

**EFFECTS OF STUDENT-TEACHER RELATIONSHIP ON THE STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN NGONG-SUB
COUNTY-KAJIADO COUNTY, KENYA.**

BY

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A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN
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DECLARATION

I hereby declare that this project is my original work and it has not been presented for an award of a degree in any other university.

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DEDICATION

I dedicate this work to my father Alberto Malanga, my mother Cecilia Lussinga, my siblings especially my sister Albina Calessio and my brother Henriques Prego, all my dear Marist Brothers in Angola especially Angelo Miguel Cassinda and Manuel Miguel Fernandes Simão with whom I journeyed all along.

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ABSTRACT

Teacher-student relationship plays a vital role in the learning and teaching process. Very often students who perceive student-teacher relationship in a negative way tend to perform much poorly compared to those who look at relationships between teacher-student from a positive angle. Therefore, this prompted the researcher to carry out a study on the effects of positive teachers-student relationships on the student academic performance of students in secondary schools in Ngong Sub-County, Nairobi County. The study was guided by the following objectives: to find out the level of communication between teachers and students in class, to examine the perception of students and teachers towards their relationship and to establish the extent to which student-teacher motivation influence academic performance. The study used descriptive survey design and adopted the quantitative approach. Three secondary schools were sampled in this study with a total sample size of 120 students, 6 teachers. Respondents were selected using simple random sampling method and purposive sample method for teachers. Questionnaires were used to collect data and statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. Both teachers and students expressed that there is a positive relationship between teachers and students. The findings revealed that students perform positively in academics due to good level of communication between teachers and students, good perception of teachers and students towards their relationship and student-teacher motivation towards academics. Basing on the findings the researcher made recommendations which include: awareness to the school authorities about the importance of teachers establishing good and healthy relationship with their students by the Kenyan government through her ministry of education. Both public and private schools should organize seminars concerning the importance for teachers to develop good and health relationship with students and its effects on the academic performance. Student leaders should frequently remind their fellow students about the importance of establishing good relationship with teachers.

LIST OF ABBREVIATION

B.Ed.: Bachelor of Education

SPSS: Statistical Package for Social Science

MIUC: Marist International University College

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In this Chapter, the background and rationale for the current study are provided. The study examined the effects of student – teacher relationship on the students’ academic performance in public secondary schools. In addition, the chapter discusses the statement of the problem, delimitation of the study, conceptual frame work, operational definition of terms and conclusion.

The Ministry of Education, school administrators, teachers and parents seek for better ways to help students to have a conducive environment for learning and also to help students learn more efficiently through sustained methods and innovative strategies in order to produce an entire transformed human person for the society. Currently, many organizations in the societies emphasize on the need to build and develop strong and positive relationships with one another as an indispensable means to attain success. Often, strong relationships and interactions with one another play an important role in determining success or failure of a society, organization and even an individual. For instance, within our societies, many professionals including doctors, politicians, social workers, teachers, and so forth rely on social skills and interactions with others in order to be effective. Likewise, teachers build strong and positive relationship with their students in order to enhance students’ academic performance.

According to Spilt, Koomen and Thijs (2011) student-teacher relationships form the basis of the social context in which learning takes place. Relationships between teacher and students do not simply influence student’s behavior in class, but instead they also influence student’s academic performance (Roorda, Koomen, Spilt & Oort, 2011). Therefore, strong and positive relationships between teacher and students bring about a sense of school belonging and encourage students to participate in the classroom activities (Hughes & Chen, 2011).

According to Roorda et al (2017), student-teacher relationships have a great impact on students' attitudes towards achievement. When a student is comfortable and free with the teacher he or she can freely talk in class, and this enhances positive relationship between teacher and students which then leads to positive student outcome. Koen (2018) noted that the development of interpersonal relationships between student and teacher or between students and students, is key to building what a student wants to achieve both in the classroom and in the social life itself. Thus, student-teacher relationship brings about strong bonds between teachers and students in school.

Hughes and Chen, (2011) noted that, strong and positive relationship between teachers and students promote a sense of school belonging and encourages students to participate cooperatively in classroom activities. Therefore, good and positive relationship between teachers and students in class is essential to the development of both teachers and students in the school. Positive relationships between teachers and students are important because they enhance students' academic performance and success. Thus, building positive relationship with students in class helps teachers to foster a conducive learning environment (Gehlbach, et al., 2012).

The Kenya vision 2030 conceives a globally competitive and a successful nation with a high quality of life by 2030 (Kinuthia, 2009). The vision 2030 is based on the social, economic and political pillars paying attention on adding value to services and products. The social pillar of vision 2030 looks at education as the source of production and generation of competitive quality education, training and research for sustainable development (Kinuthia, 2009).

Allen, et al., (2013) point out that, to improve the quality of relationship between teachers and students in the classroom depends on a solid understanding of relationships. Thus, when a teacher develops good and strong relationship with the students through their interactions, it helps the teacher to transmit knowledge effectively because students are given opportunity to create an emotional link with the teacher, which can then lead to students' positive outcome.

According to Larson (2011), teacher-student relationship has a great impact on students' achievements and attitudes, and also the relationship that students build inside the school, so, if students are comfortable with the teacher and the school learning environment, they can construct more positive relations like friendship, and develop a better way to behave in the social context and improve their social skills. Teachers can motivate students in class through creating healthy and positive relationships during the learning process. This implies therefore, that in order for the teacher to build a sound and strong relationship with students in class the teacher has to bear in mind the students' academic needs (Nugent, 2009).

Hamre and Pianta (2006) stated that, relationship between teacher and student is essential and indispensable because it helps students to maintain their engagement in academic performance. Positive teacher-student relationships are classified in terms of having the presence of warmth, closeness and positivity. When there is positive relationship between the teacher and the students, the classroom environment becomes a place where students can express their ideas freely and feel at home (Hamre & Pianta, 2001). According to Baker (2006) kindergarten children who do not show up good relationship with their teachers do not exhibit positive interest in participating actively in the classroom activities neither do they achieve positive outcomes. Therefore, lack of interest in participation continues to affect the quality of those students' relationships with their teachers in first and second grade (Hamre & Pianta, 2006)). Poor student-teacher relationships are at the basis of continual academic problems as well as an indicator of future school difficulties.

Furthermore, Hamre and Pianta (2006) suggested that, schools should encourage staff members to develop positive relationship with their students and learn about their outside interests so that they can be able to connect with them on a more personal level. Thus, a contention which leads to strong teacher-student relationship is important for success in school, therefore, ways to build good solid and strong teacher- student relationships should be explicitly targeted in school

plans. This supportive and strong relationship a teacher develops allows students to feel competent to make greater academic achievements.

Nugent (2009) found that creating healthy relationships can help teachers in motivating students during the learning process, which is one of the main objectives in a teacher's practice. In order to develop positive relationships between teachers and students, teachers must be aware of the students' emotional and academic needs and must be able to work with it. Therefore, this study intends to investigate the effects of teacher-student relationship in public secondary schools, which includes the level of communication between teachers and students in class, teacher's and students' perceptions of relationships, teacher's motivation towards teaching and student's motivation towards learning, in public secondary schools in Ngong-sub county-Kajiado county, Kenya.

Kajiado County is one of the Counties of Kenya with an area of 21,292.7 km². This county is made up of five sub-counties namely: Kajiado Central, Kajiado North, Kajiado East, Kajiado West and Kajiado South. This county has an estimated population of 1.118 million. The distance from Nairobi which is the capital city of Kenya to Kajiado town, the county headquarters, is of 63 km.

1.2 Statement of the problem

Students spend quite a lot of their time in schools under the care of their teachers, almost five to six hours a day in a period of ten months, which means that students have more time spent together with their teachers than with their parents. Thus, establishing positive relationship between teachers and students is very important because it does not only give students a sense of belonging but also helps teachers in content delivery because it is only when there is good relationship between teachers and students in class that things become easy for both teachers and students, thus, good relationship impels each of them to do their best so as not to break the good relationship established.

Varga (2017) conducted a research on the effects of student-teacher relationships on the student academic performance in secondary schools in the United States. The findings revealed that, building and maintaining positive student-teacher relationship helps improving student's motivation towards learning. It was noted also that, positive relationships between teachers and students helps in increasing the level of communication and engagement among students, which leads to positive teacher and student's outcome. Therefore, it is important to build positive relationships between teacher and students because both teacher's and students' well-being is affected by the quality of the relationship which there can exist. Lastly, the study found out that when teachers perceive that students are responsive to their greetings and conversations; they feel more motivated to continue fostering a positive and good relationship practices. Thus, when there is positive relationship between teacher and students in class, it leads to positive outcomes for both the teacher and the students. On the contrary, when there is negative relationship between teacher and students in class it leads to students' indiscipline and then negative student's outcome.

Muhammad (2013) conducted a research on the impact of student-teacher relationship on the student's academic achievement at secondary level in Khybe in Pakistan. The study showed that, teacher's motivation to interact positively with students in class depended primarily on students' willingness to learning. So, the management and the school administration should give due consideration to the fulfillment of teacher-student's relationship by creating suiting environment for student's willingness to learn. The study found out also that, student and teacher positive co-operative relationship is a very necessary key for student's academic achievement, because when there is a negative teacher-student relationship there will always be a tendency of having negative student outcomes. Lastly, the study emphasized on the importance of developing good communicative technique between teacher and students for good student academic achievement.

