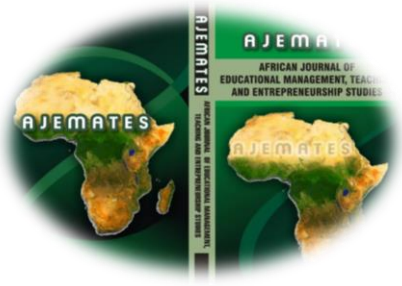
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TEACHERS-STUDENTS RELATIONSHIP IN CLASSROOM AS PREDICTOR OF QUALITY TEACHING AND LEARNING IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The main purpose of this study was to determine the extent teachers-students relationship in classroom predict quality teaching and learning. One research question guided the study. It was carried out in Anambra State and the co-relational research design was adopted. All the six education zones in the State were covered. The population of the study was made up of 6,342 respondents while the sample was 634 public secondary school teachers in Anambra state representing 10% of public secondary school teachers in the six education zones of Anambra state. Data were collected with an instrument developed by the researcher. The instrument was validated by three experts. The reliability index of the instrument using Cronbach alpha method was 0.85. The researcher administered the instruments directly on the respondents and the Pearson's Product Moment correlation coefficient was used in the data analysis. This study revealed that teachers-students relationship in classroom predicts quality teaching and learning in secondary schools in Anambra state to a high extent. Accordingly, it was among others recommended that teachers in secondary schools in Anambra State should relate well with their students in order to promote quality teaching and learning in the schools.

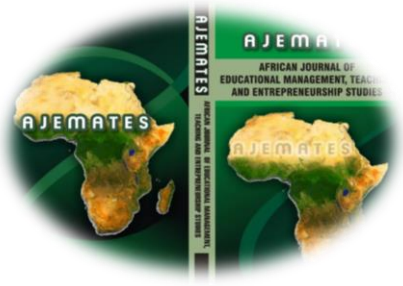
Keywords: Teachers-Students Relationship; Classroom; Prediction; Quality Teaching; Quality Learning.

Introduction

Human relations are considered as the most important factor for a better social order. In the same way, teacher-student relationships are considered as most important factor for a better school order. According to Prasad (2018), better teacher-student relationship provides a healthy education in an effective teaching-learning environment. Hence there is a need to study teacher-student relations in schools.

Research (Bolarin, 2019) suggested that good teachers need to understand their

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students and rapport very well with them in the classroom. Failure to take an interest in students may make them feel that their teachers do not care. Understanding is likely to lead to empathy and in turn, this will lead to better student- teacher relationships, better lessons and less need for overt control. This, according to Prasad (2018) can lead to a reduction in the number of opportunities for disruptive conduct to occur especially in the classroom. Hence, teacher student-relationship influences greatly the teaching-learning process.

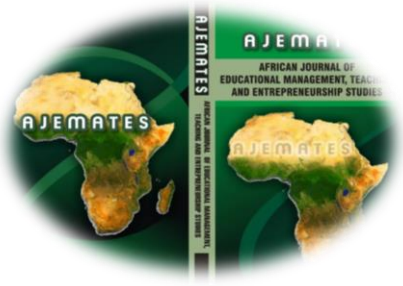
Teacher - student relationship has been defined by Mishra (2018) as the relationship that exists when there is understanding, love and care between the teacher and the students in the class. He further stated that when the relationship between the teacher and the students is tensed, there is every tendency that the students will be affected physically and psychologically, hence disruptive behaviour and poor class performance.

Human interpersonal relationships cannot be divorced from classroom management. It therefore, becomes incumbent on the teacher to ensure that good and positive relationship exists among the students in one hand and between the students and the teacher himself on the other hand. The teacher must ensure that there is no rancor among the students and that they relate will with one another in cordial manners. Marzono and Marzano (2013) stated that the teachers must relate well with the students, get to know them, individually and collectively and establish a cordial relationship that is more on the informal than on the formal side. This kind of relationship is very much likely to facilitate the teaching-learning process. Bolarin (2019) in agreement, opined that successful teaching is more than anything else, an exercise in personal relationships. In situations where teaching-learning barriers such as hostility and lack of understanding exist between a teacher and his students, such barriers will seriously hamper the ability of the students to learn from the teacher. Thus, one of the responsibilities of the teacher is to get to know his students as individuals and as group and learn to understand their attitudes and behaviour, and as well, try to convey to them that he is a friendly person and sincerely caring about their learning and welfare.

