

**THE EFFECT OF POOR TEACHER – PUPIL RELATIONSHIP  
ON ACADEMIC ACHIEVEMENT OF BIOLOGY STUDENTS IN  
ENUGU SOUTH LOCAL GOVERNMENT**

## **TABLE OF CONTENTS**

Title Page	-	-	-	-	-	-	-	-	i
Certification	-	-	-	-	-	-	-	-	ii
Approved Page	-	-	-	-	-	-	-	-	iii
Dedication-	-	-	-	-	-	-	-	-	iv
Acknowledgement	-	-	-	-	-	-	-	-	v
Abstract	-	-	-	-	-	-	-	-	vi
Table of Contents	-	-	-	-	-	-	-	-	vii
List of tables	-	-	-	-	-	-	-	-	x
Abstract	-	-	-	-	-	-	-	-	xi

## **CHAPTER ONE: INTRODUCTION**

Background of the Study	-	-	-	-	-	-	-	1
Statement of the Problem	-	-	-	-	-	-	-	5
Purpose of the Study	-	-	-	-	-	-	-	6
Significance of the Study	-	-	-	-	-	-	-	7
Scope of the Study	-	-	-	-	-	-	-	9
Research Questions	-	-	-	-	-	-	-	9

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Concept of a teacher	-	-	-	-	-	-	-	12
Improving academic achievement of the learner	-	-						15
Factors affecting teacher – pupil relationship in the learning								
Environment	-	-	-	-	-	-	-	17
Implication of poor teacher pupil relationship in academic								
Achievement	-	-	-	-	-	-	-	21
Summary of the review of related literature	-	-	-					24

## **CHAPTER THREE: RESEARCH METHOD**

Design of the study	-	-	-	-	-	-	-	26
Area of the study	-	-	-	-	-	-	-	27
Population of the study	-	-	-	-	-	-	-	27
Sample and sampling technique	-	-	-	-	-	-	-	28
Instrument for data collection	-	-	-	-	-	-	-	28
Validation of instrument	-	-	-	-	-	-	-	29
Method of data analysis	-	-	-	-	-	-	-	30
Decision rule	-	-	-	-	-	-	-	30

## **CHAPTER: FOUR PRESENTATION AND ANALYSIS OF DATA**

Research question 1	-	-	-	-	-	-	-	31
Research question 2	-	-	-	-	-	-	-	33
Research question 3	-	-	-	-	-	-	-	36
Research question 4	-	-	-	-	-	-	-	38
Research question 5	-	-	-	-	-	-	-	39
Research question 6	-	-	-	-	-	-	-	41

## **CHAPTER FIVE: DISCUSSION OF FINDING, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS**

Discussion of finding	-	-	-	-	-	-	-	44
Educational implication of the study	-	-	-	-	-	-	-	47
Recommendation	-	-	-	-	-	-	-	47
Summary	-	-	-	-	-	-	-	49
Conclusion-	-	-	-	-	-	-	-	50
Suggestion for further study-	-	-	-	-	-	-	-	51
References-	-	-	-	-	-	-	-	52
Appendix 1	-	-	-	-	-	-	-	54
Appendix 11	-	-	-	-	-	-	-	55

## **ABSTRACT**

*This project was carried out to determine the effect of poor teacher– pupil relationship in academic achievement of biology students on Enugu South Local Government. The literature were reviewed under the following subheading; the concept of a teacher, improving academic achievement of the learner, factors affecting teacher – pupil relationship in the learning environment, implication of poor teacher- pupil relationship in academic achievement and summary of the review of related literature. This study was conducted in Enugu South Local Government which is made up of nine (9) secondary school. Out of the total number, five (5) were randomly sampled and used for this research work. Six (6) research questions guided the study. The instrument used to obtain information was questionnaire items drawn from six (6) research questions. The data was collected and analyzed using frequency tables and percentages. From the analysis of data, the following was found out; that biology teachers use praises on the pupils in their class, that biology teachers use leisure time to engage the pupils in a friendly chat, that biology teachers punish and react towards pupils in the class whenever their attention is needed by them, that biology teachers allow pupils' freedom, that students communicate freely with their biology teachers in the classroom and that relationship with biology teachers affect the performance of the students in the subject. Based on the findings, the researcher recommend that the government should try to provide the necessary educational facilities and equipments to the schools and also employ biology teachers that posses the minimum qualification of Nigeria certification in education (NCE).*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

Education is a highly rated public venture used as an instrument par excellence in natural development. Also Education is a process of receiving or giving systemic instruction especially at school or university, “a new system of public education”. According to fafunwa (2004) Education is an aggregate of all the process by means of which a person develops abilities and other forms of behaviour of positive value in the society in which he lives. Education is a life life – long process that is, the process of renewing or up – dating knowledge to ensure job security, effective social, political and economic participation continuous individual growth and development. (Nzeneri, 2008). According to Igbo (2006) Education is the process by which society deliberately transmit its cultural heritage through institutions such as schools, college and universities. It also prepares a person to perform justly, skillfully and magnanimously in war or at peace on the bases of acquired knowledge, skills and attitudes. Education is the process of

remarking experience; giving it more socialized value through increased individual experience by giving the individual better control over his own powers Ozochi (2009). Credence is given to this view by National Objectives of Nigeria Education as seen in the second National Development Plan and endorsed as the necessary foundation for the National Policy on Education (NPE). According to NPE (2004), the following are the aims and objectives of Education

