

**EFFECT OF TEACHER- STUDENTS RELATIONSHIP IN STUDENTS
ACADEMIC PERFORMANCE IN BASIC TECHNOLOGY**

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**A RESEARCH PROJECTS SUBMITTED TO THE DEPARTMENT OF
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TECHNICAL EDUCATION, UNIVERSITY OF BENIN.**

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APPROVAL

This is to certify that this project work was carried out by **Ebikpogba Blessing YEIYAH** , in partial fulfilment of the requirements for the award of the bachelor of science in education B.sc(Ed) degree in industrial and technical education

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CERTIFICATION

We, the undersigned, certify that this project was carried out by **Ebikpogba Blessing Yeyiah (EDU1703840)** of the Department of Vocational and Technical Education, Faculty of Education, University of Benin.

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DEDICATION

This project is dedicated to my parents Mr and Mrs Yeiyah for their support and Love throughout my program of study.

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The Researchers profound gratitude goes to the Almighty GOD, for the gift of life and his constant love, protection and provision.

He also wishes to express his sincere gratitude to his parents Mr. & Mrs. Yeiyah for their care, moral and financial support.

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ABSTRACT

This study was carried out at determining the effects of teacher-student's relationship on student's academic performance in Basic Technology. In order to achieve the purposes of the study, the meanings of Basic Technology and relationship. Its history concepts and purpose of the study were discussed, theoretical framework and the benefits of teacher-student's relationship were also discussed.

Four research questions were formulated. A fixed structure questionnaire was constructed and administered to a sample size of 300 junior secondary school students were used for the research study. The researcher discovered that building a cordial relationship between the teacher and the students fosters learning activities and improve the quality of the teacher and academic performance of the students. Recommendations were made on how building relationship between the teacher and the students will help the students in understanding and gear interest for learning. This will enhance the interest of learners when there is good communication between them and their teachers for effective teaching and performance.

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CHAPTER ONE

INTRODUCTION

Background to the study

Education can be seen as an institution whereby knowledge and skill sets are being impacted into learners for self-reliance. Education can also be defined as the process by which the internal processes skills or potentially has embedded in a student or learner is explored to make sure students have potential for self-sustenance and the general public

Education can also be defined as systematic procedure for the transfer and transformation of culture through formal and informal training of people in a society.

According to Naziev(2017) education involves a systematic and regulated process of transferring knowledge and experience from one generation to another.

Basic technology is one of the pre-vocational subjects offered at the junior secondary schools in Nigeria. It is a preparatory core subject of vocational and technical education which comprises of carpentry, joinery, machinery, machine fitting, metal fabrication, mechanics, food and nutrition, automobile and general vocational works.

Basic technology being one of the skill oriented subject that enables the individual to acquire appropriate skills abilities and competence to live in and contribute effectively to the development of a society. The third edition of introductory technology will lead to the accomplishment of the objectives of vocational and technical education programs at the

higher level of our education system which is the major plight of our nation. Furtherance of our youths in the skill and other engineering oriented courses after tertiary level of education is highly dependent on their earlier knowledge and skills acquired at the secondary school level which is basic technology. Technological growth is the springboard of social and economic development of any nation this explains why technology-related courses are mandatory at the basic level for lower secondary education. Basic technology is included in the junior secondary curriculum to teach practice-oriented skills are the basic level. It is imperative that students have the tools they need to be successful which includes motivation and engagement it is therefore the responsibility of the teachers to foster an interest of learning to the students.

According to anbert et al 2018 negative student-teacher relationship an lead to problematic behaviours, increase risk of high stress and even mental health deterioration. Research shows that secure student-teacher relationship maintains normal stress hormone patterns throughout the week.

Research has indicated that student all learners spend 25% of their time with their teachers and as such it is predicted that the relationship between the teacher and the student is important for the academic engagement and achievement the most powerful tool for a teacher when trying to improve a favorable learning environment is a good relationship with the students according to Boynton and Boynton revised (2015) Brentwood and Harris (2017) students who perceived their teachers as most supportive

are better achievement outcomes if students have positive relationship with their teachers they will be more engaged and more motivated throughout each of their classes. The relationship between the teacher and the student is vital to the teaching and performance of students in basic technology due to the fact that it is a practice oriented course which require participation and interaction of the student with the teacher if the teacher has no positive relationship with the student the motivation and engagement of the students with the teacher will deter the goal of vocational and technical education which is training of individuals to be self-reliant and creation of job opportunities in technology related courses. The objective of basic technology is to provide pre-vocational orientation for further training in technology providing basic technology literacy for everyday living and to foster creativity. Effective teacher and student relationship in the teaching and learning of basic technology will inculcate technological literacy common basic understanding and capability and technology common expression of students to various vocational choices.

Statement of the Problem

Basic technology as a subject can make a nation develop scientifically and technologically. There is need for significant relationship between the teacher and the students to Improve their academic performance.

According to arfo (2016), the effort by the federal government to reduce unemployment and eradicate poverty cannot be achieved unless vocational and technical education is

given prominence in the country through proper funding and provision of required infrastructure, while the curriculum is enriched with entrepreneurial skills'. There is therefore crucial reason for the teacher to be effective in teaching basic technology and building a cordial relationship with the students for academic performance.

