimize factors contributing to lower student-teacher quality. This study uses an attachment theory perspective to look at student teacher quality. It was a longitudinal research. Cluster analysis was used to describe results from year 2. Three clusters emerged regarding student-relationship quality positive, average, and high conflict low closeness relationships. Results were only descriptive in nature and need to be individualized factors that have shaped student-teacher relationship quality (e.g. student disruptive behaviors, teacher emphasis on control in the classroom, and goodness of fit between student and teacher interactions) in one case are not of



equal importance in another one. Findings were discussed in terms of their implications for the empirical use of teacher-reported STR construct as well as their implications for the future research and training. (Tracy N. Hoge, 2009)

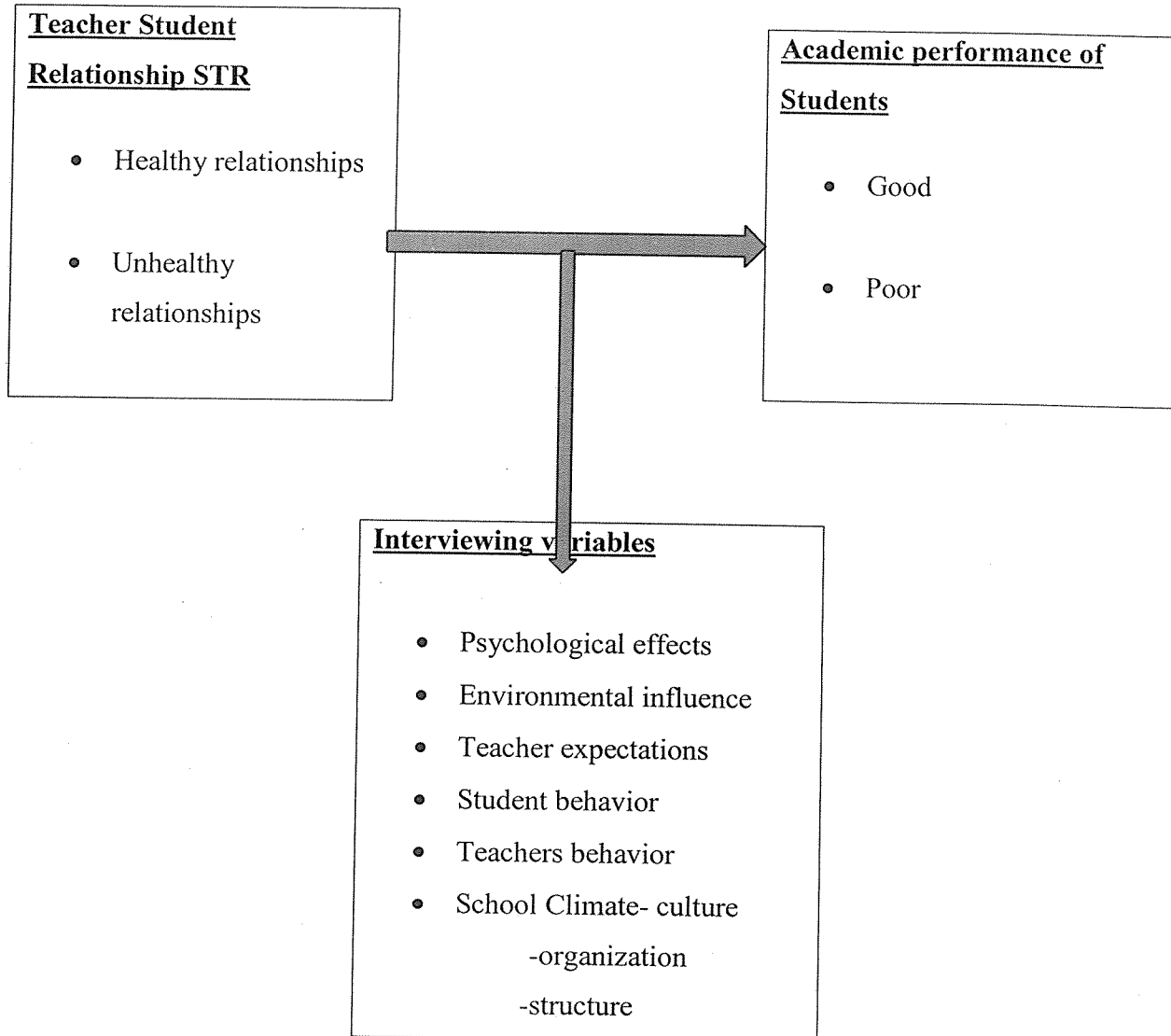
Another article reviews the extant research on the relationship between students and teachers in higher education across three main areas the quality of this relationship, its consequences and its antecedents. In this article, the focus was on the higher education or university context, and on one particularly significant relationship within that setting the student teacher relationship STR. The significance of the interpersonal relationship between students and teachers for students' successful school adjustment has been widely recognized in research addressing kindergarten, primary and secondary education. (Bernstein et, al 2013)

