
Teacher Pupil Relationship And Pupil Academic Performance. A Case Study In Selected Primary Schools In Kisojo Town Council, Kyenjojo District

Kemigabo Margaret¹, Kalikola Jacob²

1, 2 Metropolitan International University

Abstract

The purpose of this study was to determine teacher- pupil relationship and academic performance of pupils in Kisojo Town council, Kyenjojo District. Specific Objectives of the study were: Investigate the effect of teacher pupil relationship on performance of pupils, determine how discipline affects teacher learner relationship and investigate the relationship between effective communication and positive teacher pupil relationship, the research is presented in both qualitative and quantitative design. Qualitative design helped the researcher get a deeper meaning of the study while quantitative helped in analyzing the numbers that were involved in the study. Primary data was collected through both structured and unstructured interviews, National and international documents were consulted, the methods used for data collection were questionnaires to the pupils and interviews for the teachers, the findings revealed that a good teacher pupil relationship can help improve the academic performance of learners. The study also revealed that a good teacher learner relationship maintains learners' discipline in school. According to the study effective communication creates a positive teacher learner relationship, the recommendations called for teacher's attention in creating an environment where the relationship between the teacher and the learner is good for effective study. In relation to this effective teaching methods that help to create a good relationship with the learners are necessary.

Keywords: Teacher, Pupil, Relationship, Academic and Performance

Background Of The Study

The teacher-student relationship is recognized as an important factor influencing student academic achievement in school (Anthony, Kazaara, Kazaara et al., 2023). Extensive research conducted worldwide over the past decade has consistently demonstrated a strong positive correlation between the quality of teacher-student relationships and student academic achievement (Godfrey et al., 2023). When teachers form close emotional bonds with students through showing care, respect, trust, and support, students tend to feel more motivated, engaged, and willing to learn (Christopher et al., 2022). They are less likely to exhibit disruptive behavior in the classroom that hinders the teaching and learning process (Anthony, Kazaara, & Kazaara, 2023). Students who perceive their teachers as creating a warm, encouraging environment in which they feel accepted and supported report higher academic self-esteem and greater commitment to schoolwork (Godfrey et al., 2023). On the other hand, conflictual relationships between teachers and pupils have been associated with disengagement, lack of motivation and poorer academic results (Nicholas & Alex, 2024).

In Uganda, access to primary education has increased rapidly over the past two decades following the introduction of Universal Primary Education (UPE) in 1997. According to the Ministry of Education and Sports (2016), primary school

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

enrollment has increased from approximately 2.5 million pupils in 1996 to more than 8 million today, a substantial increase of more than 200% over a 20-year period (Julius & Nancy, 2024). However, despite this commendable improvement in enrolment, the quality of teaching and learning remains unsatisfactory as evidenced by low student achievement. A 2014 national assessment of literacy and numeracy skills among primary school pupils in Years 3 and 6 found that only 36% of P3 pupils and 26% of P6 pupils met the required minimum level of competence in both English and mathematics (Anthony, Kazaara and Kazaara, 2023). Similarly, the annual National Matriculation Examination results published by the Uganda National Examinations Board (UNEB) indicate a low pass rate, with an average of only about 30% of candidates passing the compulsory subjects of English, Mathematics and Social Studies (Mark et al., 2023).

Rapid enrollment growth without a corresponding increase in teacher recruitment has drastically increased the student-teacher ratio in most government-supported primary schools across the country (Nelson, 2024). In Kyenjojo District, where this study will be conducted, the current pupil-teacher ratio, according to District Education Office records (Kyenjojo District Education Office, 2019), averages 72:1, far exceeding the national benchmark of 40:1 and international standards. This disproportionately high number of students per class limits a teacher's ability to give adequate individual attention to the needs of each student (Victoria et al., 2023). It limits opportunities for one-on-one guidance, guidance, feedback, and interactions that are critical to establishing close teacher-student relationships. With classrooms filled to the brim, maintaining classroom discipline in itself becomes a huge challenge, leaving minimal time for nurturing pedagogic practices.

In addition to overcrowding, some other factors influencing the quality of teacher-student relationships were identified. These include insufficient teacher motivation due to low pay, heavy workloads and poor working conditions (Richard, 2022a). A survey of primary school teachers in Uganda revealed high levels of job dissatisfaction, especially among young and newly trained teachers, due to low pay demoralizing their commitment to the profession (Cand et al., 2022). Teachers are further burdened by heavy workloads caused by increasing class sizes as well as non-teaching responsibilities such as supervision of extracurricular activities. Negative consequences for teacher-student relationships include less time available for individual attention, feedback, guidance, and building emotional connections with students (Richard, 2022b).

