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IMPACT OF TEACHERS-STUDENT RELATIONSHIP ON ACADEMIC ACHIEVEMENT OF CHRISTIAN RELIGIOUS KNOWLEDGE STUDIES STUDENTSIN SECONDARY SCHOOLS IN ABA SOUTH LOCAL GOVERNMENT AREA OF ABIA STATE

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ABSTRACT

This study deals with the Impact of teachers-student relationship on academic achievement of Christian Religious Studies students in secondary schools in AbaSouth Local Government area of AbiaState.In pursuit of the objectives, a survey research was carried out in the area and the population used for the study was obtained from 10 secondary Schools. Sample size of 200 was determined by mean score statistical formula. Data were collected using questionnaire and interview and thereafter tables and statistical tools were used for presentation and analysis respectively. Findings of the study indicate that Student motivation is more dependent on teacher –student good relationship and Strong significant differences were found between teachers and students views regarding affection and mutual understanding, struggling for the promotion of education, academic and social concerns with each other.The study concludes thatthe essence of a strong teacher and student relationship revolves around how it affects the teaching and the learning going on in a classroom. Each contextual category that was created as a result of this case study includes specific components of the teacher and student relationship that affect the classroom learning environment in a meaningful way as evidenced by student work samples and student responses to teacher interaction. Recommendation from the study states that the teachers should be providedwith the opportunity for advancement and may be encouraged through rewards, incentives and promotion on their performance. They may also be provided the opportunities of career advancement and to achieve greater academic achievement of the students.

Keywords: Teacher, Student, Student -Teacher Relationship, Academic achievement and

Introduction

A teacher is a role model, teachers are like mirror where a student looks at and be satisfied. 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 10 months. 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 to 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 first-class communications value in a classroom, and demonstrate attention in schooling from the tip of sight of the teacher and knowledge from a student will set up an optimistic connection in the classroom Ezenwagu.et al., (2019).

Children have dissimilar strategies for knowledge and achieving their goals. A small number of students in a classroom will take hold of the time and study rapidly; however 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.

According to Hangenauer & Volet, (2012). "Student disruptions will happen regularly in a lesson that are badly prepared and managed where students are not provided with suitable and attractive instructional tasks". The input is, teachers require to incessantly observing the student in order for him or her to be awake of any difficulties the student is having. Thoughtful the child's trouble, fright, or confusion will give the teacher an improved considerate the child's education difficulty. just the once the teacher becomes attentive of the troubles, he or she will have more tolerance with the student, therefore creation the child sense safe or less puzzled when education is taking place in the classroom. The announcement among the student and the teacher serves as a relationship between the two, which provides an improved feeling for a classroom atmosphere. Of course, a teacher is not leaving to appreciate every difficulty for every child in his or her

classroom, however will obtain sufficient in sequence for those students who are stressed with exact tasks. An important body of research indicates that "educational attainment and student performance are subjective by the value of the teacher and student connection" Jasmi&Hin, (2014).

The more the teacher connects or communicates with his or her students, the more probable they will be clever to assist students study at an elevated level and achieve rapidly. Consequently, those teachers who show esteem towards their students mechanically win help by having active learners in their classroom. The superior or unpleasant teacher will not have these helpful qualities due to his or her require of manage over the children. Teachers must declare that they should too be treated with high opinion and their farm duties to make sure that students pleasure each other with compassion.

According to the Jones, "teachers are confident to combine their affection and determination towards the students in their classroom, but with practical limits". Educational accomplishment has been variously defined: as altitude of ability attained in educational occupation or as officially acquired information in school subjects which is frequently represented by percentage of marks obtained by students in examinations Hammond, (2017). Researchers have exposed that as well being the criteria of encouragement into the subsequently class, educational attainment is a directory of all prospect achievement in life. Greater achievers in the educational earth usually are likely to preserve their level, of attainment in the professional field too.

Furthermore, Harris & Sass, (2009) reported that educational attainment also has an important result on personality assessment of learners. To reach the objective of brilliance in the educational area, and to optimize educational attainment to a greatest, an assessment of correlates of educational accomplishment and its implications for educationists and policy makers would be significant. An official foundation to investigate the determinants of educational attainment as complete with Binet's attempts to predict children's educational attainment from their aptitude scores. There is an irresistible proof establishing aptitude as the most important predictor of educational attainment Lessard et al., (2010).

