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**THE IMPACT OF POOR TEACHER-STUDENT RELATIONSHIP ON THE
ACADEMIC PERFORMANCE. A STUDY AT HOLY FAMILY NURSING AND
MIDWIFERY TRAINING COLLEGE, BEREKUM.**

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2023

DECLARATION

We hereby declare that this submission is our work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of the diploma of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

The study focused on the impact of poor teacher-student relationship on the academic performance. A study at holy family nursing and midwifery training college, Berekum.” The study was carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The target population is the nursing and midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all first year students and second year students of the College. A descriptive study design was used for the study. A total of fifty (50) students were selected for the study. The respondents were obtained using the convenient sampling method. Data collection was done through the use of structured questionnaires consisting of closed-ended questions. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, and the complete anonymity of respondents. Questionnaires were shared with the students in their various classrooms during the class period.

The study recommended that, Based on the outcome of this study, it is important that, as part of their efforts in improving students’ academic work, teachers should endeavor to deliberately establish good relationships with students. This could be done by expressing concerns not only about students’ academic work but also about other issues that confront them from the home. This would make students feel accepted and become motivated to cooperate and improve their academic work, Students are also expected to respect their teachers in order to ensure a good student-teacher relationship, the teacher student interaction should be taken seriously by the school management in the behavioral impact on academic performance of students. With a focus on developing critical minds and democratic future leaders, there is a need for pre-service and in-

service training on the teacher-student relationship. Students are again expected to dress in a decent way and properly in order not to seduce their teachers.

The study concluded that, Less than half of the respondents (34%) were aged between 18 - 21 years, 50% of the respondents were aged between 22 - 25 years, Most of the respondents (62%) were females and 38% of the respondents were males and Most of the respondents (50%) were married, 48% of the respondents were single, 2% of the respondents were divorced and none of the respondents were widowed.

TABLE OF CONTENT

DECLARATION	Error! Bookmark not defined.
ABSTRACT	i
TABLE OF CONTENT	iv
ABBREVIATION.....	vii
ACKNOWLEDGEMENT	x
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Background of the study	1
1.1 Problem statement.....	3
1.2 General objective.....	3
1.3 Specific objective	3
1.4 Operational definition	4
CHAPTER TWO	5
LITERATURE REVIEW	5
2.0 Introduction	5
2.1 Overview	5
2.2 Knowledge level and perception of students on teacher-student relationship.	6
2.3 The negative impact of poor teacher student relationship.....	7
2.4 The positive impact of good teacher-student relationship on students' academic life.....	8

CHAPTER THREE	10
MATERIALS AND METHODS.....	10
3.0 Introduction	10
3.1 Study area.....	10
3.2 The study population.....	10
3.3 Study design	11
3.4 Sampling technique and Size	11
3.5 Data collection methods and instruments.....	11
3.6 Data analysis techniques	11
3.7 Ethical consideration	12
3.8 Limitation of the study	12
CHAPTER FOUR.....	13
DATA ANALYSIS AND RESULTS.....	13
4.0 Introduction	13
4.1 Demographic Characteristics of Respondents.....	13
4.2 Knowledge level of students on student-teacher relationship	17
4.3 How poor teacher student relationship negatively impact students' academic performance.	20
4.4 How good teacher-student relationship positively impact student academic life on campus.	22

CHAPTER FIVE	25
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.....	25
5.0 Introduction.....	25
5.1 Discussions.....	25
5.1.1 Demographic characteristics.....	25
5.1.2 The Knowledge level of students on teacher student relationship.	25
5.1.3 How poor teacher student relationship negatively impact students’ academic performance.	26
5.1.4 How good teacher-student relationship positively impact student academic life on campus.	27
5.2 Conclusion.....	28
5.3 Recommendation.....	28
REFERENCES	30
APPENDIX.....	31

LIST OF TABLES

Table 1: Age Distribution of Respondents.....	13
Table 2: Marital Status of Respondents	14
Table 3: respondents understanding on student-teacher relationship.	17
Table 4: Impacts of poor teacher student relationship on students' academic performance	21
Table 5: Benefits of good teacher-student relationship on students' academic life on campus. ..	24

LIST OF FIGURES

Figure 1: Gender of Respondents	14
Figure 2: Respondents religion.	15
Figure 3: Respondents group.	16
Figure 4: Respondents knowledge on how student-teacher relationship can promote learning... ..	18
Figure 5: Respondents description on student teacher-teacher relationship characterized by lack of respect and intimidation.....	19
Figure 6: Respondents view on how poor teacher student relationship affects students.....	20
Figure 7: Respondents view on how good teacher-student relationship positively affects student academic life.	22
Figure 8: Respondents view on who benefit from the student teacher relationship.	23

ABBREVIATION

PRSRs	Professor-Student Rapport Scale
SAEQ	Student Academic Engagement Questionnaire
SES	Socio-economic status
QTI	Questionnaire on Teacher Interaction
GPA	Grade point average

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CHAPTER ONE

INTRODUCTION

1.0 Background of the study

In classroom interactions, teachers and students may influence each other either positively or negatively (Luo et al., 2020). A negative teacher-student relationship may lead to stress, anxiety, and aggression in students (Uddin, 2020). Accordingly, creating a positive relationship with pupils is among the top priorities of teachers in any educational setting, especially in the practical instruction classrooms. A positive and favorable relationship between teachers and students is called teacher-student rapport (Frisby & Martin, 2019). Reyes and Von (2020) defined this construct as “a harmonious teacher–student relationship which encompasses enjoyment, connection, respect, and mutual trust”. As put forward by Wilson et al. (2018), to establish rapport in classrooms, teachers should pay attention to students' interests, value their beliefs and ideas, and allow them to freely express their feelings toward instruction.

In addition, having a sense of humor and providing continuous feedback are also enumerated as the approaches through which instructors can create a close relationship with their pupils (Frisby et al., 2017). To illuminate the significance of teacher-student rapport, Ibarra (2015) stated that the strong rapport between teachers and students can contribute to desirable academic behaviors. In this regard, Nathan (2018) postulated that those instructors who are able to build a harmonious relationship with their pupils can effectively improve students' sense of accomplishment, which contributes to their increased autonomy.

Additionally, Xie and Derakhshan (2021) also illustrated that positive teacher interpersonal behaviors such as teacher-student rapport can positively and dramatically influence student learning outcomes. Given the importance of teacher-student rapport in academic contexts, several studies have explored the positive outcomes of this factor for students' motivation (Thorsen, 2018), learning achievement (Wubbels et al., 2016), and academic success (Lammers et al., 2017). Yet, the desirable consequences of teacher-student rapport for other student-related variables such as academic engagement have received less attention (Geng et al., 2020).

