

**ANALYSIS OF SOCIAL INTERACTION AMONG TEACHERS AND  
STUDENTS IN SECONDARY SCHOOLS IN BOSSO LOCAL GOVERNMENT  
AREA OF MINNA,  
NIGER STATE.**

**BY**

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2017/3/69314BE**

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**AUGUST, 2021**

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## ABSTRACT

*This research work examined the analysis of social interaction among teachers and students in secondary schools in Bosso local Government Area of Minna, Niger state. Six research Questions were raised to guide the study. A survey research design was used and the population of the study was 37 Biology teachers, and 5671 Biology students from all the secondary Schools in Bosso local Government Area of Minna, Niger State. The sample of the study was made of 20 Biology teachers and 100 Biology SS2 students selected from inter classes, four co/educational public secondary schools in Bosso local government Area of Minna, Niger state, the four schools were randomly selected, the four schools have a total number of 100 students 36 males and 64 females also 20 teachers. The research instrument used for for the data collection is titled: social interaction questionnaire. 11 males and 9 female answered the questionnaire which comprises of 30 items four likert scale option of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD). The reliability test was carried out at Hitop model school maitumbi with the reliability coefficient of 0.843. The researcher adapt description method of data analysis using spss version 23. Research question one, with the grand mean of 3.16 agreed on the level of existing social interaction among teachers. Research question two, with the grand mean of 3.282 agreed that there is a good relationship among students. Research question three, with the grand mean of 2.88 agreed that there is a good level of social interaction between teachers and students. Research question four, with the grand mean of 2.67 agreed that there is interaction challenges among teachers in secondary Schools in Bosso. Research question five, with the grand mean of 2.28 disagreed on interaction challenges among students. Research question six, with the grand mean of 2.89 agreed that social interaction exist between teachers and students in secondary Schools in Bosso. Base on these findings it is recommended that effort should be made by teachers to create a valuable relationship among teachers, also between and students.*

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## **CHAPTER ONE**

### **1.0**

### **INTRODUCTION**

#### **1.1 Background to the Study**

As teachers spend precious amount of time with their students over the course of the year, it is the teachers' responsibility to foster an avenue for learning. Research has shown that the relationship between teachers and students is an important predictor of academic engagement and achievement. In fact, the most powerful tools teachers have, when trying to foster a favorable learning environment, is positive relationships with their students. Students who perceive their teachers as more supportive have better achievement outcomes (Boynton and Harris 2012).

Additionally, the learning environment plays an important role in keeping students interest and engagement. When students feel a sense of control and security in the classroom, they are more engaged because they approach learning with inspiration and vigor. Students become active participants in their own education (Skinner and Bosker 2013). Therefore, the first step to helping a student become more motivated and engaged, and thus academically successful, is building and maintaining positive teacher-student relationships.

According to Onah (2007); education is process that starts the very moment a person is born and ends whenever he finally dies. According to Ozochi (2010), described education as a societal creation deliberating designed to find solutions to the different problems confronting the society. The National policy on Education (2004) revised sex education in Nigeria as an instrument "per excellence" for effecting National Development.

Education is defined as all experiences through which an individual acquires knowledge or ideas to develop his intellectual and strengthens his wills. Odo (2009) defined Education or said that education looks very simple and common but in real sense, it is very complex and ambiguous because it involves lots of tasks, goals and processes.

Education. Nzeneri (2008) sees it as a process through which we foster in the individual desirable and relevant changes in behaviour and attitude. From the above outlined the "term" education has no concise meaning or definition. This is because the meaning and interpretation assigned to education differ with generation as well as religious and political connotations. Aims of education can never be achieved and actualize, if there are poor relationships existing between teachers and students in our educational system, because good background of education requires a committed and trained teachers who will carry the students along to achieve their educational goals. This is the major reason why many nations should realize the importance of teacher education whenever they are making emphasis in their educational curriculum planning. According to philosophy of education on human relation in the teaching and learning process, it is said and believed that teaching in respect is a serious business and should be seen to be so. As a banker is governed by certain principles which made him to be expert in his field, so is the teacher governed by certain principles which made him to be expert in his area of specialization Teaching is defined as the transferring of information to the learner in the classroom. It is the process of passing ideas of a particular person or group; especially about political, religious or society, that are taught to other people.

It is true that school is a social learning institution but it should be both more "ideal" in conception and closer than that. Learning institution is family-like structure where the



teachers should act as parents to their children (students). The teachers (parents) are there for the correction and direction of the students (children).

The teachers taught the students freely and with much joy and happiness and take pride for building the future generations and standardizing their integrity and equally leaving intellectual legacies, while the students did certain fair chores for the teachers in appreciation and comforting the teachers to go on with such legacy. In such society, the living-together of both teachers and students are mutual and symbiotic, and not parasitic. Their relationship aimed at staying closer with the taught so to ensure the practical living of what they have been taught and not for selfishness and human exploitation as is the case today. The togetherness is to ensure the behavioural practicality of the knowledge and virtue impacted on the students.

## **1.2 Statement of the Problem**

It is understood that no nation can excellently grow higher above the quality of its teachers and students.

It is with due respect to this that a lot of emphasis is placed on the improvement of the relationship between the teacher and students utilized by any school in any society. Despite all efforts made towards the improvement of the relationship between the teachers and the students, there are still poor teachers and student's relationship in academic achievement (performance). What are the effects or the factors militating against teacher - teachers, teacher - student and student- student relationship in academic attainment (performance) in some selected secondary schools in Bosso Local

Government area of Minna, Niger State. This is the question which this research aims at finding answers to.

### **1.3 Aim and Objectives of the Study**

This is put in place to evaluate teacher - teacher, teacher - student and student - student relationship in some selected secondary schools in Bosso local government area of Minna, Niger state. Specifically, the study intends to:

1. To determine the level of understanding among teachers in secondary schools in Bosso local government of Niger state.
2. To determine the level of understanding between teachers and students in secondary schools in Bosso local government of Niger state.
3. To determine the level of understanding among students in secondary schools in Bosso Local Government of Niger State.
4. To determine the type of misunderstandings between teachers and students in secondary schools in Bosso Local Government of Niger State.
5. To determine the type of misunderstandings among teachers in secondary schools in Bosso Local Government of Niger state.
- 6 To determine the type of misunderstandings among students in secondary schools in Bosso Local Government of Niger State.

### **1.4 Research questions**

1. What is the level of understanding among teachers?

2. What is the level of understanding between teachers and Students?
3. What is the level of understanding among Students?
4. What are the types misunderstanding between teachers and students?
5. What are the types of misunderstanding among teachers?
6. What are the types of misunderstanding among Students?

### **1.5 Scope of the Study**

The study is general to survey SS2 Biology Students in the selected secondary Schools in Bosso local government of Niger state. This is because the SS3 Students are not available as at the time of this study. Also, Biology teachers in the selected schools are to be appraised in the study. Both teachers and students are to be assessed on their levels of understanding and the types of misunderstanding existing among them which can hamper normal classroom instructions.

### **1.6 Significance of the Study**

Students are faced with multifarious problems (diverse problems) everyday, reasons are due to the attention or relationship among themselves or given to them by their teachers as well as the teachers themselves. If the students been meaningfully given a good relationship in and out of the learning environment that alone can enhance the performance of that very student.

