

Investigation In To the Types of Teacher-Student Relationship in Institution of Learning in Yobe State, Nigeria.

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Abstract: *The study focuses on the types of teacher-student relationship in Federal Polytechnic, Damaturu, Yobe State, Nigeria. In the research a total of 312 respondents was selected through stratified and simple random sampling method. The findings revealed that, the most prevalence types of teacher-student relationship in the school was authoritarian (paternalistic 69.23%) while on the most effective types of teacher-student relationship therapist (89.1%) appeared as the strongest variable for smooth teacher-student relationship in the Polytechnic. The study recommend that: The management of the Polytechnic should devise an effective method of monitoring teacher student relationship; such as use of questionnaire, telephone lines for complaints from the students etc. should be exploited to elicit responses from students on their relationship with teachers. Both students and teachers should be discouraged from answering relationship on religion, family ties and personality influence. Teachers should treat everybody the same way irrespective of religion or influence of the person. Students should always learn to be punctual in their class and follow teachers' instruction. Most teachers loosed interest in student, if they discover the student does not keep appointment or follow their instruction and committed to service within the profession. They should also be supportive, human and friendly to students. It is believed that these recommendations would enhance teacher student relationship in Damaturu Polytechnic and other institution of learning in the State and world at large.*

Keywords: *Teacher-student relationship, Polytechnic students, types of teacher-student relationship, Effective, prevalence.*

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I. Introduction

The teacher student relationship is central to the practice of education and is essential for the delivery of high quality teaching and learning process (Brophy & Good, 1986). A student must have confidence in the competence of their teachers and also must feel that they can confide in him/her knowledge. For most teachers, the establishment of good rapport with a student is crucial.

The teacher student relationship can be analyzed from the perspective of ethical concerns, in terms of how well the goals of education and justice are achieved. Many other values and ethical issues added to these in which different societies, periods, culture and different values may be assigned different priorities. For example in last 40 years teachers and professional in education in the western world had increasingly emphasized student autonomy in teaching and learning process and the types of relationship can also be analyzed in terms of social power relationship or economic transaction (Metioba 2008:31).

The types of teacher-student relationship is important to both parties (teachers and students). The better the relationship in terms of mutual respect, knowledge, trust, shared values and perspectives about education, life, time available and better will be the amount and quality of knowledge to the student which is sometimes transferred in both directions is very important and where such relationship is poor the teacher ability to and the student is more likely to distrust the proposed knowledge (Timothy & Charity, 2004). Furthermore, hardworking and committed to responsibilities, biological (sex) factors as well as several economic factors affecting human relationship in any situation (Okafor 2008).

A study in to the types of teacher-student relationship in one of the Nigerian Federal Polytechnics is intended to give an insight in to real or practical types of teacher-student relationship which have always play a vital role in student's academic performance in Nigerian institutions of learning and world at large (Fan, 2012 & Maina, 2013).

1.2 Statement of Problem

Effective teaching and learning depends basically on the relationship between teacher and student (Timothy & Charity, 2004). First relationship in it numerous dimensions provide the principal ground for exchange of knowledge which at the end brings a change in student attitude, indicating that learning has taken place. Importantly, this relationship is transcended class or lecture room convention. It covers wide range of place and timing in learning process, thereby involving interpersonal as well as institutional parameter tantamount to regulating the degree of involvement and setting out the variable of impact.

It is against this background that, the present study investigated, which of the types of teacher-student relationship is effective in teaching and learning in one of the Nigerian institution of learning. Also another gap that present study sought to fill is that, no research was conducted on types of teacher-student relationship on that institution. The findings of this research is believed that it will enhance teacher-student relationship and student's academic performance positively.

1.3 Research Questions

The study was guided by the following research question:

1. What is the demographic information of the respondents?
2. Which among the types of teacher-student relationship is prevalence in the Polytechnic?
3. Which of the types of teacher-student relationship is effective for positive students' academic performance in the Polytechnic?