With this background in mind, there is an evident need to investigate how teacher-pupil relationships affect the academic performance of pupils in local primary schools in Kisojo Town Council in light of contextual challenges (Nelson, 2024). Previous studies have been conducted in larger national areas or urban settings that have relatively different dynamics from rural areas. Due to the rapidly growing population, primary schools in Kisojo Town Council have seen a significant increase in enrollment but existing facilities and teachers have remained almost stagnant (Julius, 2024).

Statement of the Problem.

Although access to primary education in Uganda has improved substantially following initiatives such as Universal Primary Education, the quality of teaching and learning remains unsatisfactory as evidenced by poor student outcomes (Nancy & Prudence, 2024). National assessments show that a large percentage of pupils do not reach minimum standards of competence in core subjects at the end of their primary education cycle (Margaret & Kazaara, 2024). Although several factors contribute to low academic performance, research has consistently shown a strong

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

correlation between the nature of teacher-student relationships and student academic achievement (Victoria et al., 2023). However, in the local context of Kisojo City Council, the impact of teacher-pupil relationships on student academic achievement has not been empirically investigated. The rapidly increasing enrollment has over the years drastically increased the pupil-teacher ratios in most public primary schools in Kisojo Town Council above the recommended standards. With an average of 72 students per teacher according to district records, it is difficult for teachers to develop a close relationship, provide individualized support and guide each student (Ntirandekura et al., 2022). In addition, low teacher motivation due to poor pay and heavy workloads has compromised the quality of the relationships they develop with students (Hardman et al., 2012). Although school leaders recognize this as a major problem, there is a lack of data to demonstrate the extent to which it undermines student learning. As a result, appropriate interventions to strengthen teacher-student bonds were not prioritized (Godfrey et al., 2023). In the above context, this study seeks to address the following key issue – the effect of teacher-pupil relationships on pupils' school performance has not been empirically proven in the local context of primary schools in Kisojo Town Council, Kyenjojo District.

Specific objectives

1. To investigate the effect of teacher- pupil relationship on performance of pupils
2. To determine how discipline affects teacher- pupil relationship
3. To investigate the relationship between effective communication and positive teacher- pupil relationship.

Methodology

The research is presented both qualitatively and quantitatively. Qualitative design helped the researcher to get a deeper meaning of the study while quantitative helped in analyzing the numbers involved in the study. Primary data were collected through structured and unstructured interviews (Nafiu et al., 2012). National and international documents were consulted. This study was conducted in Kisojo Municipal Council, Kyenjojo District (Olanrewaju & Abiodun, 2021). This study used a cross-sectional research design to examine the relationship between teacher-student relationships and student academic performance (Ntirandekura et al., 2022). According to Creswell (2014), a cross-sectional design allows the collection of quantitative data to describe attitudes, opinions, or practices at a single point in time. This design was appropriate because the study sought to examine the above-mentioned relationship between students over one time period (Lu et al., 2013). The target population included all P.6 pupils in government-aided primary schools within Kisojo Town Council. A sample of 65 pupils was selected using stratified random sampling to ensure representativeness across schools. Kothari (2004) recommends a minimum sample size of 30 for correlational studies. However, a larger sample of 65 was chosen to increase the power of the statistical tests and the validity of the results (Maiga et al., 2021). Data were collected using self-administered questionnaires with closed questions. The 38-item teacher-student relationship scale developed by (Nafiu et al., 2013) was adapted to measure students' perceptions of affective support from

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

teachers. It is a five-point Likert scale with established validity and reliability. Pupils' end-of-year school results in English and mathematics were also obtained from school records as an indicator of school performance (Anthony, Kazaara, Kazaara et al., 2023). Completed questionnaires were coded and analyzed using Statistical Package for Social Sciences (SPSS) version 25 and Stata version 16 (Nelson et al., 2022). Descriptive statistics such as frequencies, percentages, means and standard deviations were generated. Inferential statistics including bivariate Pearson correlation and multiple linear regression analyzes were conducted to determine the strength and nature of the association between teacher-student relationships and academic performance while controlling for potential confounding variables (Nafiu & Ph, 2012). The findings were presented using tables, matrices and figures for easy interpretation. The derived correlation coefficient (r) and significance value (p -value) determined whether the relationships were statistically significant at the 5% level of significance according to established criteria (Nafiu, 2012).

