

**STUDENTS' ACADEMIC PERFORMANCE AND
TEACHER-STUDENT RELATIONSHIP IN PUBLIC SECONDARY
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA**

BY

AYAVORO Joy Rukevwe

EDU1814870

DEPARTMENT OF EDUCATIONAL MANAGEMENT

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

DECEMBER, 2025

**STUDENTS' ACADEMIC PERFORMANCE AND TEACHER-STUDENT
RELATIONSHIP IN PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL
GOVERNMENT AREA**

AYAVORO Joy Rukevwe

EDU1814870

**A PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE BACHELOR OF
EDUCATION B.SC (Ed) HONOURS DEGREE IN EDUCATIONAL
MANAGEMENT**

DECEMBER, 2025

CERTIFICATION

We, the undersigned names hereby certify that this research work was carried out by AYAVORO Joy Rukevwe with Matriculation Number: EDU1814870 of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfillment of the requirements for the Award of Bachelor Degree (B.Sc. Ed) in Educational Management.

.....

Mr. P. O. Okhuoya
Project supervisor

.....

Date

.....

Dr. I.D Udom
Project Co-ordinator

.....

Date

.....

Prof. W. A Iguodala
Head of Department

.....

Date

DEDICATION

This project is dedicated to God Almighty for his infinite love, grace, wisdom, provisions and for seeing me through this phase of my academic pursuit. I am eternally grateful.

ACKNOWLEDGEMENT

I am forever grateful to God who made it possible for me to initiate and complete this research work. It is by his grace I was able to start and complete this project work. I am also grateful to my project supervisor Mr .Peter. O. Okhuayo for his professional advice, support, corrections, patience, words of encouragements that led to the initial and completion of this project work. His corrections and support helped me to increase my research skills, literacy skill, personal responsibility skills, technical skills and editing skills. Will use this opportunity to thank the Head of the Department, Prof. W.A. Iguodala, and the project coordinator, Dr Udom, also to all the staffs in the department. Indeed, you have instilled character and afforded us the opportunity to learn under your supervision.

I am indebted to my lovely Prophet Ikechukwu Elike, for their unfailing support spiritually, materially, financially and psychologically. Thank you for your guidance, love, advice and care throughout my schooling.

My sincere gratitude goes to my mum, Mrs. Queen Adojemru and my friend Osanebi Faith for their support, care and academic encouragement throughout my undergraduate years. I pray God bless you, Amen.

TABLE OF CONTENTS

	PAGE
COVER PAGE	i
TITLE PAGE	Error! Bookmark not defined.
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
CHAPTER ONE	1
INTRODUCTION	1
Background of study	1
Statement of the Problem	5
Research Questions	6
Hypothesis	7
Purpose of the Study	7
Significance of the Study	8
Scope and Delimitation of the Study	9
Definition of Terms	10

	PAGE
CHAPTER TWO	11
REVIEW OF RELEVANT LITERATURE	11
Theoretical Framework	11
Concept of Teacher-Student Relationship	13
Indices of Teacher-Student Relationship	15
Summary of reviewed literature	27
CHAPTER THREE	29
METHODOLOGY	29
Research Design	29
Population of Study	29
Sample and Sampling Technique	30
Research Instrument	30
Validity of the Instrument	30
Reliability of Instrument	31
Method of Data Collection	31
Method of Data Analysis	31
CHAPTER FOUR	32
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	32

	PAGE
Discussion of Findings	42
CHAPTER FIVE	44
SUMMARY, CONCLUSION AND RECOMMENDATIONS	44
Findings:	46
Conclusion	46
Recommendations	47
Suggestions for Further Studies	48
REFERENCE	49
APPENDICES	53

LIST OF TABLES

Table1: Showing the level of students' academic performance based on WAEC results from 10 public secondary schools in Egor local Government Area.	33
Table 2: showing the level of teacher-student relationship	36
Table 3: showing the relationship between students' academic performance and teacher-student relationship.	39
Table 4: showing the difference between students' academic performance and teacher-student relationship based on size of school.	40
Table 5: showing the difference between students' academic performance and teacher-student relationship based on gender.	41

CHAPTER ONE

INTRODUCTION

Background of study

Teacher- Students' Relationship is the interactions between student and teacher in a classroom with the content that is before them. A teacher-students' relationship in the classroom is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners every day. The teacher-student relationship also refers to the academic relation between teachers and their students. Effective teachers form authentic, caring relationships with their students. 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 could impact their learning and development.

There are several key indices designed to foster and enhance the teacher-students' relationship within the classroom environment. Among these crucial factors, motivation and support stand out prominently.

Motivation plays a pivotal role in encouraging students to engage actively in their learning journey, inspiring them to explore new ideas, participate in

discussions, and pursue academic excellence. When teachers provide motivational strategies tailored to individual student needs, such as praise, encouragement, and recognition of achievements, they create a positive atmosphere conducive to learning.

Support is another fundamental index that contributes significantly to nurturing the teacher-student relationship. This support encompasses various forms, including emotional support, academic guidance, and constructive feedback. Emotional support involves creating a caring and empathetic environment where students feel valued, respected, and understood by their teachers. Academic guidance involves providing clear instructions, clarifying concepts, and offering assistance to students who may face challenges in their studies. Furthermore, constructive feedback helps students understand their strengths and areas for improvement, fostering a growth mindset and promoting continuous learning.

Students' academic performance is the measurement of student achievement across various academic subjects. It is based on the scores or grades achieved in the different study courses during the school. In Nigeria, Teachers and education officials typically measure achievement using standardized examination such as WAEC, NECO, BECE and so on.