1.4 Objectives of the Study

1. To describe the demographic information of the respondents.
2. To identify which of the types of teacher-student relationship is prevalence in the Polytechnic.
3. To identify which of the types of teacher-student relationship is effective for positive students' academic performance in the Polytechnic.

1.5 Significance of the Study

The need for the study arouse from the fact that teacher-student relationship is the dominant form of social interaction in the educational system. A study on the types of teacher-student relationship is therefore a top in the right direction.

The study possesses some academic value and would be of interest to academicians, students' and general public. It will serve as a contribution to existing literature on education in general and teacher student relationship in particular. It will also serve as guide for further research on the topic. It is hope that the resultsof the study will be an eye opener on types of teacher student relationship and also a useful material in institution, Yobe State, Nigeria and World at large.

II. Literature Review

2.0 Introduction

This section focuses on the review of relevant literature. The works of scholars werereviewed under the sub- headings of the following concepts such as; Historical development of higher education in Nigeria and types of teacher student relationship.

2.1 Historical Development of Higher Education in Nigeria

A.B. Fafunwa(2004) said the beginning of higher education for Nigerians dates back to the time of the abolition of slavery and the resettlement of the freed slaves in Freetown, Sierra Leone, in 1787. The first town Nigerian to receive some form of higher education was Samuel AjayiCrowther who was one of the last slaves sold in West Africa and who was repatriated to Freetown in 1822. Ajayiwas born near Abeokuta about 1809, capture and sold in to slavery as a child, freed and trained in Sierra Leone and later in the United Kingdom by the Anglican Church missionary society as a Minister of the church.

AjayiCrowther showed considerable intellectual promise as a boy, for within six months of his arrival in Freetown he was able to read the New Testament in English a remarkable achievement in West Africa in those days. He was therefore named after one of the members of the C.M.S, Mission and in 1826 he was taken to England to attend a parochial school in Islington

The Fourah Bay College was founded in 1827 by the church missionary society to train ministers, teachers and lay – workers. Ajayi returned from England early enough to become the first registered student of the new College. The first principal of the College Mr. Neansel, had this to say about his academic abilities: `He is a lad of uncommon ability and steady conduct and has a thirst for knowledge and indefatigable industry`. Ajayi later become a tutor at the College and even acted as principal on several occasions. He was sent back to England in 1843 to receive further training in ministerial work at a theological seminar and was ordained a priest in 1844 seventeen years later he was consecrated a Bishop of the West Africa diocese.

Fourah Bay has played a very conspicuous role in the history of higher education in West Africa. This institution more than any other in or out of West Africa opened the way to higher education for students from the all the former British Colonies- Gambia, Sierra Leone, and Nigeria. The College produced scores of West African clergymen, school principals, teachers and civil servants. From the time of Bishop Crowther, it's first in Nigeria. Its graduates are to be found in the field of religion, politics, education, social services and industry. From the inception of the College till 1950 (over one hundred years), more than 50 % (percent) of fourah Bay's student population have been Nigerians.

2.2 Types of Teacher Student Relationship

Practitioners of education operate within a set of interpersonal relationships which differ significantly from the relationships seen in the business, service, and retail sectors of society. At times, the unique nature of the teacher/student relationships can cause a strain or present a dilemma for the educator.

S. Kincaid and P. Pecorino (2004) identified the following as types of teacher student relationship in higher institution.

1. Paternalistic (Authoritarian)

Some teachers consider themselves to have responsibility for the wellbeing of those who come to them for assistance. They think of themselves as a parent would think in relation to their children. The term "paternalism," derived from the Latin *pater* (father) literally means treating someone in a "fatherly" way. Traditionally, this entails providing for a person's basic needs without giving them autonomous, decision-making authority. The professional practitioner of education assuming the role of a parent will make decisions for the child (student), determine what information will be provided, and provide only as much information as the parent thinks best for the student. The teacher might even act in ways to influence or coerce the decisions or actions of those considered to be that teacher's "child." At bottom, pedagogical paternalism is the tendency of teachers to act in what they perceive as the best interest of the student, regardless of what the student actually perceives as his/her own best interests. This attitude often results in a teacher acting in a most authoritarian manner, even though the teacher believes he or she is acting in the best interests of the student.