- i. The inculcation of the national consciousness national unity
- ii. The inculcation of the right type of values and attitudes for survival of the individual and the Nigeria society.
- iii. The training of the mind in the understanding of the world and
- iv. The acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society. Based on using education as a tool for the realization of the national objectives, various other achievement are expected from education in national devilmnt, such aims are as follow; better human relationship, self realization, individual and national unity.

According to Olumba (2003), these aims can never be actualized if there are poor relationships existing between the teacher and his pupils. Bringing these aims to reality depends on the orientation of teachers and pupils in the educational system because good education requires trained and committed teachers, who will carry the pupils along with them to achieve the educational goals.

The purpose of introducing this study is to make the teacher-pupils relationships among biology teachers and their pupils in discharging their respective duties in order to achieve the aims of the National Policy on Education.

Philosophy of education laid emphasis on human rotation in the process of teaching and learning. It is believed that teaching in every respect is a serious business and should be seen tot be so. As a banker is governed by certain principles which made him expert in his field, so is the teacher governed by certain principles which made him to be expert in his own area of specialization. Teaching is the process of inculcating in the learners the desirable knowledge, culture, skills, values and norms which will make him to be useful to himself and the society at large.

Therefore to promote the relationship between the teacher and pupils, the teacher must determine the best efficient and effective methods of teaching, the selected materials to create conducive learning experiences that will utilize the content associated with each objectives.

However, in order to improve students in biology, it is necessary that pedagogy becomes a study; otherwise, there is nothing to hope from it. To this end, a careful analysis of any method must precede its use. This is where philosophy comes in so it is on philosophy that the art of education must wait for a design of action. Evident are the several theoretical models which philosophers and educators have come up with according to their best or frame of mental dispositions. For examples, the nationalist emphasized on motivation, direct experience and on maintaining interest of the child. Their main concern is to create suitable environment in order to influence the development of an individual. Pragmatist recommend socialized techniques, projects and problem solving method. Yet, the divergent and wide these schools are, they focus on common problem militating against education, the aims of

education, the nature of the learner, educational content, method and the condition under which the learners can obtain the maximum experience.

Moreover, in view of the above background, the researcher is challenged to find out the effect of poor teacher – pupil relationship on academic achievement of biology students.

## **STATEMENT OF THE PROBLEM**

The school system generally in Enugu urban has been associated with poor academic performance, formation of bad gangs by pupils, perpetual hatred to teachers, neglect of some subjects which then gave rise to serious problems for the realization of educational objectives.

It is unfortunate that a good number of pupils have lost virtues of good behaviour since their teachers did no longer show the love, care and affection.

In the sight of the above problems, the researcher therefore intend to carry out this study in order to emerge with some empirical data relating to the extent to which poor teacher – pupil relationship has contributed

to the non effective academic achievement of biology students in Enugu South Local Government.

## **PURPOSE OF THE STUDY**

The main purpose of this study is to find out the extent the effect of poor teacher – pupil relationship on the academic achievement of biology students in Enugu South Local Government. Specially, the study intends to find out.

1. The extent to which biology teachers use praises on the pupils in their class.
2. The extent to which biology teachers use leisure time to engage the pupil in a friendly chat.
3. The extent to which biology teachers punish and react towards pupils in the class whenever their attention is needed by them.
4. The extent to which biology teachers allow pupils freedom in the biology class.
5. The extent to which biology students communicate with their biology teachers in the classroom.

6. The extent to which their relationship with their biology teacher affect their performance in the subject.

## **SIGNIFICANCE OF THE STUDY**

This research work is being carried out to investigate the effect of poor teacher – pupils relationship on academic achievement of biology students in Enugu urban, Enugu South Local Government Area. The work will go along way in helping all state holders of education which includes teachers, pupils, parents and the entire system of education.

The researcher's work will be of benefit to the teachers as it will serve as sense of direction to them by helping them to understand and know the reason why children perform below standard, academically in Enugu urban. Also the work will be of benefit to pupils as they acquire more knowledge which thereby changes the academic achievement from negative to positive based on the improvement in their relationship with them. In the case of ministry of education, they will benefit from their names being gazette in their magazine having recognized them for excellence. The ministry of education may as well give them grants to

maintain the schools in all activities such as sports and other equipment required; thereby the schools would be a liability.

## **SCOPE OF THE STUDY**

For an efficient and successful work to be carried out, the researcher limit this study to a defined geographical zone that is concerned Enugu Secondary Schools, Enugu South.

The researcher also consulted materials like textbooks, journals, periodicals and also sample some secondary schools in Enugu Urban, Enugu South Local Government Area.

