

Teacher-Pupil-Relationship as Correlates of Pupils' Academic Performance in Numeracy in Moro Local Government Area of Kwara State

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Abstract: *The study investigated teacher-pupil-relationship as correlate of pupils' academic performance in Numeracy in Moro Local Government Area of Kwara State. The study adopted a descriptive survey research design. The designed questionnaire and pro forma achievement test were used for the purpose of this study. The questionnaire tagged Teachers- pupils -relationship Questionnaire (TQ). The face and content validity of the instruments were given by experts in the field of early childhood and primary education. Pearson Product Moment Correlation (PPMC) was used to determine reliability co-efficient which was ($r=.79$). The findings revealed that the level of teacher-pupils-relationship in Moro Local Government of Kwara State was high (Mean=3.14). It was concluded that, there was no significant relationship between teacher-pupil-relationship and pupils' academic performance. It was recommended that Intensive efforts should be made by all relevant stakeholders to work towards improving the existing relationships between students and teachers.*

Keywords: Teachers-Pupils-Relationship and Academic Performance

Introduction

You can't understate the value of numeracy in just about every aspect of human endeavour. Science, mathematics, and technology, along with business, economics, education, and even the humanities, can all benefit greatly from it. In Nigeria, numeracy is a required part of the curriculum for all elementary school students. It was once thought that teaching mathematics was crucial to everyone's survival.

Adeyemi and Adeyemi (2014), who argued that there has been a remarkable record of failure in public examinations, provide support for this idea. The public's condemnation of the entire education system in Nigeria has been fueled by the annual release of the West African Examinations Council (WAEC) results, which show the percentage of graduates with poor results. The public seems to doubt that secondary school teachers in public schools are effective. The quality and competence of teachers, as well as the student-teacher relationship, are crucial to a school's ability to educate its students (Akinsolu, 2010).

The foregoing is consistent with the findings of Onaolapo (2017), who found that the quality of students graduating from public schools was disproportionate to the amount of money the government spent on their education. The poor academic performance of students in public elementary and secondary schools may be related to the quality of the relationships between students and teachers. In other words, the observed low performance of primary school students in Nigeria may be attributable to the rumoured poor student-teacher relationships in terms of lack of vibrant classroom engagement for learners. 40 percent of students scored 50 or more on the Numeracy section of the National Common Entrance Examinations in 2017–2018, while 60 percent scored below 50. (Yusuf 2019). Similarly, in 2018-2019, 48% of students had a grade point average of 50 or higher, while 60% had a grade point average of 40 or lower. Several factors, including instructors' and students' approaches to instruction, students' lack of study habits, subject matter concentration, and the quality of relationships between instructors and their students, have all been linked to low test scores in mathematics.

Gender is just one factor among many that affects teacher-student interactions, which in turn affect a student's performance in the classroom and behaviour outside of it (Roorda, Koomen, Spilt, & Oort, 2011). Having a teacher who cares about them as individuals and who they are as learners can go a long way in building a sense of community at school and getting students to work together on projects (Hughes & Chen, 2011). Literature provides support for the importance of a healthy relationship between students and teachers to each student's growth and development in the classroom (Hamre & Pianta, 2001). Student-teacher relationships that are strong and supportive are highlighted as an important resource in a report by Hamre and Pianta (2001). Students who have developed positive relationships with their educators report greater independence in the classroom. They also have faith that these educators will notice the issue right away and take appropriate action. Teachers' relationships with students are crucial to the development of social and academic skills in young children as they enter a formal school setting (Hamre & Pianta, 2001).

