

*Teachers and Students' Relationship in Nigeria Higher Institutions: Effect on Student Learning, Intellectual Chang and Development*

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Abstract

Education has taken a progressive stride in Nigeria. Both male and female are acquiring education more than before. The general objective of this study is to investigate how the relationships between teachers and students have contributed to the learning ability and educational attainments of students. While the specific objectives include; examining if the relationship encourages learning, investigating attitude of students to learning and studying the kind of assistance students get from their teachers. Qualitative and quantitative methods were employed. Six hundred students (600) took part in the research study and data was analyzed using the statistical package for Social Sciences (SPSS). Some variables were cross tabulated to provide association among the variables. It was discovered that though students are learning from their teachers, yet the relationship is not as cordial. Some of the times, the relationships do not allow good learning atmosphere for students because of demands made by the teachers. The bad learning attitudes of the students put off the teachers such as non attendant of students in class, anti – social activities, and bad attitude of students in carrying out their assignment on time, lateness to school especially at the beginning of semesters.

**Keywords:** Teacher, Student, Relationship, Learning, Intellectual Change, Development.

## **INTRODUCTION.**

It is no gainsaying that students make impressions of their teachers the first time the teacher enters their classroom. The impressions made by students are as significant as their study in the pattern of relationships that develop during the course of their learning. Either the impression is positive or negative, will determine the relationships between the teacher and students during the course of study. This will also have an effect on the performance of the students academically and socially. Before industrialization of the societies, only few people had the privilege of acquiring formal education and Nigeria was not excluded from this social phenomenon. During the advent of colonialism in Nigeria, education came to the limelight. With the introduction of education by the colonists and missionaries, education is currently crucial and a means of socialization, intellectual ability, development of skills and talents. As the nation and individual family started recognizing the value of education as means of social mobility, economic and political empowerment, male and female have started going to school for formal education. In fact, some adults are back to school to acquire the maximum level of education

Education in Nigeria today has become the only sustainable industry and an unbolt gate to participate in the labour market and a means of social mobility, economic and political empowerment. Teachers are like a river that flows where everybody draws water for quenching their dehydration, the role of the teachers is fundamental in terms of bringing up the youths intellectually and morally in continuation of the responsibility of the primary agent of socialization. This makes teacher's task immeasurable in any human society. However, a lot of changes had taken place as regard to teacher-student relationships between the period of colonization and today.

In the past students were obedient and willing to learn and teachers were committed to reproducing themselves in their students. Learning at the time was successful because it involves sacrifice and endurance on the part of teachers and students. Teachers would not leave a stone untouched until their students understood the concepts of their topic and most of the time there was an application of the stroke of the cane. Thus, the result of this endeavor was vividly seen in the life of the students in their performance in and out of school. Now training for students has taken a new dimension. Social change has equally affected teacher-student relationships, and many students are taking their learning with levity. This background makes it necessary for teachers and students to develop a positive relationship that enhance both teacher's work and student's learning process, intellectual change and growth.

Three important concepts are vital at this point for the purpose of this study, and they include student, teacher and relationship. Student at this juncture refers to people who submit themselves to formal schooling, with the desire to acquire skills and certificate, which will help them in participating in the labour market for economic sustainability and contribution to societal development. Hence, positive relationship between teachers and students is necessary to enable a reliable accumulation of skill and intellectual capacity. Teacher for the purpose of this study is somebody who had gone through formal schooling, acquired skill, intellectual ability, who is morally sound with self control to handle students under his/her supervision and determine to reproduce himself/herself in the students under his/her management. This indicates that the teacher is to be a model that students could emulate in all ramifications.

Relationship refers to communication between teachers and students that entrench respect for both and that encourage student's learning process, development of skill and intellectual ability. The collaboration should include; showing trust, affection, respect, understanding, direction that is embedded in the student's academic performance and their social life. This implies that teachers should show concerned about their student's class performance as well as what is happening to the student's life after classroom work. Creating a positive relationship is paramount between teachers and students because these students are entrusted to the teachers after living the primary agent of socialization. The entrusting of students is not only by parents but also by the larger society for the continuity of socialization.

When the socialization is faulty it will invariably have an effect not only on the individual students but the society as a whole. Creating a positive relationship is imperative between teachers and students for a better development of the person and the development of the nation. Though a number of research in the area of teachers-students relationships are available, but it seems the study is highly concentrated in the elementary to secondary school level. Hence, this motivates the desire to discover teachers – student's relationships that would promote more intellectual change in Nigeria higher educational institutions.

### **STATEMENT OF THE PROBLEM.**

In the past, there were cordial relationship between teachers and students which encouraged learning, academic performance and achievement of students. There was a commitment on the part of teachers, respect and other cultural values were upheld by both parents and students. Teachers are role models to students and an instrument through which students could clasp the ladder of greatness in the society. Now, teacher's academic support and drilling of students to attain success in all ramifications is diminishing due to certain avoidable factors. Teachers and students convey a range of goals, needs, feelings and behavioral scheme that affect the quality of the relationship they form and influence values of their experiences with one another in the classroom.

