

HOW TEACHER TO PUPIL RELATIONSHIP AFFECTS ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS: A CASE STUDY OF KWORUS AND
KAPKWATA PRIMARY SCHOOLS IN, KWANYIY SUB COUNTY – KWEEN
DISTRICT.

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1162 – 07174 – 09973

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HIGHER
LEARNING AND RESEARCH IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A DEGREE OF
BACHELOR OF PRIMARY EDUCATION
OF KAMPALA INTERNATIONAL
UNIVERSITY

FEBRUARY, 2018

DECLARATION

This research report entitled "How teacher to pupil relationship affects academic performance in primary schools" is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.



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APPROVAL

This research report has been written under my supervision and is ready for submission to the College of Higher learning and Research as a partial requirement for the award of a Bachelor's Degree of Primary Education of Kampala International University.



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DATE

DEDICATION

I dedicate this work to my parents Mr. Banan Stephen and Mrs. Kokop Rebecca who put their efforts together to enable me succeed in my research.

ACKNOWLEDGEMENT

This research has been successful because of the great support from individuals, who have contributed to the accomplishment of this study in one way or another.

Greatest thanks to the Almighty God for giving me good health, strength, wisdom, patience, skills and courage in the time of pursuing my course of study at Kampala International University.

I am greatly delighted to my supervisor, Mr. Wataka Willies for his kindness, continuous support and guidance towards the completion of this study.

My thanks go to my faculty and all lecturers for their tireless effort towards the accomplishment of this dissertation in particular and the completion of my course in general.

I convey my special gratitude to my parents Mr. Banan Stephen and Mrs. Kokop Rebecca for their never tiring financial and moral support rendered to me throughout my course.

Appreciations go to my brothers and sisters; Makwila Godfrey, and Kiprop Job who have strongly been together with me.

I acknowledge all the respondents and thank them for sparing their time and responded to my questions and also for their entire cooperation during my research.

Finally, special thanks go to my course mates, friends doing other courses for having stood with me throughout my course of study.

List of figures:

Figure 1: conceptual framework on teacher to pupil relationship on academic performance.

List of tables

Table 1: Study sample size from the eight primary schools

Table 4.1 Gender of respondents

Table 4.2 the age group of respondents

Table 4.3 shows qualification of the respondents

Table 4.4 the time of service in the selected schools of Kwanyiy Sub County, Kween District

Table 4.5 shows the first objective of the study which examined the teachers' level of experience in handling pupils and the findings of the study were analyzed under the following variables.

Table 4.6 shows the first objective of the study which investigated the pupils' attitude towards education and the findings of the study were analyzed under the following variables.

Table 4.7 shows the first objective of the study which identify how teaching techniques affect pupils performance and the findings of the study were analyzed under the following variables.

Table of Contents

DECLARATION i

APPROVAL..... ii

DEDICATION iii

ACKNOWLEDGEMENT iv

List of figures:..... v

List of tables..... vi

ABSTRACT..... x

CHAPTER ONE 1

INTRODUCTION 1

1.0. Introduction 1

1.1. Background of the study 1

1.1.1. Theoretical background..... 2

1.1.2. Conceptual framework 3

1.2. Statement of the Problem 4

1.3. General Objective of the Study 4

1.4. Specific Objectives..... 4

1.5. Research Questions 5

1.6. Scope of the Study 5

1.6.1. Content scope of the Study 5

1.6.2. Geographical Study..... 5

1.6.3. Time scope 5

1.7. Conceptual Framework 5

1.8. Significance..... 6

CHAPTER 2 8

REVIEW OF THE LITERATURE..... 8

2.0. Introduction..... 8

2.1. Teachers level of experience in handling pupils 8

2.2. The attitude of pupils towards education 19

2.3. How teaching techniques affect pupils performance 21

CHAPTER THREE..... 27

METHODOLOGY..... 27

3.0.	Introduction.....	27
3.1.	Research Design.....	27
3.2.	Target Population.....	27
3.3.	Sample and Sampling Techniques.....	28
3.4.	Data Collection Methods.....	29
3.5.	Instruments.....	29
3.5.1.	Questionnaires.....	29
3.5.2.	Interviews.....	30
3.6.	Validity.....	30
3.7.	Reliability.....	31
3.8.	Data Collection Procedure.....	31
3.9.	Data Analysis.....	31
CHAPTER FOUR.....		33
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....		33
4.0.	Introduction.....	33
4.1.	Bio data of the respondents.....	33
4.1.1.	Gender of the respondents.....	33
4.1.2.	The age group of the respondents.....	34
4.1.3.	The qualifications of the respondents.....	34
4.1.4.	The time of service in the selected schools of Kwanyiy Sub County, Kween District.....	35
4.2.	The teachers' level of experience in handling pupils.....	36
4.3.	Investigate the pupils' attitude towards education.....	38
4.4.	To identify how teaching techniques affect pupils performance.....	41
CHAPTER FIVE.....		44
SUMMARY, CONCLUSIONS, RECOMMENDATIONS.....		44
5.0.	Introduction.....	44
5.1.	Summary of the finding.....	44
5.2.	Conclusion.....	44
5.3.	Recommendations.....	45
5.4.	Areas for further research.....	46
Bibliography.....		i
APPENDIX A.....		iv

QUESTIONNAIRE.....	iv
APPENDIX B	ix
APPENDIX C	x
APPENDIX D	xi
Appendix I: Instrument (s).....	xi
APPENDIX E	xii
LETTER FROM UNIVERSITY.....	xii

ABSTRACT

The study topic was “How teacher to pupil relationship affects academic performance in primary schools.” The case study was Kwanyiy Sub County, Kween District. This topic was chosen because there was need to improve on the academic performance in government aided schools in relation to teacher to pupil relationship. It was against this background that the study attempted to; find out How teacher to pupil relationship affects academic performance primary schools in Kwanyiy Sub County, Kween District. The conceptual framework of the study suggested that the independent variable be conceptualized as two factors, namely: level of understanding in class and Learning how to read and write by pupils. The researcher used a cross-sectional survey research design because the study was intended to pick only some representative sample elements of the cross-section of the population. The study was conducted in the selected primary schools of Kworus and Kapkwata. The study population was composed of 3 head teachers, 27 teachers, 126 parents and 244 pupils. The total population was 400 (head teachers’ records) physical visit to the head teachers’ offices. The methods used in data collection were questionnaires and interviews. The researcher analyzed the qualitative data collected using structured closed ended questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data was analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypothesis in order to determine the influence of home-based factors on pupils’ performance. ANOVA testing was also used to test the influence of the combined independent variable components on the dependent variable. It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of education of their children, help both parents and pupils in identifying their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles, help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs, help parents, educational managers and administrators, recognize the need to motivate their subordinates and children for an improved performance.

KEY WORD

Relationship, Academic Performance, Syllabus and Curriculum,

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This Chapter presented the background, problem statement, general objective, and specific objectives, and research questions, scope of the study and the significance of the study.

1.1. Background of the study

Some teaching staff begins with a room full of pupils who have a variety of learning needs. Some of the pupils exhibit behaviors that are unusual to the teaching experiences; others have diverse academic struggles that challenge everything that they learn in university. Teachers are usually in what is deemed a Special Education Classroom. Willing, enthusiastic and naive, teachers struggle to meet the needs of all the pupils.

Teachers do not recognize the importance of building relationships with pupils until much later in their careers. However, it is believed that the most important role that teachers have is to develop relationships with their pupils - it's not what you teach them but, rather, whether or not you let them know you care. This helps the teaching career to continue in the area of special education, and the teaching philosophy has steadily evolved towards the belief in the importance of developing a personal relationship with each pupils.

The relationships that are developed in the school setting are some of the most influential aspects in the development of personal character. How teachers function in society as individual citizens, which is related to the quality of the relationships that they have developed with their peers and teachers. The skills that are honed while pursuing, developing, and refining the art of building relationships are skills that require years of practice, yet they sustain teachers in their adult years. Accordingly, it is part of the belief about teaching that pupil -- teacher relationships have an impact on individuals' success inside and outside of school. As adults, teachers reminisce about their earlier years as pupils, and it is a rare occasion that algebra, spelling, history, or typing is talked about. Rather, it is the teachers who are long remembered, well after the lessons that they taught.

Research validates this thought, as it is documented that pupils who have had positive, caring relationships with their teachers tend to be more successful academically (Niebur & Neibur, 1999). A result of these relationships, most pupils are better equipped to be successful in society. Throughout the teaching career, teachers have held the belief that children will be more responsive to academic learning after they have had the experience of knowing that they are respected, cared for and deserving of their attention.

1.1.1. Theoretical background

Race to the Top (RttT) initiatives have strongly focused on measuring teacher effectiveness primarily using standardized test scores. However, there is a large body of research that examines the value of a teacher's affective acumen when it comes to a teacher's effectiveness as an educator (Brophy, 1974; Baker, 1999; Crosnoe, Johnson, & Elder, 2004; Grant & Rothenberg, 1986; Hamre, Pianta, Burchinal, Field, Crouch, Downer, Howes, LaParo, Little, 2012; Leder, 1987). An approach to accountability that includes a broader range of measurement of effective classroom instructional practices should include the relationships the teacher builds with her/his pupils. Marzano (2003) studied the practices of effective teachers and determined that "an effective teacher-pupil relationship may be the keystone that allows the other aspects to work well".

The relationships that teachers develop with their pupils have an important role in a pupil's academic growth. Hallinan (2008) writes "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 unbalanced reliance on test scores to determine success does not provide an accurate accounting of all that goes into creating an effective learning environment. Rothstein, Jacobsen, & Wilder (2008) agreed saying, "it is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes".

