

Teacher- Student Relationships And Its Impact On Student Out Comes. A Case Study Of Kikandwa

Secondary School Kassanda District

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Abstract

The study examined the concept of teacher student relationship in learning which is fundamental to quality teaching. Inability to provide facilitative environment and amiable interaction during the teaching learning process affects learning outcomes. The teacher is expected to work into the heart of the students so as to impart knowledge. All learners may not perform or believe the same way, thus the need to understand the level to operate with each of them. Planning to circumference what is happening will play a significant role in creating a favorable classroom atmosphere. To promote better interaction among students, the teacher should use professional skills and morale boosting techniques to keep the teaching lively. On this basis the study reviewed critically teacher student relationship in learning. Fostering strong relationships with students is a pedagogical approach which can benefit students and teachers. This research analysed the application of the methodology in classrooms with students, their relationship can provide positive benefits on students out comes in academics, behavior and social emotional areas. Teacher student relationship is one of the factors that that factors that promote students learning. Positive interaction creates peaceful environment but negative interaction leads to instability. Teachers' positive relationship helps to promote students' academic growth. The findings show how to establish these strong relationships, how they are tools for classroom management, how they affect students' motivation and strategies to use in promoting and maintaining them in schools. The research recommends the school should provide ongoing trainings for teachers to enhance their interpersonal and communication skills, emphasizing the importance of positive teacher student relationship.

Keywords: Teacher, Student, Relationships And Student Out Comes

Background of the study

According to Piant (Micheal et al., 2023), the teacher-student relationship involves the complex interactions and connections made between teachers and students in the educational environment. These relationships were characterized by trust, respect, effective communication, support and positive emotional bonds. A strong teacher-student relationship goes beyond the teacher's traditional role as an instructor and extends to the role of mentor, guide, and advocate for students in all development. (Anthony, Kazaara, Kazaara, et al., 2023), defined student outcomes refer to the knowledge, skills, and dispositions students are expected to develop by the end of a program

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or other learning experience. It is a diagnostic tool used to measure how students are achieving learning-related goals and objectives and to evaluate student performance in education. Assessment, as defined in (Godfrey et al., 2023), is a process that involves setting goals for student learning and development, gathering evidence of whether students are meeting those goals, interpreting data to define student strengths and weaknesses, and using evidence-based give. develop methods to improve student learning and performance (Emmanuel et al., 2023). Student outcomes were, in fact, “contemporary indicators of quality in education” (Al-Shammari, 2011, in press). Higher education institutions have begun to focus on assessment of learning outcomes to identify strengths and weaknesses in student learning. Assessment of these outcomes was one of the techniques for identifying student outcomes throughout the course of study (Christopher, Moses, et al., 2022). Kalwana Sub County is located in Kassanda District in the Buganda Central Region of Uganda. The district borders Kiboga District to the northeast, Mityana District to the east and southeast, and Gomba District to the south. Kalwana Sub County is a sub county with 1 private secondary school and 10 private secondary schools. The relationship between teachers and students in Kalwana Sub County is deteriorating day by day (Christopher, Komunda, et al., 2022). According to the Uganda National Examinations Board (UNEBC) 2019, the persistent failure of students in final examinations is attributed to their poor relationship with their teachers. Students tend to fear their teachers, and teachers sometimes spend less time at the respective school of work because most of them are part-time teachers whose time is shared by many schools. Therefore, it is important to understand the impact of teacher-student relationship on student achievement in Kalwana Sub County (Christopher, Komunda, et al., 2022).

