



## Teacher-Student relationship on Students' Performance in English in Public Sub County Secondary Schools in Keiyo North Kenya

BY

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### Abstract

*The study investigated teacher-student relationship influence Students' Performance in English Language in Public Sub County Secondary Schools in Keiyo North Kenya. The study was guided by social constructivist theory. Causal comparative research design was used. The target population were all teachers of English and students in Keiyo North Sub County secondary schools. A simple size of 28 teachers of English and 327 students was obtained using Krejcie & Morgan (1970), the researcher used multistage sampling technique. The research instruments used were; questionnaire, observation schedule, and document analysis. To determine validity, experts were consulted and for reliability, test-retest will be used. Data was analyzed by use of frequencies, percentages, mean scores, and standard deviations. To test hypotheses, ANOVA was employed. The findings showed that Disruptive conduct negatively impacts students' language performance and academic success. Small class sizes enable deeper engagement, leading to improved outcomes in the English language. The study concluded that classroom management practices and interactive approaches, such as open-ended questions and role-playing, also contribute to better learning outcomes improved English performance. Teachers should optimize environmental factors, implement innovative teaching strategies, and foster positive relationships to maximize student learning potential. Students should promote unity, collaboration, and focus on set goals to create an effective learning environment.*

**Key words:** Teacher-Student relationship; Students' Performance in English

### Introduction

#### Background to the Study

Teacher-student relationship is a form of relationship that occur between the teacher and student which can be expressed as friendship, affection, cooperation, and open communication. According to Hughes & Chen (2011) teacher-student relationship forms the basis of the social context in which learning takes place. Strong and supportive relationship between teachers and students are fundamental to Language performance of all students in schools (Hamre & Pianta 2014). The author further asserted that teacher-student relationships contribute to both academic and socio-emotional development. Students who form close relationship with teachers enjoy reading story books more which in turn helps them to acquire oral skills which are foundational skills for Language performance (Ryan, Stiller, & Lynch, 2024). Positive student-teacher relationships also serve as a secure base for student to perform well in academics. Hence, it helps

to maintain students' interest in academic and social pursuits, which in turn lead to better grades.

The teacher-student relationship has an important influence on the students' attitudes towards reading and achievements in English language in general; and the relationships which they create in the school as well. Myers and Claus (2018) noted that "classroom communication climate while students are learning any language, is dependent largely on whether students consider their instructors to be approachable or not. Cooper and Miness (2014) also established that teachers who often asked about the students' life and kept interacting with them were more likely to become a favourite teacher among the other teachers. Nasser (2014) asserted that when teachers often supported students' self-confidence and fostered students' self-trust, students' motivation increased, and that led to teachers succeeding in teaching and learning in an English lesson.

In Australia, it is mandatory that teachers build a good relationship with all the members within the classroom. The good teacher-student relationship creates students' emotional link, which results in students feeling comfortable and confident in front of their peers and their teachers (Allen et al., 2013). The relationships can be, among others, good communications between the teacher and their students. Effective communication makes it easier to maintain understanding (Pratolo, 2019). White (2013) described a good teacher-student relationship as teachers and students who are having low levels of conflict and high levels of closeness. Successful teacher-student bonds are frequently characterized

as ones in which the teacher earns the student's trust and in which the student feels emotionally safe, feels supported by the teacher, and is challenged to excel academically (Gregory & Ripski, 2008).

**Methodology**

The study employed a causal-comparative design and the target population were the target population specifically comprises the 182 teachers of English and 327 students. The tools for data collection were; a questionnaire, an observation schedule, and document analysis guide. Findings are presented in Table 1

