

**INFLUENCE OF STUDENT- TEACHER RELATIONSHIP ON THE  
ACADEMIC PERFORMANCE OF STUDENTS IN CHRISTIAN  
RELIGIOUS STUDIES JUNIOR SECONDARY SCHOOLS.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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**CERTIFICATION**

We, the undersigned, certify that the research work was carried out by  
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## **DEDICATION**

This project is dedicated to Almighty God for His divine love, grace and mercy on me throughout my academic pursuit, and to my parents, I owe everything. Your love and guidance have encouraged and supported me all the way.

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This researcher wants to express her profound gratitude to God Almighty for His Grace and His supernatural provisions all through my stay in School.

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**ABSTRACT**

This study was carried out to examine the influence of student- teacher relationship on the academic performance of students in Christian Religious Studies junior secondary schools. Four research questions were raised for this study which are outlined thus; Does student- teacher relationship influence students' adjustment in school? Does student- teacher relationship influence Christian Religion students to study? Does student teacher-relationship make Christian Religion students free to participate in class? Does students' teachers' relationship influence their academic performance in Christian Religion Studies?

The population of the study thirteen thousand three hundred and thirty students (13,330) in the twenty (20) junior secondary schools in Ikopa Okha Local Government Area of Edo State. The sample for the study consists of consists of two hundred (200) students drawn from five (5) secondary schools in Ikopa Okha Local Government Area of Edo State. The sample size for this study was selected using the random sampling technique.

The major findings of the study It revealed that teachers allow students to ask questions always. It was seen that some students do not ask questions in class. It was seen that students like schools where the teachers are friendly. It was shown that the students have a close relationship with their teachers. From the study it was recommended that Mentorship should be encouraged in schools to foster and improve the relationship between the teachers and students. Teachers should try and reinforce their students passively whenever the answer questions correctly or wrongly in the class.

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Teachers play an important role in the training of students throughout the formal schooling experience (Baker, Grant and Morlock, 2018). Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling (Baker 2018; Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; McCormick, Cappella) in agreement with attachment theory, positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker, 2018). It could be possible that when teachers support students in the learning environment, it brings about positive impact in their social and academic outcomes, which is important for the long-term trajectory of school and since studies have shown that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially in productive ways (Hamre

and Pianta, 2017). Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2017). Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2017). This includes, relationships with peers, and developing self-esteem and self-concept (Hamre and Pianta, 2017). Students in low-income schools can especially benefit from positive relationships with teachers (Murray and Malmgren, 2015).

Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high income schools, because of the risk associated with poverty (Murray & Malmgren, 2015). Risk outcomes associated with poverty include high rates of high school dropout, lower rates of college applications, low self-efficiency, and low self-confidence (Murray & Malmgren, 2015). There are several factors that can project against the negative outcomes often associated with low-

income schooling, one of which is a positive and supportive relationship with an adult, most often a teacher (Murray & Malmgren, 2015).

Low-income students who have strong teacher-student relationships have higher academic achievement and have positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher (Murray & Malmgren, 2015). There is substantial research on the importance of teacher-student relationships in the early elementary years (Pianta, 1992; Hamre & Pianta 2017). However, little is known about the effects of teacher-students' relationships on high school students. Studies show that early teacher-student relationships affect early academic and social outcomes as well as future academic outcomes (Pianta 1992; Hamre and Pianta 2017). But few researchers have looked at the effects of teacher-student relationships in later years of schooling. Researchers who have investigated teacher-student relationships for older students have found that positive teacher student relationships are associated with positive academic and social outcomes for high school students (Alexander, Entwisle & Horset, 1997; Cataldi & Kewall Ramani, 2019).

Parents and educators quickly accept that students need to be taught from an effective curriculum in order to be successful in school. However, although most parents would say that they would want their children to have positive relationships with their teachers, they may view a close teacher-student relationship as less than necessary. Researchers suggests that this variable has a significant influence on students' achievement. In order for students to learn what is offered from an effective curriculum, they must be able to access support from their teachers (Klem & Connell, 2016). In this age of high stakes testing and accountability for both students and teachers, it is important to examine the evidence to determine if these relationships are indeed a factor of raising students' achievement. Advocates for the No Child Left behind (NCLB) Act assert that the way to improve students' achievement is to focus on test scores. However, learning is a process that involved cognitive and social psychological dimensions and both processes should be considered if academic achievement is to be maximized (Hallman, 2018).

An extensive examination of the variables that impact learning should include studying the factors that impact students' attitudes regarding school and the relationships they form with their teachers. Two arguments can be made for the identification of these factors. First, if students like schooling processes they reap important social advantages such as building friendships, gaining respect from peers and adults, and learning social skills. Second, if students like schooling processes, their academic performance is enhanced (Hallinan, 2018). Regardless of if a teacher-students relationship is close or fraught with conflict, that relationship may be factor that, and be an indicator of a child's adjustment to school (Pianta & Stuhlman, 2016). It is important to note that during the research process this author relied primarily upon juried resources.

### **Statement of the Problem**

It has been observed that due to over-crowded classrooms, students are not receiving the necessary attention in order to succeed in their academics. This may result in teacher inability to have effective class control over his/her students in this case the problem has effect on

both small and large class size as it affects the quality of teaching and learning of Christian Religion studies. Also due to overcrowded classrooms, some teachers may find it difficult to use its instructional media as these instruments would not go round to each student in the class which hinder the effective teaching and learning of Christian Religion Studies in Junior secondary schools. There is also a possibility that the teacher-student relationship can have a way it affects the academic achievement of Christian Religion studies student. Hence this study will focus on influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools.

### **Research Questions**

The following research questions were raised to guide the study

- Does student- teacher relationship influence students' adjustment in school?
- Does student- teacher relationship influence Christian Religion students to study?

- Does student teacher- relationship make Christian Religion students free to participate in class?
- Does students' teachers' relationship influence their academic performance in Christian Religion Studies?

### **Purpose of the Study**

The purpose of the study is to carry out a survey of influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools, more specifically, this study will seek to:

- Find out if students teacher relationship influence students adjustment in school.
- Find out if student- teacher relationship influence Christian Religion students to study
- Examine if student teacher- relationship make Christian Religion students free to participate in class
- Find out if teacher-student relationship encourages students personal study

- Determine how students' teachers' relationship influence their academic performance in Christian Religion Studies.

### **Significance of the Study**

The study will be of a great benefit to students, teachers, policy makers, and educational administrators.

