

Teacher-Pupil Relationship and Academic Performance of Students in Government Secondary Schools, Mbaare Sub County, Isingiro District

¹Nuwahereza Elias and ²Turyamureeba Silaji

¹Department of Science Education, Kampala International University, Uganda

²Department of Foundations Education, Kampala International University, Uganda

ABSTRACT

Globally, it is believed that Teacher-Pupil relationship is a resourceful interaction between the teachers and the students in a learning/classroom environment. This research study explored the affective domain of teacher pupil relationships using a case study design. This case study produced a synthesis of information that guides a classroom teacher in the development and maintenance of her relationships with her students. The resulting analysis and interpretation provided a description of major themes that developed regarding strong teacher students' relationships, as well as, specific components to the interactions considered essential for the pupil's learning environment. The objectives of the study were to identify the factors leading to teacher-pupil relationship and students' performance in schools, to establish the benefits of good performance of students in Secondary schools and to analyze the relationship between Teacher-pupil relationship and pupil's performance. The outcome of this study is an account of experiences and procedures that guide the development and maintenance of relationships between a teacher and her students. Based on the findings, four secondary categories emerged with supporting elements that were critical components of each category. These four secondary categories represent an interpersonal framework for the learning environment. The qualitative method in this study is derived from a constructivist viewpoint with a focus on deeply understanding this specific case of teacher-pupil relationships. My goal in conducting this study was to provide more specific examples of and empirical findings for how teacher-pupil relationships are created. Identifying specific factors associated with teacher-pupil interactions could provide valuable information to an educational learning community. Implications for how these findings can impact the learning environment are discussed. The study findings showed that there is a great relationship between teachers and their students because most of the respondents (more than 50%) strongly agreed and supported it and more so other scholars.

Keywords: Teacher-Pupil Relationship, Academic Performance, Secondary Schools, Learning Environment, Educational Interaction

INTRODUCTION

Over the past two decades, policymakers have called for improvements in the academic performance of students in the world. Bohn & pressley, [1] argue that many educational reformers, particularly those associated with the standards movement, hold that the key to improving pupil performance lies in improving schools. If academic standards are rigorous, curriculum and assessments are aligned to those standards, and teachers possess the skills to teach at the level the standards demand, pupil performance will improve as well as their relationship with the teachers. Additionally, it is the social backgrounds of students that play the key role in their ability to learn, and only by moving outside of the educational system and attacking the pervasive economic inequalities that exist amongst the students can pupil performance be improved. Akinsolu [2], asserts that availability of qualified teachers determines the performance of students in schools. [3], emphasizes that teachers involved in in-service training are more effective in classrooms as compared to teachers who have not undergone training. [4], indicate that teacher's attitude contributes significantly to pupil attention in classrooms whereas [5], illustrates that pupil attitude is related to teacher characteristics. This therefore means that teacher's attitude directly affects students' attitude. On teacher personality, [6] contends that teachers 'characteristics are strong determinants of students' performance in

secondary schools. Teacher–Pupil relationship is a resourceful interaction between the teachers and the students in a learning/classroom environment, [7]. A Teacher–Pupil relationship provides a unique entry point for a conducive working and learning environments. A good Teacher–Pupil relationship allows students to develop and use effective social skills to negotiate and navigate challenges. Such relations also provide students with school support systems that act as safety nets in academic and social situations, and promote pupil's positive perceptions of school in general. When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways [8]. Positive teacher-students' relationships are classified as having the presence of closeness, warmth, positivity [8]. Students who have positive relationship with their teachers use them as a secure base from which they can explore the classroom and school settings both academically and socially, to take on academic challenges and work on social emotional development [8].

A possible reason for the association between academic improvement and positive teacher-students' relationships is students' motivation and desire to learn, [9]. Motivation may play a key role in relationship between teacher-students relationship and academic outcomes [10]. Motivational theorists suggest that pupil's perception of their relationship with their teachers is essential in motivating students to perform well [10]. According to [11], Race to the Top (RttT) initiatives have strongly focused on measuring teacher effectiveness primarily using standardized test scores. However, there is a large body of research that examines the value of a teacher's effective acumen when it comes to a teacher's effectiveness as an educator [12]. An approach to accountability that includes a broader range of measurement of effective classroom instructional practices should include the relationships the teacher builds with his or her students. [13], studied the practices of effective teachers and determined that "an effective teacher-pupil relationship may be the key stone that allows the aspects to work well" The relationships that teachers develop with their students have an important role in pupil's academic growth. [14], writes "learning is a process that involves cognitive and social psychological dimensions, and both processes should be considered academic achievement is to be maximized" [15], points out that, class Performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. A more comprehensive view of performance is achieved if it is defined as embracing both behavior and outcomes. This is well put by [16]; to mean both behavior and results. Behaviors are also outcomes in their own rights-the product of mental and physical effort applied to tasks and can be judged a part from results. Therefore, it is against this background that the researcher is compelled to investigate the impact of Teacher-Pupil relationship on class performance. The emergence of teacher-students relationship has accelerated school activities in Uganda, led to improvement in the performance of students, made a great improvement in education sector. Over the past two decades, there has been considerable research on the potential importance of teacher relationship as they pertain to motivation and classroom performances [17]. But schools in Kitagata Sub County have continued facing the problem of low grades with their s and therefore need to develop a strong relationship with theirs. Despite the fact that a good Teacher-Pupil relationship allows teachers to assess each individual pupil's class performance problems, secondary schools in Kitagata Sub-County have continued to register poor results in UPE results with less than 10% first graders. The school has tried to allocate every pupil to a teacher to build teacher –pupil relationship, but class performance has remained poor as reported by the Director of Studies in the year 2014. Therefore, the aim of the study was to examine the Teacher-students relationship and the pupil's performance in Muhito Secondary School, Kitagata Sub- County, Sheema district.