## **RESEARCH QUESTIONS**

The following questions where formulated to guide the study.

1. To what extent do biology teachers use praises on the pupils in their class?
2. To what extent do biology teachers use leisure time to engage the pupils in friendly chat?

3. In what way do biology teachers punish and react towards pupils in the class whenever their attention is needed by them?
4. To what extent do biology teachers allow pupils freedom in the class?
5. To what extent do biology students communicate freely with their biology teachers in the classroom?
6. To what extent do students' relationships with their biology teacher affect their performance in the subject?

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter is concerned with a review of some of the write up related to the topic under investigation that is the effect of poor teacher – pupil relationship on academic achievement of biology student. The literature is reviewed under the following headings:

- ♣ The concept of a teacher
- ♣ Improving academic achievement of the learner
- ♣ Factor affecting teacher pupil relationship in learning environment
- ♣ Implication of poor teacher pupil relationship in academic achievement
- ♣ Summary of review of related literature.

## **THE CONCEPT OF A TEACHER**

Ozochi (2007) believes that the word “Teacher” covers all those persons in schools who are responsible for the education of pupils. He is the central process of quality and equality in education. In the researcher’s point of view, a teacher is described as a professional, who impact desirable skills, knowledge, information and attitude among other into the learner. He takes an important role in the learning process between him and the learners. He is the prime mover in creating optimum condition for learning. According to Ocho (2005) defined a teacher a person who instructs others in virtue and such teacher will receive the blessings of eternal life. Okafor (2003) define a teacher as those that help others to learn, to understand their world, and to see how things are done. Okeke (2004) opined that if we believed in the capacity of educational system to promote rapid and directed social and economic change, we should be concerned with teacher’s in Nigeria schools are because the most important quality of the teachers is the ability to make

his listeners virtuous. Some of the qualities of a good teacher according to Chris (2011) include the following

- 1. Understanding of the role of a school in a child's life:** High school is more than the sum of the classes the kids take. It is a time to grow, explore, and try on identities, and finds much more than the time they are in the physical classroom.
- 2. Love of their subject:** Great teachers are not only love their subject but they love to share that joy with subjects.
- 3. A willingness to change:** This is being overlooked sometimes; we talk about how schools should be transformative for teachers. If you expect kids to be changed by their interaction with you, it got be two – way street.
- 4. A willingness to reflect:** You have to be able to ask why things went the way they did both on the good and the bad days. You have to be able to admit when the reasons it went bad were because of what you did, not what the students did. Teaching requires a willingness to cast a critical eye on your practice, yourself and it can be brutal.

5. **Love of kid:** Some teachers come in and talk about teaching and talk about how much they love their subject and know about their subject but they never mention the kids. Some teachers are known who actually know the subject matter but their classroom management style is always full of tears and intimidations. Not who I want teaching kids I care about.
6. Understanding that being a “great teacher” is a constant struggle to always improve.
7. A willingness to work collaboratively.
8. Passion for teaching and enough humility to remember that it is not all about you.

## **TEACHER – PUPIL RELATIONSHIP**

According to Fajana (2000), teacher and pupil relationship should be based on the principle of human relations which holds that “friendliness begets friendliness”. This principle relates to the principle of justice and fair play. Since 75 percent of the teachers time is spent with or for human beings who have individual needs, expectations, background,

emotions, feelings and interests. The teacher must learn how best to relate with the pupils and even individuals in order to make the best out of them. The principle of human relation implies that the teachers should put in respect, courtesy, kindness, consideration, confidence, trust, open mindedness, sincerity etc in dealing with his pupils and even the society at large.

A good teacher is essentially a friend but he must maintain his honour and respect from all learners. He is a friend to all, but a special to none particularly in the classroom setting.

## **IMPROVING ACADEMIC ACHIEVEMENT OF LEARNER**

According to Fafunwa (2004) academic achievement is the ability of the learners to acquire knowledge in a school setting based on what they are taught by their teachers for a specific period of time. He also said that academic achievement could be improved on the part of the learners, if the teacher base his interest in making use of free – time, extrinsic motivation and avoiding negative reinforcement.

**Free – Time** For a successful academic performance to occur in the learners, the teacher must always try to create free – time that will encourage cordial relationship between him and his learners and the learner must be given the freedom to participate, thereby expressing his or her views based on what he or her has learned or based on what they know.

**Extrinsic motivation:** The teacher must be aware of extrinsic motivation as in connection to the learners. Learners are motivated to learn when they are praised for doing well. The teacher must always remember to ask the entire members of the class to clap for pupil who got the correct answer to the question.

**Avoiding negative reinforcement:** The academic achievement of the learner also has to do with the way the teacher react to reinforcement of the exiting teaching and learning problems. Many suggestions and disciplinary measures have been made by most scholars. They sometimes contradict each other. However, the class teacher needs to understand that the control of his class is in his hands, and that each

incident requires its own special handling, taking the circumstances into consideration.