The study will enhance students' performance in that it provide medium through which their teachers can be enhanced.

The study will also provide teachers with information about student-teachers relationship and ways such relationship can be improved upon.

The study will equally provide vital information to policy makers on how best to formulate educational policies that will encourage student-teachers relationship in the school system.

Finally, the study will provide useful information to school administrators about the usefulness of student-teacher relationship and how to enhance such relationship to improve the academic performance of the students.

### **Scope and Limitations of the Study**

The study shall cover some selected junior secondary schools in Oredo Local Government Area of Edo State with reference to influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools The study is limited to just one local government area and some selected schools in Oredo Local Government Area of Edo state.

### **Definition of Terms**

the following terms are used in the study

**Relationship:** The way in which two or more people are connected

**Teacher:** A person who pass instruction in a school.

**Secondary School Students:** These are individuals studying in a school meant for young people between ages of 11 to 16 years.

**Academic Performance:** This refers to the intellectuals' ability of how the children perform in test or examination at the end of the session.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature on influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools. Under the following sub-headings:

- Conceptual Framework
- Theoretical framework
- Academic Performance
- Influence of Student's Teacher Relationship on Christian Religion Study Students Adjustment to Study
- Influence of Students-teacher Relationship on Students Freedom to Participate in Class
- Influence of Teacher – Students Relationship on Academic Achievement of Students of Christian Religion Study
- Effects on Student Academic Achievement
- Effects on Student Behaviour
- Effects on Student Social Emotional Growth

## **Conceptual Framework**

Relationship is the way in which two or more people or things are connected, or the state of being connected. The concept of relationship provides the analytical and operational framework through which the relationship paradigm reveals itself, may be studied, and is put into practice. This concept gives hands and voice to the process of continuous

interaction in political, social, and economic life. It is both a framework for analysis and an instrument of change.

The effective teacher preparation is a very vital instrument for the development and transformation of any nation. Teacher's preparation is essential if the educational sector of any society wants to grow towards achieving its goals and meeting its teacher's needs. If teachers are empowered properly through effective training, the tasks of teaching and learning will become a mirage. Teacher's preparation is the training undertaken by prospective teachers before being employed in teaching (Gwany, 2012). Good teachers preparation programme will give birth to quality teachers, who will in turn produce quality students/school leavers, quality students will give quality manpower in all spheres of life that can support, sustain and trigger development.

Therefore, any teacher education programme that is deficient calls for concern; it is on this basis that federal government of Nigeria prescribes the current curriculum content for teacher education programme that can help produce quality teachers who will educate Nigeria citizens. Some of the teachers are to teach biology at the senior secondary level.

One study examines the ways in which teacher qualifications and other school inputs are related to student achievement across states. The findings of both the qualitative and quantitative analysis suggest that the investments in the quality of teachers may be related to improvements in student performance. Quantitative analysis indicates that measures of teachers preparation and certificates of student achievement in reading and learning both before and after controlling for student poverty and language status. State policy surveys and case study data are used to evaluate teachers qualifications within and across status. This analysis suggests that policies adopted by states regarding teacher education, laicizing, hiring, and professional development may make an important difference in the qualifications and capacities that teachers bring to their work. The quality of teacher-student relationships plays an important role in a student's educational experiences. Empirically, students who possess positive relationships with their teachers have an increased likelihood of positive attitudes as well as positive academic "outcomes" such as higher grades. Students with conflicted teacher –

student relationships are at increased risk for academic problems such as poor grades and repeating a grade. It is therefore important to consider not only what the student brings into the classroom, but also what kind of relationship evolves in order to minimize factors contributing to lower teacher students quality.

### **Theoretical framework**

This study reviewed the Martin Ford's Motivational Systems Theory (MST). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social, and environmental contexts that are crucial to development. Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person in-context functioning is:

$$\textbf{Achievement} = (\textbf{Motivation} \times \textbf{Skill}) \times \textbf{Responsive Environment}$$

The formula proposes that actual “achievement and competence are the results of a motivated, skillful, and biologically capable person interacting with a responsive environment” (Ford, 2012). Similar formula was used by Pinder (2014) and others cited in Nonis

& Hudson, (2016) to demonstrate performance as a multiplicative function of both ability and motivation.

### **Performance = Ability x Motivation**

The above formula indicates that a student with very high ability but low motivation is unlikely to perform well, whereas a student with low ability but high motivation is likely to perform well. That is, the variability in motivation across students may dampen associations between ability and performance. In the same vein, one can argue that it is simply the study habits and attitudes that ultimately bring about the desired performance and not students' inner desires or motivations. Therefore, similar to how motivation interacts with ability to influence academic performance, one can infer that study habits and attitudes interact with ability to influence student performance in board examination.

### **Academic Performance**

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are more important. According to

Annie, Howard, Stoker and Mildred (2012) academic achievement is the outcome of the extent to which a student, teacher or institution has achieved their educational goals. Bossaert, Doumen, Buyse and Verschueren (2011) defines academic achievement as a student's success in meeting short or long-term goals in education. In the big picture according to authors academic achievement means completing high school or earning a college degree, Lassiter (2012) looks at students' academic achievement referring to a student's strong performance in a given academic area.

A student who earns good grades or awards in science has made a positive achievement in the academic field of science. He further stated that education associations and schools monitor the overall level of student's academic achievement to decide if any changes need to be made in the educational system. Good (2019) defines academic performance as the knowledge obtained or skills developed in school subjects usually designed by test scores or marks assigned by the teacher. Melta (2011) defines academic achievement as "academic performance includes both curricular and

co-curricular performance of students, it indicates the learning outcomes of the students. In classrooms, students perform their potentials efficiently, as a result of it, learning takes place: the learning outcomes changes the behaviour pattern of the student through different objectives.

### **Influence of Student's Teacher Relationship on Christian Religion Study Students Adjustment to Study**

The effort to keep as many students as possible in school has been partially successful (Bracey, 2019). This has resulted in students as remaining in school who at one time would have either dropped out or have been removed. Although the goal of keeping as many students as possible in school is certainly worthy, it can lead to have more students in the classroom who lacks a sense of direction and purpose, and hence a low level of motivation for learning. Bearing in mind that the challenge of motivating students may be difficult as a result of poor teacher – students relation. Here are some five practical and easy ways to help students adjust to their study.