Over the years, there has been low turnout in those applying for vocational and technical education as a course of study due to the poor interest the students have in studying the subject and the teachers understanding and teaching of the subject, subject teachers of basic science taking on basic technology due to inadequacy of the teachers affect the relationship the teacher has with the students when it comes to teaching basic technology as a subject.

According to ademola (2017), comparing the achievement of students taught by male with those taught by female teachers recorded more absenteeism on the female counterparts', which affect the relationship of the students with their teachers.

Purpose of study

The main purpose for this study is to assess the effect that teachers- student's relationship has on the academic performance of Basic Technology students in junior secondary school.

Specifically, the study intends to determine:

- The level of effective learning of basic technology on students' performance.
- The improvement of the classroom and environment for academic performance
- The use of instructional materials and availability for the teaching of Basic Technology
- How the schools are contributing to the effective teaching of basic technology

Research Questions

The following questions guided the study

- What is the extent of teaching performance of Basic Technology teachers?
- Can the relationship between teachers and students improve the classroom and environment for academic performance?
- What instructional materials are available for the teaching of Basic Technology?
- How are the schools contributing to the effective teaching of Basic Technology?

Significance of The Study

This study will be of benefit to students, teachers, governments and school authority to develop a cordial relationship between the teachers and students to help the teacher understand his students and their behaviours, levels of learners and knowledge, it also prepares the school authority of requirements and materials to be made available for practical purposes, prepares the students for the type of learning activities. it also informs and exposes to the general public the available human resources and vocational and technical skills.

Scope of The Study

The study is aimed at examining the effect of student-teacher relationship on students' academic performance in basic technology. The scope of this study is to be performed or carried out among students of junior secondary schools in both private and government schools in Edo State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study of this literature will be reviewed under the followings:

- Theoretical framework
- Conceptual of Basic Technology
- Teacher-Students relationship on learning
- Assessing the link between teacher and student's relationship
- Benefits of teacher-student's relationship on learning
- Student-Student Relationship on learning
- Teachers teaching method
- Role of a teacher
- Review of related empirical studies
- Summary of literature

Theoretical Framework

The theoretical framework employed in this research is Prosser's sixteen theorems on vocational education. Dr. Charles A. Prosser, the first National Director of Vocational Education, developed and publicized the following sixteen theorems as a basis for sound and successful programs. Many attempts have been made throughout subsequent years to re-phrase or update these statements, without success.

1. "Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work."
2. "Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself."
- .
3. "Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself."
4. "Vocational education will be effective in proportion as it enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree."
5. "Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it."

6. "Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point the habits developed are those of the finished skills necessary for gainful employment."
7. "Vocational education will be effective in proportion as the instructor has had successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach."
8. "For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally or socially effective."
9. "Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable."
10. "The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs."
11. "The only reliable source of content for specific training is an occupation in the experience of masters of that occupation."
12. "For every occupation there is a body of content which is peculiar to that occupation and to which has practically no functional value in any other occupation."

13. "Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way they can most effectively profit by the instruction."

14. "Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves."

15. "The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized."

16. "While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit this minimum per capita cost, vocational education should not be attempted."

While the theorems form a rich basis for advancement in vocational education, the seventh theorem expounds more on the effect of teacher-student's relationship on students' academic performance in basic technology. This theorem dictates that the teacher has had a successful experience in impacting of the skills and knowledge of the subject matter. It has implications for the effect the teacher has with the learners in the successful teaching operation, it also relates to the teacher's relationship with basic technology as a subject and the processes he takes in the successful teaching which involves building a cordial relationship for better academic performance of basic technology.

Concept of Basic Technology

As an engineering or technical based subject, it is taught in both classroom and workshop (teaching of theoretical and practical skills). Students are therefore exposed to affective, cognitive and psychomotor domains of learning. The curriculum of the subject is basically covered in nine themes (Adekekan, 2015) and white sands schools (2014) identified the themes as "you and technology, safety, materials and processing, drawing practice, and tools.

Basic Technology is a technological foundational subject at the junior secondary school level aimed at introducing the rudiments of technology in the world of work, increasing the student's awareness and enthusiasm in the field of technology and engineering in order to make appropriate choice for further study. According to (Uwameiye and Ojikutu, 2018) in order to reduce ignorance about technology and lay solid foundation for economic development.

Basic Technology offered in junior secondary school as a key subject like mathematics and science, this assertion is in line with those of the federal ministry of education, science and technology (2014) and the comparative education study and adaption center(CESAC,2014) which state the three objectives of the subject:

- Provide pre-vocational orientation for further training in technology
- Provide Basic Technology literacy

- Stimulate creativity

machines, applied electricity and electronics, energy and power, maintenance and buildings ". According to the department of vocational and technical education of the university of Benin (2010) graduates of industrial technical education are primarily meant to teach basic Technology at the junior secondary school's level and other Related subjects, they are expected to specialize in any of automobile, building, computer, electrical and electronics, mechanic/ metal work and woodwork, food and nutrition.