Meyer & Turner (2002) discussed their findings illustrating the importance of pupils' and teachers' emotions during instructional interactions. They determined that "through studying pupil-teacher interactions, our conceptualization of what constitutes motivation to learn increasingly has involved emotions as essential to learning and teaching". Their results provide support for further study of the inclusion of interpersonal relationships in the instructional setting and to what degree those relationships affect the pupils' learning environment. The quality of the relationship between a pupil and the teacher will result in a greater degree of learning in the classroom according to Downey (2008).

Mohrman, Tenkasi, & Mohrman, (2003) assert "lasting change does not result from plans, blueprints, and events, rather change occurs through interaction of participants". Strong teacher-pupil relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006). This case study will explore the environmental factors that are deliberately created by the study participant as she interacts with the pupil on their educational path. As Cazden (2001) asserts, the establishment of social relationships can seriously impact effective teaching and accurate evaluation in a classroom.

1.1.2. Conceptual framework

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do – and then to draw out key qualities or activities that set them apart from others. The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. Further insight is offered by looking at the ancestries of the words. For example, the origin of the word 'teach' lies in the Old English *taecan* meaning 'show, present, point out', which is of Germanic origin; and related to 'token', from an Indo-European root shared by Greek *deiknumai* 'show', *deigma* 'sample

<http://www.oxforddictionaries.com/definition/english/teach>). A pupil on the other hand, is a person, usually young, who is learning under the close supervision of a teacher at school, a private tutor, or the like; student. (<http://www.dictionary.com/browse/pupil>). The conceptual frame

work of study therefore is broken down into variables of “Teacher to pupil relationship” as the independent variable and “pupils’ academic performance” as the dependent variable

1.2. Statement of the Problem

Teachers do not recognize the importance of building relationships with pupils until much later in their careers. However, it is believed that the most important role that teachers have is to develop relationships with their pupils - it's not what you teach them but, rather, whether or not you let them know you care. This helps the teaching career to continue in the area of special education, and the teaching philosophy has steadily evolved towards the belief in the importance of developing a personal relationship with each pupil.

The relationships that are developed in the school setting are some of the most influential aspects in the development of personal character. How teachers function in society as individual citizens, which is related to the quality of the relationships that they have developed with their peers and teachers. The skills that are honed while pursuing, developing, and refining the art of building relationships, are skills that require years of practice, yet they sustain teachers in their adult years. Accordingly, it is part of the belief about teaching that pupil -- teacher relationships have an impact on individuals' success inside and outside of school a. As adults, teachers reminisce about their earlier years as pupils, and it is a rare occasions that algebra, spelling, history, or typing is talked about. Rather, it is the teachers who are long remembered, well after the lessons that they taught. It was on this note therefore that the researcher sought to investigate the effect of teacher to pupil relationship on the academic performance in primary schools

1.3. General Objective of the Study

To identify how teacher -- pupil relationship affects academic performance of pupils in primary schools in Kwanyiy Sub County, Kween District.

1.4. Specific Objectives

- i) To establish the teachers’ level of experience in handling pupils.
- ii) To investigate the pupils attitude towards education.
- iii) To identify how teaching techniques affect pupils’ performance.

1.5. Research Questions

- i) What is the level of experience of teachers in handling pupils?
- ii) What is the attitude of pupils towards education?
- iii) How do the teaching techniques affect pupils' performance in schools?

1.6. Scope of the Study

1.6.1. Content scope of the Study

This study was limited to how teacher – pupil relationship affects academic performance of pupils in primary schools.

1.6.2. Geographical Study

The study was conducted in Kwanyiy Sub County, Kween District, Uganda. The selected sub county was located in North Eastern Uganda.

1.6.3. Time scope

This study used the information for the period of 2011 to 2016.

1.7. Conceptual Framework

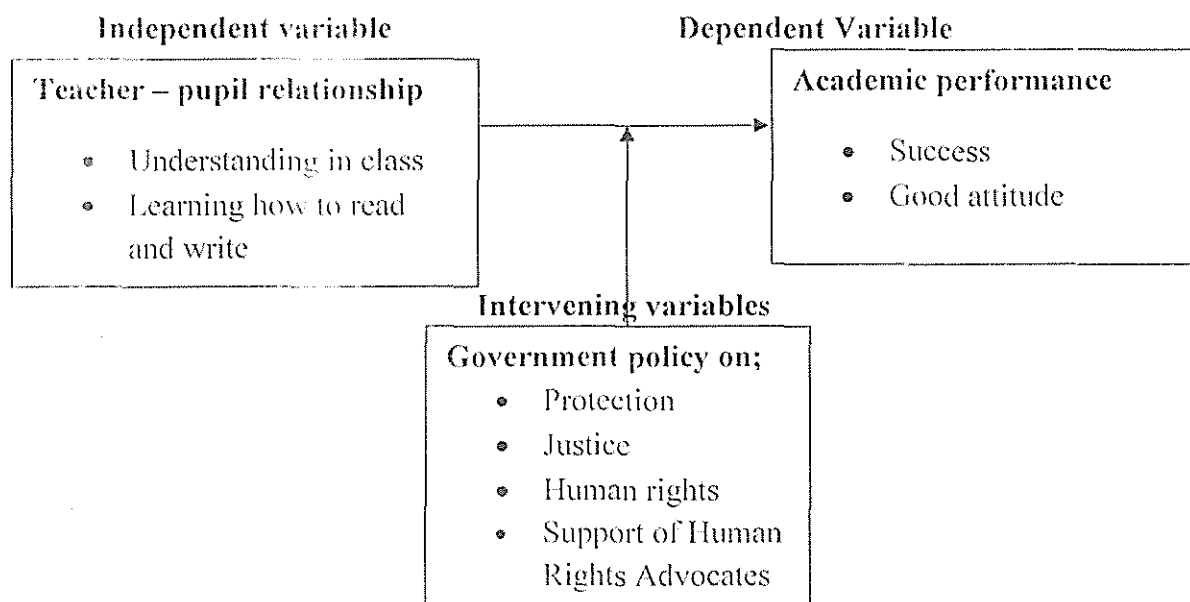


Figure 1: conceptual framework on teacher to pupil relationship on academic performance.

Conceptual framework relating teacher to pupil relationship to academic performance of pupils in school.

Source: Likert response scale

The framework in Figure 1; suggested that “teacher to pupil relationship” as the independent variable was conceptualized as “the level of understanding in class and Learning how to read and write by pupils” and “academic performance in school” which is the dependent variable was conceptualized into the “success of the pupils in class and also having a good attitude towards others.

1.8. Significance

It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in the improvement of teacher to pupil relationship in the verge of improving the academic performance of the pupils in schools.

This study assessed results that could be guideposts in order to help both parents and children identifying their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles.

The assessment also helped family members think of their own wellbeing and redirect their efforts where necessary and in appropriate direction of needs.

The study helped parents, law enforcement officers, Human Rights Advocates and administrators, Ministry of Education and Sports officials and politicians see, recognize and appreciate the need for motivation and motivate their subordinates and children for an improved and helped to improve the performance in schools.

The study also furnished policy makers, Ministry of Education and Sports, and politicians with information on parents’ roles and their implications on their children’s live; hence giving them a leeway formulation of better policies regarding the improvement in the relationship between teachers and pupils thereby improving on the academic performance.

A good deal of literature provides evidence that strong relationships between pupils and their teachers are essential to the development of all pupils in school (Hamre & Pianta, 2006; Birch & Ladd, 1998).

CHAPTER 2

REVIEW OF THE LITERATURE

2.0. Introduction

This chapter examined both theoretical and conceptual frameworks and also contained the review of related literature.

2.1. Teachers level of experience in handling pupils

There is a great deal of literature that provides substantial evidence that strong relationships between teachers and pupils are essential components to the healthy academic development of all pupils in schools (Birch & Ladd, 1998; Hamre & Pianta, 2001; Pianta, 1999; Eccles & Wigfield, 2002). This body of literature involves several genres of research that have been conducted over the past three decades investigating the interactions between teachers and their pupils and what effect those interactions have on learning. There is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning (Brophy-Herb, Lee, Nievar, & Stollak, 2007).

Educators, psychologists, social constructivists, and sociologists have all contributed to the growing interest in targeting interventions toward improvements in the quality of teachers' interactions with children. Hamre, Pianta and Burchinal, posit that "teachers need to be actively engaged in interactions with children in order for learning to occur" (p. 98). However, in 2001 President Bush signed into law the *No Child Left Behind Act* (NCLB) that began the intense focus on standardized testing as the measure of, not only pupil success, but teacher performance as well. It mandated that every child would perform at grade level and achieve high academic standards (U.S. Department of Education, 2007). NCLB was intended as a means of supervision for public schools in the United States with the guarantee of success for all pupils regardless of race, gender, or ability. High stakes testing is the vehicle through which pupil achievement is measured according to NCLB and does not take into account any other means for measuring pupil or teacher success.

As a result, the current educational climate emphasizes school accountability through standardized test scores as the primary method for determining an effective learning environment.

Federal, state, and local educational policy requires that schools and classrooms should be held more responsible for the outcomes they produce (e.g., pupil achievement). However, the process for ensuring accountability rests on standardized testing of children, typically starting in third grade (La Paro, Pianta, & Stuhlman, 2004). The focus on accountability and standardized testing should not confuse the contribution that the social quality of teacher-pupil relationships has on academic development (Hamre & Pianta, 2006). Hamre & Pianta contend that strong pupil-teacher relationships “provide a unique entry point for educators working to improve the social and learning environments of schools and classrooms” (p. 49).

Hamre et al. (2012) hypothesized that “it was not sufficient for teachers to be able to gain knowledge about effective teacher-child interactions; they needed actual skills involving identification of effective interactions with a high degree of specificity in order to be most likely to transfer the coursework into changes in their practice” (p. 98).