Teachers can help improve academic success in students by clearly expressing positive expectations for each student, presenting students with equal opportunities to participate

in class discussions, and expressing to students that they are confident in their ability to succeed when it comes to their coursework. Positive and healthy relationships between teachers and students can be extremely beneficial at all levels of an educational establishment, within the classroom and across the school environment as a whole.

From improved self-esteem to increased engagement, there are a number of benefits of establishing positive student-teacher relationships between educators and pupils of all ages. Relationship helps some teachers by improving their interpersonal communication skills and also helps to reduce stress. In addition the research will be valuable not only to the students, teachers so that we have breakthrough in this modern age of learning. But also for future researchers to find this work useful. It will be useful in some secondary Schools in Bosso Local Government. Besides, this research will provide teachers enlightenment on the need to improve teachers and students relationship during teaching and learning. In depth study I will also explain to the local, state and federal teachers why there is need to improve in teaching and learning relationship.

### **1.7 Operational Definition of Terms**

**Analysis:** a detailed examination of anything complex in order to understand its nature or to determine its essential features.

**Social interaction:** any process that involves reciprocal stimulation or response between two or more individuals.

**Relationship:** is that the way during which two or more people are connected or the state of being connected.

Learning: is that the process of acquiring new understanding, knowledge, behaviors, skills, values and attitude.

Improvement: is that the process of a thing moving from one state to a state considered to be better, usually through some action intended to bring forth that better state.

## **CHAPTER TWO**

### **2.0. LITERATURE REVIEW**

This chapter deals with the review of related literature. This review is presented under the under listed below:

Conceptual Framework

Theoretical Framework

Empirical Review

Summary of Literature Review

#### **2.1 Conceptual Framework**

Relationships are the positive connections between students, adults and peers in the school setting that foster positive social interaction between teachers - teachers, teachers - students, students - students and establish a nurturing environment of trust and support. Students who feel connected to school are more likely to succeed they have better school attendance, grades, and test scores and stay in school longer. Building these relationships require perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of students, and an understanding of the school environment. Students who feel connected to school are less likely to engage in risky behavior. Building positive relationships that foster a safe supportive learning environment and student connection is the responsibility of all who

touch a school. Caring adults play an important role in building strong relationships with students which facilitate their connection to school.

The student-teacher relationships is one of the most important features in the context of learning. It is also one of the factors affecting student-teacher development, school engagement and academic motivation. Student-teacher relationships form the basis of the social context in which learning takes place (Spilt, *and* Thijs, 2011). Student-teacher interactions are not only influenced by a number of aspects including gender, but in turn also influence a students' academic performance and behaviour (Roorda, *and* Oort, 2011).

Supportive and positive relationships between teacher and students ultimately promote a sense of school belonging and encourage students to participate cooperatively in classroom activities (Hughes *and* Chen, 2011).

Roorda et al. (2011) demonstrated that the quality of student-teacher relationships is strongly related to students' motivation to learn. In the same vein, Nurmin (2012) found that teachers ensure more close relationships with highly engaged students. The association of teacher-student relationships is stronger with student engagement than with learning achievement (Cornelius-White, 2007).

Negative teacher-student relationships are a common source of teacher stress. This is understandable when one considers the emotional labour that is part of teachers' work, especially in relation to dealing with disruptive student behaviour (Chang, 2009). This could eventually lead to brain drain in the system. The above literature shows that student-teacher relationships have a great impact on students' attitudes towards achievement. It is also obvious that if students are comfortable with their teachers and the

school environment, positive relationships will be easily developed, which might benefit their social behaviours and skills. This is in consonance with Koen (2018)s statement, that the development of interpersonal relationships, either between student and teacher or between students and students, is simply the keystone in building what individual learners want to achieve in both the classroom and life itself. From the above it can be understood that student teacher relationships are the emotional bond that exists between teachers and students in school. In the same vein Nugent (2009) suggests that by creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives in a teachers practice. To make relationships between teachers and students easier, teachers must be aware of the students' emotional and academic needs and must be able to work with it.

### **2.1.1 School Classroom Environment and Teacher-Student Relationship**

The role of education in transforming lives is hinged on the assumption that students are taught by teachers who expect success and therefore teach curricula necessary for progress (Schleicher and Zoido, 2016). Such curricula are implemented in the context of an enabling school environment. An enabling school environment is the extent to which school settings and student-teacher engagement promote student expectations, level of self-belief and motivation to learn even on their own. This may encompass the physical learning ambience, classroom academic settings, physical and mental health support from teachers and peers as well as fairness in the administration of disciplinary procedures (Palmer, 2019). School environment thus implies the total whole of educational institutions including social, economic and physical fabrics within which the vision, standards and aim of the school are hinged. This study, therefore, argues that



relationships are the sum of the activities which characterize in-class, and out of class teacher-student interactions. The academic environment in the context of this study can be defined as the extent to which a school best prepares students for their future professional life and contributes towards their personal development, psychosomatic and social well-being. A study by Pianta, Hamre, and Allen (2012) alludes that a good school environment increases student sense of belonging and ownership of the school which positively influences positive teacher-student relationship. The study argues that teachers with good mastery of pedagogical content, and level of classroom instructional preparedness increases student level of learning engagement. Learning engagement that is fostered by positive teacher-student relationship reflects students' cognitive, emotional, behavioural, and motivational states and capacities but is conditioned in part on interpersonal relationships as activators and organisers of these states and capacities in the service of some larger developmental task or aim (Ponomareva and Khuziakhmetov, 2017).

The most powerful weapon teachers have, when trying to foster a favorable learning climate, is a positive relationship with their students (Boynton and Boynton, 2005). There are many factors that impact the relationships between teachers and students, yet one point is clear. Multidimensional relationships in school play a significant role in developing the learning environment.

### **2.1.2 Perception of relationship**

Student perception plays an important role in incentive. In fact, research suggests that the most powerful predictor of a child's motivation is the child's perception of control.

Perceived control is the belief that one can determine ones behavior, influence ones environment, and bring about desired outcomes. Because students already have a history of experiences with whether adults are attuned to their needs, teachers build on these experiences (Skinner *and* Greene, 2008). Therefore, a student's perception of the teachers' behavior impacts the relationship.

Teacher perception is just as powerful as student perception when constructing relationships. In order for teachers to build and improve upon their practice, teachers need to reflect and think about their teaching. Teacher thinking results in teacher's learning. (Kennedy, 2008). Reflection is imperative for the classroom environment each lesson should be tailored to the needs of the students who are currently present in the classroom. When the classroom environment is structured to meet the students' needs, teachers are also able to fulfill the three universal, innate psychological needs of the students' autonomy, belongingness, and competence. Because teachers play important roles in children lives, teacher well-being, at least indirectly, has significant effects on children socio-emotional adjustment and academic performance (Spilt *et al.*, 2011).

The nature of the interaction that takes place between a teacher and student affects the relationship. Because the way teachers communicate plays a critical role, teachers who are friendly and positive develop better relationships with their students. Teachers who respond in different ways depending on the student are less likely to maintain positive relationships and will have more negative interactions. Thus, teachers have a responsibility to welcome all students and create an air of respect between them so that more positive relationships can be formed.

Children who come from less economically and socially advantaged families are at risk of having poorer relationships with teachers and parents. Unfortunately, students who have poor relationships with their primary attachment figure, such as a parent, are likely to have poor relationships with their teachers (Jerome *and* Pianta, 2008).