Positive teacher-student relationships could be consistently linked to enhanced academic performance across various educational settings. By integrating motivation and support into the teaching practices, teachers may cultivate a classroom environment that could enhance academic achievement and could also promote mutual respect, trust, and positive interpersonal connections between teachers and students. These indices underscore the importance of personalised attention, empathy, and effective communication in building a strong foundation for meaningful teacher-student relationships, ultimately contributing to a conducive and enriching educational experience.

According to West African Examination Council (WAEC) in 2021, 1,573,849 candidates registered for the exam and 81.7% of those candidates achieved five credits, including English and Mathematics. In 2022, a total of 1,222,505 candidates, amounting to 76.36 per cent of the 1,601,047 candidates that successfully sat for the examination, obtained a minimum of five (5) credits, including English Language and Mathematics. In 2023, Candidates numbering 1,287,920, representing 79.81 per cent of the total candidates, obtained a minimum of five credits including English Language and

Mathematics.(Source:<https://ulesson.com/blog/analysis-of-wassce-results-from-2020-2024/>)

Teacher-student relationship and Student's academic performance could be linked with school size and gender of teachers. School size refers to the number of students enrolled in a particular educational institution. School size can vary significantly. Smaller school size connotes a situation where a school have less than 200 students admitted, while larger school size connotes a situation where a school has over 200 students admitted. In smaller schools, teachers often have fewer students, allowing for more personalised interactions and stronger relationships. Teachers may have more opportunities to motivate the students, understand individual student needs, provide tailored support, and engage in meaningful discussions. However, in larger schools, the number of students can create a more impersonal atmosphere where teachers may find it challenging to establish close relationships with each student. This could affect individualized attention and personalised support.

Gender of teacher refers to whether a teacher is male or female.....Students may perceive and interact with male and female teachers differently. Students may perceive male teachers as authoritative figures, influencing how they

respond to discipline and guidance. However, female teachers may be viewed as approachable and nurturing, fostering a supportive environment where students feel comfortable expressing themselves. Also, female teachers often act as mentors, providing emotional support and guidance, especially in areas of social and emotional development.

Statement of the Problem

Teacher-Student relationship across the various levels of education calls for serious attention. On the part of the teachers, laziness and lack of commitment is widely noticed. Most teachers treat their work with levity and it discourages serious students from establishing good relationship with them. In today's classroom, the class is usually disorganised and children are mostly found wandering around school premises during lecture hours. Teachers fail to motivate the students and provide individual support to the students. Students do not have good rapport with their teachers and that is why they are scared to ask questions on areas that they are not clear.

Whereas, according to statistics, students' academic performance in standardised examinations such as the West African Senior School Certificate Examination (WASSCE) have been relatively high for some years now.

Therefore, could teacher-student relationship be linked to students' academic performance? It is in search for answers to the question that the study seeks to investigate on the relationship between teachers and students and academic performance of students in secondary schools in Egor Local Government Area of Edo State.

Research Questions

The following research questions will guide the study.

1. What is the level of students' academic performance in public secondary schools in Egorlocal government area?
2. What is the level of teacher-student relationship in public secondary schools in Egor local government area?
3. Is there a relationship between the level of students' academic performance and teacher-student relationship in public secondary schools in Egor local government area?
4. Is there a difference in the relationship between students' academic performance and teacher-student relationship based on size of school in public secondary schools in Egor local government area?

5. Is there a difference in the relationship between students' academic performance and teacher-student relationship based on gender in public secondary schools in Egor local government area?

Hypothesis

Research questions 1 & 2 will be answered while questions 3-5 will be hypothesised as follows:

Ho 1. There is no relationship between students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.

Ho 2. There is no difference between students' academic performance and teacher-student relationship based on size of school in public secondary schools in Egor local government area.

Ho 3. There is no difference between students' academic performance and teacher-student relationship based on gender in public secondary schools in Egor local government area.

Purpose of the Study

The purpose of the study is to investigate students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.

Specifically, the purpose of the study is to:

1. Ascertain the level of students' academic performance in public secondary schools in Egorlocal government area.
2. Find out the level of teacher-student relationship in public secondary schools in Egor local government area.
3. Investigate the relationship between the level of students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.
4. Determine the difference in the relationship between students' academic performance and teacher-student relationship based on size of school in public secondary schools in Egor local government area.
5. Determine the difference in the relationship between students' academic performance and teacher-student relationship based on gender in public secondary schools in Egor local government area.

Significance of the Study

This study will be of utmost usefulness to the Ministry of education, principals, parents, teachers, and students. Findings of this study will enable the Ministry of education understand the relationship between students' academic performance and teacher-student relationships which can

enable them to make informed policy decisions aimed at improving educational outcomes. The study will enlighten principals and guide principals in fostering a positive school climate. The study will also benefit parents as it will enable parents understand the indices of teacher-student relationships and helps parents advocate for a supportive learning environment where their children can thrive. Finally, the study will enhance students' educational experience by promoting positive relationships with teachers, which can increase engagement and motivation in learning.

Scope and Delimitation of the Study

The study focuses on the students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.

Students' academic performance will be assessed using West Africa Examination Council (WEAC) results while teacher-student relationship will be examined using indicators which are Motivation and Support.

The study is delimited to public secondary schools in Egor local government area.

Definition of Terms

The following terms were operationally defined in the study:

Students' academic performance: Students' academic performance refers to the assessment and measurement of students' achievements in standardised examination, WAEC. Students who achieve a minimum of five credits including Mathematics and English language are the well performed students.

Teacher-student relationship: Teacher-student relationship refers to the interpersonal connection and interaction between a teacher and their students within an educational setting. The indices of teacher-student relationship are Motivation and Support.

Gender: This refers to whether a person is male or female.