While researching the effects teachers have on pupil learning, Good, Biddle, & Brophy (1976) determined that teachers do make a difference. A large contribution to what brought about that difference was the affective component to teaching that the teachers used. Good et al. found that pupils who held a sense of futility toward school had the worst achievement record. These pupils needed teachers who believed in them and were willing to work with them. Good et al. cite several studies by Aspy (1973) that demonstrate the importance of teachers’ affective behavior. What Good et al. found was that teachers who showed an interest in their pupils by indicating they were listening to them and understood pupils’ need completely and accurately, had pupils who obtained higher scores on a standardized test of learning -- “the evidence was impressive” (p. 371). The following review of the literature will further reveal impressive evidence of the effect that teacher-pupil relationships have on a child’s learning environment.

Historical Context

Although teaching and learning are two very different processes, the connection or intertwining between the two cannot be ignored. Learning is a process, conceived in the mind where meaning and understanding are generated. Connections between meaning and understanding are only possible when the concept has something of known origin to which to attach itself. Hence, learning only has meaning when the pupil actualizes it.

Teaching on the other hand, requires that the educator impart knowledge in a manner that enables the learner to construct meaning from it. This, in turn, requires the teacher and the learner to have some kind of connection. I believe this connection is the key to successful teaching and learning. The interaction between teacher and pupil is essentially the fundamental basis for teaching -- making connections with active, growing minds. However, I also feel this connection needs to be perceived as caring by both the pupil and teacher.

Human beings are social creatures. Because they rely on emotional nourishment from others, they help to create and respond to a strong need for social interaction. Schools are the most influential institution in today's society for the teaching of social and communication skills. Learning social skills, perfecting social graces, and communication all begin at an early age, committing the teachers in children's early years as significant influences, negatively or positively. In the school system there are many demonstrations of behavior that are not considered appropriate social conduct. These demonstrations usually provide evidence of the influence of the pupils' earlier role models. In some cases, the extent of this "inappropriate role modeling" has disturbed the learners' ability to emotionally control themselves in the classroom. In these particular cases it is, without a doubt, essential to build a strong pupil - teacher relationship to facilitate trust and caring, often those qualities that have been earlier violated by a previous adult.

The research conducted by Medina and Lunn (1999) states that, "[The teacher appears to be of utmost importance when working with pupils identified as emotionally behaviorally disabled [identifying] a pupil-teacher relationship that is based on empathy and unconditional positive

regard" (p. 462). The idea of building strong pupil-teacher relationships is not isolated in the world of behavioral teaching but, rather, it is equally important in all teaching situations.

Since 1996, collaboration between Alberta Learning, University of Alberta, University of Calgary and University of Lethbridge has resulted in resources to promote learning environments that are safe, secure, and caring. Together they have developed the resource, "Supporting Safe, Secure and Caring Schools in Alberta". They have defined a safe and caring school as:

A Safe and Caring School is:

- ~ Physically, emotionally and psychologically safe as characterized by
- ~ Caring
- ~ Common values and beliefs
- ~ Respect for democratic values, rights and responsibilities
- ~ Respect for cultural diversity
- ~ Respect for law and order
- ~ Common social expectations
- ~ Clear and consistent behavioral expectations
- ~ Appropriate and positive role modeling by staff and pupils
- ~ Respect for individual differences
- ~ Effective anger management strategies
- ~ Community, pupil and staff involvement (SACS, p. I)

Having defined, for Alberta schools a definition of safe and caring schools, policies for school governance have been developed and implemented. One section in the research from the Safe and Caring Schools (1996) document states how staff is to act as role models.

To establish a school environment of emotional and physical safety which serves as a deterrent to violence, it is essential that staff members model appropriate behaviours by demonstrating caring and support for each other and their pupils. High expectations of appropriate behaviour irrespective of gender or racial, cultural or ethnic background must be established and maintained. (SACS p. 72)

Alberta Learning, in this initiative is demonstrating support for the creation of environments where children and youth can develop "self esteem, accept diversity and different points of view have empathy for other's feelings, resolve conflict peacefully and build satisfying relationships". (SACS, p. 85).

Further to this, Alberta Legislation amended the Alberta School Act in June 1999. Section 45(8) reads, "A board shall ensure that each pupil enrolled in a school operated by the board is provided a safe and caring environment that fosters and maintains respectful and responsible behaviors".

Alberta Learning is seriously examining the concept of safe and caring schools. Many resources have been developed for teachers, pupils and parents. Many of the resources, designed to be used in the classroom, create security and respect among pupils and staff. These resources and the emphasis Alberta Learning has placed on developing safe and caring schools demonstrates respect for the need of positive learning environments. Creating an environment that is caring and supportive, and one which engages pupils in critical thinking, involves more than just knowledge of curricula and pedagogy. The characteristics that are demonstrated by exemplary teachers are those which create an alliance between the pupil and the teacher. An emotional commitment to teaching becomes evident when the teacher and pupil are capable of demonstrating a mutual respect, trusting that together they have a shared responsibility for learning.

A solid communication system, allowing humor, sensitivity, and caring to be openly shared creates an environment that radiates a sense of security for both parties, an ideal for which all teachers should strive. Emotional security is a key factor for the learner. Acceptance of an individual's emotional status, recognition of the need for personal attention, and leveling the playing field to accommodate academic needs are some of the responsibilities that teachers have for establishing emotional security. Learning more readily occurs when the learner is emotionally capable of digesting the experience, making a connection between the material and a previous experience. The relationship between the pupil and the teacher is an emotional activity that involves a connection. Teaching and learning is greatly affected by the emotional

connection, and as Fouts (2001) claims, "in order to move forward academically, many pupils seem to need a sense of emotional connection and validation that is brought about by the spontaneous matching and synchronicity of emotions between the teacher and themselves". (p.15).

The idea of caring is the key ingredient in creating that emotional commitment. Teachers must be willing to commit time and energy to achieve an emotional connection with all pupils and a learning environment that is imaginative and interactive. The environment must hinge on spontaneity and structure. Kohn (1999) suggests that schools are small communities where teachers preserve the dignity of learners by providing activities that give pupils a sense of belonging and connection in an environment that allows for the free exchange of ideas and, thus, learning.

Niebuhr and Niebuhr (1999) surveyed two hundred and forty one ninth grade participants to examine pupil-teacher relationships and their correlation to pupil academic achievement. Their results indicate that pupil-teacher relationships are of particular importance, and as stated in the results, "Part of the necessary quality condition in the classroom is that as teachers allow their pupils to know them and, hopefully, like them, the pupils will work harder, thus increasing their opportunities for success". (p. 4). For teachers to create a climate that allows pupils to get to know them, they must possess characteristics that are homogenous with warmth, caring, and nurturing. Green (1998) surveyed six hundred pupils and six hundred teachers to study what characteristics in school environments were necessary to deem a school nurturing. The results indicate the major characteristic of a nurturing school is positive pupil-teacher relationships. The evidence quickly becomes cyclical in nature, as positive pupil teacher relationships are a critical component of a nurturing environment, and a nurturing environment tends to promote more positive pupil-teacher relationships.

In addition to the development of pupil-teacher relationships, there is evidence that good schools are about more than academic achievement. A study by Silins and Murray Harvey (1995) provides evidence that there are alternative indicators of quality schooling that may contribute to redefining school performance by taking into account pupils' attitudes towards school, their

approaches to learning, their academic self-concepts, and teachers' perceptions of school leadership and selected schools of Kwanyiy Sub county, Kween District. In their study, ninety eleventh grade pupils from ten participating schools were asked to complete three questionnaires. The results of the study indicate that pupil self-concept and attitudes toward school are directly associated with academic achievement.

Tiberius (1986) makes the statement that relationships are as essential to teaching as the flour in a cake. He argues that effective teachers form relationships that are trustful, open and secure, that involve a minimum of control, are cooperative, and are conducted in a reciprocal, interactive manner. Within this type of involvement, pupils are more willing to take a risk in the learning situation, participating more and being more actively involved. These actions, in turn, create better learning.

Wells (1989) states that through the school years, the pupils' learning environments become increasingly more diverse. As this happens, pupils can become more disengaged from developing pupil-teacher relationships. He argues that pupils who stay in school often cite a good teacher as one of the most positive elements in their school experience, thus reinforcing the idea that pupil-teacher relationships directly correlate with school success. "Pupils are less likely to leave school when they work with teachers who are flexible, positive, creative and person-centered, rather than rule oriented" (Bhaerman & Kopp, quoted in Wells, 1986, p. 3).

Tauber (1997) outlines the effect of people's first impression on another, and its impact on the relationship that we may develop with that person. He describes how, as teachers, we can be influenced by the physical appearance, previous records or teacher talk about any given pupil. These first impressions are not always consistent among teachers; thus, each impression-holder formulates different expectations of the pupil, creating relationships that are different among all individuals. Therefore, it is important that teachers are not always influenced by their first impressions but, rather, take the time to get to know their pupils as people.

Pupils also have the same experience when they enter a classroom. They instantly assess the environment, read the situation, and judge whether or not the atmosphere is positive or negative. From their assessment they respond accordingly. Each person in the classroom behaves in a

manner which either creates a mutually satisfying atmosphere, or not. As noted by Tauber (Goldenberg, 1999, p. 522), "[a]lthough expectations are important, what a teacher expects matters less for a child's achievement than what a teacher does."

McCroskey and Teven (1997) have based their research on the idea of perceived caring in the instructional context. Their study indicates that pupils' perceptions of caring on the part of the teacher influences the pupils' assessment of their affective learning and cognitive learning. However, it is noted in their paper that further research is necessary to examine the specific behaviors of teachers that communicate caring. Yau (1995) developed a questionnaire which was given to ten schools in the Toronto Board of Education. Eight hundred forty-seven pupils in grades four to eight and one hundred thirty-four teachers were surveyed. Although this questionnaire was designed to explore the idea of conflict resolution, the findings indicate that pupil-teacher relationships contribute to a more positive school climate. The results show that through the development of positive pupil-teacher relationships, individuals learn to behave in a socially acceptable manner and have stronger communication skills for interpersonal relationships.