This is the evidence that the subject encompasses different areas in technical/technology education, would it be therefore satisfactory for the subject it be taught by one teacher? Would the teacher not experience difficulties in teaching some of the concept to an extent that the learner's abilities to internalize this concept are hindered?

The basic Technology is one who has undergone training Program in technical education institution in a teacher preparatory program at the college of education, polytechnic and university and acquired the necessary basic skills and competencies to teach the subject.

According to FRN, (2014) the minimum academic requirement of a teacher is the Nigerian certificate of education.

Teacher-student's Relationship

High quality of teacher–student relationships is widely recognized as fundamental part of good education. Moreover, students' self-efficacy beliefs, or their confidence to succeed within different domains of activities performed at school and after school.

High quality of teacher–student relationships (TSR) with trustful interaction between adults and youth at school are recognized as a fundamental part of good education (Hattie, 2019), (Biesta,2014) stresses that education takes place in the interactional space between learner and educator. Education is understood as a sense-making process that grows in mutualcommunication through participation in educational relationships. In Hattie's comprehensive meta-analysis of factors influencing achievement the relational aspect of teaching is pointed out as a key factor: “the most critical aspects contributed by the teacher are the quality of the teacher and the nature of the teacher–student relationships” (Hattie,2009). Within trustful educational relationships, teachers contribute to individual students' positive identity as learners. Such an identity includes students' confidence in own capability for self-regulation of learning and for social interaction in school (Bandura,2019). Students' self-belief and expectations are highly associated with learning outcomes (Hattie, 2019). In this article, a tool is developed that facilitates a deeper investigation of individual students' perception of the teacher–student relationship quality, in relationship to their self-efficacy beliefs. Two instruments provide a relational complement to test results and grade points for monitoring school development, and a

relational alternative in assessment of educational quality. Such relational assessment is widely asked for by researchers and practitioners who stress an even more instrumental instruction tends to dehumanize education, rather than to develop it (Ashan & Smith, 2016;)

Assessing the link between teacher and student's Relationship

The link between the teacher and the students gives proper details into the relationship that exists between the teacher and his/her students, the bonds and cordiality that exists between both to achieve a common stated goals. This is the relationship that exists between the teacher and the students in the classroom during the duration that the students will spend with the teacher in schools. According to (Wentzel, 2015) Students spend much of their days at school and the daily activities and interactions that take place in the classroom and elsewhere in the school setting will heavily influence their learning and development. And according to (Ryan and Deci, 2017), Self-determination theory states that humans have three basic needs: the need for autonomy, the need for competence, and the need for belongingness. How teachers meet these basic needs that students have will influence students' wellbeing, motivation, engagement, and achievement. Teacher–student relationships, which can be linked to students' basic psychological needs (Bakadorova and Raufelder 2018), (Froiland, Worrell, and Oh 2019), are among the most proximal levels of influence on student development at school, and are a result of an ongoing interplay between the individual teacher and the student's

characteristics (Sabol and Pianta, 2012). The quality of teacher–student relationships is also important for teachers in terms of the basic psychological needs of the learner’s.

Teachers who show students respect, fairness, kindness, compassion, patience, understanding, commitment and trustworthiness, and who establish and maintain caring, warm, and supportive teacher–student relationships, manifest significant ethical principles and virtues that are built into the professional ethics of teaching (Campbell, 2013). Those who are kind, fair and sensitive to students’ voices and needs, and who engage in trustful, collaborative, and respectful teacher–student relationships, demonstrate a teacher style in line with the UN Convention on the Rights of the Child (Urinbojev, Wickenberg, and Leo 2016). Beyond teacher ethics and children’s rights, positive, warm, and supportive teacher–student relationships have been associated with successful classroom management (Marzano, Marzano, and Pickering 2013), (Wubbels, 2015) and effective teaching (Cortez, Gayle, and Preiss 2019), (Hattie, Kyriacou, 2019).

Global analyses have consistently demonstrated that positive, warm, and supportive teacher–student relationships are associated with greater student achievement (Cornelius-White 2017), (Roorda, 2017), student cognitive skills (Vandenbroucke, 2018) and students’ sense of school belonging (Allen, 2018). Teacher–student relationship quality and student engagement are also found to be indicators of school quality (Moreira, 2019).

According to (Lei, Cui, and Zhou 2018). (Chang, Chien, and Chou, 2016) define students Engagement as ‘the degree to which students are engaged in learning in the formal

education process and refers to the time, effort, and energy they commit to educational learning tasks'. Student engagement is a multidimensional construct that includes behavioural, affective, and cognitive engagement (Chang, Chien, and Chou 2016).

Behavioural engagement refers to students' actions and participation in their learning, including learning activities, such as their conduct, effort, and involvement in classroom learning activities and homework. Affective engagement (also termed emotional engagement) refers to students' feelings towards their school, learning, and teachers, including their attitudes towards education, feelings of connectedness and identification with the school, and levels of interest, boredom and other emotions related to school and learning. Cognitive engagement refers to cognitive, self-regulation, goal-directed, and learning strategies that students use in academic tasks and learning processes (Harbour, 2015,).