It is not an exaggeration to say that teachers and students relationship in Nigeria higher institutions today requires serious attention if students are to improve their learning process, intellectual change and contribute to societal development. The negative perception of teachers by the majority of students cannot promote a positive relationship. The bad attitude of many students to training is not encouraging as many prioritize their social activities at the expense of their study. Some students take part in associations that are unacceptable in the school community; such as cultism whereby members are terrorizing the lives of other students and teachers. Some get involve in examination malpractices and other vices that are contrary to social values of the educational system and the society. These are not commensurate to positive relationship between teachers and students.

Lack of commitment and laxity of teachers in their quality of teaching and availability to help students in solving academic and psycho-social problems is affecting the students. Teacher's exploitation of students remains a factor that could strain a relationship. Sexual harassment of female students from male students and male teachers is a big issue in the educational institutions in Nigeria. Likewise female students' sexual harassment of the male teachers in an attempt to pass examination remains a factor that makes positive relationship that can enhance good academic achievement difficult. These and others remain a problem in Nigeria higher institutions, and they could hinder teacher's effort in inculcating maximum training, learning and academic achievement in students.

## **OBJECTIVE OF THE STUDY.**

The general objective of this study is to investigate how the relationship between teachers and students has contributed to the learning ability and educational achievement of the students. The specific objectives include the following;

1. Examine if the relationship encourage learning.
2. Investigate attitude of students to learning.
3. Examine the assistance students get from their teachers.
4. Suggest a way forward for a better relationship that promotes improvement for students.

## **HYPOTHESIS.**

1. Ho: Teachers attitude significantly affect learning and academic achievement.
2. Hi: Teachers attitude has no relationship with learning and academic achievement.
3. Ho: Students attitude significantly affect learning and academic achievement
4. Hi: Students attitude has no relationship with learning and academic achievement

## **LITERATUREREVIEW.**

In this literature review, student's attitude, assistance from teachers, relationship between teachers - students and how the relationship encourage learning and academic performance will be the focus. Various research findings have indicated that positive teachers-students relationship enhances student's achievement in the elementary level. Hamre K. and Pianata (2004) are of the opinion that a positive relationship between teachers and students is the foundation for successful adaptation to the social and educational environment when children first enter the formal school setting. Montalvo, et al. (2007) is of the opinion that if students would like or dislike school depends on teacher's traits. Hallinan (2008) also explained that if teachers meet, value and respect their students, there is an increase in attachment of students to school. Montalvo et al, (2007) further argued that if students like their teachers, they would apply greater endeavor and express a greater degree of persistence. Such students would attain better grades in classes taught by teachers they like. In a research carried out linking teachers-students relationships with student achievement across grade level, proved the above to be consistent.

These factors could also be an indicator for students in higher institutions for a better academic performance if there is a positive relationship. Students are likely to perform better in school, develop a healthy relationship both with teachers and peers. If a good relationship had previously been established in the elementary level, it would be easier for students to transfer their learning skill to their new school environment. When there is a positive relationship between the teachers and the students, it will enhance the social, emotional, and academic performance of the students. It thus becomes necessary for students to rely on their teachers, so that teachers will provide for the students the understanding and support that will permit them to get the best out of the classroom training, and their daily interaction with teachers and peers.

Teachers-students relationship according to Klem and Connell (2004) has significant influence on student achievement. It is indispensable for teachers to support students to learn efficiently based on what is in the curriculum. Gregory, Weinstein (2004) and Hamre, Planta (2001) argued that the social quality of teachers-students relationships contributes to academic, social and emotional development of students. In a study carried out by Mantzicopoulos (2005), he is of the opinion that when teachers understand their students'

skill and appreciate their families' backgrounds, there is a closer relationship and reduction in teachers-students' conflict. Though the research was carried out among the students in elementary school, it is also relevant to teachers-students relationship in higher institutions for the fact that students spend the highest number of days in school under the supervision of their teachers.

Teachers need to understand their student's background, be assessable and ask questions in relation to the student's difficulty. Teaching should not be limited to the curriculum but to all aspects of life that would make their students embrace moral and cultural values of the society. When there is such deviation in the course of instruction, it makes students relax, open to the teachers. Students value their teachers and belief in the teachers because they are aware that they are not only concern with their academic performance but also difficulties that are facing them.

Hamre and Planta (2004) argued that when students form a close relationship with teachers, they enjoy school more, and they get along better with their peers. Furthermore, they explained that when there is a positive relationship it fetches lots of benefits. The positive relationship can be beneficial for students who display academic or behaviour problems in the school. The positive relationship could be a safe pedestal for students. This will enable students to play and work on their own with the mind that if they encounter a problem, teachers would recognize and respond to their problems. This could be very helpful in Nigeria higher institutions especially in situations where some students belong to unhealthy associations such as "cultism." It could also serve as a means of controlling student's rampage.

