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TEACHER-STUDENT RELATIONSHIP AND STUDENTS' ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

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ABSTRACT
The study investigated the influence of teacher-student relationship on students' academic achievement in Social Studies in junior secondary schools in Osun State. It determined the nature of existing teacher-student relationship among the junior secondary schools students and teachers in Osun State. It also examined the academic achievement of Osun State junior secondary school students in Social Studies. It further investigated the influence of teacher-student relationship on students' academic achievement in junior secondary schools and finally determined the influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State. These were with a view to fostering students' academic success as a result of teacher-student relationship among the junior secondary school students.This study adopted a descriptive survey research design.The population for the study comprised junior secondary school students in Osun State. The sample size for the study comprised 300junior secondary school students in class 3. The sample for this study was selected using a simple random sampling technique. The research instruments titled 'Teacher-Student Relationship Questionnaire (TSRQ)' and 'Students' Academic Achievement in Social Studies Proforma (SAASSP) were used to collect data for the study. The data obtained were analyzed using percentage and Chi-Square Statistics Technique.The results showed thatthe majority (94.3%) of the junior secondary schools students in Osun State had a cordial relationship with their Social Studies teachers. Also, (45.3%) of the students had a low performance in Social Studies when compared with the percentage of those with average (40.7%) and high (14.0%) level of performance. Teacher-student relationship had no significant influence on students' academic achievement in junior secondary schools in Osun State, χ^2 *(n = 300) = 1.041, df = 2, p = .594. Furthermore, no significant influence was found between teachers' gender and teacher-student relationship among the junior secondary schools students and teachers in Osun State,* χ^2 *(n = 300) = 1.614, df = 1, p = .204.The study concluded that teacher-student relationship had no significant impact on students' academic achievement in Social Studies in junior secondary school in Osun State.*

Keywords: Teacher, Student, Academic Achievement, Social Studies, Relationship

Introduction

Social Studies programmes involve a functional application of large varieties of "social concepts" that established connective tissues around different subject matters. Such programmes are therefore designed to display an eclectic distillation of a variety of subject disciplines including the Social Sciences, Arts and the Sciences. This distillation calls for a meaningful clarification of the interrelationships and an understanding of the human and social chemistry that emerge from the interaction of these differentiated subject matter areas (Joof and Okam, 1989, Okam, 2002). Although the focal point of this subject is man within the environment, its attention and degree of intensity hinges on the problems of human survival and growth skills, interaction skills and agents of change of both man and environment (Luyang-Abia and Esu in Fan, 2012). Man is a social animal; he operates and survives in groups.

A group is a plurality of persons who interact with one another in a given context more than they interact with anyone else. Interaction here means a process whereby two or more persons have an effect on each other and work together. The possibility or reciprocal communication is an essential element (Fan, 2014). Groups have the following characteristics: members interact among themselves over some period of time; each member identifies as part of the group and is seen as such by other members; members see themselves as being distinct from other groups; each member of the group is expected by the others to accept certain responsibilities and duties and to abide by certain norms, and is entitled to certain privileges as a result of being a member. There is division of labour in the activities carried out by the members of the groups. Some sort of arrangement is made so that different people contribute in different ways towards the realization of group's goal.

A group that has a high level of group cohesiveness is much more successful in achieving their goal than the others. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, have research orientation, and be honesty and flexibility as a person. Teaching is the activity of teachers for the purposes of education. Teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions and where an individual tries to overcome the problem from where he learns (Iqbal, 1996). Academic achievement has been variously defined as a level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which higher on achievement than field dependent subjects (Holpur and Helen, 1986).

Academic achievement was enhanced the most by the use of three socializing agents (peers, teachers and parents) to reinforce academic behavior. Reinforcement using all three agents was the most effective way to improve achievement (Gauthier, Loranger and Ladoucceur 1984). Two of the most important forms of social relations that students form and maintain in school are

Relations with peers and with teachers and the former seem to be more consistently related to Academic outcomes from childhood to adolescence (Murdock, 1999; Ryan & Deci, 1994). Recent Research clearly indicates intertwinement between social relations and academic outcomes in students 'school adjustment (e.g.Furrer and Skinner 2003; Niehaus, Rudasil & Rakes, 2012; Sakiz, Pape & Hoy, 2012; Wentzel 1998). However, to date, the reciprocal relations have not been explored sufficiently; the question of whether teacher acceptance leads to students' achievement or whether students' achievement and other characteristics influence teacher acceptance was either rarely addressed (e.g., Hughes et al. 2008) or the research methodology failed to enable drawing conclusions about reciprocal relations (e.g., Crano and Mellon 1978).