Previous studies have revealed a positive association between student engagement and academic achievement (for meta-analyses (Lei, Cui, and Zhou 2018), (Roorda, 2017)). In other words, students who are more engaged in their schoolwork, classroom tasks, homework, and academic learning tend to achieve more and receive higher grades. Moreover, (Chang, Chien, and Chou, 2016) and (Lei, Cui, and Zhou, 2018) showed that behavioural, affective, and cognitive engagements were all positively related to academic achievement. In other words, each one of the three forms of student engagement is uniquely associated with – and thus an indicator of – students' learning and achievement

at school. A higher quality of teacher–student relationship is related to greater student engagement according to (Roorda, 2017,).

Qualitative studies on students’ perspectives on their schooling experience are scarce but reveal that students connect a good school with a good teacher (Strikwerda-Brown, 2018) and a good teacher with how they build relationships with students (Arthur and Hannah 2015), teaching skills and how they manage disruptive behaviours in the classroom. According to students, good teachers are friendly, kind, fair, committed, caring, and trustworthy, show respect, treat students as individuals, and develop positive relationships with students (Krane 2017), (Strikwerda-Brown, 2018). At the same time, good teachers maintain order in the classroom and control the class in a caring and fair, yet firm manner (Egeberg and McConney 2017, (Power 2018), (Raufelder, 2016). By contrast, a bad teacher is viewed by students as disrespectful, inconsistent, untrustworthy, and unfair according to (Krane, 2017 and Power,2018).

Listening to and consulting students should be a vital component of school improvement according to (Fisher 2014, Morgan 2016), (Rudduck and Flutter, 2004), and more research on how they understand, experience and perceive teachers and relationships with teachers is therefore needed. In a review of teacher–student relationship it is important to know that the types of Association and interaction between the teacher and the students contribute vitally to the student’s levels of focus and attention required for effective learning.

Benefits of teacher-student's relationship on Learning

Research shows that particularly an open classroom climate, in which students have the opportunity to voice their opinions and are being taken seriously, contributes to their involvement in class (Dijkstra 2015), (Geboers 2013), (Keating and Janmaat 2016), (Torney-Purta 2017). By creating an open classroom climate, in which social issues can be discussed freely from different angles and students can contribute, teachers can increase their students' willingness, ability, and involvement. By discussing social and societal issues with others (and thus becoming acquainted with various perspectives), by reflecting on their own opinions and by learning to respond to the opinions of others, students practice and experience what it is to be a citizen.

Two factors seem of major importance for creating an open classroom climate, the relationships among students and between teachers and students in the classroom (Campbell 2018, Isaac 2014, Loukas 2017). Positive relationships among students and between students and teachers are not only positively related to school interest and motivation (Osterman 2020, Furrer, Skinner, and Pitzer 2014, Schunk, Meece, and Pintrich 2014) but to involvement in classroom discussions too (Hamre 2013, Pianta, Hamre, and Allen 2016). Positive relationships among students and between students and teachers make students feel secure and provide room for sharing opinions, which boosts their involvement, motivation and interest in participation (Baker, Grant, and Morlock 2018, Hamre and Pianta 2014). Students who perceive their teacher as caring,

listening, fair and understanding are expected to be more motivated to interact, discuss and participate in class activities and build cordial relationship with their peers.

Student-Student Relationship on learning

Relationships cultivate an environment where students can feel safe and are able, and willing to, participate in discussions (Hamre and Pianta 2006, Midgely, Feldlaufer, and Eccles 2014, Wentzel 2016). Positive student-student relationships also can enhance feelings of safety and stimulate the willingness and motivation to participate in class (Baker, Grant, and Morlock 2018, Hamre and Pianta 2014, O’Conner, Dearing, and Collins, 2015, Wentzel 2018) and enhance academic achievement (Roseth, Johnson, and Johnson 2018). If students have better relationships with their peers, there is a greater likelihood that they will feel safe and believe that they are being taken seriously and thus more willing to participate and state their opinions. As such, it is assumed that students with positive relationships with their fellow students are more likely to participate in discussions and dialogues in class, which increases opportunities for promoting involvement in societal issues. The nature of student-student relationships can be different from that of teacher-student relationships. Positive student-student relationships, for instance, do not necessarily have a positive effect on creating an open environment and can be disruptive and less stimulating in class (Blank and Shavit 2016,Guo, Piasta, Justice, and Kaderavek 2010), (Howes 2020, Johnson 2014). At the same time, without these positive relationships with fellow students, expected to stimulate safety in class and

