International Journal of Advanced Multidisciplinary Research and Studies

Teacher-Student Relationship and Academic Performance of UCE Students in Kyamate Secondary School, Ntungamo Municipality, Ntungamo District

[1] Nabaasa Gordon Basheka, [2] Rutaro Abas
[1, 2] School of Graduate Studies and Research, Team University, Kabaka Anjagara.rd, Kampala, Uganda

Corresponding Author: **Nabaasa Gordon Basheka**

Abstract
The purpose of the study was to assess the relationship between teacher-student relationships on the academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality. This was assessed through the breakdown of teacher-student relationship in terms of teacher specifications, students' involvement and classroom environment and how these influence the students' academic performance. The study undertook a quantitative paradigm, with a co-relational, cross-section, survey design. The target population of the study was 10 people from where the researcher sampled 10 respondents using Morgan and Krejcie tables (1970) and further sampled using both simple random and purposive sampling techniques. Results showed that there is a strong positive relationship between teachers' specifications, students' involvement, classroom environment and academic performance of UCE students as these were evidenced by correlation coefficients(r) of 0.830, 0.687 and 0.804 respectively that were statistically significant since the p value (0.000) < 0.01. Based on the study findings, the researcher recommends that teachers with great experience and better management skills should be enrolled in secondary schools in order to educate well students and hence attainment of better academic excellence in their learning. Teachers should be equipped through various development programs such as workshops, capacity building, training and retraining sessions to enable them develop various motivational strategies that could be used to motivate students' interest, and develop them to learn for better academic performance and overall achievement. The researcher recommends that there should be much involvement of students in the school activities such as co-curricular in order for them to boost their confidence in public, students' participation in academic activities should also be encouraged so as to better their relationship with teachers which hence has positive returns on their academic performance. In addition, secondary school administrators, alongside with government through agencies such as the ministry of education and sports should constantly ensure that teachers are trained and equipped with classroom engagement skills that will enable teachers to effectively communicate feelings, ideas and thoughts in order to develop a sense of belonging and enhance the students' readiness to learn for better academic performance through healthy relationships.

1. Introduction
1.1 Background of the study
Uganda has experienced an alarming increase in the number of students failing in public secondary schools since its independence. Despite the fact that the government has made a number of reforms in the system of education such as improvement of curriculum, allocation of funds, training and hiring of new teachers as well as construction of infrastructure in public secondary schools, the issue of poor students' academic performance, poor teacher-student relationship continues to be a big challenge in public secondary schools in Uganda as supported by Larson (2011) [4] who asserts that, nowadays the existence of positive relationships inside the classroom is considered as possibly the most prominent factors in performance of students, achievement and enthusiasm to work as well as advance their knowledge and social skills.

In relation to that, most of the researches in Uganda are done to assess the factors that contribute to the massive failure of students within public secondary schools. The majority focus on assessing learning materials and the environment than looking at how teacher-students' relationship can affect the academic performance of the learners. Therefore, this study intended to bring a perspective to how the teacher-students' relationship influences students' academic performance in Kyamate secondary school, Ntugamo Municipality.

1.2 Problem statement

Receiving a quality education is an important cornerstone in the lives of every individual. It is imperative that students have the tools they need to be successful and these tools include motivation and engagement. For some students, however, motivation is not always intrinsic. It therefore falls to others to guide students along the path to their own education. As teachers spend an incredible amount of time with their students over the course of the year, it is a teacher's responsibility to foster an inclination for learning.

The relationship between teachers and students is an important predictor of academic performance. Through Aultman, Williams-Jonson, & Schutz, (2009) we learn that, a teacher has skills, attitude and knowledge which can play a significant role in students' academic performance and how to make a meaningful life after school. Students who have close, supportive and positive relationships with their teachers attain higher level of achievements than those students with more conflicting relationships with teachers.

Much as teachers have been said to play a crucial role in academic performance and educational attainment, the unfortunate reality is that the students perform below average, especially in English and Mathematics. This is supported by Ayeni (2018) who asserts that only about 23% of students who sat for UCE between 2016 and 2018 obtained credit level passes in five subjects and above (including English Language and Mathematics) in Uganda. This is not far from the analysis of Arafat (2019) that in 2019, UNEB Examination recorded that only 649,156 candidates (38.81%) of the 1,677,224 candidates that enrolled for the examination obtained 5 credit passes in Uganda. Besides, the results of students who sat for national exams in Northern Uganda in the period of 2016 to 2021 clearly showed that the academic performance of secondary school students is still below average (Bamikole, 2021).