## **Get to know the Students by Name as Quickly as Possible**

Students will appreciate this. You may want to distribute an information sheet at the first class session. The sheet can ask students for their name, the name they prefer to be called by, where they live, interests or hobbies, a success experience, goals, places they have visited. After you have students use the information from the sheet to introduce themselves to two or three other students whom they may not know in the class, you can have them come before the whole class and introduce themselves. As students do this, you will have a chance to focus one student at a time. You may want to use imagery to help you remember each student by associating some particular image that is based on the student's name. You may also want to ask some follow-up questions. This will not only allow you to come to know more about each student but will also communicate your interest in them. This will not only allow you to come to know more about each student but will also communicate your interest in them. This can help the teacher and the students come to know and hopefully like each other better

as they share interest and experience and build a better and positive relationship.

### **Get to Know Personal Things about Each Students**

Another activity is to take advantage of the time at the beginning and end of class, after tests, before holidays, or after holidays just to talk with and listen to students. Ask students about their weekends, goals and aspirations, and opinions about local and national. What you talk about is probably less important than the fact that you were interested enough to ask and listen. In the teacher's effort to improve classroom climate and build better teacher - student relationships, avoid focusing on answering factual questions or testing student's knowledge when discussing current events. Instead, ask them opinion questions. The goal is to get students to participate, to feel like they are valued members of the class and that their comments are valued not to assign grades.

### **Create an Environment where Questions and Answer - Even Wrong Answers Are Encouraged and Valued**

Students learn more and participate more when they feel comfortable asking and answering questions. But students will not ask or answer question if they think they will be embarrassed. Encourage and recognize students when they ask and answer questions. When students tell you that they do not understand something, tell them that you appreciate their comment because it helps you to know what aspects of a lesson need additional courage.

### **Avoid the Use of threats and Punishment**

If students do something that is disruptive, use a timeout procedure rather than punishment. After the time-out-procedure has been used, be sure to sit down with students and talk with them. Practice active listening. That is, ask them how they feel about what occurred, give them a chance to get out any frustrations and feelings. After they have had a chance to discuss their feelings, then you can talk about ways to avoid such an occurrence in the future. Make it clear to the students that it is the Behaviour and not the person that is unacceptable. In fact, the teacher should make it a point to say or do something that will make the students feel valued.

## **Create a Supportive Classroom Environment**

Instead of having students compete with each other for grades, recognition, and/or success, have students work together cooperatively to carry out some task or project in the evaluation process, base the grade on both individual and group achievement. Structure the evaluation process in such a way that individual improvement will help the group grade as well as the individual grade. This will hopefully get students to work together and help each other's. The ideas and activities listed in this article are not an exhaustive list, but rather a beginning. Teachers should use them to stimulate their thinking about what they can do to.

## **Influence of Students-teacher Relationship on Students Freedom to Participate in Class**

Students are influenced by perceptions of their teacher's even handedness, competence, caring and support as well the nature of the teacher – student relationship that results (Stipek, 2010). A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected (stipek, 2010). According to

Stipek many of the students who are not doing well academically, are the same ones who have a poor relationship with their teachers. Typically, the more the fall behind academically, often, the more this relationship is weakened. If they constantly remains back in class, the environment and the teacher – student relationship begin to hold negative associations. Students who perceived a more nurturing relationship with their teachers tended to have better attitudes towards academics and often did better than their peers who lacked the same support system. Some other researchers supported the idea that a good teacher – student relationship positively influenced learning. The more connected a child feels, the more they are willing to attempt tasks and to seek help when necessary. The student who feels this sense of connectedness may want to maintain it or please the teacher by doing well in class.

Hyman and Snook (2021) defined emotional maltreatment in schools as “any disciplinary or motivational practice that psychologically hurts children”. These includes humiliation, rejection, excessive authority, sarcasm, and other disciplinary technique can

develop (in the child) a cluster of symptoms, such as neurotic traits, habit disorders, Behaviour extremes shyness, with drawal (Bhasin , 2007), intimidation, anxiety or impulsive Behaviour (Chandler, 2019). These manifestations may be temporary or may last the student's entire life. However dysfunctional and poor interactions and relationship of teacher and students may negative influence the students psychologically and somatically as well as academically.

### **Environmental Influence**

Reinforcement theorists argue that motivation is in the environment, not in the person such as the teacher (Stipek, 2013). However, it is the teacher who plays the greatest role in setting the atmosphere (Whitaker, 2013). Whitaker (2013) argues that it is better to create the relationship that will motivate the student to behave well. School climate and culture will enable or restrict classroom instruction and student learning (Stewart, 2008), since students adapts to their environment, if educators create a culture where students are cannot adapt and feel free they find it difficult to learn and as well communicate, interact and relate with their teachers.

Researchers like Coetsee and Mosoge (2010) suggest that non-effective organizational culture can reduce academic achievement and lead to high rate of student dropout and failure rates, effective discipline and irregular attendance.

### **Influence of Teacher – Students Relationship on Academic Achievement of Students of Christian Religion Study**

The most powerful elements within the learning environment is poor teacher – students relationship which greatly influence the academic achievement of senior secondary school biology students. Major factor affecting biology student's development, school engagement and academic motivation, teacher – students relationship forms the basis of the social context in which learning takes place (Hyghes 2021). Teacher – students' interactions are not only influenced by a number of aspects including gender, but in turn also influence a student's academic outcomes and Behaviour. Supportive and positive relationships between teachers and students ultimately promote a “sense of school belonging” and encourage students to “participate cooperatively in classroom activities (Chem and eider 2021).

## **Academic Outcome**

Teacher's classroom practices and their interactions with their biology students are seen to have the greatest effect on biology students learning outcomes (Hayes 2010). Connoret (2013), examine research that indicates that teacher's regards for their students, their responsiveness to student's questions and interest, the emotional climate of the classroom and their expectations, have all been related to student's achievement. These expectation, have all been related top student's achievement. These expectations developed by the teachers potentially influence their approach on particular students, which can intimately affect the performance of those students (Vaile, 2021). Another is the development of biology student's self-regulatory skills, such as autonomy and initiative (Lagwig, 2014). The learning environment as a result needs to encourage teacher-students interactions where biology students are placed at the centre of learning and are encouraged and challenged to make sense of information for themselves (Churchchill, 2013).