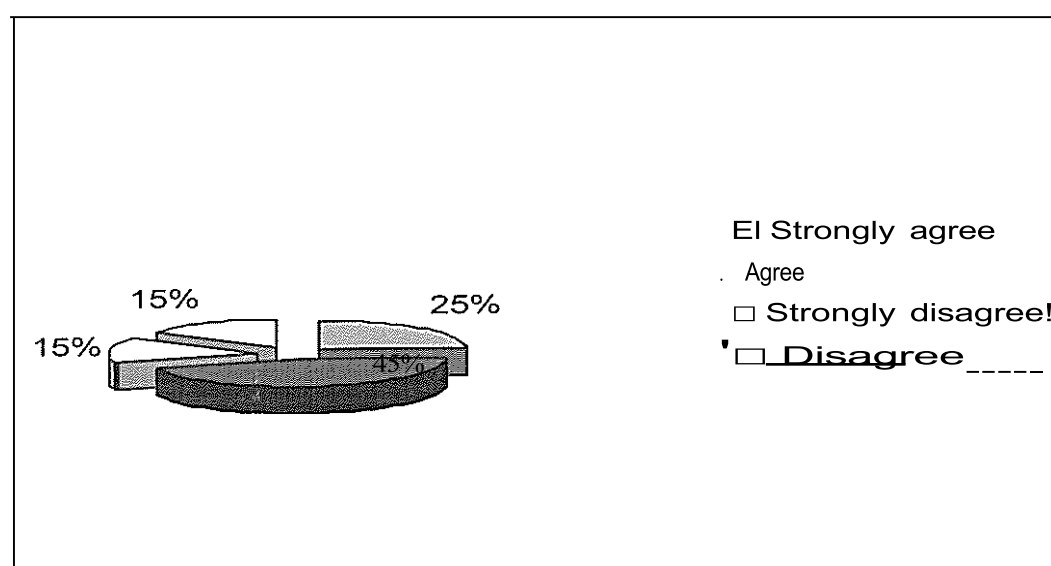
RESULTS

Table 1: Opinion on whether a good teacher Pupil relationship improves academic performance

RESPONSE	FREQUENCY	PERCENTAGE
Strongly agree	16	25
Agree	29	45
Strongly disagree	10	15
Disagree	10	15
TOTAL	65	100

Source: primary data

Chart 1: Opinion on whether a good teacher pupil relationship improves academic performance.



Source: primary data

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

16(25%) of the respondents strongly agreed that a good teacher Pupil relationship improves academic performance. 29(45%) agree while 10(15%) strongly disagree and 10(15%) disagree. The teachers in interviews revealed that a good teacher Pupil relationship makes both parties comfortable and therefore the teacher teaches well and the learners are attentive and hence good performance (Zulaikah & Rebecca, 2023).

According to Jones (2004), a significant body of research shows that academic achievement and pupils' behaviors are greatly influenced by the quality of the teacher-pupils relationship (Anthony, Kazaara, Kazaara, et al., 2023).

Respondents were asked whether a good teacher relationship makes Pupil comfortable in the school. Their responses are summarized in table 3 below;

Table 2: Opinion on whether a good teacher Pupil relationship makes learners comfortable

Response	Frequency	Percentage
Strongly agree	25	38
Agree	20	31
Strongly disagree	9	14
Disagree	11	17
Total	65	100

Source: primary data

The table shows that 25(38%) of the respondents strongly agree that, good teacher learner relationship makes learners comfortable 20(31%) agree while 9(14%) strongly disagree and 11(17%) disagree. According to the teachers when learners do not have a good relationship with their teachers they feel left out in the school environment and therefore feel uncomfortable (Nelson, 2024).

Respondents were asked whether a good teacher learner relationship increases the enrolment of pupils. Their responses are summarized in table 4 below;

Table 3: Opinion on whether a good teacher Pupil relationship increase enrollment

Response	Frequency	Percentage
Strongly agree	20	31
Agree	25	38
Strongly disagree	9	14
Disagree	11	17
Total	65	100

Source: primary data

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

20(31%) of the respondents strongly agree that a good teacher learner relationship increase enrollment. 25(38%) agree while 9(14%) strongly disagree and 11(17%) disagree.