Educational paternalism occurs on many different levels. First and foremost, education is paternalistic in the sense that students (or their parents) have implicit trust that we, as teachers, will teach them things that will benefit them in the future. However, the paternalistic implications of pedagogy are not consistent over time. As Ronald Dworkin (1998) argues, children are not autonomous, and we are justified in making decision for them in their own best interest based on the fact that they "...lack some of the emotional and cognitive capacities in order to make fully rational decisions." Dworkin, Gerald. 1972. "Paternalism." *The Monist*. Vol. 56, no. 2 (January, 1972). pp. 70.

2. The Therapist is In: Pedagogy as Therapy

In the relation of educator to a learner there are some similarities to the relationship of a physician to a patient. The physician has a relationship with those treated wherein the physician's responsibility is to provide cure or alleviation of the pathology and the maintenance of health wherever possible. There is the therapeutic relationship in which it is the obligation of the physician to restore a person to wellness and to maintain wellness. Can (or should) this type of relationship exist between the teacher and the student?

For wellness, the human needs to grow in a number of ways: physically, socially, intellectually and emotionally. Parents assist their children in that development. Parents can contract directly or indirectly with professional teachers to assist them in the intellectual development of the child. If the child encounters pathological condition, the parents seek to ameliorate, remediate or alleviate it. Parents are responsible to provide for such as best they can. Many times parents seek professional assistance in addressing these needs and through which they fulfill their duties to their children. Something similar exists when focusing on the intellectual development of the child. In performing this duty most parents look for assistance from professional teachers to assist in the normal development of intellectual capacities and to address pathologies as best they can do so.

3. Priestly

In this types the role of teacher is extended the role of the educator beyond that of an expert in education or a professional field of study to that of a supposed expert in morality and of life in general. Here, the teacher functions as a sort of "sage." This educator is imbued with as much certainty concerning the ultimate goals of the instructional program and the sort of person to be produced by it as is any person possessed of faith. This faith empowers the priest-teacher to make many decisions as to what is in the best interests of the learners. This fallacious move promotes the unjust aspects of educational paternalism whereby the student's role is severely reduced.

4. Employee (less Authoritarian)

As an opposing alternative to the paternalistic approach some teachers consider themselves to be contracted employees and the person in need of assistance is the employer who contracts for certain services to be supplied by the educator. There is no obligation of the one toward the other beyond that of employer to employee.

5. Collegial (non-authoritarian)

In this types the teacher would be seen as a colleague of the recipient of instruction, as an equal. The collegial approach to the basic relationship is one which attempts to be non-authoritarian in as much as neither party has a position of power over the other. The provider of care and the recipient of instruction are as equals. They meet and share a common concern for the intellectual and vocational wellbeing of the person seeking assistance. Together they discuss the situation, consider the options available and reach a decision as to the most appropriate and desirable course of instruction.

6. Contractual (non-authoritarian)

Another types of student teacher relationship would be seen as a party to a contract and as such contracts with the recipient of instruction to perform services. If both agree to terms there is a contract. The educator is obliged to do only what is stated in the contract and the recipient of the service must in turn provide remuneration as stated in the contract.

7. Entertainer-Audience Types (Edu-tainer)

While there is no doubt that the ability to keep students interested and entertained during lectures and discussions can play a valuable role in post-secondary education, (higher institution) there is a pernicious danger in emphasizing “style” over “substance.” Perhaps most significant is the fact that the teacher-entertainers are often beloved by students, and rank very high on student evaluations. The rise of web sites such as ratemyprofessor.com highlights student desire for entertaining and lively presentations. Instructors deemed “funny” (or even “sexy!”) consistently receive the highest ratings on such sites. Students flock to their courses, and they achieve celebrity status on campus.

8. Covenantial

The eighth approach enumerated here would have the teachers seeing themselves as involved in a covenant with a deity or society itself and as such obliged to society to render care unto its members in return for what society had provided to the educators.