Intrinsic motivation tends to deteriorate over time. Because learning environment play such a significant role in determining motivation, students must feel a sense of belonging, which is a predictor of motivational outcomes and engagement. When a teacher creates a welcoming environment and considers the needs of the students, learning outcomes will be ideal-students will effectively perform tasks they find personally important or interesting (Maulang 2013). Creating a climate of warmth and caring as well as supporting autonomy and self determination will help students feel a sense of control (Skinner, 2008). All students should have a peaceful, caring and positive learning environment that enhances the joy of learning. The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes (Asiyai, 2014). When teachers have positive relationships with their students, they improve the classroom and environment, which results in more motivation.

### **Effects on Student Academic Achievement**

There is an existing large body of research associated with students' academic achievement as associated with a teacher student relationship. This section will cover a few studies and literature reviews which have explored this topic. Research articles are included that Look at both long and short term academic affects, teacher strategies for building relationships, and what is important to students in feeling supported. Johnston, Wildy and Shand (2022) conducted a study using 25 grade 10 students across secondary schools in Australia. They collected data through 100 interviews and 175 classroom observations. Researchers collected qualitative data centered on the main research question: "How do students experience their teachers' expectations for their academic achievement?" Analysis of the data revealed that students acted in ways that improved their academic performance when their teachers communicated high expectations of them. Furthermore, when teachers were interested in personally connecting with students and showed care, students reciprocated by developing positive relationships with those teachers. Students reflected on this relationship as having a positive impact on

their academic performance. Ma, Liu, and Li (2022) conducted a quantitative study to examine the effects of a teacher student relationship on learning outcomes.

The study included 332 fourth graders and eleventh graders from China. The study measured student perceived teacher student relationship, curriculum based measures of achievement and student perceived parental involvement. Students' academic achievement was measured using their standardized test scores. The results of the study revealed that teacher student relationship and student academic achievement correlated positively, in both primary and secondary schools. Magro, Nivison, Englund and Roisman (2023) conducted a quantitative research study.

This study looked at the extent of which relationships with early caregivers and early elementary school teachers had on a student's academic performance at 16 years old. The study used longitudinal research to follow students through their academic career. They examined the extent to which a child's primary care experience (3 to 42 months) with their caregivers and their relationships with their

elementary school teachers (K-6th grade) were associated with their academic achievement at age 16. The results found that three out of the four indicators of a strong teacher student relationship were associated with academic achievement in the medium range. Evaluated alongside maternal sensitivity, relationships with adult figures in a child's life are associated with academic achievement later in life.

In a literature review by Myers and Pianta (2008) the authors examined qualitative data centered on teacher relationships in multiple different manners. The goal was to conceptualize what factors affect teacher student relationships and in turn, how those relationships affect classroom performance. Research shows that supportive teacher student relationships are necessary for healthy student development, as well as help students who are at risk of school failure. Conflict between an adult and student was shown to increase the risk of school failure. Quality relationships boost both academic achievement and socioemotional learning, and the need for them does not diminish as a student ages. The perspective of focusing on

relationships is a relatively new practice within educational contexts, but further research may reveal more benefits of the theory in practice. In this research study by Semeraro, Giofre, Coppola, Lucangeli and Cassibba (2020), cognitive (mathematical ability) and noncognitive (anxiety) effects on performance in a math class were examined as compared to the teacher student relationship. A sample of 219 students were evaluated when they entered sixth grade. General cognitive ability was measured through the administration of four timed standardized tests. The topics were: series completion, odd-one-out, matrices and topology. Math anxiety was measured through three questionnaires that measured attitude towards math learning. Teacher student relationship quality was measured from a student perception based questionnaire. Lastly, mathematical achievement was measured through the administration of a standardized test. While the results showed that cognitive ability was the strongest predictor of mathematics achievement, the student teacher relationship was found to have an indirect relationship through alleviating math anxiety. The role of the student teacher

relationship within math learning is thought to play a role in mediating anxiety which aids learning. Sethi and Scales (2020) conducted research which consisted of two studies, Study 1 was quantitative, and Study 2 was qualitative. Study 1 used survey and structural equation modeling to collect data about teacher student relationships and school achievement. Study 2 used surveys to look at how teachers build relationships. Six hundred and twenty three middle school students and 672 high school students participated in the study, and three focus groups of small samples of students also met during the study. Relationships with teachers were found to directly affect both student motivation and school climate. They were found to indirectly affect GPA. Study examined best practices for teachers to build relationships. All five elements of developmental relationships were found to be present in these teacher student relationships, though power sharing was less common. The most powerful messages students received from teachers were as follows: You can trust me to be here through your good and bad days, and for

the long haul, I will share some of my self with you as a person so we get to know

each other, even maybe make each other laugh once in a while; I will be and fair honest with you, I will be flexible with you when I can be while still expecting a lot from you I will give you the support you need to succeed” (Sethi, Scales, 2020, page 13)Pakarinen, Lerkkanen, Poikkeus, Salminen, Silinskas, Siekkinen and Nurmi (2017) conducted a longitudinal study to examine the extent to which the quality of teacher student relationships as assessed in kindergarten were associated with the same children’s reading and math growth during elementary school, specifically grade 4. The sample included 515 children, and they observed teacher student interactions in 49 kindergarten classrooms. ‘Quality relationships’ as measured in the study were characterized by 3 categories: emotional support, classroom organization and instructional support. The children’s math and reading ability were tested using pre-tests at the beginning of the kindergarten year, and a nonverbal reasoning test at the end of their kindergarten year. The classrooms were observed using the

Classroom Assessment Scoring System (CLASS) pre-K observation instrument and 17 observers conducted the observations. During elementary school, the students' math and reading ability was measured at the end of each year (1, 2, 3, 4) using standardized tests. The results found that high quality teacher student relationships in kindergarten were positively associated with children's more advanced academic development later in life. High quality teacher student relationships in kindergarten were also positively associated with baseline academic skills, suggesting "that warm and sensitive teacher-child interactions, well-organized activities with proactive Behaviour management, and process-oriented feedback provide children with a good start to schooling" (Pakarinen, et al. 2017, page 199). Platz (2021) conducted a literature review in order to explore the question: "What is the nature and what is the role of trust between teacher and student in academic education at school?" The researcher examines this question in two parts: the first part focuses on how trust between teachers and students is about being in a trust relationship, the second on how the reasons for trust are relationship

dependent. The second part explores trust by looking at the level of knowledge acquired from the teacher and the development of epistemic confidence. In academic situations, trust increases the amount of knowledge acquired. In schools, students are often taught by communication through a teacher, trusting that this teacher is knowledgeable and dependable makes the student more apt to take in what is being communicated. Relationships with teachers also have a great effect on whether or not students trust the information they receive, by trusting their own knowledge students are able to trust their own abilities.