The overall aim of this paper was to provide an overview of research relating to STR in higher education. STR has emerged as an important construct in educational research within school and pre-school settings, but remains largely neglected in higher-education research. This review has shown that STR should be regarded as a relevant construct in higher education as well as it clearly affects students' successful study progress, including factors such as satisfaction, retention, learning approaches and achievement. It has also revealed that the empirical basis is less clear and comprehensive in terms of the consequences of STR for university teachers. However, it is likely that STR also affects university teachers, for example through their adoption of particular teaching practices, which in turn affects teaching quality. It was concluded that STR should be regarded as a relevant research agenda for higher education (Hangenaver & Volet 2014)

## 2.2. Conceptual frame work

Independent Variable (IV)

Dependent Variable (DV)



Therefore a healthy student Teacher Relationship leads to good academic performance of students and unhealthy Student Teacher Relationship will also lead to a poor academic performance of the students

### **2.3. Review of Related literature**

This relates the other literatures to the study:

#### **2.3.1 The role of a teacher in the class room**

According to Whitaker (2005), the main variable in the classroom is the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. Good teachers put snags in the river of children passing by and over time, they redirect hundreds of lives... there is an innocence that conspires to hold humanity together (Bolman & Deal, 2005)

Whitaker (2005) suggests that teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reforms, educational movements, and programs implemented to improve education, no other element can be as profound as the human element. He urges, it's the people not the programs

A fundamental question for a student is 'Does my teacher like me?' Given a rigorous, aligned curriculum, the answer to that simple question is our best predictor of student achievement (Terry, 2008). Lavoie (2007) says 6 secrets to turning on the turned-out child, he told the story of an inflexible teacher arguing the need for passive instruction and in passive learning. The teacher contended that his job was to provide his students with information and their job was to absorb that information. He continued his passiveness by arguing those who did not want to learn could sit in the back and sleep. The teacher's final comment "...that is not my problem... I'm a teacher not his cheerleader" suggests that there are teachers who will still have a misunderstanding of their roles in the classroom (Whitaker, 2005)

#### **2.3.2 Role of both Student and Teacher**

Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate. Both teachers and students have to value their contribution. Ma student has to feel worthwhile and appreciated. A teacher needs to recognize

that he or she can have a positive effect on their students. Wise man and Hunt (2005) refer to this as “teacher efficacy” and note that the more the teacher believes in this, the more they will cause it to happen.

### **2.3.3 Psychological Effects of student Teacher Relationship on Student**

Students are influenced by perceptions of their teacher’s even handedness, competence, caring and support as well as the nature of the teacher-student relationship the results (Stipek, 2005). A student wants to feel connected to people and feel as though he or she deserves to be loved and respected and many of the students who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more they fall behind academically, often, the more the relationship is weakened. If they constantly remain back in class, the environment and the teacher-student relationship (STR) begin to hold negative associations. Students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system.

Some other researches supported the idea that a good teacher-student relationship positively influenced learning. The more connected a child feels, the more they are willing to attempt tasks and to seek help when necessary. The student who feels this sense of connectedness may want to maintain it or please the teacher by doing well in class

### **2.3.4 Role of teacher’s Expectations**

Positive teacher expectations were associated with high academic performance or academic gains, whereas negative teacher expectations resulted in decrease in academic performance. The significance of knowing teacher’s beliefs regarding their roles in student motivation is crucial due to the accepted correlation between this perception and actions (Tyler and Boelter, 2008). The quality of teacher student relationship is the key stone for all other aspects of classroom management (Marzano & Marzano, 2008)

### **2.3.5 Environmental influence**

Reinforcement theorists argue that motivation is the nvironment, not in the person such as the teacher (Stipek, 2005). However, it is the teacher who plays the greatest role in setting the

atmosphere. It is better to create the relationship that will motivate the student to behave well (Whitaker, 2005). School climate and culture will enable or restrict classroom instruction and student learning (Stewart, 2008) since students adapt to the environment

### **2.3.7 Variables Affecting Student Teacher Relationship and Academic achievement**

Motivational theorist suggests that student's perception of their relationship with their teacher is essential in motivating students to perform well (Fan & Williams, 2010). Students with high self-esteem are more likely to be self-efficacious and set higher goals. Self-esteem also affects students socially (Orth et al. 2012). Students with the high self-esteem are more likely to have positive relationship with peers as well as adults.