School size: School size refers to the number of students enrolled in a school. It is the total population of students attending a school. School size is small when less than 200 students are admitted in a school. While, school size is large when more than 200 students are admitted in a school

CHAPTER TWO

REVIEW OF RELEVANT LITERATURE

This chapter is a review of related literature on students' academic performance and teacher-student relationship. It will be discussed in line with the following sub-topics:

- Theoretical framework
- Concept of teacher-student relationship
- Teacher-student relationship and student's academic performance in public secondary schools in Egor local government area
- Teacher-student relationship and student's academic performance in public secondary schools in Egor local government area based on size of school
- Teacher-student relationship and student's academic performance in public secondary schools in Egor local government area based on gender
- Summary of reviewed literature

Theoretical Framework

The theoretical underpinning of this study is built on the social cognitive theory by Albert Bandura. Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. It developed into the Social Cognitive Theory (SCT) in 1986 and posits that learning occurs in a

social context with a dynamic and reciprocal interaction of the person, environment, and behavior.

Albert Bandura's social cognitive theory offers understanding and insight into the development of teacher-student relationships. Based on this theory, teachers act as role models whose actions and interactions with students are observed and absorbed by students. Students learn not just from being directly taught, but also by watching teachers interact with others and manage different situations in the classroom.

Bandura posited that the process of observational learning was governed by four key aspects which are, attention, retention, reproduction, and motivation. Attention is a process in which people selectively observe and extract information from the ongoing modeled activities (Wood & Bandura, 1989). Retention involves a process of “transforming and restructuring information in the form of rules and conceptions” (p. 362) and store the information into memory. Reproduction is the act of performing the actual behavior that was observed. The fourth aspect concerns motivation which propels the learner to attention, practice and retention.

Teachers' conduct and deeds impact students' perceptions of their own abilities and self-efficacy. Positive interactions between teachers and students

can boost students' self-assurance in their academic skills and inspire them to work towards achieving success.

The theory highlights how learning and behavior influence each other in a reciprocal way. Teachers can influence students' self-perceptions and confidence in their abilities and potential for success through their interactions and feedback.

Concept of Teacher-Student Relationship

The teacher-student relationship in the classroom is a positive relationship between the teacher and the student in which both parties strive to gain trust and respect from one another. This relationship may include getting to know the students better, giving them options, supporting them and motivating them to become better learners on a daily basis. Student-teacher relationships are a highly influential aspect of a child's school experience: impacting development across social, emotional, behavioural and academic domains (Farmer, McAuliffe Lines, & Hamm, 2011; Murray & Zvoch, 2011; Roorda, Koomen, Spilt, & Oort, 2011; Silver, Measelle, Armstrong, & Essex, 2005).

Successful teacher-student bonds are frequently characterized as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel

academically (Cornelius-White, 2007; Gregory & Ripski, 2008). It is a relationship that emphasizes constructive guidance sustained by praise rather than persistent criticism (Marzano, Marzano, & Pickering, 2003). Effective teacher-student relationships minimize disruptive conduct that interferes with instruction, consequently creating a climate favorable to learning for all students in the classroom (Alderman & Green, 2011; Parsonson, 2012).

Hagenauer (2023) argues that positive teacher-student relationships are considered essential to the well-being of teachers and students as well as to high-quality teaching processes and outcomes and that establishing a positive teacher-student relationship must be considered an important educational goal. Positive relationships reduce student anxieties that can lead to a desire to escape an environment perceived as aversive and to higher rates of absenteeism and academic failure (Miller, 2000; Moos, & Moos, 1978). Positive teacher-student relationships could be associated with increases in student achievement and quality of life outcomes.

In the classroom, teacher-student connections have proven to offer various benefits. First of all, pupils with a good rapport with their teacher acquire more social-emotional competencies. Positive teacher-student interactions have cascading effects and these pupils are also more likely to absorb more academic

knowledge. Strong relationships between teachers and students enable students to feel comfortable exploring and taking chances with their academic work. In summary, students who perform well in the classroom have favourable ties with their teachers. Nonetheless, the creation of a respectful environment is one of the most significant effects of a good student-teacher interaction. One method teacher can foster a solid student-teacher relationship is the production of an environment that incorporates mutual respect (Bondy et al., 2007).

More specifically, students who share positive, warm relationships with their teachers tend to be more engaged with school, perform better academically, and have better social and behavioral adjustment. In contrast, students with negative, conflictual relationships with teachers are usually less engaged, perform less well academically, and display more behavior problems (Lei et al., 2016; Roorda et al., 2017).

Indices of Teacher-Student Relationship

Positive teacher-student relationship can be understood using its indices. They include the following;

(i) Motivation

(ii) Support.

Motivation

Motivation refers to the teacher's ability to inspire and encourage students to learn and achieve their potential. It can be said that motivation influences human behaviours and directs them and contributes to ensuring continuity (Moos & Marroquin, 2010; Wright & Wiediger, 2007). The importance of the concept of motivation has been understood more in recent years and recently it has attracted the attention of the field of educational sciences due to its effectiveness in education, training and success.

In the Great Dictionary of Psychology (Ardeleanu, Dorneanu, & Baltă, (2006) motivation is defined as "physiological and psychological processes responsible for triggering, maintaining and cessation of behavior, as well as the appetitive or aversive value given to the environmental elements on which it is exercised that behavior "(p. 773).

Teachers, through motivation of students, can create a positive teacher-student relationship by making sustained efforts to make each subject interesting, using behavioral modification techniques to help students work for distant purposes, taking into account the individual differences between pupils in terms of their abilities, attitude towards school, individual work rhythm etc, meeting the needs of the pupils (psychological, safety, affiliation, respect,

etc.), increasing the number of attractive activities and diminishing the danger of non-involvement of students; providing (or creating) direct learning experiences that provide a realistic level of aspirations, enhancing self-confidence, encouraging students who have problem who have difficulties in overcoming them and developing self-confidence; the requirement for students to translate what they have learned into different educational disciplines into practice.