Omodan and Tsoets (2018) also carried out a research on the student-teacher relationships as a panacea for student's academic performance in Nigeria. The findings showed that the level of teacher-student relationship in Nigerian secondary schools is moderate. It was as well noted that, there was a strong relationship between teacher-student relationship and academic performance of secondary school students in Nigeria. According to Fosen (2016) teacher's relationship with students does not only benefit the students alone but also the teacher whose performance in teaching depends highly on the relationship he or she has with the students in class. Furthermore, the study showed that there is significant relationship between the classroom engagement and the academic performance of students in secondary schools in Nigeria. This is supported by the research of DeTeso (2011) that children who are actively engaged in the classroom activities often have more positive academic performance. According to Okolocha and Onyeneke (2013) secondary schools are the application of pedagogical knowledge into a classroom-oriented plan of action which constitute the most essential fabric upon which the success of the school, its administration and the entire democratic process rest. The findings noted that there was a relationship between motivation and academic performance of both students and teachers. Lastly, teacher-student's perception of relationship with each other plays an important role in motivating them to perform better.

Ngunjiri et al. (2013) carried out a research on the influence of teacher-student relationship on students' indiscipline in public secondary schools in Naivasha Sub-County, Kenya. The study found out that negative teacher-student relationship had a systematically significant influence on student's indiscipline which then led to negative academic performance. Thus, when teachers and students develop unhealthy relationships, it may lead to student's misbehavior which thereafter conditions the academic performance. Lastly, the researchers concluded through the findings that the higher the level of positive teacher-student relationship, the less the level of indiscipline in schools and then the higher will be positive student's outcomes. Therefore, by creating good and

positive student-teacher relationship, the school environment may become conducive for learning, thus, it reduces the cases of indiscipline among students and instead, it leads to positive student's academic performance.

The above studies have investigated the effects of teacher-student relationship on the student academic performance in secondary schools in the United States of America, secondary level in Khybe in Pakistan, public secondary schools in Nigeria and in public secondary schools in Naivasha Sub-County, Kenya. However, little has been talked about on relationships in public secondary schools in Nairobi County. Thus, creating a gap to research on the effects of teacher-student relationships on the student's academic performance among public secondary schools of Ngong Sub-county, Kajiado County. Kenya.

1.3 Objectives of the Study

Research objectives are clear, concise, declarative statements which describe what the researcher is aiming to achieve. This study aims at achieving the following objectives:

- i. To find out the level of communication between teachers and students in class.
- ii. To examine the perceptions of students and teachers towards their relationships.
- iii. To establish the extent to which student-teacher motivation influences academic performance.

1.4 Significance of the study

This study was useful to the learners, teachers, school administration and to an extent, to the Ministry of Education. The findings helped the school administrations and teachers to understand the importance of creating positive relationship with students in secondary schools. It has also helped teachers to create a conducive learning environment by developing a positive relationship with students in class. It provided learners with the knowledge and understanding of factors to consider as they relate friendly with their teachers in class. Lastly, the study offered the Ministry of Education and the school administrations the information needed to strengthen

their present designed or formulated policies and strategies, that help teachers develop positive relationship with students in public secondary schools in Ngong-sub county, Nairobi Kenya

1.5 Scope and Delimitation of the study.

The study concentrated on the effects of teacher-student relationship on the student academic performance in public secondary schools in Kenya. There are other effects of teacher-student relationships but this research was restricted specifically to its effects on the academic performance, thus, it excluded other aspects. Also, the research was conducted only in Ngong Sub-County, Kajiado-County which means therefore, that not all the schools in Kajiado County were given the opportunity to be part of the study so that their views on the subject matter could be also part of the findings. However, the findings of this study to an extent have been generalized to all secondary schools in Kenya.

1.6 Limitations of the study

The sample used in this study did not represent the entire population of secondary schools in Ngong Sub-County, due to time factor and financial constraints among others.

A particular school out of the sampled ones did not give chance to the researcher to collect data from there and this made the researcher to make some adjustments by looking for another one.

Out of 120 questionnaires which were given to students, only 119 were returned but still this missing one did not affect the conclusions of the study.

1.7 Conceptual Framework

This study aimed at understanding the effects of teacher-student relationship on the student academic performance in secondary schools. There are many ways through which effects of teacher-student's relationship can be observed and some of them include the following:

- ❖ Level of communication between teachers and students in class.
- ❖ Teachers' and students' perception of their relationship
- ❖ Students' and teachers' motivation.

The level of communication that exists between teachers and students in class is a very important because affects academic performance. This is for the simple fact that some students afraid to talk in class. When a student for instance is afraid to talk with teachers inside and outside the classroom, the teacher will never know whether what he or she teaches is being understood all students in class and this may lead to poor academic performance in case the student goes home everyday without understanding the content. Teachers' and students' perception of their relationship can affect academic performance because when either the teacher nor the student strike some boundary in their relationship may lead to one of them let go of things which were not supposed to, this is so, because when two people are too friendly sometimes even serious things are taken for granted or lightly, therefore, teachers and students need to understand that the relationship they establish is simply of teacher and student and not anything else beyond that. Students' and teachers' motivation may have an effect on the academic performance, most especially when neither the teacher nor students are motivated the learning becomes very hard if not even impossible.

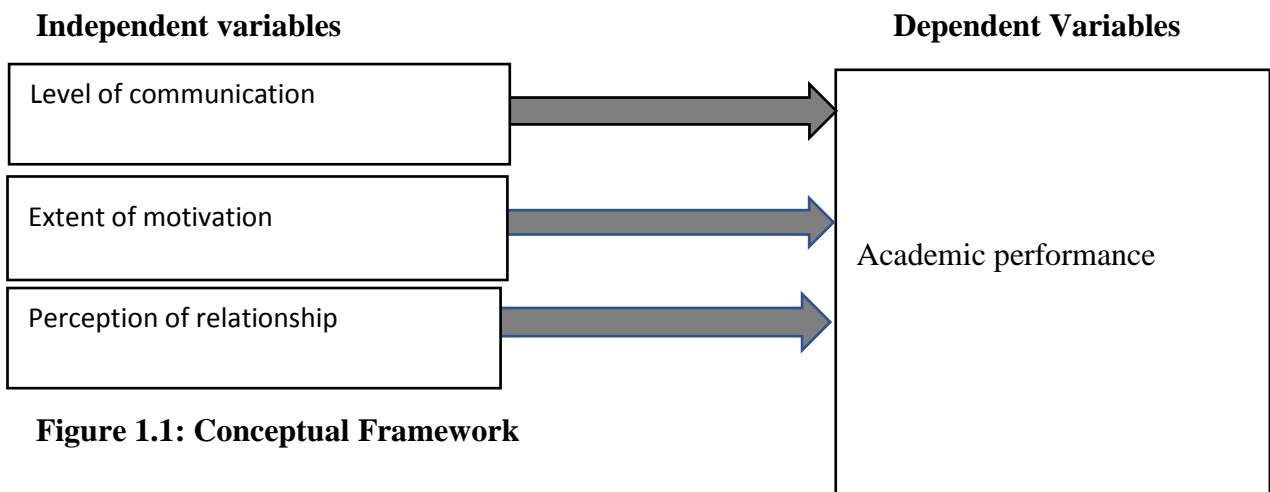


Figure 1.1: Conceptual Framework

1.8 Theoretical Framework

According to Kombo and Troup (2006) theoretical framework is a collection of interrelated ideas based on theories. It is a reasoned set of propositions, which are derived from and supported by data or evidence. A theoretical framework explains phenomena and thereby

giving more insights on the topic under study based on existing theories. Therefore, this study is guided by attachment theory developed by (Bowlby, 1969) and self-determination theory developed by (Guardia & Patrick, 2014).

According to Bowlby (1969) every person feels an emotional and physical connectedness towards other people. The feeling of attachment has given students a sense of stability necessary to grow and develop one's personality. Thus, student's ability to relate effectively with their teachers has an impact on their academic outcomes. Maslow et al, (1970) stated that, students become more engaged and motivated when they perceive their relationship with their teachers as being positive. This perception leads to motivation and eventually to positive academic performance (Hughes al., 1999). Student's motivation to learning is influenced greatly by having a caring and supportive relationship with a teacher (Wentzel, 1998). When students perceive that their teachers highly expect them to perform positively, they are more motivated to try to meet those expectations and perform better academically than those students who perceive low expectations from their teachers.

Fan, and Williams (2010), Wentzel (1998) and Zimmerman (1992) complement that student's perception of their relationship with teachers is important in incentivizing students to perform positively. According to (Wentzel, 1998) student's motivation to learning improves student's academic performance as well as the relationship with their teachers. Fan, and Williams (2010) cited that motivation plays an important role in improving teacher-student relationships and academic outcomes.

According to Skinner et al (2008) the motivation students have towards learning and get an education, directs their actions and thoughts. Motivation is therefore, very important because plays a significant role in the effort students make towards good performance, behavior and learning. Student's perceptions of experiences and educational expectations influence greatly in their decisions to drop out. Both attachment and motivational theories suggest that student-teacher

relationship is essential because it gives students sense of belonging. However, the researcher will restrict himself to the motivational theory because it fits for the study being carried out in this paper where the researcher is trying to determine the effects of teacher student's relationships on the student academic performance in the public secondary schools. This theory notes that when students perceive that their teacher is being caring, they feel belonging and motivated to learn and eventually attain positive academic performance.

1.9 Operational definition of key terms.

Relationship: it is the level of individual's sense of closeness to another through interaction; relationships can be positive or negative.

Communication: it is the process of knowledge shared between two individuals or two groups of individuals.

Perception: the ability to see, hear, or become aware of something through the senses. In other words, perception is a process of attaining awareness or understanding of sensory information. Biologically speaking, perception is the mental interpretation of physical sensations produced by stimuli from the outside world".

Motivation: it is an individual's inner desire to do something either by expecting a reward/remuneration or just to do something without expecting anything in return, (extrinsic and intrinsic motivation).

Performance: it is an individual's ability to excel in doing something of interest.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Literature review involves the process of reading other related literature based on the topic of study and at the same time putting down what other authors have said concerning the topic under study. Therefore, this chapter presents a review of related literature which focuses on the effects of teacher-student relationship on the student academic performance in public secondary schools. Some of these effects include: level of communication, perception of relationship, and teacher-student motivation. etc.