Conceptual Framework



Source: Developed based on [18]

METHODOLOGY**Research Design**

The study employed a cross-sectional research design which allowed the study of the population at one specific time and the difference between the individual groups within the population that were compared. The choice of this design was dependent on the nature of the study variables.

Study Population

The study population was 70 respondents who included students from different classrooms, school administrators, and teachers.

Sample Size and Selection

A total of 70 respondents from Muhito Secondary School were selected and a summary of the study sample breakdown was captured in the table below:

Table 1: Summary of Sample Selection

| Source of respondents | No. | Sample |
|-----------------------|-----------|--------|
| Students | 50 | 71.4 |
| Teachers | 18 | 25.8 |
| Administrators | 2 | 2.8 |
| Total | 70 | 100 |

Source: Sekaran (2003)

Sampling Method

Sampling was used to come up with a small size. The study employs stratified, purposeful and convenient sampling strategies. Sufficient number of subjects from each were selected among the teachers, administrators and students in a given sample size. Purposeful sampling was also used among the teachers and students to acquire the appropriate number of representatives in the study. Convenient sampling was used to identify the administrators because the administrators are relatively few in number, had the relevant knowledge in as far as pupil teacher relationship is concerned.

Data Sources

The study used both secondary and secondary data. Secondary data will be got directly from the field by the use of questionnaires that was distributed to the respondents. Secondary data was got through the analysis of the publications, journals and newspapers among others.

Research Instruments

Questionnaires

Self-administered questionnaires were used to collect Secondary data directly from the field. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaires were designed such that each question were related to a given research question and the topic. Close ended questions were used. The questionnaires were used in preference because they give clear and specific responses and enable the respondents to express themselves freely.

Data Collection Procedure

An introductory letter introducing for the researcher to the respondents was obtained from the faculty of education. The researcher then goes ahead to seek for permission from the study area.

Data Quality Control

The following is how data quality control was ensured:

Validity

To establish the validity, the instruments will be subjected to the scrutiny of experts who will evaluate the relevance of each item in the instruments to the objectives. The experts will rate each item on a scale. Their recommendations will be used to finally modify questions and the format of the tools that have the ability to solicit the expected data from the target respondents.

Reliability of Data Collection Instruments

A pre-test study was conducted after establishing the validity of this research. Various respondents were used in the pre-test to answer the questionnaires which clearly scrutinized to see their reliability.

Data Presentation

Data from the close ended questions was analyzed and presented by indicating the magnitude of responses qualitatively and quantitatively. The responses from the questionnaires were computed and presented quantitatively into frequency counts, percentages and charts.

Data Analysis

Data from the close ended questions was analyzed and presented by indicating the magnitude of responses. The responses from the close ended questions were computed and presented quantitatively into frequency counts, percentages and charts. It will be summarized and tabulated for easy presentation, assessment, analysis and interpretations using various programs like Microsoft excel and word.

Ethical Consideration

The data collected was and shall not be altered (changed against the view, ideas, and opinions of the respondents). Privacy was ensured using private codes known only by the researcher. All information from all respondents was and will be kept confidentially. All sources of information were acknowledged.

Limitations/Delimitations

Limitation is accessing parents since they were always busy in their respective work places. The researcher solved the problem by improvising with the representatives/volunteers who helped him in collecting data and would at least wait and get information for her. Another limitation of the study was accessing all the respondents since they are scattered and far apart which wastes time and is tiresome. The researcher was a self-sponsored student and had limited means of financing yet research of the magnitude was a costly venture. This situation would delay the process of research to some extent but the researcher made a research budget which helped her to minimize the problem of funds. Another constraint was dishonesty of respondents this was because some did not want other people to know about their problems. The researcher overcame this problem by ensuring privacy using private codes which were only known by her and the respondents were promised that all the data collected would and shall not be altered (changed against the view, ideas, and opinions of the respondents). On the other hand, the researcher also administered a pretested questionnaire to check on reliability of data. The researcher faced a problem of language barrier as a result of many respondents who were culturally different with different accent and she used translators to solve the problem. The researcher also faced the challenge of long distance while travelling to see the supervisor and going to areas where the respondents resided.

RESULTS

Response Rate

Out of the 70 respondents that were targeted with the questionnaires, only 65 questionnaires were obtained and this gave rise to a response rate of 92.9% which was good enough to represent the expected number of views from respondents.

Table 2: Response rate for questionnaires

| Population category | Sample size | Questionnaires gained | Response Rate (%) |
|-----------------------------|-------------|-----------------------|-------------------|
| School administrators | 2 | 2 | 2.9% |
| Teachers | 18 | 16 | 22.9% |
| Students | 50 | 47 | 67.1% |
| Total questionnaires | 70 | 65 | 92.9% |

Source: Secondary data

Table 2 above shows a response rate of 92.9% which was high and suggesting that the survey results were relevant regarding the effect of teacher-pupil relationship on the Pupil's performance.