On the other hand, when a student does perceive he has control, there are a multitude of positive academic consequences. This includes, but is not limited to, engagement in academic activities, setting high and concrete goals, increased focus on tasks, and more preemptive action like study and practice. These students actually learn more because they approach learning with enthusiasm and vigor, enjoy challenges, and seek help when needed (Skinner and Greene, 2008).

### **2.1.3 Developing Positive Relationship**

Promoting Control to retell, perceived control plays a significant role in forming relationships. Experiencing control requires students to be actively engaged. Structure is also key in developing control. Information and support that leads toward desired outcomes can help students be successful. Other classroom practices that promote a sense of control include, but is not limited to, the following: teach strategies that focus on the processes of learning, provide clear and concise feedback, monitor individual progress and improvement, encourage revision and repair, provide opportunities for practice and study, and model enthusiasm, strategizing, hypothesis testing, and resilience (Skinner *and* Greene, 2008). When teachers initiate the classroom practices listed above, they promote control. Consequently, the values of these practices have long-term effects on student engagement.

Expectations and attitude teachers need to have and communicate high expectations academic and behavioral for all students. Communicating these expectations helps students feel a sense of belonging in the classroom. For instance, when teachers call on the same students repetitively, they fail to recognize certain students usually the low performing ones. This conveys a low level of confidence in their abilities (Boynton *and* Boynton, 2005). Teachers who make an effort to include all students, especially those who are typically off task or perform at a low level, will see less off task behaviors and higher academic achievement over time. To easily integrate this practice into the classroom, teachers could use a checklist to document which student she calls on and how many times during the lesson. This will allow the teacher to visually ensure all students are included throughout the class period. Including all students will also help develop the feeling of belonging, which will improve the relationships among teachers and students. Teachers have a responsibility to include all students and greet each one with a positive attitude, regardless of the teacher's perception of the student.

Feedback, familiarity and communication feedback given by teachers is very important to relationships. Students who feel like the teacher is criticizing their person feel negatively toward the teacher and the relationship. Feedback can be delivered two ways: (1) referring to the person, which attributes outcomes to stable factors like ability levels and (2) referring to the process, which attributes the outcome to unstable factors like effort. Research suggests that person forms of feedback lead to more negative outcomes following failure than positive ones. In fact, students who receive praise or criticism were more likely to feel negative about their performance and themselves and were less likely to persevere and improve. Process feedback and emphasizing effort promotes student

growth (Skipper *and* Douglas, 2015). When students believe that future effort could lead to success, they are more likely to put forth effort and work toward accomplishing their goals while maintaining positive and productive relationships with their teachers. In addition, one of the most critical aspects of control is how students interpret their mistakes. Mistakes should be treated as learning opportunities and targets for future development. The goal is for students to learn (Skinner *and* Greene, 2008). Positive feedback and praise will not only encourage students to learn from their mistakes, but it is also vital to both building and maintaining strong teacher-student relationships.

Children are more likely to be respectful when important adults in their lives show respect toward them. When teachers show interest in their student lives, children know they are cared about and are then more likely to care about others. In fact, demonstrating caring is one of the most powerful ways to build positive relationships. When teachers actions and words sincerely demonstrate that they care for their students, those students are more likely to want to perform well (Boynton *and* Boynton, 2005). Moreover, these interactions impact students in ways they may not even recognize. One study explored the role of high school students' perceptions in the development of teacher-student relationships. One of the students interviewed stated that she did not believe teachers should be overly familiar with the lives of their students. However, when asked who the best teacher she ever had was, the student described a teacher who always asked about her life and who is someone she could talk to.

Another student believed that her English teacher did not care about her as much as her other teachers because the teacher would get up, teach, and then sit back down, interacting minimally with students, and empathizing with students. Some teachers even make it

a point to regularly attend extracurricular activities, such as sporting events, so that their students know they are cared about both within and outside of the classroom (Boynton and Boynton, 2005). Many researchers have called attention to the importance of strong personal attachments of teachers to their students. Teachers also feel the basic need of relatedness, especially with students in their classes. When teachers have negative relationships with students, it can lead to stress and feelings of alienation, which affects both their practice and their well-being. The importance of positive teacher-student relationships extends to both parties teachers place value on the personal relationships they have with students in their classes (Spilt *et al.*, 2011). Therefore, familiarity with students is essential for building and maintaining positive relationships. Teachers and students can motivate each other as they work towards enhancing the classroom environment. There are, however, some teachers who may struggle with the concept of allowing students to get to know them on a personal level. Some teachers may even fear that familiarity will create a more undisciplined atmosphere in the classroom. Yet, when students feel welcomed and comfortable, they are more receptive. When teachers and students become more familiar with each other, it creates a sense of community (Brown, 2010). Inflection, and facial expressions are all key aspects of communication (Brown, 2010). Discipline process will be counterproductive if the teacher is bitter or sarcastic (Boynton and Boynton, 2005). When teachers need to correct and discipline students, it is essential for teachers to remember the goal: students learning from their behaviors. Students should be allowed to keep their dignity; a teacher should never communicate in a hostile or belittling manner. When correcting students, teachers can employ the following steps: review what happened; identify and accept the students feeling; review

alternative actions; explain the school policy and remind the student that all students are treated the same; invoke an immediate and meaningful consequence; and communicate an expectation that the student will do better in the future (Boynton *and* Boynton, 2005). When students know the teacher cares and is disappointed that she must invoke said consequences, the student is more likely to learn from his actions. This procedure will also maintain the positive relationship between the teacher and student without evoking resentful feelings due to the discipline.

#### **2.1.4 Teacher-student, and student-student relationship**

Adolescents develop their attitudes toward societal participation partly through their interactions with other people, and schools can stimulate this process by creating an open climate in which students are willing and able to interact and discuss societal issues. Teacher-student relationships play a role in creating such a climate in which there is room for sociopolitical discussion (Campbell, 2008 and Isac *et al.*, 2014). Positive relationships with teachers encourage students to have a democratic voice to feel free and safe, to be able to discuss and form opinions about their own ideas and those of others, and to engage in citizenship practices (Geboers *et al.*, 2013; *and* Janmaat, 2015). Students who enjoy a better relationship with their teachers are more likely to freely discuss their ideas, are more willing to engage in discussions and citizenship practices at school, and are then more likely to become engaged with societal issues. The perception of teachers as being fair, caring, and open to discussion stimulates the participation within and even outside the classroom (Gallay, 2007, Flanagan *et al.* (2007) argued, if teachers set standards for respect, equality, and civility, they create a climate promotive of civic learning. It is thus expected that positive teacher-student relationships are associated with higher levels of

societal involvement. It is, therefore, expected that students who perceive more positive teacher-student relationships are more involved in society.

Positive student-student relationships can enhance feelings of safety, stimulate the willingness and motivation to participate in class (Baker, *and* Collins, 2011).

The nature of student-student relationships can be different from that of teacher-student relationships. Positive student-student relationships, for instance, do not necessarily have a positive effect on creating an open environment and can be disruptive and less stimulating in class (Blank *and* Shavit, 2016).