The key elements of the covenant type (CM) are promise and fidelity to the promise. In this model the educator has received a gift of the knowledge and skills needed to practice the art of instruction. In return the educator has made a promise to incur a debt in return for what was provided to prepare the teacher to be a member of the profession of education.

The teacher is responsive to the debt and has taken on an obligation to the society that extended itself to provide the knowledge, training and skills of the educator to those who enter into education programs.

III. Methodology

3.1 Design of the Study

According to Kothari (2004), research design is an idea, a roadmap and blueprint strategy of investigation conceived by researchers so as to obtain answers to research questions. It is the heart of any research. Survey research with the use of questionnaire have been deployed in this study. Questionnaire was used because is the most common method of data collection and simple, easy and accurate in analysis of data (Dillma, 2000).

3.2 Population of the Study

Population is a group of persons, organization or objects or things. The population of this study consists of all students of Federal Polytechnic Damaturu, Yobe State, Nigeria which are 3621 (FPD, 2017).

3.3 Target Population

The target population of this study are National Diploma(ND) two students of said Polytechnic who were (2562) of various faculties in the Polytechnic. Diploma two were chosen as the respondents in this study because they have four semester interaction with their lecturers and this have help in knowing their best types of teacher-student relationship between them (teachers and students).

3.4 Sample

A sample is a fraction (but hopefully representative) collection of units from a population which is used in determining the accuracies about that entire population (Field, 2005). Sample size determination is a process that enable a researcher to draw a statement about the whole target population from which the sample was drawn (Punch, 2005). In this research, Krejcie & Morgan, (1970) sample size determination table was used to get the actual respondents in which 335 respondents equals to 2562 population (Krejcie & Morgan, 1970).

3.5 Sampling Techniques

Stratified and simple random sampling techniques were used in the study. Stratified sampling technique is the most effective method of sampling when the researcher wants to get a representative of a population. It refers to the process of selecting a respondents according to strata (Siti & Ruziah, 2012. p.43).

3.6 Instrument of Data Collection

During the research work, questionnaire method of data collection have been adopted. Adeshina (2008) defined questionnaire `as an instrument or tool uses by social scientists to collect information from the respondents`. That is questionnaire is a paper that contain a series of questions that seek to extract relevant information from a respondent.

3.7 Method of Data Analysis

During the analysis of the research, the researcher used descriptive statistics whereby cross tabulation of the respondent and Numerical analysis of the frequency and percentage of the participants on teacher student relationship have been treated in order to measure the effectiveness of teacher student relationship in one of the Nigerian Federal Polytechnics. The chosen of frequency, tables and percentages during the analysis of the data by the researcher was because of it simple, less time consuming and accuracy in the analysis.

IV. Data Presentation And Analysis

4.1 Introduction

This chapter focuses on the presentation and analysis of data based on the types of teacher student relationship in higher institutions of learning in Yobe State. A total of 335 questionnaires were distributed to the respondents in Federal Polytechnic Damaturu, Yobe State, Nigeria and only 23 were missing which give the response rate as 93%. Data collected were analyzed by the use of tables, figures and percentages to summarize the responses of the respondents.

4.2 Data Presentation and Analysis

SETION A

Bio-Data of the Respondents

TABLE 4.1 Indicates sex distribution of respondent.

Responses	Frequency	Percentage (%)
Male	209	67
Female	103	33
Total	312	100

Source: Survey, 2017

The 4.1 shows that majority of the respondents are male (67%). While (33%) were female. This revealed that there were more male in the Polytechnic.

TABLE 4.2 Indicates age distributions of respondents

Responses	Frequency	Percentage (%)
20-24 years	178	57
25-29 years	102	32
30-34 years	30	10
35 & Above	2	1
Total	312	100

Source: Survey, 2017

Table 4.2 indicates that the highest number of the respondents are of 20-24 years of age range (57%), fallow by 25-29 category age (32%), 30-34 age category (10%) and only (1%) for the age category of 35 years and above. It is not surprise that (57%) appeared as the highest because of the fact that Polytechnics students in Nigeria are mostly very young people who have just finished their secondary schools before proceeding to Universities.