In the present study, teacher acceptance was used as one aspect of teacher–student relationship. This theory is used as a theoretical framework that connects teacher–student interactions with students' engagement and, consequently, their achievement. Of special relevance for the purpose of this research is a mini-theory within SDT called Basic Needs Theory (Ryan and Deci 2002) that assumes three basic psychological needs: autonomy, competence, and Relatedness. The social context can either support or thwart these needs, thereby positively or negatively affecting students' engagement. Thus, SDT emphasizes the need for relatedness as one of the basic psychological needs. According to this theory, teachers' involvement is crucial for satisfying the need for relatedness.

The quality of interpersonal relations with students is manifested through teachers having time for students, expressing positive feelings toward them, being flexible to their needs, etc. Some studies (e.g., Furrer and Skinner 2003; Skinner and Belmont 1993) suggest that teachers' involvement seems to be the strongest predictor of students' academic engagement among all of the other Presumably important dimensions of teachers' behavior; the students of highly involved Teachers perceive their teachers not only as involved but also as giving more structure and Support to students' autonomy, independently of the teachers' actual behavior in these two dimensions. However, the recent meta-analysis from Stroet, Opdenakker, Minnaert (2013) does not fully support such conclusions. Based on a systematic review of the evidence on the effects of need supportive teaching on early adolescents' academic motivation and engagement, the authors conclude that, although evidence indicates positive relations of each of the three dimensions of need supportive teaching with students' motivation and engagement, the research of their unique importance is scarce and needs further investigation.

However, the association between students' need for relatedness and their academic outcomes is clearly documented. The sense of relatedness tapped by theme assures of school climate and the quality of teacher–student relations, as well as the feelings of belonging, acceptance, Importance, and interpersonal support, is related to important academic outcomes, including positive affect (David & Baker 1999; Birch and Ladd 1997; Skinner and Belmont 1993), effort and efficacy. Adeyemo (2005) notes that teacher characteristics influenced teaching and

learning in classrooms. Olaleye (2011) establishes that there was relationship between teachers and students characteristics and pupils performance. Gravestock & Gregor-Greenleaf (2008) state that the explanations for good or poor students' academic performance have been quite exhaustive yet controversy still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality. How students learn and the variables that significantly impact their learning have inspired a tremendous amount of research over the past century. The factors most influential in learning were identified in Walberg's 1981 review as:
(a) The quality of the learning environment (psychological environment as reflected by peer relationships, home environment, classroom climate, and exposure to media).
(b) The characteristics of the learner (student aptitude as reflected by ability, motivation, and age).
(c) The quantity and quality of classroom instruction. More recent research has highlighted certain variables such as peer relatedness (i.e. peer acceptance), classroom engagement (i.e., classroom participation), and family variables (i.e. SES, maternal education, and ethnicity) play key roles in academic outcomes (e.g., Buhs, Ladd, & Hearld, 2006, Furrer & Skinner, 2003, & Hamre, 2006; Hamre&Pianta, 2005).

Educational researchers are also focusing on the quality of the student-teacher relationship as another significant mediating factor for achievement. In fact, researchers examining this variable have shown that the student-teacher relationship significantly impacts (positively and negatively) academic and social outcomes Given NCLB‟s and IDEA‟s emphasis on accountability, highly qualified teachers, reading development, and research based interventions to "close the achievement gap," Examining how reading growth is impacted by the quality of instruction, peer relatedness, Third, there has been very little research on the impact of family variables on student achievement. Of the research that has examined family variables; the predominant measures examined were SES or maternal education. Most researchers think they are addressing the role of the family by controlling for, or including, maternal education or SES in their models.