Similarly, according to Marzano et al., (1992) teacher could also adopt strategies to promote motivation which include setting clear goals and expectations, providing autonomy and choices, offering constructive feedback, recognising and rewarding progress, and fostering a growth mindset.

Support

Support involves recognizing and praising students, thereby boosting their learning enthusiasm and problem-solving abilities (Mageau & Vallerand, 2003). Supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual help intended to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching. Support in schools can take various forms, including social support from teachers and peers, which enhances students'

academic and emotional well-being. This support is vital for helping students navigate the challenges of transitioning from play to structured learning, especially in multicultural classrooms.

According to Anderman (2003) and Buhs (2005), students with greater perceptions of support from various sources, such as peers and teachers, generally have less distress and higher levels of academic engagement and achievement.

Teacher-student relationship and students' academic performance

The dynamic interaction that occurs between students and teachers in a classroom, are pivotal in shaping students' academic performance. The quality of teacher-student relationships could thus be a critical factor influencing students' academic and psychological outcomes.

Santrock (2007) asserts that relationship behaviours of instructors greatly influence academic performance. Santrock further describes that, teacher-student relationships are essential to one's social and emotional maturity, they have the potential influence on how a student succeeds in school. This is to say that, interpersonal teacher-student relationships develop student experiences with success by giving continual monitoring as the students move into the academic pursuit in schools. Downey (2008) in his work says that, the

quality of the relationship amongst a student and the teacher will result in a better degree of learning in the classroom. Through the student–teacher interaction, our conceptualizations to motivation lead to quality learning (Downey, 2008). (Downey, 2008) concludes that the interpersonal relationship among teachers and students in the instructional settings affect the school and students learning. Nugent (2009) suggests that creating a sense of wellbeing in the relationship between teachers and students influences learning and academic performance. Teachers can motivate students during learning process.

Good teacher-student relationship plays an important role in directing students into success and achievement of their goals for both elementary, secondary and higher institutions (Checkering and Gamsm, 2002). Given the importance of students learning, most of the research students in the area have emphasized students' involvement with the teacher. Personal or privately, students meet a teacher and complain academic issues that he or she was not opportune or there was no convenient time to ask the teacher in the class. Sometime, the student goes to the staff room to meet with the teacher at a leisure time. This way provides a great opportunity for the teacher to show a great concern and spend more time to explain a point of the lesson taught more clearly that was done in the general class. Sometime, teachers do interact with

the students on other educational issues depending on how sound the student is academically. Frequently, it is done with the class captain (DeBerard and Spielmans, 2004).

Gyeltshen (2022) states that teachers are expected to provide not only academic instruction but also emotional and motivational support. This dual role aligns with the principles of autonomy support, where teachers encourage students to take initiative and responsibility for their learning while providing the necessary guidance and encouragement. Students who perceive healthy interactions with teachers as more likely to engage in academic research, leading to increased engagement and overall academic standing realization. The way that teachers and students interact has a significant impact on how well children succeed in their performance academically. According to Birch & Ladd, 1997; Klem & Connell, 2004, it is stated that teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more supportive, and more engaged in learning. The communication between the student and the teacher serves a connection between the two and which provides a better atmosphere for a classroom environment. A teacher then needs to understand the value of the students' senses of belonging which can be of

greater value to overall development of the students in all aspects irrespective of the racial confrontations. By making a student like the school, he/she reaps important social advantages such as improved academic performance and building friendship.

Positive relationships are linked to higher levels of academic achievement, better class participation, and fewer behavioural issues. Teachers who establish a safe, inclusive, and collaborative classroom environment can encourage a sense of belonging and community among students. Effective teaching strategies, such as differentiated instruction, can cater to the diverse learning needs of students and contribute to their academic growth. When teachers show enthusiasm for the subject matter, it can spark student interest and curiosity, which leads to better engagement and learning. Students feel more engaged and motivated to learn when teachers create a warm, supportive, and encouraging environment.

Teacher-student relationship and students' academic performance based on size of school

School size is the number of pupils enrolled in a specific educational institution. School sizes might vary greatly. A smaller school size denotes a school with fewer than 200 students admitted, whereas a larger school size

denotes a school with more than 200 students admitted. In smaller schools, teachers frequently have fewer students, allowing for more personalised interactions and deeper relationships. Teachers may have more possibilities to excite students, recognise their unique requirements, provide targeted help, and engage in meaningful discussions. However, at larger institutions, the sheer number of pupils might create a more impersonal environment in which teachers may struggle to form deep ties with each individual student. This could have an impact on customised attention and personalised help.

In schools, the dynamics of teacher-student relationships are influenced by the scale and complexity of the educational environment. As stated by Ajami and Akinyele, (2014) a smaller school size allows the teacher to deliver a more tailored education, which increases the likelihood of meeting each student's requirements and concerns. This may create a learning environment where students feel recognized and understood which will boost their engagement and drive. Teachers in larger schools often face challenges in establishing and maintaining personalized connections with students due to higher student-to-teacher ratios and larger class sizes. This can create a more impersonal atmosphere where individual student needs may be less visible or addressed less promptly. Despite these challenges, larger schools typically have

greater resources, including facilities, extracurricular activities, and support services. While these resources enrich the overall educational experience, they can also impact how teachers prioritize their time and interaction with students. The diverse student population in larger schools introduces a wide range of backgrounds, abilities, and interests among students, which provides opportunities for social interaction and cultural understanding. However, it can also pose challenges for teachers in accommodating varying learning needs and preferences. Overall, the scale of larger schools can affect the quality and depth of teacher-student relationships, requiring educators to adapt their teaching approaches to effectively engage a diverse student body while fostering a supportive learning environment.