## **FACTORS AFFECTING TEACHER – PUPIL RELATIONSHIP IN THE LEARNING ENVIRONMENT**

According to Ajayi (2007), the major factors that affect teacher and pupils relationship both in the school and outside school included the following:

- a. Physical environment
- b. physical and physiological state of teacher and the learner
- c. Intelligence level of the teacher/learner
- d. Cultural background
- e. Recruitment of non – professional into the field.

### **Physical Environment**

Effective relationship between the teacher and the pupils might be distorted by the physical environment where the classroom is sited.

The communication within the classroom might be distorted by ventilation, external noise of traffic, construction, lightening and

furnishing in the room. As a result, the learner is disturbed in a way that they become unreceptive to the details of the message communicated (Olumba, 2002).

### **Physical and Physiological State of Teacher and the Learner**

The state of the pupils mind determines his decoding ability. A learner finds it difficult to relate with his/her teacher when he is emotionally disturbed, hungry or finds himself in an uncomfortable environment. Okafor (2004)

However, for learning to take place, an effective relationship between the teacher and the learner in the classroom and outside the classroom is indispensable. Therefore, teachers, parents and the government should realize that the psychological and physiological state of the teacher and pupils must be satisfied for the improvement of pupils' relationship in the academic achievement to be established from primary school to the tertiary institutions.

### **Cultural Background**

This is another major factor that affects teacher pupils relationship in the classroom. According to Eneogwu (2000), the ability of the learner to decode the message depends on his/her cultural set up. If the teacher and the learner have different cultural background, the teacher might use certain phrases, expressions, colloquialism etc which might be incomprehensible to the pupils.

Therefore, for an improved relationship to take place between the teacher and the pupils, there is always a communication breakdown in the classroom and outside the classroom if the teacher uses words which the learners do not understand.

### **Intelligence Level of the Teacher/Learner**

Relationship between the teacher and pupils in the classroom and outside the classroom is greatly affected and controlled by the intelligence level of the learner and the teacher. The pupils inability to interpret a message and relate with the teacher effectively may be due to his/her low level of the intelligence, especially when the content of the message is within his/her age, Eneogwu (2000). On the other hand, the teacher's inability to relate with the pupils can impede proper

interpretation of the message by the learner. This is a common feature if teacher's selection of words, pronunciation, writing, spelling etc is either incorrect or unclear.

If pupils have educated parents who will always encourage them to put more interest in their studies, there is a tendency that their performance will improve. Also, the government has to realize the fact that intellectual level of the teachers could be improved when they provided with the time frame of pre-service education.

### **Recruitment of Non – Professional into the Field**

No profession either in Nigeria or any other country of the world can admit a non – professional into the field. But in teaching profession, it is not the case once someone can read, write and speak English; the person stands the chance of being a teacher. It is only in teaching that both professionals and non-professionals are left, and given free hand to practice the profession, Ani (2001).

However, for effective teaching to take place, the teacher must possess the Nigeria Certificate in Education (NCE) as the minimum

teaching qualification for teaching in the school as stipulated by the National Policy on Education.

## **IMPLICATION OF POOR TEACHER PUPILS RELATIONSHIP**

According to Adeyinka (2000), poor relationship between pupils and their teacher can lead to so many negative implications which include the following

- (a) Low standard of education
- (b) Bad norms and values
- (c) Perpetual hatred

### **Low Standard of Education**

Poor relationship between the pupils and their teachers can bring about low standard of education. In a situation where the teacher don't effectively relate to the pupils, no one will be there at all time to teach and reform the pupils based on the objectives of policy on Education as a result, the standard of education in the nation will automatically fall below average.

### **Bad Norms and Value**

Bad norms and value among pupils can arise as a result of poor relationship between pupils and the teachers. If the teacher doesn't study pupils very well, discourage any bad attitude and mould their character, the pupils can turn out to be criminal, involve immoral actions, have bad norms and values and terrorize the nation contrary to the objective of education in a nation.

Babalola (2006) maintained that should react to the behaviour of pupils that is not worthwhile. He advised that teachers should adopt democratic and friendly approach in dealing with their pupils.

### **Perpetual Hatred**

Poor relationship between the teacher and the learner could lead to perpetual hatred between the teacher and the pupils. This will create a serious problem for the realization of educational objectives, poor teacher – pupils relationship result in the hatred of the teacher and the neglect of the subject taught by the teacher.

According to Okeke (2004), dominative attitude of the teacher tends to bring resistance on the side of the pupils. He advised that

teachers should bear in mind that pupils need to feel secure and they also need an atmosphere in which authority is exercised in democratic way.

## **THE PROFESSIONAL INCOMPETENCE OF THE TEACHERS**

Professional incompetence of the teachers can lead to serious problem to the actualization of the pupils educational objectives. Some teachers lack the ability to express themselves very well in English language, which is the language used in impacting knowledge into the learners.

A professional teacher is defined as person who has registerable professional certification which enables him to be appointed to teach at any appropriate level of recognized alert.