In a general sense, student academic engagement refers to “the quality of students' participation or connection with the educational endeavor and hence with activities, values, individuals, aims, and place that comprise it” (Skinner et al., 2019). When it comes to the practical instruction classroom contexts, student academic engagement pertains to the amount of effort that learners dedicate to learn a new language (Hiver et al., 2021). Barkatsas et al. (2018) stated that students' academic engagement can lead to increased achievement, enhanced retention, and academic success. That is, those students who exert more effort in doing classroom activities are more likely to acquire course content. Thus, exploring factors that may positively contribute to students' academic engagement seems essential.

In line with this necessity, some empirical studies (Ghelichli et al., 2020) have examined the desirable outcomes of various personal and interpersonal factors for student academic engagement. However, as previously mentioned, the favorable effects of teacher-student rapport as an important interpersonal factor on students' academic engagement have been less investigated. Additionally, no review study has been carried out to illustrate the beneficial consequences of teacher-student rapport for students' academic engagement. To fill this gap, the present review study attempts to

explain the positive consequences of teacher-student rapport for student academic engagement in the practical instruction classrooms.

1.1 Problem statement

Pedler et al. (2020) also submitted that having positive relationships with teachers encourages students to enthusiastically participate in classroom tasks. Further, Xie and Derakhshan (2021) elucidated that positive interpersonal behaviors (e.g., confirmation, clarity, stroke, rapport, etc.) that teachers employ in instructional-learning contexts can remarkably promote students' learning engagement. Similarly, by relying on the basic assumptions of the positive psychology movement, Budzinska and Majchrzak (2021) suggested that students' academic behaviors such as engagement can be considerably enhanced in a positive learning atmosphere. To them, teachers can provide such pleasant atmosphere by developing a close and harmonious relationship with their pupils. Though no known research has been done to identify the impacts of poor teacher student relationship on the academic performance at Holy Family Nursing and Midwifery Training College, Berekum. Given this, it is of the best research into it to explain the impacts of poor teacher-student relationship on student's academics.

1.2 General objective

To explore the impacts of poor teacher-student relationship on students' performance academically at Holy Family Nursing and Midwifery Training College, Berekum.

1.3 Specific objective

1. To assess the knowledge level of and perception of students on teacher student relationship.
2. To identify how poor teacher student relationship negatively impact students' academic performance.

3. To identify how good teacher-student relationship positively impact student academic life on campus.

1.4 Operational definition

Student: Denoting someone who is studying in order to enter a profession.

Teacher: A person who formally helps students to acquire, competence or virtue.

Relationship: The way in which two or more are connected.

Student-teacher relationship: It is a teaching interaction between (students) and teacher that helps them to learn.

Interactive teaching: The interchange of ideas and concepts between the students, teachers and knowledge content that aims to promote discussions and actively involve all participants in their learning (Kaur, et al., 2017).

Learner-centered teaching: The shift from a teacher-centered approach, where the fundamental change is the role of the educator from that of a didactic teacher to that of a facilitator of learning (Spencer & Jordan, 2016).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains is to review of the relevant literature related to the research topic “the impacts of poor teacher student relationship at Holy Family Nursing and Midwifery Training College, Berekum.” It comprises books, journals and online articles, research reports as resource of this chapter. (Mathew, 2020)

2.1 Overview

Owing to the fact that teacher-student rapport can contribute to desirable academic behaviors (Ibarra, 2014; Wang et al., 2021), a large number of studies have probed into the positive consequences of this construct. Nevertheless, the beneficial effects of this positive interpersonal behavior on students' engagement have remained elusive.

The significance of teacher-student interpersonal relationships has been widely recognized in research addressing kindergarten, primary and secondary education (Marcus, 2015). Both positive and negative factors influence the abilities of a child to stay motivated in school and hold academic success. Positive teacher-student interaction enhances positive attitude towards teachers and achieves positive academic outcomes (Buayou, 2019). Studies reveal that students who have positive relationships with their teachers are less likely to avoid schools (Breegey, 20118) and more likely to develop a sense of belongingness towards school. On contrary, conflicted teacher-student relationships increase poor academic grades (S, 2017) and show disobedience towards school system and build mistrust towards teachers (16). Moreover, all students should have a respectful, caring, and positive learning atmosphere enhancing their joy of learning. Taking time

to build positive relationships with students have profound effects on their school experiences—both within and outside of the classroom. Creating a climate of warmth, caring, and supporting autonomy would help students to feel a sense of control (Buayou, 2017). The nature of the classroom environment has a powerful influence on how well students achieve educational outcomes. The rationale for this study was founded to determine the nature of poor teacher-student interaction and their relationships. As early mentioned, literature strongly noted the importance of healthy and strong teacher-student interaction that played a significant role in improving the student's academic performance. In fact, the school management pay attention to aspects of social relationships in school, especially the interaction between teachers and students. This can be proved with many of the behavioral problems in school, such as disputes, fights, bullying, and others. Thus, the teacher student interaction should be taken seriously by the school management in the behavioral impact on academic performance of students. This is because good academic behavior would result in better academic performance. Overall, teacher-student interaction has an important construct in educational research within school and preschool settings but remains largely neglected in Bangladesh context.

2.2 Knowledge level and perception of students on teacher-student relationship.

Wang et al., (2021) conducted a descriptive study to examine the knowledge of impact of teacher-student rapport on students' engagement. To do so, 306 university students were selected from different countries. To elicit participants' viewpoints, they were invited to respond to two close-ended questionnaires, namely Professor-Student Rapport Scale (PSRS) and Student Academic Engagement Questionnaire (SAEQ). Analyzing respondents' answers, they found that teacher-student rapport is a strong predictor of students' academic engagement which indicated that student much knowledge about on relationships with teachers. By the same token, Geng et al. (2020) also

attempted to scrutinize the positive effects of positive teacher-student relationships on Chinese students' learning engagement.

Awoniyi and Butakor (2018) conducted a research to find out what they know of teacher-student relationship and would make a difference in the performance in mathematics of the eleventh graders in the Cape Coast Metropolis. A sample size of 2,575 students was randomly chosen to fill a questionnaire on teacher-student relationship and write an achievement test in mathematics. Findings revealed that trust, fear and lack of respect negligibly and statistically correlated with achievement scores; unhealthy context and challenge correlated negligibly (but not statistically); while support did not correlate. The sub constructs jointly shared a variance of approximately 8% with achievement scores. With a focus on developing critical minds and democratic future leaders, there is a need for pre-service and in-service training on the teacher-student relationship.

2.3 The negative impact of poor teacher student relationship.

Mensah and Koomson (2019) conducted a study examined the impact of teacher-student relationship on academic achievement of students in Senior High Schools in Winneba, Ghana. Eighty students were conveniently sampled from two strata whiles data was qualitatively collected using semi-structured interview guide and analyzed thematically. The study uses the four clusters of teacher-student relationship as a framework to discuss the types of relationships that exist in Ghanaian Senior High Schools. The study revealed that connectedness, dependent, peaceful and conflicting teacher-student relationships prevail in Senior High Schools. However, administrative restrictions, and certain attitudes of teachers and students impede the development of effective teacher-student relationship. Whereas positive relationships create environments that augment academic achievement, threatening relationships stifle academic achievement. Teachers should

deliberately express concerns both about students' academic and non-academic life, as this makes the latter feel accepted and motivated to improve academic work.