According to Bradley and Taylor (1998), teachers in smaller schools are also better at using a variety of instructional strategies, accommodating different learning modalities, and creating dynamic and interesting learning environments. Since there are fewer students to watch in a classroom, keeping discipline is easier, which may reduce disturbances and improve learning. This is shown by greater results on standardized examinations as well as more positive long-term educational outcomes. According to Blatchford et al. (2011), Nandrup (2016), and Yamamori et al. (2021), the number of pupils in a class has a considerable

impact on both the educational experience students have and the academic results they attain.

Teacher-student relationship and students' academic performance based on gender

The concept of gender has become an essential phenomenon for some psychologists on how students learn. Gender distinctions, gender bias, and gender issues remain very paramount in understanding achievement-related behaviours so as to make it predictable, and as such amenable to possible manipulations (Dee, 1988). The source of gender differences has long been a topic of heated debate. Though tests of general intelligence suggest on overall differences between men and women, there are large gender differences between men and women, there are larger gender differences in scores of cognitive tasks (Linda, 2006). Female teachers tend to develop more positive expectations for all of their students in comparison with male teachers (Watson et al., 2019). Because these effects have been identified independent of student gender, all students seem to profit from female teachers' achievement expectations. Moreover, female teachers also have been found to have better teacher–student relationships than male teachers (Spilt et al., 2012). Students often look to their teachers as role models, and gender congruence can enhance

rapprochement and identification. Communication styles are influenced by gender norms, affecting how teachers and students interact verbally and non-verbally. Female teachers may be perceived as nurturing, fostering supportive relationships, while male teachers might project authority, impacting student respect and engagement. Perceptions of fairness and bias can also be influenced by teachers' gender, with students potentially seeing gender-congruent teachers as more empathetic or understanding. Pedagogical approaches vary based on gender, affecting instructional methods and classroom management styles tailored to students' needs and learning preferences.

Male teachers often bring qualities of authority, mentorship, or discipline to the classroom, which can shape the emotional dynamics with students. Their approach may emphasize structure and guidance, fostering respect and trust in the teacher-student relationship. Students may perceive male teachers as strong role models and find it easier to relate to them based on shared experiences or societal expectations. On the other hand, female teachers are often perceived as nurturing, empathetic, and supportive. They may create a classroom environment that encourages open communication and emotional expression. Female teachers' approach to teaching can involve listening attentively to students' concerns, offering encouragement, and building a sense of community

in the classroom. This supportive atmosphere can contribute to students feeling understood and valued, leading to a stronger emotional bond. Cultural and societal norms also play a role in shaping these dynamics. In some cultures, there may be specific expectations regarding the roles of male and female teachers, influencing how they interact with students and the type of emotional connection that develops. Personal preferences of students may also impact their comfort levels and engagement with teachers of a specific gender.

As females are traditionally more socialized to nurture others and more focused on establishing emotional closeness, it might be possible that female teachers share more favorable relationships with students than male teachers (Ewing & Taylor, 2009; Maccoby, 1998; Spilt et al., 2012). Some primary school studies have supported this idea by indicating that female teachers experienced more closeness in relationships with students than male teachers. Female teachers also reported less conflict with students than their male colleagues. Likewise, Charki et al.(2022) found that primary school students perceived their relationships with female teachers as closer than with male teachers. Specific to teachers' supportive behaviors, secondary students do not seem to experience differences in the degree of emotional support they received from their female and male teachers (Kim et al., 2018).

Gender schema theory (Bem, 1981) suggests that students will more easily identify and relate with teachers from the same gender. Thus, it would be easier for boys to relate and identify with male teachers because male teachers would more easily understand their behavioral and relational needs and would be better able to promote their attitudes towards school by modeling well-adjusted forms of masculinity better than female teachers. Likewise, both girls and female teachers tend to be more inclined to focus on building caring and emotionally close relationships with others, which would make it easier for girls to relate and identify with female teachers (Bem, 1981; Ewing & Taylor, 2009; Spilt et al., 2012). As such, students and teachers would most likely share more close and less conflictual relationships with each other if their genders match.

Summary of reviewed literature

In this chapter, related literature has been reviewed. In the reviewed literature it was revealed that, teacher-student relationship according to Wubbels and Levy (1993) is the degree to which teachers and students feel comfortable, relaxed, and open with each other. In the same vane, Hansen (1993) opined that tye relationship is defined by teacher's ability to establish rapport, build trust, and demonstrate genuine interest in students.

In the classroom, teacher-student connections have proven to offer various benefits. First of all, pupils with a good rapport with their teacher acquire more social-emotional competencies. Positive teacher-student interactions have cascading effects and these pupils are also more likely to absorb more academic knowledge. Strong relationships between teachers and students enable students to feel comfortable exploring and taking chances with their academic work. In summary, students who perform well in the classroom have favorable ties with their teachers. Nonetheless, the creation of a respectful environment is one of the most significant effects of a good student-teacher interaction. One method teacher can foster a solid student-teacher relationship is the production of an environment that incorporates mutual respect (Bondy et al., 2007).

Teacher-student relationship can be understood using its indices which are motivation and support. Motivation refers to the teacher's ability to inspire and encourage students to learn and achieve their potential. It can be said that motivation influences human behaviours and directs them and contributes to ensuring continuity (Moos & Marroquin, 2010; Wright & Wiediger, 2007). Support, on the other hand, as cited by Mageau & Vallerand, (2003) involves recognizing and praising students, thereby boosting their learning enthusiasm and problem-solving abilities.