A good teacher should be tolerant, friendly, should be showing love to the pupils mastery of his subject, exhibit sympathy with his environments, be optimistic, be enthusiastic in his function, have physical vitality, show fairness to all, have some reserved personality and dignity in his profession.

Therefore, it will be very common to see pupils who find learning difficult because their teacher lacks the above qualities.

## **SUMMARY OF REVIEW OF RELATED LITERATURE**

The problem of poor teacher – pupils relationship in academic achievement of biology student in Enugu Urban in particular Enugu South Local Government Area.

It was a very ugly sight, as in one of the biology students in Enugu State, a supervisor of biology students discovered during the period of supervision that out of forty-five pupils in a class, only fifteen pupils were there for a teacher to teach, for reasons that other pupils do not like biology and as a result left the class. Based on the observation, the possibility of pupils having interest in biology depends on how their teacher relates with them in the class as regards the subject. Therefore, if the teacher lacks the basic teaching skills as it concerned arousing the interest or minds of the pupils towards the lesson, teaching methods etc such situation is bound to occur in the nations biology students at large.

To prove the problem under study beyond doubt, the researcher took a trip to one of the biology students in Enugu South Local Government Area and found out that in Army Days Secondary School

Enugu South, a good number of pupils did not even know the names of their respective teachers. Therefore, it is obvious that the understudy could be a general problem in Enugu South Local Government Area and with the help of this work, this kind of problem could be averted.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter discussed and concentrated mainly on the method and procedures of gathering, presenting and analyzing information to form a practical and realistic data into the earlier theoretical frame work. It covers designs of study, sample and sampling techniques, validation of the instrument for data collection, method of data analysis, decision rule.

#### **DESIGN OF THE STUDY**

This study is a ballot survey research designed to determine the effect of poor teacher-pupil relationship on academic achievement of biology students in Enugu South Local Government Area. A survey research design is a form of research in which data is collected by asking a set of reformulated questions in a predetermined sequence in a structured questionnaire to be a representative of a defined population.

## **AREA OF THE STUDY**

The study was carried out in Enugu South Local Government Area of Enugu State. This Local Government Area comprises of nine (9) secondary schools.

## **POPULATION OF THE STUDY**

The population of this study comprises all the senior secondary school students in Enugu South Local Government Area which has nine (9) schools in number which include; Maryland Secondary School Enugu, Uwani Secondary School Enugu, Model Secondary School Enugu, Girls grammar Secondary School Enugu, Army Day Secondary School Enugu, Comprehensive Secondary School Akwuke Enugu, Union Boy's Secondary School Awkunanaw, Idaw River Secondary School Enugu.

## **SAMPLE AND SAMPLING TECHNIQUES**

The researcher made use of random sampling in selecting five out of the nine senior secondary schools in Enugu South Local Government Area.

A total sample of sixty (60) biology students were randomly drawn from the five senior secondary school in Enugu south Local Government Area using balloting survey that is twelve (12) from each school. Sampled schools includes ; Army Day Senior Secondary School Enugu (12); Girls Grammar Senior Secondary School Enugu (12); Idaw River Girls Senior Secondary School Enugu (12); Union Boy's Secondary School Enugu (12); Maryland Secondary School Enugu (12)

## **INSTRUMENT FOR DATA COLLECTION**

The instrument was questionnaire. Sixty (60) copies questionnaire was administered to the biology students directly by the researcher. The questionnaire was equally retrieved or

collected personally by the researcher to ensure that the entire questionnaire administered were collected. The questionnaire was generated in line with the research questions in simple and clear English grammar to enable the respondents understand and respond to the research questions.

The questionnaire is designed in a “Yes” or “No” format and the respondent were asked to respond to the questions by ticking (√) in the appropriate columns.

## **VALIDATION OF INSTRUMENT**

The instrument was validated by three experts. The items were criticized and corrections were done in accordance to the stipulations of the experts.

## **METHOD OF DATA ANALYSIS**

The researcher made use of percentage in analyzing the data collected. Each research question will be used to determine the positive and negative response.

The total difference will be determined and final percentage will be worked out based on the total percentage and negative responses to each question.

## **DECISION RULE**

The decision rule to be used is this accept the result if the percentage of responses agreeing with the research is 50% and above; otherwise reject their result.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with the analysis of data collected through questionnaire. A total of sixty (60) questionnaires were distributed to the biology teachers and the students in the selected secondary school in Enugu South Local Government Area of Enugu State. The responses from the questionnaires are shown in the table below.

#### **RESEARCH QUESTION 1**

To what extent do biology teachers use praise on the pupils in the classroom?

#### **TABLE 4.1**

Responses on the extent to which biology teachers use praise on the pupils in the classroom.

ITEM STATEMENT	YES		NO	
	Frequency	percentage	Frequency	percentage
1. Do your biology teacher use encouraging words/praises on you during teaching?	45	75%	15	25%
2. Do biology teachers abuse you for answering a question wrongly?	19	32%	41	68%
3. Do biology teachers offer you materials when you answer questions correctly?	18	30%	42	70%

From the above table 4.1, it is found that 45 (75%) of respondents agreed greatly that biology teacher use encouraging words/ praises during teaching while 15 (25%) respondents disagreed, 19 (32%) of the respondents agreed that biology teacher abuse for answering a question wrongly while 41 (68%) respondents disagreed, 18 (30%) respondents agreed that biology teacher offer materials when they answer question correctly while 42 (70%) respondents disagreed.

