

INFLUENCE OF TEACHER-STUDENT RELATIONSHIP ON SECONDARY SCHOOL STUDENTS' STUDY HABITS IN ENUGU- NORTH LOCAL GOVERNMENT AREA, ENUGU STATE

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Abstract

The study examined the influence of teacher-student relationship on secondary school students study habits. Expost facto research design which establishes cause and effect relationship among the variables of the study was adopted as the design for the study. The study was carried out among senior secondary 2 (SSS 2) students in Enugu North local government area of Enugu state. Sample of 126 students were drawn from the population of 2,946 SS2 students using simple random sampling by balloting. All the names of the schools in the local government were written on a piece of paper and put in a container, the researcher shuffled the container and picks the first paper and unfold it, shuffle again, picked the second paper, shuffle again and picked the third paper. The three schools that were drawn were used for data collection. Influence of Teacher-Student Relationship on Students' Study Habit Questionnaire (ITSRSSHQ) was used for data collection. The data was collected on the spot to ensure high return of the instrument. The data collected was analysed using descriptive statistics and analysis of variance. The result showed that students agreed that a positive teacher-student relationship influences their study habits and increase their academic performance. The study recommended among others that teachers should go extra miles in establishing healthy and positive

relationship with the students as well as motivate them by building confidence in them, adopt discovery method of instruction and make their teaching and learning more fun by ensuring a conducive atmosphere for learning.

KEYWORDS: *Teacher-Student Relationship and Study Habits*

INTRODUCTION

The learning potential of every student in the classroom can be maximized if they share a strong positive bond with someone around them which can be their peer, their parents or their teachers. In school environment, only empathic teachers understand that the key to unlocking students' potentials is by developing respectful and positive relationships with them. It could be both challenging and time-consuming to build a trusting relationship with the students but with time, great teachers become masters in building such teacher-students relationship. According to Choristine et al (2022, pg. 34) teacher-student relationship is a type of relationship between the teachers and students to gain trust and respect from each other. Yan (2019) also sees teacher-student relationship as the most basic interpersonal relationship in teaching process that creates a relaxed and enjoyable learning climate, ease students' emotional obstacles and learning anxiety as well as promote students' motivation and autonomous learning consciousness. American Psychological Association (2023) maintained that teacher-student relationship is the interaction between a teacher and a student in a classroom setting.

In the classroom setting, such teacher-student relationship is characterized by mutual trust, respect and open communication, while negative relationships can lead to conflict, disengagement and poor academic outcomes. Great teachers believe that developing a rock-solid relationship with the students is paramount in fostering academic success. A healthy relationship with a devoted teacher and a willing student enables them to unlock the purest and deeply inspirational relationship (Choristine et al, 2022, pg. 34). It is essential for a teacher to earn the students' trust early so as to build on it overtime. It is worthy of note that many of these children came from various family background. Some were raised by single

parent (Omoruyi 2014), some from polygamous homes, some from homes with small family size, some from homes with large family size and some from even broken homes (Omorogiuwa & Omoroguiwa, 2016; Saika, 2017). These characteristics of home environments affect students learning in school. Broken homes are in various aspects and these include: Divorce, separation and Death. If there is no love, understanding and peace in the home, children suffer and pay severely for it. Those children may be defective behaviourally and often they are not given worthwhile education, training and skills which in turn may have a carryover effect which is always detrimental to the progress and stability of the society. And in particular, children's academic achievement and performance in school will be at risk. Achilike, (2017); Adu-Okoree et al., (2020); Awoniyi, (2019); Kasoma, (2013); Minolin & Priya, (2018); Ugwuta, (2016) and Smardon, (2018) all reported that family factors have serious significant implications to the academic advancement of students.