Discipline and teacher Pupil relationship

The second objective of the study was to determine how discipline affects teacher Pupil relationship. To achieve this, respondents were asked questions related to the question. Data collected was analyzed under the question: What are the effects of discipline on teacher Pupil relationship? The results are presented in the subsections below;

Respondents were asked whether a good teacher Pupil relationship maintains learners discipline in school. Their responses are summarized in table 5 below;

Table 4: A good teacher Pupil relationship maintains learners discipline in school

Response	Frequency	Percentage
Strongly agree	26	40
Agree	10	15
Strongly disagree	27	42
Disagree	2	3
Total: primary data	65	100

26(40%) of the respondents strongly agree that a good teacher learner relationship maintains learners' discipline in school, 10(15%) agree while 27(42%) strongly disagree and 2(3%) disagree. The teachers revealed that when a teacher and learner have a good relationship the learners respect the teacher and the teacher in turns delivers his/her message effectively. Respondents were asked whether indiscipline lead to poor teacher learner relationship. Their responses are summarized in table 6 below;

Table 5: Indiscipline leads to poor teacher Pupil relationship

Response	Frequency	Percentage
Strongly agree	20	31
Agree	18	28
Strongly disagree	16	25
Disagree	11	16
Total	65	100

Source: primary data 20(31%) of the respondents strongly agree that indiscipline leads to poor teacher pupil relationship, 18(28%) agree while 16(25%) strongly disagree and 11(16%) disagree. The teachers revealed that when pupils are indiscipline it becomes difficult for a teacher to maintain a relationship with them

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

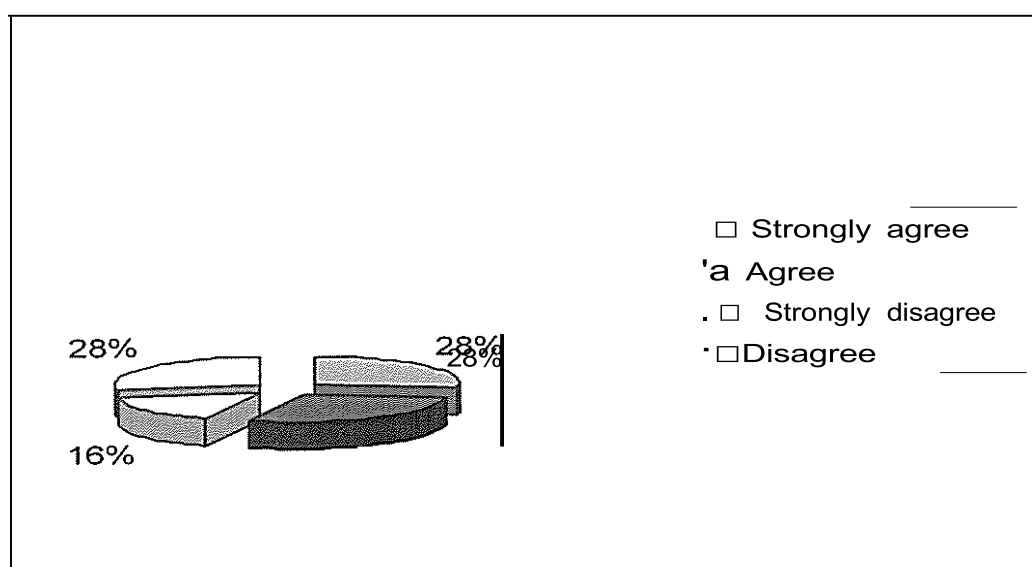
because the teacher has to punish them and then the children end up hating him/her creating a poor teacher pupil relationship. Respondents were asked whether using corporal punishment affects teacher pupil relationship. Their responses are summarized in table below;

Table 6: corporal punishment affects teacher Pupil relationship

Response	Frequency	Percentage
Strongly agree	18	28
Agree	18	28
Strongly disagree	11	16
Disagree	18	28
Total	65	100

Source: primary data

Chart 2: Corporal punishment affects teacher pupil relationship



Source: primary data

The table and chart show that 18(28%) of the respondents strongly agree that corporal punishment affects teacher learner relationship, 18(28%) agree while 11(16%) strongly disagree and 18(28%) disagree. According to the teachers most teachers do not know how to use other methods of punishment other than corporal punishment which negatively affects learners and in turn poor teacher learner relationship. According to Baker (1999); Van Acker, Grant, & Henry, (1996). Reasons for the persistence of poor teacher-learner relationship include lack of knowledge regarding the effective use of alternatives to corporal punishment and the use of power to establish teacher authority.

