TEACHER – STUDENTS' RELATIONSHIP AND STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN UYO LOCAL GOVERNMENT AREA, AKWA IBOM STATE

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Abstract
This research work was carried out to examine the effects of teacher- students relationship on students' academic performance in Economics in selected secondary schools in Uyo, Akwalbom State. A survey design was adopted and a simple random sampling technique was used to select 100 students from four randomly selected secondary schools in the area. Three research hypotheses were formulated and tested with the help of chi-square statistics at 5% level of significant. The findings revealed that teacher effectiveness, interpersonal relationship and feedback have significant influence on students' academic performance in economics. This study has provided useful recommendations on teacher-students relationship and students' academic performance in secondary schools.
Keywords: Interpersonal relationship, effectiveness, feedback, academic performance, economics.

Background

Improvising students' relationship with teachers has important positive and long-lasting implications for students' academic and social development. Within the context of contemporary formal education system, the teacher through a variety of literacy technique, pedagogical tools, and theories causes students to appreciate his environment in a manner that allows for reflection or critical thinking and objective assessment. In appreciation of this wonderful role of a teacher, Eddie (2001) opined that there is no student without a teacher. Therefore, teachers are the most important variables in the character and intellectual formation of a child.

According to Murray and Pianta (2009), positive teacher-student relationship is proven to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students resiliency in academic performance. Also, Adams (2003) observed that teachers who used more learner – centered practices (that is, practices that show sensitivity to individual differences among students, include students in the decision making, and acknowledge students developmental, personal and rational needs) produced greater motivation in their students than those who used fewerof such practices.

A student who begins his intellectual sojourn under the direction of a critical, visionary and efficient teacher is the students realising the fullest of academic potentials. Thus, teachers always play vital roles in the students' academic performance. However, not all teachers acknowledged this critical role they play beyond delivery of their lessons. Most teachers inschools do not demonstrate knowledge about individual students' background, interests, emotional strength and academic levels. Baker (2006) observed that the quality of early teacher– student relationship has a long-lasting effect. Consequently, students who had

more conflicts with their teachers in primary school also had lower academic achievement and increased behavioural problems through secondary school and tertiary institutions.

The main objective of this study was to investigate the effects of teacher – students relationship on students' academic performance in economics in Uyo, AkwaIbom State.

The specific objectives are to:

1. Determine if teachers' effectiveness can affect students' academic performance.
2. Examine the effect of teachers – interpersonal relationship on students academic performance.
3. Determine the effect of teachers' feedback on students' academic performance.

Although there are many factors that can determine the effects of teacher- student relationship on students' academic performance, this research work is limited to those factors that the teacher can create. These include: teacher effectiveness, teacher interpersonal relationship and teacher feedback.

Research Hypotheses

1. There is no significant influence of teacher effectiveness on students academic performance in Economics in Secondary Schools
2. There is no significant influence of teacher interpersonal relationship on students academic performance inEconomicsin Secondary Schools
3. There is no significant influence of teacher feedback on studentsacademic performance in Economics.

Literature Review

The theory of mastery learning purports that it is possible for 95% of all students in a class to learn all that the school teacher has to teach given adequate learning environment and opportunity. Bloom (1968) stressed that most students become very similar with regards to learning ability, rate of learning and motivation for further learning when provided with favourable learning conditions.

To Bloom (1968), if a teacher is effective in manipulating opportunity to learn and quality instruction, then the rate of learning will increase. This implies that learning time and quality of instruction are alterable conditions which if adjusted to the need of the individual learner, can result in most students learning what only some now learn.

No wonder Clifford (2000) opined that teacher effectiveness depends greatly on the teacher to deliver a level of knowledge which creates the basis for increasing skills and capacity for thinking by the students. It has to do with the teacher involving the students in activities instead of spoon-feeding them.

Rydell(2004) sees teacher effectiveness in terms of teaching experiences, knowledge of subject matter, favourable attitude towards teaching and adequate knowledge of teaching methodology. Kwok (2007) explains teacher effectiveness in terms of the degree to which a teacher achieved desire effects upon students. This means that an effective teacher should be flexible, fair, and bold in classroom management. He should be knowledgeable in his area of specialization in the process of learning.

Richard & Rogers (2011) argued that learners have the responsibility to partake in classroom

activities that are based on cooperative rather than individualistic approach to learning. Whereas, Macpherson (2007) opined that cooperative learning is part of a group of teaching and learning techniques where students interact with each other to acquire and practice the element of the subject matter to meet common learning goals.

The researchers of this work explain teachers' effectiveness in terms of teacher's punctuality to class, regular attendance, effective and efficient use of instructional materials, and ability to cover the scheme of work within the stipulated period. Chinton and Haffie (2013) supported our view of teacher's effectiveness by purported that teaching requires new teaching technique, teachers perspectives, teaching strategies, and value for the classroom.