## **RESEARCH QUESTION 2**

To what extent do biology teachers use leisure time to engage the pupils in friendly chat?

### **TABLE 4.2**

Responses on the extent to which biology teacher use leisure time to engage the pupils in the friendly chat

ITEM	YES	NO
------	-----	----

STATEMENT				
	Frequency	percentage	Frequency	percentage
4. Do your biology teacher use leisure time to chat friendly with you?	29	48%	31	52%
5. Do biology teachers motivate you always whenever you answer question correctly?	46	77%	14	23%
6. Do biology teachers chat with you at all?	43	72%	17	70%
7. Do biology teacher repeat a	43	72%	17	28%

particular	lesson				
whenever	you				
needed	further				
explanation?					

From the above table 4.2, it is found that 29 (48%) of the respondents agree that biology teacher use leisure time to chat friendly with them while 31 (52%) of the respondents disagreed, 46 (77%) respondents agreed that biology teacher motivate them always whenever they answer question correctly while 14 (23%) respondents disagreed, 43 (72%) respondents agreed that biology teacher chat with them at all while 17 (28%) respondents disagreed, finally, 43(72) respondents agreed that biology teacher repeat a particular lesson whenever they needed further explanation while 17 (28%) respondents disagreed.

### **RESEARCH QUESTION 3**

In what way do biology teacher punish and react towards pupils in the class whenever their attention is needed?

**TABLE 4.3**

Responses on the extent to which biology teacher punish and react towards pupils in the class whenever their attention is needed.

ITEM STATEMENT	YES		NO	
	Frequency	percentage	Frequency	percentage
8. Do your biology teachers reinforce you positively in the teaching and learning process whenever your academic achievements are above average?	45	78%	13	22%

9. Do biology teachers punish you when you answer question wrongly in the classroom?	31	52%	29	48%
--	----	-----	----	-----

From the above table 4.3, it is shown that 47 (78%) respondents agreed that biology teachers reinforce them positively in the teaching and learning process whenever their academic achievements are above average while 13 (22) respondents disagreed and 31 (52) respondents agreed that biology teacher punish them when they answer question wrongly in the class while 29 (48%) respondents disagreed.

#### **RESEARCH QUESTION 4**

To what extent do biology teachers allow pupils freedom in the classroom?

**TABLE 4.4**

Responses on the extent to which biology teachers allow pupils freedom in the classroom.

ITEM STATEMENT	YES		NO	
	Frequency	percentage	Frequency	percentage
10. Do your biology teacher allow your freedom in the classroom?	36	60%	24	40%
11. Do you ask biology teachers questions freely during teaching?	53	88%	7	12%
12. Do you relate very well with your	45	75%	15	25%

biology teachers?				
-------------------	--	--	--	--

From the above table 4.4 it is found that 36 (60%) respondents agreed that biology teacher allow their freedom in the class while 24 (40%) respondents disagreed, 53 (87%) respondents agreed that they asked biology teacher question freely during teaching while 7 (12%) disagreed.

From item 12, it also seen that 45 (75%) respondents agreed that they relate very well with their biology teacher while 15 (25%) respondents disagreed.

**RESEARCH QUESTION 5**

To what extent do students communicate freely with their biology teacher in the class?

**TABLE 4.5**

Responses on the extent to which students communicate freely with their biology teacher in the class.

ITEM STATEMENT	YES		NO	
	Frequency	percentage	Frequency	percentage
13. Do biology teacher have time to listen to you whenever you needed his attention?	51	85%	9	15%
14. Do you communicate with your biology teachers?	50	83%	17%	48%

From the above table 4.5, it is found that 51 (85%) respondents agreed that biology teachers have time to listen to them whenever they

needed his attention while 9 (17%) respondents disagreed. Also, 50 (83%) respondents agreed that they communicate very well with their biology teacher while 10 (17%) respondents disagreed.

### **RESEARCH QUESTION 6**

To what extent do students' relationships with their biology teacher affect their performance in the subject?

**TABLE 4.6**

Responses on the extent to which students relationship with their biology teacher affect their performance in the subject.

ITEM STATEMENT	YES		NO	
	Frequency	percentage	Frequency	percentage

15. Do your relationship with your biology teacher affect your performance in the subject?	34	57%	26	43%
16. How does your relationship with your biology teacher affect your performance in the subject?				
a. It makes you to fail test	40	67%	20	33%
b. It makes you to fail assignment	45	75%	15	25%

c. It makes you to fail exam	53	88%	7	12%
------------------------------	----	-----	---	-----

From the above table 4.6, it is observed that 34 (57%) respondents agreed that relationship with their biology teacher affect their performance in the subject while 26 (43%) respondents also disagreed, 40 (67%) respondents agreed that relationship with their biology teacher makes them to fail test while 20 (33%) disagreed, 45 (75%) respondents agreed that it makes them to fail assignment while 15 (25%) respondents disagreed and also 53 (88%) respondents agreed that it makes them to fail exam while 7 (42%) respondents disagreed.