Classes often have a higher number of students who are not intrinsically motived, which results in an excessive number of poor grades and failures. Because the researcher wondered if the relationship, or lack thereof, contributes to each student's academic performance, his interest was in establishing whether there was a significant correlation between teacher-student relationship and academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality.

1.3 Purpose of the study

The purpose of the study was to assess the relationship between teacher-student relationship on the academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality.

1.3.1 Specific objectives

1. To examine the relationship between teacher specifications and academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality.
2. To assess the relationship between students' involvement and academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality.
3. To find out the relationship between classroom environment and academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality.

1.4 Scope of the study

This study concentrated on examining the relationship between teacher-student relationship and academic performance of UCE students in Kyamate secondary school, Ntungamo Municipality. This was assessed through the breakdown of teacher-student relationship in terms of teacher specifications, students' involvement and classroom environment and how these influence the students' academic performance. Kyamate secondary school is found in Ntungamo municipality. Ntungamo municipality is the largest town in Ntungamo District in western Uganda. Ntungamo is about 65km by road, southwest of Mbarara district and approximately 78km by, northeast of Kabale district. The coordinates of the town are $0^0 52'55.0"$ S, $30^0 15'15.0"$ S (Latitude: -0.881944; Longitude:30.265278).
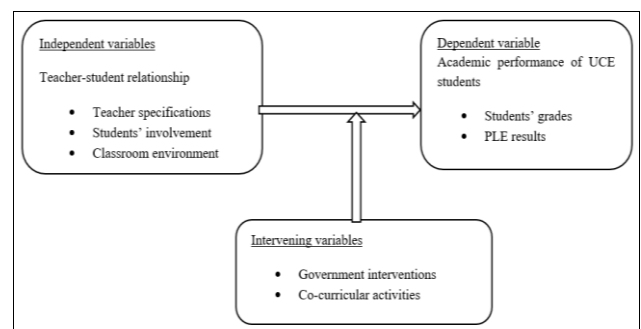
1.5 Conceptual Framework

Fig 1: Conceptual framework on teacher-student relationship and academic performance

The conceptual framework above was based on Pianta, (1999) [5] who asserts that the relationships formed between teacher and child act as a regulatory system for the children's overall development contributing to the academic and social competencies of the children in school. Based on this, the researcher conceptualized teacher-student relationship in terms of teacher specifications, students' involvement, and classroom environment and that these influence the students' academic performance.

2. Methodology

The study undertook a quantitative paradigm, with a co-relational, cross-section, survey design. The researcher used a cross sectional design as it minimizes the costs and time involved in collecting data as data is collected at once.

The target population of the study was 10 people who included; head teacher (1) and teachers (09) as based on the data from Kyamate secondary School data base.

The researcher sampled 10 respondents from the targeted population as based on the Morgan and Krejcie tables (1970). The researcher also employed a combination of sampling techniques. Simple random sampling technique was used to give equal opportunity to eligible respondents so as to avoid biased findings. Bartleff (2001) contends that simple random sampling is obtained by choosing elementary

units in such a way that each unit in the population has equal chance of being selected and is free from sampling basis. Whereas purposive sampling applied on to the key respondents purported by the researcher to have vast information for the study.

The researcher used questionnaires that were administered to respondents in a cross-sectional manner. The questionnaires were filled by the respondents with the presence of the researcher. This was intended to build better rapor and atmosphere for the respondents to answer questions.

3. Data Presentation Analysis and Interpretation
3.1 Empirical findings in line with study specific objectives
3.1.1 Teacher Specifications and Academic Performance
The researcher interviewed this questionnaire on teachers in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to teacher specifications influence on the academic performance of students and study findings are as in Table 1 below.