Students from broken homes suffer from psychological imbalance such as; neglect, lack of care, depression, self-defeating thoughts, fearfulness and self-pity especially in facing the realities of life. Casinillo and Abrantes (2020) pointed out that single parenting is one of the factors that can lead to low academic outcomes of adolescents. This is supported also by Boye-Laryea (2020) who opined that abnormal conditions in home such as illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation are likely to have a detrimental effect on school performance of the child. Most times the child may lack adequate parental care due to large family size. When there are many children to take care of, in a family, it reduces the attention given to each child.

Size of a family is of great importance to this study because of the opinion that children from small size families have greater propensity to academic excellence than those from large size families. Eamon (2020) asserts that family size; large or small affects the scholastic success of the child. Moreover, a child's intelligence is largely determined by the family circumstance. To him, measured intelligence does correlate with family size. He also notes that the culture of a family and that of the school has to be in conflict since un-skilled manual workers tend to have the largest family size

despite their lowest income. He therefore, concludes that family size and poverty adversely affect children's educational progress. Okonkwo (2018) on his part observes that a family that is large in size may impede learning because the provision of adequate learning facilities may be lacking. He further affirms that the more closely spaced the family is, the lower the test of intelligence of the children.

Parents with fewer children are believed to devote more attention to, and interact more with each child. Such children feel the warmth of family affection and are thus, motivated to perform better academically. Isangedighi (2017) posits that large family is not ideal in language development because parents may not be able to interact with many children all at once. He further noted that, first born children receive more attention because they may be in a position to interact well with parents before the arrival of other children. Moreover, he observes that socio-economic status accounts for about 16 percent of the variance average on the parents of lower socio-economic status. Parents, who were found to marry earlier than others, bear children rapidly and continue bearing till later age, He interferences that because of such differential reproduction rate, the intelligence might be declining as much as two or three points per generation. Children from smaller families tend to receive more attention from their parents than those from larger homes. This can result in better school success (Eamon, 2020). Umeadi (2020) has shown that the environment of a large family constitute a handicap to the verbal development, consequently to general mental development. He explains that since the amount of verbal communication with adults is limited in a large family, children from such families are backward in language development. Moreover, that there is a strong evidence that a child who is equipped verbally is bound to score highly on intelligence test (Essien, 2020) corroborated to this finding. Children, including adolescents need basic things such as love, affection, security, tenderness, food, clothes, school materials and fees. Those who lack these are often backward in school as they find it difficult to concentrate and study in school. It has also been observed that most school dropouts are children from families whose parents are not able to provide the necessary school requirements (Kerby, 2022).

Social environment helps students to thrive higher and Social learning theory suggests that upholding positive teacher-student relationships draws students into the process of learning and promote their desire to learn. This theory emphasizes that students with close relationships with their teachers view their teacher as a "secure base" from which to explore the classroom (APA, 2015). In the same vein moral imagining theory asserts that a theoretical framework for student-teacher relationships in alternative programs emphasizes the importance of the quality of student-teacher relationships for academic outcomes and early school leaving. The theory suggests that moral imagining in student-teacher relationships can promote positive outcomes (Vadeboncoeur et al., 2021 pg. 20). Attachment theory opined that individuals have a basic need for attachment, which is closely linked to the concept of emotional safety (Pastore & Luder, 2021). The quality of teacher-student relationships is measured by the fulfillment of the three basic needs, which are proximity, separation distress, and safe haven (Pastore & Luder, 2021). Teachers who are able to build positive emotional relationships with their students can create a sense of emotional safety and security, which can lead to better academic outcomes and emotional well-being for the students (Garcia-Rodriguez et al., 2022). Attachment theory can also help teachers understand how their own attachment style may influence their interactions with students (Riley, 2020). Teachers who are aware of their attachment style can work to develop more positive and supportive relationships with their students, which can lead to better academic outcomes and emotional well-being for both the teacher and the student (Riley, 2020)

Student-teacher relationships have displayed many advantages in the classroom. Students who share positive relationship with their teacher develop stronger social-emotional skills, are more likely to absorb an increased amount of academic knowledge, demonstrate a stronger performance in the classroom and mutual respect (Christine et al., 2022). One way a teacher can produce a strong relationship with a student is to explicitly define learning goals and expectations in a positive manner. Positive relationship allows teachers to be aware of their students' learning and adjust their learning goals and expectations as needed (Admin, 2019).