Problem statement

The relationship that teachers develop with their students plays an important role in a student's academic growth. However, teacher-student relationships in Kalwana Sub County were not positive to yield better student outcomes (Anthony, Kazaara, & Kazaara, 2023). The current educational climate in the form of policies, school culture and teacher welfare packages has not been effective in promoting a sense of belonging among teachers and students in secondary schools in Uganda. The current educational climate has emphasized school accountability through standardized test scores as the primary method for determining student achievement (Kanyerere & Muhammed, 2023). The principles of the teacher-student relationship called for schools and classrooms to be more accountable for student achievement (Mark et al., 2023). Hamre & Pianta, (2006), stated that positive student-teacher relationships are a valuable resource for students (Anthony, Kazaara, Kazaara et al., 2023). A positive relationship with the teacher allows students to work independently because they know they can rely on their teacher if problems arise that the teacher can recognize and respond to as needed. Interviewing the teacher and conducting classroom observations provide important and unique information for designing interventions. Creating strong and supportive

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relationships with teachers allowed students to feel more secure in the school environment, feel more competent, make more positive connections with peers, and make greater academic gains (Winny, Ariyo, et al., 2023). Therefore, this study investigated the impact of teacher-student relationships on student achievement among secondary schools in Kalwana District, Kassanda District.

Specific objectives.

1. To examine the effect of teacher –students classroom relationship on students’ productivity.
2. To examine the root cause of poor teacher students relationships among secondary schools Kalwana sub county Kassanda district.
3. To identify the measures put forward in improving teacher – students’ relationships.

Methodology

This study used a descriptive survey research design with inclusion of both qualitative and quantitative approaches where respondent views and opinions were sought and described according to teacher-students relationship on students’ outcome. The study was carried out at Kikandwa secondary school in Kassanda district with 250 participants in number, this made the study appropriate. It included 5 administrators, 22 to teachers, 8 non- teaching staff, 195 students from 0 level and 30 from A Level. Sample size was determined on the respondents as representatives of the population selected from which data was collected. The study applied random sampling because the population have a diverse category of respondent from everything simple random sampling as shown in table 1 below.

Table 1: Target Population

Population category	Target population	Sample size	Sampling technique
Administrators’	10	5	Purposive sampling method
Teachers	30	22	Simple random sampling
Non-teaching staff	10	8	Simple random sampling
students	400	225	Simple random sampling
total	460	250	

Mugenda (2003), asserts that primary method of data collection involves a researcher herself by using quantitative or qualitative methods. The advantage of using this method is that the data collected is unique to the researcher and there is no altering of data. The researcher used the following primary data collection tools. Questionnaires had

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close ended series of questions drafted to collect information in relation to the research objectives or questions were used. The study used a 5-point Likert scale to measure the strength of the sub constructs of the variables in relation to respondents' responses. The scale ranged from strongly agree to strongly disagree (Strongly agree, agree, not sure, disagree, and strongly disagree). Quantitative data obtained from surveys and academic achievement measures were analyzed using statistical method such as tables showing frequencies and percentages for better interpretation. Descriptive statistics summarized the overall perceptions of teacher student relationship and student's outcome. Correlation analyses were conducted to examine the relationships between different variables. Regression analysis were employed to explore the specific contributions of teacher student relationships to student out comes, while controlling for other relevant factors. Qualitative data from interviews of respondents were analyzed using thematic analysis. Transcripts were sorted, edited, coded and organized into themes and sub themes, capturing the key aspects and nuances of teacher student relationships. This analysis helped in identifying common patterns, variations and significant factors that emerge from the data providing deeper insights into the impact of these relationships on student outcomes. Data was analyzed inform of tables, frequencies and percentages using SPSS & STATA (Nelson et al., 2022)

Results

A table showing response from participants.

No	Statements	Strongly agree		agree		Not sure		disagree		Strongly disagree	
		f	p	f	p	f	p	f	p	f	p
1	It provides support for all students.	130	52	114	45.6	06	2.4	00	00	00	00
2	The teacher has a positive attitude on a daily basis.	50	20	20	08	02	0.8	81	32.4	97	38.8

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3	A student is viewed as an important part of the classroom.	125	50	51	20.4	14	5.6	36	14.4	24	9.6
4	It encourages student feedback.	120	48	30	12	46	18.4	29	11.6	25	10

5	It creates time to assist individual Student.	125	50	87	34.8	09	3.6	17	6.8	12	4.8
6	It provides room for all students to be cared for.	83	33.2	80	32	20	08	41	16.4	26	10.4
7	Students feel respected and connected to their teachers since it's improves students' motivation to listen, learn and achieve.	135	54	11	45.2	02	0.8	00	00	00	00
8	It encourages one-one conferences with students (individual interaction).	127	50.8	120	48	03	1.2	00	00	00	00

Source primary data.