**Teacher-Student Relationship and Students' Performance in English**

Statements	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I take a personal interest in my students	0	0.0	4	14.3	0	0.0	15	46.4	9	32.1
I go out of my way to help my slow learners	3	10.7	3	10.7	1	3.6	7	25.0	14	50.0
I talk to the students freely while in class and even outside the classroom	0	0.0	3	21.4	0	0.0	14	50.0	11	39.3
I ask learners questions when the lesson is on going	3	10.7	4	14.3	0	0.0	5	17.9	16	57.1
I give chance to students to explain their ideas to the whole class	0	0.0	5	21.4	0	0.0	18	64.3	5	21.4
I give students a chance to explain how to solving difficulty problems	2	7.1	2	7.1	3	10.7	6	21.4	15	53.6
There is a languages departmental policy (or documentation) on how to promote co-operative learning (e.g., using teaching methods that encourage the students to participate in class).	3	10.7	2	7.1	0	0.0	7	25.0	16	57.1
I encourage students to ask questions in the classroom	0	0.0	1	3.6	3	10.7	14	50.0	10	35.7
Teachers' verbal and non-verbal communication with students gives them the clue about the dos and don'ts hence stimulating their academic performance	3	10.7	1	3.6	3	10.7	15	53.6	6	21.4
I spend a few seconds of lesson time to communicate classroom expectations with students	0	0.0	2	7.1	0	0.0	19	67.9	7	25.0

Based on the research findings presented in Table 1, which examined the personal interest English teachers take in their students, a significant majority, specifically 53.6% of those surveyed, were found to agree with this notion. The clear consensus among the majority of English teachers highlights the prevalent dedication and investment they have in nurturing

a strong student-teacher relationship, which is essential for effective learning and good performance in English. These findings align with previous research by Zainullah *et al.*, (2023) that emphasizes the importance of positive teacher-student relationships in promoting student engagement and achievement. It is evident that English teachers recognize the

impact they can have on their student's lives and are committed to fostering a supportive and nurturing environment. This dedication ultimately contributes to a more conducive learning atmosphere and enhances students' overall educational experience

In the elaborate study, the researcher delved deeper into the statement regarding the personalized assistance provided to slow learners, specifically by conducting surveys with a group of dedicated English teachers. In analyzing the results, a clear and significant trend emerged, revealing that an impressive 50% of English teachers expressed strong agreement with the idea that they devote additional time to assist students who struggle with the subject. This commitment to supporting slow learners not only indicates a dedication to fostering academic growth but also suggests that such efforts could potentially contribute to improved performance in the English language over time. These findings align with previous research by Sierens *et al.*, (2014) that highlights the diversity of teaching strategies employed by educators. It is evident that while a majority of English teachers prioritize supporting slow learners, a significant minority may have alternative methods or priorities. This variation in approaches underscores the importance of recognizing and accommodating different teaching styles to ensure the success of all students.

In addition, it is advisable to engage in open discussions with students not only during class but also in informal settings outside the classroom. This approach, as studied, delved into English teachers' perspectives on conversing freely with students within and beyond the academic environment. The research brought to light an interesting dynamic among Teachers of English, a significant majority of 50% agreed with the belief that such interactions positively impact students' performance in English. It is clear that creating a supportive and engaging classroom environment is crucial for students' language learning and overall success in English. A study conducted by Zainullah *et al.*, (2023) has demonstrated that there are indeed positive impacts on academic achievement when teachers and students engage in meaningful interactions within the educational setting. This signifies the importance of fostering strong connections between educators and learners in order to enhance academic performance.

Expanding on the perspective of integrating learner questions during ongoing lessons, it is indeed beneficial to actively engage learners through inquiry-based methods. This instructional approach has been thoroughly examined to gain insights into educators' viewpoints on the effectiveness of posing questions to students during lesson delivery. The study highlighted an intriguing dichotomy among English teachers, where majority of Teachers of English 57.1% strongly agreed with the notion that such interactive practices have a positive influence on students' English language performance and overall academic performance. This finding sheds light on the valuable role that interactive teaching practices play in enhancing students' comprehension and performance in the English language, underlining the potential benefits of incorporating such strategies in educational settings.

Moreover, the study revealed that students who actively participate in inquiry-based activities demonstrate higher levels of engagement and motivation, leading to improved learning outcomes. This finding aligns with previous research by Ghaemi *et al.*, (2017), who found that incorporating learner questions into lessons not only enhances students' critical thinking skills but also fosters a deeper understanding of the subject matter.

In the detailed and comprehensive research study, focused on exploring the benefits of allowing students the platform to present their ideas in front of the entire class to boost English performance and foster healthy teacher-student relationships, it was evident that English teachers were instrumental in providing valuable insights through surveys. Delving into the collected data, a notable trend unfolded, indicating that a significant majority, specifically 64.3% of the sampled English teachers, agreed with the notion of presentations positively impacting students' performance in the English language as well as their overall academic achievements. This statistical finding emphasizes the notion that engaging students in sharing their thoughts publicly may indeed be a key factor in enhancing language skills and academic success, strengthening the argument for integrating such interactive strategies in educational settings to nurture well-rounded individuals. These findings align with previous research study by Cook-Sather, (2019) that have shown the benefits of student presentations in improving language skills and fostering teacher-student connections.