In a study carried out among a group of African American and Hispanic students by Hughes and Cavell (2003), among the behaviourally at risk-students, the opinion is that positive teachers-students relationships may help those behaviorally at risk-students to learn more adaptive behaviour. In the study, students who experienced supportive teacher-student relationship had a decline in aggressive behaviour between second and third grade students. Hamre and Planta (2008) are of the opinion that when there is a positive relationship between teachers and students, it enables the maintainer of students' interests in academic and social quest and this; in turn lead to a better grade and positive peer relationships.

Today in Nigeria higher institutions, some students involve themselves in anti-social behaviour coupled with aggressive behaviour primarily among the cultists. This anti-social behaviour could be reduced or totally eradicated if students form a positive relationship with their teachers. When teachers know their students, there will be support from teachers for students in overcoming their anti-social behaviour that usually leads to aggressive behaviour and conflict. In a study carried out by Resnick, et. al. (1997), on adolescent health, students in high school report greater connectedness to teachers, they display lower rates of emotional distress, substance abuse, suicidal ideation, suicidal behaviour, violence, and early sexual activity. It is further stated that, though students in higher institution spend less time with teachers yet, there is sound evidence that a positive relationship established during this period is among the most significant predictors of success. In corroborating this, Gregory and Weinstein (2004) described that student connectedness to teachers is a better predictor of various outcomes. Teachers-students connectedness is a factor most associated with growth in achievement.

There is the need for teachers in Nigerian higher institutions to have trust in their students. The problem however is that most often students do not give room for such trust because of

their behavior and attitude. In other word, students should be trust worthy. Not many students like examination which is a recognized method of student's evaluation for grading. In the process, some will pass why some will fail which can cause a negative relationship between students and teachers. In a research carried out by Daniel and Araposthasis (2005), Students asked a question; what teachers could do to help students engaged, the response was that, students wanted teachers to establish trust, design lessons that interest students, and to put less emphasis on rewards such as grades. Hallian (2008) is of the opinion that variables, such as students' attitude regarding school as well as the relationship they establish with the teachers should be part of student's assessment during the learning process.

Hallian gives further explanation to the above by saying that these variables could be identify in two ways. The first argument rest on students who like school tend to build friendships, respect for peers and adult, and learn social skills. The second argument is that if students like school, it enhances their academic performance. A good number of scholars are of the opinion that strong and supportive relationships between teachers and students enhance educational achievement. There are various characteristics of teachers and students that may contribute to the development of their relationships. For instance, teachers – student's expectations, beliefs and their understanding can either improve the relationship positively or negatively. Teacher's perceptions of their own role also have an effect on their relationship with the students.

Brophy (1985) explained further that if teachers see themselves as lecturers or socializers, their perception to these two roles affect their interaction with students. As a lecturer for instance, he claimed that teachers tend to respond more negatively to students who are under-achievers, unmotivated, or disruptive during learning tasks. On the other hand, teachers who are socializers tend to act more negatively toward students they perceived as hostile, aggressive, or inter-personally disconnected. Furthermore, the argument is that self-efficacy of teachers can affect teachers-students relationship. For example, teachers who believe they have an influence on students tend to interact in ways that enhance the student's investment and achievement (Midgley, et.al. 1989).

The opinion is that teacher's expectation of students also plays an important role in students behavioural and academic performance. In Rosenthal Robert experiment called the "Expectation Effect, the intention is to see whether teacher expectations influenced their students' performances in elementary school. The "late bloomers" who were dramatically breaking open in their academic learning were randomly selected among their peers. When all the students were tested at the end of the term these late bloomers did not only performed better in the eyes of their teachers, but they also scored significantly higher on standardized IQ tests, an expected outcome had taken place also known as "halo effect". This shows that teacher's expectation of students can dramatically improve their academic performance in Nigeria higher institutions. Roeser, et.al (1998) stated that when teachers hold high generalized expectations for a student's achievement, such students tend to achieve more, experience a greater sense of self-esteem and competence as learners, and resist involvement in anti-social behaviours.

## **METHODOLOGY.**

The methods of data collection are quantitative and qualitative methods. While the quantitative method utilized survey interview, the qualitative method employed focused-group discussion. These techniques were to enable respondents to give sufficient information that strengthen and substantiate each other. The sample was from three higher institutions, namely college of education, polytechnic, and University communities, the interview took

place among teachers and students to obtain adequate information as related to the objectives of this study.

There was a random selection of institutions for participation in the research. 600 respondents were drawn for this study, and it involves selecting 200 respondents from each institution. Out of the 200 respondents, 150 questionnaires were designed for students while 50 questionnaires were intended for teachers of each institution. There was a random distribution of the questionnaire to all students and teachers. 150 teachers took part in the interview while 450 students also took part in the survey. The focus-group discussion was organized among students comprising one session from selected populations. The session was made up of male students and female students respectively; the numbers of respondents in a group were between 10 - 12. Questionnaires that were similar to survey questions were asked during the focused-group discussion. Frequency and percentage, Chi-square, and descriptive analysis were used in the interpretation of the study.