Students' motivation to learn is significantly correlated with the quality of relationships they have with their teachers, as shown by Roorda (2011). Similarly, Nurmin (2012) found that instructors cultivate more in-depth relationships with their most invested students. Student engagement is more strongly linked to teacher-student relationships than academic success (Cornelius-

White, 2007). Good student-teacher relationships are highlighted by self-determination theory as well. According to the theory, everyone has three fundamental psychological requirements: the desire for social connection, personal autonomy, and the opportunity to contribute meaningfully to the world around them (Ryan & Deci, 2000). To "feel connected to others; to love and care," as the saying goes, is a fundamental human need (Fosen, 2016). Individuals are driven to make connections despite their current precarious circumstances, demonstrating the depth of their need to feel like they belong. Students are more likely to be engaged in learning when they feel they have a strong connection to, and support from, their teachers (Ryan & Patrick, 2001).

A teacher's job is to inspire a love of learning in their students. Relationships between teachers and students have been shown to be a significant indicator of both motivation and success in the classroom. In fact, teachers' positive relationships with their students are the most potent tool they have in creating an optimal learning environment. Students who rate their teachers higher in terms of positivity see greater gains in learning (Gehlbach, Brinkworth, & Harris, 2012). Gender and type of school are central factors of interest.

Gender is a socially constructed phenomenon that arises when men and women are assigned distinct social functions based on their biological differences (Mangvwat, 2006). It's a cultural signifier with a solid psychological foundation, and it's used to talk about the stereotypes that society has about the sex differences between people. Both sexes share cultural characteristics that are associated with gender (Akpochofo, 2009). Lahey (2003) argues that a person's gender is based on their internal experience of being male or female. Personality and fundamental aspects of one's sense of self are at the heart of this. Unlike sex, which is only concerned with the biological differences between males and females, the concept of gender encompasses other aspects of an individual's self-conception, such as their roles, orientations, and identities. Here's an example: According to research, there are three distinct types of schools: public, religious, and private. According to Ajayi's (2005) research, different types of schools have different effects on children's brain development before school. Keeves (2007) conceded, however, that such a school did not aid in the social and cognitive growth of its students. There appears to be a lack of documented empirical evidence on teacher-student relationships as predictors of student achievement, especially in the Moro local government Area of Kwara State, and so this study seeks to fill that void.

Statement of the Problem

Not surprisingly, public examinations have a history of dismal performance. 40 percent of students scored 50 or more on the Numeracy section of the National Common Entrance Examinations in 2017–2018, while 60 percent scored below 50. (Yusuf 2019). Similarly, in 2018–19, 48% of students had a grade point average of 50 or higher, while 60% had a GPA of below 50. Primary school educators' efficacy is highly debatable. Stakeholders in Nigeria's education system are very worried about the proficiency of the country's primary school students.

The quality of students who graduate from public schools does not match the level of funding they receive from the government. Teacher-student dynamics may play a role in explaining why students in public elementary schools perform so poorly academically. There appears to be a lack of documented empirical evidence on teacher-pupil-relationship correlates of pupils' academic performance, particularly in the Moro local government Area of Kwara State, so this study seeks to fill that void.

Purpose of the Study

The main purpose of this study is to find out teachers-pupils relationship as correlates of pupils' academic performance in Moro Local Government Area of kwara state. Specifically, the study aimed to examine;

1. The teachers-pupils-relationship in Moro Local Government Area of kwara state
2. If there is any significant relationship between teachers-pupils-relationship and pupils' academic performance in Numeracy Moro Local Government Area of kwara state
3. If there is any significant difference of teachers-pupils-relationship on pupils Academic performance in Numeracy Moro Local Government Area of kwara state based on gender
4. Whether is any significant difference of teacher-pupil-relationship on pupils' Academic performance in Numeracy Moro Local Government Area of kwara state based on school type

Research Question

The following research question will be raised to guide the study.