the willingness and motivation to participate in discussions, it becomes more difficult to create an open climate. Studying both teacher-student and student-student relationships separately allow understanding the different effects on societal involvement due to the nature of these relationships and to what extent both types of classroom interrelationships stimulate student's societal involvement. As noted by (Gainous and Martens 2012) student differences may affect whether relationships within the classroom will lead to greater societal involvement (Brady, Verba, and Schlozman 2015, Jennings, Stoker, and Bowers 2019, McIntosh, Hart, and Youniss 2017). Family background plays an important role in the development of students' democratic capacity. Adolescents experience their first social and democratic practices at home (Langton and Jennings 1968, Quintelier 2010), and parents are considered the primary role models of civic behavior (McIntosh, Hart, and Youniss 2007). Differences that occur can partly be attributed to the parents' socioeconomic status (SES). Parents of higher Socioeconomic status usually possess more social, cultural and economic resources than parents of lower Socioeconomic status, all of which further benefits the social development of their children (Bradley and Corwyn 2012, Brooks-Gunn and Duncan 2017). Children of parents with higher Socioeconomic status often grow up in a more stimulating environment, with more possibilities to develop as citizens, having parents who are better able to transmit the values and skills that contribute to active citizenship (Ichilov 2018, Quintelier, Hooghe, and Badescu 2017).

Teachers Teaching Method

Every child is different, so their choices are. Some students like studying while some students do not. So, it becomes a responsibility of a teacher to teach students in such a way that they enjoy learning and focus on learning. They should adopt a fun method of teaching to teach students instead of a lecture method.

Role of A Teacher

Sharing knowledge, giving education, and teaching about life is the primary responsibility of a teacher. In general, teachers mean to teach students the specific syllabus and impart knowledge about the specific curriculum. Their duty is to make sure that students understand what is being taught to them in the classroom or in online teaching or in e-learning setup. All other roles of an educator are derived from this primary role of a teacher. This role gives birth to other roles. Teachers must fulfill this basic duty. Otherwise, they won't be able to fulfill other duties. Some of these duties are:

- **Drawing Practical Application**

Students understand real-life examples easily and quickly. A good teacher while teaching should connect various subjects to real-life situations and try to make topics

understandable to the students, Teachers understand what their students need as they are the closest companions. Demonstrating even the difficult topics with the help of real-life examples make it easier for teachers and students as well.

- **Encouraging Students**

If a teacher appreciates and boosts the confidence, it will be more effective for students. With encouragement, a teacher can make students cross any barrier. Students get encouragement with words of appreciation such as ‘good job,’ ‘well done’, ‘come on,’ and ‘keep it up’. Right words at the right time can do wonders.

Students need certain things apart from teaching from their teachers. So, teachers should always be ready to encourage, motivate, and guide their learners.

- **Changing The Scenario of Life**

The teacher acts as a role model and exposes students to knowledge acquisition and various occupations to venture into. The role of a teacher is very crucial as they have responsibility to impart data and information to students to analyze the situation and condition of individuals and a nation. A basic technology Teachers impacts vocational skills to students at the basic level exposing learners to the foundation of technology and technical, to prepare them for a career in the vocational field. At the secondary level basic technology expose the learners to the various vocational skills e.g electrical and electronics, metal works, wood joinery, automobile etc.

- **Tracking Improvement and Setting Performance Goals**

Goals and objectives are important in the academic performance of basic technology students, there is a need for teachers to keep track of the performance of the students and know the area of attention. The Teacher should boost the confidence of students for self-evaluation, setting short-term goals, emphasizing improvement, to monitoring every minute progress of students.

- **An External Parent**

The teacher becomes an external parent to students as they spend a lot of time together in school. **Teacher's role** transcends following the work schedule and teaching specific curriculum, they keep working to bring their students best out.

Review of related empirical studies

According to (Jones cited in Ayaz, Shah and Khan 2017) poorly prepared and managed classroom instruction can lead to students' disruption, this happens when students are not provided with appropriate and attractive instructional tasks; hence difficulties in understanding what the teacher is teaching could lead to poor outcome. The researcher observed that educational attainment and students' achievement are subjective by the value of the teacher and student connection.

According to (Peleg, Biderman, Polaceck, Tandeler and Scvartzman, 2015), there is no guarantee that the teaching styles of teachers with excellent academic skills will

harmonize with the preferred learning styles of their students. Therefore, teachers instructional technique could appeal to some and cause them to study hard and to others may cause them to be inattentive having perceived the teachers lesson delivery as unattractive, could slow their study and impact their achievement negatively.

According to (Shadbolt as cited in Ayaz, Shah and Khan, 2015) opined that teachers may have to use a dissimilar instruction strategy which stresses individual communication, flexibility and naturalness in instruction, in other to cater for both the introvert and extrovert learner in the classroom. This implies that the teacher in his or her instructional relationship with the learner has to be adaptive in order to help the difficult learners achieve well.

Summary of literature reviewed

An open classroom climate provides students with room for discussion and dialogue and nurtures positive interpersonal relationships between teachers and students. In terms of active citizenship, such a climate creates opportunities for students to learn about and practice their (future) role as citizens. Seen from this perspective, schools and classrooms are small communities in which students can learn to engage in social practices and strengthen societal involvement, for example by practicing the necessary skills needed for the survival of their immediate environment.

It is very important for the teacher to create a relationship with the students not just for academic purpose but also for economic development of the society. Cordial relationship between teacher and students foster learning activities by creating avenues for skills acquisition and empowerment. The teacher and student needs to be close to ascertain the quality of teachers. in teaching Basic Technology its necessary for the teacher and students to understand each other for practical purpose as the Subjects needs supervision. The potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that researchers and policymakers properly understand the factors that contribute to a teacher's effectiveness.