TABLE 4.3 indicates the religion of respondents

Responses	Frequency	Percentage (%)
Islam	255	81
Christianity	57	19
Others	0	0
Total	312	100

Source: Survey, 2017

Table 4.3 shows that a very good proportion of the respondents are Muslims (81%) which suggest that there is a predominant Muslim population in the study areas. Interestingly, none of the subjects adhere to other religion (0%) apart from Christianity (19%).

TABLE 4.4 indicates the marital status of the respondents

Responses	Frequency	Percentages (%)
Single	289	93
Married	20	6.4
Divorced	2	0.6
Widow/ widower	1	0.3
Total	35	100

Source: Survey, 2017

The above table shows that more than half of the respondents are single (57.1%), while (34.3%) of the respondents are married, (5.7%) are divorced and only (2.9%) of the respondents is widow.

SECTION B

Nature and type of Teacher Student Relationship that Is Prevalence in the Polytechnic

TABLE 4.5 indicates the prevalence types of teacher-student relationship

Responses	Frequency	Percentages (%)
Authoritarian	216	69.23
Therapist	57	18.27
Priestly	17	5.45
Collegial	13	4.17
Entertainer- audience	9	2.88
Others	0	0
Total	312	100

Source: Survey, 2017

Table 4.6 shows that the predominant teacher-student relationship pattern is authoritarian type (45.8%). The reason for this is that the students ordinarily are dependent on their teachers for getting knowledge except in situations where the teachers are simple and skilful enough to involve the student in a mutual relationship (18.27%).

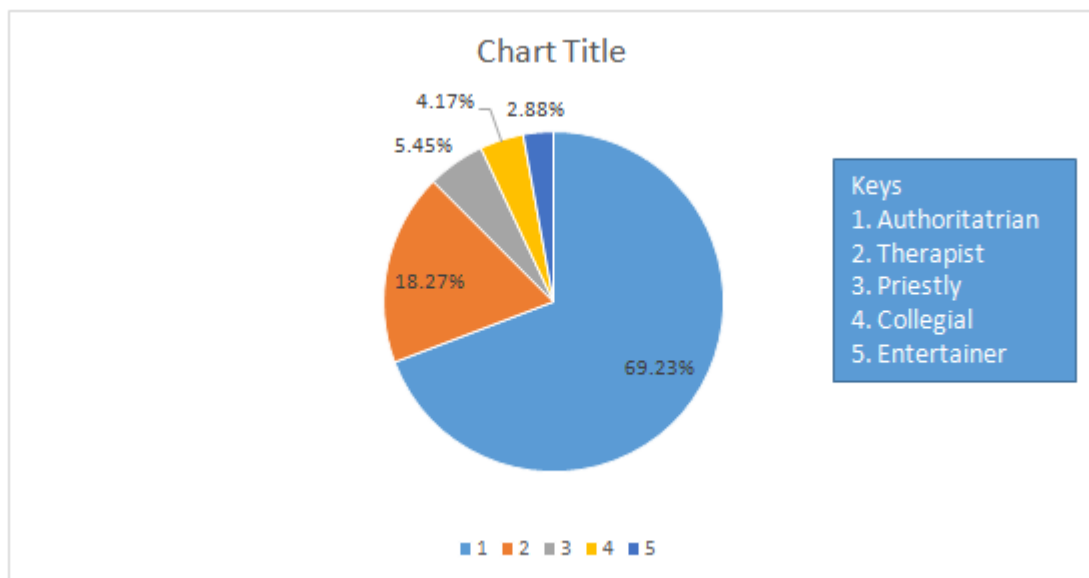


Figure 1.1 shows the distribution of respondents' response on Pie chart

TABLE 4.6 indicates type of teacher- student relationship necessary for effective positive student academic performance.