Academic success depends on a variety of factors and these factors can have both positive and negative influence on a child's ability to stay motivated and succeed in school. For children living in high-poverty urban environment, there are increased challenges when it comes to succeeding in school (Murray & Malgren, 2005)

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter will discuss the research design, study population, and sample size. It also entails sampling procedures, research instruments and data gathering procedure analysis, validity and reliability as well as the limitations of the study.

#### **3.1 Research design**

The study used descriptive survey method in assessing respondents' views towards the impacts of Student Teacher Relationship on the academic performance of students in Kirewa sub county, Tororo District.

#### **3.2 Study Population**

The study population of 60 students and teachers used to conduct this study.

#### **3.3 Sample size and sampling procedure**

##### **3.3.1**

The researcher used a simple random sampling method, where 25 respondents randomly selected and this involved 20 students and 5 teachers. These represented all the students and teachers in Kirewa sub county.

#### **3.4 Research instruments**

This refers to a one-on-one conversation with one person acting in the role of the interviewer and the other in the role of the interviewee, the interviewer asks questions, the interviewee responds.

The study used interview guide to interview students and teachers (respondents) on how Student Teacher relationship impacts the academic performance of the students. The researcher used interview method because it is less costing and provides quality data since the interview was done on a language the respondents best understand.

#### **3.5 Validity and reliability**

To establish the reliability of the data, the researcher interviewed the respondents personally and gave the respondents time to allow them to speak out their minds in order to get firsthand information from the respondents

### **3.6 Data collection Procedures**

Letters were presented to the Head teacher of Kirewa Secondary School asking for permission to carryout research in their school on the impacts of Student Teacher Relationship on Academic Performance of students.

### **3.7 Limitations of the study**

While carrying out interview, some respondents showed low interest in giving some required information.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.0 Introduction

This chapter presents and analyzes the data collected in context to the research purpose, objectives and research questions as formulated for this research study. The study was intended to investigate the impact of student teacher relationship on academic performance of students. The findings were presented as follows.

- ✓ How does a healthy student teacher relationship affect the academic performance of students?
- ✓ How does unhealthy student teacher relationship affect the academic performance of students?

A total of 25 respondents were randomly selected and interviewed or participated in the study. This included 20 students and 5 teachers as shown in the table below.

**Table 1: showing the number of respondents and the percentages.**

Respondents	Number of respondents	Percentage
Students	20	80
Teachers	05	20
Total	25	100

Source: Primary data.

From the above table, it can be shown that 80 percent of the respondents are students and the 20 percent of the respondents are their teachers.

#### 4.1 Qualifications of the respondents

The qualifications of the respondents were tabulated as follows;

**Table 2: showing the qualifications of the respondents and their percentages.**

Qualifications	No. of respondents	Percentage
Advanced level and above	15	60
Ordinary level	10	40
Total	25	100

Source: Study findings



From the table above, the 60 percent of the respondents like teachers have attained academic qualification above advanced level and some students are still undergoing advanced level of education. The 40 percent of the respondents are also undergoing the ordinary level of education.

#### 4.2 Gender of the respondents

**Table 3: shows the gender of the respondents**

Gender	No. of respondents	Percentage
Male	13	52
Female	12	48
Total	25	100

Source: Study findings

From the table, the male respondents which constituted the 52 percent were the majority and the females at 48 percent were the minority.

#### Findings and interpretations

Question one. How does a healthy student teacher relationship affect the academic performance of students?

#### 4.3 Discussions held between students and teachers on academic performance

This seeks to understand how the subject discussions that the teachers may have with their students. The responses were tabulated and summarized as below.

**Table 4: showing how discussions between students and teachers impact the performances**

Response	No. of respondents	Percentage
Strongly agree	20	80
Agree	05	20
Disagree	00	00
Strongly disagree	00	00

Source: study findings

From the above, the respondents agreed that discussions that the teachers hold with students play an important role towards the positive performance of the students with 80 percent strongly agreeing that discussions are important and 20 percent agreed with that as well.

