

A Survey of Teacher-Student Relations in Secondary Schools.

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Abstract

This paper examined teacher-student relationship in selected secondary schools in Yewa North, Yewa South, Ifo, Abeokuta North, Sagamu, Remo North, Ijebu-Ode and Ijebu-East local governments. The local governments were selected based on the four geo-political zones into which Ogun state has been divided. Using a total of 80 secondary schools (private schools inclusive), 10 teachers were drawn per school totaling 800 respondents. A self-constructed questionnaire titled: Teacher-Student Relations (TSR) with a reliability coefficient ($r= 0.79$) was used to collect data. Five null hypotheses were generated and analysed via Z-test at 0.05 level of significance. While hypotheses 1, 2, 3 and 5 established significant differences and therefore rejected, only hypothesis 4 indicated a non-significant difference and hence accepted. It was recommended among others that teacher-students relations must be cordial always if the teaching learning process is to yield fruitful results.

Keywords: Interaction, Self-disclosure, Relationship, Teacher, Group-decision.

Introduction

By relationship, is meant interaction between individuals which can be expressed as friendship, affection, frequency of meeting, co-operation and open communication (Clement, 2004). As observed by (Zaechuiz (2002) and Fabiyi (2005) relationship can also be seen in activities like self-disclosure that can generate trust and love among people. In

other words, relationship between people (Davidson, 2002; Brookver and Venn, 2004; Tejuoso, 2004; and Aminu, 2006) usually follows a progression from non-intimate communication to deep unreserved self-disclosure.

Schools must provide a climate in which respect and trust are possible (Asunmo, 1999). Confidence in oneself and others can hardly be nurtured when the child lives under a continual barrage of negative admonition. Consequently, Emunemu (2000), Glueck (2002), William, (2005) suggested that students must be taught to be sensitive to one another's needs and to appreciate without stinging the generally wide differences in social background and life experiences among themselves.

In the same vein, Akinpelu (2003), Hoyle (2003), Ibrahim (2006) opined that the voice of the student in school affairs is an established fact. All level of the educational system, the learner must be brought in to participate in limited ways in the affairs of the school. Group decision, according to Beardwell and Holden (2000) are often more trustworthy than individual decisions because the basis of judgment is broad ended. Also as we share in making choices, we learn to accept responsibility in carrying out decision or in changing them if they prove wrong.

However, the type of relationship that should exist between teachers and students should be warm and friendly so as to bring about effective transfer of learning among them and consequently students improved academic performance (Rumnarayan and Rao, 2004). Similarly, considering the nature of students' academic task performance and the psychological nature of human system, (Farounbi, 2002; Carroll, 2005 and Ilesanmi, 2005) the student needs to nurture and sustain good rapports with their

teachers for effective functioning and high productivity in the academic.

Fatona (2001) opined that people's relationships with others are affected by their self-concept they hold. As a result, if a learner established a good relationship with his instructor, Mebude (2003) holds that such a relationship may aid his self-perception. In other words, the nature of open and friendly communication existing between students and their teachers are reflections of the sort of self-concept they hold.

Commenting on the personality of the learner, Akinsanya (1989) stated that the late maturing boy is not likely to do well in school. This is because his feeling of inadequacy may lead to low self-concept which may adversely affect his academic performances.

As contented by Kilaso (2006), attitude of student towards a particular subject is said to have effect on his relationship with his teachers and which consequently may affect his performance in the subjects. Within the school, (Adeniyi, 2002; Opeifa, 2004; and Ukwuju, 2006), unhealthy interpersonal relationship between teacher and teacher, teacher and student, student to teachers and principals usually affects the progress of the student and the tone of the school generally.

Solaja (2004) supported teachers having qualities which will make them acceptable to the students. He enumerates these qualities as including: wholesome personality characteristics; leadership qualities and democratic attitude; expressive qualities of kindness, patience, good humour, consideration and sympathy; a sense of justice and fairness in dealing with children, sensitivity to the needs of children and their reactions in different situation, professional insight into the growth pattern of children

showing understanding and respect, the ability to establish good social relationship with children.

Durojaye (2000) observed that classroom relationship is to a large extent determined by the kind of relationship operating between the teacher and the students in the classroom. The kind of relationship in the classroom is, therefore, in turn determined by the kind of teacher in the classroom. A teacher who is autocratic, (Bamard, 1999; Yabe, 2002; Oguntade, 2005) creates a stormy and passive emotional climate within and outside the classroom; and those who choose to be laissez-faire are doing nothing more than paying lip-services to the principle of teaching.

Sarumi (1990), in a study established a significant difference between married and single teacher-student relationship while a non-significant difference was established between rural and urban schools teacher-student relationship.

However, in a research conducted to ascertain the impact of teacher-students' relations on academic performance, Ogunniyi (2006) found a significant difference between male and female teacher-student relations. A significant difference also existed between young and old teacher-student relations.

Ryan and Deci (2000)'s study indicated a significant relationship between male and female social interaction with students while Watkins (2001) research finding also portrayed the fact that certain personality characteristics engender differences in male and female teachers in their relationship with students. Alluding to Watkins study again, a significant difference was also obtained as regards private and public secondary school teacher-student relationships.