In the same manner, the teacher allows opportunities for students of all learning styles to participate in class discussions through oral and written communication. In addition to academic advantages, positive student-teacher relationships improve mental health and assist students in developing self-worth (Admin, 2019), motivation and willing to learn (Prino et al., 2018 pg. 25), and show higher academic achievement (Pasta et al, 2020 pg. 21). The student-teacher relationship is critically important: influencing children's academic, social, behavioural and emotional development (McGrath & Van Bergen, 2019). Student-teacher relationship is a highly influential aspect of a child's school experience: impacting development across social, emotional, behavioural and academic domains (Farmer et al., 2020 pg. 38)

Oftentimes, students look up to their teachers as mentors. With this in mind, students are likely to feel proud of themselves when a teacher encourages them in their learning and social interactions. Social competence, problem-solving abilities, autonomy, and feeling of optimism about future or purpose are protective elements that boost resilience, all these can be developed in a supportive teaching atmosphere (Bondy et al., 2021 pg. 19). Some students require tailored educational approaches since they do not respond to learning in the same way as others. When a teacher fails to regard an individual student's educational needs, relationship problems between teachers and students arise. Each student's ability to learn and interact with educators is influenced by their personality, family backgrounds, mental processes, learning styles, priorities, maturity levels, and academic ambitions (Tucker, 2021). When possible, teachers should treat each student as an individual who deserves one-on-one attention and specialized, concentrated education. In addition, a poor student-teacher relationship will develop if the teacher's main or only priority in the classroom is academics (Tucker, 2021). In correspondence with academics, students need to feel cared for and have the chance to feel strong emotions. Teachers are responsible for building relationships with students that are not surface level or academically focused. Students should feel that their teacher is someone they can trust and communicate freely with. Lack of empathy displayed by an educator can result in a poor student-teacher relationship

(Choristine et.al. 2022 pg. 65). The teachers should try as much as possible to improve on their relationship with students irrespective of their age and gender. They all feel loved and confident when they have close relationship with their teachers.

The role of age and gender in influencing student-teacher relationship is quite mixed Koepke and Harkins (2018) reported that with increasing age of the student, teachers' relationships with both boys and girls become less close. Another study investigated the impact of teacher's age on students' evaluations of teaching effectiveness. The study found out that age bias are likely to have impact on student evaluations of teaching, with higher quiz grades in the older-female group (Joye & Wilson, 2019). On the role of gender in influencing student- teacher relationship by Appleby (2020) is that patterns of gender are clearly an affective part of the educational construction, as gender has always been associated with teaching and learning. Dandy (2022) reported that the teacher's gender not only shapes communication between teachers and students, but is also an important factor in portraying the teacher as a 'gender-specific role model'. Dee argues that students are more likely to actively engage in class activity, be on their best behavior and perform at a high standard when the gender of the teacher matches theirs. Similarly, a study found that female students preferred female teachers as they thought it was easier to interact with them. Many students felt that female teachers were compassionate, hardworking, sincere enough, and had a high-pitched voice that was audible (Shah & Udgaonkar, 2020). However earlier study (Alieze 2022), suggested that teacher-student gender matching is unnecessary, claiming that it does not really lead to effective teaching and better academic performance and instead prioritized the individual abilities of a teacher. It is worthy of note that no matter the level of student-teacher relationship. If the student have a poor study habit, the effort of the teacher will never reflect on the academic performance of such student.