CHAPTER THREE

METHODOLOGY

This chapter discussed the procedures used for the study under the following sub-headings: Research design, population of study, sample and sampling techniques, research instrument, validity of the instrument, reliability of the instrument, method of data collection, method of data analysis.

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey is a design that collects data on a given population, and describes the data in a systematic manner pointing out the characteristic features or facts about that population. This design is considered suitable for this study as it will help to collect data to help investigate on students' academic performance and teacher-student relationship in public secondary schools in Egor Local Government Area of Edo State.

Population of Study

The population for the study comprised all students and teacher in the twenty (20) public secondary schools in Egor Local Government Area of Edo State (Source: Ministry of Education, Iyaro, 2023).

Sample and Sampling Technique

The sample size of the study is 10 schools which is 50% of the population. The school will be selected using the simple random sampling procedure. 3 teachers at one teacher per section (SSI, II, III) will be selected for the study; in all 6 teachers per school will consist the sample, that is 60 teachers. This is show in the table below.

Research Instrument

Two instruments will be used to collect data for the study. A questionnaire titled “Teacher-Student Relationship Questionnaire” (TSRQ) and a checklist titled “Students’ Academic performance checklist” (SAPC). The questionnaire was divided into two sections, A and B. Section A focuses on the demographic data of the respondent while section B contains questions of 4 point likert’s type ranging from very high, high, moderate, to low.

Validity of the Instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher.

Reliability of Instrument

The test re-test method was used to determine the reliability of the questionnaire. The questionnaire was administered to 5 respondents who did not constitute part of the population. After few days, the same set of teachers completed the questionnaire again. Responses from both administrations were correlated using pearson's product-moment correlation coefficient, yielding a reliability coefficient of 0.93, which indicated a high level of consistency and reliability of the questionnaire.

Method of Data Collection

The copies of the questionnaire will be distributed by the researcher to the respondents. All the questionnaire that will be administered will be collected on the spot to ensure high return rate.

Method of Data Analysis

The researcher will make use of mean score and standard deviation to analyse the data which will be gotten

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with analysis of data, interpretation and discussion of findings. The researcher used percentages to analyse the data. The findings of the research were interpreted under five research questions.

Research Question 1: What is the level of students' academic performance in public secondary schools in Egor local government area?

Table1: Showing the level of students' academic performance based on WAEC results from 10 public secondary schools in Egor local Government Area.

S/N	Name of Schools	Number of students enrolled	Number of students with 5 credits including maths and english	Percentage of students that passed	Remark
1	Asoro grammar school	169	142	84.02%	High
2	Iyoba girls secondary school	160	113	70.63%	High
3	Egor secondary school	221	170	76.9%	High
4	Kings and	230	202	87.8%	High

	queens college				
5	Rashford education centre	158	90	57%	Low
6	Ohonre grammar school	322	250	76.64%	High
7	Federal Government girls college	243	220	90.5%	High
8	Use senior secondary school	168	121	72%	High
9	Evbotubu granna r school	240	200	83%	High
10	Evbereke secondary school	186	142	76.3%	High

Table 1 above shows contains data on students' academic performance in the waec examination conducted in 2022/2023 session. The data was gotten from 10 school principals in Egor local government area using a checklist filled by the school principals. All schools except Rashford education centre got above average of 70% pass level.

Therefore the analysis of the data above shows that there is high academic performance of students in Egor local government area of Edo state.

Research Question 2: What is the level of teacher-student relationship in public secondary schools in Egor local government area?

Table 2: showing the level of teacher-student relationship

S/ N	Items	Total number of respondents	Agree %	Disagree %	Remark
1	Commending them when they perform well	60	51 85%	9 15%	High
2	Scolding them when the need arises	60	49 82%	11 18%	High
3	Encouraging them with advice	60	46 77%	14 23%	High
4	Flogging or giving corporal punishment when the need arises	60	44 73%	16 27%	High
5	Inviting their parents to discuss their issues with them	60	44 73%	16 27%	High

6	Referring students to the guidance and counselling unit	60	49	82%	11	18%	High
7	Providing clear instruction on issues	60	52	87%	8	13%	High
8	Assisting students who are facing challenges	60	47	78%	13	12%	High
9	Eliciting feedback from students	60	42	70%	18	30%	High
10	Ignoring stubborn students	60	13	22%	47	78%	Low

The data in table 2 revealed that under item 1, 85% of the sampled respondents agreed that they commended the students when they perform well while 15% of the sampled respondents disagreed. Under item 2, 82% of the sampled respondents agreed that they scold students when the need arises while 18% of the sampled respondents disagreed. Under item 3, 77% of the sampled respondents agreed to the notion of encouraging students with advice while 23% of the sampled respondents disagreed. Under item 4, 73% of the sampled respondents agreed on the notion of giving corporal punishment than the need arises while 27% of the sampled respondents disagreed. Under item 5, 73% of

the sampled respondents agreed to the notion of inviting students' parents to discuss issues while 27% of the sampled respondents disagreed. Under item 6, 82% of the sampled respondents agreed upon referring students to the guidance and counseling unit while 18% of the sampled respondents disagreed. Under item 7, 87% of the sampled respondents agreed on providing clear instructions to issues which 13% of the sampled respondents disagreed. Under item 8, 78% of the sampled respondents agreed on assisting students facing challenges while 12% of the sampled respondents disagreed. Under item 9, 70% of the sampled respondents agreed to the notion of eliciting feedback from students while 30% of the sampled respondents disagreed. Under item 10, 13% of the sampled respondents agreed to the notion of ignoring stubborn students while 87% of the sampled respondents disagreed.

