



THE IMPACT OF TEACHER-STUDENTS RELATIONSHIP ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SOCIAL STUDIES IN CALABAR SOUTH LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

Ukwetang, John Okpa¹, Agbor Cassidy Etta², Dr. Sarah Okpa Josiah³

¹Department of Curriculum and Teaching, Faculty of Education
University of Calabar, Calabar.

²Department of Environmental Education, Faculty of Education
University of Calabar, Calabar.

³Department of Library and Information Science, Faculty of Education
University of Calabar, Calabar.

Abstract

The study was designed to find out the impact of teachers-students relationship on the academic performance of students in Social Studies in Calabar South Local Government Area of Cross River State. A total of one hundred and eight (180) students were used for the study. Achievement test in Social Studies was used for data collection for the study. Three hypotheses were formulated and tested. The Pearson Product Moment Correlation Coefficient was used in testing hypothesis. The result of the analysis showed that there is no significant difference between Teacher-Students relationship and academic performance of students in Social Studies; there is no significant difference between student-student relation and their academic performance in Social Studies; there is no significance difference between Teacher-qualification and student academic performance in Social Studies. All the conclusion was drawn at 0.05 level of significance on the basis of the above results and findings, recommendations were made to the government, teachers and counselor on impact of teacher-student relationship on student's academic performance in Social Studies.

1.0 Introduction

Developing countries that is faced with educational problems. In the Nigerian situation, functionality of educational system is defined by the extent to which it helps to solve the problem of this country. This can only take place when the system is science inclined. The 6-3-3-4 system of education was introduced because it was science inclined. Some of these subjects are Social

Studies, chemistry, physics etc which was introduced in secondary schools. The two people involved whenever education is mentioned is the teacher and the student. It is against this backdrop that the teacher-student relationship has become an important area of research investigation.

The development of any society depends on the quality of education, and the quality of education depends on the quality of teachers, students and effective involvement

of parents in education. Clinton and Hattie (2013). Teaching requires new teaching technique, teacher's perspectives, teaching strategies, and value for the classroom. Up to this time, many learning institutions and their managements are strongly focusing on measuring teachers' effectiveness and students' performance in schools (Burke, 2010). Teachers play a vital position in promoting education, learning and professional growth of learners. It is believed that, academic success of learners and schools is due to strong teacher-student relationship. Some of authors have shown the truth that the quality connection between educators and learning are key elements to learning.

By relationship, is meant interaction between individuals which can be expressed as friendship, affection, frequency of meeting, co-operation and open communication. Relationship can be seen in activities like self-disclosure that can generate trust and love among people. In other words, relationship between people (Aminu, 2016) usually follows a progression from non-intimate communication to deep unreserved self-disclosure. Schools must provide a climate in which respect and trust are possible. Confidence in oneself and others can hardly be nurtured when the child lives under a continual barrage of negative admonition. Consequently, William, (2015) suggested that students must be taught to be sensitive to one another's needs and to appreciate without stinging the generally wide differences in social background and life experiences among themselves. Similarly, considering the nature of students' academic task performance and the psychological nature of human system, the student needs to nurture and sustain good rapports with their teachers for effective

functioning and high productivity in their academics (Ukwetang, 2021).

The teacher-student association is very significant for children. Children use more or less 5 to 7 hours a day with a teacher for approximately 6 years. We inquire ourselves what is measured a good teacher. Every one of us has left through instruction, and if lucky had a preferred teacher. A constructive connection among the student and the teacher is complicated to set up, however be able to be establishing for both individuals at either end. The individuality for a helpful relationship can differ to set a knowledge experience friendly and attractive the students to study. A teacher and student who have the individuality of high-quality infrastructure, esteem in a classroom, and demonstrate attention in schooling from the tip of sight of the teacher and knowledge from a student will set up a optimistic connection in the classroom.

Children have dissimilar strategies for knowledge and achieving their goals. A small number of students in a classroom will take hold of and study rapidly; however at the same time there will be those who have to be continually skilled using different techniques for the student to be capable to appreciate the lesson. Going on the other hand, there are those students who trick about and use school as activity. Instruction then becomes hard, particularly if there is no correct announcement. However, teachers, creating a constructive association with their students, will not unavoidably manage of all the upsetting students.

Teachers play an important role in the trajectory of students throughout the formal schooling experience. 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. Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills (Baker et al., 2008; O'Connor et al., 2011). Teachers who support students in the learning environment can positively impact their social and academic outcomes, which are important for the long-term trajectory of school and eventually employment. This study examines the impact of teacher-student's relationship on the academic performance of students in Social Studies in Calabar South Local Government Area of Cross River State.