Gender of the Respondents

The gender of the respondents who participated in the study is presented as below;

Table 3: Showing gender of respondents

| Category | Gender | Number of Respondents | Percentage (%) |
|-----------------------------|--------|-----------------------|----------------|
| Administrators and Teachers | Male | 8 | 12.3 |
| | Female | 10 | 15.4 |
| Students | Male | 28 | 43.1 |
| | Female | 19 | 29.2 |
| TOTAL | | 65 | 100.0 |

Source: secondary data

According to table 3 above, the majority 10(15.4%) of the respondents among the school administrators and teachers were female whereas the minority 8(12.3%) were male. This implies that the female among the teachers at Muhito Secondary School dominated the study and the study revealed that those teachers had relevant knowledge in as far as Pupil teacher relationship was concerned. More so, the findings from the students indicated that majority 28

(43.1%) of the respondents were males whereas the minority 19 (29.2%) of the respondents were female. This implied that the male Students dominated the study.

Age Bracket

The age of the respondents obtained from the study was shown as below:

Table 4: Shows the age bracket of the respondents

| Category | Years | No. of Respondents | Percentage (%) |
|------------------------------------|---------------|--------------------|----------------|
| School administrators and teachers | $>18 \leq 25$ | 02 | 3.1 |
| | $>25 \leq 35$ | 8 | 12.3 |
| | $> 35 < 45$ | 5 | 7.7 |
| | > 45 | 3 | 4.6 |
| Students | $>6 \leq 8$ | 7 | 10.8 |
| | $>8 \leq 10$ | 16 | 24.6 |
| | $>10 \leq 12$ | 13 | 20.0 |
| | >12 | 9 | 13.8 |
| Total | | 65 | 100.0 |

Source: Secondary data

According to table 4 above, among the teachers and administrators of Muhito Secondary School, majority 8(12.5%) of the respondents were aged $>25 < 35$ years. This was followed by, 5(7.7%) of the respondents who were in the age bracket $(>35 \leq 45)$ years. 3(4.6%) of the respondents were in the age bracket (>45) years and 2(3.1%) were in the age bracket $> 18 \leq 25$ years as the minority respondents. This implied that majority of the respondents in the age category of $>25 < 35$ were in position to effectively give the correct information regarding the impact of Pupil – teacher relationship on the Pupil's performance at Muhito Secondary School. Additionally, basing on the findings from the study, majority of the respondents 16 (24.6%) among the Students at Muhito Secondary School were aged $>8 \leq 10$ years. These were followed by 13 (20.0%) of the respondents who were aged $>10 \leq 12$ years, 9 (13.8%) respondents who were aged 12 years and above whereas the minority 7 (10.8%) of the respondents were aged $> 6 \leq 8$ years. This implied that the majority 16 (24.6%) of the respondents were aged $>8 \leq 10$ years and it was also revealed that these Students had benefited from the good teacher-pupil relationship in as far as their performance was concerned.

Level of Education

During the study, the following was revealed on the education level of the respondents

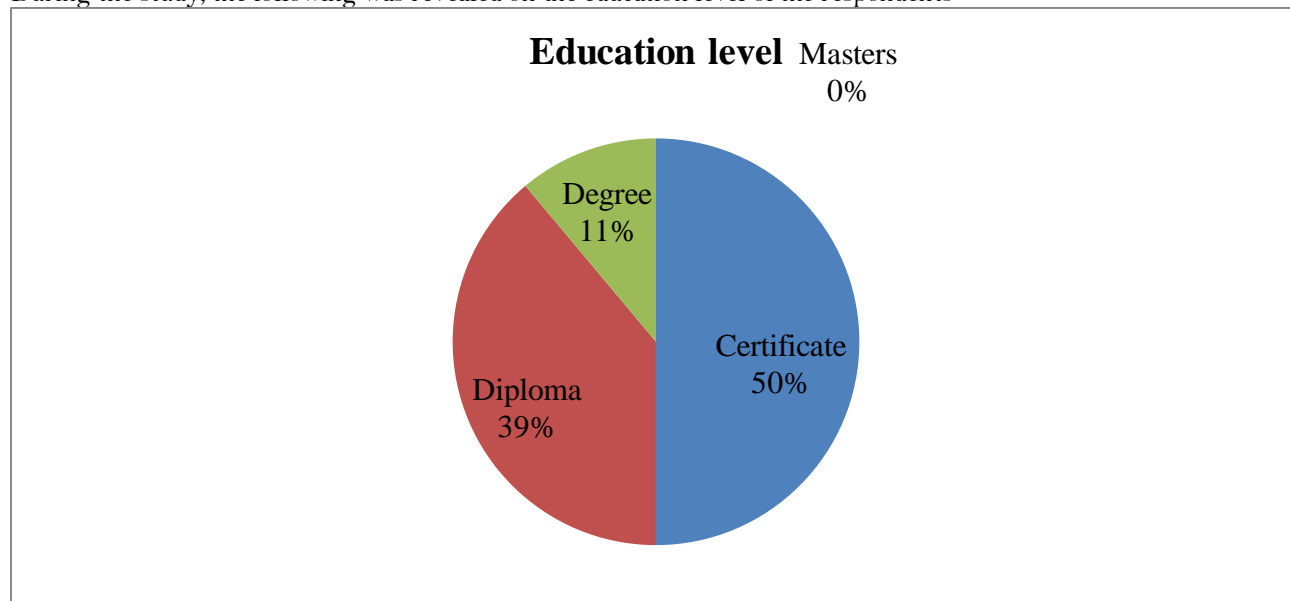


Figure 1: Showing the educational level of the respondents

Source; Secondary data

From the figure 1 above, majority 50% of the respondents were certificate holders, followed by 38.9% of the respondents reached the level of diploma while the minority 11.1% of the respondents were degree holders and none of the respondents had a master's degree. This implies that the majority of the respondents had certificate qualifications.