Bergeron et al., (2019) conducted a study in University of Montreal, Canada. The main goal was to test if teacher-student relationships and achievement motivation are predicting dropout intention equally for low and high socio-economic status students. A questionnaire measuring teacher-student relationships and achievement motivation was administered to 2,360 French Canadian secondary students between 12 and 15 years old during the spring of 2005. A hierarchical multiple regressions model with interactions predicted their dropout intention. The moderator variable was SES (socio-economic status). Results showed that most predictors of dropout intention acted similarly for both SES. However, strong competence beliefs in mathematics predicted low dropout intention for students from high SES. Knowing that low SES students dropout more than others, our homogeneous predictors do not explain entirely the dropout phenomenon.

2.4 The positive impact of good teacher-student relationship on students' academic life.

Pervin et al., (2021) conducted a study to investigate the influence of teacher student interaction on academic performance of the students. Hundred participants (50 teachers and 50 students) were selected through purposive sampling technique to conduct this research. Teacher and student feedback were measured by using the Questionnaire on Teacher Interaction (QTI) as well as students' academic performance was calculated by using last year grade point average (GPA) of each student. Pearson product moment correlation was used which indicated a positive significant correlation ($r = 0.70$, $p < 0.05$) between teacher-student interaction and academic performance of the students. The findings indicated the importance of teacher-student relationships to attain academic success of the students. The results suggest providing appropriate academic resources and aids for the teachers to meet the individual needs of their students.

Downey (2018) conducted a study synthesizing educational research aiming to provide the positive affect of practicing good teacher student relationship on academic success. What was determined was that a teacher's personal interaction with his/her students made a significant difference. The recommendations from Downey's analysis were that "students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success". These interactive relationships should be based on respect, trust, caring, and cohesiveness. A sense of belonging is another important byproduct of a strong teacher-student relationship that is critical to a student's success in school. Downey concludes by saying "the study served as a powerful reminder that everyday teacher-student interactions in the classroom matter".

CHAPTER THREE

MATERIALS AND METHODS

3.0 Introduction

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration, and the limitations of the study.

3.1 Study area

The study was carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College is located in the western part of Berekum, on the premises of The Holy Family Hospital. The College has a student population of 688 students comprising 112 males and 576 females. There are 30 teaching staff and 55 non-teaching staff. The College runs three Diploma programs; Registered General Nursing (RGN), Registered Midwifery (RM), and a two-year Post Basic Midwifery (NAP/NAC).

3.2 The study population

The target population is the nursing and midwifery students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all first year students and second year students of the College who were Registered Nursing students, Registered Midwifery students and Post Basic Midwifery students. Third years were on included simply because they on affiliation assignment at Ankaful Psychiatric Hospital.

3.3 Study design

A descriptive study design was used for the study. This design was used for the study because there was the need to describe the characteristics of the phenomenon being studied. The design also allows for us to observe the students in their natural and unchanged environment. The data collection in descriptive research allows for the gathering of in-depth information about the research problem.

3.4 Sampling technique and Size

A total of fifty (50) students were selected for the study. The respondents were obtained using the convenient sampling method. This method was used because it is inexpensive and respondents are easy to reach. The first 50 students who were readily available were selected.

3.5 Data collection methods and instruments

Data collection was done through the use of structured questionnaires consisting of closed-ended questions. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, and the complete anonymity of respondents. Questionnaires were shared with the students in their various classrooms during the class period. We explained to them how the questionnaires were to be filled. Each student used a maximum of 20 minutes to complete the questionnaire.

3.6 Data analysis techniques

The data obtained from the study were checked for accuracy, utility, and completeness. The data were coded and analyzed using SPSS version 27 and the results were presented in tables and figures.

3.7 Ethical consideration

An introductory letter was obtained from the College before we conducted the study. The respondents were well informed about the purpose of the study and their consent was sought. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the respondent according to their chronologic entry into the study. Respondents were allowed to participate and withdraw from the study voluntarily at any time without any penalty.

3.8 Limitation of the study

The limitations to this study include the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents a detailed analysis of the data gathered from the field. The results are presented in tables and figures. The analysis of data was done according to the specific objectives of the study. The results are categorized into the demographic characteristics of the respondents, the knowledge level and perception of students on teacher student relationship, how poor teacher student relationship negatively impact students' academic performance and how good teacher-student relationship positively impact student academic life on campus.

4.1 Demographic Characteristics of Respondents

Table 1: Age Distribution of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Age	18 - 21 years	17	34
	22 - 25 years	25	50
	26 - 30 years	6	12
	Above 30 years	2	4

Less than half of the respondents (34%) were aged between 18 - 21 years, 50% of the respondents were aged between 22 - 25 years, 12% of the respondents were aged between 26 - 30 years, and 4% of the respondents were aged above 30 years.

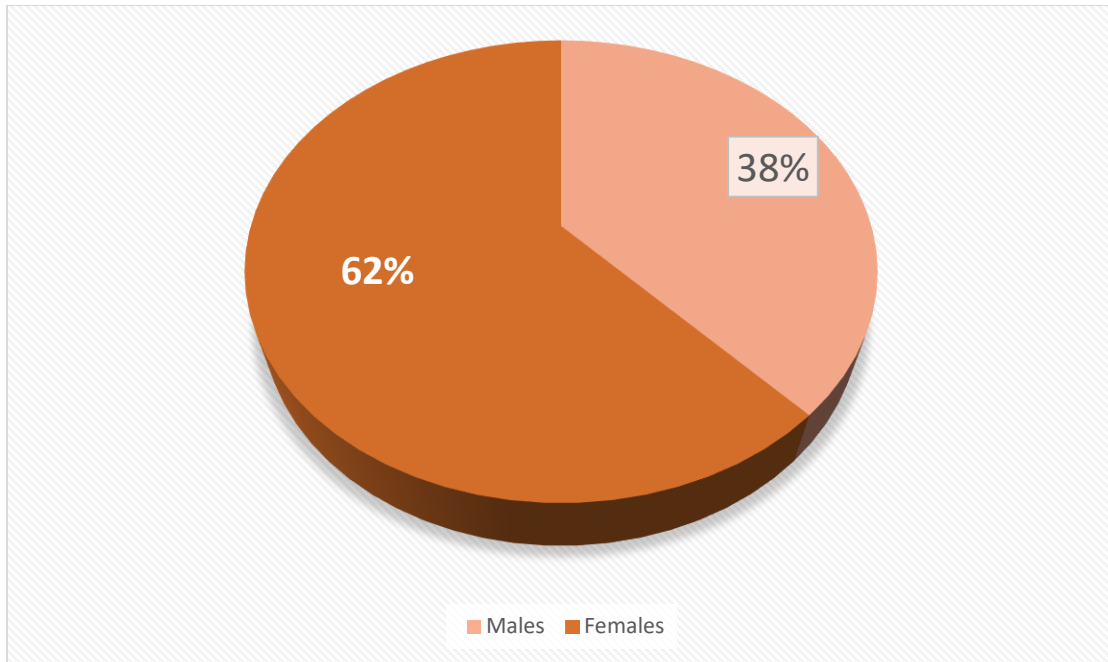


Figure 1: Gender of Respondents

Most of the respondents (62%) were females and 38% of the respondents were males.