## DATA PRESENTATION AND ANALYSIS.

The analysis is presented in three sections, the socio-demographic characteristics, the knowledge of teachers-students relationship and the teachers –student’s perception of each other. Since the collection is from both teachers and students, there will be a comparison of perceptions and attitude.

### DISTRIBUTION OF RESPONDENTS BY VARIABLES.

#### (Section A) Relative frequency of respondents by Socio-demographic characteristics

**Table 1: Relative frequency of respondents by Socio-Demographic Characteristic**

VARIABLE	TEACHER		STUDENTS	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
SEX				
MALE	92	60.1	<b>237</b>	<b>53.0</b>
FEMALE	58	37.9	<b>210</b>	<b>46.7</b>
TOTAL	150	98.0	<b>447</b>	<b>99.3</b>
<b>AGE</b>				
20-30	48	31.4	15-19	30.9
31-40	44	28.8	20-24	62.2
41-50	42	27.5	25-28	6.9
51-60	14	9.2		
61-70	2	1.3		
TOTAL	150	98.0	450	100.0
<b>RELIGION</b>				
Christian	125	81.7	339	75.3
Muslim	24	15.7	86	19.1
Traditional religion	-	-	23	5.1
Total	149	97.4		
<b>ETHNIC GROUP</b>				
Yoruba	130	85.0	254	56.4
Igbo	13	8.5	123	27.3
Hausa	5	3.3	48	10.7
Others	-	-	25	5.6
Total	148	96.7	450	100.0

MARITAL STATUS				
Single	-	-	449	99.8
Married	150	100.0	1	.2

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

**Table 2: Respondents by communicative relationship between teachers and students.**

TEACHER'S RESPONDENTS			STUDENT'S RESPONSE	
	Frequency	Percent	Frequency	Percent
Yes	149	97.4	407	90.4
Missing System	4	2.6	24	4.2

**If yes, how?**

It will motivate students to learn	33	21.6	128	28.4
students will be free to approach the teacher for help	29	19.0	171	38.0
cordial relationship will enhance the students to develop academically	71	46.4	98	21.8
The relationship will curb the students from misbehaving	17	11.1	6	1.3
Total	150	98.0	450	100

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

In table 2, the question whether there should be communicative relationship between teachers and students were asked from both teachers and students respondents. 97.4 percent of teachers and 90.4 percent of students said that there should be communicative relationship. They were asked to give reason for their opinion. 21.6 percent of teachers and 28.4 percent of students were of the opinion that it would motivate students to learn. 19.0 percent of teachers and 38.0 percent of students said students will be free to approach the teacher for help. 46.4 percent of teachers and 21.8 percent of students opined that cordial relationship will enhance the students to develop academically. Still 11.1 percent of teachers and less than 5.0 percent of students said it would curb students from misbehaving. These opinions show that both teachers and students are aware of the vitality of a positive relationship for the academic achievement of the students.



Table 3: Respondents by Attitude, teachers and students

<b>Teachers' attitude do not encourage good relationship, learning and performance</b>		<b>Frequency</b>	<b>Percent</b>	<b>Students' attitude towards their teachers does not encourage a good relationship, learning and performance</b>		<b>Frequency</b>	<b>Percent</b>
	Strongly agree	180	40.0		strongly agree	46	35.1
	Agree	87	19.3		Agree	29	19.0
	Disagree	56	12.4		Disagree	54	30.3
	Strongly Disagree	98	21.8		Strongly disagree	20	13.1
	No idea	10	2.2		22	1	.7
	Total	431	95.8		Total	150	98.0
Missing	System	19	4.2	Missing	System	3	2.0
Total		450	100.0	Total		153	100.0

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

In table 3, the question about the attitude of teachers and students in terms of how it encourages good relationship was asked. As it is shown in the data above, 40.0 percent of the students strongly agreed that teacher's attitude do not encourage good relationship. 19.3 percent agreed that the relationship do not encourage good relationship; whereas, 12.4 percent of the respondents strongly disagree that teacher's attitude do not encourage good relationship while less than 5 percent had no idea. Teachers were asked about if the student's attitude toward their teachers encourages a good relationship it was discovered as 30.1 percent of the teachers strongly agreed that students attitude do not encourage a good relationship, 19.0 percent agreed that student's attitude do not encourage good relationship, while 35.3 percent disagreed with this assumption and 13.1 percent strongly disagree. Both teachers and the students have the understanding that the relationship is not as cordial as expected.