In addition, it is highly beneficial to provide students with the opportunity to articulate their strategies for tackling challenging problems, as this fosters a deeper level of understanding and collaboration between students and teachers. The research findings shed light on an intriguing aspect of teacher attitudes towards this approach, a significant majority of 53.6% acknowledged its value and effectiveness in facilitating a more engaging and interactive learning environment that is conducive to overall student growth and success. By encouraging this dialogue, not only does it strengthen the student-teacher relationship, but it also plays a pivotal role in enhancing English language performance and academic performance. These findings align with previous research that emphasizes the importance of student-centered learning and the benefits of promoting student agency in the classroom. By giving students the opportunity to articulate their strategies, teachers can better understand their thought processes and tailor instruction to meet individual needs. This approach not only fosters a sense of ownership and empowerment among students, but it also cultivates critical thinking skills and problem-solving abilities that are essential for success in the 21st century.

In the extensive research project, the researcher conducted an in-depth analysis on the statement emphasizing the presence of a designated languages departmental policy or documented guidelines outlining strategies to enhance cooperative learning, such as employing teaching methodologies that actively engage students in classroom discussions. In order to gain a comprehensive understanding of the situation,

structured surveys were distributed among a carefully selected group comprising English teachers, in order to gather their valuable insights and perspectives on the matter at hand. Upon analysis of the collected data, a notable recurring trend was revealed, as a significant majority, representing a substantial 57.1% of the English teachers involved in the study, expressed strong agreement for the provision of supplementary guidance and assistance aimed at aiding students who encounter difficulties in the process of learning. It was evident that such dedicated support not only had a positive impact on boosting students' performance in the English language but also played a crucial role in enhancing their overall academic performance in a significant manner. These findings align with previous research by Mohammed, (2022) that has shown the importance of providing targeted support to students who may struggle with the learning process.

In the meticulously detailed and comprehensive research study conducted, the researcher delved deeply into the statement advocating for the encouragement of students to ask questions in the classroom, as this practice is believed to not only boost English performance but also foster positive teacher-student relationships. The investigation involved extensive engagement with a group of dedicated English teachers through the distribution of surveys to elicit valuable insights and opinions. Upon meticulous analysis of the gathered data, a discernible pattern emerged, indicating strong support for this approach, with a significant majority 50% of the surveyed English teachers expressing their agreement. Encouraging students to ask questions not only enhances their language skills but also creates a more inclusive and collaborative learning environment. These findings align with previous research by Norman, (2022) that highlights the benefits of student engagement in the classroom. By fostering positive teacher-student relationships, educators can create a safe space where students feel comfortable expressing their thoughts and ideas.

It is indeed beneficial for teachers to recognize the impact of both their verbal and non-verbal communication on students, as these cues play a crucial role in their understanding. This approach has been extensively studied to delve into Teachers of English perspectives regarding its effectiveness in enhancing students' English language performance. The study shed light on an intriguing divide among English teachers, with notable majority comprising 53.6% in agreement. It is evident that effective communication strategies can significantly influence the learning outcomes and overall academic success of students, emphasizing the importance of continuous reflection and improvement in teaching practices.

It is highly advantageous for teachers to allocate a brief period during lesson time to clearly convey classroom expectations to their students, setting a constructive tone for learning. This active strategy has been thoroughly analyzed within the realm of education to explore the viewpoints of English teachers on its efficacy in improving students' performance in the English language. The study's findings illuminated an interesting disparity in opinions among English teachers, with a

significant majority, approximately 67.9%, offered overwhelmingly positive feedback. This illuminates the importance of effective communication and clear guidelines in creating a conducive learning environment that fosters academic growth and success for all students.

## Conclusion

Effective communication strategies, setting clear classroom expectations, and fostering positive student-teacher relationships are crucial elements that play a significant role in improving English language performance levels.

## Recommendations

Students and teachers should actively work together to foster a positive teacher-student relationship, which can significantly enhance the learning experience for everyone involved. By encouraging open communication, mutual respect, and understanding, the bond between educators and learners can be strengthened, contributing to a more supportive and enriching educational environment.

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