UNIJERPS
Unizik Journal of Educational Research and Policy Studies VOL.9;
https://unijerps.org
2021 Impact Factor: 5.641; 2020 Impact Factor: 5.355.
July-December, 2021
Indexing and Impact Factor URL: http://sjifactor.com/passport.php?id=21363

PERCEIVED IMPACT OF STUDENT-TEACHERS RELATIONSHIP IN CHRISTIAN RELIGIOUS STUDIES IN PUBLIC AND PRIVATE SECONDARY SCHOOL STUDENTS IN ABA SOUTH LGA OF ABIA STATE

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ABSTRACT
This paper examined impact of student-teachers relationship in Christian Religious Studies students in public and private secondary schools in Aba South LGA of Abia State. Two research purposes in line with two research questions guided the study. Descriptive survey design was adopted for the study. The population of the study comprises of 200 Christian Religious Studies teachers in public and private Secondary schools in Aba south. The researcher used all the populations for the study. The instrument for the study was questionnaire, the instrument was validated and reliability was tested. The data collected were analyzed using 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. 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. The study recommended that 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 in Christian Religious Knowledge.

Keywords: Teacher, Student-Teacher, Relationship and Christian Religious Studies

Introduction

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. 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 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 Hill.et al., (2009).

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.

According to Hangenauer & Volet, (2012). " Student disruptions will happen regularly in course 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 difficulties. 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).

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 Wikipedia, (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 Wikipedia, (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 Obidinu (2020). 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 Wikipedia, (2019).

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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 most pure 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).

Role of both Student and Teacher

Teacher knowledge and efficacy of student motivation and achievement are crucial components to creating relationships that motivate. Both teachers and students have to value their contribution. A student has to feel worthwhile and appreciated. A teacher needs to recognize that he or she can have a positive effect on their students. Hammond, (2017) refer to this as "teacher efficacy" and note that the more the teacher believes in this, the more they will cause it to happen.

Christian Religious Studies

Christian Religious Studies is one of the subjects taught in secondary schools in Nigeria. The teaching of the Christian Religious Studies could be dated back as 19th century with the pioneers of Nigerian Education (Banjo, 2013). In attempting to discuss the concept of Christian Religious Studies beneficially, it is imperative, to begin by clarifying various terms with rigour and exactitude to avoid any possible news conceptions in the mind of any reader. The word 'Christian' etymologically comes from this Greek words 'Christian' and Christos; meaning "follower of Christ" and anointed one", it is used three times in the New testament of the Bible (Act11:28, 1 Peter 4:16).

The Bible tells us "it was in Antioch of Syria that the followers of Jesus were first called "Christian". The question that borders the mind of the reader, which the researchers consider in this definition process, is 'who is a Christian? The answer to this question can be formulated only in a cumulative fashion. Thus a Christian is a social human person in whom God is present in grace but who is at, same time, prone to act against the, divine preference.

Isreal (2011) states that a Christian is one who professes and belief in Jesus Christ or fellows the religion based on the life and teachings of Jesus Christ. Anole added that a Christian is a person who adheres to Christianity and Abraham, monotheistic religion based on the life and teaching of Jesus of Nazareth, who Christian belief is the Messiah. Okoro (2010) opines that a Christian is a particular kind of human being, not in the sense that a Christian has a different biological or psychic structure,

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but in the sense that a Christian has moved to a different level of human consciousness.

Anih (2010) equally state that a Christian is a follower of Jesus Christ, that a person who believes and practices the tenets of the Christian faith in the Holy Scripture (Bible). However, in the context of this study, a Christian is referred to as students who practice Christianity and learn it in school as one of a religion in the world. Religion in the other way has been heated with lots of debate about the meaning and its practices in human society. Its etymology can help to define the concept. Religion is derived the Latin noun 'religio', but with some ambiguities arising from these different verbs that are allied with the noun –'religion' [to turn constantly" or to observe conscientiously". 'religari (to bind on self) (back) and 'religere' ("to choose again") (Okoro, 2010). Each of these verbs according to Okoro points to three possible religious attitudes. Though it is not clear from which verb the noun is derived, each of the verbs is consistent with the view that religion "a relation to God."