Length of Service

The following was found out on the length of service

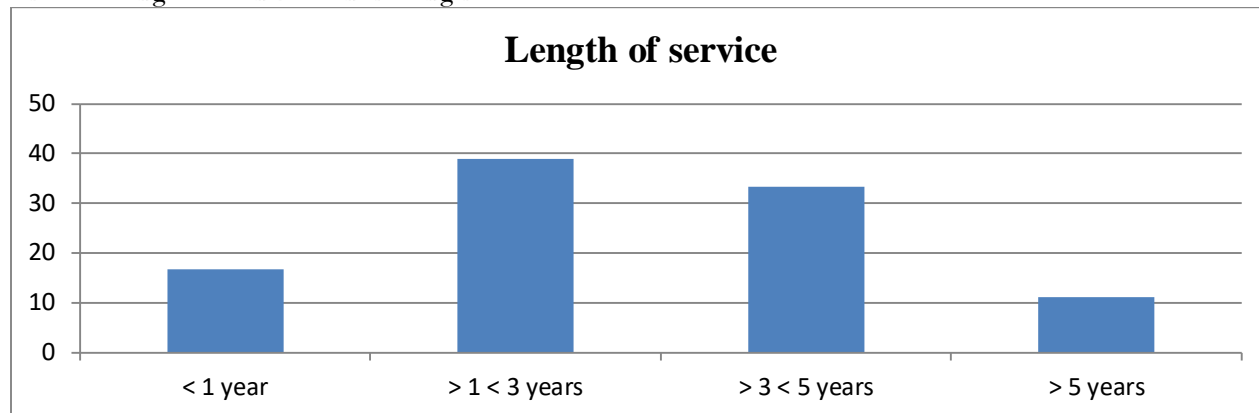


Figure 2: Showing the length of service

Source: secondary data

According to the findings from the study, majority 38.9% of the respondents were aged $> 1 \leq 3$ years followed by 33.3% of the respondents who were aged $> 3 \leq 5$ years, 16.7% respondents were aged < 1 year and the minority of 11.1% respondents were aged > 5 years. This implied that the majority of the respondents had served at Muhito Secondary School for about 1 to 3 years and had the information concerning the impact of teacher-pupil relationship on the Pupil's performance at Muhito Secondary School.

Factors Contributing to Good Pupil – Teacher Relationship

During the study, the following was revealed about the factors contributing to good teacher Pupil relationship

Table 5: Showing Responses on the Factors Contributing to Good Teacher-Pupil Relationship

| Responses | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly agree | 29 | 45 |
| Agree | 22 | 34 |
| Not sure | 7 | 10 |
| Disagree | 5 | 7 |
| Strongly disagree | 3 | 4 |
| Total | 65 | 100 |

Source: Secondary Data

Results in the table above indicated that the majority number 45% of respondents that strongly agreed that there are a number factors contributing to good teacher-pupil relationship and those that agreed were 34%, those that were not sure comprised of 10%, only 7% and 4% of the respondents disagreed and strongly disagreed respectively. This implied that there were a number of factors contributing to good Pupil teacher relationship.

Factors Contributing to Good Teacher-Pupil Relationship and Pupil's Performance

During the study, the researcher tried to identify the factors contributing to good teacher-pupil relationship and Pupil's performance basing on the responses from the targeted respondents. The following were responses tabled below:

Table 6: factors contributing to good teacher-pupil relationship and Pupil's performance

| Response | | SDA | | DA | | NS | | A | | SA | |
|----------|---|------|-----|------|-----|------|-----|------|-----|------|-----|
| | | Freq | (%) | Freq | (%) | Freq | (%) | Freq | (%) | Freq | (%) |
| a. | Teacher's perceptions on Students determines the quality of teacher-pupil relationship | 11 | 17 | 8 | 13 | 5 | 7 | 20 | 30 | 21 | 33 |
| b. | Pupil's behavior in class influences teacher-pupil relationship | 0 | 0 | 7 | 10 | 2 | 3 | 24 | 37 | 33 | 50 |
| c. | Pupil's level of participation in class determines their relationship with teachers | 7 | 10 | 11 | 17 | 15 | 23 | 18 | 27 | 15 | 23 |
| d. | The level of interaction among the students determines their relationship with teachers | 11 | 17 | 5 | 7 | 7 | 10 | 20 | 30 | 24 | 37 |