Study habits have always been a part of a student's day-to-day experiences whether in school or at home. Study habits are one of the most important determinants of a student's academic performance (Jafari, 2019). As further elaborated by Kumar (2020, pg. 15), study habits are the habitual

tendencies and practices that students depict during the process of gaining information through learning. Study habit is an action such as reading, taking notes, holding study groups which the students perform regularly and habitually in order to accomplish the task of learning. Students cannot form a positive study habits on their own except as a result of their relationship with their teachers. Existing research have predominantly focused on student-teacher relationships in primary or lower secondary school settings (Prewett et al., 2019; Longorbardi et al., 2020; Duong et al, 2019). Thus, there is lack of specific studies that concentrate on the unique dynamics and challenges faced by senior secondary school students in relation to their learning habits and the role of the student-teacher relationship. By examining the quality and dynamics of these relationships, this research aims to provide insights into how positive student-teacher relationships can contribute to students' overall learning habits. Also, while the focus is often on teachers' perceptions, exploring the perspectives of students regarding their role in fostering positive student-teacher relationships and how their learning habits can be improved to a more comprehensive understanding of the dynamics in teaching and learning activities. Student-teacher relationship is pertinent in order to achieve quality and good standard of education Nigeria. In view of the above, hence the influence of Teacher-Student Relationship on Secondary School Students' Study habits in Enugu-North Local Government Area, Enugu State.

Statement of the Problem

Students' study habits both at school and home are drastically becoming low on daily basis. No wonder the level of poor academic performance in both external and internal examinations. At secondary school level, peer group influence is very high and distractive. Students have many questions to ask and lack guidance. In situations when they have wrong directions and influence, it generally affects their study habits thereby replacing their study habits with other irrelevant issues that have no positive impact on their lives. Most teachers no longer make themselves available to solve the academic problems at school. Even the teachers that try to assist disregard certain factors that has to do with family factors. It's unfortunate that most teachers

even go as far as calling their learners bad names as a way of ridiculing them for their inability to cope academically. It is in view of the above challenges that led to this research to find out the influence of teacher-student relationship on the study habits of secondary school students in Enugu-North, Local Government Area, Enugu State.

Purpose of the Study

The main purpose of this study is to determine the Influence of teacher-student relationship on secondary school students study habits in Enugu-North Local Government Area, Enugu State. Specifically, the study was designed to;

1. Ascertain the influence of teacher-student relationship on the study habit of students
2. Find out the influence of gender on teacher-student relationship on the study habit of students
3. Determine the influence of age on teacher-student relationship on the study habit of students
4. Find out the influence of family size on teacher-students relationship on the study habit of students

Research Question

The study was guided by the following research questions:

1. What is the influence of teacher-student relationship on the study habit of students?
2. What is the influence of gender on teacher-student relationship on the study habit of students?
3. What is the influence of age on teacher-student relationship on the study habit of students?
4. What is the influence of family size on teacher-student relationship on the study habit of students?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance:

HO₁: There is no significant difference between the mean responses of male and female students on the influence of Teacher-Student relationship on their study habits.

HO₂: The age of the students have no significant influence on their study habits and their relationship with their teachers.

HO₃: Family size of students does not have significant influence on their relationship with teachers.

METHOD

The study adopted Expost facto research design. Expost facto research design is a design that establishes cause and effect relationship among the variables of the study (Nworgu, 2018). The study was carried out among senior secondary 2 students in Enugu North local government area of Enugu state. Sample of 126 students were drawn from the population of 2,946 SS2 students using simple random sampling by balloting. All the names of the schools in the local government were written on a piece of paper and put in a container, the researcher shuffled the container and picks the first paper and unfold it, shuffle again, picked the second paper, shuffle again and picked the third paper. The three schools that were drawn were used for data collection. Influence of Teacher-Student Relationship on Students' Study Habit Questionnaire (ITSRSSHQ) was used for data collection. The data was collected on the spot to ensure high return of the instrument. The data collected was analysed using descriptive statistics and analysis of variance.

RESULT

Research Question One

What is the influence of teacher-student relationship on the study habit of students?