**Table 4: Distribution of teacher's response by what can be done**

<b>What can be done to promote good communicative relationship between teachers and students to aid learning.</b>	Frequency	Percent
Cordial relationship	21	14.0
Social forum between teachers and students	19	12.7
Enabling environment	24	16.0
Closeness and respect from students to teachers	6	4.0
Teachers should respect their position and students should respect theirs	4	2.7
Academic assistance	13	8.7
Good behaviour from teachers to students	13	8.7
Teachers should not allow their position to intoxicate them	4	2.7
Seminars should be organized to enhance teachers-students relationship	4	2.7
Teachers should be firm and steadfast	2	1.3
Students should focus first on their education	11	7.3
Students should ask seek for help from lecturers	2	1.3
Students and lecturers needs effective communication relationships	1	.7
Lecturers should take students as their children.	1	.7
Students should make themselves available to their lectures at any time	2	1.3
Seriousness of students on their academics	5	3.3
Total	132	88.0
System	18	12.0

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

In table 4, when teachers were asked what could be done to promote a good communicative relationship 14.0 percent of the respondents said cordial relationship, 12.7 percent said there should be a social forum between teachers and students, 16.0 percent said enabling environment is what will contribute to a good relationship and 4.0 percent said closeness and respect from students to teachers also .7 percent said teachers should respect their position and students should respect the teachers. 8.7 percent of the respondents said academic assistance and 8.7 of the respondents said good behaviour from students to teachers would encourage relationship between teachers and students. 2.7 percent of respondents said teachers should not allow their position to intoxicate them while another 2.7 percent said seminars should be organized to enhance teachers-students relationship. 1.3 percent of the respondents said teachers should be firm and steadfast, 7.3 percent of teachers said students should focus first on their education, 1.3 percent said students should ask and seek for help from teachers, .7 percent of respondents said teachers and students need effective communication relationships, less than 5 percent said teachers should take students as their children, 1.3 percent said teachers should make themselves available to their students whenever the need teacher assistant, while 3.3 percent said that students should to be serious in their academic.

**Table 5: Distribution of student's response by what can be done**

<b>What can be done to promote good communicative relationship between teachers and students to aid learning?</b>	Frequency	Percent
Academic assistance	1	.2
Teachers should always give room to students and hear them out	135	30.0
Seriousness	76	16.9
understanding	25	5.6
Not to be harsh	5	1.1
Good learning and lecturing	6	1.3
No idea	7	1.6
Teachers should be free with their students	1	.2
some teachers do not know how to teach need seminars to improve their teaching	1	.2
Open forum to talk with teachers	16	3.6
Nothing	3	.7
curb the bad behaviour of the teachers	5	1.1
Teachers should be friendly but careful	27	6.0
Male teachers should not harass female students	9	2.0
discipline students when necessary but accommodating	39	8.7
Open mind and transparency	11	2.4
Total	367	81.6
System	83	18.4
<b>Total</b>	450	100.0

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

In table 5, the student's response to what could be done to enhance good relationship, less than 5 percent of respondents said academic performance would improve the relationship and 30.0 percent of the students said teachers should give room to students and hear them out. 16.9 percent of the respondents said the seriousness on the part of the teachers is essential to enable good relationship. 5.6 percent said understanding on the part of the teachers is essential for a good relationship. Less than 5 percent said teachers should not be too harsh on students while there should be a good attitude to learning and teaching. Less than 5 percent of respondents said teachers should be free with their students for a good communication. Still, less than 5 percent said there should be an open forum to talk with teachers. Less than 5 percent of respondents said male teachers should not harass female students and that teachers should have an open mind. While 6.0 percent said teachers should be friendly with students at the same time they should be careful, 8.7 percent said teachers should discipline students when needed but they should accommodate the students



	encourage learning and academic achievement						
	% of Total	41.8%	20.2%	13.0%	22.7%	2.3%	100.0%

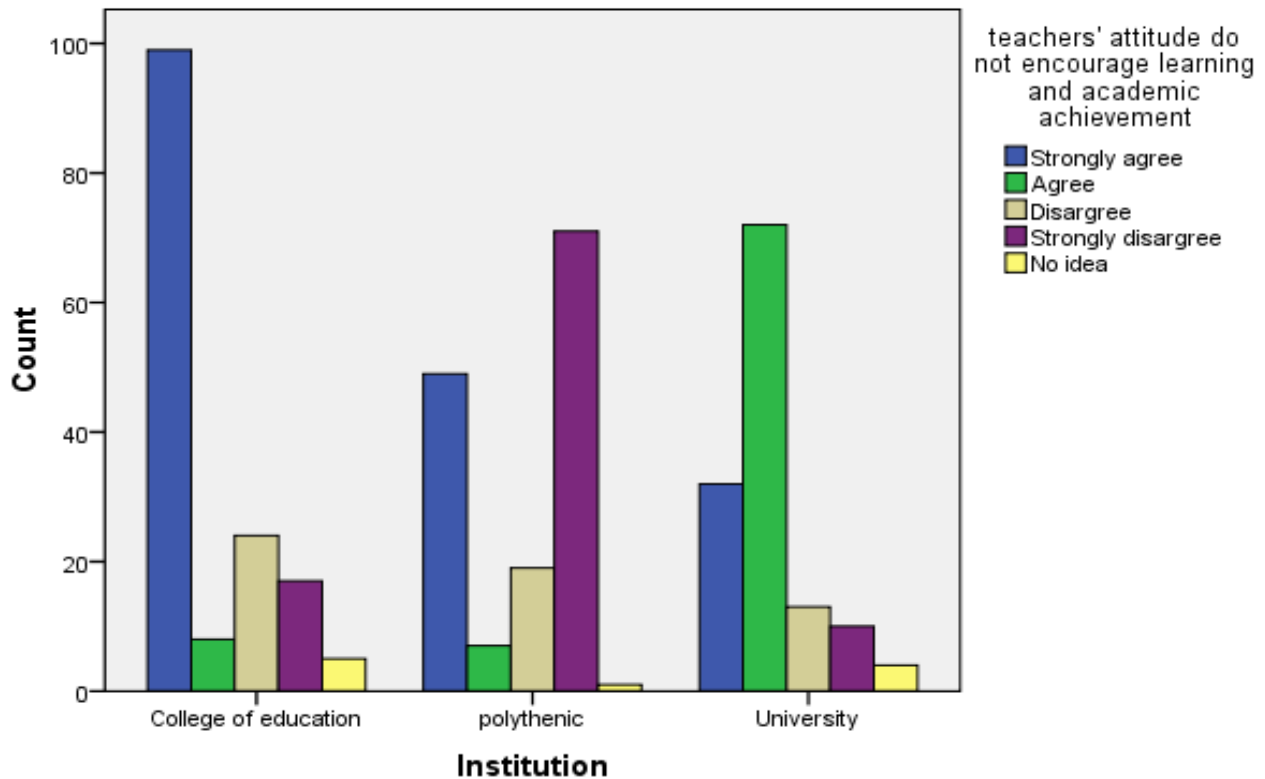
**Institution \* Teacher's attitude do not encourage learning and academic achievement.  
Crosstabulation**