In the same line of thought, Cohen (2016:97) noted that "good relationships between teacher and his students are vitally important in the give and take of classroom life: where they exist, there is less likelihood of difficulties arising". Thus, such relationships minimize disruptive and disturbing behaviours in the classroom in line with facilitating the teaching/process.

Research has shown that the quality of teacher-students relationship is the keystone

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for orderly behaviour in the classroom (Marzono & Marzano, 2013). The researchers further stated that teachers who have good and caring relationships with their students are likely to have fewer disruptive problems than those who do not have good relationships with their students. Marzono, and Marzano also noted that the most effective teacher-students relationships are characterized by three specific teacher behaviours which include exhibit appropriate level of dominance, exhibiting appropriate levels of cooperation and being aware of high need students.

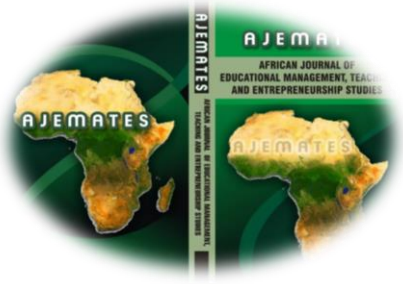
Leeman (2016:23) also noted that good teacher-students relationships promote the following: favourable classrooms; good behaviour among students; teacher students' body language; warmth and care; encouragement; politeness; active listening and fairness. A critical look into these teacher-students relationship variables will reveal that they are most likely to increase students' learning in the classroom and meet their individual needs.

In his contribution, Okorie (2018) considered teacher-student relationship as an important aspect of orderly classroom management. According to the author, the teacher takes cognizance of the differences in the students who make up the class, contributes tremendously to good teacher-student performance and makes the teachers' work much acceptable to the society. This, the author said, contributes to quality learning.

For Kratochwill (2008), quality learning and learning is ensured where the teacher interacts and relates with his students effectively in the classroom. The author is of the view that student-teacher relationship can become a big problem if the teacher creates a poor learning environment. He further stated that teacher-students interaction creates an environment of respect and rapport. It is an essential skill of teaching that manages relationships with students and ensuring that.

An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. In this regard, in a classroom where there is good teacher-student relationship, all students feel valued and safe, hence a positive change in their performance and behaviour. These are very important for quality teaching and learning. These classroom behaviour characteristics are what Mishra (2018) saw to be essential features of teacher-student relationship in the classroom. That is why some researchers are of the view that teacher-student relationships provide an essential foundation for effective classroom management and classroom management is a key to high student achievement. Therefore, it should not be left to chance or dictated by the personality of those involved. This researcher believes that

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the teacher needs to treat the students with positive and supportive mind set. This belief is in line with Danielson (2011) who opined that good teacher relationship is very important because it helps the teacher to know and understand his students in his class, be exposed to their academic and personnel needs and at the same time, helps them to build up trust in the teacher as to discuss their needs. Danielson also agreed that when the needs of the student in the class are met, there is always the room that his behaviour will be more in control and that will boost his learning capabilities.

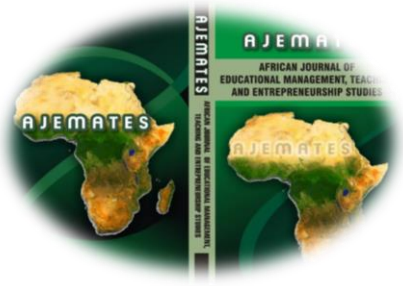
In Anambra State, most teachers seem not to establish cordial relationships with their students. Most of them also seem not to consider the students' intellectual levels and work with them cooperatively so as to contribute effectively to the success of learning. In most classrooms in the State, democratic atmosphere is not created and in such classes, the needs and interests of the learner, as well as their likes and dislike are not adequately catered for. In the light of the above, the problem of the study was to determine the extent teachers-students relationships in classroom predict quality teaching and learning in secondary schools in Anambra state.