Table1: Mean and Standard deviation on the influence of teacher-student relationship on students' study habit

S	ITEM STATEMENT	N	Mean	Std Deviation	Remarks
1	A healthy relationship with my	126	3.46	.58857	Agree

teacher makes me become more interested in learning				
2 I learn more when the teacher shapes his/her teaching style in order to interact better with us	126	3.37	.65242	Agree
3 I feel free to ask questions in class when he/she show sincere attention to my problems	126	3.35	.91492	Agree
4 I learn more when the class environment is free from ridicule from fellow students	126	3.46	.58857	Agree
5 I learn more when the class environment is free from ridicule from my teacher	126	3.37	.65242	Agree
6 I aspire to be like my teacher in future	126	3.45	.58857	Agree
7 I feel happy to learn when my teacher positively comment on my answers to questions	126	3.37	.65242	Agree
8 I feel encouraged to learn more when he/she is patience with me in learning difficult concepts	126	3.46	.58857	Agree
9 Genuine love and respect from the teacher helps me to develop interest in reading his/her subject	126	3.37	.65242	Agree
1 Whenever I have a personal interaction with my teacher my zeal for study increases	126	3.25	.94604	Agree
1 When the teacher show keen interest to help me overcome my difficulties my desire to study increases	126	3.46	.58857	Agree
1 The love from my teacher always make me want to study to make him proud	126	3.37	.65242	Agree
1 I have increased desire to study more	126	3.20	.87654	Agree

3	when my teacher shows that he/she believes in my abilities				
1	Words of approval from my teacher	126	3.46	.58857	Agree
4	helps me to adopt an effective study habit that will make me successfully pass my examinations				
1	I accomplish more when I am	126	3.37	.65242	Agree
5	encouraged by my teacher through his/her words of approval				
1	I feel encouraged to study with my	126	3.46	.58857	Agree
6	peers when the teacher treats us equally				
1	I don't feel marginalized when the	126	3.37	.65242	Agree
7	teacher treats all the students equally				
1	Administering justice with love helped	126	3.46	.58857	Agree
8	me to be confident in learning				
1	When the teacher explains to me the	126	3.37	.65242	Agree
9	class expectations, I study very well to meet up with the expectation				
2	I am very excited to learn when the	126	3.25	.94604	Agree
0	teacher allows us to discover things on our own				
2	I become master of my learning	126	3.46	.58857	Agree
1	process when I do things myself in the course of learning				
2	I learn more when the teacher only	126	3.37	.65242	Agree
2	guides me through discovering things myself				
2	I love learning when the teacher	126	3.15	.80067	Agree
3	incorporates creative, fun and role-play in the course of teaching				
2	When the teacher considers my	126	3.46	.58857	Agree
4	opinion I will be encouraged to talk more during classroom interaction				

2 I feel more encouraged to learn when
5 my teacher communicates with my
parents frequently

Total	126	84.46	13.54	Agree
Average	126	3.38	.54	Agree

Table 1 shows the result of the influence of teacher-student relationship on the students' study habit. The result shows that the responses from 126 students have a mean of 3.38 with a standard deviation of .54. The mean response score of 3.38 was found to be greater than 2.50 set as benchmark for taking decision, this shows that the students consented that teacher-student relationship positively influences their study habits, the standard deviation of .54 shows that the male and female students are homogeneous groups.

Research Question Two

What is the influence of gender on teacher-student relationship on the study habit of students?

Table 2: Mean and Standard deviation of the influence of gender on teacher-students relationship on the study habit of students

Gender	N	Mean	Std. Deviation	Std. Error
Male	62	3.3858	.51628	.06557
Female	64	3.3712	.56920	.07115
Total	126	3.3784	.54168	.04826

Table 2 shows

the mean and standard deviation of the influence of gender on teacher-student relationship on the study habit of students. The result revealed that the male and female students have a mean response score of 3.39 and 3.37 with a standard deviation of .52 and .57 respectively. The mean responses score of male and female students was found to be greater than 2.50 used as benchmark for taking decision, this is an indication that both the male and

female students agree that teacher-student relationship actually fosters their study habits.

Hypotheses One

Teacher-Student relationship does not have significant influence on their study habits.