Raddysh (1992) has based her thesis work on studying pupils' elementary school experiences and whether or not these experiences, may have contributed to pupils' high school success, or lack thereof. In her study she intensively interviewed ten high school graduates and ten high school dropouts. She claims that the act Ofleaving School begins long before high school and that several factors have an influence over this action. The study encouraged the pupils to reflect on their feelings of belonging in the school environment, relationships with school personnel, and school involvement. Parent values, pupil efficiency and pupil-teacher relationships were areas of focus. The findings indicate that pupil-teacher relationships have an effect on successful high school completion.

In another study, forty-six pupils of the University of North Dakota were polled to help identify the characteristics of an outstanding faculty. Teacher-pupil relationships were considered the most important characteristic. "Pupils' own relationships with teachers were valued more highly than a teacher's actual performance in the classroom.

Pupils want teachers to be sensitive to them as individuals as well as pupils, to be interested in their academic and nonacademic growth" (Jacobson, 1995, p.17). Clearly, the relationships that are developed in the classroom surpass course content. Pupils who feel that they contribute to what happens in the classroom are more likely to have successful school experiences.

Pianta (1999) addresses his audience by asking the question, "Why do teachers teach?" His findings show consistently that teachers teach because of the kids. He then notes that most teachers will go on to explain the effect that the kids have on them as people. Often, teachers will relate stories about a particular pupil or pupils and, frequently, the story will lead to how they have been effected by that pupil. Relationships between teachers and pupils, whether positive or negative, have an intense impact on the personal reflections and behavior of most teachers. Pianta (1999) uses theories of social development to understand how social processes can be enhanced. He emphasizes child-teacher relationships, stating that "child competence is often embedded in and a property of relationships with adults. In other words--adult -child relationships are critical regulators of development, they form and shape it" (p.17).

Throughout the book Pianta explores systems theory in the development of the child and of child-teacher relationships. His research has prompted him to explore how the enhancement of positive pupil-teacher relationships is essential in the school environment. He concludes with the statement, "as schools contend with the challenges of educating more and more children who are at high risk for educational failure because of eroded social development, this relationship perspective can become increasingly valuable as a tool for supporting the construction of school and classroom contexts that use these resources". (p. 192).

Teachers must be willing to share some of themselves, demonstrate empathy for their pupils, and create an atmosphere or environment that radiates a positive, safe, caring place for pupils. Fouts (2001) describes the relationship between the teacher and the pupil as affect attunement, an emotional connectedness in which the internal states of two people come together and match. From his research, he concludes that teaching is at least partially an emotional activity and often involves a connection or relationship. His findings also indicate that the more a pupil is attuned

with a teacher, the more the pupil learns. Similar evidence in the research supports this emotional attunement between pupil and teacher.

Medina and Luna (1999), in a qualitative study, explored pupil-teacher relationships in classrooms for emotionally and behaviorally disturbed adolescents. The pupils repeatedly responded in favor of the relationships developed between themselves and the teacher or teaching assistant. Comments such as, "my teacher understands me, listens to me, and has befriended me without judgment; cares for me; is empathetic toward my needs; and my teacher values me," are statements that demonstrate the need for developing positive pupil-teacher relationships. The study exemplifies the importance of building relationships, especially in the special education setting, but the results suggest high quality teacher-pupil relationships are equally important in all classrooms.

Effective communication can be seen as the foundation for building positive pupil teacher relationships. Communication techniques, both verbal and nonverbal, can support or destroy relationships within just a few seconds and it is critical that we as educators understand the importance of the art of communicating to ensure that relationships are sustained.

One text, *Humor in the Classroom: A Handbook for Teachers*, by Deborah J. Hill (1998) is a practical resource for any reader. She demonstrates how to defuse conflict and retain academic course material with the use of humour. Too often, teachers are too serious to laugh at themselves and they display behavior that tells their pupils that it is not okay to make a mistake. The research that Walsh and Maffei (1999) have conducted supports the social dimension associated with the art of teaching. They surveyed two hundred ninety-five undergraduate pupils and one hundred sixteen faculty members in one university to isolate factors that promoted pupil learning. A general analysis of the pupil responses include the idea that the pupils really do care about the little things teachers do (or don't do). They want to be treated fairly, to be cared about as individuals, and to be respected. The research concludes with the belief that teachers are never in a room by themselves and that teaching has a profound social dimension that cannot be ignored.

The educational literature, in this study, supports the idea that pupil-teacher relationships have an impact on the learning process. The positive relationships that develop between the pupil and teacher influence academic achievement, dropout rates, school climate and, more generally a willingness or wanting to be in school. The school environment, primarily a social institution, is positively enhanced by the presence of teachers who demonstrate care, understanding, and sensitivity toward pupil needs.

In 1840, Mann said “the aptness to teach involves the power of perceiving how far a scholar understands the subject matter to be learned and what, in the natural order is the next step to take” (p.16). According to him, the teacher must be intuitive and lead the minds of his pupils to discover what they need to know and then supply them with what they require (p.17).

Dewey (1938) said that as an educator, you need to be able to discern what attitudes are conducive to continued growth and what are detrimental, and use that relational knowledge to build worthwhile educational experiences for pupils. He writes that “teachers are the agents through which knowledge and skills are communicated and rules of conduct enforced” (p.18) and, as such, it is the duty of the teacher to know how to “utilize the surroundings, physical and social, so as to extract from them all that they have to contribute” to building up worthwhile educational experiences (p.40). He says that “all human experience is ultimately social; that it involves contact and communication” (p. 38).

Dewey believed the goal of educators is to create lifelong learners. This is accomplished through the knowledge the educator has of individuals that leads to social selected schools of Kwanyiy Sub county, Kween Districts providing all pupils with the opportunity to contribute to something (p. 56). Dewey says: “The principle that development of experience comes about through interaction means that education is essentially a social process” (p. 58). Vygotsky (1978) believed that higher mental functioning are socially formed and culturally transmitted. Cognitive development is mediated through language dialogues between one who knows (teacher) and one who is learning (pupil). Vygotsky posits that the instructional message gradually moves from teacher-pupil dialogue to inner speech where it organizes the pupil’s thought and becomes an

internal mental function. A skillful teacher could shape a pupil's thinking process through purposeful interaction – Vygotsky's concept of mediated development.

According to Vygotsky, learning awakens a variety of internal development processes that are able to operate only when a child is interacting with people in his environment and in cooperation with his peers (p. 90). Vygotsky viewed tests as an inadequate measurement of a child's learning capability; he thought the progress in concept formation achieved by a child through interaction with an adult was a much more viable way to determine the capabilities of learners. His theory of the zone of proximal development required this type of interaction between child and adult in order for the child to come to terms with and understand the logic of adult reasoning in order to learn new concepts. Vygotsky describes the zone of proximal development as "the distance between the actual developmental level and the level of potential development as determined through problem solving under adult guidance" (p. 86).

In his seminal study, Jackson (1968) studied life in classrooms and determined that "there is a social intimacy in schools that is unmatched elsewhere in our society" (p. 11). According to Jackson, the teacher is charged with managing the flow of the classroom dialogue. In elementary classrooms, he writes, "teachers can engage in as many as one thousand interpersonal exchanges a day" (p. 11). That being the case, the study of those interpersonal exchanges could yield important information regarding the learning that results from those interactions.

2.2. The attitude of pupils towards education

Constructivism is a theory of learning. As such, a constructivist approach to learning sees the learning environment as a "mini-society, a community of learners engaged in activity, discourse, interpretation, justification, and reflection" (Fosnot, 2005; p. ix).

While constructivist theory of education indicates that knowledge is constructed individually by the pupil that learning occurs in a social environment (classroom) with experiences that have been carefully constructed by the teacher. In biological theorists' terms, there is "an active interplay of the surround (environment) to evolution and to learning" (p. 11). The constructivist teacher encourages a consideration of others' points of views and a mutual respect, allowing the development of independent and creative thinking. From a constructivist perspective, meaning is

understood to be the result of individuals (in this case, teachers) “setting up relationships, reflecting on their actions, and modeling and constructing explanations” (Fosnot, p. 280).

Contemporary theorists and researchers’ beliefs have shifted from isolated pupil mastery of concepts to ideas that real learning is about interaction, growth, and development (Fosnot, 2005). New information from the realm of cognitive science tells us that pupils learn through progressive structuring and restructuring of knowledge experience. “that deep conceptual learning is about structural shifts in cognition; without exchange with the environment, entropy would result” (p. 279).

That knowledge is actively constructed is a pervasive tenet of constructivist thinking. The way a teacher listens and talks to children helps them become learners who think critically and deeply about what they read and write (Fosnot, p. 102). By frequently engaging with the pupil collaboratively, a teacher increases his/her understanding of how a particular learner acquires knowledge and therefore becomes responsive to the learner’s needs.

Constructivist theorists DeVries & Zan (2005) write “the preoccupation in most schools with subject matter content has led to a situation in which affective development is negatively influenced” (p. 132). Ironically, they say this one-sided preoccupation has created a situation in which intellectual development does not flourish either -- they contend that “in order to foster intellectual development, a certain kind of interpersonal framework must be created” (p. 133). It is their opinion that a primary focus of a constructivist education is the development of a network of interpersonal relations that will dominate the child’s school experience.

They contend “interpersonal relations are the context for the child’s construction of the self, of others, and of subject-matter knowledge” (p. 132).