Research Question: What is the extent teachers-students relationship in classroom predict quality teaching and learning in secondary schools in Anambra state?"

Research Method

This study was carried out in Anambra State. It adopted the co-relational research design. All the six education zones, namely Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were covered. The population of the study was made up of 6,342 public secondary school teachers in the six education zones of the state. This comprised 830 teachers from Aguata, 1,694 teachers from Awka, 937 teachers from Nnewi, 989 teachers from Ogidi, 1,394 teachers from Onitsha and 498 teachers from Otuocha education zones respectively. The sample for the study was 634 public secondary school teachers in Anambra state. This represented 10% of public secondary school teachers in the six education zones of Anambra state. Data were collected with an instrument developed by the researcher. The instrument was titled: "Teacher-Student Relationship Questionnaire (TSRQ). The instrument was validated by three experts. In order to determine the reliability of the instrument, 50 copies of the instrument were administered on 50 teachers in public secondary schools in Enugu State. The reliability index of the instrument using Cronbach alpha method was 0.85. This index was deemed high for the study. The researcher administered the instruments directly on the respondents and the Pearson's Product Moment correlation

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coefficient was used in the data analysis. The coefficients (r) of the relationship were interpreted using the Best and Khan (2003) criterion for evaluating the magnitude of a correlation:

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
.60 to .80	Substantial
.80 to 1.00	High to Very high

Result Presentation

Research Question: What is the extent teachers-students relationship in classroom predict quality teaching and learning in secondary schools in Anambra state?"

Table 1: Regression Analysis of Extent Teacher-Student Relationship Predict Quality Teaching and Learning

N	R	Remark
634	0.86	High and positive relationship

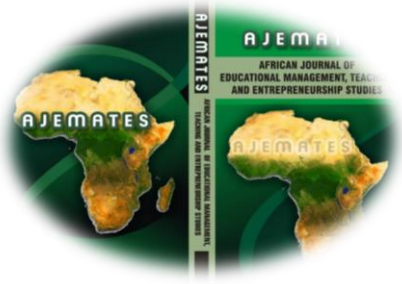
Results in Table 1 show extent teachers-students relationships in classroom predict quality teaching and learning in secondary schools is high and positive. The result indicates that there is high and positive relationship between teachers-students relationship in classroom and quality teaching and learning in secondary schools.

Discussion of Findings

The results of data in table 1 revealed that teachers-students relationship in classroom predict quality teaching and learning in secondary schools in Anambra state to a high extent. This means that there is high and positive relationship between teacher-student relationship and quality teaching and learning in classroom. The above finding is very interesting. In the first place, teachers in secondary schools need to relate well with their students to promote teaching and learning in the classroom. The implication is that the teachers who have weak relationship with their students are likely to experience disruptive behaviours in class. The findings of the study are not in support of Ahmed (2018) who found out that teacher- student relationship impacts positively on students. However, this gives room for concern in our schools because according to Zaifada and Mohammed (2010) the test of teachers' success in teaching is seen in his or her relationship with the students. In agreement, Asiyai (2011) found out in her study that maintaining good teacher - student relationship is an effective way of promoting teaching and learning in secondary schools.

Conclusion

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This study concludes that teachers-students relationship in classroom predict quality teaching and learning. It is also the conclusion of this study that a high and positive relationship exists between teacher-student relationship and quality teaching and learning in classrooms.

Recommendations

Based on the findings of the study and the discussion that followed, these recommendations are made:

1. Teachers in secondary schools in Anambra State should relate well with their students in order to promote quality teaching and learning in the schools.
2. Teachers in the State should consider the students' intellectual levels and work with them cooperatively so as to contribute meaningfully effective teaching and learning.

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