2.0 Literature review

2.1 Teacher-student relationship and academic performance of student in Social Studies

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity. 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. This includes relationships with peers, and developing self-esteem and self-concept. Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations. Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

Nwachukwu (2020) asserts that for a teacher-student relationship to have a positive influence on students' academic performance, the teacher must be firm in his decision and be welcoming. The author notes that, there could be no meaningful education without the teacher helping the learner to be able to solve his own problem and find solution to his own life need. A positive teacher-student relationship is most likely to occur in a student of learner friendly environment. Today, the teachers in almost all the Nigerian schools enter the classroom to teach with a long cane in hand. The message is clear, learn or be punished. As a result of that, students begin to have phobia, hence their academic performance is affected negatively. In fact, a threatening situation presents the teachers as one who come to class prepared to deal with poor learners drastically. A positive relationship between the teacher and his/her students goes beyond making students pass examinations, but also help develop the human relationship both outside and within the school environment.

Nwachukwu (2020) further stressed that teacher-student's relationship is the ability of the teacher to have a positive listening and probing skill in relating with the students, they will be discouraged to always confide their problems to the teacher, hence impeding students' academic performance. On the contrary, positive listening and probing skill by the teacher who come to class prepared to deal with poor learners drastically. A positive relationship between the teacher and his/her students goes beyond making students pass examinations, but also help develop the human relationship both outside and within the school environment.

Durojaye (2020) observed that classroom relationship is to a large extent

determined by the kind of relationship operating between the teacher and the students in the classroom. The kind of relationship in the classroom is, therefore, in turn determined by the kind of teacher in the classroom. A Teacher who is autocratic, creates a stormy and passive emotional climate within and outside the classroom; and those who choose to be laissez-faire are doing nothing more than paying lip-services to the principle of teaching.

Sarumi (2020), in a study established a significant difference between married and single teacher-student relationship while a non-significant difference was established between rural and urban school's teacher-student relationship. However, in a research conducted to ascertain the impact of teacher-students' relations on academic performance, Ogunniyi (2016) found a significant difference between male and female teacher-student relations. A significant difference also existed between young and old teacher-student relations. The relationship between teacher and student is of fundamental importance in teaching. A teacher who is interpersonally competent, is a good manager such teacher creates friendly and cooperative atmosphere and create open communication.

According to Isangedihi (2017) teachers should show interest in student affairs, protect them and make effort at raising the psychological health. He further maintains that teachers should know the characteristics of their learner including their interest attitude and potentialities. Student like teachers who are friendly, firm without being too strict, fair but essentially consistent and have no favourites, can explain clearly and give help, give interesting lessons and are friendly and patience.

Similarly, Ibang (1980), observed that the healthy development of the child in school depends on the personality of the

teacher. He noted that his maturity, friendliness, social interaction and comportsment will eventually be reflected in the children with whom he interacts positively during school hours. He then suggested that if the teacher is one who is sociable and believes in the worth of the student, he/she will surely make a positive contribution to the child's growth both academically or otherwise.

2.2 Student-student relationship and their academic performance in Social Studies

Student-student relationships, often referred to as peer relationships, play a significant role in shaping a student's overall educational experience, including their academic performance. These relationships encompass interactions and connections between students within a learning environment. Students who have positive relationships with their peers are more likely to engage in collaborative learning activities. Working together on group projects, study sessions, and discussions can enhance comprehension of complex concepts and improve problem-solving skills, both of which positively impact academic performance. It provide opportunities for students to share their knowledge, insights, and perspectives. Explaining concepts to peers can deepen understanding, and learning from others' viewpoints can broaden a student's understanding of subject matter.

Isangedighi (2017) writing on student-students relationship noted that, in some schools, some teachers and students are treated as outsiders, a situation that threatens their sense of belonging to the learners feel comfortable, emotionally, psychologically and a non-threatening environment, perform academically well. Whereas, others who have varying degree of discomfort which is not ideal for learning and an environment which

is threatening does not do well, hence, an enabling environment devoid of threat promotes learning.

When students form study groups or engage in peer-based learning, they often experience a sense of accountability. Peer pressure to participate actively and contribute can motivate students to stay focused on their studies and improve their academic performance. Positive peer relationships can contribute to a sense of belonging and social support within the classroom. Students who feel connected to their peers are more likely to attend class regularly, actively participate, and seek help when needed – all of which can have a positive impact on their academic success. Interactions with peers can help students build confidence in their abilities. Receiving encouragement and constructive feedback from peers can boost self-esteem and create a conducive environment for learning.