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

The relationship between effective communication and positive teacher pupil relationship.

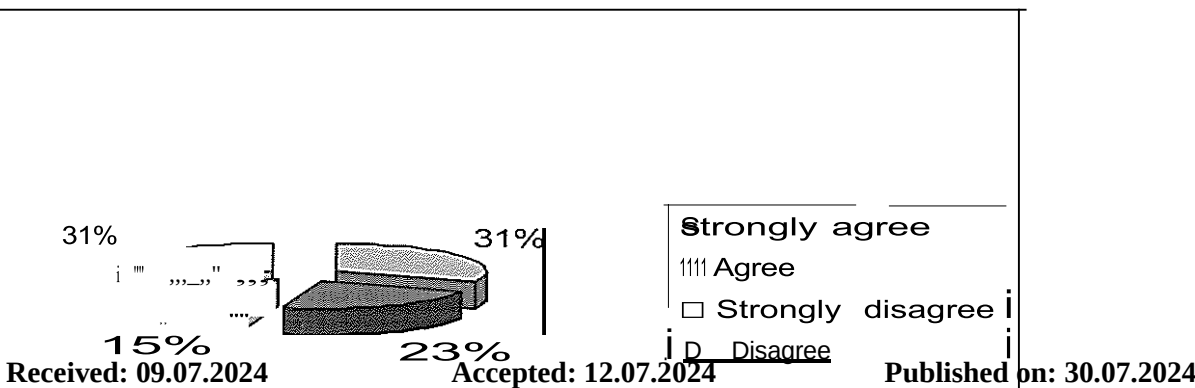
Table 7: Effective communication creates a positive teacher pupil relationship.

Response	Frequency	Percentage
Strongly agree	20	31
Agree	15	23
Strongly disagree	10	15
Disagree	20	31
Total	65	100

Source: primary data

Chart 3: Effective communication creates a positive teacher pupil relationship.

Source: primary data



The table and chart indicate that 20(31%) of the respondents strongly agree that Effective communication creates a positive teacher learner relationship, 18(28%) agree while 11(16%) strongly disagree and 18(28%) disagree. According to the teachers effective communication helps the learners understand well what they are being taught and the message one wants to bring across. In this case the teacher is building trust with the pupils which leads to a positive teacher learner relationship. The respondents were asked whether effective communication was important for children who are withdrawn and shy. Their responses are summarized in table 9 below;

Table 8: Effective communication helps create a relationship with withdrawn and shy earners.

Response	Frequency	Percentage
Strongly agree	15	23
Agree	32	49
Strongly disagree	13	20
Disagree	5	7.7
Total	65	100

Source: primary data

The table shows that 15(23%) of the respondents strongly agree that Effective communication helps create a relationship with withdrawn and shy earners 32(49%) agree while 13(20%) strongly disagree and 5(7.7%) disagree. Respondents were asked whether effective communication made learners confident. Their responses are summarized in table 9 below;

Table 9: effective communication leads to confidence

Response	Frequency	Percentage
Strongly agree	27	42
Agree	23	35
Strongly disagree	5	7.7
Disagree	10	15
Total	65	100

Source: primary data

The table shows that 27(42%) of the respondents strongly agree that effective communication leads to confidence, 23(35%) agree while 5 (10%) strongly disagree and 5(7.7%) disagree. The teachers revealed that by communicating effectively with the children who are shy and withdrawn they gain confidence which also creates a good teacher learner relationship.

Conclusions

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

Basing on the case study it can be concluded that a good teacher pupil relationship can help improve the academic performance of learners.

The study revealed that a good teacher pupil relationship maintains learners discipline in school. According to the study effective communication creates a positive teacher pupil relationship.

Recommendations

From the ongoing discussion, the following are the recommendations that were made to help improve teacher pupil relationship in schools.

Teachers

Teachers should use effective teaching methods that help create a good relationship with the pupil.

Teachers should make sure that they create an environment where the relationship between the teacher and the pupil is good for effective study.

Teachers should avoid heavy punishments that lead to the pupil fearing the teacher should be avoided and positive ways of disciplining children adopted

Pupils

Pupils should make the environment easy for the teachers by being obedient and respectful to the teachers to enhance a positive teacher- pupil relationship.