#### 4.4 Teacher guidance to the students

This seeks to understand how the teacher guidance help the students in improving their performance as tabulated below.

**Table 5:** Teacher guidance to the students

Response	No. of respondents	Percentage
Strongly agree	18	72
Agree	07	28
Disagree	00	00
Strongly disagree	00	00

Source: study findings

From the above table, it is evident that when the teachers give guidance to their students, their academic performance is positive because they get a deeper understanding. This is backed up with responses from the respondents.

#### 4.5 Students and teachers perception

This seeks to understand how perceptions of students towards teachers and teachers towards students can affect the student performance. It is tabulated as below

**Table 6:** Students and teachers perception

Responses	No. of respondents	Percentage
Strongly	20	80
Agree	05	20
Disagree	00	00
Strongly disagree	00	00

Source: study findings

From the above table, it can be seen that the way student perceive their teachers to be can make them like the subject of that teacher or not which will affect their performance positively or negatively. 80 percent strongly agreed with this to be true and the 20 percent also agreed with it to be true.

#### 4.6 Students and teachers attitude on the performance

This sought to understand the how the attitudes of students and teachers affect the performances and the responses were recorded s below

**Table 7: Students and teachers attitude on the performance**

Responses	No. of respondents	Percentage
Strongly agree	20	80
Agree	05	20
Disagree	00	00
Strongly disagree	00	00

Source: study findings

From the table, the attitudes of both students on their teachers and teachers on the students affect the way the students view the subject and hence it affects the performance of the students. 80 percent strongly agreed with this to be true and the rest also agreed with this.

#### 4.7 Level of academic performance

**Table 8: Academic performances are always ranked as below.**

Category	Interpretation	Remarks
80-100	Very good	Distinction
60-79	Good	Credit
50-59	Average	Pass
0-49	Poor	Fails

Source: study findings

From the above table, academic performance is measured in this way with students who score between 80-100 are awarded a distinction, those who score between 60-79 are awarded credit mark, those that score between 50-59 are awarded a pass mark and those that score between 0-49 are regarded to have failed

#### 4.8 Discussion and analysis

From the above data collected, student teacher relationship affect the performances of students. This is sub-divided into discussions held between the students and teachers on subject course works, teacher guidance given to the students, student and teacher perceptions on each other and the attitudes which can make their students perform well or not

From a focussed discussion held with respondents, when teachers hold discussion about exercises separate from class activities, students get a deeper insights on that topic more than he or she may get from class lessons. This makes student performances to improve positively

Teacher guidance on certain specific areas to their students also results into positive performances. Because students may seek for help from their teachers and this is driven by a good student teacher relationship

The perceptions of both students and the teachers also affect the performances of students in that there can be away a student may perceive their teacher to be which for example can be negative, this can cause the student to also perceive that teachers' subject and this will an effect on the academic performances of the students.

Attitude is another point of discussion as far as student teacher relationship is concerned. And it can be discussed that the attitude that a student may have on either his/her teacher or subject which can be positive or negative and this affects the academic performances of the students

## **CHAPTER FIVE**

### **CONCLUSION, SUGGESTIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of the findings, conclusions and recommendations arising out of the research findings. The findings and results are discussed in line with the objectives of the study.

#### **5.1 Discussion**

This section was organized into three subsections with respect to the objectives that guide the study.

##### **5.1.2 Objective one: A healthy student teacher relationship on academic performance**

It was found out that the a healthy student teacher relationship which consists of when teachers hold discussions with their students, when teachers give guidance to their students, students and teachers perceptions, and attitudes of students and teachers and all these is positive then the academic performances of the students will be high

##### **5.1.2 Objective two: Unhealthy student teacher relationship on academic performance**

It was also found that unhealthy student teacher relationship which consist teachers hold discussions with their students, when teachers give guidance to their students, students and teacher perceptions, and attitudes of students and teachers and all these is negative then the academic performances of the students will also be low or poor

#### **5.2 Conclusions**

In summation, by taking into some articles it is summarized that positive student teacher relationship is crucial to students success while opposite in the case of conflicting relationship. Many studies have quantitatively pointed towards the importance of the student-teacher relationship, yet others have qualitatively described important elements or factors of the STR.

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