Bruner (1977) writes that the process of education requires that “schools must also contribute to the social and emotional development of the child if they are to fulfill their function of education” (p. 9). Bruner develops four themes he considers essential to the process of learning -- one of them relates to stimulating the desire to learn, creating interest in the subject being taught, and what he terms “intellectual excitement” (p. 11). He suggests studying the methods used by

'successful' teachers as a way of determining effective practices (p. 30). Constructivism provides a natural and best frame for this study because a major tenet of a constructivist researcher is to look at the processes of interaction among individuals in the context of where they live and work.

2.3. How teaching techniques affect pupils performance

Teachers play an important role in the trajectory of students throughout the formal schooling experience (Baker, Grant, & Morlock, 2008). Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker et al., 2008; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; McCormick, Cappella, O'Connor, & McClowry, in press). Aligned with attachment theory (Ainsworth, 1982; Bowlby, 1969), positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005). Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment (Baker et al., 2008; O'Connor et al., 2011; Silver et al., 2005).

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways (Hamre & Pianta, 2001). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2001). This includes relationships with peers, and developing self-esteem and self-concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001). Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high-income schools, because of the risks associated with poverty (Murray & Malmgren, 2005). Risk outcomes associated with poverty include high rates of high school dropout, lower rates of college applications, low self-efficacy, and low self-confidence (Murray & Malmgren, 2005). There are several factors that can protect against the negative outcomes often associated with low-income schooling, one of which is a positive and supportive relationship with an adult, most often a teacher (Murray & Malmgren, 2005). Low-income students who have strong teacher-student relationships have higher academic achievement and have more positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher (Murray & Malmgren, 2005).

There is substantial research on the importance of teacher-student relationships in the early elementary years (Pianta, 1992; Hamre & Pianta 2001). However, little is known about the effects of teacher-student relationships on high school students. Studies show that early teacher-student relationships affect early academic and social outcomes as well as future academic outcomes (Pianta 1992; Hamre & Pianta 2001), but few researchers have looked at the effects of teacher-student relationships in later years of schooling. Researchers who have investigated teacher-student relationships for older students have found that positive teacher-student relationships are associated with positive academic and social outcomes for high school students (Alexander, Entwistle, & Horset, 1997; Cataldi & KewallRamani, 2009).

Academic Outcomes

Although many studies focus on the importance of early teacher-student relationships, some studies have found that teacher-student relationships are important in transition years; the years when students transition from elementary to middle school or middle to high school (Alexander et al., 1997; Cataldi & KewallRamani, 2009; Midgley, Feldlaufer, & Eccles, 1989). Studies of math competence in students transitioning from elementary to middle school have found that students who move from having positive relationships with teachers at the end of elementary school to less positive relationships with teachers in middle school significantly decreased in math skills (Midgley et al., 1989). For students who are considered at high risk for dropping out of high school, math achievement is significantly impacted by the perception of having a caring

teacher (Midgley et al., 1989). Furthermore, students who went from low teacher closeness to high teacher closeness significantly increased in math skills over the transition year, from elementary to middle school (Midgley et al., 1989). These studies show that relationships with teachers in the later years of schooling can still significantly impact the academic achievement trajectories of students (Midgley et al., 1989).

Another example of the importance of teacher-student relationships in high school students stems from intervention studies aimed at improving academic outcomes for low-income students (Murray & Malmgren, 2005). In one intervention study that aimed to increase positive relationships between low-income high school students and their teachers, results showed that students who participated in the intervention significantly improved their GPA over the course of five months (Murray & Malmgren, 2005). Such research shows that positive teacher-student relationships can improve academic skills in students as early as middle school and as late as high school (Midgley et al., 1989; Murray & Malmgren, 2005). In addition to positive teacher-student relationships, students' motivation to learn is another factor that influences social and academic outcomes.

A possible reason for the association between academic improvement and positive teacher-student relationships is students' motivation and desire to learn (Wentzel, 1998). Motivation may play a key role in the relationship between teacher-student relationships and academic outcomes (Bandura, 1997; Fan & Williams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Motivational theorists suggest that students' perception of their relationship with their teacher is essential in motivating students to perform well (Bandura, 1997; Fan & Williams, 2010; Pajares & Graham, 1996; Ryan, Stiller, & Lynch, 1994; Wentzel, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Students who perceive their relationship with their teacher as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement (Hughes, Cavell, & Jackson, 1999). Students' motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wentzel, 1998).

Motivation is closely linked to student's perceptions of teacher expectations. Studies of middle and high school students have shown that students shape their own educational expectations

from their perceptions of their teachers' expectations (Muller, Katz, & Dance, 1999). Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically than their peers who perceive low expectations from their teachers (Muller et al., 1999). Due to the influence of expectations on motivation, expectations can be an important factor on a students' academic achievement.

Furthermore, teacher-student relationships have an impact on the academic self-esteem of students (Ryan et al., 1994). High-poverty students often have low academic self-esteem and low confidence in their academic and vocational futures (Wentzel, 2003). Thus, positive relationships with teachers are important in supporting higher levels of self-esteem, higher academic self-efficacy, and more confidence in future employment outcomes (Ryan et al., 1994; Wentzel, 2003). Self-confidence and future aspirations have a significant impact on students' interest in school, their academic self-efficacy and in turn, their academic achievement (Wentzel, 2003). In addition to academic achievement, positive teacher-student relationships provide important social outcomes for students.

Social Outcomes

Although there is more research regarding the academic effects of positive teacher-student relationships for older students, there are notable social outcomes as well. Teachers are an important source of social capital for students (Muller, 2001). Social capital in a classroom setting is defined as caring teacher-student relationships where students feel that they are both cared for and expected to succeed (Muller, 2001). Social capital from positive teacher-student relationships can manifest itself in many different ways. For high school students, positive teacher-student relationships can reduce rates of dropping out by nearly half, help explore options for college, and provide support for further academic or vocational aspirations (Dika & Singh, 2002). Common reasons for dropping out include low levels of family support, low academic achievement, poor relationships with peers and adults, and low interest in academics (Henry, Knigh, & Thornberry, 2012). Positive teacher-student relationships can impact students social and academic outcomes, and thus reduce drop-out rates (Dika & Singh, 2002; Wentzel,

2003). Low-income students often have neither the support they need to complete high school nor access to the information they need to pursue education beyond high school (Dika & Singh, 2002). It is important for low-income students who experience academic difficulties and negative social outcomes to gain social capital from their teachers, because research shows they can benefit from the guidance and support (Croninger & Lee, 2001). Further, teacher-student relationships can impact peer relationships in schools.

Teacher-student relationships can have a significant effect on the peer acceptance of students. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept (Hughes et al., 1999). Conflicting interactions between teachers and students may convey a lack of acceptance, causing other students to also reject the student involved in the conflict with the teacher (Hughes et al., 1999). Peer rejection significantly impacts self-esteem of students leading to several negative social outcomes (Hughes et al., 1999).

As mentioned earlier, students with high self-esteem are more likely to be self-efficacious and set higher goals (Ryan et al., 1994; Wentzel, 2003). Self-esteem also affects students socially (Orth, Robins, & Widaman, 2012). Students with high self-esteem are more likely to have positive relationships with peers as well as with adults (Orth et al., 2012). Self-esteem also affects students' mental health outcomes including reducing anxiety and symptoms of depression (Orth et al., 2012). Self-esteem is especially important during adolescence and helps students develop a positive sense of self (Orth et al., 2012). A positive sense of self in adolescence leads to future outcomes including relationship satisfaction, job satisfaction, occupational status, emotional regulation, and physical health (Orth et al., 2012). The support of positive teacher-student relationships for self-esteem and related social outcomes affects students during schooling as well as in their future educational and occupational outcomes (Orth et al., 2012).

Conclusion and Limitations

Although there is extensive research on the positive effects of teacher-student relationships on elementary school students, there is little research on middle and high school students. Middle and high school is when students begin to think about their academic futures, which are informed by academic achievement and social capital in elementary years (Alexander et al., 1997; Cataldi

& Kewall Ramani, 2009; Dika & Singh, 2002; Muller, 2001). Early high school is usually when students dedicate themselves to graduating or decide to drop out (Henry et al., 2012). Currently, high school dropout rates are high, and improving teacher-student relationships for students at this stage may decrease dropout rates (Henry et al., 2012). Similarly, high school is when students decide if they plan to attend college or stop their education (Alexander et al., 1997; Cataldi et al., 2009; Henry et al., 2012). Therefore, it is important to develop positive teacher-student relationships during this time.

Empirical evidence does show that teacher-student relationships are very important for high school students (Alexander et al., 1997; Cataldi et al., 2009; Dika & Singh, 2002; Hughes et al., 1999; Midgley et al., 1989; Ryan et al., 1994; Wentzel, 2003). Studies that have investigated older students' relationships with teachers have found that students improve both academically and socially from positive teacher-student relationships (Alexander et al., 1997; Cataldi et al., 2009; Dika & Singh, 2002; Hughes et al., 1999; Midgley et al., 1989; Ryan et al., 1994; Wentzel, 2003). However, much of this research is dated. Due to the ever-changing nature of the American educational system and the increasingly diverse student body, more current studies are needed to look at the effects of teacher-student relationships for this changing population. It is important to learn more about teacher-student relationships for low-income students to decrease high school dropout, and improve students' social-emotional development. Conducting research on the relationship between high school students and teachers may be essential in improving the outcomes of low-income middle and high school students, and can potentially inform future interventions to help older students perform better both academically and socially.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presented the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

3.1. Research Design

The researcher used a cross-sectional survey research design because the study was intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it was conducted across participants over a short period of time and it would not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the how teacher to pupil relationship affected academic performance in primary schools in Kwanyiy Sub County, Kween District. Quantitative and qualitative approaches were adopted. This further enhanced the understanding of the meaning of numbers, while the latter later gave precise and testable expression to qualitative ideas.