**CHAPTER FIVE**

**DISCUSSION OF FINDING, CONCLUSION,  
RECOMMENDATIONS AND SUGGESTIONS.**

This chapter discussed the finding of the study given clear insight to all the finding gathered in the previous chapters, Educational implication drawn from the findings, Summary of findings, recommendations, Suggestions and conclusion are also presented.

**DISCUSSION OF THE FINDINGS**

Evidences from the first research question, shows that biology teachers use praise on the pupils in the class. This result supports the view of Babaloba (2006), who noted that teacher must plan ahead to setup worth while learning situations and also should constantly strive to develop an appropriate climate for learning. The classroom should be a place where horizons are widened.

With respect to the second research question, it is shown that biology teachers use leisure time to engage the pupils in a friendly chat. This result is compatible with the statement of Fafunwa (2004), who pointed out that, for a successful academic performance to occur in the learners, the teacher must always try to create free – time that will encourage cordial relationship between him and his learners and the learners must be given the freedom to participate thereby expressing his/her views based on what he or she has learned or based on what they know. Evidence from the third research question, shows that biology teachers punish and react towards pupils in the class whenever their attention is needed. From the fourth research question, it is shown that biology teachers allow pupils freedom in the classroom. This finding is in line with the view of Okeke (2004); dominative attitude of the teacher tends to bring about resistance on the side of the pupils. He advised that teachers should bear in mind that pupils need to feel secure and they also need an atmosphere in which authority is exercised in democratic way.

With respect to table 4.5, it is shown that students communicate freely with their biology teacher in the classroom. This result is in line

with the view of Fajana (2002) who noted that teacher and pupil relationship should be based on the principle of human relations which holds that friendliness begets friendliness. This principle relates to the principle of justice and fair play. The principle of human relation implies that the teachers should put in respect, kindness, trust, open mindedness, confidence etc in dealing with his pupils and even the society at large.

According to the result of analysis of responses shown in table 4.6, it was found that relationship with biology teacher affect the performance of the students in the subject. This supports the view of Adeyinka (2000) who noted that poor relationship between pupils and their teacher can lead to so many negative implications which include low standard of education, bad norms and values and perpetual hatred.

## **EDUCATIONAL IMPLICATIONS**

Based on the result of finding in this study, the effect of poor teacher pupil relationship on academic achievement of biology students made students to see biology as a difficult subject to learn and if no teacher could detect or find out the problem and reform it, the objectives

of National Policy on Education and the nation in general would automatically fall below average.

Also bad gangs can be created between and against the teacher due to poor relationship because the biology teacher does not have the opportunity to study the pupil very well. Some pupils could create a serious problem for the realization of educational objectives. Poor teacher-pupils relationship will give rise to the hatred of the biology teacher and the neglect of the subject taught by biology teacher.

## **RECOMMENDATIONS**

Having identified some of the weakness and problem of the influence of poor teacher-pupil relationship on academic achievement of biology students in Enugu South Local Government Area, the researcher recommend that

- i. The government should try to provide the necessary educational facilities and equipment. Also biology teacher's salaries should be increased and paid as at when due.
- ii. Sounded minded biology teachers should be employed to do the job.

- iii. Biology teachers should be far in their assessment of pupil's academic achievement. This will help in creating confidence in the minds of the pupils and also help to retain their love and co-operation with their biology teacher.
- iv. Unqualified biology teachers should be ask to go for in-service training.
- v. Any biology teacher that would be employed to teach biology students should posses the minimum qualification of Nigeria Certificate in Education (NCE).

## **SUMMARY**

The study evaluated the effect of poor teacher-pupil relationship on academic achievement of biology students in Enugu South Local Government Area.

The researcher formulated six (6) research questions to guide the study. Related literature were reviewed, data was collected through questionnaire from sample of sixty (60) respondents. Data analysis was made using frequency and percentage for the research questions. From the result, it was found out that poor teacher-pupil relationship has a

negative effect on the students while positive teacher-pupil relationship has a positive effect on the students in teaching and learning, Discussion of finding, Conclusion, Recommendations and Suggestions was also treated.

## **CONCLUSION**

The biology teachers have important roles on the pupil's relationship with them. Biology teacher are require to foster positive relationship with their students to create classroom environments more conducive to learning and meet students developmental, emotional and academic needs and those students who have close, positive and supportive relationships with their biology teachers will attain higher levels of achievement than those students with more conflictual relationships. Positive teacher students relationship draw students into the process of learning and promote their desire to learn but poor or negative relationship with biology teacher makes the students to hate the teacher which lead to neglect of the subject taught by teacher and the

objectives of National Policy on Education will automatically fall below average.