Table 3: Analysis of variance on the male and female students' responses on the influence of teacher-student relationship on their study habit

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.007	1	.007	.023	.881
Within Groups	36.671	124	.296		
Total	36.677	125			

Table 3 shows the mean responses of male and female students on the influence of teacher-student relationship on their study habit. The F ratio for the mean responses of male and female students on the influence of teacher-students relationship is .23 with an associated probability of .881. The associated probability of .881 was found to be greater than .05 level of significance set as benchmark for taking decision; hence the null hypothesis is not rejected. Conclusion drawn is that male and female students agreed that Teacher-Student relationship does not have significant influence on their study habits.

Research Question Three

What is the influence of age on teacher-student relationship on the students' study habit?

Table 4: Mean and Standard deviation of the influence of gender on teacher-students relationship on the study habit of students

Age	N	Mean	Std. Deviation	Std. Error
Below 15	21	3.4552	.49823	.10872
16-18	57	3.4035	.55571	.07361

19-21	33	3.3467	.54806	.09540
Above 21	15	3.2453	.55731	.14390
Total	12	3.3784	.54168	.04826
	6			

Table 4 shows the influence of age on teacher-student relationship on students' study habit. The result shows that students below 15 years, 16 – 18, 19 – 21 and above 21 has a mean response scores of 3.46, 3.40, 3.35 and 3.25 with standard deviations of .50, .56, .55 and .54 respectively. These mean responses were found to be greater than 2.5 set as benchmark for taking decision, it was concluded that students at all the age bracket used for the student agree that teacher-student relationship positively influences their study habits.

Hypotheses Two

Age of the students have no significant influence on their study habits and their relationship with their teachers.

Table 5: Analysis of variance of students' age on the influence of teacher-students relationship on their study habit

Groups	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.459	3	.153	.515	.673
Within Groups	36.219	122	.297		
Total	36.677	125			

Table 5 shows the analysis of variance of students' age on the influence of teacher-student relationship on their study habit. The F ratio for the mean responses of students of different age grades on the influence of teachers-students relationship is 0.515 with an associated probability of 0.673. The associated probability of 0.673 was found to be greater than 0.05 level of significance set as benchmark for taking decision; hence the null hypothesis is not rejected. Conclusion drawn is that the age of the students have no

significant influence on their study habits and their relationship with their teachers.

Research Question Four

What is the influence of family size on teacher-students relationship on the study habit of students?

Table 6: Mean and Standard deviation on the influence of family size on teacher-students relationship on the study habit of students

Family Size	N	Mean	Std. Deviation	Std. Error
1-2	10	3.8200	.26750	.08459
3-4	48	3.2867	.57950	.08364
5-6	42	3.3657	.53085	.08191
Above 6	26	3.3985	.50298	.09864
Total	126	3.3784	.54168	.04826

Table 6 shows the mean and standard deviation of the influence of family size on teacher-students relationship on the study habit of students. The result revealed that students from the family size of 1-2, 3-4, 5-6 and above 6 have a mean response of 3.82, 3.29, 3.37 and 3.40 with standard deviations of .27, .58, .53, and .50 respectively. The mean response scores where greater than 2.50 set as benchmark for taking decision, hence, students from the family sizes under study agreed that teacher-students relationship has positive influence on their reading habits.

Hypotheses Three

Family size of students does not have significant influence on their relationship with teachers.

Table7: Analysis of variance on the Influence of family size on teacher-student relationship on students' study habit

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.371	3	.790	2.8	.042
				11	

Within Groups	34.306	122	.281
Total	36.677	125	

Table 7 shows the analysis of variance of the mean responses of students from different family sizes on the influence of teacher-students relationship on their study habit. The F ratio for the mean responses of students from different family sizes on the influence of teacher-students relationship on their study habit is 2.811 with an associated probability of .042. The associated probability of .042 was found to be less than .05 level of significance set as benchmark for taking decision; hence the null hypothesis is rejected. Conclusion drawn is that mean responses of students in different family sizes indicated that Family size of students have significant influence on their relationship with teachers and their study habits.