### **Effects on Student Behaviour**

There is also a body of research which establishes a correlation between student Behaviour and teacher student relationships. This section explores how students present Behaviours in schools and how this is associated with student teacher relationships, how positive discipline procedures which form supportive classrooms, and the use of forming relationships to effectively manage Behaviour. Acar, Veziroğlu-Çelik, Rudasill and Sealy (2022) conducted a quantitative

study which investigated the correlation between student self-regulation responses in real situations and the student's relationship with their teacher. The researchers observed 140 students, aged 39 to 77 months. The researchers observed Behaviours in both hot and cool situations and measured participants' response to these situations. The results revealed that teacher-student closeness was positively associated with both hot self-regulation and learning Behaviours, while teacher-student conflict was negatively associated with learning Behaviours.

Roorda and Koomen (2021) conducted a quantitative research study examining how students in primary and secondary schools present both externalizing and internalizing Behaviours. They took a sample from 1,219 secondary school aged students. These students reported on their externalizing and internalizing Behaviours, as well as their relationships with their teachers during three different intervals during one school year. The aim of the study was to determine to what extent the relationship between teachers and students and externalizing or internalizing Behaviours was reciprocal.

Externalizing Behaviour was found to positively predict student teacher conflict, indicating that improving relationships should be considered in order to form an intervention for externalizing Behaviours in school. McNally and Slutsky (2018) conducted a study which looked at how the relationships between teachers and their students provide a supportive environment for overall school success. The study included 4 preschool classrooms: two of which were Head Start programs and two of which were private preschools. Four preschool teachers were also included in the study. Data was collected in the forms of questionnaires, observations, a teacher belief survey, interviews, and a final focus group. The researcher used the STRS long form to assess teachers' perceptions of their relationships with individual students for each child in the classroom. Teachers were observed during normal days on three occasions for one hour each. The teacher survey measured three aspects of belief: discipline practices, classroom practices, and beliefs about children.

The results showed that higher STRS scores predicted lower levels of conflict and dependency, and a closer and more positive

relationship. Overall, teachers reported that they engaged in positive strategies of discipline, first clarifying expectations, then following through with a consequence and using guidance as their main method. Quality teacher student relationships were found to be linked to high quality practices like positive discipline and a safe emotional climate. Longobardi, Settanni, Lin, and Fabris (2021) conducted a study to measure the relationship between a student's prosocial Behaviour and the teacher student relationship alongside academic achievement and attitude towards school. The participants of the study were students aged 4 to 9 and 47 teachers. The researchers administered the STRS short form to teachers in order to measure teachers' perception of level of closeness in relationships with their students. Teachers were also asked to rate their students' prosocial Behaviours using a form called the strengths and difficulties questionnaire. Researchers also administered a questionnaire to students that was aimed to measure their feelings about school. Using multiple regression analysis researchers found that students' attitude towards school was positively predicted by student teacher

closeness and the student perceived relationship with their teacher. Student perceived academic achievement was also positively associated by teacher student closeness and the perceived relationship. Student's prosocial Behaviours were positively predicted by students' attitude towards school. Teacher student closeness and student perceived relationship were also directly and indirectly related to prosocial Behaviours. McGuire and Meadan (2022) conducted a literature review in order to explore how the social inclusion of children who demonstrate persistent challenging Behaviours (PCBs) can change their classroom experience for the better. The social emotional delays present in students who display PCBs can be responsible for negative impacts on play skills, emotional regulation, and social interactions. Using best practices, teachers can form social inclusion by including students in the classroom community, ensuring participation in social activities with peers and promoting positive relationships. PCBs usually result from a student's lack of social emotional readiness for school, the skill gap between those with strong social emotional functioning versus weak social emotional

functioning grows as students age. Long term effects are attached to the exclusionary discipline practices often applied to students demonstrating PCBs, such as decreased time in the classroom and future suspensions and expulsions. Classrooms which promote positive environments have a lower rate of PCBs and suspensions as they allow students to feel welcome, supported and give them the opportunity to develop prosocial Behaviours. Students engaging in PCBs also tend to have social emotional delays or disabilities, making connections with peers difficult. Teachers can manage this by modeling appropriate interactions or allowing all students to feel involved in the classroom. Teachers can promote equal participation in the classroom by establishing and maintaining social and Behavioural expectations, facilitating interactions when needed and modeling Behaviours for before, during and after engagement. Classroom activities aimed to promote a prosocial classroom environment will also assist student Behaviour. Taking part in conversations that all can relate to, and all can participate in benefits student inclusion. It is necessary for the teacher to have a

relationship with a student engaging in PCBs, the student will be supported by a friendly, positive relationship and the other students will learn how to interact with a student demonstrating PCBs by emulating how the adult interacts. An inclusive classroom is within best practice for improvement of school experience.

### **Effects on Student Social Emotional Growth**

As social emotional growth emerges as an increasingly important educational standard, research observing the connection to student teacher relationships have been popping up. The following section focuses on the relationship among the ability to self regulate as associated with teacher student relationships, social interaction skills, and effects of an SEL curriculum. Loomis (2021) explores how exposure to early childhood adversity, child capacity for self regulation and relationship with their teacher are related. This article collected quantitative data from student caregivers and teachers at different points in the school year. Data was first collected from the caregivers of 126 preschool children, relative to the child's exposure to different adverse childhood experiences. Later, during the middle

of the school year data was collected from the child's teachers on student ability to self-regulate and at the end of the school year, their relationship with their teacher. The results showed that adverse childhood experiences were connected to low self regulation ability and consequently increased student teacher conflict. These results show the need for stronger teaching of self regulation skills and implemented trauma responsive practices. This article explains how the role of adverse experiences does affect the classroom, but how the teachers role is important in affecting this outcome. Sette, Baumgartner and Schneider (2014) conducted a study in order to measure both teacher student relationship and social adjustment. Sixty three boys and 66 girls participated in this study; the students belonged to 7 classrooms. Each classroom has two teachers: one of which was randomly selected to evaluate the quality of the child teacher relationship for each child, the other evaluated the child's social competence and maladjustment. Parents also provided an assessment of their child's level of shyness. Overall, shy children were found to not develop as strong a relationship with their

teachers as their peers and shyness was also correlated with higher levels of peer rejection. A lack of a strong teacher relationship was found to be linked to **some other negative outcomes.**