Responses	Frequency	Percentage (%)
Authoritarian	7	2.24
Therapist	278	89.10
Priestly	14	4.49
Collegial	5	1.60
Entertainer	8	2.56
Others	0	0
Total	312	100

Source: Survey, 2017

Table 4.7 reveals that (2.24%) of the respondents said authoritarian type of teacher student relationship is necessary for effective learning. (89.10%) recommend therapist while (4.49%) suggest priestly and (1.60%) had gone for collegial.

Going by the responses of the respondents, majority have the opinion that therapist teacher-student relationship is necessary for effective teaching and learning condition.

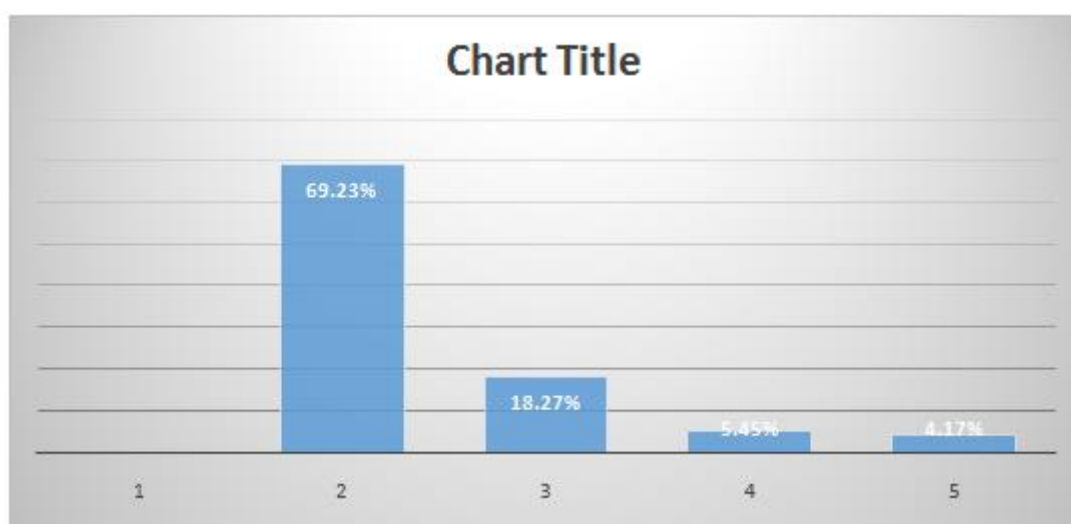


Figure 1.2 shows the most effective (Therapist) types of teacher-student relationship of Damaturu Polytechnic in Histogram.

V. Conclusion And Recommendations

5.1 Conclusion

The study have enable us to have a fundamental understanding on the meaning, type and nature of teacher student relationship as well as the demographic information of the respondents. Based on the findings of this research, it can be concluded that, the research have revealed a very good evidence on the most prevalence and effective teacher-student relationship in the Federal Polytechnic Damaturu, Yobe State, Nigeria. Authoritarian type appeared as the most prevalence teacher-student relationship with (69.23%) and on the most effective student-teacher relationship therapist (89.10%) as necessary for the effective, good teaching and learning and positive students' academic performance.

5.2 Recommendation

Based on the teacher-student relationship discussed in this study, the following recommendation were made:

1. The management of the Polytechnic should devise an effective method of monitoring teacher student relationship. The use of questionnaire, telephone lines for complaints from the students etc. should be exploited to elicit responses from students on their relationship with teachers.
2. Both students and teachers should be discouraged from answering relationship on religion, family ties and personality influence. Teachers should treat everybody the same way irrespective of religion or influence of the person.
3. Teachers should be trained and retrained through workshops and seminars to learn how to create a conducive atmosphere for students to be able to have confidence in them.

4. Students should always learn to be punctual in their class and follow teachers instruction. Most teachers loosed interest in student, if they discover the student does not keep appointment or follow their instruction and committed to service within the profession. They should also be supportive, human and friendly to students.
5. In the course of interaction with the students, teacher should put more effort in service delivery. Teachers should also be punctual and committed to service within the profession. They should also be supportive, human and friendly to students during the course of their duty.

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