If students have better relationships with their peers, there is a greater likelihood that they will feel safe and believe that they are being taken seriously and thus more willing to participate and state their opinions. As such, it is assumed that students with positive relationships with their fellow students are more likely to participate in discussions and dialogues in class, which increases opportunities for promoting involvement in societal issues. The nature of student-student relationships can be different from that of teacher-student relationships. their own opinions and by learning to respond to the opinions of others, students practice and experience what it is to be a citizen.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is designed to determine the effect that students and teacher's relationship has in the performance of Basic Technology in junior schools. This will be discussed under the following subheadings:

- Research design
- Population of study
- Sample and sampling technique
- Instrumentation
- Validity of instrument
- Reliability of instrument
- Administration of the instrument
- Method of Data collection
- Method of Data Analysis

Research design

the descriptive survey research design was adopted. A survey research design according to Andrew B. kirumbi (2018) is the set of methods and procedures used in collecting analyzing measures of variables specified in the research problem.

This method which describes in details an investigation on the problem associated with teacher-student's relationship in the academic performance of students offering Basic Technology in junior schools in Edo state.

Population of the study

This study covers students who offers basic technology from basic 7 to 9, public and private secondary schools with focus on the three senatorial districts in Edo state. Five secondary schools were used to conduct the research which sums to Eight thousand students (8000).

Table.1 various schools in the three senatorial district

Edo Central Senatorial District	Edo North Senatorial District	Edo South Senatorial District
Kings Community Group Of School (533)	Edeki Grammar School (533)	Egor Secondary School (533)
Edo State Colleg Of education (533)	Ivbiaro Secondary School (533)	Russell International group Of School (533)
Ebelle Secondary School Ebelle, Igueben (533)	Oloma Primary School (533)	University Preparator Secondary School (533)
Eguare Primary School (533)	Arokho Secondary School (533)	Crown Academy (533)
Okpujie Primary School (533)	Evbootokhai Secondary School (533)	Precious Group Of School (533)

Source: researchers field work (2022).

Sample and sampling technique

The simple proportionate sampling technique was adopted in selecting the sample size. The sample for this survey would comprise 300 students which would be randomly selected from students from the entire population. A total of 15 Basic Technology students were selected each from 20 schools.

Instrumentation

The type of instrument that is used for this study is the questionnaires which is designed to elicit responses from the students under survey.

The questionnaires Is segregated into three parts of (A,B,) each of which requires response from the respondents.

Section A contains the Bio data of the respondents. Section B contains items meant to elicit responses from the students on the research topic.

The four-point rating scale is also used in acquiring required information from the respondents which are:

Strongly agree (SA) 4

Agreed (A) 3

Disagreed (D) 2

Strongly disagreed (SD) 1

$$4+3+2+1 / 4 = 2.50$$

This implies that any calculated mean equal to or greater than 2.50 will be regarded as agreed while the less than 2.50 will be regarded as disagreed.

A total of 20 question items were used for the survey.

Validity of the instrument

To ensure that the instrument elude the required response , the content of the first write up was amended due to the corrections and suggestions made by my project supervisor to ensure that the content of the instrument are valid.

Reliability of the instrument

The research instrument is exposed to test re-test reliability.

The spearman browns correlation formulae were used to calculate for the reliability of the instrument and a co-efficient value of 0.74 was obtained which indicated that the instrument is highly consistent.

Method of data collection

The collection of data for this study was through the use of a fixed response research questionnaire. The questionnaire was administered to the respondents by the researcher at upper basic level and was retrieved immediately after the responses have been obtained. It was an interactive session between the respondents and the researcher.

Method of data analysis

The data collected from the respondents were analyzed using the mean and standard deviation. The mean criterion of 2.50 was used. Any mean above 2.50 was regarded as agree of the statement item, while any mean below was regarded as disagree of the statement of items.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter analyses and discusses the data obtained for the study. The questions are taken sequentially based on the information gathered through the questionnaire to ascertain the effect of teacher-students relationship on Students academic performance in Basic Technology in secondary schools in Edo state. The various findings are presented in the tables below:

Demographic Data of Respondents

GENDER	FREQUENCY	PERCENTAGE
MALE	116	36
FEMALE	184	64
TOTAL	300	100%

Source: field study, 2022.

The table above shows that there are more female students in Basic Technology class of schools in Edo State.

Research question one

Responses on 'the teaching performance of basic technology teachers

Sn	Items	True	Calculated mean	Standard Mean	Decision Deviation
	The teaching performance of basic technology teachers				
1	Basic Technology teachers have Practical understanding of the subject		2.50	3.55	.572 Agreed
2	instructional materials are used by The teachers		2.50	3.34	.543 Agreed
3	students engage in practical activities		2.50	3.90	.613 Agreed
4	There is cordial relationship between The teacher and the students		2.50	3.52	.638 Agreed
5	The teachers method of teaching is impactful		2.50	3.40	.365 Agreed

The table above shows the mean responses for respondents on research question one. A mean of 3.55 agreed that basic technology teachers have basic understanding of the

subject, 3.34 agreed that instructional materials are used by the teacher, 3.90 agreed that students engage in practical activities, 3.52 agreed that there is cordial relationship between the teacher and the students, 3.40 agreed that the teacher's method of teaching is impactful. This means the teachers are efficient in their method of teaching and have in-depth understanding of the subject. Students also engage in Practical's.