Source: Secondary data

According to the data in the table above, majority 50% of the respondents strongly agreed that there is good Pupil – teacher relationship as a result of Pupil's behavior in class, followed by 37% of the respondents who agreed that Pupil's behavior in class influences teacher-pupil relationship. 3% of the respondents were not sure, 10% respondents disagreed that Pupil's behavior in class influences teacher-pupil relationship and none of the respondents strongly disagreed that Pupil's behavior in class influences teacher-pupil relationship. This implied that Pupil's behavior has influenced good teacher-pupil relationship. Results from table 6 above indicate the level of interaction among the students determines their level of interaction as the majority 37% strongly agreed. This was followed by 30% who agreed, 17% who strongly disagreed, 10% who were not sure and the minority of 7% of the respondents indicated that they disagreed that the level of interaction among the students determines their relationship with teachers. This implies that the interaction between the students and their teachers determines their relationship with teachers. According to the information provided still in the table 4 above, 33% strongly agreed that the teacher's perception on Students determines the quality of Pupil teacher relationship, 30% of the respondents also agreed that teacher's perception has led to good teacher-pupil relationship. However, 7% of the respondents were not sure, 13% of the respondents disagreed whereas 17% strongly disagreed that the teachers have improved on the quality of Pupil teacher relationship. This implies that the quality of the teacher-pupil relationship is as a result the teacher's perceptions on Students. Additionally, majority 27% of the respondents agreed that Pupil's level participation in class determines their relationship with teachers, followed by 23% of the respondents who strongly agreed that Pupil's level of participation in class determines their relationship with teachers. However, 23% of the respondents were not sure, while 10% and 17% of the respondents strongly disagreed and disagreed that the Pupil's level of participation determines their relationship with their teachers. This implies that the level of participation of the students in class determines their relationship with their teachers

The Benefits of Good Teacher-Pupil Relationship and Pupil's Performance

During the study, the following was revealed about the benefits of good teacher-pupil relationship

Table 7: Showing response in the benefit of good Pupil's performance in Muhito Secondary School

| Responses | Frequency | Percentage (%) |
|-------------------|-----------|----------------|
| Strongly agree | 46 | 65.7 |
| Agree | 12 | 17 |
| Not sure | 02 | 2.9 |
| Disagree | 06 | 8.5 |
| Strongly disagree | 04 | 5.7 |
| Total | 70 | 100 |

Source: Secondary data

According to the results in the table above, majority the number 65.7% of respondents agreed that there were good Pupil teacher relationship, 17% of the respondents strongly agreed that there are benefits of good performance in Muhito Secondary School, 2.9%, disagreed that there was no good Pupil teacher relationship, 8.5% strongly disagreed that good performance had no benefit to Muhito Secondary School whereas the minority 5.7% were not sure. This implies that good performance has benefited Muhito Secondary School.

Benefits of Good Pupil's Performance in Kawaaala College

During the study, the researcher analysed the benefits of good Pupil's performance at Muhito Secondary School

Table 8: Showing the benefits of good Pupil's performance at Muhito Secondary School.

| Response | SDA | | DA | | NS | | A | | SA | |
|---|------|----|------|----|------|----|------|----|------|----|
| | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % |
| Encourages Pupil's being in school | 8 | 12 | 6 | 9 | 2 | 3 | 23 | 36 | 26 | 40 |
| Influences Pupil's behavior in class | 8 | 13 | 7 | 10 | 5 | 7 | 20 | 31 | 25 | 39 |
| Influences Pupil's academic performance | 13 | 20 | 11 | 17 | 7 | 11 | 15 | 23 | 19 | 29 |
| Gives moral to teachers to interact with their students | 8 | 13 | 5 | 7 | 5 | 8 | 21 | 33 | 25 | 39 |

Source: Secondary data

Findings indicated that majority 40% of the respondents strongly agreed that good Pupil's performance encourages Students' being in school. This was followed by 36% of the respondents who agreed with the benefit. However, 03% of the respondents indicated that they were not sure whether good Pupil's performance encourages Pupil's being in school while 09% and 12% disagreed and strongly disagreed with the good Pupil's performance encouraging Pupil's being in school respectively. Results from the study also showed that good Pupil's performance at Muhito Secondary School influences the Pupil's behavior in class as strongly agreed by majority 39% of the respondents. 31% of the respondents agreed while 7% were not sure. 10% disagreed and 13% strongly disagreed with the statement respectively. This implies that good Pupil's performance greatly influences the Pupil's behavior in class. According to the finding from the study, it was also revealed that good Pupil's performance at Muhito Secondary School influences the Pupil's academic performance as indicated by (29%) of the respondents who strongly agreed. 23% of the respondents also agreed that good Pupil's performance at Muhito Secondary School influences the Pupil's academic performance, 11% of the respondents were not sure of whether the students' academic performance was as a result of good Students performance at Muhito Secondary School. 17% of the respondents disagreed while 20% of the respondents strongly disagreed with the fact that good Pupil's performance is of an effect on the Pupil's academic performance. The study also revealed that 39% of the respondents strongly agreed that good Students performance at Muhito Secondary School gives moral to teachers to interact with their students, 33% of the respondents agreed with the statement that good Pupil's performance gives moral to teachers to interact with their students while 08% of the respondents were not sure. 07% of the respondents disagreed while 13% of the respondents strongly disagreed with the fact that good Pupil's performance at Muhito Secondary School gives moral to teachers to interact with their students.