In the above table, it shows results from respondents on effects of teacher student classroom relationship on students' productivity. considering the study made at Kikandwa secondary school,135(54%) strongly agreed that students feel respected and connected to their teachers since it improves students' motivation to listen, learn and achieve, the 113(45.2%) agreed up it also, 02(0.8%) were not sure of the statement and no respondent disagreed,

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125(50%) strongly agreed that student is viewed as an important part of the classroom, 51(20.4%) agreed upon it, 14(5.6%) were not sure of the statement, 36(14.4%) disagreed with the statement and 24(9.6%) strongly disagreed (Winny, Kazaara, et al., 2023). 127(50.8%) strongly agreed that the relationship creates time to assist individual student, 8(34.8%) agreed, 09(3.6%) were not sure, 17(6.8%) disagreed and 12(4.8%) strongly disagreed. 125(50.8%) strongly agreed that it encourages one - one conferences with students (individual interaction), 12(4.8%) agreed, 03(1.2%) were not sure. 120(48%) strongly agreed that it encourages students feed back, 30(12%) agreed, 46(18.4%) were not sure, 29(11.6%) disagreed and 25(10%) strongly disagreed. It provides room for all students to be cared for 83(33.2%) strongly agreed, 80(32%) strongly, 20(8%) were not sure, 41(16.4%) disagreed and 26(19.4%) strongly disagreed. the teacher has a positive attitude on a daily basis this was on the negative effects of the study 50(20%) strongly agreed, 20(8%) agreed, 02(0.8%) were not sure, 81(32.4%) disagreed and 97(38.8%) strongly disagreed (Nelson et al., 2023).

Table 3: Routes causes of poor teacher students relationships among secondary school of Kalwana Sub County in Kassanda district.

No	Statements	Strongly agree		agree		Not sure		disagree		Strongly disagree	
		f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
1	School heads should create a healthy learning environment for both teachers and students.	10	04	30	12	30	12	90	36	90	36
2	Teachers should be paid in time and highly.	115	46	100	40	00	00	30	12	05	02

3	Give an avenue to the students to ask questions be inquisitive without being criticized by the teacher.	12	4.8	14	5.6	160	64	38	15.2	26	10.4
4	Bulling by a teacher leads to poor relationships with students	100	40	92	36.8	13	5.2	17	6.8	28	11.2
5	Teachers should have the	118	47.2	100	40	10	04	09	3.6	13	5.2

	ability to select the learning materials that are effective for individual student.										
6	Teachers should provide students with choices to make decisions.	96	38.4	80	32	61	24.4	03	1.2	01	0.4
7	Burnout of teachers and teachers absenteeism leads to poor teacher students relationships	150	60	99	39.6	01	0.4	00	00	00	00
8	Teachers should believe that all students can succeed.	24	9.6	31	12.4	149	59.6	26	10.4	20	08

From the above table, the following were the highest frequency with highest percentage as well.

150(60%), 99(39.6%),01(0.4%) these were obtained on the burnout of teachers and teachers absenteeism leads to