Research question two

Responses on ‘relationship between teachers and students for improving classroom and environment for academic performance

Sn	Items	True mean	Calculated Mean	Standard Deviation	
Relationship between teachers and students for improving classroom and environment for academic performance					
6	classroom is conducive for learning	2.50	2.32	1.148	Disagreed
7	teachers has control over the students	2.50	2.78	1.805	Agreed
8	classroom is well equipped for practical's	2.50	2.74	.954	Agreed
9	teachers and students have good Communication system	2.50	2.22	1.143	Disagreed
10	environment of a school affects Teaching and learning	2.50	3.78	1.532	Agreed

The table above shows the mean responses of the students on the research question two. The mean response of 2.32 disagreed that classroom is conducive for learning, 2.78 agreed that teacher has control has the students, 2.74 agreed that classroom is well equipped for practical's, 2.22 disagreed that teachers and students have good

communication system, 3.78 agreed that environment of a school affects teaching and learning.

This means that the relationship between the students and teachers improves academic performance and the classrooms are well equipped for practical purposes.

Research question three

Responses on ‘instructional materials available for the teaching of basic technology

Sn	Items	True mean	Calculated Mean	Standard Deviation	
Instructional materials available for the teaching of basic technology					
11	students are exposed to teacher Guided practical's	2.50	3.53	.531	Agreed
12	workshops have basic cutting tools	2.50	3.36	.623	Agreed
13	workshop have machines for welding And fabrications	2.50	3.56	.528	Agreed
14	machines in the workshop are Modernized	2.50	3.45	.705	Agreed
15	workshops are equipped with safety equipment's	2.50	2.22	.809	Disagreed

The table above shows the mean responses of the respondents on Research question three.

A mean response of 3.53 agreed that students are exposed to teacher guided practical's, 3.36 agreed that workshops have basic cutting tools, 3.56 agreed that workshops have machines for welding and fabrication, 3.45 agreed that machines in the workshop are modernize, 2.22 disagreed that workshop are equipped with safety Equipment's.

This means that various machines are available in the workshop for practical operations and the machines are modernized. During practical's the students are guided by the teacher.

Research question four

Responses on 'Schools contribution to the effective teaching of basic technology'

Sn	Items	True	Calculated	Standard	
Decision		mean	Mean	Deviation	
	Schools contribution to the effective teaching of Basic Technology'				
16	Basic Technology class should Have a small population	2.50	3.51	.600	Agreed
17	schools employ basic technology Who have practical experience	2.50	3.52	.587	Agreed
18	schools should have weekly Technology debate among students	2.50	3.36	.645	Agreed
19	schools should have practical Work display days	2.50	3.26	.735	Agreed
20	schools should make textbooks available for practical's	2.50	3.87	.758	Agreed

The above table shows the mean response of the respondents on research question four. A mean of 3.51 agreed that basic technology class should have a small population, a mean of 3.52 agreed that schools employ basic technology teachers who have practical experience, a mean of 3.36 agreed that schools should have weekly technology debate among students, a mean of 3.26 agreed that schools should have practical work display

days. a mean score of 3.87 agreed that schools should make textbooks available for practical's. This means that the schools are contributing to the successful teaching And performance of students by providing the basic requirements.

Discussion of findings

From the data collected from respondents in the course of Research study, the researcher discover that, effect of teacher student relationship on students' academic performance in basic Technology is being implemented and effective thereby it influences the students for self-reliance and self-employability. The researcher discover that the curriculum of Basic Technology is broad and wide in the junior secondary schools, the skills acquired from this subject can prepare the students for self-reliance and self-dependent. The basic understanding of technology would help the students in making choice of course of study if they wish to continue further in higher institution.

The offering of Basic Technology is the foundation in understanding the various vocational skills such as welding and fabrication, computing studies, furniture making, carpentry and joinery, automobile technology, electrical and electronics, nutrition and home economics. The government can prepare the students for job creation of locally manufactured products in the country through vocational skills acquisition program by preparing the basic Technology curriculum to be a mandatory and compulsory subject, providing tools and equipment for practical's.

According to the Research carried out by Hattie (2019), teachers contribute to individual students' positive identity as learners, such identity includes students' confidence in own capability for self-regulation of learning and for social interaction in schools.