**Table 6b**

<b>Chi-Square Tests</b>			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	212.864 <sup>a</sup>	8	.000
Likelihood Ratio	198.488	8	.000
Linear-by-Linear Association	4.281	1	.039
N of Valid Cases	431		

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions:  
Effect on student's learning, intellectual change and development.  
Level of Significance:  $P < 0.05$ . Decision rule  $\chi^2_c > \chi^2_t$  Not Significant

**Bar Chart**



Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.

Level of Significance:  $P < 0.05$ . Decision rule  $\chi^2_c > \chi^2_t$  Not Significant

In table 6a above, student's respondents in the college of education 55.0 percent strongly agree and 9.2 percent agree that teacher's attitude do not encourage learning and academic achievement. Whereas, 42.9 percent disagree and 17.3 percent strongly disagree that teacher's attitude do not encourage learning and academic achievement. In polytechnic institution, 27.2 percent of student's respondents strongly agree and 8.0 percent agree that teacher's attitude do not encourage learning and academic achievement. Whereas, 33.9 percent disagree and 72.4 percent strongly disagree that teacher's attitude do not encourage learning and academic achievement. Whereas in the university institution, 17.8 percent of student's respondents strongly agree and 82.8 percent agree that teacher's attitude do not encourage learning and academic achievement. Whereas, 23.2 percent disagree and 10.2 percent strongly disagree that teacher's attitude do not encourage learning and academic achievement. 40.0 percent said they have no idea.

### **HYPOTHESIS 1.**

Null hypothesis (Ho): Teachers attitude significantly affect learning and academic achievement. Alternative hypothesis (Hi): Teachers attitude has no relationship with learning and academic achievement.

### **ASSUMPTION:**

The basic assumption is that attitude of teachers has an effect on the student's learning and academic performance. In other word, if teacher's attitude is positive, students will perform

better in their learning and it will yield an optimistic result for the students. Whereas if teacher's attitude is negative, it will have an effect on the academic achievement of student. The level of significance or value of alpha ( $\alpha$ ) is 0.05. If the calculated value ( $\chi^2_c$ ) or value of alpha ( $\alpha$ ) is equal to or less than ( $\chi^2_t$ ), then the null ( $H_0$ ) hypothesis is rejected while the alternative ( $H_1$ ) hypothesis is accepted. From the Chi square test above (table 6) the calculated value is 212.864, whereas, the table value ( $\chi^2_t$ ) at 8 df is 2.306. The implication of the above is that the calculated value (212.864) is greater than the table value; therefore, the alternative hypothesis is accepted. This designates that teacher's attitude has no effect on the learning and academic achievements of students, therefore, the null hypothesis is rejected.

**Institution \* Student's attitude towards their teachers do not encourage learning and academic achievement**

			Student's attitude towards their teachers do not encourage learning and academic achievement					Total
			strongly agree (SA)	Agree	Disagree	Strongly disagree (SD)	No Idea	
Institution	polytechnic	Count	4	14	26	20	0	64
		% within Institution	6.3%	21.9%	40.6%	31.3%	.0%	100.0%
		% within Student's attitude towards their teachers do not encourage learning and academic achievement	8.7%	48.3%	48.1%	100.0%	.0%	42.7%
		% of Total	2.7%	9.3%	17.3%	13.3%	.0%	42.7%
	college of education	Count	15	11	10	0	0	36
		% within Institution	41.7%	30.6%	27.8%	.0%	.0%	100.0%
		% within Student's attitude towards their teachers do not encourage learning and academic achievement	32.6%	37.9%	18.5%	.0%	.0%	24.0%
		% of Total	10.0%	7.3%	6.7%	.0%	.0%	24.0%
	University	Count	27	4	18	0	1	50
		% within Institution	54.0%	8.0%	36.0%	.0%	2.0%	100.0%
		% within Student's attitude towards their teachers do not encourage learning and academic achievement	58.7%	13.8%	33.3%	.0%	100.0%	33.3%
		% of Total	18.0%	2.7%	12.0%	.0%	.7%	33.3%
Total	Count	46	29	54	20	1	150	
	% within Institution	30.7%	19.3%	36.0%	13.3%	.7%	100.0%	
	% within Student's attitude towards their teachers do not encourage learning and academic achievement	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	30.7%	19.3%	36.0%	13.3%	.7%	100.0%	