2.2 Communication in class

Communication is a means through which an individual or group of individuals transfer knowledge, thought and ideas to another person or group. Communication can be done in two ways verbal or non-verbal. According to Brown (2010) an effective communication should include both verbal and nonverbal cues; body language, facial expression, voice inflection and all other key aspects of human communication. Both ways of communication are very important in the process of teaching and learning because it is through communication that teacher and students share knowledge in class.

Asrar (2018) carried out a study on the impact of communication between teachers and Students in schools, in Pakistan. The study used a sample population of 113 students among whom 72 females and 41 males. The researcher used random sampling technique and among the research instruments questionnaires for students were the most preferable. The findings revealed that, the way teachers communicate in class can motivate or demotivate students to improve their abilities. In addition, communication plays an important role in developing positive relationships between teacher and students as well as it creates a healthy environment for learning and teaching. Therefore, it is important that teachers communicate with students in an effect manner so as to

strengthen the relationship between them, since, communication is the key to success in every walk of life. Thus, teacher-student relationship stands on the verbal and non-verbal form of communication. The sample size was a good one and also the idea that there were more female students gives more weight to the study since very often in a class of boys and girls there is always gender dominance; so the use of questionnaires for students was good because it helps in determining the feeling of students towards the relationship with their teachers, however the researcher should have included questionnaires for teachers too, because they are the ones who are with the students on the daily basis. So, in this study the researcher will use both questionnaires for students and teachers to determine the impact of communication between teachers and students on the student's academic performance.

Diloyan (2017) researched on the impact of effective communication skills on student enthusiasm in the high school classrooms in Armenia. The study had a target population of 69 students, 5 teachers and 1 high school principal of one school in Yerevan, in Armenia. Different classes with students of different native languages aged 14-16 years old were sampled. Among the instruments used included; questionnaires for students, observation guide and interview guide for teachers. The study used mixed research design method, qualitative and quantitative method to analyze data. The findings of this study revealed that, the level of communication influences the relationship between teachers and students and which then leads to student's level of enthusiasm and performance in the classroom. The findings noted as well that, students often feel uncomfortable to communicate with teachers outside the classroom, instead they prefer to communicate with teachers mainly in the classroom because in their view it is in the classroom where they need teacher's support and psychological help. The results showed also that student-teacher communication has an impact on those students who are interested in the class and it motivates them to participate, while those students who do not feel free to express themselves show less interest in class. This study can help determine the impact of effective communication

between teachers and students in class because it targeted both teachers and students of different native languages, since the understanding of people from different background can be different. However, 69 students were a small number to determine the level of communication between teachers and students in classes, therefore, this study had a target population of 120 students and 6 teachers of public secondary schools.

Students react either positively or negatively when being disciplined depending on the way of disciplining them (Boynton & Boynton, 2005). Therefore, when correcting students, it is important the teacher bears in mind the student's dignity as human persons, so, the teacher should not make any kind of communication in a belittling manner. Some procedures to follow in order to correct students include: to review what happened; identify and accept the student's feeling; review alternative actions; explain the school policy and remind the student that all students are treated the same way; invoke an immediate and meaningful consequence; and communicate an expectation that the student will do better in the future. Thus, when students know that the teacher though caring, he too gets disappointed when the students behave inappropriately and that the teacher can say out consequences, the students can most likely learn from that particular experience and do things rightly. Therefore, this measure or procedure will maintain the positive relationship existing between the teacher and the students without having to evoke resentful feelings due to discipline.

2.3 Motivation

In every form of education, student's motivation to learning plays a more important role for student academic success. According to Analoui (2000) motivation is the process of urging people do things quickly and correctly with a sense of responsibility. In addition, motivation is a psychological process in which an individual's behavior is influenced by reward attainment. Motivation can be in two ways; intrinsic and extrinsic; intrinsic motivation is that burning desire one has within himself that impels him or her to do something without expecting any reward.

While, on the other hand, extrinsic motivation is that which results from the attainment of external rewards. That is when a person does something because expects a reward (Ryan & Deci, 2000)

Kariuki and Mbugua (2018) researched on the influence of student's motivation by teachers on academic performance in public secondary schools in Nyeri and Kirinyaga Counties, Kenya. The study selected 27 schools, 27 principals, 27 class teachers and 980 students which means that 37 students per school was the number picked. The findings of this study revealed that, student's motivation by teachers influence positively the student academic performance. It was noted also that; the most effective motivational technique is the positive relationship teachers develop with their students. The study used questionnaires as the only instrument for both students, teachers and principals. The findings demonstrated that giving rewards or incentives to students brings about good academic performance. Incentives very often are thought to be associated with material objects but, actually a simple word of thanks, keep it up etc. can be a perfect form of motivating students to excel in their academics. The use of principals, teachers and students was very good in determining the influence of student's motivation by teachers. However, the sample size of both principals, teachers and students was too big to simply determine the influence of motivation on student's academic performance in secondary schools; moreover, instead of targeting the three different categorical groups, two such as students and teachers were supposed to be enough because these are the ones who spend more time with each other every day. Therefore, this study will use a sample size of 120 students and 6 teachers to determine the effects of student-teacher relationship on the student academic performance.

Njenga (2012) carried out a study on the effects of teacher's motivation on student's performance in public secondary schools in kikuyu district, Kenya. The study found out that, there were some teachers who depended much on extrinsic motivation which has to do with working harder in order to get rewarded and as a result many of those teachers had their motivation low which contributed negatively to some students' academic outcomes. Similarly, the study

suggested that among the teachers of those same schools, there were some with intrinsic motivation, that is to work with no expectation of remuneration which contributed significantly to positive student outcomes. Furthermore, it was noted that teacher's appreciation of student's work enhances learning and teaching quality, thus influencing positively to student's performance in class. The use of appreciations such as offering rewards, praises and commendations as well as promotions and job advancement motivates teachers leading to improved content delivery and ultimately enhances student's performance in class.

Similarly, Gitonga (2012) in her research on the influence of teachers' motivation on students' performance in South Imenti constituency, Kenya used a sample size of 100 correspondents and among the instruments used included questionnaires for teachers and students. The findings revealed that, conducive school environment motivates both teachers and students which then leads to positive student outcome. Furthermore, the study noted that teachers' age can as well influence students' motivation to learning.

2.4 Perception of relationships.

The perceptions of relationships between teachers and students play an important role in the teaching and learning process. According to Rimm and Sandilos (2012), students' and teachers' perception of each other's behavior affects their relationship in class and then it has an impact on the student's academic performance. When there is good understanding of relationship teacher's engagement is positive and so do students' outcomes. On the contrary. when a student feels lack of support from the teacher it leads to class disengagement and poor academic outcome. Therefore, students' and teachers' perception of relationships is quite important because it helps both the teacher and the students to attain higher chances of achieving a satisfactory performance of the duties expected from him (Maulana et al., 2013).

According to Gehlbach (2012) when a student perceives that he or she is welcome and wanted in class, he or she becomes motivated and more engaged in classroom activities.

Therefore, the role a teacher plays in the classroom environment affects the perception of the student either positively or negatively. Very often, students who perceive the teacher as being friendly and supportive are likely to have positive outcomes as opposed to those who look at their teacher as a threat.

Cooper and Miness (2014) carried out a study on the role of secondary school students' perceptions in the development of teacher-student relationship. Through the interviews one of the students reported that she never believed teachers should be entirely acquaintances with the students' lives. However, on the other hand, answering the question about who had ever been her best teacher the student answered by describing a teacher who always kept on asking about her life and then the student perceived her teacher to be a friend since she asked the student as often as possible. Thus, this is an evidence that perception brings about familiarity which plays an important role in developing positive teacher-student relationships.

According to Boynton and Boynton (2005) some ways teachers can use to strengthen the aspect of familiarity with students include: greeting students each time they enter the classroom, listening to them sincerely, empathizing with them, and showing interest in their personal life issues. Some teachers take part into the extra-curriculum activities like sporting events, pick-nicks with students and field trips so that students will know that they are cared for not only inside the classroom but also outside, and this helps to strengthen the bonds of familiarity and positive relationship between teachers and students thus leading to positive student outcomes.

2.5 Conclusion

The above studies presented results which reveal that the level of communication between teachers and students in class, the students' and teachers' perception of relationship between teachers and students and both teacher's and student's motivation in class strengthen the relationship between teachers and students and also contributes positively to student's academic performance in class. The level of communication between teachers and students determines the

level of student's openness and freedom to relate with the teacher which then leads to positive academic performance. The perception of relationship helps both teachers and students to know to which extent one should reach or should not reach in class. Motivation involves giving and receiving some prizes or incentives in order to keep on doing well. Therefore, student-teacher relationship requires effective communication, positive motivation and then proper understanding of positive relationships, so as to attain positive academic outcome.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides the description of the methods that were applied in carrying out this study in order to achieve its objectives. It is organized under the following sections: Research design, target population, sampling techniques, research instruments, validity and reliability of the instruments, methods of data analysis and ethical considerations.

3.2 Research Design

According to Universal (2017), research design is a conceptual structure within which research will likely be done. This includes the design plan for the collection, measurements and analysis of data. Descriptive survey research embraces quantitative and qualitative techniques which are the best for evaluating perceptions, opinions, attitudes, habits or any other variety of education or social issues (Kisilu& Delno, 2006). This research design therefore helped the researcher in collecting data from the students and teachers from the public secondary schools, in order to study the effects of teacher-student relationship on the student academic performance in public secondary schools in Ngong sub-county.