Cabell, Justice, McGinty, DeCoster and Forston (2015) conducted a study to examine both the quantity and quality of teacher student conversations in preschool classrooms. Using observations collected from 44 classrooms and 297 randomly selected students, small group play conversations were transcribed, written as conversations, and coded for teacher strategies which evoked and built upon children's conversations. One aim of the study was to discover if strategy use in conversations had an impact on student vocabulary gain. Teachers were trained to use elicitation and extension strategies in their observed conversations with students. Data was collected in the form of videos of conversations, taped by the teachers and sent to the researchers. Measurement of the student's vocabulary skills was administered in both the fall and spring of the school year. The results showed that variance in strategy use over the year

significantly predicted children's vocabulary gains over the length of the school year. Teachers who were dedicated towards employing strategies which would improve communication had students engaged in a higher number of multi turn conversations; engaging in a topic over successive turns gives students the opportunity to be exposed to more valuable vocabulary. When a relationship is established between a teacher and student, more conversations are likely to be held, which can improve that students' vocabulary acquisition. Poulou (2017) conducted a study in order to investigate how a teacher's perception of emotional intelligence and social emotional learning are related to student teacher relationships. Teachers from 92 public schools in Greece completed the Self-Rated Emotional Intelligence Scale, Teacher Social Emotional Learning Beliefs Scale, and Student–Teacher Relationships Scale-Short Form regarding 283 students who were aged 5 to 6. One hundred seventy students were interviewed on their perception of teacher student relationship to measure agreement between both student and teacher perceptions of the student teacher relationship. SEL is thought to be important in the

classroom because methods teach both teachers and students to manage themselves and allows for the communication of skills including stress management, anger management, social communication skills and encourages a sense of safety for the child. Within the study, teacher's perceptions of their own emotional intelligence were related positively to their perceptions of positive classroom relationships and teacher student closeness. In relation to classroom relationships, students emphasized the importance of a teacher's dedication to SEL comfort and commitment. Gunter, Caldarella, Korth and Young (2012) conducted a study to evaluate the effects of a social emotional learning curriculum called Strong Start Pre-K, on the social and emotional competencies of pre-K students. The study included 52 preschool students. Two classrooms employed the curriculum, these were the test groups, while two classrooms did not, these were the control groups. The researchers used the insight of these student's teachers to collect data on teacher rated student emotional regulation, internalizing Behaviours and the quality of the relationship with the student. After the use of the

curriculum, teachers reported an increase in students' emotional regulation. Results also showed a decrease in students internalizing Behaviours after experiencing the curriculum. Level of closeness with teachers increased over time in both test and control classrooms, likely due to both development over time and use of curriculum.

### **Summary of Literature Review**

This chapter of the study covered the theoretical framework upon which the study is based. It also covered a review of literature spanning the concepts of the influence of classroom size facilities and the method of influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools. In addition, it discussed the constraints and challenges. Conclusively, an empirical review of literature related to the study was carried out, thus concluding the literature review.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methods that was used in carrying out the study under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument

- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Research Design**

This study adopted the descriptive research design, the design was considered mostly appropriate because of the sample size, also the study explained in detail a phenomenon; influence of student-teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools.

### **Population of the Study**

The population of the study comprised of thirteen thousand three hundred and thirty students (13,330) in the twenty (20) junior secondary schools in Ikopa Okha Local Government Area of Edo State.

### **Sample and Sampling Technique**

The sample for the study consists of two hundred (200) students drawn from five (5) secondary schools in Ikopa Okha Local Government Area of Edo State. The simple random sampling

technique was used in selecting the schools from the twenty secondary schools in Ikopa Okha Local Government Area of Edo State. Forty (40) students were drawn from each school with the use of purposive random sampling technique.

### **Research Instrument**

The instrument used in generating data for this study is the Likert form of questionnaire. The questionnaire which was designed by the researcher and was made up of two sections (A and B) SECTION “A” was drawn to cover the demographic information of the respondents, while SECTION “B” covered all the research questions raised for the study.

### **Validity of Instrument**

Before the administration of questionnaire, it was given to the project supervisor and two other lecturers in the Faculty of Education for corrections and suggestions. The corrections and suggestions made by them was in-cooperated in the final draft of the instrument. The instrument was validated in terms of face and content.

### **Reliability of the Instrument**

In order to determine the reliability of the instrument, it was administered to 20 respondents who were part of the population but were excluded from the study sample. The data collected was analyze using Cronbach alpha to obtaine a coefficient value of 7.6.

### **Method of Data Collection**

The questionnaire was administered personally by the researcher, by giving out the questionnaire forms to the students individually and collecting them back. This was done to ensure that no questionnaire was missing.

### **Method of Data Analysis**

The data generated from the administration of the instrument was analyzed with the use of descriptive statistics mean (tables and percentages). This method of analysis was employed

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter presented the analysis of the data collected. The purpose of this research was to investigate students' perception of the roles school counsellors play in their career choice in public secondary school in Ovia North East Local Government Area of Edo State.

### Data Analysis of Demographic Information

The data analysis for the demographic information was carried out using simple percentage. The results are presented in Tables 4.

**Table: 4**

| Items                   | Frequency  | Percentage  |
|-------------------------|------------|-------------|
| <b>Gender</b>           |            |             |
| Male                    | 92         | 46%         |
| Female                  | 108        | 54%         |
| <b>Total</b>            | <b>150</b> | <b>100%</b> |
| <b>Age Distribution</b> |            |             |
| 15-25 years             | 93         | 62%         |
| 26- 45years             | 57         | 38%         |
| <b>Total</b>            | <b>150</b> | <b>100%</b> |

### Presentation of Data

**Gender of Respondents:** The results in Table 1 shows that 70% of the respondents were male while 80% were female. This implied that majority of the' respondents sampled for the study were female.

**Age Distribution:** The age distribution indicated that majority of the sampled respondent's age (62%) falls between 15-25 years of age. This was followed by respondents in the age group of 26-45 years. Those respondents whose age falls within 15 - 25years were the majority in the study.

### SECTION B:

Research Question 1: Does student- teacher relationship influence students' adjustment in school?