### **2.1.5 Essential Components of the Teacher Student Relationship**

To teaching the learner is a negotiator in the learning development and the objective of learning. Richard *and* Rogers (2011) argue that learners have the responsibility to partake in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to be comfortable with listening in the group. This stand point signifies that relationship is a need that students ought to strive for in order to achieve their goals. They need to be in relationship with their teachers to enable experience school in a positive way that can result in academic achievement. Richard and Rodgers (2011) note that the teacher can also be assumed to be a counsellor, group process manager and effective communicator in the classroom. In such ways, teachers need to reflect on how they can assist their students toward success. This is an important component that maintains higher expectations for each student. They also have a big role in facilitating the communication process between students to act as an independent contributor within the learning environment and they inspire students to re-imagine their



future. Macpherson (2007) notes that cooperative learning is part of a group of teaching and learning techniques where students interact with each other to acquire and practice the elements of a subject matter to meet common learning goals. Cooperative learning is a very formal structuring of activities in a learning context that includes specific elements intending to increase the potential for rich and deep learning (Macpherson, 2007). It provides a chance to encourage and support each other in the learning environment.

Teachers carry the whole duty for education; while learners or students are supposed to listen and often do not even have any idea at first of what occurs in the classroom. However, this practice is changing owing to educational and social reforms that need to be developed. Nugent (2009) suggests that to create a strong relationship, teachers need to motivate during the learning process.

Downey (2008), on his work recommendations for fostering educational resilience in the classroom suggests the use of reciprocal teaching as an effective instructional tool; one that requires the building of a strong interaction between teachers and students as they develop an inquiry oriented approach to learning. Based on my experience as a teacher, I learned that the teaching process that is set through structural dialogue technique between teachers and students is the key for providing the opportunity to create a good and professional relationship in the learning contexts. Having a socializing environment between teachers and students helps in instilling values and experiences such as motivation to learn actively in the classroom or learning environment.

Warshof and Rappaport (2013) have clearly explained the value of support and openness in order to create and cultivate a professional relationship between learners and teachers

in the school. They impress on educational leaders the importance of providing support to teachers so that they may have a key help to maintain the formed relationship with the students. It is clear that strong and quality relationships need support to provide teachers with guidance on relationship building and maintaining strategies in the learning environment. O. Connor, Dearing and Collins (2011) confirm the importance of fostering school teacher awareness of the role of their relationships with students, and provide teachers with information on how to develop relationships in the classroom and school in general. Hallinan (2008) recommends learning to be a cognitive and socio-psychological process. His research has shown that students who like school have higher academic achievements. This means that creating supportive and professional relationships with students give teachers additional strengths that promote learning with joy and pleasure as of a wide range of students' interests.

Larson (2011) says that attitude and achievements that students develop inside the school have an important impact on teacher-student relationships in schools. If students feel comfortable with the teacher and the school environment, they can make more positive and professional relationship such as friendship, develop a better way to behave and improve in their social thinking.

According to Fosnot (2005), fulfilment of students expectations may be directly linked to motivation and performance in learning. For example, providing motivation to the way students and teachers behave in the classroom can create a strong relationship because to a certain extent, they are influencing each other.

Reeve (2006) has mentioned educators' characteristics that may help in creating healthy and productive relationships such as gentleness, discipline, relatedness and supportiveness. Hence, it is important to note that these characteristics seem to be the codes of caring.

Contribution of Teacher-Students Relationship to Students Academic Performance A good and professional relationship is required to create safe contexts and give students confidence in their capability to work without pressure and become motivated to learn (Dearing and Collins, 2011). This especially happens when students are guided by positive emotional stimuli, they are better able to recall newly learned information (Nelson *and* Lorber, 2009). Here, it should be emphasized that students feel motivated, influenced and stimulated to actively participate with their teachers when the teaching and learning environment is safe and supportive. That is the teacher-students relationship is vital to learning and academic performance.

O Connor (2008) states that personal relationships with students gives teachers internal rewards and gives meaning to their work. Based on this viewpoint, teacher - student relationship helps teachers create a sense of trust and increase the number of opportunities to sustain a meaningful role in the learning context. Teacher Students relationships play a very important role in developing a mental picture of an individual. Ewnetu and Fisseha (2008) postulate that teachers have the basic needs for relatedness among the students in their class which can play an important role in students self-concepts, the expectation towards scholastic achievements as well as how to make a meaningful life after school. Hence, a students' self-esteem development is the overall sense of support a student feels from the important people around them. Myers and Pianta

(2008) confirm that teacher students' relationship is fundamental to healthy development of students in school especially with regard to the students' self-esteem. Lee (2007) notes that the trust developed in teacher - student relationships can contribute to students' academic performance. Student-teacher relationship can influence students' future paths towards academic excellence (Lee, 2007). Hence, as noted by Lee (2007), a good and professional relationship between teachers and students is essential in creating a safe context and gives confidence to learners to work without pressure and become motivated to learning. Stipek and Miles (2008) propose that the type of relationship between the teacher and the student can greatly influence the behaviour of the students' sense of social acceptance in the learning contexts and academic performance. This means that teacher student relationship has long-term inferences for social and academic excellence. These relationships may reduce the risk of negative behavioural outcomes. Positive relationships have similar benefits for students.

The student teacher relationships play an important role of reducing the chances of future bad outcomes such like dropping out of school. Lastly, the effective teacher-students relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting creates an environment of safety and confidence.

Ewnetu and Fisseha (2008) assert that a positive relationship is associated with better performance and a negative relationship is related to a downward trend in achievement. Hence, there is no doubt that students who lack quality teacher - student relationship are experiencing lower academic performance.

Adeyinka,i and Adedotun (2013) state that when right quantity and quality of human resources are brought together, it may manipulate other resources towards realizing institution objectives and goals. So, this gives the direction that the relationships in school are infused by the bringing together; the quality and quantity of human resources. Richard and Rodgers (2011) argues that learners have to take part in classroom activities based on the supportive rather than individualistic approach to learning. Every learner must have participation with his/her teachers in the classroom, cooperative learning in a learning contexts allows the formation of groups that are responsible to solve tasks in the school and for providing support to one another. According to Murray and Pianata (2009) classroom structures, routines, rules and activities convey a sense of community and continuity to students.

Murray and Pianata (2009) also considers that such structures can also promote positive relationships within the classroom. It is evident that a well-organized classroom provides students with a consistent safe setting where expectations for appropriate behaviours are clearly stated and reinforced. Through this, teachers are also provided with various numbers of opportunities to develop and sustain relationships with their students in the classroom. Motivation is an internal state that produces energy that gives impetus for action and further determines directions and intensity of behavior or undertaken actions (Dianat and Abedini, 2016). This means that motivation is that guiding principles that enable people to stay focused on the path of success regardless of the challenges that maybe encountered. However, Fosnot (2005) supports that students may feel more comfortable and motivated to learn when teachers make some kind of effort to reward and encourage them, demonstrate patience during teaching and managing behavior.

Marzano R. and Marzano J. (2003) explain that, in order to foster a positive relationships between teachers and students inside the classroom, the teacher needs to be aware of both academic and emotional needs of the students such as empathy, as well as how they have to be treated inside and outside classroom. This means that, caring and treating the students in a friendly, respecting and being sincere and professional may make the relationships stronger and more positive.

## **2.2 Theoretical Framework**

### **2.2.1 Attachment theory**

Attachment theory is used to explain the interpersonal relationships between human beings. Due to that, it is often applied to the relationship between teachers and students. It addresses some critical gaps in the literature on classroom management, which are:

1. The impact of the attachment of teachers to classroom management and to teaching staff;
2. The significance of the attachment process in scaffolding students, as well as teacher's responses to emotions related to day-to-day education tasks;
3. The extent to which these factors are influential on a teacher's classroom behavior, specifically on the management of student behavior.