3.2. Target Population

The study was conducted in the two selected Government Aided primary schools namely: Kworus and Kapkwata Primary Schools. The study population was composed of 3(three) head teachers, 27teachers, 126 parents and 244 pupils of primary six and seven. The total population was 400 (head teachers' records) physical visit were held at the head teachers' offices.

3.2.1. Sample size

The following sample size formula for infinite population (more than 50,000) was used to arrive at a representative number of respondents when population estimate is known (Goddlen, 2004):

The population of the study was 400 respondents but only 320 respondents were taken as the sample population.

$$n = \frac{Z^2 \times p \times (1 - p)}{M^2}$$

Where:

n = Sample Size for infinite population

Z = Z value (e.g. 1.96 for 95% confidence level)

P = population proportion (expressed as decimal) (assumed to be 0.5 (50%))

M = Margin of Error at 5% (0.05)

Example

The following worked out example uses a population proportion (P) of 30% (0.3) to determine a sample size (n) of an infinite population.

Note

You can use a particular population proportion based on established statistics of the population you are targeting. For instance, you may target 30% (0.3) of a population in particular location of your study (as in the worked out example). You may also opt to use the standard population proportion of 50% (0.5) which is the maximum sample size one can select from a population.

3.2.2. Sample of the study

Table for determining sample size for finite population

To simplify the process of determining the sample size for a finite population, Krejcie & Morgan (1970), came up with a table using sample size formula for finite population.

Note:

There is no need of using sample size determination formula for ‘known’ population since the table has all the provisions one requires to arrive at the required sample size. For a population which is equal to or greater than 1,000,000, the required sample size is 384.

3.3. Sample and Sampling Techniques

Table 1: Study sample size from the two primary schools

Category of Population	Parent Population	Sample Population	Sampling Technique
Head teachers	3	2	Purposive Sampling
Teachers	27	22	Simple random sampling
Pupils	244	195	Simple random sampling
Parents	126	101	Purposive Sampling
Grand Total	400	320	

Source: adopted from R.V. Krejcie and D.W. Morgan (1970) *Determining Sample Size*.

Purposive sampling technique was used to select head teachers; simple random sampling was used for teachers and other respondents because they were few and were the experts in the education industry (Amia 2005). The total number of head teachers was 3 and teachers were 27. Parents and pupils were also randomly selected because the researcher believed that they were the right people who would give the right information about the pupils and parents. The researcher had in mind that they had data he required (Amia, 2005:142). From the population of 3 head teachers, 27 teachers, 244 pupils and 126 parents that make up the total of 400 from 2 primary schools only 320 respondents was sampled to reduce cost, time and effort. The sampling was done in such a way that different categories of respondents were represented in the sample. The sample was large enough to enable generalization of results.

3.4. Data Collection Methods

Questionnaires, survey interviews, non-participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires which had both quantitative and qualitative data (Kothari, 2004) self-administered will be were also preferred because they were easy to be filled by the participants. These kept the respondents on the subject, respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired data in the limited time available. Interviews were used as they allowed pursuance of in-depth data around the topic; they were used as follow-ups to certain respondents to confirm pupils' performance in classes and past results. Nominal group discussion were preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of how teacher to pupil relationship affected academic performance in primary schools in Kwanyiy Sub County, Kween District.

3.5. Instruments

The researcher used four types of instruments. These included: questionnaires, interviews guides, non-participation observation and nominal group discussion.

3.5.1. Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven) whereby 120 pupils were chosen from P.6 and 58 pupils from P.7; and the research

assistants helped to administer the questionnaires. The respective self-administered questionnaires started with a main title, followed by introductory letter and had sections. Section one consisted of the background, Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain data on the level of experience of teachers in handling pupils, investigating pupils' attitude towards education and identifying how teaching techniques affect pupils' performance in primary schools.

3.5.2. Interviews

The interviews provided information on how teacher to pupil relationship affects academic performance in primary schools in Kwanyiy Sub County. Interviews were preferred because they allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain respondents for instance parents and teachers and to further investigate their responses and serve the purpose of triangulation (Amia 2005). The interviews therefore targeted parents and teacher with a total population of 123.

3.6. Validity

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.

Head teachers, teachers and parents were also interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influenced pupils' performance in schools in Kwanyiy Sub-County. A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain data on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) was computed using the following formula:

Average of CVI = $\frac{\text{No of items rated valid}}{\text{All items in the questionnaires}}$

The CVI for the questionnaires for pupils are equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection.

3.7. Reliability

The questionnaires were pre-tested in two selected schools (Chepkwom and Tukumo) outside Kwanyiy Sub County that ensured reliability. The sample was 320. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that was answered to the objectives of the study. Raw data from the instruments was subjected to a reliability analysis from which Cronbach's co-efficient alpha was systematically and consistently computed using the following formula.

3.8. Data Collection Procedure

The researcher obtained an introductory letter from Dean, School of Education, Kampala International University. On arrival to the Sub county, he sought for permission from the District Education Office, office of Local Council Three (LC 3) and the head teachers of primary schools to collect data in schools. Self-administered questionnaires were then administered to the pupils by head teachers and were completed anonymously. Head teachers, teachers and parents were interviewed and completed well. Nominal group discussion were done peacefully, lessons were also observed and relevant documents which were obtained from schools. The raw data obtained was then arranged into a format from which some meaningful conclusions were drawn.

3.9. Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data was analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine how teacher to pupil relationship affected academic performance in primary schools. ANOVA testing was used to test the influence of the combined independent variable components on the dependent variable. Rank order is performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The following formula for the correlation was used:

The qualitative data was collected through interviews; non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. Data was analyzed and coded using a five-point Likert response scale.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter presented the results, presentations, analysis and interpretation of the findings on “How teacher to pupil relationship affects academic performance in primary schools.” This chapter presented the background information on the respondents and the findings of the study were based on the objectives. The data collected was presented in form of frequencies, percentages and tables to clearly bring out the real meaning of the information.

4.1. Bio data of the respondents

The section dealt with respondent’s bio data such as gender, age group and educational levels of respondents. This was useful in establishing the distribution of knowledge about how teacher to pupil relationship affects academic performance in primary schools. It was seen as significant to collect data on the biographic characteristics of respondents, this was simply done by giving options such as male and female in the questionnaire to capture the gender aspect of the respondents. This was very significant since the study was aiming at finding out how teacher to pupil relationship affects academic performance in primary schools.

4.1.1. Gender of the respondents

The gender of the respondents was obtained and categorized as Male and Female as clearly portrayed in the table below.

Table 4.1 Gender of respondents

Gender	Frequency	Percentage
Male	150	47
Female	170	53
Total	80	100

Source: Primary data, 2014

Table 4.1 above shows the gender sensitivity analysis in which 47% of the respondents were male and the female counterparts who made a contribution of 53% towards the researcher’s exercise. The major implication behind this is that the research was gender sensitive and offered opportunity to both genders to express their views.

4.1.2. The age group of the respondents.

The age of the respondents was captured and grouped in different age groups for easier analysis as seen in the table below.

Table 4.2 the age group of respondents

Age group	Frequency	Percentage
Below 25	120	38
26-30 Years	80	25
31-40 Years	50	16
41-50 Years	40	13
50 Years and above	24	7
None response	6	1
Total	320	100

Source: Primary data 2014

Table 4.2 showed the analysis of the age groups of the respondents in the selected schools of Kwanyiy Sub county, Kween District, the age group Below 25 years, constituted 38%, making up the biggest number, while 26 - 30 comprised 25%, those of age 31 - 40 years comprised 16%, 41 - 50 years constituted 13% only, and the least age number was that of below 50 years comprising of 7%. However some respondents did not indicate their age groups and this constituted 1% of respondents. The implication of this was that the researcher gave an opportunity to all different age groups in the different schools to express their views freely.

4.1.3. The qualifications of the respondents.

The education level of respondent in the selected schools of Kwanyiy Sub County, Kween District was also captured and presented as portrayed in the table below.

Table 4.3 shows qualification of the respondents

Qualification	Frequency	Percentage
Certificate	2	9
Diploma	19	86
Degree	1	5
Masters	0	0
Total	22	100

Source: Primary data, 2014

In table 4.3, 86% of respondents were the majority holding a diploma this is attributed to the fact that having a diploma is one of the qualification requirements for one to be employed as a primary teacher. This was followed by the certificate holders who were 9%, the degree holders comprised of 5% and finally there were no masters holders among respondents. This clearly indicated that all the respondents had qualification. The implication of this was that having necessary qualification is a pre-requisite for one to be employed as a primary teacher the selected schools of Kwanyiy Sub County, Kween District. So the data collected was obtained from respondents that were able to analyze the trends in the selected schools of Kwanyiy Sub County, Kween District

4.1.4. The time of service in the selected schools of Kwanyiy Sub County, Kween District

The researcher was also interested in establishing the time that the respondent had taken working with the selected schools of Kwanyiy Sub County, Kween District and the responses were represented in the table below;

Table 4.4 the time of service in the selected schools of Kwanyiy Sub county, Kween District

Time of service	Frequency	Percentage
Less than year	3	14
1-5 years	14	64
5-10 years	5	22
Total	22	100

Source: Primary data 2014

From the data in table 4.4. research showed that 64% of the respondents were the majority that had served the selected schools of Kwanyiy Sub County, Kween District between 1-5 years. Others comprised of 22% of the respondents who were in service for 5 -10 years and 0-1 years constituted of respondents who were still new in the selected schools of Kwanyiy Sub County, Kween District and comprised of 14%. The implication of this was that the data collected was reliable since it was got from different respondents who had knowledge and experience on the selected schools of Kwanyiy Sub county. Kween District activities. Views from such respondents were reliable and trusted to be true.