3.3 The Target Population

According to Kombo and Troup (2006), population is a group of individuals, objects or items from which samples are taken. Mugenda and Mugenda (2003) defined target population as the population which the researcher wants to generalize the results of the study. The subjects of this research were drawn from three different public secondary schools in Ngong Sub-county. Form three and four students together with some teachers were the target for this study. The main purpose for targeting the form three and four students is because they have stayed and interacted a little much longer with teachers, peers and the school environment. In this way they are in a better position to tell how important it is to develop positive teacher-student relationship in

schools. Similarly, targeting the teachers and not the head teachers was for the fact that teachers are more in direct contact with students compared to head teachers. This was the reason as to why the researcher thought that teachers and students were the best target population for this study.

3.4 Area of the study

The study was conducted in Ngong Sub-County, Kajiado county, Kenya. Ngong is located in Nairobi County and the area is a newly developed region, where there can be found people of all kind of social status namely low earning, middle earning and high earning families. Ngong area was suitable in expressing the views about the effects of teacher-student relationships on the students' academic performance.

3.5 Sample and sampling techniques

Sample is a set of individuals or items selected from a population for analysis to provide estimates of, or to test hypotheses about a limit of the whole population (Collins, 2012). According to Kenya Literature Bureau (2011) a good sample should represent at least (30%) of the population or more. This study used three secondary schools which are identified as A, B, and C. All the public secondary schools in Ngong had an equal chance of being selected in the study. For qualitative data collection, purposive sampling was employed in making sure that key informants are not left out in this study. As such, both purposive sampling and simple random sampling were employed in this research in order to come up with at least (30%) of the students' total population from the three public secondary schools.

The researcher used stratified sampling by dividing students in smaller groups, after which used random sampling from each stratum. In each stratum students were numbered and the numbers were written in small pieces of paper and be put in different boxes. Afterwards, those students who picked the papers having the numbers corresponding to the numbers belonging to the sample size of 120 were selected as belonging to the sample (30%) of the population.

The number of students was in school A 40, school B 40 and school C 40. The researcher used simple random sampling to get the sample size of (30 %) of teachers who are teaching forms three and four in secondary schools sampled. This made the researcher to obtain a number of 6 teachers in the following way school A 2, in school B 2 and in school C 2. Hence the total sample used was of 120 students and 6 teachers.

3.6 Instruments for data collection

Research instrument is a tool used to collect data from the sample. It is a tool the researcher uses to gather information needed attempting to solve a research problem (Annum, 2014). There are many types of research instruments the researcher can use to collect data but this study was restricted mainly to questionnaires for both teachers and students.

3.7 Description of research instruments.

According to Annum (2014) questionnaire is a systematically prepared form or document with a set of questions deliberately designed to elicit responses from respondents or research instruments for the purpose of collecting data or information. The effective use of questionnaires for data collection depends on how the researcher formulates and administers the questions, the means he uses in giving out the questionnaires and the method of contacting respondents for retrieval of the questionnaire. Annum (2014) states that these methods affect the quality and credibility of the data to be obtained. Therefore, the researcher will use structured, closed and open-ended questionnaire which will comprise one for the students and another one for the teachers.

3.7.1 Questionnaire for students

Questionnaire for students has four sections whereby section A comprised of demographic information of students. Section B consisted of factual information which deals solely with facts. Section C carried the attitude questions enquiring students' perceptions towards relationship with

teachers in class and finally section D comprised of open-ended questions for students to give an idea based on the topic in discussion.

3.7.2 Questionnaires for teachers.

Questionnaires for teachers was comprised of four parts whereby section A enquired the demographic information of teachers; section B consisted of factual questions; section C discussed attitude questions and section D comprised of open-ended questions by getting teachers' view towards the effects of teacher-student relationship on the student academic performance.

3.8 Validity and Reliability of instruments

Orodho (2009) stated that validity is the extent to which a test measures what it is intended to measure. Validity of a research is the extent to which results obtained from the analysis of the data represent the phenomenon under study (Mugenda & Mugenda, 2003). Therefore, the instruments underwent some modifications in the hands of the supervisors and experts in order to ensure their validity and reliability.

3.9 Procedures of data collection and data analysis

According to Orodho (2003) data analysis is a process of systematic searching and arranging interview transcripts, field notes and data obtained from the field. Thus, for this study the researcher went to the field to collect data, after which he examined and analyzed the data using the statistical package for social science (SPSS) frequencies, tables and percentages were used to answer the research questions. The researcher organized and summarized the data which was collected from the field for easy reliability, then made a conclusion and some recommendations based on the findings of the study.

3.10 Ethical considerations

For appropriate and pleasant-sounding research process, the researcher obtained official authorization from appropriate authorities. A permission letter was obtained from the Deputy Principal of Marist International College and be given to the head teachers for permission on

behalf of the schools where data was collected. In the process of data collection, the researcher assured the respondents confidentiality in all the information which they provided. The researcher also assured individual protection for anonymity by making use of numbers or pseudo numbers in order not to disclose the names of the respondents. The whole source of information concerning the study was done as regards to academic honesty. Books, journals used for the study were cited both in-text and in the reference, American Psychological Association (APA) 6th edition style was used.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with presentation, analysis, interpretation and discussion of the findings gathered in the field through the use of questionnaires as research instrument. The data collected will be presented and analyzed using tables and charts.

4.2 Distribution of questionnaires and return rate

Category of Representants	Targeted Questionnaires		Returned Questionnaires	
	<i>F</i>	%	<i>F</i>	%
Students	120	95.2	119	91.24
Teachers	6	4.76	6	7.56
Total	126	100	125	100%

Table 4.1: Distribution of questionnaires and return rate

The information in the table above shows the expected number of respondents and the actual number that eventually participated in the study.

From Table 4.1, a total of 126 questionnaires were distributed for this study and 125 were returned by the representatives. These 125 represent (98.8%) of the distributed questionnaires. This means therefore that only (1.2%) of the questionnaires were not returned. Students returned 119 questionnaires representing (91.24%) of the totals returned while teachers 11 which represents (7.56%) of the returned. However, failure of (1.2%) of representatives to return their questionnaires did not interfere with the success of the study since more than half of the

respondents returned their questionnaires. Therefore, the data collected by the researcher was reliable.

4.3 Demographic information of respondents

Respondents	Male		Female		Total	
	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Students	70	59	49	41	119	100
Teachers	4	67	2	33	6	100

Table 4.2: Gender distribution of students and teachers

Participants were asked to provide their demographic information details which helped to classify them in their right category. Attributes such as gender, age, year of study and teaching experience.

The information represented in the Table 4.2 above shows that 59%) of students were male while 41%) were female. Similarly, on the teachers' side 67%) were male and 33%) were female. This statistic shows therefore that greater percentage of the respondents were male not only among students but also among teachers.

4.3.1: Age Distribution of the Participants

Age	Students		Teachers	
	F	%	F	%
12-15 Years	35	29		
16-20 Years	81	68		
Above 20 Years	3	3		
25-30 Years			2	33
31-35 Years			2	33
36-40 Years			1	17
Above 40 Years			1	17
Total	119	100	6	100

Table 4.3: Age Distribution

The information on Table 4.3, shows that (68%) of the respondent students are between the age of 16-20. While (35%) are between the age of 12-15 and only (3%) are aged above 20 years. On the other hand, (33%) of teachers reported that are between the age of 25-30, and the other (33%) are between the age of 31-35, while (17%) are between the age of 35-40 and lastly (17%) also reported to be above 40 years. This implies therefore that; majority of students are adolescents and therefore can know how important it is to develop positive teacher-student relationship in class. Similarly, most of the respondent teachers are above 30 years and have a teaching experience of at least 5 years, can therefore be said that they too know the importance of developing positive teacher-student relationship in class.

4.3.2: Students' Year of study

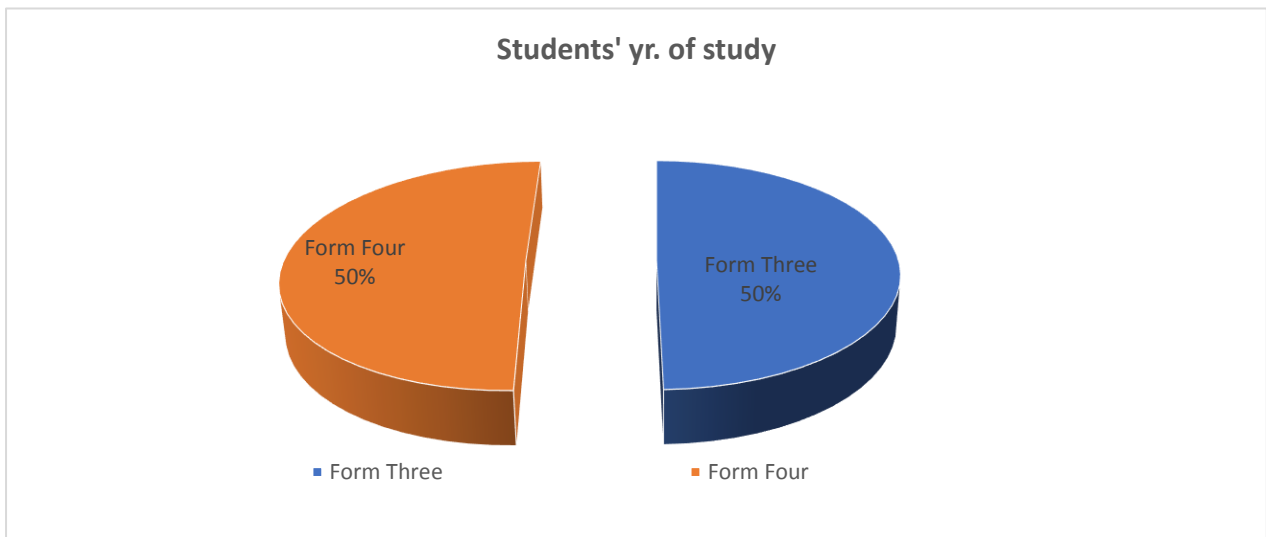


Figure 4.2: Students' year of study

From Figure 4.2, it is visible that (50%) of students were in form 3 and (50%) of students were in form 4. The student participants were chosen from form 3 and 4 because of the nature of the study required students with a little bit more of experience of the environment therefore, these two forms have had much more time in school and have interacted with teachers and also the surroundings.