### **SUGGESTION FOR FURTHER RESEARCH**

After the research work on the effect of poor teacher-pupil relationship on achievement of biology students in Enugu South Local Government, the researcher state the following for further work.

- i. Problems of unqualified biology teachers on biology students.
- ii. Implications of poor teacher pupil's relationship in academic achievement
- iii. Effect of lack of teachers motivation

## REFERENCES:

- Adeyinka, O. (2002), *Effective Classroom Management in Schools*. Port Harcourt PABOD press Ltd.
- Ajayi D.O (2007) “*The Teaching Profession in Educational Management*”. Thought and Practice. Ed by J. Babolola eta codat publications Ibadan.
- Ani, C.I (2000) *Fundamentals of Educational Planning in Nigeria* Enugu: J.TC Publishers
- Babalola, J.B (2006) *The Nigeria School Master* Lagos. Academic press.
- Chris, L. (2011) *Teaching training in Nigeria*. Ibadan; University press
- Eneogwe, A. (2000) *Curriculum Development and Educational Technology* Makurdi Onaiva printing and publishing co. ltd.
- Fafunwa, B.A. (2004), “*History of Education in Nigeria*” NSP Educational Publishers Ltd Ibadan
- Fajana, I.O. (2000) *Curriculum Development and Educational Technolgy* Makurdi Onaiva printing and publishing co. ltd.
- Federal Republic of Nigeria (2004) *National Policy on Education*, Lagos NERDC PRESS
- Igbo O.R. (2006) strategies of providing Education for street Children in the Market setting. An inclusive Approach, *Book of Reading*. CIDJAP Printing RBSS Enugu.
- Nzeneri, I.S. (2008) *Hand Book on Adult Education Principles and Practice* (New Edition), Uyo ABIGAB ASSOCIATES LTD.

Ocho, L.O (2005), *Issues and Concerns in Education and Life*: Enugu, Institute for development studies university of Nigeria Enugu Campus

Okafor, P.C (2003), *Teachers – Opening Doors to a better World*: Enugu, New Generation Books

Olumba, P.N (2003) *Theme on Teacher Education and Instruction in Nigeria* 13 Abujue Street Awade Onitsha Nigeria Cape Publishers International Ltd

Ozochi C.A (2007) *History of Education A Global trend*. Fabson Graphic Production. Enugu.

Ozochi C.A (2009) *Educational management and supervision: A Principle and Practice*. Enugu, Pan-Afric Publishers

[www.wikianswer.com](http://www.wikianswer.com)

**APPENDIX 1**  
**QUESTIONNAIRE**

\_\_\_\_\_  
\_\_\_\_\_

Dear respondents,

I am a \_\_\_\_\_ year student from the above mentioned institution carrying a research project on the topic: **THE EFFECT OF POOR TEACHER PUPIL-RELETIONSHIPSHIP ON ACADEMIC ACHIEVEMENT OF BIOLOGY STUDENTS IN ENUGU SOUTH LOCAL GOVERNMENT AREA.**

This research project is for academic purpose. Please, I would want you to respond objectively to the questions and statements in the questionnaire to enable me carry out a quality and successful research work. I promise to use the information obtained for academic purpose alone.

Thanks for your co-operation

Yours faithfully,

\_\_\_\_\_

**QUESTIONNAIRE ON THE EFFECT OF POOR TEACHER-  
PUPIL RELATIONSHIP ON ACHIEVEMENT OF BIOLOGY  
STUDENTS IN ENUGU SOUTH LOCAL GOVERNMENT AREA.**

Please tick (  $\surd$  ) in the boxes provided beside each question below as applied.

1. Name of respondent:
2. Sex: Male  Female:
3. Marital Status: Single  Married
4. Profession:

**Instruction**

Indicate your choice of answers by ticking in the appropriate boxes or briefly comment where need.

1. Do your biology teacher use encouraging words/ praises on you during teaching?  
Yes  No
2. Do your biology teachers abuse you for answering a question wrongly? Yes  No

3. Do your biology teacher offer you materials when you answer question correctly?

Yes  No

4. Do your biology teacher use leisure time to chat friendly with you?

Yes  No

5. Do your biology teacher motivate you always whenever you answer question correctly? Yes  No

6. Do your biology teacher chat with at all? Yes  No

7. Do your biology teacher reinforce you positively in the teaching and learning process whenever your academic achievements are above average? Yes  No

8. Do your biology teacher have time to listen to you whenever you need his attention? Yes  No

9. Do your biology teacher repeat a particular lesson whenever you needed further explanation? Yes

10. Do your biology teacher punish you when you answer question wrongly in the class? Yes  No

11. Do your biology teacher allow your freedom in the classroom? Yes

No

12. Do you ask your biology teacher question freely during teaching?

Yes  No

13. Do you relate very well with your biology teacher?

Yes  No

14. Do you communicate with your biology teacher at all?

Yes  No

15. Do your relationship with your biology teacher affect your

performance in the subject? Yes  No

16. How does your relationship with your biology teacher affect your

performance in the subject? Much  Not much