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.  
 Level of Significance:  $P < 0.05$ . Decision rule  $\chi^2_c > \chi^2_t$  Not Significant

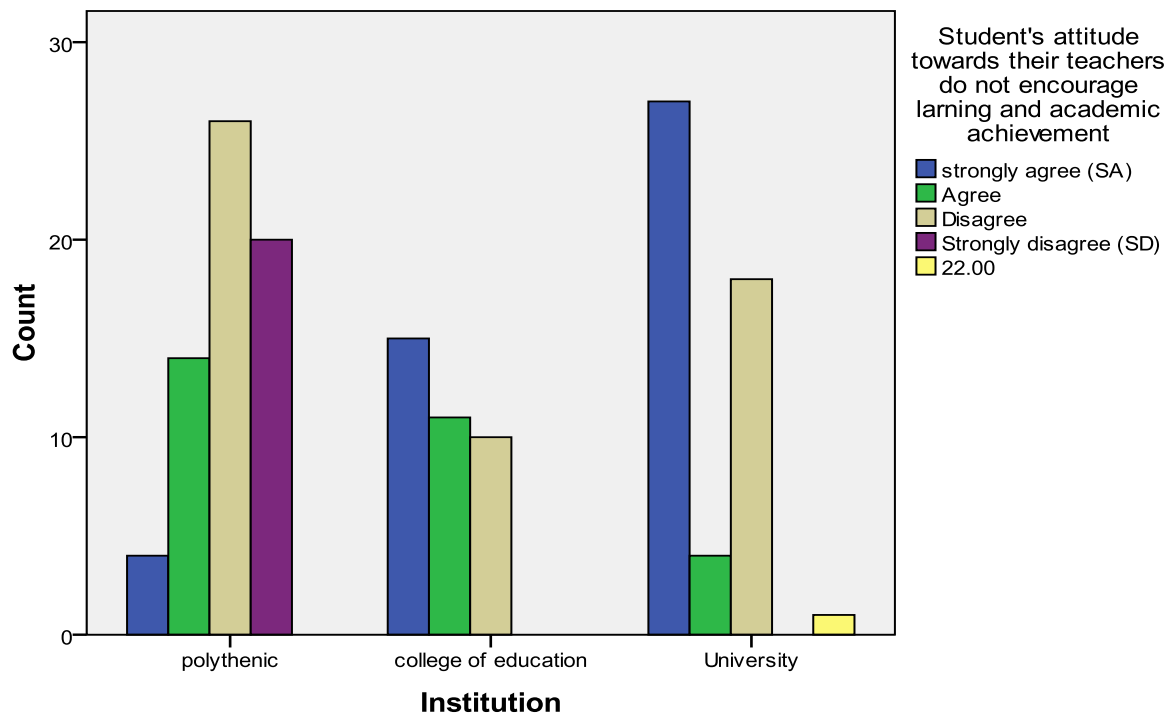
**Institution \* Student's attitude towards their student's do not encourage learning and academic achievement.  
Chi-Square Tests**

**Table 7b**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	58.551 <sup>a</sup>	8	.000
Likelihood Ratio	70.860	8	.000
Linear-by-Linear Association	4.800	1	.028
N of Valid Cases	150		

Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.  
Level of Significance:  $P < 0.05$ . Decision rule  $\chi^2_c > \chi^2_t$  Not Significant

**Bar Chart**



Source: Survey (2013) Teachers and students relationship in Nigeria higher institutions: Effect on student's learning, intellectual change and development.  
Level of Significance:  $P < 0.05$ . Decision rule  $\chi^2_c > \chi^2_t$  Not Significant

**HYPOTHESIS 2**

Null hypothesis (Ho): Students attitude significantly affect learning and academic achievement

Alternative hypothesis (Hi): Students attitude has no relationship with learning and academic achievement



### **ASSUMPTION.**

The basic assumption is that student's attitude has no relationship with learning and academic achievement. In other word, if student's attitude is positive, students will perform better in their learning and it will yield a better result for the students. Whereas if student's attitude is negative, it will affect the academic achievement. The level of significance or value of alpha ( $\alpha$ ) is 0.05. If the calculated value ( $\chi^2_c$ ) or value of alpha ( $\alpha$ ) is equal to or less than ( $\chi^2_t$ ), then the null ( $H_0$ ) hypothesis is rejected while the alternative ( $H_1$ ) hypothesis is accepted. From the Chi square test above (table 7b) the calculated value is 58.551, whereas, the table value ( $\chi^2_t$ ) at 8 df is 2.306. The implication of the above is that the calculated value (58.551) is greater than the table value; therefore, the alternative hypothesis is accepted. This implies that student's attitude has no relationship on the learning and an academic achievement of students; therefore, the null hypothesis is rejected.