The Effects of Teachers – Interpersonal Relationship on Students' Academic Performance

Interpersonal relationship is a positive and cordial relationship established by the teacher and her students' in the process of delivering the lesson. The interpersonal relationship of teachers has been proven to relate positively with students' academic performance, hence, the interaction between the teachers and students are welcome strategies in education.

Etuk, Udosen and Edem (2004) contributed in this direction whenthey noted that teaching which adopts the discussion method enhance a multidimensional communication flow in the class, from ateacher to the students, to the teacher and to the students. In all these instances, a teacher remains a facilitator in the discussion. Interpersonal relationship between teachers and students fostered and improve as they learn to express and respect one another's opinion.

Etuk, Udosen and Edem (2004) further emphasized that the experienced teachers are more businesslike, confident, warm and friendly and make more efforts in learning students' name.

Also, Altman, Williams – Johnson and Schultz (2009) described that the kind and worth of relationships formed by instructors and learners are key to successful teaching and learning. Dianat and Abedini (2016) stressed that for a successful and effective learning to take place, teachers need to be motivated, enthusiastic and engage the students.

According to Jung-SookLee (2012) students were more behaviourally and emotionally engaged when they had positive relationship with their teachers and this further contributed to their academic achievement.

However, Gehlbach et al (2012) explained teacher-students relationship more when stressed that students and teachers influence each other. When a student perceives that he is welcomed and wanted in the classroom, he is more likely to be engaged and motivated. Thus, the role the teacher plays in the classroom affects the perception the students have on their relationship and classroom environment, which ultimately contributes to achievement. Students who perceived that their teachers are more supportive have better academic performance on standardised mathematics tests and English grades.

The researchers of this work measure teachers' interpersonal relationship with students in terms of students accessibility to the teacher, how teachers attend to the students complaints, the teachers ability to identify students by name and the rate to which a teacher contacts parents as a way of collaborating with parents to foster students resiliency in academic performance. Skinner and Greener (2008) observed that when students do not sense a level of control or when they feel their teachers do not care about them, then they are many

negative consequences. This often play out as Students avoid challenges and hardly seek help from their teachers.

Teachers Feedback and Students' Academic Performance

Learners from all practical purposes would want to perform well in school. Good and dedicated teachers should endeavour to encourage the students to do well in their studies through appropriate motivational strategy. Feedback, as a motivational strategy is a goal-directed process used by teachers to achieve a particular curricular goal.

Okorie (2002) opined that any student who has a strong desire to perform well and work hard will surely do so but if he lacks motivation, he may never attain the hight even though all other learning conditions may be favourable. Wilson (2001) emphasized that students must be continuously re-enforced through a positive feedback as a way of reassuring the learners that he is in the right direction.

Expectedly, Okoro (2002) stated that knowledge of the result of feedback is very vital in teaching and learning. When events follow response, they tend to increase the frequency of that response. Learning is faster and more effective when students are provided with the knowledge of their progress than when they are not. Therefore, the researchers are of opinion that students should be given a specific tasks and assignment that would enable them to participate in classwork and also provide solution to the problems.

Methodology

Survey design technique was adopted for this study. The population for the study consisted of all the SS 1 and SS 2 students that offered economics in public secondary schools in Uyo – numbered 2,478 (State Secondary Education Board, Uyo).

The sample size for this study consisted of one hundred (100) respondents, randomly selected from 824 Economics students available in the four (4) schools selected for this study. The respondents were mainly SS1 and SS 2 students as those in SS 3 had already completed the WASSCE and left as at the time we administered the questionnaire. The instrument for data collection was questionnaire for teacher-students relationship and students' academic performance in economics (TSRAP). The data collected were analyzed with the aid of chi-square (X^2) statistics at 5% level of significance.

Data Presentation, Analysis and Discussion of Findings

Hypothesis 1: There is no significant effect of teacher effectiveness on students' academic performance in economics.

Table I: Data Analysis for Hypothesis 1

Items	SA	A	D	SD	Missing	Total	(o-□)²/□
1.	37(37.2)	44(39.6)	14(14.4)	2(5.8)	3	100	2.9907
2.	34(37.2)	44(39.6)	9(14.4)	-(5.8)	3	100	9.4097
3.	24(37.2)	35(39.6)	24(14.4)	14(5.8)	3	100	23.1225
4.	45(37.2)	40(39.6)	9(14.4)	3(5.8)	3	100	4.8812
5.	36(37.2)	35(39.6)	16(14.4)	10(5.8)	3	100	3.7034
	186	**198**	**72**	**29**	**15**	**500**	**44.1075**

Significant Level = 0.05, df = 12, X^2 critical value = 21.026, X^2 cal = 44.1075

From table 1 above, the calculated chi-square (X^2 cal) value of 44.1075 is greater than the critical valve (X^2crit) of 21.026 at the degree of freedom (df) = 12 and the level of significant of 0.05. Thus, the null hypothesis (Ho_1) is reject. Therefore, there is a significant effect of teachers' effectiveness on students' academic performance in economics.