Lee, (2012) sharp out, a correct communication between intelligence and achievement. Several studies have been done to narrate cognitive style with educational attainment. Field

independent subjects were establishing to be elevated on attainment, than field dependent subjects Yunas et al., (2011). Comprehensive expectancies urbanized by students to play a vital responsibility in their attainment. Internality (faith in inner Control) is absolutely connected with educational attainment.

The teacher's individuality and technique of communication with the students has been reported to be a very vital variable in student's attainment. Pupils like non-authoritarian teacher's improved, believe free in expressing their difficulties with them, and attain advanced outcome in their classes. Lee, (2007) originate comparable outcome. Teachers who are winning in creating an environment of heat and support can take out better pupil attainment. Modification in school, at home and with peers generates better classroom assurance. Murray and Hughes &Kuwok, (2012) reported that teachers achieve on Locus of have power over was directly connected with students' achievements. Birch & Ladd, (2014) reported that teacher magnetism was absolutely connected with academic development, self-confidence and inspiration. However, this was accurate only for students with same sex teacher models. Among students with opposed sex models, teacher revulsion was not connected to student development and Marshall reported that teacher's announcement patterns, and his discrepancy dealing to students as apparent by students was very significant determiners of student's attainment.

Teacher: Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a formal setting such as a school or college. Some other professions may involve a significant amount of teaching Nwakwo (2019).

Student: A **student** is primarily a person enrolled in a school**or other educational institution** who attends classes in a course to attain the appropriate level of mastery of a subject under the guidance of an instructor and who devotes time outside class to do whatever activities the instructor assigns that are necessary either for class preparation or to submit evidence of progress towards that mastery. In the broader sense, a student is anyone who applies themselves to the intensive

intellectual engagement with some matter necessary to master it as part of some practical affair in which such mastery is basic or decisive (Oforjebe,2019).

Student -Teacher Relationship

One of the most pure and deeply inspirational relationships is that of a devoted teacher and willing students is regarded as Student Teacher relationship (STR) (Hamre &Pianta, 2013)

Learning: Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences Nwankwo (2019). The ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in some plants. Some learning is immediate, induced by a single event (e.g. being burned by a hot stove), but much skill and knowledge accumulates from repeated experiences. The changes induced by learning often last a lifetime, and it is hard to distinguish learned material that seems to be "lost" from that which cannot be retrieved.

Humans learn before birth and continue until death as a consequence of ongoing interactions between people and their environment. The nature and processes involved in learning are studied in many fields, including educational psychology, neuropsychology, experimental psychology, and pedagogy. Research in such fields has led to the identification of various sorts of learning. For example, learning may occur as a result of habituation, or classical conditioning, operant conditioning or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event cannot be avoided nor escaped may result in a condition called learned helplessness. There is evidence for human behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development, Ladd & Burgess, (2014).

Relationship: An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity, support, regular business interactions, or some other type of social connection or commitment. Interpersonal relationships thrive

through equitable and reciprocal compromise, they are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole Offorjebe, (2019).

Academic achievement

Academic achievement is the performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university Meehan, et al., (2013).

Impact of Student Teacher Relationship on Academic Performance of Students

A sizable literature and some other scholarly article suggest that if teachers take the time to build relationships they can motivate their students to learn. Further research also suggests that teachers need to have a strong belief that building relationships are important to the motivation process. There is a need to capitalize on these beliefs for the student's benefit. It is important that educators recognize the impact they have on their students, and consider strongly their student's perceptions of them Marshall & Weinstein, (2016). Teachers have to ensure that they are meeting student needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate students to learn more.

Student Teacher Relationship (STR)

One of the mostpure and deeply inspirational relationships is that of a devoted teacher and willing students. Almost everyone has a favorite and those we liked less, it totally depends on how the student teacher relationship were developed, nurtured and given space to evolve Pianta, (2011).