Table 2: Marital Status of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Marital Status	Single	24	48
	Married	25	50
	Divorced	1	2
	Widowed	0	0

Few of the respondents (8%) were married, 92% of the respondents were single, none of the respondents were divorced and widowed.

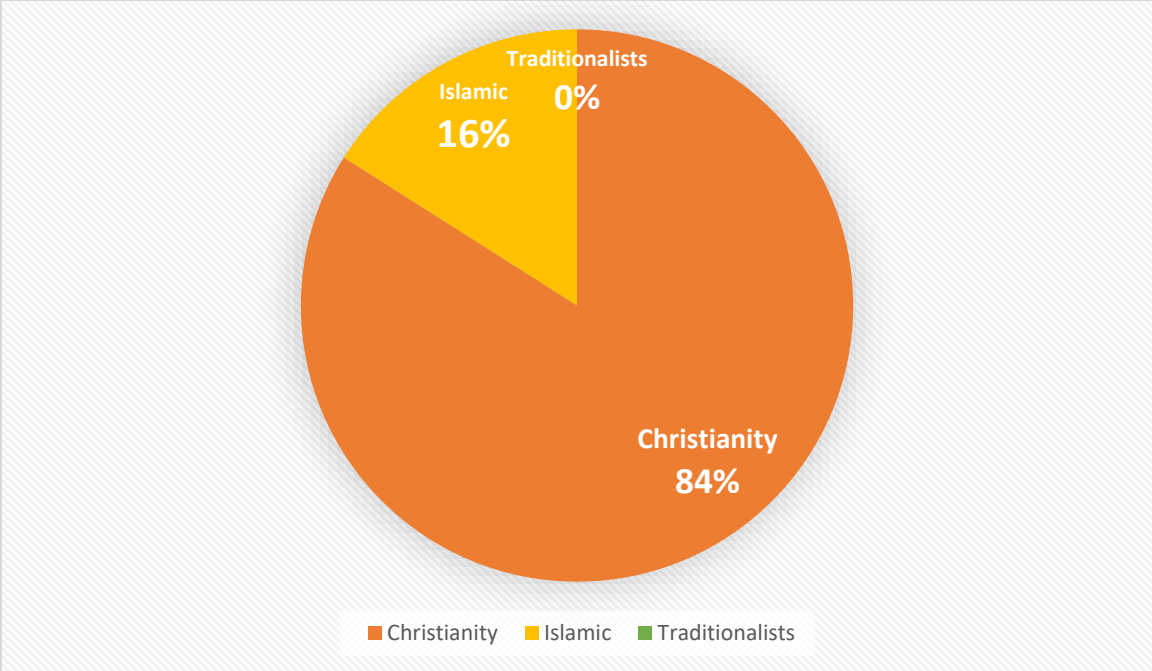


Figure 2: Respondents religion.

Most of the respondents (84%) are Christians, 16% of the respondents are Muslims and none of the respondents are Traditionalists.

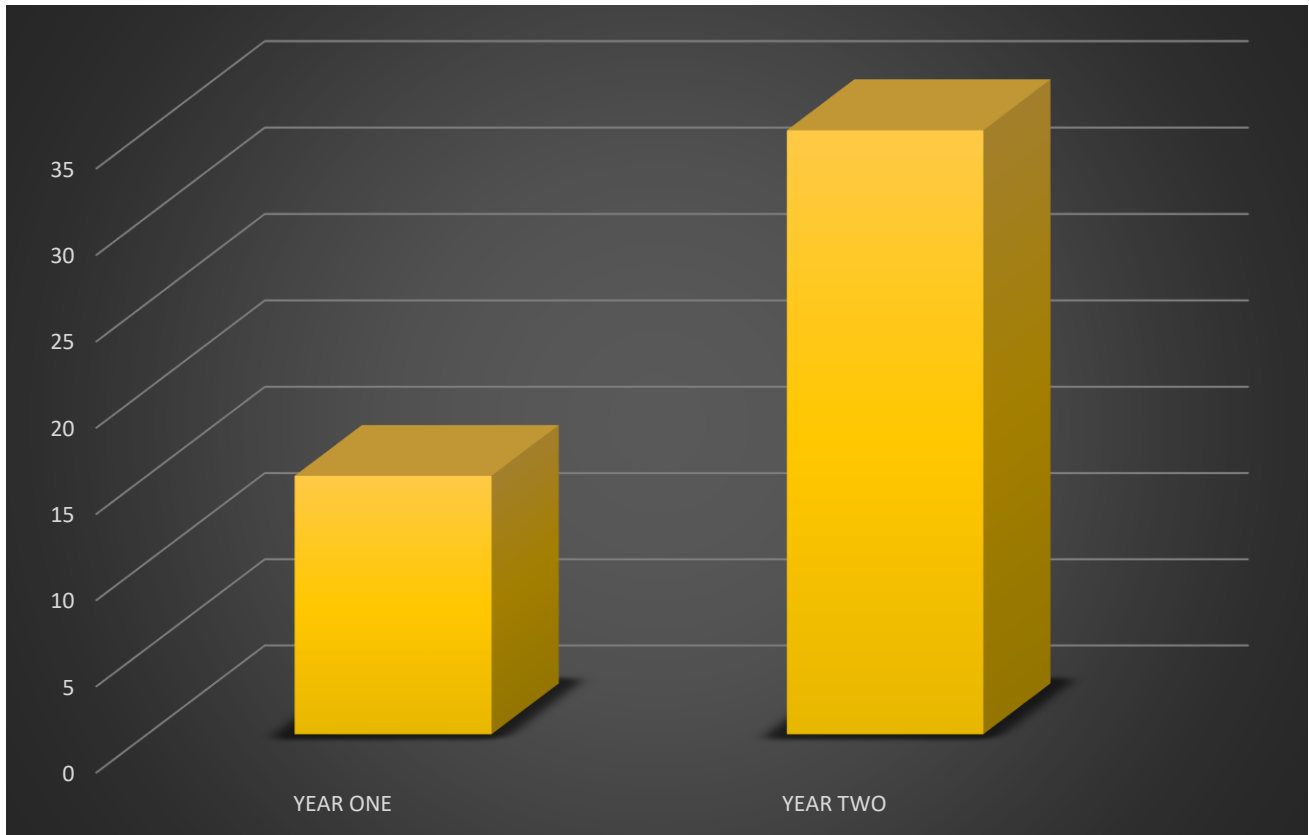


Figure 3: Respondents group.