Table 1: Showing the teacher specifications and academic performance of students by teachers

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. D
Teacher sensitivity offers appropriate responses that help in scaffolding the learning of students	60	40	0	0	0	4.6	0.516
Better teacher-student interactions act as a protective factor for high-risk students hence better academic performance	70	30	0	0	0	4.7	0.483
Teacher sensitivity encourages feedback and forward processes of teacher-student relationship hence better academic performance	30	70	0	0	0	4.3	0.483
The characteristics of teachers allows him/her to act in a more student-centered manner and rearrange the activities in the classroom for the betterment of academic performance	10	90	0	0	0	4.1	0.316
Teachers' verbal and non-verbal communication with students gives them the clue about the dos and don'ts hence stimulating their academic performance	3	70	0	0	0	4.3	0.483
Teachers' education alongside teachers' experience affects the way they handle students hence better understanding of the students in line with their education	50	40	0	10	0	4.3	0.949
Better educated teachers are more flexible and use student centered instructional approach in the classrooms hence better understanding of concepts	50	20	0	30	0	3.9	1.37
Teachers' perceptions about students learning helps create better relationship with students.	50	50	0	0	0	4.5	0.527
Overall average mean and standard deviation (N=10)						4.34	0.64

Source: Researcher (2022)

The study findings in Table 1 revealed that teachers agreed that teacher specifications influence the student's academic performance as this was evidenced by a high mean of 4.34 and 0.64 low standard deviation.

In an effort to examine the relationship between teachers' specifications and academic performance of UCE students, the researcher carried out the Pearson correlation analysis and study findings are as given below.

Table 2: Showing the relationship between teachers' specifications and academic performance

Correlations		Academic Performance	Teacher Specifications
Academic Performance	Pearson Correlation	1	.830**
	Sig. (2-tailed)		.000
	N	142	142
Teacher Specifications	Pearson Correlation	.830**	1
	Sig. (2-tailed)	.000	
	N	142	142
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Researcher (2022)

Results in Table 2 show that there is a strong positive relationship between teachers' specifications and academic performance of UCE students as this was evidenced by a correlation coefficient(r) of 0.830 that is statistically significant since the p value (0.000) < 0.01. This implies that as the teacher specifications are better modified, the better

the academic performance of UCE students.

Regression analysis was further done to determine the strength of the relationship between teachers' specifications and academic performance of UCE students. And this was summarized in the model below.

Table 3: Showing the model summary of teachers' specifications and academic performance

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.830^a	.689	.687	7.071	1.987
a. Predictors: (Constant), teacher specifications					
b. Dependent Variable: academic performance					

Source: Researcher (2022)

Table 3 above indicates that the coefficient of determination (Adjusted R2) value is 0.687; this implies that 68.7% of the variation in academic performance of UCE students can be explained by the different teacher specifications holding other factors constant.

3.2 Students' involvement and academic performance
The researcher interviewed this questionnaire on teachers in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to students' involvement influence their academic performance and study findings are as in Table 4 below.

Table 4: Showing the students' involvement and academic performance by teachers

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. D
Classrooms with greater number of children from low socio-economic status group have a lower quality teacher with no formal education hence low academic performance.	0	30	10	60	0	2.7	0.95
Shyness of students limits their involvement in the academic challenges hence low academic outcomes.	10	40	40	10	0	3.5	0.85
Students' temperament in terms of shyness significantly influence their behavior and social withdrawal hence limited involvement in their academic pursuits.	10	80	0	10	0	3.9	0.74
Students that insert much efforts in their academics and social activities perform better as this requires less attention from teachers.	10	80	0	10	0	4	0.47
Students' participation in academic activities influence their relationship with teachers that in turn boosts academic excellence.	10	90	0	0	0	4.1	0.316
Students' bad peers negatively influence their relationship with teachers' that in turn hinders academic excellence	30	70	0	0	0	4.3	0.48
Overall average mean and standard deviation (N=10)						3.75	0.63

Source: Researcher (2022)

The study findings in Table 4 above revealed that teachers agreed that teacher students' involvement influence student's academic performance as this was evidenced by a mean of 3.75 and 0.63 low standard deviation.

In an effort to examine the relationship between students' involvement and academic performance of UCE students, the researcher carried out the Pearson correlation analysis and study findings are as given below.

Table 5: Showing the relationship between students' involvement and academic performance

Correlations			
		academic performance	students' involvement
academic performance	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	142	142
students' involvement	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	142	142
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Researcher (2022)

Results in Table 5 above show that there is a moderate positive relationship between students' involvement and their academic performance as this was evidenced by a correlation coefficient(r) of 0.687 that is statistically significant since the p value (0.000) < 0.01. This implies that as students get more involved in school activities, the better

they excel in their academic performance.