The Relationship Between Teacher-Pupil Relationship and Pupil's Performance

During the study, the following was revealed about the relationship between teacher-pupil relationship and Pupil's performance

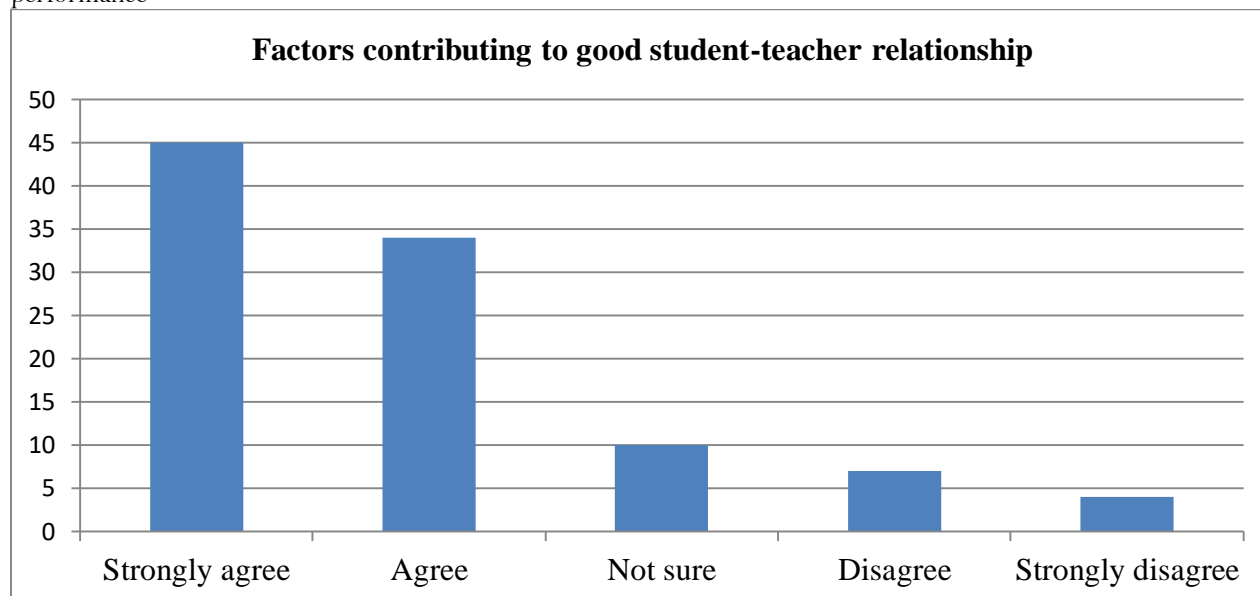


Figure 3: Showing responses on the factors contributing to good teacher-pupil relationship.

Source: Secondary Data

Results in the table above indicated that the majority number 45% of respondents that strongly agreed that there is a relationship between teacher-pupil relationship and Pupil's performance, 34%, agreed that there is a relationship between teacher-pupil relationship and Pupil's performance those that were not sure comprised of 10%, only 7% disagreed that there is a relationship between Pupil teacher relationship and Pupil's performance 4% of the respondents strongly disagreed with the statement. This implied that there is a relationship between Pupil teacher relationship and Pupil's performance.

Relationship Between Teacher-Pupil Relationship and Pupil's Performance

During the study, the researcher identified the following about teacher-pupil relationship and Pupil's performance as presented in the table below:

Table 9: Relationship between teacher-pupil relationship and Pupil's performance

| Response | | SDA | | DA | | NS | | A | | SA | |
|----------|---|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|
| | | Freq | (%) | Freq | (%) | Freq | (%) | Freq | (%) | Freq | (%) |
| a. | Teacher-pupil relationship in Secondary Schools improves the outcomes of Students | 0 | 0 | 7 | 10 | 2 | 3 | 24 | 37 | 33 | 50 |
| b. | Early teacher-pupil relationship increases a positive relationship between Students and their teachers | 11 | 17 | 8 | 13 | 5 | 7 | 20 | 30 | 21 | 33 |
| c. | Positive teacher-pupil relationship motivated Students and gives them desire to learn | 7 | 10 | 11 | 17 | 15 | 23 | 18 | 27 | 15 | 23 |
| d. | Teacher-pupil relationship increases a positive relationship between low-income Students and their teachers | 11 | 17 | 5 | 7 | 7 | 10 | 20 | 30 | 24 | 37 |
| e. | Teacher-pupil relationship is closely linked with the perceptions among teachers and Students | 13 | 20 | 11 | 17 | 7 | 11 | 15 | 23 | 19 | 29 |

Source: Secondary data

According to the data in the table above, majority 50% of the respondents strongly agreed that the relationship between Pupil – teacher relationship and Pupil's performance improves the outcomes of Students, followed by 37% of the respondents who agreed that Teacher-pupil relationship in Secondary Schools improves the outcomes of Students. 3% of the respondents were not sure, 10% respondents disagreed that Teacher-pupil relationship in Secondary Schools improves the outcomes of Students and none of the respondents strongly disagreed that Teacher-pupil relationship in Secondary Schools improves the outcomes of Students. This implied that Teacher-pupil relationship in Secondary Schools improves the outcomes of Students. According to the information provided in the table 9 above, 33% strongly agreed that the early teacher-pupil relationship increases a positive relationship between Students and their teachers, 30% of the respondents also agreed that early teacher-pupil relationship increases a positive relationship between Students and their teachers. However, 7% of the respondents were not sure, 13% of the respondents disagreed whereas 17% strongly disagreed that early teacher-pupil relationship increases a positive relationship between Students and their teachers. This implies that early teacher-pupil relationship increases a positive relationship between Students and their teachers. Results from table 9 above indicate the teacher-pupil relationship increases a positive relationship between low-income Students and their teachers as the majority 37% strongly agreed. This was followed by 30% who agreed, 17% who strongly disagreed, 10% who were not sure and the minority of 7% of the respondents indicated that they disagreed that teacher-pupil relationship does not increase a positive relationship between low-income Students and their teachers. This implies that the teacher-pupil relationship increases a positive relationship between low-income Students and their teachers. Additionally, majority 27% of the respondents agreed that Positive teacher-pupil relationship motivated Students and gives them desire to learn, followed by 23% of the respondents who strongly agreed with the statement. However, 23% of the respondents were not sure whether positive teacher-pupil relationship has motivated Students and gives them desire to learn or not, while 10% and 17% of the respondents strongly disagreed and disagreed that Positive teacher-pupil relationship motivated Students and gives them desire to learn.