More studies are needed to "unpack" what role maternal education or SES plays in literacy. Fourth, many of the researchers have failed to account for the inherent nested variables when students are evaluated in different classrooms across several different schools or even school districts. Research conducted in these situations must use multilevel designs. In these designs, there are several levels including students being nested within classrooms (level 1), classrooms being nested within specific schools (level 2), and schools being nested within specific school districts (level 3). Because students are nested within specific teachers, who are nested within specific schools, with common school policies, procedures, and curriculum, it is likely that student outcomes will not be independent of these multi-level designs and therefore followed these students for 5 more academic years. During the first year, the evaluators examined the students‟

cognitive abilities. During the second year, each student's academic skills were assessed in order to establish a performance baseline.

During the third year, the quality of the teacher-student relationship was measured along with the teachers‟ perceptions of students‟ classroom engagement, peer relatedness and behavior Although they found significant improvement in the areas of reading, writing, and classroom engagement over several years, it was unclear whether the overall academic gain could be related to the student-teacher relationship that was measured during Year 3 of the study. A criticism of their research was that it only measured the quality of the student-teacher-relationship during one year of the study. In addition, the researchers failed to measure the quality of classroom instruction, another significant contributing variable. A proliferation of research from Eschenmann (1991) and other scholars suggests that if teachers take the time to build relationships they can motivate their students to learn. Further research (Whitaker, 2004) 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 child's benefit. It is important that educators recognize the impact they have on their students, and consider strongly their students 'perceptions of them (Eschenmann, 1991).

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 channel their energies and desires to reach their goals. According to Whitaker (2004), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. "Good teachers put snags in the river of children passing by, and over time, they redirect hundreds of lives… There is an innocence that conspires to hold humanity together …" (Bolman & Deal, 2002, p. 124).

Whitaker (2004) suggests that teachers are the first and perhaps most important point of contact in a student's life. Despite the countless reforms, educational movements, and programs implemented to improve education, no other element can be as profound as the human element. He urges, "It's the people, not the programs" (Whitaker, 2004).More profoundly he states, "There are really two ways to improve a school significantly: Get better teachers and improve the teachers in the school. "A fundamental question for a student is 'Does my teacher like me?' Given a rigorous, aligned curriculum, the answer to that simple question is our best predictor of student achievement"— (Terry & Kritsonis, 2008). 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 appositive effect on their students.

Wiseman and Hunt (2001) refer to this as "teacher efficacy" and note that the more the teacher believes in this, the more they will cause it to happen. Research acknowledges (Whitaker, 2004; Tyler & Boelter, 2008) teacher expectations as strong and reliable predictors of performance among elementary, middle and high school students. In fact, Pajares and Miller (1994) purport that self-efficacy beliefs have stronger impact on behavior and performance than self-concept and self-esteem. Other research (Walker Tileston, 2004; Whitaker, 2004) revealed that for many primary grade level students, the classroom environment and more specifically the teacher can influence a student's desire to cheat academically, consider or follow through on dropping out of school, as well as demonstrate a decline in academic motivation and performance. Students are influenced by perceptions of their teachers' evenhandedness, competence, caring and support as well as the nature of the teacher-student relationship that results (Stipek, 2002).A student wants to feel connected to people and to feel as though he or she deserves to be loved and respected (Stipek, 2002).

According to Stipek (2002), many of the children 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 reprimanded in class, the environment and the teacher-student relationship begin to hold negative associations. Inher research, Stipek found that 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. Stipek also referenced a Skinner and Belmont study conducted in 1993, which 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.

According to Tyler and Boelter (2008), 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 teachers' beliefs regarding their roles in student motivation is crucial due to the accepted correlation between this perception and actions. Perhaps the most striking factor in this research is how evident teacher expectations seem to be to their students, the consensus that the student desires their teachers' approval or attention and the consequences of the teachers' response. In Lavoie's (2007) book: "The Motivation Breakthrough: 6 secrets to turning on the tuned-out child" he told the story of an able teacher arguing the need for passive instruction and passive learning. The teacher contended that his job was to provide his students with information and their job was to absorb that information. He continued his passiveness by arguing those who did not want to learn could sit in the back and sleep. The teacher's final comment "… that is not my problem…I'm a teacher not his cheerleader" suggests that there are teachers who still have a misunderstanding of their roles in the classroom.