The attachment theory model implies that if an individual, the student, has positive interactions with others in this case, the teacher a positive relationship will develop. In the case where the teacher's relationship is positive and the student's relationship is negative, the connection becomes inattentive. Similarly, if the negative relationship

comes from the teacher's side and the positive relationship comes from the student's side, this forms a dismissing relationship, as seen in Figure 1 below. In the case of a

Negative relationship from both sides, the relationship becomes fearful, and it may hurt a student's academic achievement (Downey, 2008)

### **Contribution of attachment theory to teacher-student relationship**

Attachment theory tends to be one of the leading theoretical approaches in researching relationships that are interpersonal, according to Shaver and Mikulincer (2011). The two basic theoretical models are childhood and adulthood.

The relationship also has so much to do with what the teacher brings, and even the teacher-student daily interactions. Some interactive influences can be seen in the significance of a relationship between teachers and their students. In consideration of attachment theory's core tenets, if the student has a history of maternal attachment, then there is a higher chance that the student will be able to establish relationships with their teachers that are close and supportive (Goldberg, Muir, *and* Kerr, 2013).

According to Wubbels (2012), "this theory has been in the forefront in provision of the strongest impetus on the relationship between young children and their teachers." Thus, this theory, unlike the Hofstede theory, is much more effective for understanding the student-teacher relationship. The teacher acts as the caregiver, while the students act as the care seeker. Therefore, this theory provides a very special kind of environment to the student, since the needs of the student are most important. The student feels free to interact with their teachers because there is low power distance. Hence, their performance is good.

Moreover, this theory has also been used to predict students' progress in classes. The students' performance can be monitored in the class where one can observe students asking questions or performing on tests given by the teacher. The Hofstede theory cannot be used to monitor students' performance since it is associated with power distance where the teacher often holds more power and control over the class. The needs of the students are not a priority, as far as Hofstede's theory is concerned.

Empirical evidence shows that some cultures have already accepted the significance of a positive teacher-student relationship when it comes to academic and social development (Goldberg, Muir *and* Kerr, 2013).

With consideration of the relationship between students and their teachers from the perspective of the Attachment and Hofstede theories, it can be clearly concluded that Bangladesh has a more difficult situation. Some specific factors contribute to the difficulty in building positive teacher-student relationships (Gurland, *and* Evangelista, 2015). The factors listed above cause the barriers to student learning, because they increase multi-grade teaching that is often unplanned, and also reduce the stability level of the relationships between the teachers and the students. In addition, they are responsible for revealing the inequality in accessing education services (Goldberg, *and* Kerr, 2013). Attachment theory and Hofstede's theory may indicate many signs of progress, but also that challenges that remain when it comes to school adjustments and the teacher-student relationships. Generally, the more connected the student feels, the more likely that they are willing to try tasks and seek assistance when the need arises. A student who develops the sense of connectedness may want to maintain it or make the instructor happy by performing extremely well in academics.



Although the need for relatedness is viewed as a basic need, this does not imply that there are no disparities between individuals in this requirement. For example, the attachment theory can be associated with a desire for independence, as well as an inclination to undervalue interpersonal associations in a bid to safeguard the self from feeling vulnerable (Bowlby *and* Ainsworth, 2013). Thus, some instructors find that they are uncomfortable with emotionally close associations with students, and thus turn down attachment indicators from their students.

Self-determination theory also exemplifies on the importance of good student-teacher relationships. The theory argues that individuals have three basic psychological needs: the need for relatedness, autonomy, and competence (Ryan *and* Deci, 2000). The need for relatedness, or belonging, refers to a human being's tendency towards wanting "to feel connected to others; to love and care" (Fosen, 2016). The need for belonging is so strong that individuals seek to develop relationships even in adverse situations. The need to belong is a powerful motivation in itself, and that is why students who feel connected with and supported by their teachers are more likely to feel motivated to learn (Ryan *and* Patrick, 2001).

### **2.3 Empirical Studies**

Zeichner (2011) conducted a study on improving teacher education in the United State and comes up with the findings that students who miss the teacher- students' relationship fear their teachers. The findings show that fear affect them to participate effectively in the classroom and outside the classroom. Hence, he concludes that students become free when teachers involve students in the classrooms and make them to be his or her friends.

The fear of students who miss teacher- student relationship caused by heavy punishments, use of abusive language, humiliation and feveratisation affects academic performance.

Also, Dillon (2010) conducted a study on what works in the classroom and comes up with the findings that students who miss teacher student relationship always feel lonely in the classroom. Most of them dropout of school because they lack support and assistance from their teachers. The study conducted by Kalinga (2013) on the causes of drop- out in secondary schools in Tanzania discovers that most of the students who drop out from school are influenced by external factors such as employment opportunities, life difficulties and lack of parents awareness on education; poor relationship with their teachers and students in school. Students find that the best way to get peace is to leave the school and interact with other members in the community. The study conducted by Battin-Pearson (2000) had different findings that the major factors influencing dropout to students beyond 23 years is poor academic achievement, followed by poor relationship with teachers and fellow students; students who had deviant friends were more likely to drop out of school early regardless of their achievement in school.

Borman *and* Overman (2004) conducted a study on Academic resilience in mathematics among poor and minority students and come up with the findings that there is greater relationship between teacher- student relationship and students' academic performance. They identify that students who miss teacher-students' relationship are in a great position to fail their final examinations. Therefore, the study concluded that poor performance of some students in schools is caused by teachers who treat their students negative.

Downey (2008) conducted a study on the recommendations for fostering educational resilience in the Classroom and reports that teachers should show good relationship with their learners. The findings show that teachers with poor relationship with their learners lead them into failure). Downey (2008) indicates that students are the one who are mostly affected if the teachers do not show good relationship to their learners.

A study conducted by Canales and Maldonado (2018) indicated that students with positive relationships with their teachers posted better academic outcomes. The inverse is also true according to a study conducted by André and Hastie (2018). Such findings demonstrate that when learning is interesting, challenging, fun, and relevant students put more effort in the learning process.

Conceptually, motivation to learn derives thoughts and actions, which in turn stimulates efforts to learn, perform and behave (Coffey, 2013). Students' motivation to learn and receive an education drives their thoughts and actions. This motivation plays an important role in their efforts to learn, perform, and behave (Lee *et al.*, 2019).

Gitonga (2012) carried out a study on the influence of teachers' motivation on students' academic performance in Kenya and finds that good living conditions, good salary and professional development for teachers has an impact on learner's achievement because these cause teachers to like their work and influence their students to be a fundamental part of the school.

## **2.4 Summary of Literature Review**

Because teachers and students spend so much time together, teachers wield a considerable amount of power over their students. Teachers should use this power to better themselves, the classroom environment, and their students. Therefore, improving relationships in schools between teachers and students will have positive implications for all involved. Research suggests that relationships with students are the most important source of enjoyment and motivation for teachers. When teachers are motivated and sincerely care for their students, they are more likely to think about their practice and employ strategies that create a welcoming and enjoyable learning environment. The research also suggests that students who feel a sense of control and belonging achieve higher academically. Therefore, teachers have a responsibility to foster a welcoming and motivating learning environment for their students. The best way to accomplish this is by having constructive interactions with students and building and maintaining relationships. Positive relationships result in better experiences for the child, a more productive learning environment, and higher academic achievement.

## **CAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

For any research project to be accurately carried out, its concept and over view must also exist in the mind of the researcher. The research to be carried out in accordance to laid down procedures of research writing. This chapter therefore took into cognizance those laid down procedures such as: research design, population of the study, sample and sampling techniques, Research Instrument, validation of Research Instrument, validity of the Research Instrument, Reliability of the Instrument, Method of Data collection, Method of Data Analysis and the summary.