Therefore, the analysis of the data above implies that there is high level of teacher-student relationship in public secondary schools in Egor local government area.

Hypothesis 1: There is no relationship between students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.

Table 3: showing the relationship between students’ academic performance and teacher-student relationship.

Variables	N	Pearson r	Sig(2tail)	Decision
Teacher-student relationship	60	0.825	0.726	Rejected
Students’ academic performance				

Hypothesis in Table 3 sought to determine if there is a significant relationship between students’ academic performance and teacher-student relationship in public secondary schools in Egor Local Government Area of Edo State. The result in table 3 revealed a Pearson correlation of .825 with a corresponding p-value of .726 at .05 alpha level. Since the p-value of .726 is less than the r-calculated value of .825, the null hypothesis is rejected while the alternate hypothesis is accepted. This implies that there is a significant relationship between students’ academic performance and teacher-student relationship in public secondary schools in Egor Local Government Area of Edo State.

Hypothesis 2: There is no difference between students' academic performance and teacher-student relationship based on size of school in public secondary schools in Egor local government area.

Table 4: showing the difference between students' academic performance and teacher-student relationship based on size of school.

Variable	N	Mean	Std. D	Sig(2taile d)	T	Decision
Small school size	30	27.9	6.61	0.04	1.36	Rejected
Large school size	30	25.6	5.52			

Table 4 shows a t value of 1.36 and a p value of 0.04. Testing at an alpha level of 0.05 the p value is less than the alpha level hence the hypothesis is rejected. Therefore, it was concluded that the relationship between students' academic

performance and teacher-student relationship in public secondary schools in Egor local government area differ by size of school.

Hypothesis 3: There is no difference between students' academic performance and teacher-student relationship based on gender in public secondary schools in Egor local government area.

Table 5: showing the difference between students' academic performance and teacher-student relationship based on gender.

Variable	N	Mean	Std. D	Sig(2taile T d)	Decision
Male	29	13.5	4.73	0.00005	4.94 Rejected
Female	31	14.2	5.34		

Table 5 shows a t value of 4.94 and a p value of 0.00005. Since the p-value (0.00005) is much less than the alpha level of 0.05, the hypothesis is rejected. Therefore there is a difference between students' academic performance and teacher-student relationship based on gender of teachers in public secondary schools in Egor local government area.

Discussion of Findings

From the analysis above, it was revealed that there is high level of students' academic performance in public secondary schools in Egor local government taken into consideration students' academic performance in the 2022/2023 Waec examination results.

Findings from the study also revealed that there is high level of teacher-student relationship in public secondary school in Egor local government area. In supporting this finding, Malmberg and Hagger 2009 postulated that teachers internalize experiences with students in representational models of relationships that guide emotional responses in daily interactions with students and change students wellbeing in the long run. In addition, the notion of mental representations of relationships at different levels of generalization could offer a window to understand how individual teacher-student relationships may affect the academic performance of students.

It was revealed that there is a significant relationship between students' academic performance and teacher-student relationship in public secondary schools in Egor local government area.

Findings from this study also shows that the relationship between students' academic performance and teacher-student relationship differs by size of

school. This finding is in line with Cotton (1996) who reviewed 103 studies and concluded that smaller schools foster a greater sense of community, stronger teacher-student relationships, and better academic outcomes, especially for disadvantaged students. Also, Lee & Smith (1997) found that smaller school sizes are linked to higher academic achievement and lower dropout rates. Students tend to feel more connected and engaged in smaller school settings.

Findings from the study further revealed that there is a difference based on gender of teachers in the relationship between students' academic performance and teacher-student relationship. It was revealed from the analysis that the relationship between students' academic performance and teacher-student relationship differed by gender of teachers. In supporting this finding, Carrington et al. (2007) found that female teachers are perceived to be more nurturing and emotionally supportive, which often benefits younger children and female students in particular. This emotional support fosters stronger teacher-student bonds and improved academic outcomes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the summary, conclusion and recommendations and they are represented as follows.

Summary

This study investigated Students' academic performance and teacher-student relationship in public secondary schools in Egor local government area. Five research questions were raised and answered. The research questions were as follow:

1. What is the level of students' academic performance in public secondary schools in Egor local government area?
2. What is the level of teacher-student relationship in public secondary schools in Egor local government area?
3. Is there a relationship between the level of students' academic performance and teacher-student relationship in public secondary schools in Egor local government area?
4. Is there a difference in the relationship between students' academic performance and teacher-student relationship based on size of school in public secondary schools in Egor local government area?

5. Is there a difference in the relationship between students' academic performance and teacher-student relationship based on gender in public secondary schools in Egor local government area? A literature review of some important areas related to the study was carried out. Empirical studies of some related works on students' academic performance and teacher-student relationship was cited. The population for the study comprised all students and teachers in the twenty (20) public secondary schools in Egor Local Government Area of Edo State. The sample consist of 10 schools representing 50% of the population. 3 teachers at one teacher per section (SSI,II,III) were randomly selected for the study; in all six teachers per school consisted the sample, that is 60 teachers represented the entire public secondary schools in the local government. Two instruments was used for the data collection. A questionnaire titled "Teacher-Student Relationship Questionnaire"(TSRQ) and a checklist titled "Students' Academic Performance Checklist"(SAPC). The constructed questionnaire was presented to the researcher's supervisor for content validation.