4.3.3: Teaching Experience

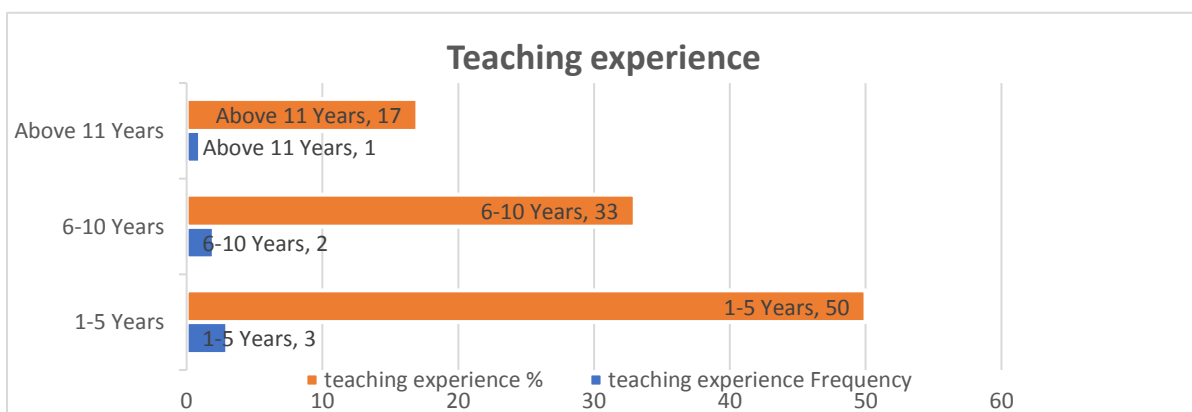


Figure 4.3: Teaching Experience

The above figure shows that (50%) of teachers who participated in the study have taught in secondary schools for a period between 1-6 years. There were (33%) others who reported to

have taught for a period between 6-10 years. The study showed also that only (17%) of teachers had taught for a period over 11 years. These findings show therefore, that most of the teachers have substantial experience when it comes to relating and maintaining teacher-student relationship. According to Fosen (2016) teachers' relationship with students does not only benefit the students alone but also the teacher, whose performance in teaching depends highly on the relationship he or she has with the students in class.

4.4 Level of communication between teachers and students

4.4.1: Teachers encourage students' feedback.

Respondents	Strongly Agree				Undecided		Strongly Disagree			
	F	%	F	%	F	%	F	%	F	%
Students	34	29	48	40	15	13	17	14	5	4
Teachers	-	-	2	33	3	50	1	17	-	-

Table 4.4: Teachers encourage students' feedback

The Table above shows that (29%) of students strongly agreed that students give feedback in class while (40%) agreed, making a total of (69%) of those in agreement. Furthermore, (13%) were undecided or do not know what feedback is all about, (14%) disagreed and 4% strongly disagreed, thus making a total of (31%) of student respondents who did not agree to the fact that students give feedback in class. In the similar way, (33%) of the respondent teachers agreed that students give feedback in class, while (50%) were undecided or they do not know whether students really give feedback in class and (17%) disagreed with the fact that students give feedback in class.

From the findings it is therefore, clear that according to the students their level of feedback in class is satisfactory while teachers still feel like there is yet a lot to be done in order to make students interact in class. The findings are in agreement with the research conducted by Diloyan

(2017) on the impact of effective communication skills on student’s enthusiasm in the high classrooms in America. Which says that students often feel uncomfortable to communicate with teachers. According to Asar (2018), the way teachers communicate with students in class can motivate students to give feedback.

4.4.2 Teachers and students interact outside the classroom

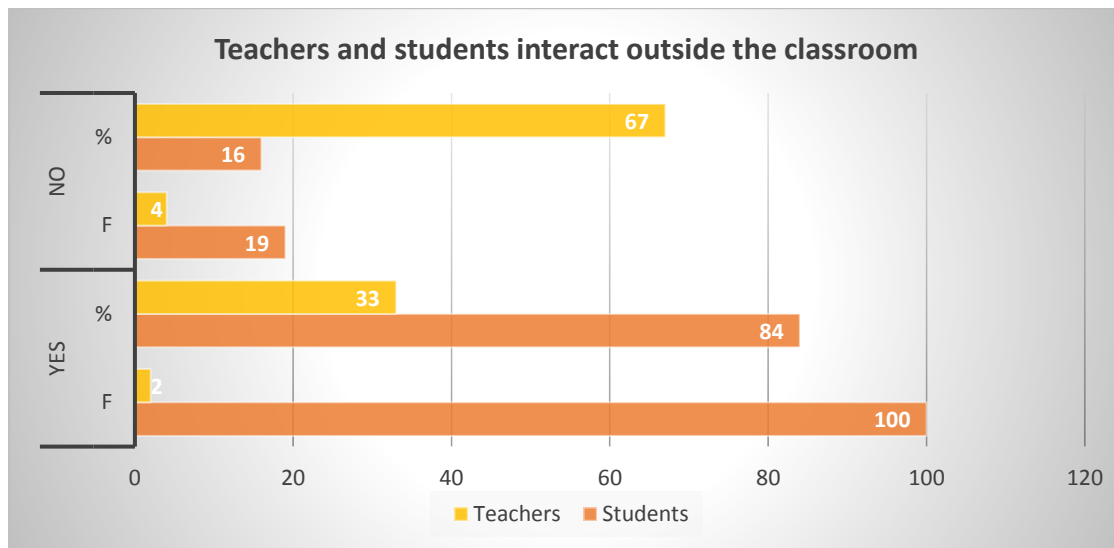


Figure 4.4: Teacher-students interaction

The Figure above shows clearly that (84%) of the students are in agreement while (16%) disagreed. Similarly, (33%) of teachers agreed and (67%) of the teachers disagreed.

From the responses of the students it shows that there is interaction between teachers and students outside the classroom which can lead to positive teacher-student relationship. However, from the responses of the teachers it cannot be said that there is meaningful interaction between teachers and students outside the classrooms because the gap difference between those who agreed and those who disagreed is too wide (34%) which is more than sufficient to make judgement that there is no interaction between teachers and student outside the classrooms.

According to Hamre and Pianta (2013), teachers very often interact with students who are motivated and show willingness to learning and therefore, the more students are motivated to learn the more the teacher will be motivated to interact with them.

4.4.3 Teachers promote debates between students in class.

Respondents	Yes		No	
	<i>F</i>	%	<i>F</i>	%
Students	59	49.6	60	50.4

Table 4.5: Promotion of debates by teachers

The information in Table 4.5 shows that (49.6%) agreed that teachers promote debates in class while (50.4%) disagreed with the statement.

These findings note that there are more students who disagreed compared to those who have agreed with the idea that teachers promote debates between students in the classroom. According to Diloyan (2017), most students often feel uncomfortable to talk to teachers and therefore, the best way to help them overcome that fear is through making them to be debating among themselves so that they gain courage. Hence, there is need for teachers to promote more debates in classes to help improving student-teacher relationship thus, leading to student positive academic performance.

4.4.4 Some teachers shout at students in class

Respondents	Strongly Agree				Undecided		Disagree		Strongly Disagree	
	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>F</i>	%
Students	28	23.5	30	25.2	16	13.4	20	16.8	25	21
Teachers							2	33.4	4	66.6

Table 4.6: Teachers shouting at students in class

From Table 4.6, it is clear that (23.5%) of the students strongly agreed while (25.2%) agreed making a total of (45.7%). Similarly, (16.8%) of the students disagreed, (21%) strongly

disagreed making a total of (37.8%), while (13.4%) were undecided. On the other hand, (33.4%) of the teachers disagreed and (66.6%) strongly disagreed with the statement.

The findings show clearly that some teachers shout at students in class. However, this may not be necessarily that teachers are angry as such, but it could be a form of wanting students to be more serious and engaged in their studies since 100% of the respondent teachers disagreed with the statement. This is in line with the research conducted by Diloyan (2017) which says that the level of communication influences the relationship between teachers and students, thus leading to student’s enthusiasm and performance in class.

4.4.5 Most teachers do not correct students in a friendly way

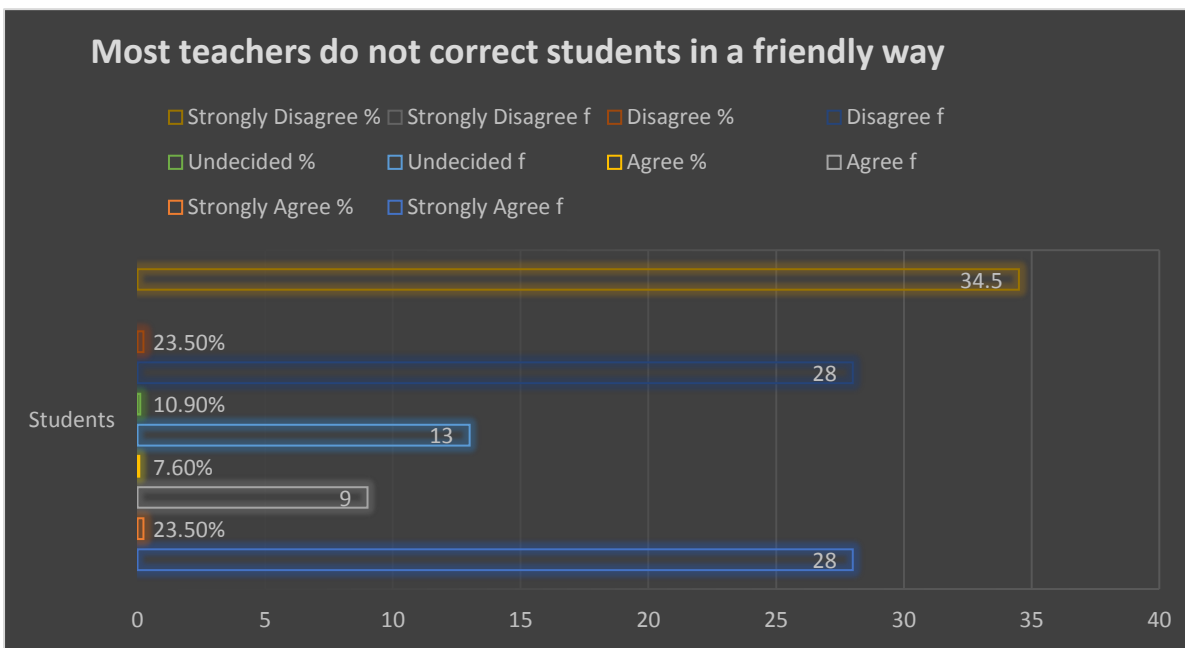


Figure 4.5: Teachers’ way of correcting students

When asked whether some teachers correct students in unfriendly manner (31.1%) of students expressed that teachers correct students in unfriendly manner, while (58%) of students said that teachers correct students in a friendly manner and (10.90%) were undecided.