Respondents were asked of their levels with regards to their class in the school, majority (70%) indicated they are in second year which means that the second years were the highest and the year ones were also in the 30%. This clearly shows that most of the participants were the second years.

4.2 Knowledge level of students on student-teacher relationship.

Table 3: respondents understanding on student-teacher relationship.

Understanding on student-teacher relationship	Frequency (n)	Percentage (%)
How student can relate to each other	15	30
It is bond or the connection between the son and the teacher	15	30
It is how close a friendship between the student and the teacher	20	40
TOTAL	50	100

Respondents were asked to provide how they understand student-teacher relationship. Thirty percent (30%) of the respondents indicated that, it is how student can relate to each other, another 30% also indicated that it is bond or the connection between the son and the teacher and the remaining 40% also indicated that it is how close a friendship between the student and the teacher.

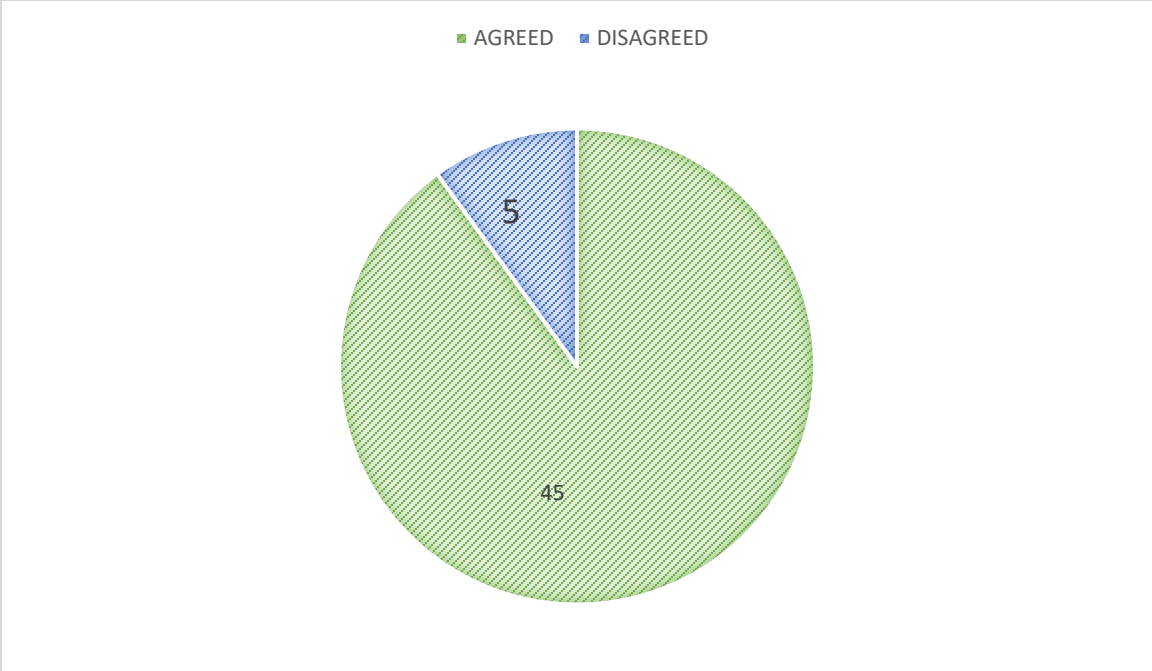


Figure 4: Respondents knowledge on how student-teacher relationship can promote learning.

To know whether respondents have knowledge about student-teacher relationship can promote learning and majority of the respondents (90%) indicated that they agreed and the remaining 10% indicated that they disagreed.

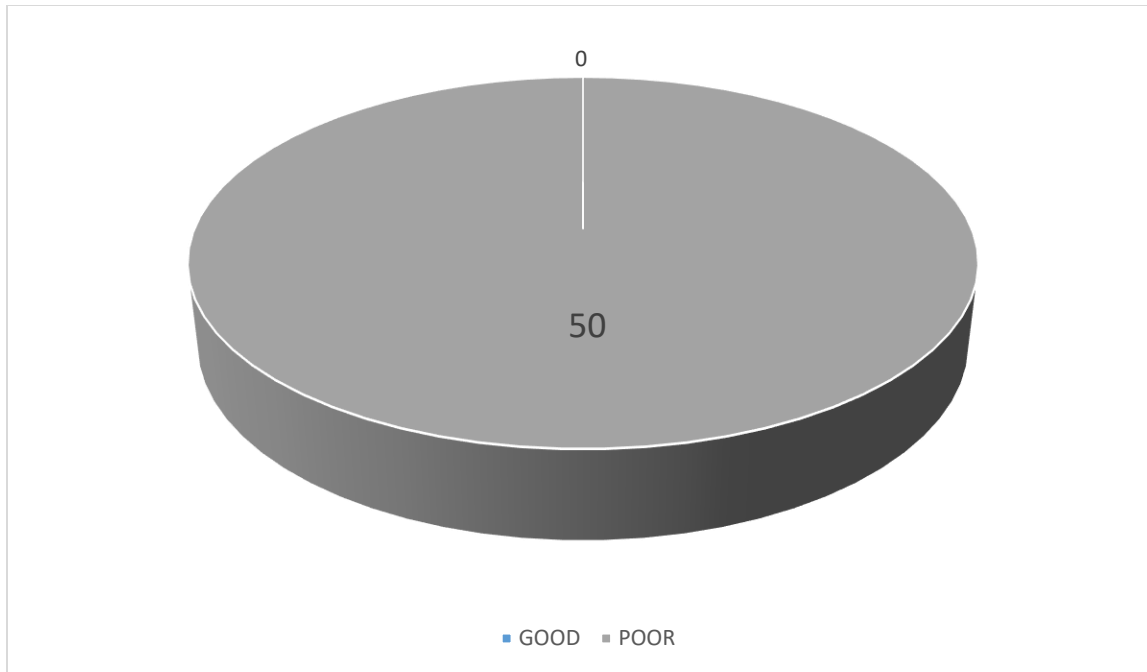


Figure 5: Respondents description on student teacher-teacher relationship characterized by lack of respect and intimidation.

They were asked to describe lack of respect and intimidation in student-teacher relationship is and all the respondents (n=50, 100%) indicated that the relationship becomes poor when there is no proper connection existing between the student and the teacher.