Statement of the Problem

Teaching is a career that provides challenges, excitement, personal reward and chance to encourage and support others to achieve their goals Johnson, Kahle and Fargo (2007).Good teachers work with their colleagues, parents, other professionals and community members to inspire their students to learn. Through the rigorous training teachers go through during their pre-service training, they acquire qualities such as strong knowledge in particular subject areas, patience, good sense of humor etc. These qualities are essential to ensure a permanent change in pupils' behavior. With such qualities, teachers are expected to motivate and encourage pupils to study hard to improve the standard of education. The relationships that teachers develop with their students have an important role in a student's academic growth. Hallinan (2008) writes "Learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered if academic achievement is to be maximized.

Rothstein, Jacobsen, & Wilder (2008) agreed stating that, "it is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes". Mohrman, Tenkasi, & Mohrman, (2003) assert "lasting change does not result from plans, blueprints, and events, rather change occurs through interaction of participants" (p. 321). Strong teacher-student relationships may be one of the most important environmental factors in changing a child's educational path (Baker, 2006). Cazden (2001) asserts, the establishment of social relationships can seriously impact effective teaching and accurate evaluation in a classroom.

Research Questions

1. What is the nature of existing teacher-student relationship among the junior secondary schools students and teachers in Osun State?
2. What is the academic achievement of Osun State junior secondary school students in Social Studies?

Hypotheses

1. There is no significant influence of teacher-student relationship on students' academic achievement in junior secondary schools in Osun State.
2. There is no significant influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State.

Research Method

The research design used for this study was descriptive research design. This process involved gathering information from a representative sample of a chosen population. The study was also designed to depict the participants in an accurate way. The population of the study comprised Junior Secondary School Students in Osun State**.** The sample size for this study comprised 300 junior secondary school students. Simple random sampling technique was used in

selecting this sample size. Three private schools and four public schools were selected from different local government area in Gbongan and Ife and four public schools selected from different local government areas in Ife and Okua in Osun state. The instrument used for this study was self-developed questionnaire titled 'Teacher- Student Relationship Questionnaire (TRSQ)' and Students' Academic Achievement in Social Studies Proforma (SAASSP).In order to determine the reliability of the Teacher-Student Relationship Questionnaire (TSRQ) used in this study, 40 copies of each of the instruments were administered on the Junior Secondary School Students outside the locale of the present study. Their responses were scored and used to determine the reliability for each instrument. Internal Consistency approach based on Cronbach alpha and Split-half reliability estimates were adopted using SPSS version 21 software.

The Cronbach Alpha reliability coefficient values for 25 items on the instrument was 0.83 with Split-half reliability estimates of 0.75 and 0.74 for the first and second half respectively. These values were found high enough for the purpose of this study. The data obtained from the students were analyzed using frequency and percentage, and Chi-square test. Frequency and percentages were used to answer the research questions one and two while Chi-square test was used to test the hypotheses at 0.05 level of probability.

Presentation of Results

Research Question 1: What is the nature of existing teacher-student relationship among the junior secondary schools students and teachers in Osun State?

In order to answer the research question, students' responses to the 25 items on Teacher-Student Relationship Questionnaire (TSRQ) were scored such that a Very true of my teacher response was allotted 4, True of my teacher 3, Untrue of my teacher 2, and Very untrue of my teacher 1. However, items 2, 4, 8, 10, 13, 14, 16, 20, 22 and 24 that were negatively worded were reversed in scoring since higher scores represent cordial relationship and vice versa. These responses to the items were cumulated for each student. The minimum and maximum scores obtainable from this questionnaire were 25 and 100 with a range score of 75. Scores of 25-59 were adjudged as 'Not Cordial' while scores of 60-100 were adjudged as 'Cordial. This categorization was then subjected to a descriptive analysis of frequency and percentage. The result is presented in Table 1.