The findings above show that teacher’s correct students in a friendly way, what might be happening is the way of saying something out. Thus, according to Nugent (2009) teachers must be aware of the students’ emotional and academic needs and must be able to work within that

limit. The way teachers communicate with students can influence their relationship in class and also outside (Diloyan, 2017).

4.5 To examine the perception of students and teachers towards their relationship

4.5.1 Teachers' avail themselves to listen to students

Respondents	Yes		No	
	F	%	F	%
Students	47	40	72	60
Teachers	4	67	2	33

Table 4.7: Teachers' availability

The Table above represents the responses given by the respondents both students and teachers on whether teachers avail themselves to listen to students' personal issues.

The responses to this statement show that (40%) of students are in agreement while (60%) disagreed. Similarly, (67%) of the teachers agreed while (33%) disagreed with the statement.

These results thus imply that, though teachers set aside time to listen and talk to particular students, there is still need to show an extra-concern for those other students who might be afraid of approaching teachers.

In line with Cooper and Mines (2014), by showing concern to students the teacher will understand and treat each student according to his or her needs.

4.5.2 Students respect teacher-student boundary

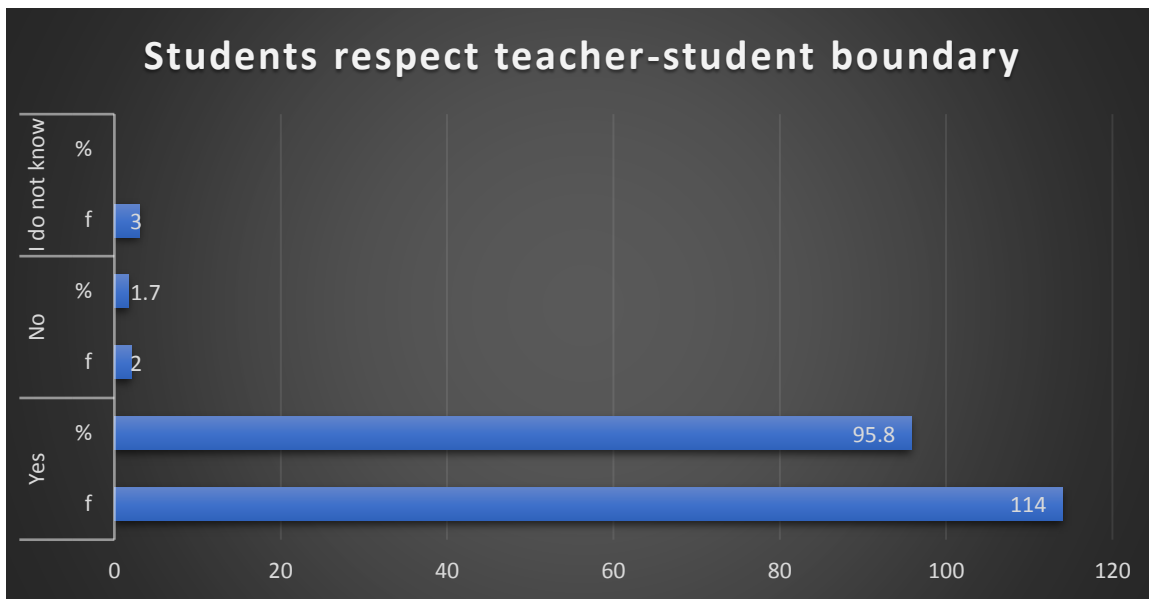


Figure 4.6: Respect of students towards teachers

Teachers were asked if students respect the boundary between them which leads to positive relationship and the responses are shown in Figure 4.6.

The figure above shows (95.8%) of the teachers agreed, 1.7% did not agree while (2.5%) were undecided. These findings pointed out that there is respect among students towards the teachers and vice-versa. Where there is respect there is good perception of relationships which helps both the teachers and the students to attain higher chances of achieving a satisfactory performance in their duties as teachers and students (Maulana, et al 2013).

4.5.3 Students feel belonging when teachers call them by their names.

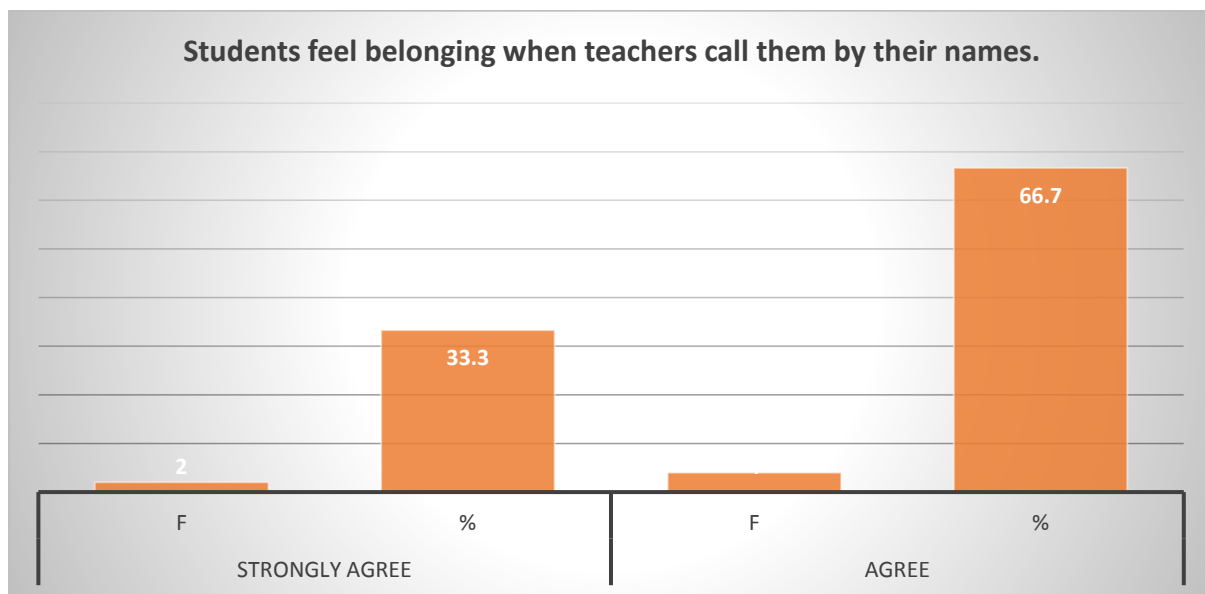


Figure 4.7: Students' sense of belonging

Teachers were asked whether calling out students by the names would make them feel at home with the teachers, the results are displayed on the figure above.

The results from the figure above show that 100% of the teachers agreed to the statement. This means therefore that students feel a sense of belonging because of the way teachers treat them.

The findings are in line with the research by Gahlbach (2012) stated that, when a student perceives that he or she is welcome in class by means of the way the teacher treats him or her, the student becomes motivated and more engaged in the classroom activities. In addition, students who perceive teachers as being friendly and supportive are most likely to have positive outcomes.

4.6 Extent to which student-teacher motivation influence academic performance.

4.6.1 Students perform well when they are given a token of appreciation.

Respondents	Strongly				Disagree				Strongly	
	Agree		Disagree		Undecided		Disagree		Disagree	
	f	%	F	%	F	%	F	%	f	%
Students	23	19	41	35	14	12	12	10	28	24
Teachers	5	83	1	17	-	-	-	-	-	-

Table 4.8: Students’ motivation to learning

From the Table above, (19%) of the students strongly agreed, (35%) agreed thus, making a total of (54%) of those in agreement, while (12%) were undecided or did not know what a token of appreciation is, (10%) disagreed and (24%) strongly disagreed. Similarly, the same question given to teachers, so from the responses gotten (83%) of respondent teachers strongly agreed while (17%) agreed, thus, making a total of (100%) of the respondent teachers who affirmed that best students are always rewarded so as to motivate them.

This is in line with the findings of the study conducted by Kariuki and Mbugua (2018), which revealed that giving rewards or incentives to students brings about good academic performance. Similarly, Njenga (2012) stated that appreciation of student’s work enhances learning quality. Therefore, in most cases students operate at extrinsic motivation level. Thus, when the teacher’s approach is good it will help students to perform well so as to be appreciated.

4.6.2 Positive teacher-student relationship motivates students to learn.

The figure below displays the results of the responses of both teachers and students concerning whether positive teacher-student relationship motivates students to learn.