**Table 1: Student- teacher relationship and how it influences students' adjustment in school?**

|    | ITEMS                                                          | N          | X<br>X      |             | Remark       |
|----|----------------------------------------------------------------|------------|-------------|-------------|--------------|
| 1. | My teachers allow me to ask questions always.                  | 200        | 321<br>3.21 |             | Agree        |
| 2. | My teachers do not allow me to ask questions in the classroom. | 200        | 300<br>3.00 |             | Agree        |
| 3. | My teachers give me freedom of expression in the class.        | 200        | 342         | 3.42        | Agree        |
| 4  | I do not ask questions in the class.                           | 200        | 331         | 3.31        | Agree        |
| 5  | My teachers allow me to ask questions always.                  | 200        | 331         | 3.31        | Agree        |
|    | <b>Grand Mean</b>                                              | <b>200</b> | <b>325</b>  | <b>3.25</b> | <b>Agree</b> |

#### **Significant Score > 2.50**

In table 17 above, the researcher presents the responses by the respondents to questionnaire item 1 to 10 in relation to first research question which sought to find out student- teacher relationship and how it influences students' adjustment in school. In response to research question one, the table above shows that the respondents agree with item 1, 2, 3, 4 and 5, which has the mean ratio of 3.21, 3.00, 3.42, 3.31, and 3.31, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 3.25. It revealed that teachers allow students to ask questions always. It was seen that some students do not ask questions in class. It was shown that students are given the freedom of expression in class.

**Research Question Two:** Does student- teacher relationship influence Christian Religion students to study?

**Table 2: Student- Teacher Relationship and how it Influences Christian Religion Students to Study**

|    | ITEMS                                                              | N          | X                   | Remark       |
|----|--------------------------------------------------------------------|------------|---------------------|--------------|
|    |                                                                    |            | <b>X</b>            |              |
| 6  | I like school where my teachers are friendly.                      | 200        | 321<br>3.21         | Agree        |
| 7  | I have a close relationship with my teacher.                       | 200        | 300<br>3.00         | Agree        |
| 8  | My teacher encourages us to come to him/her concerning any issues. | 200        | 342<br>3.42         | Agree        |
| 9  | My teacher praises/ encourage me when I perform well academically. | 200        | 331<br>3.31         | Agree        |
| 10 | My teacher is harsh, so I can't ask him /her questions in class.   | 200        | 331<br>3.31         | Agree        |
|    | <b>Grand Mean</b>                                                  | <b>200</b> | <b>325<br/>3.25</b> | <b>Agree</b> |

**Significant Score > 2.50**

In table 2 above, the researcher presents the responses by the respondents to questionnaire item 1 to 10 in relation to first research question which sought to find out student – teacher relationship and how it influences Christian religion students to study. In response to research question two, the table above shows that the respondents agree with item 6, 7, 8, 9 and 10 which has the mean ratio of 3.21, 3.00, 3.42, 3.31 and 3.31, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 3.25. It was seen that students like schools where the teachers are friendly. It was shown that the students have a close relationship with their teachers. It was revealed that teachers encourage students to be open minded concerning any issues. It was shown that teachers praise and encourage students when they perform well academically.

**Research Question 3:** Does student teacher- relationship make Christian Religion students free to participate in class?

**Table 3: Student teacher- relationship and how it makes Christian Religion students freely participate in class**

|    | ITEMS                                                        | N   | X           | Remark       |
|----|--------------------------------------------------------------|-----|-------------|--------------|
|    |                                                              |     | <b>X</b>    |              |
| 11 | I learn more when my teacher smiles while teaching.          | 200 | 331         | Agree        |
|    |                                                              |     | 3.31        |              |
| 12 | I learn more when I answer questions in class.               | 200 | 300         | Agree        |
|    |                                                              |     | 3.00        |              |
| 13 | My teacher encourages class discussion about a topic.        | 200 | 342         | Agree        |
|    |                                                              |     | 3.42        |              |
| 14 | I love C.R.S because my teacher makes it easy to understand. | 200 | 331         | Agree        |
|    |                                                              |     | 3.31        |              |
| 15 | My teacher punishes us when we misbehave.                    | 200 | 331         | Agree        |
|    |                                                              |     | 3.31        |              |
|    | <b>Grand Mean</b>                                            | 200 | <b>327</b>  | <b>Agree</b> |
|    |                                                              |     | <b>3.27</b> |              |

#### **Significant Score > 2.50**

In table 3 above, the researcher presents the responses by the respondents to questionnaire item 1 to 10 in relation to third research question which sought to find out student teacher relationship and how it makes Christian religion students freely participate in class the table above shows that the respondents agree with item 11, 12, 13, 14, and 15 which has the mean ratio of 3.31, 3.00, 3.42, 3.31 and 3.31, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 3.27. It was revealed that students learn more when teacher smile while teaching. It was seen that students learn more when they answer questions in class. It was revealed that teachers encourage class discussion about a topic. It was shown that most students love C.R.S. because the teacher make it easy to understand. It was seen that teacher punishes students who misbehave in class

**Research Question 4:** Does students' teachers' relationship influence their academic performance in Christian Religion Studies?

**Table 4: Student teacher- relationship and how it influences their academic performance in Christian Religion Studies**

|    | ITEMS                                                                                             | N   | X                   | Remark       |
|----|---------------------------------------------------------------------------------------------------|-----|---------------------|--------------|
|    |                                                                                                   |     | <b>X</b>            |              |
| 16 | My teacher uses instructional material while teaching.                                            | 200 | 331<br>3.31         | Agree        |
| 17 | The class size affects teacher-student relationship.                                              | 200 | 300<br>3.00         | Agree        |
| 18 | My teacher is not good in teaching C.R. S                                                         | 200 | 342<br>3.42         | Agree        |
| 19 | I have improved in C.R.S because my teacher explains it in a way that is very easy to understand. | 200 | 331<br>3.31         | Agree        |
| 20 | My teacher gives us assignment at the end of every lecture.                                       | 200 | 331<br>3.31         | Agree        |
|    | <b>Grand Mean</b>                                                                                 | 200 | <b>327<br/>3.27</b> | <b>Agree</b> |

**Significant Score > 2.50**

In table 3 above, the researcher presents the responses by the respondents to questionnaire item 1 to 10 in relation to third research question which sought to find student teacher relationship and how it influences their academic performance in Christian religion studies, the table above shows that the respondents agree with item 11, 12, 13, 14, and 15 which has the mean ratio of 3.31, 3.00, 3.42, 3.31 and 3.31, which is above the criteria mean of 2.50. Also, the grand mean has a mean score of 3.27. It was revealed that institutional materials are used by teachers while teaching. It is seen that class size affects teacher – student relationship. It was revealed that most teachers are not good in teaching C.R.S. It was shown that students easily understand subjects explained

by teachers. It was seen that teachers give assignment at the end of every lecture

### **Discussion of Findings**

From research question one. It revealed that teachers allow students to ask questions always. It was seen that some students do not ask questions in class. It was shown that students are given the freedom of expression in class.