Table 1: Teacher-Student Relationship among Osun State Junior Secondary School Students in Social Studies

Nature of Relationship	Score Range	Frequency (f)	Percentage (%)
Not Cordial	25-59	17	5.7
Cordial	60-100	283	94.3
Total		300	100.0

Result in Table 1 shows the nature of existing teacher-student relationship among the junior secondary schools students and teachers in Osun State. It shows that 94.3% of the students described the existing relationship between them and their Social Studies teacher as cordial while

5.7% described such relationship as not cordial. It can be inferred from this result that the majority of the junior secondary schools students in Osun State enjoy a cordial relationship between them and their Social Studies teachers.

Research Question 2: What is the academic achievement of Osun State junior secondary school students in Social Studies?

In order to answer this research question, students' achievement scores retrieved through the use of Student Academic Achievement in Social Studies Proforma (SAASSP) were cumulated and divided by three (3) to obtain the average scores. The obtained average scores were then converted to percentage for each student. The minimum and maximum percentage scores were 22.0% and 95.67% while the mean and Standard deviation were 62.43 and 13.4 respectively. Scores below the mean score (i.e. 22-61) were adjudged as Low, scores of 62-76 (Mean through 1SD + mean) were adjudged as Average while scores of 77 through 100 were adjudged as High. This categorization was then subjected to a descriptive analysis of frequency and percentage. The result is presented in Table 2.

Table 2: Academic Achievement of Osun State Junior Secondary School Students in Social Studies

Academic Achievement	Score Range	Frequency (f)	Percentage (%)
Low	0-61	136	45.3
Average	62-76	122	40.7
High	77-100	42	14.0
Total		300	100.0

Mean= 62.43, SD= 13.14

Result in Table 2 shows the academic achievement of Osun State junior secondary school students in Social Studies. It is shown that 45.3% of the students had low performance, 40.7% had average while 14.0% of the students had a high performance in Social Studies. It is therefore shows that more of the students had a low performance in Social Studies when compared with the percentage of those with average and high level of performance.

Hypotheses

H_{01}: There is no significant influence of teacher-student relationship on students' academic achievement in junior secondary schools in Osun State.

In order to test this research hypothesis, teacher-student relationship status was cross tabulated with their academic achievement in Social Studies. The Chi-square value was also obtained to determine its significance or otherwise. The result is presented in Table 3.

Table 3: Chi-square test of Influence of Teacher-Student Relationship on Students' Academic Achievement in Junior Secondary Schools in Osun State

Teacher-Student Relationship	Academic Achievement			Total	χ^2	df	p
	Low	Average	High				
Not Cordial	8(2.7%)	8(2.7%)	1(0.3%)	17(5.7%)			
Cordial	128(42.7%)	114(38.0%)	41(13.7%)	283(94.3%)	1.041	2	.594
Total	136(45.3%)	122(40.7%)	42(14.0%)	300(100.0%)			

Table 3 shows the influence of teacher-student relationship on students' academic achievement in junior secondary schools in Osun State. It can be observed that a Chi-square test result indicated that teacher-student relationship has no significant influence on students' academic achievement in Social Studies, χ^2 (n = 300) = 1.041, df = 2, p = .594. It is therefore shown in this result that there was no significant influence of teacher-student relationship on students' academic achievement in junior secondary schools in Osun State.

H_{02}: There is no significant influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State.

In order to test this research hypothesis, teacher's gender was cross tabulated with teacher-student relationship status. The Chi-square value was also obtained to determine its significance or otherwise. The result is presented in Table 4.

Table 4: Chi-square test of Influence of Teacher's Gender on Teacher- Student Relationship among Junior Secondary Schools in Osun State

Teacher's Gender	Nature of Relationship		Total	χ^2	df	p
	Not Cordial	Cordial				
Male	2(0.7%)	72(24.0%)	74(24.7%)			
Female	15(5.0%)	211(70.3%)	226(75.3%)	1.614	1	.204
Total	17(5.7%)	283(94.3%)	300(100.0%)			

Table 4 shows the influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State. It can be observed that a Chi-square test result indicated that teacher's gender has no significant influence on teacher-student relationship among the junior secondary schools students in Osun State, χ^2 (n = 300) = 1.614, df = 1, p = .204. It is therefore shown in this result that there was no significant influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State.