4.2. The teachers' level of experience in handling pupils.

In order to present, analyze and interpret this objective, the researcher used the response to the questions that were formulated under this objective, which were analyzed as in the table below:

Table 4.5 shows the first objective of the study which examined The teachers' level of experience in handling pupils and the findings of the study were analyzed under the following variables.

S/NO	STATEMENT	Yes	No
1	You have a favourite subject?	240 (75%)	80 (25%)
2	You have a favourite teacher?	115 (36%)	205 (64%)
3	Your favourite teacher teaches your favourite subject.	109 (34%)	211 (66%)
4	Your favourite teacher displays an interest in you.	80 (25%)	240 (75%)
5	Your favourite teacher encourages you to work harder.	175 (55%)	145 (45%)
6	Is it important to you that teachers display a personal interest in you	98 (31%)	222 (69%)

Source primary Data. 2017

4.2.1. Have a favourite subject.

When respondents were asked whether they had a favourite subject, 75% of the respondents agreed with the statement and 25% of them disagreed.

The above findings therefore implied that the respondents had favourite subjects that they enjoyed learning.

4.2.2. Have a favourite teacher.

Table 4.5 showed whether the pupils had a favourite teacher.

From table 4.5 above, 64% of the respondents disagreed with the statement that they had a favourite teacher. 36% agreed with the statement.

Having a favourite inspires a child to perform well in school although most of the respondents to not agree with it giving their reasons that pupils should respect all teachers in order to balance all subjects than concentrating on one as revealed by the majority of the respondents.

4.2.3. Favourite teacher teaches your favourite subject.

According to Table 4.5, 66% of the Respondents disagreed with the statement that their favourite teacher teaches their favourite subject, 34% agreed that their favourite teacher teaches their favourite subject.

Although the majority of the respondents disagreed that their favourite teacher teaches their favourite subject, there is a big percentage of 34% that agreed.

Indeed, if only the favourite teachers where to teach the subjects like by different pupils in school, then they would be compromised and education would lose meaning and the end result would be poor performance.

4.2.4. A favourite teacher displays an interest in you.

Table 4.2: shows that 75% disagreed with the statement while only 25% agreed.

The study finding implied that a favourite teacher does not usually display interest in a pupil by a rate of 75%.

From the findings, the above implied that a favourite teacher does not usually display interest in a pupil; however, if it so happens, then a teacher is supposed to be friendly to all pupils in order to give them courage to study harder.

4.2.5. Favourite teachers encourage pupils to work harder.

From table 4.5 above, 55% of the respondents agreed that favourite teachers encourage pupils to work harder while 45% of them disagreed.

The findings in this regard indicated that most teachers were considered favourite because they played a very big part in encouraging pupils to work harder in class hence improving on their performance.

4.2.6. Is it important to you that teachers display a personal interest in you?

Findings in table 4.5. Show that, 69% disagreed while 31% of the respondents agreed that it is important for teachers to display personal interest in the pupil.

Respectively, the respondents stated that it was not important to them that teachers display a personal interest in pupils as revealed by the majority represented with 69%. However, some still believe it is important because they feel if they get closer to the teachers, then their performance would improve.

4.3. Investigate the pupils' attitude towards education.

Under this objective, the researcher used the response to the questions that were formulated under this objective to presented, analyze and interpret data and these are laid down below

Table 4.6 shows the first objective of the study which investigated the pupils' attitude towards education and the findings of the study were analyzed under the following variables.

S/NO	STATEMENT	Yes	No
7	Teachers have negatively influenced pupils' academic performance.	135 (42%)	185 (58%)
8	Teachers force pupils to do things contrary to school activities.	45 (14%)	275 (86%)
9	Much attention is given to teachers in class.	109 (34%)	211 (66%)

10	Pupils hate some of the subjects in class and usually end up dodging them.	183 (57%)	137 (43%)
11	Pupils usually hand in their books for marking daily.	105 (33%)	215 (67%)
12	Pupils feel free while answering questions in class.	98 (31%)	222 (69%)

Source primary Data, 2017

4.3.1. Teachers have negatively influenced your academic performance.

In asking the respondents whether teachers have negatively influenced their academic performance, 58% of the respondents disagreed with the statement and 42% of them agreed.

The above findings therefore indicated that the respondents did not agree that teachers influence their academic performance negatively but rather they said it was their own un seriousness.

4.3.2. Teachers force you to do things contrary to school activities.

Table 4.6 showed whether teachers force pupils to do things contrary to school activities. From the findings, 86% of the respondents disagreed with the statement that teachers force pupils to do things contrary to school activities while only 36% agreed with the statement.

Looking at the statistics and considering the majority of 86%, it was found that teachers are professional, experienced and well trained and are not in position to force pupils into doing things contrary to school activities.

4.3.3. Much attention is given to teachers in class.

According to Table 4.6, 66% of the Respondents disagreed with the statement that much attention is given to teachers in class while only 34% agreed with this statement.

Although the majority of the respondents disagreed that their favourite teacher teaches their favourite subject, there is a big percentage of 34% that agreed.

Indeed, if only the favourite teachers where to teach the subjects like by different pupils in school, then they would be compromised and education would lose meaning and the end result would be poor performance.

4.3.4. Pupils hate some of the subjects in class and usually end up dodging them.

Table 4.6 shows that 57% of the respondents agreed with the statement while only 43% disagreed.

The study findings implied that pupils hate some of the subjects in class and usually end up dodging them as represented by 57%.

Looking at these findings, this showed that pupils hate some of the subjects in class and usually end up dodging them perhaps because of the poor relationship with some of the subject teachers.

4.3.5. Pupils usually hand in their books for marking daily.

From table 4.6 above, 67% of the respondents disagreed with the statement that pupils usually hand in their books for marking daily while only 33% of them agreed.

The findings in this perspective indicated that most pupils do not usually hand in their books for marking, this may also mean that some do not even do the home work assigned to them in time hence leading to poor academic performance.

4.3.6. Pupils feel free while answering questions in class.

The findings in table 4.6 showed that, 69% disagreed while 31% of the respondents agreed with the statement that pupils feel free while answering questions in class.

The respondents said that it was not true that pupils feel free while answering questions in class because some fear to give wrong answers, others do not know the answers and then some fear to be laughed at and this was represented by the majority of 69%. However, some respondents still believed that pupils feel free while answering questions in class which they believe brings them closer to the teachers and hence improved academic performance.

4.4. To identify how teaching techniques affect pupils performance.

Under this objective, the researcher used the response to the questions that were formulated under this objective to presented, analyze and interpret data and these are laid down below.

Table 4.7 shows the first objective of the study which identify how teaching techniques affect pupils performance and the findings of the study were analyzed under the following variables.

S/NO	STATEMENT	Yes	No
13	Teachers follow the syllabus while teaching.	200 (63%)	120 (37%)
14	Teachers give homework to pupils daily.	90 (28%)	230 (72%)
15	Some teachers are not bothered about how pupils perform.	86 (27%)	234 (73%)
16	Teachers attend to the pupils every day in class.	137 (43%)	183 (57%)
17	Teachers punish pupils for poor academic performance.	105 (33%)	215 (67%)
18	Pupils feel free to consult teachers on any issue concerning class work.	100 (31%)	220 (69%)

Source primary Data, 2017

4.4.1. Teachers follow the syllabus while teaching.

In asking the respondents whether follow the syllabus while teaching, 63% of the respondents agreed with the statement and 37% of them disagreed.

From the findings, it was therefore very clear that teachers follow the syllabus while teaching thus improving on the academic performance of the pupils in these schools.

4.4.2. Teachers give homework to pupils daily.

Table 4.7 showed whether teachers give homework to pupils daily or not. From the results got, 72% of the respondents disagreed with the statement that teachers give homework to pupils daily while only 28% agreed with the statement.

Considering the statistics and taking the majority of 72%, it was found that not all teachers give homework to pupils daily and this could be because of the big numbers in classes and possibly due to lack of proper motivation to them thus affecting pupils' academic performance.

4.4.3. Some teachers are not bothered about how pupils perform.

According to table 4.7, 73% of the Respondents disagreed with the statement that some teachers are not bothered about how pupils perform while only 27% agreed with this statement.

Although the majority of the respondents disagreed that some teachers are not bothered about how pupils perform, a percentage of 27% is also recorded of those who agreed with the statement.

Indeed, basing on the responses obtained from the respondents, it is not true that some teachers are not bothered about how pupils perform because they know very well that if the pupils do not perform well in class, their reputation, profession and qualifications would be in question.

4.4.4. Teachers attend to the pupils every day in class.

Table 4.7 showed that 57% of the respondents disagreed with the statement while 43% agreed.

The study finding implied that not all teachers attend to the pupils every day in class by a rate of 57% which could be caused by some hindrances like transport, poor weather conditions, illnesses, and many others that may bar them from attending to pupils daily.

4.4.5. Teachers punish pupils for poor academic performance.

From table 4.7 above, 67% of the respondents disagreed with the statement that teachers punish pupils for poor academic performance while 33% of them disagreed.

The findings indicated that it was not true that teachers punish pupils for poor academic performance because most of the schools in this sub county are government aided and it is by

law that no pupil should be punished because of poor academic performance in any government aided school.

4.4.6. Pupils feel free to consult teachers on any issue concerning class work.

Findings in table 4.7 showed that, 69% disagreed while 31% of the respondents agreed with the statement that pupils feel free to consult teachers on any issue concerning class work.

Respectively, the respondents stated that it was not true that pupils feel free to consult teachers on any issue concerning class work as revealed by the majority represented with 69% because most pupils fear teachers and they associate them with punishment and therefore it becomes hard to consult in such situations that are made up of a lot of fear amongst the pupils.

However, some still believe it is true that pupils feel free to consult teachers on any issue concerning class work.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, RECOMMENDATIONS.

5.0. Introduction.

This chapter covered the summary of the key findings, conclusions and recommendations and areas for further research/study.