Purpose of the Study

This study was conducted so as to:

- Provide first hand information on the assessment of teacher-student relationship in Ogun state secondary schools.
- Provide relevant information that may be useful in solving some issues about students and their relationship with their teachers.
- Assist policy makers in education, who by virtue of their position are supposed to plan programmes which will help to enhance a well defined cordial relationship between teachers and students

Hypotheses

The following hypotheses were generated to pilot the study:

1. There is no significant difference between male and female teacher-student relations.
2. There is no significant difference between single and married teacher-student relations.
3. There is no significant difference between young and old teacher-student relations.
4. There is no significant difference between rural and urban teacher-student relations.
5. There is no significant difference between private and public schools teacher-student relations.

Methodology

The descriptive survey method was adopted while the sample comprised 800 teachers randomly selected from 80 secondary schools in 8 local government areas across the 4 geo-political zones of Ogun state.

The respondents (teachers) were selected in the following order: 378 female and 422 male teachers; 211

single and 589 married; 302 young (i.e. below 40 years) and 498 old (i.e. above 40 years); 206 rural and 594 urban schools teachers; 227 private and 573 public schools teachers. TSRQ: Teacher Student Relation Questionnaire designed by the researcher was used to collect data. Whereas the validity of the instrument was determined by giving them to other research experts for perusal, its reliability was ensured through a test-retest method; and the reliability index of 0.81 was arrived at. Data collected were analysed using z-test statistics at 0.05 level of significance.

Results

Hypothesis	Group	N	X	SD	Standard Error	Z-cal	Critical Value of Z
1.	Female Teachers	378	17.94	1.98	0.76	22.79	1.96
	Male Teachers	422	28.06	3.11			
2.	Single Teachers	211	12.68	2.47	0.48	14.61	1.96
	Married Teachers	589	15.02	3.25			
3.	Young Teachers	302	16.41	1.74	0.39	11.23	1.96
	Old Teachers	498	19.70	2.66			
4.	Rural School Teachers	206	8.87	1.62	0.26	0.74	1.96
	Urban School Teachers	594	9.01	1.88			
5.	Private School Teachers	227	11.36	2.42	0.20	9.97	1.96
	Public School Teachers	573	16.01	3.10			

Key: N = Number of Sample
X = Mean
SD = Standard Deviation
P = 0.05.

The calculated Z value (22.79) for hypothesis 1 is greater than the critical value of Z (1.96) at 0.05 level of significance. This implies that teachers' gender exerts influence on teacher-student relations. Therefore, the null

hypothesis which stated that there is no significant difference between male and female teacher-student relation is rejected.

For hypothesis 2, the calculated Z value of 14.61 is also greater than the critical value of Z (1.96) at 0.05 level of significance. To this end, it could be affirmed that teachers' marital status determines the extent of teacher-student relations. Consequently, there is a significant difference between teachers that are single and those that are married.

Similarly, the calculated Z for hypothesis 3 is 11.23 which is significantly higher than the critical value of 1.96 at 0.05 level of significance. The null hypothesis is, therefore, rejected. The finding indicated that teachers' age has implication for teacher-student relationship.

On the contrary, hypothesis 4 recorded a Z value of 0.74. This is lower than the critical value of Z (1.96) at 0.05 level of significance. This result portrayed that school location does not affect teacher-student relationship. Hence, the null hypothesis which stated that there is no significant difference between rural and urban schools teacher-student relationship is accepted.

Finally, H_{05} shows that the calculated Z value (9.97) is greater than the critical value of 1.96 at 0.05 level of significance. Consequently, there is a significant difference between private and public schools teacher-student relationship. The null hypothesis is rejected.

Discussion of Findings

The finding which emanated from hypothesis one established a significant difference between male and female teacher-student relations. This result is in tune with Ryan and Deci (2000), Watkins (2001) and Ogunniyi (2006) studies which portrayed the same outcome respectively.

Similarly, the analysis of the second hypothesis indicated a significant difference between married and single teacher-student relations. This also is congruous with the finding of Sarumi (1990) in a related study.

In the same vein, a significant difference was obtained between young and old teacher-student relations; and this aligns with the research outcome of Ogunniyi. The finding of the present study also shares the same outcome with Sarumi (1990) study which indicated a significant difference between school location (i.e. rural and urban) on teacher-student relations.

Finally, there is a significant difference between private and public secondary school teacher-student relations. This finding has also been supported by Watkins (2006).

Recommendations

Based on the findings of this study, the following recommendations are advanced:

1. Teacher-student relationship has a strong bearing on students' academic achievement; hence, it is necessary that such relationship has to be cordial always if the teaching learning process is to yield a fruitful result.
2. When the relationship between the students and teachers are very cordial, students tend to develop more interest in teachers' subjects and this interest has a greater influence on students' academic well-being.
3. A teacher, who is democratic in approach, stimulates interpersonal relationship with students while an autocratic one creates a stormy and passive emotional climate within and outside the classroom. Those who choose to be laissez-faire

- are only paying lip service to teaching profession. This is because teachers' administrative styles exert a lot of implications on teacher-student interaction.
4. Teachers and students should create conducive atmosphere for communication link.

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