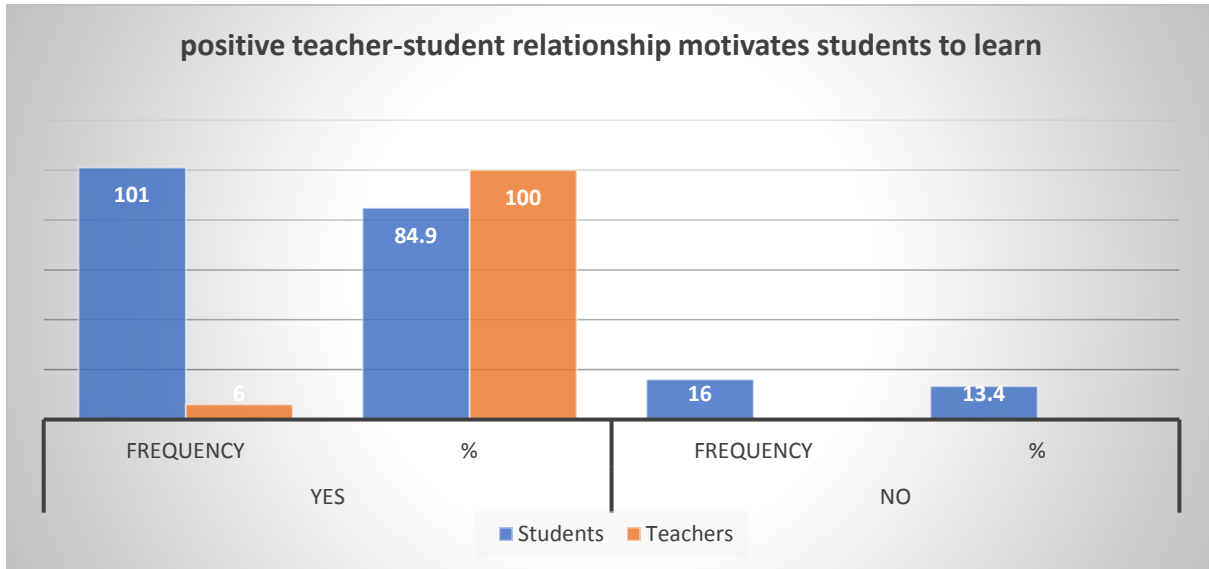


Figure 4.8: Positive student-teacher relationship

From the responses it is noted that (84.9%) of the student respondents agreed and (13.4%) disagreed, while 100% of teachers agreed with the statement. Thus, the findings are in line with the study by Larson (2011) which states that positive teacher-student relationship has a great impact on student’s achievements and attitudes. Similarly, Nugent (2009) noted that, positive and healthy relationship between teachers and students can help teachers to motivate students to learn.

4.6.3 Teacher's approach in teaching can motivate students to learn.

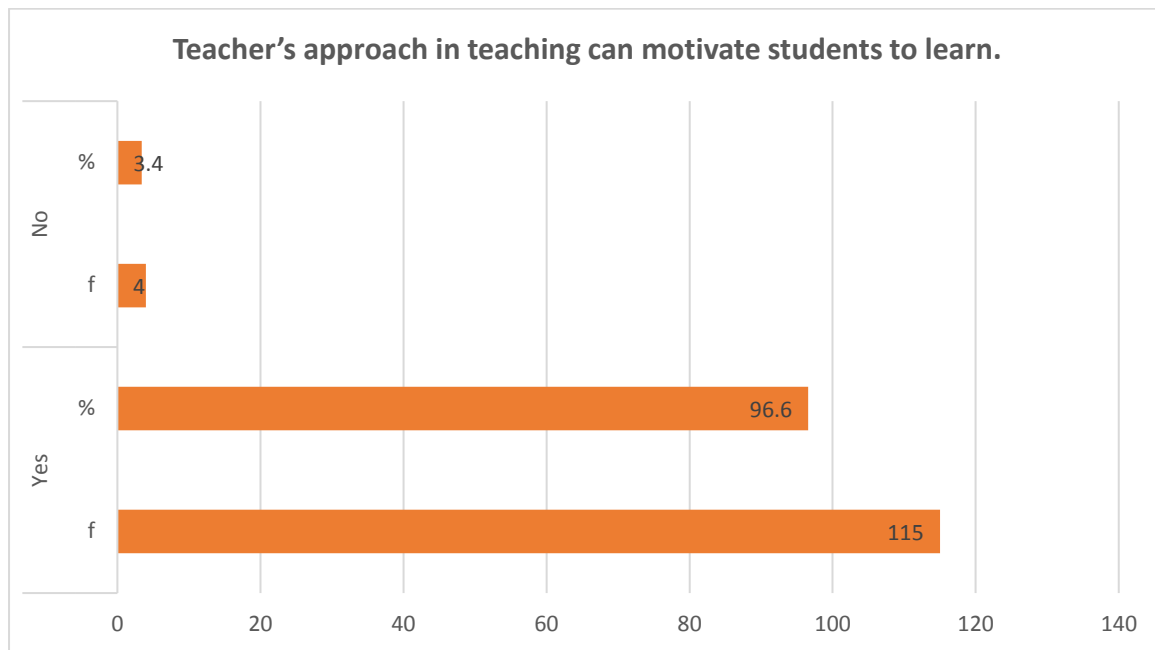


Figure 4.9: Teacher's approach in teaching

Teaching is not just matter of writing or dictating the notes but there is more to that. So, student respondents were asked whether teachers' way of delivering the content can motivate students to learn, and the responses are as follows.

Responding to the statement above (96.6%) of the students agreed, while (3.4%) disagreed. In this way, it can be deduced that teachers' approaches or ways of teaching motivate students to learn. According to Analoui (2000), motivation is a process of urging people to do things correctly with a sense of responsibility, therefore it is a psychological process in which an individual's behavior is influenced by reward attainment. Thus, it can be done in two ways: through intrinsic motivation which is one's burning desire that impels to do something without expecting any reward and through extrinsic motivation which results from the attainment of external rewards.

4.7 Other ways of enhancing positive teacher-student relationship in secondary schools

Teachers and students were asked open ended questions based on how one would best build positive teacher-student relationship, to maintain and whether negative relationships between teachers and students would affect student's academic performance. The main aim was to find out whether there are other possible ways which would enhance positive teacher-student relationship. The findings are as follows.

4.7.1 Respect.

Some respondents expressed the view that in order to develop good relationship between teachers and students in class there has to be mutual respect, especially knowing each other's boundary. Some felt that sometime when you look young in a particular group the tendency is for people to undermine you, therefore the feeling was that respect should be mutual that is, students towards the teacher vice-versa as well as the younger students towards the older ones vice-versa.

4.7.2 Freedom of expression.

Majority of respondents were of the opinion that each particular individual should express himself or herself freely. This is because, there could be a tendency whereby the very same few students are always the only ones who are given chance to voice out their ideas and be taken into consideration while the others are never given chance to do so.

4.7.3 Fraternal correction.

A good number of students reported that there is need to learn how to correct one another in a fraternal way. This is so, because some feel that when a teacher shouts at them for one reason or the other is always painful and brings discomfort. More also, others feel that to be corrected in an appropriate way brings shame and embarrassment especially when one is among other people.

4.7.4 Interaction.

Many respondents suggested that students and teachers should interact more with each other. This is another way which some respondents felt that would help in improving teacher-student relationship, this is because interacting on the daily basis helps the teacher to know each student's strengths and weaknesses in order to find some possible means to help that particular student. Teacher-student relationship should not just be restricted when it comes to academic issues but also expand to other areas of life.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to investigate the effects of teacher-student relationship on the student academic performance in public secondary schools in Ngong Sub-County, Nairobi County. After a careful analysis of data in chapter four, this chapter will present the summary of the findings, make conclusion based on the findings, make recommendations and lastly suggest areas for further study.

5.2 Summary of the findings

Three research objectives were used in this research in order to achieve its main aim. These include: to find out the level of communication between teachers and students in class, to examine the perception of students and teachers towards their relationships and to establish the extent to which student-teacher motivation influence academic performance. These questions guided the researcher in investigating the objectives and the summaries are as follows

5.2.1 Level of communication between teachers and students.

From the findings of the study it is therefore, clearly indicated that there is good communication between teachers and students in secondary schools. Majority of respondents affirmed this by looking at the fraternal correction practiced in class and also the students' willingness to give feedback in class. In addition, few things but very important were visibly noticed and expressed by respondents, such as: mutual respect, teachers encouraging students in class, friendliness and good interaction between teachers and students in and outside the classroom.

5.2.2 Perception of relationship.

The outcome of this study indicates that relationship can only grow and prevail between teachers and students through some means. Majority of teachers and students respondents agreed

that the means which can make relationship between teachers and students grow include: teachers availing themselves by setting aside some free time to listen to students' personal concerns, students being given chance to feel a sense of belonging and both teachers and students being able to respect each other's boundary.

5.2.3 Influence of teacher-student motivation on academic performance.

Both students and teachers were in agreement that motivating students is very important in the process of learning. This is because each person carries different problems from home to school and so if in school one is not motivated, he/she may end up disliking school too. School is a second home where learners establish new families therefore, if one does not find happiness at home, should therefore find it at school. Majority of respondents affirmed that one way among many others to motivate students is by giving them a token of appreciation which could be a gift for doing well or simply a word of encouragement.

5.3 Conclusion.

Based on the findings of the study, the following are the conclusions:

There is good and positive teacher-student relationship in public secondary schools in Ngong Sub-county, Nairobi County. This is evidenced through some common practices which include: Good communication and interaction between teachers and students, good understanding of teacher-student relationship, teachers' and students' motivation towards academics through rewards, mutual respect between teachers and students and fraternal correction in class.

5.4 Recommendations of the study

From the findings of the study, the researcher wishes to make the following recommendations;

5.4.1 Government/Ministry of Education

Kenyan government through her ministry of education should bring to the awareness of every one the importance of teachers establishing good and a healthy relationship with their

students. This can be done through seminars by competent personnel who are knowledgeable enough on the subject, it can also be done through online advertisements and newspapers etc. This awareness campaign should involve teachers, students and also the parents themselves. Thus, it will help all those involved in education business to establish good and positive relationship with students.