Major Finding

The following findings were obtained from the study. that:

1. Teacher-student relationship positively influences students' study habits.
2. Male and female students agree that teacher-student relationship fosters their study habits.
3. Teacher-student relationship positively influences students' study habits irrespective of their age.
4. Students from the family sizes under study agreed that teacher-students relationship had positive influence on their study habits.

Discussion of Findings

Teacher-Student relationship on students' study habits

The study revealed that the students consented that teacher-student relationship positively influences their study habits and the mean responses of male and female students on the influence of teacher-student relationship on their study habit is not significant. This implies that there is no significant difference in the mean responses of male and female students on the influence of teacher-students relationship on students study habits. The findings of this study was not in agreement with the report of Shah and

Udgaonkar (2020) that female students prefer female teachers as they taught it was easier to interact with them and that they were more compassionate, hardworking, more sincere and had a pitch voice that is audible. The findings was also not in agreement with the findings of Appleby (2019) who reported that students believes that teacher gender has significant role to play in effective relationship among the students during learning which could be as a result of their perceived motherly attributes. However, the study is in agreement with the confirmation of Okonkwo (2022) who opined that teachers generally mold the potentials of their students into good shape irrespective of the students' gender.

Influence of Students' Age on teacher-student relationship

The study also revealed that the mean response of students in different age grades on the influence of teacher-student relationship on their study habit is not significant. Age of the students sometimes is believed to determine the level of teacher-student relationship derivable at school. This study however, disagreed with such assertion and revealed that students' age have not significant influence on the study habits of students and their relationship with teachers at school. This is in agreement with Okpachafo (2021) who opined that every students in the school environment are same and should be treated as such irrespective of their age. Okafor (2019) further explained that school rules and regulations is meant for all and not for some and all students are expected to adhere to it irrespective of their age and level.

Family Size of students and teacher-student relationship

The study also revealed that family size of students influences the level of teacher-student relationship derivable at school. The mean responses of students in different family sizes on the influence of teacher-students relationship on their study habit is significant. This was in agreement with the findings of Eamon (2020) who reported that children from smaller families tend to receive more attention than those from larger homes which can result in better school success. The findings agrees with Essien (2020) who clearly reported that children, including adolescents need basic things such

as love, affection, security, tenderness, food, clothes, school materials and fees. Those who lack these are often backward in school as they find it difficult to concentrate and study in school. In the same vein the findings supports the report from Nsibiet (2021) that the environment of a large family constitute a handicap to the verbal development, consequently to general mental development. He explains that since the amount of verbal communication with adults is limited in a large family, children from such families are backward in language development.

Conclusion

Teacher-student relationship is a vital tool in enhancing students' study habits and general academic development and performance. Irrespective of the child's gender, age and family factors, the school environment through the help of her teachers should be welcoming to the students to enable them learn maximally in school. It is left for the teacher to earn the trust of the learners irrespective of their gender. The students will always be ready to open up to their teachers as soon as they are convinced that their challenges shared with teachers are secured.

Recommendations

Based on the findings, the study recommends the following:

1. The school and classroom environment should be made student friendly occasioned by love, respect for their opinions, empathy and understanding to help them relax and explore learning maximally. This can be achieved through considering the learners' need while planning the curriculum and making the class instruction participatory and activity-oriented
2. Government and school authorities should as a matter of necessity organize orientation and re-orientation programmes in order to sensitize the teachers on the effectiveness of a positive relationship with students to produce maximum result in their learning habits.
3. Teachers must show keen interest on the age differences that exist among students and deploy appropriate strategy to relate to them with such knowledge. This can be done in order to assist in the

development of the learners' innate potentials without discouraging them as a result of their age difference.

4. Teachers should go extra mile in establishing a healthy and positive relationship with the students bearing in mind the variables that has to do family size of students as well as motivate them by building confidence in them, adopt discovery method of instruction and make their teaching and learning more fun by ensuring a conducive atmosphere for learning.

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