4.3 How poor teacher student relationship negatively impact students' academic performance.

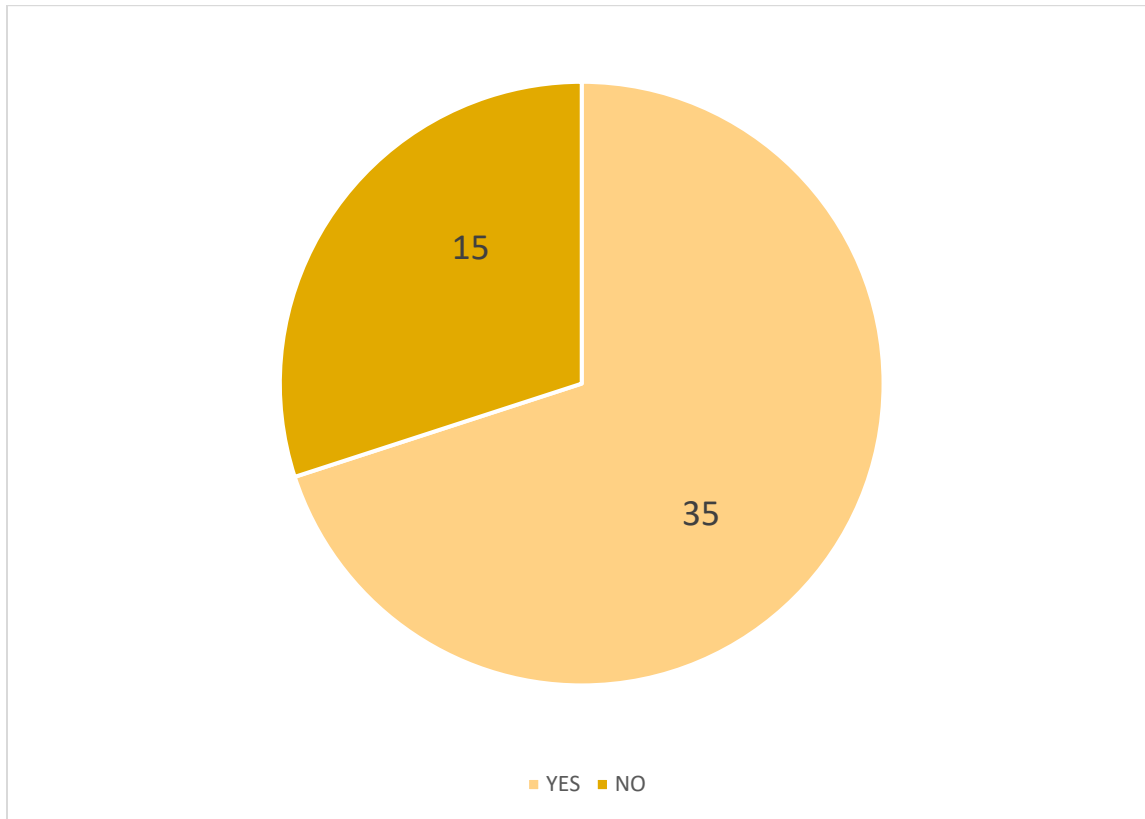


Figure 6: Respondents view on how poor teacher student relationship affects students.

Respondents were asked whether teacher student relationship sometimes affect student's academics of which 70% of them indicated that yes and 30% of them also indicated no.

Table 3: Impacts of poor teacher student relationship on students' academic performance.

Some of the negative impacts	Frequency (n)	Percentage (%)
Students can be rude to teachers	15	30
Students may find it difficult to be independents	10	20
Teacher may sometimes be seduced	10	20
Disobedient behaviors may be rampant	15	30
TOTAL	50	100

According to table 3, out of the 50 respondents, 30% of them indicated that students can sometimes be rude to their teacher as one of the negative impacts. Also another 20% of the respondents also indicated that some student may also find it difficult to be able to depend on him or herself as another negative impact on student's academics as far as student teacher relationship is concern. Students can sometimes seduce their teachers was another negative impact where 20% agreed that it has effects. Again 30% of them also indicated that another negative impact if that disobedient behaviours may be rampant among students.

A follow up question was thrown to them to provide some the negative impact they think may occur and majority of the respondent (70%) indicated that school dropout, 20% indicated rampant of rape cases and the remaining 10% indicated that there would be disgrace to the family as well.

4.4 How good teacher-student relationship positively impact student academic life on campus.

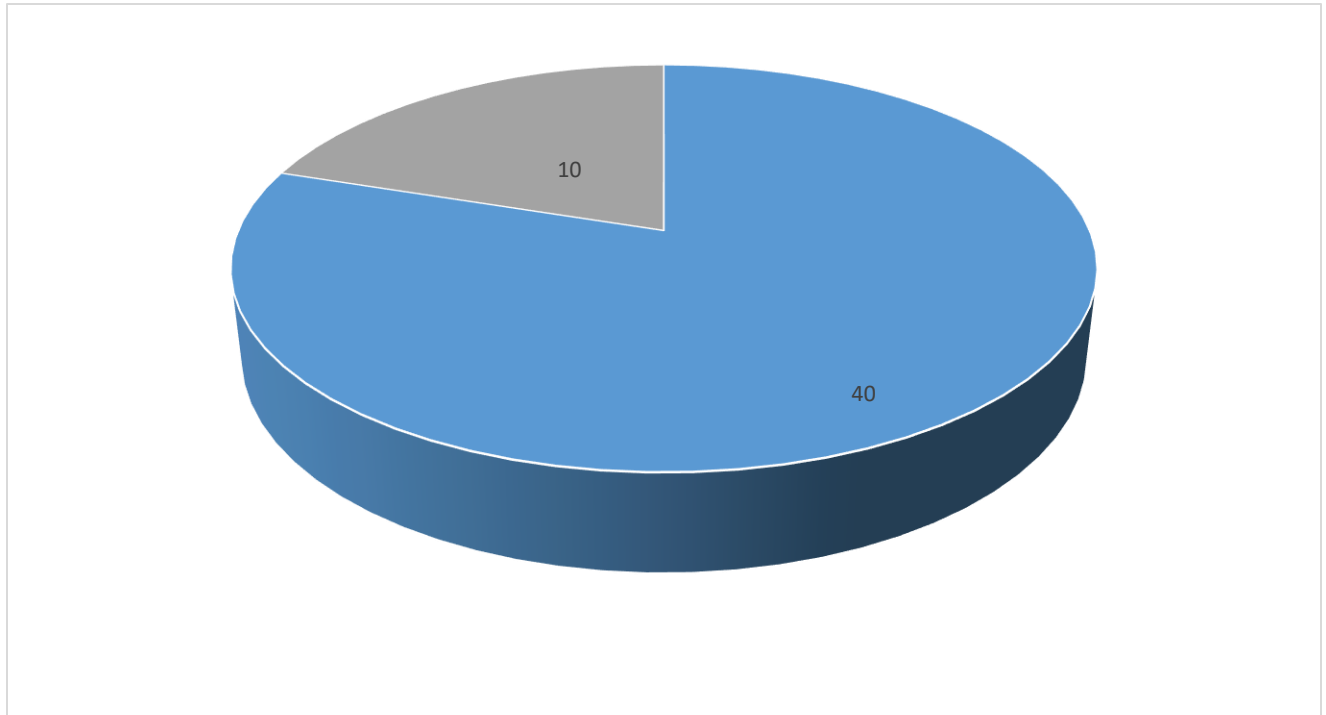


Figure 7: Respondents view on how good teacher-student relationship positively affects student academic life.