1. What is the teacher-pupils-relationship in Moro Local Government of Kwara State?

Research Hypotheses

The following research hypotheses would be tested at 0.05 level of significant

H₀1: There is no significant relationship between teachers-pupils-relationship and pupils' academic performance in Numeracy Moro Local Government Area of kwara state

H₀2: There is no significant difference of teacher-pupil-relationship in Moro Local Government Area of kwara state based on gender

H₀3: There is no significant difference of teachers-pupils-relationship in Moro Local Government Area of kwara state based on school type

Methodology

The relationships between teachers and their students were analysed to see how they might affect students' grades. A descriptive survey method was used for this study. Teachers in both public and private primary schools in the Moro Local Government Area of Kwara State made up the study's population. Due to the impossibility of including all primary school teachers in the Moro Local Government area of Kwara State, a sample size of 310 was chosen at random using the Krejcie and Morgan sample table. Respondents' information was collected using various instruments. A questionnaire and a mock test of academic performance were crafted specifically for this research. Questionnaire on the Relationship Between Teachers and Students (TQ). Participants' emotions, knowledge, and connection dynamics are all explored through the use of a questionnaire. The device had a split down the middle into two halves. Section A is intended to elicit demographic information (such as gender and type of school) and Section B is meant to elicit information about the relationship between teachers and students. Experts in the fields of early childhood and primary education provided feedback on the instruments' face and content validity. The instruments' dependability was put to the test via a test-retest procedure. The same group of respondents completed the instruments twice within a two-week period. The reliability coefficient was calculated as ($r=.79$) using Pearson's product moment correlation (PPMC). Descriptive statistics such as frequency counts, percentages, and the mean were used to analyse the demographic data and the research question, while inferential statistics such as the permutation and combination test (PPMC) and the t-test were used to test the research hypotheses.

Results

Research Question One: What is the level of teacher-pupils-relationship in Moro Local Government of Kwara State?

Table 1: table showing the level of teacher-pupils-relationship in Moro Local Government of Kwara State

S/N	Items	Strongly agree	Agree	Disagree	Strongly Disagree	Mean
1	Friendly communication with the pupils during and after the class	68(21.9)	176(56.8)	60(19.4)	6(1.9)	2.98
2	Communicating with the pupils after class makes them misbehaving	78(25.2)	198(63.9)	34(11.0)		3.14
3	pupils have freedom to express their feelings and opinions in school	110(35.5)	128(41.3)	66(21.3)	6(1.9)	3.10
4	Counselling pupils in school is my hobby	100(32.3)	182(58.7)	28(9.0)		3.23
5	Pupils need frequent counselling for them to become a fit in in the society	112(36.1)	132(42.6)	60(19.4)	6(1.9)	3.12
6	Guiding the pupils should not base on academic alone	101(32.6)	183(59.0)	26(8.4)		3.24
7	Pupils need to be guided in school for them to become meaning member of the society	118(38.1)	111(35.8)	75(24.2)	6(1.9)	3.10

8	Pupils need not to discuss with except on academic stuff	106(34.2)	177(57.1)	27(8.7)		3.25
9	Advising pupils based on family issues is trespassing	112(36.1)	117(3.77)	75(24.2)	6(1.9)	3.08
10	Pupils need not to call to order when misbehaving outside the school	106(34.2)	117(3.77)	6(1.9)		3.25
Weighted average						3.14

Table depicted the rapport between teachers and students in Moro Local Government, Kwara State. The following is the comprehensive evaluation: Students are free to share their thoughts and feelings in school (mean=3.10), I enjoy counselling students in the classroom (mean=3.23), guiding students in school is a hobby of mine (mean=3.12), students need frequent counselling in order to become a socially acceptable member of society (mean=3.12), and students need guidance in school for them to succeed academically (mean=3.24). A weighted average of 3.14 suggests that relationships between teachers and students in Moro Local Government, Kwara State, are strong.