From research question two, it was seen that students like schools were the teachers are friendly. It was shown that the students have a close relationship with their teachers. It was revealed that teachers encourage students to be open minded concerning any issues. It was shown that teachers praise and encourage students when they perform well academically.

From research question three, it was seen that students learn more when they answer questions in class. It was revealed that teachers encourage class discussion about a topic. It was shown that most students love C.R.S. because the teacher make it easy to understand. It was seen that teacher punishes students who misbehave in class.

From research question four It was revealed that institutional materials are used by teachers while teaching. It is seen that class size affects teacher – student relationship. It was revealed that most teachers are not good in teaching C.R.S. It was shown that students easily understand subjects explained by teachers. It was seen that teachers give assignment at the end of every lecture.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The purpose of this study is to carried out a survey in of influence of student-teacher relationship on the academic performance of students in Christian Religious Studies junior secondary schools. The population of the study thirteen thousand three hundred and thirty students (13,330) in the twenty (20) junior secondary schools in Ikopa Okha Local Government Area of Edo State. The sample for the study consists of consists of two hundred (200) students drawn from five (5) secondary schools in Ikopa Okha Local Government Area of Edo State. The sample size for this study was selected using the random sampling technique.

#### **Conclusion**

It revealed that teachers allow students to ask questions always. It was seen that some students do not ask questions in class. It was seen that students like schools where the teachers are friendly. It was shown that the students have a close relationship with their teachers. It was revealed that teachers encourage students to be open minded concerning any issues. It was revealed that it was seen that students learn more when they answer questions in class. It was revealed that teachers encourage class discussion about a topic. It was shown

that most students love C.R.S. because the teacher make it easy to understand. It was shown that institutional materials are used by teachers while teaching. It is seen that class size affects teacher – student relationship. It was revealed that most teachers are not good in teaching C.R.S.

### **Recommendations**

The following under listed are recommended based on the findings of the study:

Mentorship should be encouraged in schools to foster and improve the relationship between the teachers and students.

Qualified and sound minded teachers should be employed, so that the will be able, willing and disposed to develop, nurture and maintain good relationship between them and their students.

Seminar or workshop should be organized at least once or twice in a year for teachers in order to enlighten them more on how to relate, communicate, associate and meets the needs of their students.

Teachers should try and reinforce their students passively whenever the answer questions correctly or wrongly in the class.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**  
**BENIN CITY**  
**QUESTIONNAIRE**  
**INFLUENCE OF STUDENT- TEACHER RELATIONSHIP ON**  
**THE ACADEMIC PERFORMANCE OF STUDENTS IN**  
**CHRISTIAN RELIGIOUS STUDIES IN JUNIOR SECONDARY**  
**SCHOOLS**

Dear Respondents,

I am an undergraduate student in the above-named department. As part of the requirements of the programme, I am undertaking a study on “influence of student- teacher relationship on the academic performance of students in Christian Religious Studies in junior secondary schools in Ikpoba -Okha Local Government Area of Edo

State”. In this regard you have been selected as a member of the sample.

I wish to appeal to you to kindly assist this study by sparing few minutes of your time to complete this questionnaire as sincerely as possible. Please be assured that your answers will be treated in strict confidence and used for the academic purpose solely.

Thank you for your cooperation.  
The researcher  
**Okoh Bridget Rukevw**

## **SECTION A**

Respondent’s personal data

Sex: Male ( ) Female ( )

Age: 10-14 ( ) 15-18 ( )

## **SECTION B**

**INSTRUCTION:** Kindly indicate your responds to the questions by ticking your preferred response in the space provided strongly agree, agree isagree and strongly disgrace

| <b>S/N</b> | <b>ITEMS</b>                                                                       | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|------------|------------------------------------------------------------------------------------|-----------|----------|----------|-----------|
|            | <b>Does student- teacher relationship influence students adjustment in school?</b> |           |          |          |           |
| 1          | My teachers allow me to ask questions always.                                      |           |          |          |           |

|    |                                                                                                                  |  |  |  |  |
|----|------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 2  | My teachers do not allow me to ask questions in the classroom.                                                   |  |  |  |  |
| 3  | My teachers give me freedom of expression in the class.                                                          |  |  |  |  |
| 4  | I do not ask questions in the class.                                                                             |  |  |  |  |
| 5  | My teachers allow me to ask questions always.                                                                    |  |  |  |  |
|    | <b>Does student- teacher relationship influence Christian Religion students to study?</b>                        |  |  |  |  |
| 6  | I like school where my teachers are friendly.                                                                    |  |  |  |  |
| 7  | I have a close relationship with my teacher.                                                                     |  |  |  |  |
| 8  | My teacher encourages us to come to him/her concerning any issues.                                               |  |  |  |  |
| 9  | My teacher praises/ encourage me when I perform well academically.                                               |  |  |  |  |
| 10 | My teacher is harsh, so I can't ask him /her questions in class.                                                 |  |  |  |  |
|    | <b>Does student teacher- relationship make Christian Religion students free to participate in class?</b>         |  |  |  |  |
| 11 | I learn more when my teacher smiles while teaching.                                                              |  |  |  |  |
| 12 | I learn more when I answer questions in class.                                                                   |  |  |  |  |
| 13 | My teacher encourage class discussion about a topic.                                                             |  |  |  |  |
| 14 | I love C.R.S because my teacher makes it easy to understand.                                                     |  |  |  |  |
| 15 | My teacher punish us when we misbehave.                                                                          |  |  |  |  |
|    | <b>Does students' teachers' relationship influence their academic performance in Christian Religion Studies?</b> |  |  |  |  |
| 16 | My teacher uses instructional material while teaching.                                                           |  |  |  |  |
| 17 | The class size affects teacher-student relationship.                                                             |  |  |  |  |
| 18 | My teacher is not good in teaching C.R.S                                                                         |  |  |  |  |
| 19 | I have improved in C.R.S because my teacher explains it in a way that is very easy to understand.                |  |  |  |  |
| 20 | My teacher gives us assignment at the end of every lecture.                                                      |  |  |  |  |