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poor teacher student relationships.118(47.2%) strongly agreed (Mark et al., 2023), on fact that teachers should have the ability to select the learning materials that are effective for individual student, 100(40%) agreed, 10(04%) not sure, 09(3.6%) strongly disagreed and 13(5.2%) disagreed. Teachers should be paid in time and highly 115(46%) strongly agreed, 100(40%) agreed, 30(12%) disagreed and 05(2.1%) strongly disagreed. Bulling by a teacher 100(40%) strongly agreed, 92(36.8%) agreed, 13(5.2%) were not sure, 17(6.8%) disagreed and 28(11.2%) strongly disagreed (Cand et al., 2022). On teacher should provide students with choices to make decisions 96(38.4%) strongly agreed, 80(32%) agreed,61(24.4%) was not sure, 03(1.2%) disagreed and 01(0.4%) strongly disagreed. Teacher should believe that all students can succeed 24(9.6%) strong agreed, 31(12.4%) agreed,149(59.6%) were not sure, 26(10.4%) disagreed and 20(08%) strongly disagreed. Give an avenue to the students to ask questions be inquisitive without being criticized by the teacher 12(4.8%) strongly agreed, 14(5.6%) agreed, 160(64%) were not sure, 38(15.2%) disagreed and 26(10.4%) strongly disagreed. School heads should create a healthy learning environment for both teachers and students 10(04%) strongly agreed, 30(12%) agreed, 30(12%) not sure, 90(36%) disagreed and 90(36%) strongly disagreed (Richard et al., 2022).

Table 4: Measures put forward in improving teacher student relationship

No	Statements	Strongly agree		agree		Not sure		disagree		Strongly disagree	
		f	P(%)	f	P(%)	f	P(%)	f	P(%)	f	P(%)
1	Teachers should put strong emotional supports and	131	52.4	72	28	00	00	20	08	27	10.8
2	There should be a stressed open feedback	20	08	21	8.4	29	11.6	87	34.8	93	37.2

3	Teachers must be provided with remuneration and social conditions	47	16.4	55	22	60	24	72	28.8	16	6.4
4	Teachers must believe that all students can succeed	102	40	60	24	40	16	26	10.4	22	8.2
5	Teachers should get to know their students capabilities	100	40	60	24	40	16	27	10.8	77	30.8
6	Teachers should provide students with choices	12	4.8	34	13.6	102	40.8	72	28.8	30	12
7	Teachers should learn how to accept students-	06	2.4	10	04	04	1.6	30	12	200	80
	and their mistakes in the classroom.										

Supports and high-quality teaching 131(52.4%) strongly agreed, 72(28%) agreed, 20(08%) disagreed and 27(10.8%) strongly disagreed. Teachers must believe that all students can succeed 102(40.8%) strongly agreed, 60(24%) agreed, 40(16%) not sure, 26(10.4%) disagreed and 22(8.8%) strongly disagreed. 100(40%) strongly agreed, 60(24%) agreed, 49(16%) not sure, 27(10.8%) disagreed and 77(39.8%) strongly disagreed (Richard et al., 2023). Teachers must be provided with remuneration and conditions 47(16.4%) strongly agreed, 55(22%) agreed, 60(24%) not sure, 72(28.8%) disagreed and 16(6.4%) strongly disagreed. Teachers should provide students with choices 12(4.8%) strongly agreed, 34(13.6%) agreed, 102(40.8%) not sure, 72(28.8%) disagreed and 30(12%) strongly disagreed. Teachers should learn how to accept students and mistakes in the classroom 06(2.4%) strongly agreed, 10(04%) agreed, 04(1.6%) not sure, 30(12%) disagreed and 200(80%) strongly disagreed (Richard, 2022).

Conclusion.

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The core of education is the relationship between the teacher and student and the extent to which that relationship nurtures the longing of the child to matter in the world, teacher band fulfill that desire. Drawing on the research made one can stress that favorable teacher student relationship can desirably influence students' academic engagement. An important implication of this is that those people who are in charge of training pre service teachers should teach them how to establish a pleasant and friendly relationship with students.it is due to the fact that inexperienced and novice teacher typically do not know how to establish a strong relationship. Further more the association between academic improvement and positive teacher student relationship is students motivation and desire to learn.

Recommendations.

The research recommends the school should provide ongoing trainings for teachers to enhance their interpersonal and communication skills, emphasizing the importance of positive teacher student relationship.

The board should establish mechanisms for students to provide constructive feedback on teaching methods and classroom dynamics fostering a sense of shared responsibilities for a positive learning environment.

The research recommends that the school should encourage involvement of parents and the local community in schools activities, creating a supportive network that reinforcement positive teacher student interactions.

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