5.1. Summary of the finding.

The teachers' level of experience in handling pupils.

The above findings therefore implied that to a larger extent, pupils do not have favourite subject, do not have favourite teachers, if any, their favourite teachers do not teach their favourite subject, their favourite teachers do not display interest in them, that their favourite teachers do not encourage them to work harder and they believed it was not important to them that teachers display a personal interest in them in order to improve on their academic performance.

Investigate the pupils' attitude towards education.

The findings implied that teachers do not have negatively influenced on pupils' academic performance, teachers do not force pupils to do things contrary to school activities, pupils do not give much attention to teachers in class, pupils hate some of the subjects in class and usually end up dodging them, pupils do not usually hand in their books for marking, and that pupils do not feel free while answering questions in class thereby affecting their academic life or academic performance in schools.

To identify how teaching techniques affect pupils performance.

The findings implied that besides all these happenings in the schools, teachers follow the syllabus while teaching, teachers do not give homework to pupils daily, teachers are bothered a lot about how pupils perform, teachers attend to the pupils every day in class, teachers do not punish pupils for poor academic performance and pupils do not feel free to consult teachers on any issue concerning class work.

5.2. Conclusion

The teachers' level of experience in handling pupils.

Basing on the findings, the teachers' level of experience and expertise plays a very important role in pupils academic life and it is now upon the pupils to recognize the importance of this fact

so as to improve on the academic performance in school which has greatly declined and that the pupils have also not given their contribution in creating a good relationship with their teachers simply because they associate them with punishment and have to a larger extent ignored giving attention to class work thereby leading to the poor academic performance in schools and a poor learning environment

Investigate the pupils' attitude towards education.

The finding showed that pupils' attitude is one of the greatest contributor to the poor performance, school dropouts' level, early marriages and greatest influence of bad behaviour among children. This came to this because the pupils give much attention and respect to distancing themselves from teacher forgetting that the teachers are the foundation to their academic performance in schools.

To identify how teaching techniques affect pupils performance.

For the case of teaching techniques used in teaching the pupils in schools, for instance; teachers follow the syllabus while teaching, teachers do not give homework to pupils daily, teachers are bothered a lot about how pupils perform, teachers attend to the pupils every day in class, teachers do not punish pupils for poor academic performance, it was believed that the teachers display a lot of knowledge and experience basing on the fact that most of them had served in this field for long which is set to improve on the performance of children in government aided schools in Kwanyiy Sub County, Kween District.

5.3. Recommendations.

The teachers' level of experience in handling pupils.

There should be more sensitization and trainings given to teachers in order to enhance on their methods and expertise in handling pupils in schools. This will lead to high quality education in these schools and also help make the children to love education and stay in school. Close monitoring and supervision should be done by the teachers and the school management to ensure that children complete their tasks as assigned to them in school.

Investigate the pupils' attitude towards education.

Government needs to introduce some incentives that can help increase on the pupils' morale thereby enabling them to improve on their attitude and perform well through provision of scholarships, meals, scholastic materials and many others which seem to be the main cause for children failing to perform in school.

To identify how teaching techniques affect pupils performance.

Government should emphasize on the techniques used by teachers in order to educate the pupils through equipping them with the technological weapons due to the advancing world.

5.4. Areas for further research

The researcher therefore encouraged other researcher to look at how teaching techniques affect academic performance in schools.

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APPENDIX A
QUESTIONNAIRE
HOW TEACHER TO PUPIL RELATIONSHIP AFFECTS ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS

Dear respondent, the purpose of this study is to investigate “how teacher to pupil relationship affects academic performance in primary schools” as a pupil; you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavor to fill the questionnaire within one week and return it to the researcher.

Thank you.

Yours sincerely,

.....
Researcher

Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

1. Sex: 1. Male ☐ 2. Female ☐
2. Age: 1. Below 13 years ☐ 2. 13 - 14 years ☐ 3. Above 14 years. ☐
3. Your Class: 1. Primary Six ☐ 2. Primary Seven. ☐
4. Your School:
- Responsibility held at school 1. Prefect ☐ 2. Class Monitor ☐
3. Club Official ☐ 4. None ☐

Independent Variable: Teacher to pupil relationship

For the following sub-sections, use the rating scale below to supply appropriate facts about your parents' status. Tick on the digit that gives the most objective and accurate rating.

Level of Education of Parents

- 1.1 Father: 1. None ☐ 2. Primary ☐ 3. Secondary ☐ 4. Above secondary ☐
- 1.2 Mother: 1. None ☐ 2. Primary ☐ 3. Secondary ☐ 4. Above secondary ☐
- 1.3 Guardian: 1. None ☐ 2. Primary ☐ 3. Secondary ☐ 4. Above secondary ☐

Parents' Marital Status

- 3.1 Father: 1. Divorced ☐ 2. Widowed ☐ 3. Single ☐ 4. Married ☐
- 3.2 Mother: 1. Divorced ☐ 2. Widowed ☐ 3. Single ☐ 4. Married ☐
- 3.3 Guardian: 1. Divorced ☐ 2. Widowed ☐ 3. Single ☐ 4. Married ☐

Dependent Variable; Pupils' academic Performance

Please tick (☐) the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.

Dear respondent for the questions below please clearly indicate the appropriate information by ticking in the box to show whether you agree (YES) or disagree (NO).

Scale	1	2
	YES	NO

Please tick the most appropriate

SECTION B:**The teachers' level of experience in handling pupils.***"Please put your level of agreement in relation to what is indicated in the table below."*

S/NO	STATEMENT	Yes	No
1	You have a favourite subject?		
2	You have a favourite teacher?		
3	Your favourite teacher teaches your favourite subject.		
4	Your favourite teacher displays an interest in you.		
5	Your favourite teacher encourages you to work harder.		
6	Is it important to you that teachers display a personal interest in you		

SECTION D:**Investigate the pupils' attitude towards education.**

"Please put your level of agreement in relation to what is indicated into table below."

S/NO	STATEMENT	Yes	No
7	Teachers have negatively influenced pupils' academic performance.		
8	Teachers force pupils to do things contrary to school activities.		
9	Much attention is given to teachers in class.		
10	Pupils hate some of the subjects in class and usually end up dodging them.		
11	Pupils usually hand in their books for marking daily.		
12	Pupils feel free while answering questions in class.		

SECTION E

To identify how teaching techniques affect pupils performance.

"Please put your level of agreement in relation to what is indicated into table below."

S/NO	STATEMENT	Yes	No
13	Teachers follow the syllabus while teaching.		
14	Teachers give homework to pupils daily.		
15	Some teachers are not bothered about how pupils perform.		
16	Teachers attend to the pupils every day in class.		
17	Teachers punish pupils for poor academic performance.		
18	Pupils feel free to consult teachers on any issue concerning class work.		

Thank you for your cooperation.

APPENDIX B

INTERVIEW GUIDE FOR PRIMARY SCHOOL HEADTEACHER AND TEACHERS ON HOW TEACHER TO PUPIL RELATIONSHIP AFFECTS ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS

Section A: Background Information

1. Years of working experience as a head teacher
2. Years of service in the current school

Section B.1: Level of education of parents

3. What is your opinion about the level of education of the majority of the parents of this school?

.....
.....

Section B.2: Parents' Marital Status

6. Comment on the marital status of the majority of the parents of this school.

.....

7. What influence does the marital status of the parents have on the performance of the pupils in your school?

.....

Section C.1: Academic Performance

8. What is your view about the academic performance of the pupils in your school?

.....

.....

9. What do you think are some of the factors that have led to the current state of pupils' performance in your school?

.....

Section C.2: Co-curricular Activities

10. Give comment the co-curricular activities in your school.

.....

.....

11. What should parents do to improve on the pupils' performance in your school?

(i)

(ii)

(iii)

Thank you for your cooperation.

APPENDIX C

INTERVIEW GUIDE FOR PARENTS OF PUPILS IN PRIMARY SCHOOLS ON HOW TEACHER TO PUPIL RELATIONSHIP AFFECTS ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS

Section A: Background Information

1. What is your occupation?

Section B.1: Level of Education

2. What is your highest level of education?

Section B.2: Level of Family Income

3. What major economic activities do you usually carry out?

(i)

(ii)

(iii)

4. How do you describe your income level?

.....

5. How does your income level compare with that of other parents in the neighbourhood?

.....

6. How do you support the education of your children?

.....

Section B.3: Marital Status

7. What is your marital status: 1. Single ☐ 2. Married ☐ 3. Divorced ☐ 4. Widowed ☐

8. Do you stay together with your wife(s) and children? If no, why?

.....

9. Who do you think is responsible for the improvement of pupils' performance in primary school? Give reasons

10. What do you think are some of the major problems that hinder pupils' performance in primary schools?

Section C.1: Academic Performance

11. What is your view about the academic performance of pupils in this school?

.....

12. What should parents do to improve on the academic performance of their children?

.....

Section C.2: Co-curricular Activities

13. Comment on the co-curricular activities of the school

.....

14. What contributions should parents make to improve the co-curricular activities in this school?

(i)

(ii)

(iii)

APPENDIX D

Appendix I: Instrument (s)

Demographic Profile of Respondents

Name: ----- (Optional)

Place of Residence

Village -----

Parish -----

Town Council -----

County -----

District -----

Gender:

Male ☐

Female ☐

Age:

20- 30 ☐ 31- 40 ☐ 41- 50 ☐

51- 60 ☐ 61-70 ☐

Marital Status

Single ☐ Married ☐

Divorced ☐ Separated ☐ Widowed ☐

Level of Education

1. Primary education ☐

2. Secondary education ☐

3. Diploma holder ☐

4. Degree holder ☐

5. No formal education ☐

APPENDIX E
LETTER FROM UNIVERSITY