5.4.2 School Administration

Both public and private schools should organize talks concerning the importance for teachers developing good and health relationship with students and its effects on the academic performance. Teachers should be reminded from time to time to find the best possible means to maintain a good relationship with students.

5.4.3 Students' leaders.

The students' leaders should frequently remind their fellow students about the importance of establishing good relationship with teachers. This can be done through notices and during assembly gatherings.

5.5 Suggestions for further research

From the findings of this study, the researcher is of the opinion that similar researches should be carried out in other Sub-counties to find out if the results are similar or not so that it could be generalized in Kenya.

Areas which this study suggests for further research include:

- i. Effects of negative teacher-student relationship on academic performance of students.
- ii. Factors contributing to negative teacher-student relationship in secondary schools.
- iii. Influence of students' and teachers' backgrounds on their relationships in class.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR STUDENTS

Section A: Demographic Information.

Instruction: please tick (√) in the spaces provided.

Gender: Male [] Female []

Age : 12 – 15 years [], 16 – 20 years [], above 20 years []

Class: Form Three [], Form Four [],

Section B. Factual Questions

Please indicate by ticking (√) in the space provided the extent to which you agree or disagree with the statements.

Do teachers give students chance to talk in class?

Yes () No ()

Do you respect teacher-student boundary?

Yes () No ()

Do you feel free to express your ideas in class?

Yes () No ()

Building positive teacher-student relationship enhances academic performance.

Yes () No ()

Teachers encourage students' view on matters being discussed in class.

Yes () No ()

Teachers enquire from time to time about student's personal life.

Yes () No ()

Teachers respect student's opinion towards a particular topic in class.

Yes () No ()

Do teachers give students chance to interact outside the classroom?

Yes () No ()

Do teachers motivate students through a token of appreciation?

Yes () No ()

Do teachers promote constructive debates between students in class?

Yes () No ()

Do teachers encourage students to participate actively in classroom activities?

Yes () No ()

Do teachers' approach in teaching motivate you to learn?

Yes () No ()

Section C: Perceptions about Student – Teachers Relationships

Please indicate your opinion by ticking (√) in the space provided the extent to which you agree or disagree with the statements.

A = Strongly Agree

U = Undecided

SD = Strongly Disagree

A = Agree

D = Disagree

	Statements	SA	A	U	D	SD
	My teachers encourage students' feedback					
	Teachers emphasize on students' creativity					
	I do not participate actively in the classroom activities					
	My teachers guide me towards a positive direction					
	Most teachers do not correct students in a friendly way					
	Most teachers have positive attitude towards students					
	I respect my teachers' decisions in class					
	Teachers acknowledge students' effort through token of appreciation					
	My teachers do not interact with students outside the class					

My teachers give students opportunity to express their opinions in class					
Good relationship with teachers has helped me to feel free in class					
Some teachers shout at students in class					
My teachers are punctual in class					
Teachers are not approachable					
My teachers interact with all students in class					

Section D: Opinion Questions

What recommendation would you give to build positive teacher-student relationship in class?

i).....

ii).....

What best opinion would you give to maintain good relationship with teachers in class?

i).....

ii).....

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

Section A: Demographic Information

Instruction: For the following items, please tick (√) in the spaces provided.

Gender: Male [], Female []

Age : 25 – 30 years [], 31 – 35 years [], 36 – 40 years [], above 40 years []

School Type : Girls Secondary [], Boys Secondary [], Mixed Secondary []

Teaching Experience : 1 – 5 years [], 6 – 10 years [], above 11 years []

Your Highest Professional Qualification: Diploma [], Degree [], Masters [] and other specification.....

Section B: Factual Questions

Please indicate your opinion by ticking (√) in the space provided the extent to which you agree or disagree with the statements.

Does positive teacher-student relationship motivate students to learn?

Yes () No ()

Do students feel free to ask questions in class?

Yes () No ()

Do teachers avail themselves to listen to students' challenges?

Yes () No ()

Does the school award excellent students?

Yes () No ()

Do students interact with teachers outside the classroom?

Yes () No ()

Do teachers correct students in a friendly manner?

Yes () No ()

Are teachers always careful with the kind of information they share with students?

Yes () No ()

Are students approachable?

Yes () No ()

Do teachers motivate students through recompense?

Yes () No ()

Are students afraid of meeting teachers?

Yes () No ()

Do students feel comfortable to share their personal issues with teachers?

Yes () No ()

Section C: Perceptions about Student – Teachers Relationships

Please indicate your opinion by ticking (✓) in the space provided the extent to which you agree or disagree with the statements.

SA = Strongly Agree **A** = Agree **U** = Undecided **D** = Disagree **SD** = Strongly Disagree

	Statements	SA	A	U	D	SD
	Students who perform well should be given prizes					
	Students do not feel free to talk with teachers					
	students come late for classes					
	Students respect teachers					
	Students feel they belong when teachers call them by name					
	Students are afraid of teachers who punish them					
	Most students seek teachers' advices					
	Students do not participate actively when the class is not interesting					
	The school promotes competition in communication skills					
	Students miss classes they find hard to understand					

	Students pay attention in class					
	Teacher-student relationship does not help students to perform well					
	Most students are afraid of meeting teachers.					

Section D: Opinion Questions

Briefly give your opinion on the following questions.

What should the school do to enhance good teacher-student relationship in class?

i).....

ii)

Does negative teacher student relationship affect student’s academic performance?

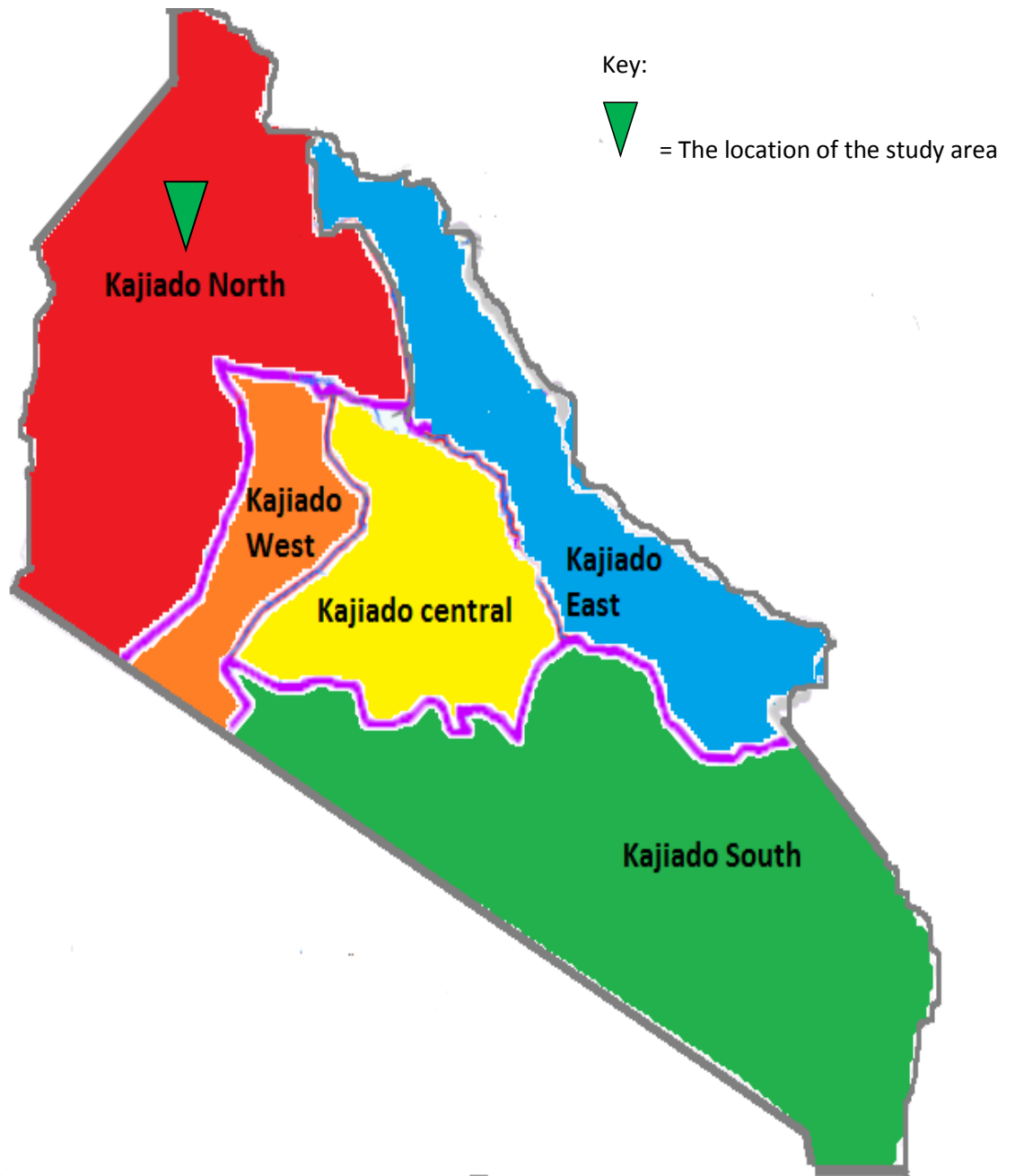
Yes () No ().

Kindly support your response.

i).....

ii).....

APPENDIX III: MAP OF KAJIADO SUBCOUNTY.



APPENDIX IV: RESEARCH AUTHORIZATION



MARIST INTERNATIONAL UNIVERSITY COLLEGE (MIUC)
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27TH JANUARY, 2020

TO WHOM IT MAY CONCERN

RE: NGONJO CELESTINO (B.Ed/454/16/17)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The Research Topic To Be Carried Out Is: Effects of Student-Teacher Relationship on the Student Academic Performance.

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,



MRS. MARY MAINA
DEPUTY PRINCIPAL ACADEMIC