According to the Research by strikwerda-brown (2018), reveals that students connect a good school with a good teacher and a good teacher with how they build relationships with students and how they manage disruptive behaviours in the classroom. According to the students, teachers are friendly, fair, kind, committed and caring and develop positive relationship with their students and they maintain the classroom.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The main aim of this study is to determine the effect of teacher-student's relationship on Students academic performance in Basic Technology

Objective, the purpose of the study is as follows;

- The level of teaching effectiveness of Basic Technology teachers
- The importance of the classroom and environment for academic performance
- The level of instructional materials available for the teaching of basic technology
- How the schools are contributing to the effective teaching of basic technology

Information regarding the history and the whole concept of basic technology were gathered from both primary and secondary sources. The survey research design was used for the study. The population for the study includes all the secondary schools in the three (3) senatorial districts of Edo State. The population was gotten from fifteen different secondary schools each from the three senatorial district of Edo State which are Edo Central Senatorial District, Edo North Senatorial District and Edo South Senatorial District.

Findings of the Study

The finding of the study shows that;

More experienced Basic Technology teachers are needed in secondary schools as the focus on the teaching of Basic Technology has been implemented in the national policy on education. The Availability of technical colleges foster the need for focus in the teaching of Basic Technology mandatory at both the primary and post primary level. Basic Technology students are being harnessed for their abilities, capabilities, interests, talents, passion and potentialities towards an education that embraces economic development. Students of Basic Technology now have a revised standard curriculum for effective teaching purposes.

Students can earn sustainable living with the basic skills acquired through vocational skills acquisition and basic understanding of Basic Technology. Students are very positive in their attitude towards vocational education in schools and they embrace the improved quality of skills provided for them through Basic Technology.

Conclusion

This project work has proven that vocational skills acquisition activities enhances economic development, Self-reliance and sustainability through the basic understanding of Basic Technology. Also, it shows that in the midst of the depressing economy situation, young adults who avail themselves to this kind of skills acquisition will benefit greatly, both as an individual and as a society. It improves the quality of their lives as they achieve a higher sense of importance in their society since they are producers of goods and services, also potential job employers.

Conclusively, I can mention that vocational skills acquisition influences secondary school students to be empowered for self-reliance, particularly for those in technical workshops.

Recommendations

In line with the findings of this study regarding the effect of teacher-student relationship on Students academic performance in basic technology in Edo State, the researcher made the following recommendations:

The Federal Government in collaboration with the Ministry of Education should give vocational skills acquisition at secondary school level good recognition, thereby creating improved awareness on the importance and benefit of vocational training to the parents, teachers, students and the society at large.

More basic technology subject teachers should be trained through qualitative teacher's training at the tertiary level and also seminars, symposiums and workshops should be organized for them at intervals on-the-job so as to get them equipped with skills and knowledge in the sector according to technical changes. Basic technology teachers should be abreast of the recent development in the subject they teach, so they can pass on up-to-date information to the students.

The schools should from time-to-time organize orientation for secondary school students to guide them in their academic pursuit, informing them of the benefits of the kind of skills they are receiving and encouraging them to stay focus, determined to succeed in it so as to become a blessing to their nation through their handwork.

Teachers should be as well motivated to enjoy their profession instead of enduring it and as such avail themselves to optimum performance of their jobs as they are being trained to be better at it from time to time.

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APPENDIX

A QUESTIONNAIRE ON EFFECT OF TEACHER-STUDENTS RELATIONSHIP ON STUDENTS ACADEMIC PERFORMANCE IN BASIC TECHNOLOGY

Dear Respondent,

I am a final year student of the department of vocational and technical education, faculty of Education University of Benin, conducting an academic research on effect of teacher-students relationship on students' academic performance in Basic Technology

The purpose of this survey is to assess the effect of teachers-student's relationship on students' academic performance in Basic Technology. Your response will be treated with utmost confidentiality and used only for academic purpose.

SECTION A:

Please, you are required to tick () on the spaces provided below as the statement applies to you.

Age: Below 14 () Above 14 ()

Gender: Male () Female ()

Class: JSS1 () JSS2 ()

Name of school:

SECTION B :

Instruction : please tick () in the column that expresses your opinion

System key:

Strongly agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

SN	Items	SA	A	D	SD
Teaching performance of Basic Technology Teachers ?					
		SA	A	D	SD
1	Basic Technology teachers engage in practical's when teaching the subject				
2	Instructional materials are used by the teachers				
3	Students engage in practical activities				
4	There is cordial relationship between the teachers and students				
5	Teachers method of teaching is understandable				

Relationship between teachers and students for improving classroom and environment for academic performance?					
		SA	A	D	SD
6	Classroom is conducive for learning				
7	Teachers has control over the students				
8	Classroom is well equipped for practical's				
9	Teachers and students have good communication system				
10	Environments of a school affects teaching and learning				
Instructional materials are available for the teaching of Basic Technology?					
		SA	A	D	SD
11	Students exposed to teacher-guided practical's				
12	Workshops have Basic cuttings tools				
13	Workshops have machines for welding and fabrication				
14	Machines in the workshops are modernized				

15	Workshops are equipped with safety equipment's				
Schools contribution to the effective teaching of Basic Technology?					
		SA	A	D	SD
16	Basic technology class should have a small population				
17	Schools employ basic technology teachers who have practical experiences				
18	Schools should have weekly technology debate among students				
19	Schools should have practical works display days				
20	Schools should make textbooks available for practical				