#### **3.2 Research Design**

The research design for the study is basically the survey method. The survey method enables information to be obtained from representative sample of the population and describe the situation as they exist. Data collection is limited to students and teachers among the selected secondary schools in Bosso Local Government Area of Niger State.

The research work is designed to ascertain the evaluation of teacher-teacher, teacher-student and student- student relationship among secondary schools. The researcher adopted the questionnaire method to carry out the research work.

The researcher prepared questionnaire which were in two forms, one for the teachers and the other one for the students.

Survey is taking a general view or examining the general condition of a particular thing. Documentary sources on the other hand mean written or printed materials to be used as a record or evidence. It also provides number of facts. Hence this work was based on documentary source and sample survey, as survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be a representative of the entire groups.

### **3.3 Population of the Study**

Population is the totality of persons or object which the researcher has focused attention on and chosen as approved topic of the study.

From Niger state ministry of education the total population comprises of 37 Biology teachers and 5671 SS2 Biology Students in Bosso Local Government Area of Niger State.

### **3.4 Sample and Sampling Techniques**

From the overall population, the number of respondents were randomly selected from four secondary schools.

Four secondary Schools were selected using single random sampling techniques. The schools were;

1. Maryam Babangida Girls Science College Minna.
2. Day Secondary School Maikunkele.
3. Bosso Secondary School Minna.

4. Day Secondary School Maitumbi Minna.

### **3.5 Research Instrument**

The instrument for this research is a questionnaire titled: Social Interaction Questionnaire to evaluate Teacher - Teacher, Teacher - Student and Student -Student Relationship. The questionnaire has two sections; A and B. Section A contain information on personal data of the respondents, while section B contain thirty (30) items built in two parts. Part one section c of the questionnaire focused on the evaluation of Biology teachers. Part two section C of the Questionnaire focused on evaluation of Biology Students. All the clusters had five (5) items each, all relating to the research question that guided the study .The response format for cluster C is based on a four point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In other words, the higher the aggregate scores in the rating scale, the more positive the response of the subjects and the lower the Score the more negative the response of the subjects. The respondents indicated their level of agreement, by ticking the box on the rating scale. The scale was weighed 4, 3, 2, and 1 respectively.

### **3.6 Validation of Research Instruments**

The instruments (draft questionnaire) for data collections were validated by two experts (lecturers). The researcher used supervisors, science education lecturer in verifying face and content validity of the questionnaires. The supervisors and science education lecturer assess the relevance of the content used in the research instruments and necessary modifications were made based on their feedback.The following comment where made; standard, appropriate, okay, completed, suitable, and structured. Content validity of

research instruments is judged by the researcher and experts in the field. A set of questionnaire numbering 1-30 items which was divided into sections covering the areas of investigation of the study.

### **3.7 Reliability of Instrument**

Reliability test was conducted in Hilltop model secondary School, Maitumbi which was not among the sampled schools used for the study. The result was established through test retest and application of Pearson-product moment correlation coefficient reliability; the item on the teachers' perception questionnaire had reliability coefficient of .843 using cronbach alpha methods indicating that the items are reliable.

### **3.8 Method of Data collection**

The researcher visit Niger state ministry of education to obtain the total number of Biology teachers and SS2 Biology Students in Bosso Local Government Area of Niger State.

The researcher also visit the sampled secondary schools and permission was taken from the management to get approval in order to sample Biology teachers and students from the secondary school for the research, and once the permission was granted, the respondents were briefed on the objectives of the study. Thereafter, researcher administered the questionnaire on the sampled teachers and students which lasted for few hours. The researcher went back after sometime to retrieved completed copy of the questionnaire and the achievement.



### **3.9 Method of Data analysis**

The data collected from the sampled teachers and students was analyzed using descriptive and inferential statistics through the use of SPSS version 23. The descriptive statistics was used to provide answer to the research question using mean and standard deviation. The mean response below 2.5 was rejected while mean response of 2.5 and above were accepted.

## CHAPTER FOUR

### 4.0 DATA ANALYSIS AND RERSULTS

#### 4.1 Demographic Information

**Table 4.1: Sample Distribution**

Group	Frequency	Percentage	Total	
	Male	Male	F	%
	Female	Female		
Teachers	11	55	20	100
	9	45		
Students	36	36	100	
	64	64	100	

Table presents the distribution of the samples of the study. There were 20 teachers, 11 males (55%) and 9 females (45%). There were also 100 students, 36 males (36%) and 64 females (64%) who participated in the study.

**Research question 1:** What is the level of understanding among teachers in secondary schools in Bosso?

**Table 4.2: Teachers’ Mean Response on the Level of Understanding among Teachers**

S/N	Item	Mean	Standard deviation	Remark
1	We have good understanding among us in the school as teachers.	3.5	0.607	<b>Agreed</b>
2	As teachers we always assist one another in teaching activities in school	3.5	0.513	<b>Agreed</b>
3	As teachers we have a cooperative organization in our school to support one another.	3.05	1.05	<b>Agreed</b>
4	We celebrate end of year party among us teachers	2.7	1.129	<b>Agreed</b>
5	As teachers we actively participate in our union to foster unity among us	3.05	1.05	<b>Agreed</b>
<b>Grand Mean</b>		3.16	0.8698	<b>Agreed</b>

Table 4.2 reports the teachers’ mean response on the level of understanding among them in secondary schools in Bosso. From the grand mean of 3.16, and standard deviation 0.87, it is evident that teachers have cordial relationship among them in secondary schools in Bosso Local Government.

**Research Question 2:** What is the level of understanding among Students in secondary schools in Bosso?

**Table 4.3: Students' Mean Response on the Level of Understanding among Students**

S/N	Items	Mean	Standard deviation	Remark
6	We have unity among us in the school as Students.	3.43	0.742	<b>Agreed</b>
7	As Students we always assist one another in class and school activities.	3.18	0.672	<b>Agreed</b>
8	As Students we protect each other's dignity and interest in the school.	3.19	0.787	<b>Agreed</b>
9	We usually have group tutorial among bus to help one another in learning and support.	3.22	0.811	<b>Agreed</b>
10	We usually celebrate one another in the school whenever we have development among us.	3.39	0.863	<b>Agreed</b>
<b>Grand Mean</b>		3.282	0.775	<b>Agreed</b>

Table 4.3 reports students mean response on the level of cordial relationship among students in secondary schools in Bosso. From the grand mean 3.28, standard deviation 0.78, it revealed that students agreed that there was cordial relationship among students in secondary schools In Bosso

**Research question 3:** What is the level of understanding between teachers and Students?

**Table 4.4: Teachers' Mean Response on Teacher-Student Relationship**

<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>Remark</b>
<b>1</b>	As teachers we have good rapport with our students always	3.0	1.214	<b>Agreed</b>
<b>2</b>	There is maximum co-operation between teachers and students during instruction and School activities.	2.9	1.021	<b>Agreed</b>
<b>3</b>	As teachers we offer help to our students at any point in time within and outside school hours.	2.9	1.165	<b>Agreed</b>
<b>4</b>	We have counseling section with our students in school.	2.9	1.071	<b>Agreed</b>
<b>5</b>	As teachers we care and respect our students as our children.	2.7	1.031	<b>Agreed</b>
<b>Grand Mean</b>		<b>2.88</b>	<b>1.1004</b>	<b>Agreed</b>

Table 4.4 reports teachers mean response on the teacher-student relationship in secondary schools in Bosso. From the grand mean 2.88, standard deviation 1.10, it is clear that teachers agreed that there is good teacher-student's relationship in secondary schools in Bosso.