Aligned with the attachment theory positive student - teachers relationship enables the students to feel secure and safe in their learning environment and provide scaffolding for social and academic skills. Teachers who support students in learning environment can positively impact their academic outcomes which are important for long term trajectory of academic achievement and eventually employment Pianta, et al., (2015).

Researcher who have investigated student - teachers relationship for older students have found that positive student - teachers relationship are associated with positive academic and social outcomes for high school students (Pianta, et al., 2015).

Psychological Effects of Student Teacher Relationship on Students

Students are influenced by perceptions of their teacher's even handedness, competence, caring and support as well as the nature of the teacher-student relationship that results Harris & Sass, (2009). A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected. 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 they fall behind academically, often, the more this relationship is weakened. If they are constantly remains back in class, the environment and the teacher-student relationship (STR) 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 researches 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.

Role of Teacher's Expectations

Positive teacher expectations were associated with high academic performance or academic gains, whereas negative teacher expectations resulted in decrease in academic performance. The significance of knowing teacher's beliefs regarding their roles in student motivation is crucial due to the accepted correlation between this perception and actions, Lessard et al., (2010)"The quality of teacher–student relationships is the keystone for all other aspects of classroom management".

Research Questions

1. To what extent does Christian Religious Knowledge teachersaccept their students relationship?
2. To what extent does teachers-students relationship affect

student's academic achievement Positively?

Research Method

This Descriptive study is designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study

The area of the study covers all the secondary schools in Aba South LGA of Abia State. Population of the study "involves a group of persons or aggregate items, things the researcher is interested in getting information from for the study"

Therefore, the population of impact of student-teachers relationship in Christian religion Knowledge classes among secondary school students which covers only Aba South LGA of Abia State used was 200.

A sample was determined to obtain a broad view on the of impact of student-teachers relationship in Christian religion Knowledge classes among secondary school students in Aba South LGA of Abia State, based on this, the population of 200 was targeted.

Questionnaire items were used to source data from the respondents. The items sought to which the respondents understood the problem. The questionnaire was pilot tested and rated highly by scholars with extensive experience in the use of the instrument for research purposes. The ease of access to the respondents by the researcher, allowed for a personal administration of the instrument which ensured eighty nine percent return rates thereby eliminating non-return bias.

The instrument used is questionnaire. It is valid because it is ideal for measuring what it is designed for.

Obasi, (2017) says "validity is the appropriateness of an instrument in measuring what is intended to measure" for this reason, the researcher went further to test the validity of her instrument by conducting a pilot study.

The measuring instrument that was used for this research work was questionnaire and personal oral interview. The questionnaire has close-ended questions. The close-ended questions will be used to make study easier for the researcher by making the responses measurable. The interview on the other hand was used by the researcher to interact with her interviewees face to face in other to get in-depth facts from them and also their personal opinions about the study. This is reliable as the data was collected primarily.

The data collected were analyzed using frequencies and mean scores. Based on the four (4) point scale, the acceptance level for the mean score was 2.50 and above and anything below 2.50 was rejected. The null hypothesis used for the formulation of the study was 0.05 level of significant.

Analysisand Results

The results of the study are presented in tables in accordance with the research questions guiding the study.

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Research Question 1

Table 1: Mean response on teachers and students perceptions regarding their relationship **N=200**

S/N	Items	SA	A	D	SD	$\sum fx$	Mean	Decision
1	Educators have impact on their students, as such consider their student's perceptions of them	100	500	100	110	2210	2.7	A
2	Teachers have to ensure that they are meeting student needs, both academically and emotionally	400	300	80	30	2690	3.4	A
3	One of the most pure and deeply inspirational relationships is that of a devoted teacher and willing students	200	600	120	80	2920	3.7	A
4	Almost everyone has a favorite and those we liked less, it totally depends on how the student - teacher relationship were developed, nurtured and given space to evolve	300	300	150	50	2450	3.1	SA
5	Student - teachers relationship enables the students to feel secure and safe in their learning environment and provide scaffolding for social and academic	300	280	120	100	2380	2.9	A