Regression analysis was further done to determine the strength of the relationship between students' involvement and academic performance of UCE students. And this was summarized in the model below.

Table 6: Showing the model summary on students' involvement and academic performance

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.687[a]	.472	.468	9.223	2.269
a. Predictors: (Constant), students' involvement					
b. Dependent Variable: academic performance					

Source: Researcher (2022)

Table 6 above indicates that the coefficient of determination (Adjusted R^2) value is 0.468; this implies that 46.8% of the variation in academic performance of UCE students can be explained by the level of students' involvement holding other factors constant.

3.3 Classroom environment and academic performance
The researcher further interviewed this questionnaire on teachers in relation to how they feel about the different statements with reference to strongly agree, agree, don't know, disagree and strongly disagree aligning to classroom environment's influence on the academic performance of students and study findings are as in Table 11 below.

Table 7: Showing the classroom environment and academic performance by teachers

	SA (%)	A (%)	NS (%)	D (%)	SD (%)	Mean	Std. D
Classrooms have a more positive impact on the student's academic performance since it's a place where developmentally instructions are offered.	20	70	0	10	0	4	0.82
Teachers use classrooms more frequent in offering instructional dialogues to students and hence better academic performance	30	60	0	10	0	4.1	0.87
Students use classrooms to give high level of evaluated feedback to teachers which creates a better relationship and hence better academic performance.	30	60	0	10	0	4.1	0.87
High quality instructional practices in classrooms are beneficial to students as they motivate them to meet new challenges in learning and hence help them navigate in their learning pursuits.	20	70	0	10	0	4	0.82
Instructional support provided by teachers encourages higher order thinking as students learn new concepts in classrooms.	20	70	10	0	0	4.1	0.56
Teachers help students build up their language ability that helps them to communicate better with other people which boosts their confidence and hence better grades.	20	60	20	0	0	4	0.66
Classrooms allows for high reciprocity between teachers and students hence better understanding of academic concepts.	40	50	0	10	0	4.2	0.92
In classrooms, teachers view student's engagement in class activities as a positive	50	40	0	10	0	4.3	0.95

stimulus to good behavior that in turn encourages academic cooperation.							
Large number of students compared to the teacher's ratio results in less attention given to individual students hence low grades.	40	40	20	0	0	4.2	0.78
Overall average mean and standard deviation (N=10)						4.11	0.81

Source: Researcher (2022)

The study findings in Table 7 above revealed that teachers agreed that teacher classroom environment influence student's academic performance as this was evidenced by a high mean of 4.11 and 0.81 low standard deviation.

In an effort to examine the relationship between classroom environment and academic performance of UCE students, the researcher carried out the Pearson correlation analysis and study findings are as given below.

Table 8: Showing the relationship between classroom environment and academic performance

Correlations		Academic Performance	Classroom Environment
academic performance	Pearson Correlation	1	.804**
	Sig. (2-tailed)		.000
	N	142	142
classroom environment	Pearson Correlation	.804**	1
	Sig. (2-tailed)	.000	
	N	142	142
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Researcher (2022)

Results in Table 8 above show that there is a strong positive relationship between classroom environment and students' academic performance as this was evidenced by a correlation coefficient(r) of 0.804 that is statistically significant since the p value (0.000) < 0.01. This implies that as students get more involved in classroom activities, the better they excel in their academic performance.

Regression analysis was further done to determine the strength of the relationship between classroom environment and academic performance of UCE students. And this was summarized in the model below.

Table 9: Showing model summary of classroom environment and academic performance

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.804[a]	.646	.644	7.548	2.010
a. Predictors: (Constant), classroom environment					
b. Dependent Variable: academic performance					

Source: Researcher (2022)

Table 9 above indicates that the coefficient of determination (Adjusted R^2) value is 0.644; this implies that 64.4% of the variation in academic performance of UCE students can be explained by the conditions in the classroom environment holding other factors constant.

Overall model analysis
The ANOVA Table 10 shows a P value (0.000<0.01) and an F ratio of 142.62 > 2 as given by the T-test table at a critical value for the level α=1% with the degrees of freedom 3 against 138. Since the F_c >F_r, the researcher rejects the null hypothesis and concludes that there exists a significant relationship between teacher-student relationship in terms of teacher specifications, students' involvement and classroom environment and academic performance.