**Research Question 4:** What are the main social interaction challenges among teachers in secondary schools in Bosso?

**Table 4.5: Teachers Mean Response on the Types of the Existing Teachers' Misunderstanding**

S/N	Items	Mean	Standard deviation	Remark
1	We sometimes quarrels among us as teachers in the school.	3.05	1.05	Agreed
2	Poor attitude to work is one of the causes of misunderstanding among teachers in my school.	2.80	1.01	Agreed
3	Showing favouritism to students is also a cause of misunderstanding among teachers.	2.55	0.95	Agreed
4	Lack of cooperation among teachers is also a challenge	2.45	1.19	Agreed
5	As teachers lack of mutual respect causes misunderstanding among us teachers.	2.50	1.19	Agreed
<b>Grand Mean</b>		2.67	1.08	Agreed

Table 4.5 reports teachers' mean response on the types of persistent misunderstanding among teachers in secondary schools in Bosso. From the grand mean 2.67, standard deviation 1.08, it is evident that teachers agreed that unnecessary quarrels, poor attitude to work, favouritism or discrimination, poor cooperation and insufficient mutual respect are the main social interaction challenges in secondary schools in Bosso.

**Research Question 5:** What are the types of misunderstanding among students?

**Table 4.6: Students' Mean Responses on the Main Social Interaction Challenges in the Schools**

S/N	Items	Mean	Standard deviation	Remark
1	There used to be sexual harassment between opposite sex among us.	2.28	1.092	<b>Disagreed</b>
2	We have constant fighting among us in my school.	2.34	.924	<b>Disagreed</b>
3	We use to have theft cases among us in the school.	2.54	.947	<b>Agreed</b>
4	We use to have inter-school conflicts in my school	2.41	1.093	<b>Disagreed</b>
5	There is secret cult challenge in my school.	2.14	1.045	<b>Disagreed</b>
<b>Grand Mean</b>		2.28	1.092	<b>Disagreed</b>

Table 4.6 reports students' mean response on the types of the existing social interaction challenges among students in secondary schools in Bosso. Though they all disagreed with the all items except for theft among them with mean score of 2,54, standard deviation of 0 .95. But from the grand mean 2.28, and standard deviation 1.09, it shows that the students asserted that there is no existence of sexual harassment, constant fights, theft, inter-schools conflicts and secret cult among students in secondary schools in Bosso.

**Research Question 6:** What are the types of social interaction challenges between teachers and students?

**Table 4.7: Teachers' Mean Responses on the Main Social Interaction Challenges Between teachers and Students in the Secondary Schools in Bosso**

S/N	Items	Mean	Standard deviation	Remark
1	Disobedience is one of the basic problems teachers face with Students in my school.	2.70	1.22	<b>Agreed</b>
2	Students are not consistent in doing classwork given by teachers in my school.	3.15	1.14	<b>Agreed</b>
3	There used to be sexual harassment between teachers and Students.	2.80	1.28	<b>Agreed</b>
4	There used to be problem of bribery and corruption between teachers and students in my school.	2.95	1.05	<b>Agreed</b>
5	Indiscipline is highly manifested by Students in my school.	2.85	1.23	<b>Agreed</b>
<b>Grand Mean</b>		2.89	1.18	<b>Agreed</b>



Table 4.7 reports teachers mean response on the types of existing interaction challenges between teachers and students in secondary schools in Bosso. From the grand mean score 2.89, standard deviation 1.18, it is evident that teachers agreed that among the interaction challenges between teachers and students are disobedience, sexual harassment, poor attitude to classwork, bribery and corruption and general indiscipline.

#### **4.2 Discussion of Findings**

**Research question 1:** From the grand mean of 3.16, and standard deviation 0.87, it is evident that teachers have cordial relationship among them in secondary schools in Bosso local government. This accept the idea of Adeyinka,<sup>i</sup> and Adedotun (2013) state that when right quantity and quality of human resources are brought together, it may manipulate other resources towards realising institution objectives and goals. So, this gives the direction that the relationships in school are infused by the bringing together; the quality and quantity of human resources.

**Research question 2:** From the grand mean 3.28, standard deviation 0.78, it revealed that students agreed that there was cordial relationship among students in secondary schools In Bosso. This is in support of Baker *and* Collins 2011 who says Positive student-student relationships can enhance feelings of safety, stimulate the willingness and motivation to participate in class.

**Research question 3:** From the grand mean 2.88, standard deviation 1.10, it is clear that teachers agreed that there is good teacher-student's relationship in secondary schools in Bosso. This is also in agreement with Janmaat, 2015) who says students who enjoy a better relationship with their teachers are more likely to freely discuss their ideas, are more willing to engage in discussions and citizenship practices at school, and are then more likely to become engaged with societal issues.

**Research question four:** From the grand mean 2.67, standard deviation 1.08, it is evident that teachers agreed that unnecessary quarrels, poor attitude to work, favouritism or discrimination, poor cooperation and insufficient mutual respect are the main social interaction challenges in secondary schools in Bosso

**Research question 5:** Though they all disagreed with the all items except for theft among them with mean score of 2,54, standard deviation of 0 .95. But from the grand mean 2.28, and standard deviation 1.09, it shows that the students asserted that there is no existence of sexual harassment, constant fights, theft, inter-schools conflicts and secret cult among students in secondary schools in Bosso, except for sexual harassment, but others occurs.

**Research question 6:** From the grand mean score 2.89, standard deviation 1.18, it is evident that teachers agreed that among the interaction challenges between teachers and students are disobedience, sexual harassment, poor attitude to classwork, bribery and corruption and general indiscipline. This response goes against what Larson (2011) says that attitude and achievements that students develop inside the school have an important impact on teacher-student relationships in schools. If students feel comfortable with the

teacher and the school environment, they can make more positive and professional relationship such as friendship, develop a better way to behave and improve in their social thinking.

#### **4.3 Summary of the Findings**

Teachers agreed that they have cordial relationship among them in secondary schools in Bosso local government.

Students agreed that there was cordial relationship among students in secondary schools in Bosso.

Teachers agreed that there was good teacher-student's relationship in secondary schools in Bosso.

Teachers agreed that unnecessary quarrels, poor attitude to work, favouritism or discrimination, poor cooperation and insufficient mutual respect are the main social interaction challenges in secondary schools in Bosso.

Students asserted that there is no existence of sexual harassment, constant fights, theft, inter-schools conflict and secret cult among students in secondary schools in Bosso.

Teachers agreed that among the interaction challenges between teachers and students are disobedience, sexual harassment, poor attitude to classwork, bribery and corruption and general indiscipline.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter gives a summary of the study, draws conclusion and makes recommendations and suggestions for further research. The main face of the study was to evaluate teacher - teacher, teacher - Student, and student - Student relationship in secondary schools of Minna, Niger state. As well, it sought to establish whether alternative approaches of enhancing positive relationship have taken root in the secondary schools in Bosso local government area, Minna Niger state.

#### **5.2. Summary**

This study was carried out to find out the evaluation of teacher - teacher, teacher - Student, and student -student relationship among secondary Schools in Bosso Local Government Area of Niger state. Six research questions were raised and as well 30 items questionnaires to guide the study and tested in an attempt to find answers to the research questions.