skills		
Grand mean	**15.8**	**Agree**

Source: Field Survey, 2021

Table 1 shows the mean score obtain respectively: 2.7 mean score shows that respondents agree that Educators have impact on their students, as such consider their student's perceptions of them. 3.4 mean score shows that respondents agree that Teachers have to ensure that they are meeting student needs, both academically and emotionally. 3.7 mean score shows that respondents agree that one of the most pure and deeply inspirational relationships is that of a devoted teacher and willing students. 3.1 mean score shows that respondents strongly agree that Almost everyone has a favorite and those we liked less, it totally depends on how the student - teacher relationship were developed, nurtured and given space to evolve. While 2.9 mean score shows that respondents agree that Student - teacher's relationship enables the students to feel secure and safe in their learning environment and provide scaffolding for social and academic skills.

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Research Question 2

Table 2: Mean response on the dimensions of relationship existing between teachers and students on the academic achievements.

N=200

S/N	Items	SA	A	D	SD	$\sum fx$	Mean	Decision
1	Teachers are the first and perhaps most important point of contact in a student's life	400	300	80	30	2690	3.3	A
2	A fundamental question for a student is 'Does my teacher like me	100	500	100	110	2210	2.7	SA
3	The teacher contended that his job was to provide his students with information and their job was to absorb that information	200	600	120	80	2920	3.6	A
4	I am a teacher not his cheerleader" suggests that there are teachers who still have a misunderstanding of their roles in the classroom	300	280	120	100	2380	2.9	SA
5	Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate	300	300	150	50	2450	3.1	A
	Grand mean						15.6	**Agree**

Source: Field Survey, 2021

Table 2 shows the mean score obtain respectively: 3.3 mean score shows that respondents agree that Teachers are the first and perhaps most important point of contact in a student's life. 2.7 mean score shows that respondents strongly

agree that a fundamental question for a student is 'Does my teacher like me. 3.6 mean score shows that respondents agree that the teacher contended that his job was to provide his students with information and their job was to absorb that information. 2.9 mean score shows that respondents strongly agree that I am a teacher not his cheerleader" suggests that there are teachers who still have a misunderstanding of their roles in the classroom. While 3.1 mean score shows that respondents agree Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate.

Discussion of Findings

The results of the findings are discussed below:

The aim of Research question 1 is to determine teachers and students perceptions regarding their relationship. The respondents are in agreement that teachers and students have good perceptions regarding their relationship

Research Question 2 is on the dimensions of relationship existing between teachers and students. The result of the findings showed that the majority of the respondents agreed that the dimensions of relationship existing between teachers and students is not based on any interior motive.

Conclusions

On the basis of findings the following conclusions were drawn:

The essence of a strong teacher and student relationship revolves around how it affects the teaching and the learning going on in a classroom. Each contextual category that was created as a result of this case study includes specific components of the teacher and student relationship that affect the classroom learning environment in a meaningful way as evidenced by student work samples and student responses to teacher interaction. The actions of this study participant and the resulting findings of this case study serve to support the contention that everyday interactions in the classroom do matter. It is my hope that this study will help promote an emphasis on the value of affective strategies in the classroom that advance the acquisition of knowledge. This study afforded me the opportunity to gain in-depth knowledge of teacher-student interaction and teacher thinking that has a positive effect on the learning environment. The starting point of all learning is to know the minds and hearts of your learners. This case study provided teacher-student relationship

strategies that, when incorporated into a learning environment, supports the value of knowing the hearts and minds of your students. The purposeful design of a teacher-student interactive learning environment enhances the educational experience for students.

Recommendations

The following recommendations and suggestions were given on the basis of findings.

1. As findings showed that teachers are satisfied with the teachers-students relationship in the schools, therefore they should provide favorable working environment. They may give up-to-date facilities and encouraging environment in the schools in which they may feel comfortable, joyous and motivated for their work.
2. The teachers should be provided the opportunity for advancement and may be encouraged through rewards, incentives and promotion on their performance. They may also be provided the opportunities of career advancement and to achieve greater academic achievement of the students.
3. As differences between teacher and student regarding Relationship with peers, status and work itself. Therefore teachers should be provided with appropriate feedback without treating them distinctly. Teachers may be encouraged to participate in different activities side by side with students. Therefore harmony and equity may be maintained as much as possible with proper feedback.

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