With regards to whether good teacher-student relationship positively has effects on students' academic life, 80% of the respondents indicated true where the remaining 20% of them indicated false.

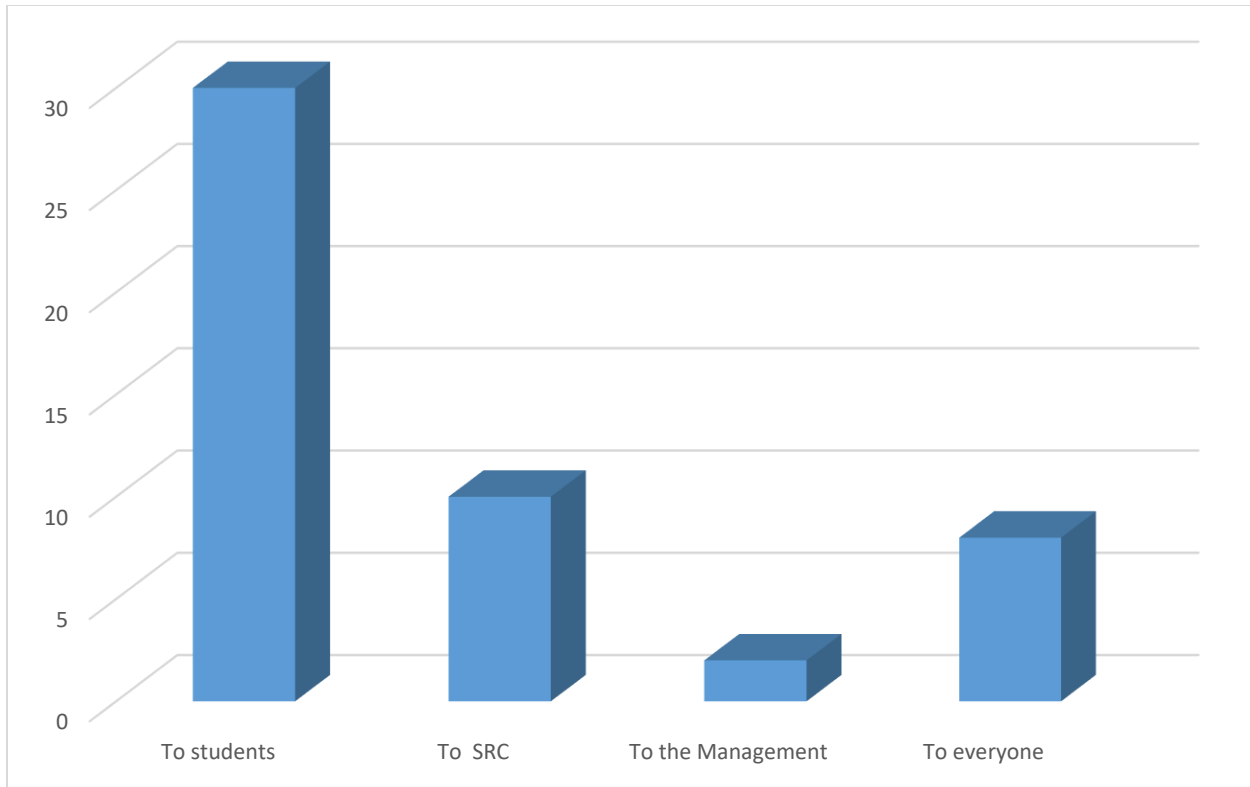


Figure 8: Respondents view on who benefit from the student teacher relationship.

With regards to who benefit from the student teacher relationship, about 60% indicated that it is important to students and 20% also indicated that it is important to the SRC, 4% of the respondents indicated that it is important to the management moreover it is important to everyone was also indicated by 16% of the respondents.

Table 4: Benefits of good teacher-student relationship on students’ academic life on campus.

No	Positive impact on student’s academics	Strongly Agree	Agree	Disagree	Strongly Disagree	TOTAL
1.	It has help with better GPA	3	47	0	0	50
2.	Less pressure	40	10	0	0	50
3.	It has improve the confident level.	5	12	8	25	50
4.	It has provided self-reliance.	36	4	5	5	50

From table three, respondents were asked of how the teacher student relationship will impact on students positively. In view of that 6% strongly agree that it has help with better GPA with 94% agreeing.

Also 80% strongly agreed that less pressure on the student is another benefit and 20% also agreed to that fact. Improving student’s confident level was another category where 10% strongly agreed, 24% agreed, 16% of them disagreed and about 50% strongly disagreed. Another category was it has provided with self-reliance, 72% strongly agreed with 8% agreeing, also 10% strongly agreed and another 10% agreed.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusions, and recommendations.

5.1 Discussions

5.1.1 Demographic characteristics

With regards to the demographic data, less than half of the respondents (34%) were aged between 18 - 21 years, 50% of the respondents were aged between 22 - 25 years, 12% of the respondents were aged between 26 - 30 years, and 4% of the respondents were aged above 30 years. Most of the respondents (62%) were females and 38% of the respondents were males.

Few of the respondents (8%) were married, 92% of the respondents were single, and none of the respondents were divorced and widowed. Most of the respondents (84%) are Christians, 16% of the respondents are Muslims and none of the respondents are Traditionalists.

Respondents were asked of their levels with regards to their class in the school, majority (70%) indicated they are in second year which means that the second years were the highest and the year ones were also in the 30%. This clearly shows that most of the participants were the second years.

5.1.2 The Knowledge level of students on teacher student relationship.

Respondents were asked to provide how they understand student-teacher relationship. Thirty percent (30%) of the respondents indicated that, it is how student can relate to each other, another

30% also indicated that it is bond or the connection between the son and the teacher and the remaining 40% also indicated that it is how close a friendship between the student and the teacher. To know whether respondents have knowledge about student-teacher relationship can promote learning and majority of the respondents (90%) indicated that they agreed and the remaining 10% indicated that they disagreed. They were asked to describe lack of respect and intimidation in student-teacher relationship is and all the respondents (n=50, 100%) indicated that the relationship becomes poor when there is no proper connection existing between the student and the teacher. Similarly, this finding supports Wang et al., (2021) who conducted a descriptive study to examine the knowledge of impact of teacher-student rapport on students' engagement. Analyzing respondents' answers, they found that teacher-student rapport is a strong predictor of students' academic engagement which indicated that student much knowledge about on relationships with teachers.

5.13 How poor teacher student relationship negatively impact students' academic performance.

Respondents were asked whether teacher student relationship sometimes affect student's academics of which 70% of them indicated that yes and 30% of them also indicated no.

Also, out of the 50 respondents, 30% of them indicated that students can sometimes be rude to their teacher as one of the negative impacts. Also another 20% of the respondents also indicated that some student may also find it difficult to be able to depend on him or herself as another negative impact on student's academics as far as student teacher relationship is concern. Students can sometimes seduce their teachers was another negative impact where 20% agreed that it has effects. Again 30% of them also indicated that another negative impact if that disobedient behaviours may be rampant among students.