DISCUSSION

Discussion of the findings on the factors leading to good teacher-pupil relationship and Pupil's performance at Muhito Secondary School

According to the findings from the study, it was revealed that there is good Pupil – teacher relationship as a result of Pupil's behavior in class as majority 50% of the respondents strongly agreed. This is in line with the findings by [19] who argued that Students antisocial behavior in school has been related to Teacher-Pupil relationships high in conflict and low in closeness. Findings from the study also indicated that the level of interaction among the students determines their level of interaction as the majority 37% strongly agreed which is in line with the findings

by [20], who states that at the same time, although Students who are not shy are more likely to interact with others, these interactions are not always positive and may put such Students at risk for conflict in their relationships. According to the research findings, majority 33% of the respondents indicated that the teacher's perception on Students determines the quality of Pupil teacher relationship which is in line with the findings by [21] who indicated that there is evidence suggesting that Teacher-Pupil relationships are shaped in part by teachers' perceptions on Pupil's dispositional characteristics and behaviors. Additionally, majority 27% of the respondents agreed that Pupil's level participation in class determines their relationship with teachers. This is in line with the findings by [21] who argued that teacher-Pupil relationship quality was predicted by the interaction between Students' shyness and language ability and their interaction in classroom.

Discussion of the findings on the benefits of good teacher-pupil relationship at Muhito Secondary School

Findings from the study indicated that majority 40% of the respondents strongly agreed that good Pupil's performance encourages Students' being in school. This is in line with the findings by [22], who indicated that effortful control, then, appears to contribute to Students' abilities to successfully interact with teachers and, consequently, form positive relationships with them which facilitates their being in school. The study also revealed that good Pupil's performance at Muhito Secondary School influences the Pupil's behavior in class as found out from majority 39% of the respondents who strongly agreed. This is in line with the findings by [23], who argued that Students' classroom behavior and outcomes, as well as teachers' perceptions of Students, differ by gender which has inhibited behavior. According to the finding from the study, it was also revealed that good Pupil's performance at kakwaala college influences the Pupil's academic performance as indicated by (29%) of the respondents which concurs with the findings by [24] who argued that positive relationships with teachers may even help those behaviorally at-risk Students learn more adaptive behavior, as evidenced that Pupil-teacher relationships are associated with declines in aggressive behavior between second and third grade.

Discussion of the findings on the relationship between teacher-pupil relationship and Pupil's performance

Basing on the study findings, majority 50% of the respondents strongly agreed that the relationship between Pupil – teacher relationship and Pupil's performance improves the outcomes of Students, as in line with the findings by [25] who argued that the importance of teacher-Pupil relationships in high school Students stems from intervention studies aimed at improving academic outcomes for low-income Students. According to the information provided by the respondents, 33% strongly agreed that the early teacher-pupil relationship increases a positive relationship between Students and their teachers, which is evidenced by the findings from [26] who argued that positive teacher-Pupil relationships can improve academic skills in Students as early as middle school and as late as high school. Results from chapter four indicate the teacher-pupil relationship increases a positive relationship between low-income Students and their teachers as the majority 37% strongly agreed. This is in line with the findings by [25] who indicated that increase in positive relationships between low-income high school Students and their teachers, significantly improves their GPA over the course. Additionally, majority 27% of the respondents agreed that Positive teacher-pupil relationship motivated Students and gives them desire to learn, which is in line with the findings by [27] who argued that motivation may plays a key role in the relationship between teacher-Pupil relationships and academic outcomes.

Summary of the Findings

The study revealed that there are a number of factors leading to good teacher-pupil relationship like teacher's perception on Students, teacher's support on the on the Students, Pupil's characteristics and behavior in class, and Pupil's level of participation in class but however, however, teacher's perceptions on Students was revealed to be the most effective factor leading to good teacher-pupil relationship. According to the findings from the study, it was revealed that good Pupil's performance in Muhito Secondary School has benefited the students in a number of ways which included teacher's perception on Students, Pupil's behavior in class, Pupil's level of participation in class, the level of interaction among Students among other benefits an these were revealed to be equally important in as far as benefitting the Students at Muhito Secondary School. The study findings also revealed that there is a relationship between teacher-pupil relationship and Pupil's performance as majority of the respondents strongly agreed with the fact that there was a relationship between teacher-pupil relationship and Pupil's performance which has impacted on their performance.

CONCLUSION

Based on the study findings, it is concluded that that there are a number of factors leading to good Pupil's performance and these are equally relevant in as far as improving the performance of the students. It is also concluded from the study that the good performance of Students at Muhito Secondary School should be promoted in order to improve on the performance of the Students at Muhito Secondary School in order to encourage the Pupil's being in school, improve on the Pupil's behavior in class and thus promoting the Pupil's performance at Muhito Secondary School. Regarding the relationship between teacher-pupil relationship and Pupil's performance, it is concluded that teachers at Muhito Secondary School should create positive relationships with their students in

order to improve on their academic outcomes, give them desire to learn and encourage the students to have good perceptions towards their teachers in order to improve on their performance.