Pupils should confide in the teachers with their troubles and also seek advice on serious matters to build a good teacher-pupil relationship.

Parents

Parents should be involved in their children's education and encourage a positive relationship between the child and the teacher.

Parents themselves should create a positive relationship with the teachers so that children follow as an example.

References

- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY*. 2(2), 347–362.
- Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). *The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso*. 7(3), 290–297.
- Cand, A. R., Ijeoma, P., Blessing, A., Janice, A. B., & James, T. (2022). *Students ' Sick-Role Behavior and Course Completion in Public and Private Universities in Uganda* . 6(6), 125–126. <https://doi.org/10.1007/s10578-014.Patterson>
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. 6(5), 157–162.
- Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). *The*

Received: 09.07.2024

Accepted: 12.07.2024

Published on: 30.07.2024

-
- Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District.* 7(2), 100–107.
- Julius, A. (2024). *Staff Development and its Impact on students Academic Performance Among selected secondary Schools in Kanungu District.* 8(4), 155–160.
- Julius, A., & Nancy, M. (2024). *Youth Unemployment And Its Impact On Uganda ' s Gross Domestic Product . An Empirical Evidence Of Wakiso District.* 8(4), 123–126.
- Lu, A. F. O. G., Abubakar, U. Y., Isah, A., Nafiu, L. A., & Rauf, K. (2013). *On inequality to generate some statistical distributions.* 2013, 1–14.
- Maiga, I. H., Abiodun, N. L., & Mageto, T. (2021). *Analyzing the Effects of Flexible Exchange Rate Regime on the Malian Economy Using a Dynamic Stochastic General Equilibrium Model.* 67(12), 9–20.
<https://doi.org/10.14445/22315373/IJMTT-V67I12P502>
- Margaret, O. J., & Kazaara, A. I. (2024). *Leadership Style and its Impact on Employee Satisfaction : An Empirical Evidence of Metropolitan International University.* 8(4), 127–131.
- Mark, N., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Brighton, B. (2023). *Analysis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University.* 7(2), 1–9.
- Nafiu, L. A. (2012). *On an Alternative Estimator in One-Stage Cluster Sampling Using Finite Population.* 2(7), 102–107.
- Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population.* 2(6), 199–205. <https://doi.org/10.5923/j.ajms.20120206.06>
- Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2013). *GENERALIZATION OF MULTISTAGE CLUSTER SAMPLING USING FINITE POPULATION.* 3(1), 17–20.
- Nafiu, L. A., & Ph, D. (2012). *Comparison of One-Stage , Two-Stage , and Three-Stage Estimators Using Finite Population .* 13(2), 166–171.
- Nancy, M., & Prudence, K. (2024). *Capacity Building programs and their impact on employee performance . A case study of Metropolitan International University.* 8(4), 23–27.
- Nelson, K. (2024). *Teachers Qualifications and its impact on Pupil ' s Academic Performance among selected Government Primary Schools In Kanungu District . An empirical Evidence of Nyakatare Primary School , Karuhinda Primary School and Kirima Primary school.* 8(4), 3–9.
- Nelson, K., Christopher, F., & Milton, N. (2022). *Teach Yourself Spss and Stata.* 6(7), 84–122.
- Nicholas, K., & Alex, I. (2024). *Electronic Banking and its Impact on Financial Performance : An Empirical Evidence of Centenary Bank.* 8(4), 38–42.
- Ntirandekura, M., Friday, C., & Muhammad, M. (2022). *Rewards and Staff Retention in Public Sector in Uganda: An Empirical Study from Kabale District Local Government.* *International Journal of Academic Management Science Research*, 6(7), 165–170.
- Olanrewaju, R. O., & Abiodun, N. L. (2021). *Stochastic Modelling of the Dynamics of the SARS-CoV-2 Epidemic : An*

Africa Perspective. 11(2), 41–48. <https://doi.org/10.5923/j.ajms.20211102.03>

Richard, A. (2022a). *Impact of Substance Use on Students in Urban Public and Private Universities in Uganda* . 6(5), 47–48.

Richard, A. (2022b). *Sleep Among Students in Public and Private Universities in*. 6(6), 24–25.
<https://doi.org/10.1007/s10578-014.Patterson>

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District*. 7(3), 179–186.

Zulaikah, W., & Rebecca, N. (2023). *The Study on the Effect of Child Labour on the Learners Academic Performance in Secondary Schools . A Case Study of Nansana Municipality*. 7(3), 160–167.