A follow up question was thrown to them to provide some the negative impact they think may occur and majority of the respondent (70%) indicated that school dropout, 20% indicated rampant of rape cases and the remaining 10% indicated that there would be disgrace to the family as well. Similarly, this finding contradicts Mensah and Koomson (2019) who conducted a study examined the impact of teacher-student relationship on academic achievement of students in Senior High Schools in Winneba, Ghana. Their study revealed that connectedness, dependent, peaceful and conflicting teacher-student relationships prevail in Senior High Schools. However, administrative restrictions, and certain attitudes of teachers and students impede the development of effective teacher-student relationship. Whereas positive relationships create environments that augment academic achievement, threatening relationships stifle academic achievement.

5.1.4 How good teacher-student relationship positively impact student academic life on campus.

With regards to whether good teacher-student relationship positively has effects on students' academic life, 80% of the respondents indicated true where the remaining 20% of them indicated false. Also concerning who benefit from the student teacher relationship, about 60% indicated that it is important to students and 20% also indicated that it is important to the SRC, 4% of the respondents indicated that it is important to the teacher moreover it is important to everyone was also indicated by 16% of the respondents. Respondents were also asked of how the teacher student relationship will impact on students positively. In view of that 6% strongly agree that it has help with better GPA with 94% agreeing.

Also 80% strongly agreed that less pressure on the student is another benefit and 20% also agreed to that fact. Improving student's confident level was another category where 10% strongly agreed, 24% agreed, 16% of them disagreed and about 50% strongly disagreed. Another category was it

has provided with self-reliance, 72% strongly agreed with 8% agreeing, also 10% strongly agreed and another 10% agreed. This finding supports to Pervin et al., (2021) who conducted a study to investigate the influence of teacher student interaction on academic performance of the students. Their findings indicated the importance of teacher-student relationships to attain academic success of the students. Also, it affirms to Downey (2018) who conducted a study synthesizing educational research aiming to provide the positive effect of practicing good teacher student relationship on academic success

5.2 Conclusion

The following conclusions were made from the study:

1. Less than half of the respondents (34%) were aged between 18 - 21 years, 50% of the respondents were aged between 22 - 25 years,
2. Most of the respondents (62%) were females and 38% of the respondents were males.
3. Most of the respondents (50%) were married, 48% of the respondents were single, 2% of the respondents were divorced and none of the respondents were widowed.

5.3 Recommendation

From the study, the following recommendations were made:

1. Based on the outcome of this study, it is important that, as part of their efforts in improving students' academic work, teachers should endeavor to deliberately establish good relationships with students. This could be done by expressing concerns not only about students' academic work but also about other issues that confront them from the home. This would make students feel accepted and become motivated to cooperate and improve their academic work.

2. Students are also expected to respect their teachers in order to ensure a good student-teacher relationship.
3. The teacher student interaction should be taken seriously by the school management in the behavioral impact on academic performance of students.
4. With a focus on developing critical minds and democratic future leaders, there is a need for pre-service and in-service training on the teacher-student relationship.
5. Students are again expected to dress in a decent way and properly in order not to seduce their teachers.
6. Teachers should deliberately express concerns both about students' academic and non-academic life, as this makes the student feel accepted and motivated to improve academic work.
7. The results suggest providing appropriate academic resources and aids for the teachers to meet the individual needs of their students.
8. The interactive relationships should be based on respect, trust, caring, and cohesiveness

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APPENDIX

QUESTIONNAIRE

INTRODUCTION

Dear Respondent,

We are students of the Holy Family Nursing and Midwifery Training College, Berekum researching the topic; “the impact of poor teacher-student relationship on the academic performance. A study at holy family nursing and midwifery training college, Berekum.”

Kindly answer the under-listed questions by ticking (√) the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time without any penalty. It will take approximately 20 minutes to answer this questionnaire.

Thank you.

PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. Age:

A. 18-21 [] B.22-25 [] C.26-30 [] D. above 30 []

2. Sex:

A. Male [] B. Female []

3. Religion

A. Christianity [] B. Islamic [] C. Traditionalist []

4. Marital status

A. married [] B. single [] C. divorced D. widow

5. Program of study

A.RGN [] B. RM [] C. POST NAC/NAP []

6. Level of respondents

A. Year two [] B. Year one C. Year three

B. 7 []

SECTION B: THE KNOWLEDGE LEVEL OF AND PERCEPTION OF STUDENTS ON TEACHER STUDENT RELATIONSHIP.

7. What is your understanding of student-teacher relationship?

A. How student can relate to each other []

B. It is bond or the connection between the son and the teacher []

C. It is how close a friendship between the student and the teacher []

8. Student-teacher should promote learning.

A. Agreed []

B. Disagreed []

9. Do you perceive student-teacher relationship to be regular and positive?

Yes [] B. No []

10. How will you describe student teacher relationship that is characterized by lack of respect and intimidation?

Good [] B. Poor []

SECTION C: HOW POOR TEACHER STUDENT RELATIONSHIP NEGATIVELY IMPACT STUDENTS' ACADEMIC PERFORMANCE.

11. Does poor teacher student relationship sometimes affect student's academic life?

- A. Yes [] B. No []

12. If yes, what are some of the negative impacts?

- A. Always students are in bad mood []
- B. Rape cases may be rampant in the community []
- C. Some teachers feel reluctant to come to class []
- D. School dropout []
- E. there would be disgrace to the family as well []

13. On their academics, what do you think are some of the negative impacts?

- A. Students can be rude to teachers []
- B. Students may find it difficult to be independents []
- C. Teacher may sometimes be seduced []
- D. Disobedient behaviors may be rampant []

SECTION D: HOW GOOD TEACHER-STUDENT RELATIONSHIP POSITIVELY IMPACT STUDENT ACADEMIC LIFE ON CAMPUS.

14. Good teacher-student relationship is really helping

- A. True [] B. False []

15. Where do you think the benefits will get to?

- A. To students []
- B. To the SRC []
- C. To the teacher []
- D. To everyone []

Indicate your position on the following statements by ticking (√) the appropriate option NB: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

No	Positive impact on student's academics	SA	A	D	SD
1.	It has help with better GPA				
2.	Less pressure				
3.	It has improve the confident level.				
4.	It has provided self-reliance.				

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)
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Our Ref. HFNMTC/GC/011/102622
Your Ref.

Date October 26, 2022

Samuel Osafo Asare
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Osafo Asare

PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated October 17, 2022, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic "The impact of poor Teacher-Student Relationship on Academic Performance: A Study at the Holy Family Nursing and Midwifery Training College, Berekum".

1. Nkrumah Belinda
2. Norvisi Grace

Thank you.

Yours faithfully

Rev. Sr. Margaret Afrifa
Academic Coordinator for Nursing
For: Principal

ACADEMIC CO-ORDINATOR - NURSING
HOLY FAMILY NURSING & MIDWIFERY
TRAINING COLLEGE, BERKUM