Battistich et al., (2014) stated that students tend to be more accepting of peers who show engagement in the tasks of school (e.g. show attention, participate in classroom activities) this will increase their interest rate. Taba (2022) once observed that when a school population contains a multifaceted group of various social classes of cultures, there is the tendency for "we/they" syndrome of relationships to develop. According to her under such circumstance, classroom discussion may be impede among students because, some students have the tendency to attack and oppress one another instead of ideas and possibility of doing and kind of planning as a group for a rewarding academic performance. It is not out of place to state that there is a positive correlation between success in school and acceptance by one's peer.

Student-student relationships expose individuals to a variety of perspectives, backgrounds, and viewpoints. This exposure can enrich discussions, foster critical thinking, and enhance understanding of complex social studies concepts. For some students, forming connections with peers can alleviate anxiety associated with class work or assignments. Peer relationships provide a source of emotional support, making the learning environment more comfortable and conducive to learning. Engaging with peers in discussions and debates can enhance analytical thinking and problem-solving skills. Students often learn to consider multiple viewpoints and develop logical arguments, skills that are valuable for academic success.

2.3 Teachers' qualification and students academic performance in Social Studies

Teacher's qualification is one of a number of academic and professional degrees that enables a person to become a registered and a confirmed teacher with specific skills to make a teacher effective. Qualified teachers are often seen simply as "good" teachers and are considered to be those who exhibit desirable traits and uphold the standards and norms of the profession. Qualified teachers are also seen as those who brings about "student learning", they are called good teachers or successful teachers (Fenstermacher & Richardson, 2015) states that, by: "Good teachers", we mean that the content taught accords with disciplinary standards of adequacy and completeness undertaken with the intention of enhancing the learners' competence with respect to content while "successful teachers", we mean that the learner actually acquires some reasonable and acceptable level of proficiency from what the teacher is engaged in teaching."

Student achievement is considered an accurate measure of effective teaching and has

become a basis for value added teacher assessment systems (Braun, 2015). Cochran (2021) argues that “the outcome” question is what currently motivates teacher education research and policy making. In many countries, teaching qualification that are considered to be related to students learning have become targets of education reform (Zuzovsky, 2013). Research has it that the problem to poor academic achievement of students could be as a result of the low academic and cognitive level of teachers who come in to the profession in quest for money and all for policies aimed at attracting more capable candidates through shorter, less regulated alternative routes (Baliou & Podulsky, 2020).

According to Esu, (2014) deep understanding of the subject matter is considered very vital as it enhances greater comprehension of facts and concepts on the part of the students. Mastery of the subject matter by the teacher amounts to competent teaching since it enhanced the teacher's ability to plan and present lessons effectively. Calderhead (2014) went further to argue that teacher's ability to ask what students had learn from the lesson in terms of knowledge understanding skills or attitudes is function of mastery of subject matter. He therefore concluded that the major features of teachers who had knowledge of the subject matter included teacher's self-confidence, clarity and maintenance of attention and interest in his classroom.

Obebe (2020) opined that teachers who do not have the grasp of the subject matter with expertise or mastery find it very difficult to present in the classroom. Okorodudu (2013) asserts that a professionally trained person with up to date scientific knowledge, skills ability and competences could help individuals in overcoming their learning difficulties. It is obvious that competent teachers must possess

a professional knowledge base and exhibit knowledge of the subject matter. In this regard, Anderson and Kountnik (2022) argued that this does not suggest that he should know everything within the field. It rather implies that knowing enough about the area and awareness of recent development within the area. A competent teacher, according to Linskie (2017) should be a storehouse of knowledge. A teacher's knowledge affects both the content and processes of his instruction and influences what he teachers, (Stein, Boxers and Leinchlart, 2020). In his submission, Akan (2021) highlighted that inadequate provision of ground work for future learning in the subject area negatively affects the teacher's level of mastery of the subject matter.

According to Isangedihi (2017), the competent teacher needs to be grounded in the subject matter if he must put up a good performance. He needs to know the most recent discoveries and charges in the subject handled, if he does not know much of what he teachers, the tendency may be to tell students only half truth. He further argued that if one were equipped with knowledge and skill development, he could always maintain a level of articulation demonstrate vision and exceed the vibrancy of mind, quick in comprehending and analyzing issues. He conducted that for such a teacher, self-compartment would normally emerge as a natural radiance of professional adequacy.