The research instrument were validated by two lecturer from the faculty and department.

A sample of 120 teachers and students was randomly selected from the four secondary schools. From the results from the items on the questionnaire answers the research questions 1-6.

### **5.3 Conclusion**

In many institution of learning, teachers are seen as the role models, most valued and respected.

That is to say that “the spirit of the teacher guides the true teacher into becoming a helpful part of the community in which he live, not as an outsider surveying its faults and weaknesses with an intolerant superiority, but as a community member deeply concerned with its problems, its hopes, and its potentialities.

Thus, we must know that education without sincerity of conscience and consciousness of morality, is in vain. Again, parents must have a lot of roles to play in this whole exercise. They should know the proper approach to use and approach teachers when they show their short comings.

Therefore it is very important for relationship to exit among teacher - teacher, teacher - Student, and student - Student in other to have a have a strong and and effective classroom instruction and performance of the students.

### **5.4 Recommendations**

1. The use of modern teaching methods like discussion, game and simulation and practicals can enhance such relationship.
2. Policy makers should organize seminars, workshops in educational settings to offer teachers the clearest information on how to establish and develop professional relationships with students in the school.

3. Efforts should be made by the teachers and caregivers to instil the value and understanding of teacher - teacher, teacher - student, and Student - Student relationships for enhanced students' academic performance.

4. Base on this research findings it is recommended that effort should be made by teachers to create a valuable relationship among teachers, also between and students.

### **5.5 Limitations of the Study**

There were many limitations with this research that could make a great difference in the discussion of the results and also the validity and reliability of my research questions.

The first limitation was regarding to the amount of time that I had available to conduct this study. With a more extended time, I could do find additional resources to help answer my research questions. A second limitation is related to the survey sample. Due to the limited number of participants, I was not able to have a broader range of responses.

The study was initially developed for several classes of students from Bosso local Government Area of Minna, Niger State. However, it was restricted to four selected schools, which contribute to a generalized conclusion.

It would be useful if the researcher could use more students, from different levels which would contribute with more information.

This study could have been generated more reliable results with multiple data sources, as for example interviews with teachers and students and classroom observations. Using data from different sources would allow me to use a mixed method where data would be Collected, and consequently give validity to the results of this study. Finally, as a

researcher my interpretation of the questions I used may diverge from what the respondents have thought and answered. To make them easier to understand I would like to divide the questions in sections, first close questions to make it simpler, second open-ended questions where respondents could chose the option they see that can best fit with their understanding and then they can give their feedback.

## **5.6 Suggestion for Further Studies**

1. These results suggest that classroom behavior can be improved through an enhancement in the relationships between teachers and students.
2. This study can actually be improved by addressing the weaknesses of the study. For example, future research could duplicate the study and build up more on the topic.
3. Future research could include a larger population comprised of both boys and girls. It would also be beneficial to study relationship across higher institutions.
4. Since the main aims and objectives of education is to increase academic skill development, it would be very thoughtful to examine the academic growth of students during the classroom instruction.
5. Future studies could implement a similar intervention but collect data that not only tracks the number of off task behaviors in which the students participate but also any changes in their academic performances.
6. Teachers should always inculcate an aspect of good professional relationship with their students which will minimize gaps in teacher-student engagement.

7. Teachers with a few years of professional experience should manage small class sizes as this will increase their level of both behavioural and instructional engagement. This is because new teachers may not have sufficient experience in dealing with disruptive students and in most cases end up suspending students from class during the instructional period making them lose from the instruction process as well as creating a conflicting future student-teacher relationship.

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**Federal University of Technology Minna,  
School of science and Technology Education  
Department of science Education.**

**Social interaction Questionnaire (SIQ)**

Dear respondent,

This questionnaire given to you is for the purpose of a research study on evaluation of teacher - teacher, teacher - student, and Student - Student relationship. You are requested to respond to the items voluntarily, and all information gathered would be treated with utmost confidentiality.

Thank you.

**Section A Demographic Data**

**Gender:** Male ( ) Female ( )

Higher Educational qualifications attained:

(1) NCE [ ].      (2) B. ED [ ].      (3) B.SC [ ].      (4) M.Ed [ ]

**Instruction section: B Choose any of the following that appropriately describe your view or opinion on the items of the questionnaire: Strongly Agreed (SA) Agreed (A), Disagreed (D), Strongly Disagreed (SD)**

**Level of understanding among teacher**

	Items	SA	A	D	SD
1	We have good understanding among us in the school as teachers.				
2	As teachers we always assist one another in teaching activities in school				
3	As teachers we have a cooperative organization in our school to support one another.				
4	We celebrate end of year party among us teachers				

5	As teachers we actively participate in our union to foster unity among us				
	<b>Level of understanding between teachers and students</b>				
	Items	SA	A	D	SD
6	As teachers we have good rapport with our students always				
7	There is maximum co-operation between teachers and students during instruction and School activities.				
8	As teachers we offer help to our students at any point in time within and outside school hours.				
9	We have counseling section with our students in school.				
10	As teachers we care and respect our students as our children.				
	<b>Type of misunderstandings between teachers and students</b>				
	Items	SA	A	D	SD
11	Disobedience is one of the basic problems teachers face with Students in my school.				
12	Students are not consistent in doing classwork given by teachers in my school.				
13	There use to be sexual harassment between teachers and Students.				
14	There used to be problem of bribery and corruption between teachers and students in my school.				
15	Undiscipline is highly manifested by Students in my school.				
	<b>Types of misunderstanding among teachers</b>				
	Items	SA	A	D	SD
16	We sometimes quarrels among us as teachers in the school.				
17	Poor attitude to work is one of the causes of misunderstanding among teachers in my school.				

18	Showing favouritism to students is also a cause of misunderstanding among teachers.				
19	Lack of cooperation among teachers is also a challenge				
20	As teachers lack of mutual respect causes misunderstanding among us teachers.				



**Federal University of Technology Minna,  
School of science and Technology Education  
Department of science Education.  
Social interaction Questionnaire (SIQ)**

Dear Student,

The questionnaire given to you is for the purpose of a research study on evaluation of teacher - teacher, teacher - student, and Student - Student relationship in your school.

You are free not to participate in the study, if you however choose to, please give your sincere opinion/view on items on the questionnaire. All responses will be treated with utmost confidentiality.

Thank you.

Section A Demographic Data

**NAME** \_\_\_\_\_ **OF**  
**SCHOOL**.....

**GENDER: Male** ( ) **Female** ( )

**AGE** 14-15 ( ) 16-17 ( ) 17 AND ABOVE ( )

**Section B**

**Choose any of the following that appropriately describe your view or opinion on the items of the questionnaire: Strongly Agreed (SA), Agreed (A),Disagreed(D), Strongly Disagreed (SD)**

### Students level of understanding

	Items	SA	A	D	SD
1	We have unity among us in the school as Students.				
2	As Students we always assist one another in class and school activities.				
3	As Students we protect each others dignity and interest in the school.				
4	We usually have group tutorial among bus to help one another in learning and support.				
5	We usually celebrate one another in the school when ever we have development among us.				

### Types of misunderstanding among Students

	Items	SD	A	D	SD
6	There use to be sexual harassment between opposite sex among us.				
7	We have constant fighting among us in my school.				
8	We use to have theft cases among us in the school.				
9	We use to have inter-school conflicts in my school				
10	There is secret cult challenge in my school.				