Discussion of Findings

Finding of this study showed that the majority of the junior secondary schools students in Osun State had a cordial relationship with their Social Studies teachers. In other words, it can be said that given the outcome of this finding, the psychological environment at which students learn in the classroom is conducive for learning activities. The existence of cordial relationship between the teachers and the learners tends to promote healthy interactions not only between the teachers and the learners but also among the learners themselves. Teacher who is friendly with learners in the classroom will not only do that but will also promote the development of such interactions among the learners. When a teacher is friendly in the classroom, he/she gives opportunity for students to participate actively in the teaching and learning activities. As a result, active participation on the part of the learners promotes understanding which is one of the criteria for good academic achievement.

Unlike when the classroom environment is hostile when teacher is unfriendly to the learners, a friendly teacher creates an enabling environment that contributes to intellectual development of the learners. This finding tend to support the assertion of Blankstein (2004) that positive relationships are fundamental to a child's ability to grow healthy and achieve later social, emotional and academic success. The finding also corroborates Sornson's (2001) idea that the existence of positive relationships with teachers is essential for classroom success.

Another finding of this study revealed that more of the students had a low performance in Social Studies when compared with the percentage of those with average and high level of performance. Specifically, about forty-five percent of the students recorded low academic achievement in Social Studies while about forty-one and fourteen percent respectively recorded average and low performance in Social Studies. Given the outcome of one of the findings of this study that revealed a cordial relationship between students and Social Studies teachers, one would have expected that this positive relationship translates to academic success. This finding corroborates the findings of Adeyemi (2011) that found out that the performance of students at both Junior Secondary Certificate (JSC) and Senior Secondary Certificate (SSC) examinations were low. From all indication, it is shown that the expected outcome is yet to be achieved since positive relationship is essential for academic success, however, when the existence of positive relationships among teachers and students fail to yield the desire results; there is a need to further investigate what might be responsible for such scenario.

Finding of this study also showed that there was no significant influence of teacher-student relationship on students' academic achievement in junior secondary schools in Osun State. In other words, it cannot be said that the existing relationship between Social Studies teachers and their students makes a significant impact on the academic achievement of the students they are teaching. If common sense is to go by, one will expect that the cordial the relationship between teacher and students, the better should their performance or academic achievement in the subject the teaching

is teaching should be. However, this might not always be the case as there are many factors or variables contributing to the academic achievement of the learners in which teacher-student relationship is just one of them. This is exactly what the outcome of this study is suggesting. In other words, there are other variables outside teacher-student relationship contributing to the students learning outcome in Social Studies. This finding contradicts the findings of researchers such as Afolabi and Audu (2007), and Afolabi (2009) that teachers' activities and attitude are crucial in propelling the attitude, psychology and emotion which significantly influence junior secondary students' achievement in social studies.

Finally, it was revealed in the finding of this study that there was no significant influence of teacher's gender on teacher-student relationship among the junior secondary schools students in Osun State. This outcome suggests that the gender of a teacher is not a significant determinant of teacher-student relationship among the junior secondary schools students and teachers in Osun State. In other words, it cannot be said that either male or female teachers create or foster cordial relationship between them and the students in the classroom.

Conclusion

Most of the junior secondary school students had a cordial relationship with their Social Studies teachers. Nevertheless, this existing relationship did not translate into good performance of the students in the subject as more of the students had a low performance in Social Studies when compared with the percentage of those with average and high level of performance. Therefore, from the outcome of this study, the study concludes that teacher-students relationship had no significant impact on students' academic achievement in Social Studies in junior secondary school in Osun State.

Recommendations

Based on the findings of this study, the following recommendations are proposed to ensure that teacher-student relationship yields the expected outcome in the classrooms.

1) Teachers should be encouraged to maintain a cordial or positive relationship with their students in schools. In addition, they must make deliberate efforts to ensure such positive relationship translates to academic success in their students.
2) The school authority should emphasize to the learners that the essence of positive teacher-students relationship is to aid their classroom participation and effective learning so as to achieve academic success.
3) Teachers should be encouraged to always ensure that students gain academically from the classroom relationship with the students. It is important that the evidence of existence of positive relationship be noticed in the academic performance of the students.
4) Irrespective of teachers' gender, students should be encouraged to establish a learning relationship with their teachers as this will foster personal understanding of individual needs, weaknesses and strengths.

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