Table 10: Showing the ANOVA table

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	17042.653	3	5680.884	142.623	.000[b]
Residual	5496.734	138	39.831		
Total	22539.387	141			
a. Dependent Variable: academic performance					
b. Predictors: (Constant), classroom environment, students' involvement, teacher specifications					

Source: Researcher (2022)

Table 11: Showing a linear regression analysis

Coefficients[a]						
Model	Unstandardized Coefficients		Standardized Coefficients	Adjusted R square	t	Sig.
	B	Std. Error	Beta			
1 (Constant)	5.370	3.470		0.751	1.548	.124
teacher specifications	1.062	.205	.425		5.193	.000
students' involvement	.909	.224	.226		4.056	.000
classroom environment	1.037	.266	.308		3.906	.000
a. Dependent Variable: academic performance						

Source: Researcher (2022)

A Multiple regression was conducted to examine whether teacher specifications, students' involvement and classroom environment influence on the academic performance of UCE students. The overall model explained that 75.1% of variations in academic performance of UCE students which showed to be statistically significant at F = 142.6, p (0.000) < .001. An inspection of individual predictors revealed teacher specifications (Beta = 0.425, p (0.000) < 0.01), students' involvement (Beta= 0.226, p (0.000) < 0.01) and classroom environment (Beta = 0.308, p (0.000) < 0.01) are statistically significant predictors of academic performance.

Regression model of form $Y= ß_0 + ß_1 X_1 + ß_2 X_2 + ß_3 X_3 + e$

Where e = error term was used and hence form the model below.
$Y = 5.37 + 1.062X_1 + 0.909X_2 + 1.037X_3$ where;
Y = Academic performance
X_1 = Teacher specifications
X_2 = students' involvement and
X_3 = classroom environment.

4. Conclusions and Recommendations
4.1 Conclusions
4.1.1 Teacher specifications and academic performance of UCE students
Based on the study findings, the researcher concludes that there is a statistically significant positive relationship

between teachers' specifications and academic performance of UCE students and that teachers with great experience and better management skills educate well students and hence better grades.

4.1.2 Students' involvement and academic performance of UCE students
Based on the study findings, the researcher concludes that students' involvement in the school activities such as co-curricular ones boost their confidence in public, Students' participation in academic activities influence their relationship with teachers and that there is a significant positive relationship between students' involvement and their academic performance.

4.1.3 Classroom environment and academic performance of UCE students
Based on the study findings, the researcher concludes that teachers use classrooms more often to offer instructional and emotional support to students, classrooms allow better communication between teachers and students hence better academic performance and large number of students compared to the teacher ratio result in less attention given to students hence low grades. In addition, the researcher concludes that there is a significant positive relationship between classroom environment and students' academic performance.

4.2 Recommendations
4.2.1 Teacher specifications and academic performance of UCE students
Based on the study findings, the researcher recommends that teachers with great experience and better management skills should be enrolled in secondary schools in order to educate well students and hence attainment of better academic excellence in their learning. Teachers should be equipped through various development programs such as workshops, capacity building, training and retraining sessions to enable them develop various motivational strategies that could be used to motivate students' interest, and develop them to learn for better academic performance and overall achievement.

4.2.2 Students' involvement and academic performance of UCE students
Based on the study findings, the researcher recommends that there should be much involvement of students in the school activities such as co-curricular in order for them to boost their confidence in public, students' participation in academic activities should also be encouraged so as to better their relationship with teachers which hence has positive returns on their academic performance. Intensive efforts should be made by all relevant stakeholders to work towards improving the existing relationships between students and teachers. This should be done in response to other subordinate staff that work directly or indirectly for student achievement to better the current academic performance of students through professional inspection of teachers and other supervisory actions for effective teaching and learning.

4.2.3 Classroom environment and academic performance of UCE students
Based on the study findings, the researcher recommends that teachers should more intensively use classrooms to offer instructional and emotional support to students in order to create a better learning environment for students. In addition, the researcher recommends that appropriate number of students of not more than forty (40) should be assigned to each subject teacher in order to attain a better teacher-student ratio that in turn boosts the students' academic performance. Secondary school administrators, alongside with government through agencies such as the ministry of education and sports should constantly ensure that teachers are trained and equipped with classroom engagement skills that will enable teachers to effectively communicate feelings, ideas and thoughts in order to develop a sense of belonging and enhance the students' readiness to learn for better academic performance through healthy relationships.

6. References
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