Research Hypothesis One: There is no significant relationship between teachers-pupils-relationship and pupils' academic performance in Numeracy Moro Local Government Area of kwara state

Table 2: Summary of PPMC Showing the relationship between teachers-pupils-relationship and pupils' academic performance in Numeracy Moro Local Government Area of kwara state

Variable	N	Mean	Std.d	R	df	Sig.	Remark
Numeracy	310	70.0065	18.288	.263	308	.002	Significant
Teacher-Pupil-Relationship	310	31.6548	16.622				

According to Table 2, in the Numeracy Moro LGA of Kwara State, there is no correlation between teacher-student relationships and student achievement. The results showed that in terms of numeracy, the mean and standard deviation were 70.00 and 18.288, while in terms of teacher-student relationships, they were 31.65 and 16.622. The observed P-value (p<0.05) corresponds to a calculated value of r of .263 and a degree of freedom of 308. As a result, in the Ilorin South LGA of Kwara State, we reject the null hypothesis that there is no correlation between teacher-student relationships and student achievement in Numeracy. This suggests that the relationship between teachers and students is crucial to students' success in mathematics.

Research Hypothesis Two: There is no significant difference in teacher-pupil-relationship in Moro Local Government Area of kwara state based on gender

Table 3: summary of t-test analysis showing the difference in teacher-pupil-relationship in Moro Local Government Area of kwara state based on gender

Gender	n	Mean	Std. Deviation	t	df	Sig	Remark
Male	122	31.77	16.031	.106	308	.236	Not Significant

Female	188	31.57	17.036
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Table 3 displays a statistically significant ($t = .106$, $df = 308$, $p > 0.05$) difference in the teacher-student relationship between the sexes in the Moro Local Government Area of the state of Kwara. Given that the p-value is greater than 0.05, the result does not contradict the hypothesis. This means that in the Moro Local Government Area of Kwara State, there is no discernible difference in the teacher-student relationship on the basis of gender.

Research Hypothesis Two: There is no significant difference in teacher-pupil-relationship in Moro Local Government Area of kwara state based on school type

Table 3: summary of t-test analysis showing the difference in teacher-pupil-relationship in Moro Local Government Area of kwara state based on school type

School	n	Mean	Std. Deviation	t	df	Sig	Remark
Public	126	31.83	17.257	.156	308	.514	Not Significant
Private	184	31.532	16.0219				

Table 4 displays the variation in teacher-student relationships by school type in the Moro LGA of kwara State ($t = .156$, $df = 308$, $p > 0.05$). Given that the p-value is greater than 0.05, the result does not contradict the hypothesis. This means that in the Moro LGA of Kwara State, there is no discernible variation in teacher-student relationships across different types of schools.

Discussion of the findings

Teacher-student relationships were found to be particularly strong in Moro Local Government, Kwara State. This may be due to the trusting relationship that has developed between the instructor and the students; this observation is in agreement with the work of Spilt, Hughes, Wu, and Kwok (2012), who contend that students who have tense relationships with their instructors struggle to focus on their studies because they are preoccupied with their own emotional well-being. Krstic's (2015) claim that providing children with emotional support on a regular basis in a secure setting encourages them to become more independent lends credence to this idea. When kids know an adult is there to help them, they are more likely to pay attention in class. Perhaps this explains why Krstic (2015) found that children's curiosity and desire to learn flourished in environments where they felt safe and secure. According to the results, there is no difference in the quality of relationships between teachers and students in Moro Local Government Area, Kwara State, based on either gender or type of school.

Conclusion

After analysing the data, the researchers concluded that the level of teacher-pupil relationships in the Moro Local Government Area of Kwara State was high, and that there was no significant relationship between teacher-pupil-relationship and pupils' academic performance in Numeracy. The foregoing demonstrates that students benefit greatly from having an open line of communication with their teachers, which they can do at any time and in any setting.

Recommendations

All parties involved should exert maximum effort to strengthen the bonds between educators and their students. No significant differences exist between teacher gender or school type in the Moro Local Government Area of Kwara State when it comes to teacher-pupil relationships, but this must be done in comparison to other subordinate staff that works directly or indirectly for student achievement in order to improve the current academic performance.

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