The nation curriculum of religious studies in secondary schools approved by the Nigerian educational research and development council (NERDC) through universal Basic Education Programmes (UBE, 2013) and the federal ministry of education recognized the need for God and to be sound citizen who with be responsive and responsible to national calling. The curriculum covers the introduction of Christian religious studies; man and his relation to God, historical activities of prophets, teaching of Christ, Holy spirit, Acts of Apostles, Jesus and Gentiles. Miracles of Jesus Christ, commandment of God, Repentance, faith, love believe and among others (NERDC, 2013).

Statement of the Problem

Christian Religious studies is one the important subjects in secondary schools because of it teaches morals and values, but it is been neglected most times in schools. The lack of academic achievement among secondary students is ubiquitous. There are numerous reasons why students may lose interest in school, and engagement is a key factor. Considering that students spend about twenty-five percent of their waking hours in a classroom, it is essential that students are engaged or they will not be willing to learn. This creates a problem for both the teacher and the student. Throughout an average school day, teachers frequently overhear students complaining about an assignment, a class, or even a teacher. If students have positive relationships with their teachers, they will be more engaged and thus more motivated throughout each of their classes. This is why the researcher embark on this research "the impact of student-teachers relationship in Christian Religious Studies students in secondary schools in Aba South LGA of Abia State."

Research Question

1. How does teachers and students accept their relationship?
2. How does teachers –student relationship affect students 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 senior 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" Christian religious studies teachers in Aba South. Therefore, the population comprises of only Aba South LGA of Abia State used was 200. A sample was determined to obtain a broad view on the impact of student-teachers relationship in

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Christian Religious Studies 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 instrument used is questionnaire and personal interview. It is valid because it is ideal for measuring what it is designed for. The measuring instrument that was used for this research work was questionnaire and personal oral interview. The questionnaire has close-ended questions. Two hundred (200) copies of the questionnaire were administered by the researcher to the respondents. The entire questionnaire was collected from the respondent after they have been filled at the spot. 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.

Presentation of Results

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

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 skills	300	280	120	100	2380	2.9	A
	Grand mean						**15.8**	**Agree**

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

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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.

Table 2: Mean response on teachers-students relationship based on students' academic achievement **N=200**

S/N	Items	SA	A	D	SD	$\sum fx$	Mean	Decision
1	Positive student - teachers relationship are associated with positive academic and social outcomes	300	300	150	50	2450	3.1	SA
2	The main variable in the classroom is not the student, but the teacher	400	300	80	30	2690	3.4	SA
3	Great teachers have high expectations for their students, but even higher expectations for themselves	200	600	120	80	2920	3.7	SA
4	If teachers are unable to connect with them emotionally then influencing their minds may be impossible	100	500	100	110	2210	2.7	SA
5	Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives	300	280	120	100	2380	2.9	A
	Grand mean						15.8	**S- Agree**

Table 2 shows the mean score obtain respectively: 3.1 mean score shows that respondents strongly agree that Positive student - teacher's relationship are associated with positive academic and social outcomes. 3.4 mean score shows that respondents strongly agree that the main variable in the classroom is not the student, but the teacher. 3.7 mean score shows that respondents strongly agree that Great teachers have high expectations for their students, but even higher expectations for themselves. 2.7 mean score shows that respondents strongly agree that if teachers are unable to connect with them emotionally then influencing their minds may be impossible. While 2.9 mean score shows that respondents agree that Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives.

Discussion of Findings

The findings of the study revealed that,

1. Strong significant differences were found between teacher and student views regarding relationship with each other and Strong significant differences were found between teachers and students views regarding supportive attitude, sensitivity to individual emotional and cultural difference with each other
2. 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 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.

Conclusions

The conclusions of the study are as follows:
The aim of Research question one 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 two attempts to identify teachers-students relationship based on students' academic achievement. The result showed that respondent strongly agreed that teachers-students relationship impact positively on students' academic achievement.

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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