Teacher's educational qualification as a tool a teacher needs to function effectively (teach) is one of the critical factors that drive students' academic performance (Aina & Sunday, 2015). They also penned that one of the most important characteristics of a teacher in the profession is the qualification as seen that teachers' qualification can go a long way to bring about students higher academic achievement.

3.0 Research methodology

The research design adopted for this study is ex-post facto design. The design, ex-post facto is suitable for this study where the nature and magnitude of relationship among variables are being investigated. It is economical for measuring variables and their interrelationship simultaneously.

The area of the study is Calabar South Local Government Area of Cross River State, Nigeria. The population of this study consists a male and female in the Junior secondary school one (JS I) students of selected secondary schools in the study area. Attention was given to ten secondary schools with a population of two hundred students in

the Junior secondary, 80 male and 120 female students.

The simple random sampling technique was used to select a sample of two hundred (200) students from the ten secondary schools in Calabar South Local Government Area to be used as the sample of the study.

4.0 Results and discussion

The first hypothesis of the study states that there is no significance relationship between teachers-student relationship and students' academic performance in Social Studies (N = 200). The result is presented in the table below.

Table 1: Pearson Product Moment Correlation analysis of the relationship between teachers-student relationship on students' academic performance (N=200)

| Variables | Mean | SD | t-cal |
|------------------------------------|-------|------|-------|
| Teachers-students relationship (X) | 15.71 | 5.31 | 0.026 |
| Academic performance (Y) | 18.23 | 6.29 | |

$P < 0.05$; $df=198$.

The result of data analysis revealed that there is a significant relationship between teacher-student and academic performance in Social Studies. The calculated r-value is statistically lower than 0.05 level of significant and alternate hypothesis restated, therefore there is a Significant relationship between teacher-student and academic performance in Social Studies. This finding is supported by Nwachukwu (2020) who asserted that for a teacher-student relationship to have a

positive influence on students' academic performance, the teacher must be firm in his decision and be welcoming.

Hypothesis two states that there is no significance relationship between student-student and academic performance in Social Studies. The result of this hypothesis is presented in table 2.

Table 2: Pearson product moment correlation analysis of the relationship between student-student academic performance in Social Studies. (N=200).

| Variables | Mean | SD | t-cal |
|-----------------------------------|-------|------|-------|
| Student-students relationship (X) | 11.76 | 3.81 | 0.031 |
| Academic performance (Y) | 18.23 | 4.02 | |

P < 0.05; df=198.

Finding revealed that there is a strong relationship between student-student and academic performance in Social Studies. Results of data analysis revealed that the calculated r - value of (0.031) is statistically less than 0.05 level of significance. This means that there is a positive relationship between student-student and academic performance in Social Studies. This is supported by Battistich et al., (2014) who stated that students tend to be more accepting

of peers who show engagement in the tasks of school (e.g. show attention, participate in classroom activities) this will increase their interest rate.

Hypothesis three states that there is no significance relationship between teacher qualification and academic performance in Social Studies. The result of hypothesis three is presented in table 3.

Table 3: Pearson Product Moment Correlation analysis of the relationship between teachers' qualification and academic performance of students in Social Studies (N=200)

| Variables | Mean | SD | t-cal |
|-----------------------------|-------|------|-------|
| Teachers' qualification (X) | 16.72 | 4.43 | 0.019 |
| Academic performance (Y) | 18.54 | 6.51 | |

P < 0.05; df=198.

The null hypothesis is rejected at 0.05 level of significance and the alternate hypothesis restated. This means that there is a strong relationship between teacher qualification and students' academic performance in Social Studies Therefore the null hypothesis is rejected at 0.05 level of significance and the alternate restated. Thus,

there is a strong relationship between teacher qualification and students' academic performance in Social Studies.

This finding collaborates with Isangedihi (2017), who asserted that the competent teacher needs to be grounded in the subject matter if he must put up a good performance. He needs to know the most

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recent discoveries and charges in the subject handled, if he does not know much of what he teachers, the tendency may be to tell students only half truth.

5.0 Conclusion

From the findings, it shows that there is a positive relationship between the independent variables (teacher-student relationship, student-student relationship and teacher qualification) and academic performance of students in Social Studies.

6.0 Recommendations

Based on the findings of this study, the following recommendations were made;

1. Teachers' should be adequately trained to handle and relate well with students in school which is an academic strong factor to enhance students' performance in Social Studies.
2. Teachers should acquire the minimum basic qualification to teach in secondary schools.
3. Learning facilities should be provided to schools to enhance and facilitate teaching and learning in schools.

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