REFERENCES

1. Bohn CM, Roehrig AD, Pressley M. The first days of school in the classrooms of two more effective and four less effective primary-grades teachers. *The Elementary School Journal*. 2004 Mar 1;104(4):269-87.
2. Akinsolu AO. Teachers and Students' Academic Performance in Nigerian Secondary Schools: Implications for Planning. *Florida Journal of Educational Administration & Policy*. 2010;3(2):86-103.
3. Mbeng ES. TEACHERS' CHARACTERISTICS AND ITS IMPACT ON STUDENTS' PROFESSIONAL TRAINING IN THE TEACHERS' TRAINING COLLEGES IN FAKO DIVISION, CAMEROON. *European Journal of Education Studies*. 2024 Feb 2;11(2).
4. Wirth KR, Perkins D. Learning to learn [Internet]. 2008 Sep
5. Adesoji FA, Olatunbosun SM. Student, teacher and school environment factors as determinants of achievement in senior secondary school chemistry in Oyo State, Nigeria. *Journal of international social research*. 2008 Feb 1;1(2).
6. Abudu KA, Gbadamosi MR. Relationship between teacher's attitude and student's academic achievement in senior secondary school chemistry. A case study of Ijebu-Ode and Odogbolu Local Government Area of Ogun state. *Wudpecker Journal of Educational Research*. 2014;3(3):035-43.
7. Ladd GW, Herald-Brown SL, Reiser M. Does chronic classroom peer rejection predict the development of children's classroom participation during the grade school years?. *Child development*. 2008 Jul;79(4):1001-15.
8. Hamre BK, Pianta RC. Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child development*. 2001 Mar;72(2):625-38.
9. Wentzel KR. Sociometric status and adjustment in middle school: A longitudinal study. *The Journal of Early Adolescence*. 2003 Feb;23(1):5-28.
10. Fan W, Williams CM. The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational psychology*. 2010 Jan 1;30(1):53-74.
11. Gewertz C. Counselors see conflicts in carrying out mission. *Education Week*. 2011;31(13):1-4.
12. Hamre BK, Pianta RC, Burchinal M, Field S, LoCasale-Crouch J, Downer JT, Howes C, LaParo K, Scott-Little C. A course on effective teacher-child interactions: Effects on teacher beliefs, knowledge, and observed practice. *American educational research journal*. 2012 Feb;49(1):88-123.
13. Marzano RJ, Marzano JS. The key to classroom management. *Educational leadership*. 2003 Sep 1;61(1):6-13.
14. Hallinan MT. Teacher influences on students' attachment to school. *Sociology of education*. 2008 Jul;81(3):271-83.
15. Holton III EF, Bates RA, Ruona WE. Development of a generalized learning transfer system inventory. *Human resource development quarterly*. 2000 Dec;11(4):333-60.
16. Brumbach M, Veneman PA, Marrikar FS, Schulmeyer T, Simmonds A, Xia W, Lee P, Armstrong NR. Surface composition and electrical and electrochemical properties of freshly deposited and acid-etched indium tin oxide electrodes. *Langmuir*. 2007 Oct 23;23(22):11089-99.
17. Davis HA. Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational psychologist*. 2003 Dec 1;38(4):207-34.
18. Heneveld W, Craig H. Schools count: World Bank project designs and the quality of primary education in Sub-Saharan Africa. World Bank Publications; 1996.
19. Eisenhower DD. Farewell radio and television address to the American people. January 17, 1961. [Delivered from the President's Office at 8: 30 pm]. *Interventionism, information warfare, and the military-academic complex*. 2011;2:197-203.
20. Posner EA. Law and social norms: The case of tax compliance. *Va. L. Rev.*. 2000;86:1781.
21. Sophian and Catherine (2004), 'Mathematics for the Future: Developing a Head Start curriculum to support mathematics learning', *Early Pupilhood Research Quarterly*, vol. 19, pp. 59-81.
22. Acar İH. Examining the temperamental effortful control, extraversion, and negative affectivity as predictors of children's social competence. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*. 2016;17(3):681-98.
23. De Schipper JC, Tavecchio LW, Van IJendoorn MH, Van Zeijl J. Goodness-of-fit in center day care: Relations of temperament, stability, and quality of care with the child's adjustment. *Early Childhood Research Quarterly*. 2004 Apr 1;19(2):257-72.
24. Hughes, J. N., Cavell, T. A., & Willson, V. (2001). Further support for the developmental significance of the quality of the teacher-pupil relationship. *Journal of School Psychology*, 39(4), 289-301.

25. Murray SA, Kendall M, Boyd K, Sheikh A. Illness trajectories and palliative care. *Bmj*. 2005 Apr 28;330(7498):1007-11.
26. Midgley C, Feldlaufer H, Eccles JS. Student/teacher relations and attitudes toward mathematics before and after the transition to junior high school. *Child development*. 1989 Aug 1:981-92.
27. Bandura A, Wessels S. Self-efficacy. Cambridge: Cambridge University Press; 1997 Feb.

CITE AS: Nuwahereza Elias and Turyamureeba Silaji (2025). Teacher-Pupil Relationship and Academic Performance of Students in Government Secondary Schools, Mbaare Sub County, Isingiro District. IDOSR JOURNAL OF ARTS AND HUMANITIES 11(2):62-74.
<https://doi.org/10.59298/IDOSRJAH/2025/1126274>