Findings:

The study revealed that:

- There is high academic performance of students in Egor Local Government Area of Edo state.
- There is high level of teacher-student relationship in public secondary schools in Egor Local Government Area.
- There is a significant relationship between students' academic performance and teacher-students relationship in public secondary schools in Egor Local Government Area of Edo state.
- The relationship between students' academic performance and teacher-student relationship in public secondary schools in Egor Local Government Area differed by size of school.
- There is a difference between students' academic performance and teacher-student relationship based on gender of teachers in public secondary schools in Egor Local Government Area.

Conclusion

Based on the findings of the study, the researcher concluded that there is a significant relationship between students' academic performance and teacher-student relationship in public secondary schools in Egor Local

Government Area. This relationship also differs by the size of school as well as the gender of teachers.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were made:

1. Teachers should act as mentors to guide, support and motivate students both academically and personally.
2. The ministry of education in collaboration with Teachers Service Board should organise workshops, seminars and conferences for teachers from time to time so as to keep them abreast of modern interpersonal and communication skills that foster positive relationships with students.
3. Government should provide more facilities like classroom buildings, libraries, and laboratories to ease the workload of teachers and enable them to deliver individualized support to students in the classroom.
4. The school administration should regularly assess teachers' performance to ensure they are effectively engaging with students.
5. Similar, school heads should ensure to establish or strengthen counseling units in schools to support students' emotional and psychological well-being.

6. The government should develop policies that emphasize teacher-student relationships as a critical factor in improving academic performance.

Suggestions for Further Studies

The following were the suggestion of the researcher:

1. This research should be carried out in other local government areas of the state for a better generalization of the study.
2. Role of Gender in Teacher-Student Relationships.
3. Investigate how parental involvement complements teacher-student relationships in enhancing academic performance.
4. Examine how teacher job satisfaction, and work environment affect their ability to build positive relationships with students

REFERENCE

- Adepoju, T. L., & Fabiyi, A. I. (2007). The relationship between teacher-student interaction and academic performance of students in selected Nigerian secondary schools. *International Journal of Educational Development*, 3(4), 45-55.
- Afolabi, E. R. (2015). Effect of teacher-student rapport on the academic achievement of secondary school students. *Journal of Education and Practice*, 6(20), 121-129.
- Akinsolu, A. O. (2010). Teachers and students' academic performance in Nigerian secondary schools: Implications for planning. *European Journal of Educational Studies*, 2(3), 247-259.
- Amadi, C. C. (2014). Influence of school climate on teacher-student relationship and academic achievement in Nigerian secondary schools. *Journal of Educational Studies*, 6(1), 45-52.
- Anderman, L. H., & Anderman, E. M. (1999). Social predictors of changes in students' achievement goal orientations. *Contemporary Educational Psychology*, 24(1), 21-37.
- Ayodele, J. B., & Adebisi, O. (2013). Teacher-student relationship and academic

- performance in selected secondary schools in Lagos State. *Journal of Educational Research and Reviews*, 1(3), 55-62.
- Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, 44(3), 211-229.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Bernieri, F. J. (2005). The importance of teacher immediacy in the classroom. *Educational Psychology Review*, 17(2), 141-157.
- Bosker, R. J., & Witziers, B. (1996). The impact of teacher-student interactions on student learning: A review of the evidence. *School Effectiveness and School Improvement*, 7(4), 373-394.
- Davis, H. A. (2003). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist*, 38(4), 207-234.
- Eze, P. U., & Igbinedion, T. O. (2015). Impact of teacher-student relationship on students' academic performance in Nigerian secondary schools. *Journal of Educational Studies*, 4(2), 12-18.

- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.
- Kyriakides, L., & Creemers, B. P. M. (2008). Teacher behavior and student outcomes: Suggestions for research on teacher effectiveness. *School Effectiveness and School Improvement*, 19(1), 37-59.
- Lerner, J. V., & Lerner, R. M. (1994). Social interactions in teacher-student relationships and the impact on school success. *Journal of Educational and Child Development*, 5(1), 32-48.
- Murray, C., & Greenberg, M. T. (2000). Children's relationships with teachers and bonds with school: An investigation of patterns and correlates in middle childhood. *Journal of School Psychology*, 38(5), 423-445.
- Obanya, P. (2004). *Educating for the knowledge economy*. Heinemann Educational Books.
- Patrick, H., Ryan, A. M., & Kaplan, A. (2007). Early adolescents' perceptions of

the classroom social environment, motivational beliefs, and engagement.

Journal of Educational Psychology, 99(1), 83-98.

Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher–student relationships on students’ school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493-529.

APPENDICES
QUESTIONNAIRE

Department of Educational Management,
Faculty of Education, University of Benin, Benin City.

Teacher-Student Relationship Questionnaire (TSRQ)

Kindly fill as appropriate.

Section A: Demographic Data

Name of School:

Class: SSI(), SSII(), SSIII()

School Size: less than 200 students (), above 200 students ()

Teacher's gender: Male(), Female()

Section B:

Kindly rate your relationship with your students using the following scale:

Very high(VH)

High(H)

Moderate(M) Low(L).

1	Commending them when they perform well				
----------	--	--	--	--	--

2	Scolding then when the need arises				
3	Encouraging them with advice				
4	Flogging or giving them corporal punishment when they misbehave				
5	Inviting their parents to discuss their issues with them				
	Supporting students				
6	Referring students to the guidance and counselling unit				
7	Providing clear instructions on issues				

8	Assisting students who are facing challenges				
9	Eliciting feedback from students				
10	Ignoring stubborn students				

CHECKLIST

Department of Educational Management,

Faculty of Education,

University of Benin,

Benin City.

Students' Academic Performance Checklist(TSRC)

Examination: WAEC

Year: 2022/2023 Academic session

Kindly provide the data as required.

Number of students enrolled

Number of students who passed

with 5 credits including

Mathematics and English language

Thank you.