Hypothesis II: There is no significant effect of teachers – interpersonal relationship on students' academic performance.

Table 2: Data Analysis for Hypothesis II

Items	SA	A	D	SD	Missing	Total	(o-□)²/□
1.	36 (30.6)	47(37.4)	8(16.2)	6(12.8)	3	100	11.1802
2.	39(30.6)	40(37.4)	13(16.2)	12(12.8)	3	100	7.8718
3.	40(30.6)	40(37.4)	14(16.2)	5(12.8)	3	100	10.8702
4.	23(30.6)	40(37.4)	16(16.2)	3(12.8)	3	100	4.1831
5.	15(30.6)	20(37.4)	30(16.2)	18(12.8)	3	100	56.6037
	153	**187**	**81**	**64**	**15**	**500**	**90.709**

Significant Level = 0.05, df = 12, X^2 critical value = 21.026, X^2 cal = 90.709

The summary of data analysis in table 2 above revealed that there is significant effect of teachers' interpersonal relationship on students' academic performance in economics. Hence, the null hypothesis that there is no significant effect of teachers' interpersonal relationship on students' academic performance in economics is rejected.

Hypothesis 3: There is no significant effect of teachers' feedback on students' academic performance in economics.

Table 3: Data Analysis for Hypothesis III

Items	SA	A	D	SD	Missing	Total	(o-□)²/□
1.	46(37.8)	34(36)	10(15.4)	7(7.8)	3	100	3.8655
2.	36(37.8)	42(36)	15(15.4)	4(7.8)	3	100	2.9488
3.	40(37.8)	31(36)	12(15.4)	14(7.8)	3	100	6.5012
4.	37(37.8)	34(36)	13(15.4)	13(7.8)	3	100	3.9687
5.	30(37.8)	39(36)	27(15.4)	1(7.8)	3	100	16.5254
	189	**180**	**77**	**39**	**15**	**500**	**33.8096**

Significant Level = 0.05, df = 12, X^2 critical value = 21.026, X^2 cal = 33.8096

From table 3 above, the calculated chi-square value of 33.8096 is greater than the X^2critical value of 21.026 at df = 12. Hence, the null hypothesis (Ho_3) that there is no significant effect of teachers' feedback on students' academic performance in economics is rejected. This means that there is a significant effect of teachers' feedback on students' academic performance in economics.

Discussion of Findings

The finding in table I shows that there is a significant effect of teachers' effectiveness on students' academic performance in economics. This result is in line with Murry and Pianta (2009). Teachers' effectiveness entails a positive teacher-students relationship, which is proven to support students adjustment to school, contribute to their social skills, promote academic performance and foster students resiliency in academic performance.

Also, the result in table II indicated a significant effect of teachers' interpersonal relationship on students' academic performance in economics. This result is supported by Gehlbach*et al.*, (2012) that students who perceived that their teachers are more supportive have better academic performance.

This study also shows that there is a significant effect of teachers' feedback on students' academic performance in economics. This result is in line with Okorie (2002), Wilson (2001) and Okoro (2002). Knowledge of the result of feedback is very vital in teaching and learning. Students must be continuously re-enforced through a positive feedback as a way of reassuring the learners, because learning is more effective when students are provided with the knowledge of their progress than when they are not.

Summary/Conclusion

The study was carried out to investigate the effects of teacher – students' relationship on students' academic performance in economics in public secondary schools in Uyo, Akwa Ibom State. Three research hypotheses were formulated and tested with the help of chi-square method at 5% level of significant. The result revealed a significant effect of teacher – students' relationship on students' academic performance. Teachers – effectiveness, teachers' interpersonal relationship and teachers feedback as independent variables in the study all affected students' academic performance in economics.

Recommendations

Having identified factors of teacher – students relationship that could enhance students' academic performance in economics, the following recommendations are made for improvement in teaching and learning the subject, Economics in secondary schools:

1. Teachers should work hard to improve their relationship with students, because improving teacher – students relationship is the first step towards meeting students emotional and relational needs and by so doing enhance good academic performance.
2. Teachers must strive to produce a caring community of learners, such efforts improve the nature of interactions among students, promote students' engagement in school and enhance better academic performance.
3. Learners from all practical purposes will want to perform well in school, hence, teachers must endeavour to encourage them to do well while teaching the subject . To enhance a strong positive interpersonal relationship, the teacher must motivates the learner by asking questions from time to time in the class, attend to the students complaint and identify learners by name.

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