### **FOCUS-GROUPED INTERVIEW.**

In the focus-grouped interview that was conducted among the students various reasons were given while the teacher's attitude continues to be a barrier for good relationship. Some said, the teachers are too harsh to be approached and too busy to listen to students. Most times students do not have the chance to explain their problems to their teachers even to check their results. Most of the time, students are not allowed to finish their examination because of teachers' impatience even when they may still have up to thirty minutes to finish writing. Some of the female students said they feared going to meet their teachers especially the male teachers. This is because some female students have experienced sexual harassment in the hands of their male teachers.

In another focus-grouped discussion, some of the respondents said that they are afraid of their teachers and some teachers take advantage of their students and sexually harassed the female students. Some said their teacher's secretary had been preventing them in having access to their teachers and some said the teachers are too harsh, and they are not approachable. Still some said their teacher is a womanizer, and have no time for students. However, some of the students said most of the time it is the fault of the students because of their behaviour and attitude to their teachers. When asked if this group could explain more about the attitude mentioned, one said students are difficult to trust. One said many students had caused the teachers problems just because they are closed to the teachers. Many have involved in examination malpractices just because they have access to the instructor's office. One said we cannot blame the teachers for everything. If students behave well teachers will trust them but as things are I do not think any teacher will trust any student

### **DISCUSSION OF RESULT**

In table 1, both male and female participated well in the study as students and as teachers. Among the students male and female are participating in education as the different between their percentages is not as significant. The age of the teachers is between 20-70 years which implies they are still very active in the labour market, and the majority of them are married. While the age of the students is between 15-28 years, a period in which they prepare themselves for the future responsibility and the majority are still single. Majority of the respondents are Christian both teachers and students while only few are Muslim, and only few are traditional worshippers. This is an indication that Christianity is embraced widely in Yoruba ethnic group, and many of the respondents are Yoruba.

In table 2, the respondents showed that there is a good communication between the teachers and students. The respondents also indicated that for the relationship to promote learning and achievement, teachers laid emphasis on cordial relationship as needed to enable students to develop academically. While students laid emphasis on free access to approaching the teachers for help. Both teachers and students see these factors as essential to improving their learning and performance. This is an indication that the relationship is not as cordial as expected, hence; both teachers and students need to improve on their relationship for better achievement in academic performance. To corroborate these students strongly agreed that teacher's attitude to students does not encourage good relationship (table 4&5).

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The teachers also strongly agreed that student's attitude to teachers do not encourage good relationship that enhance good academic performance. Both teachers and students had the opinion that something should be done to promote good communicative relationship between them to aid learning. Among the suggestions made by students (table 6) include the following: academic assistance, teachers should give room for students and hear them out. Moreover, respondents are of the opinion that seriousness and understanding on the part of teachers would develop a good relationship. It is also suggested that teachers should not be too harsh in attending to students and should improve on their methodology of teaching. It is also stated that there should be an open forum for teachers and students in other to relate, talk and attitude of some teachers and some students to learning and teaching should change. Teachers are to be friendly at the same time be very careful so that their action and kindness would not be misunderstood by the students. Male teachers should not harass female students and teachers should be able to discipline students when necessary. Besides, part of the suggestion is that teachers should have an open mind and be transparent.

Teachers on the other hand are of the opinion that students should develop (table 7) cordial relationship with their teachers that enhance closeness and respect from students to teachers and those teachers should respect their position. There should be a social forum between teachers and students to eliminate the student's fear of meeting their teachers for academic assistance, the behaviour of the teachers should be good in other to serve as a role model for students. Students should seek help from their teachers and focus on their studies before any other social activities.

## **CONCLUSION AND RECOMMENDATION.**

It is imperative therefore that a good human relationship free from intimidation, harassments, and insults is fundamental to teachers – students relationship that will promote student's learning development and academic achievement.. Students should be focused to get the best out of their teachers. It is when the relationship is well established that it can have an effect on the performance of students. The positive association will prepare students well to

contribute to the societal development. This will not only improve the lives of the individual but also contribute to the social, economic and political life of Nigeria Society

### **RECOMMENDATION.**

1. Teachers should present themselves to their students in such a way that at least majority of the students will like him/her.\
2. Teachers' method of teaching should be interesting that will make students willing to come back to class.
3. Teachers should have a listening hears and make himself/herself available to the students.
4. Teachers should not be too harsh in such a way that students are unable to approach them for help.
5. Teachers should be careful about trusting the students and allowing them access to his/her office when the teacher is not present in the office.
6. Teacher should be adequately prepare for their lectures.
7. Students should avoid bad companies and peers.

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