IJRESD
International Journal Of Education, Research And Scientific Development
https://www.ijresd.org
Vol.1 No. 1, March 2023

TEACHER-PUPIL RELATIONSHIP AS A PREDICTOR POOR ACADEMIC PERFORMANCE OF SCHOOL PUPIL IN ENUGU SOUTH LOCAL GOVERNMENT AREA OF ENUGU STATE

Dr. Mrs. Ezemba Edith Uzoamaka,
Dept of Edu mgt and policy.faculty of Education. Nnamdi Azikiwe University Awka .
edithbest.5@gmail.com

Abstract

The study investigated poor teacher-pupil relationship as a predictor to academic performance of school pupil in Enugu South LGA. two specific purposes and two research questions guided the study. The study adopted survey research design. The population of the study consists of all the primary school teachers in the public primary schools in the study area which is one thousand four hundred and twenty (1420) with a sample size of two hundred (200). The instrument used for data collection was a structured questionnaire. The instrument was validated by experts. Cronbach alpha was used to test the reliability co-efficient of 0.75. The data was analyzed using mean score. The findings showed that most primary school teachers create time to engage the pupil in friendly chart. That most teachers often give the pupil freedom to express their views based on what they know in the class. Finally, it revealed that some teachers give the pupil freedom to express their views in the class based on what they have learnt. The researcher recommended that sound minded teachers should be employed to be teachers in the classroom.

Keywords: Teacher, Pupil, Academic, and Performance

Introduction

Education is a highly rated public venture used as an instrument par excellent in national development. Also Education is a process of receiving or giving systematic instruction especially at school or university. According to Fafunwa (2014) Education is an aggregate of all the process by means of which a person develops abilities and other forms of behavior of positive value in the society in which he lives. Education is a 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 2010). According to Igbo (2016) 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

IJRESD
International Journal Of Education, Research And Scientific Development
https://www.ijresd.org
Vol.1 No. 1, March 2023

remarking experience; giving it more socialized value through increased individual experience by giving the individual better control over his own powers Ozochi (2009).

The teaching responsibility is more tasking for the fact that the benefit and or performance of the pupil are measured in terms of the academic performance of the learners. In relation to the above, Eschemann (2009) postulated that if teachers take time to build relationship with their students, they can motivate them to learn. Whitaker (2014), therefore, urged teachers to have a strong belief that building relationship are important to motivating the learners to learn. There is a need to capitalize on these beliefs for the child's benefits. Hence it is important that educators recognize the impact they have on their students and consider strongly their students perception of them (Escheemann 2009). According to Tyler and Boelter (2012), positive teacher expectations are associated with high academic performance or academic gains; whereas negative teacher expectations can result in decrease in academic performance. The significance of knowing teachers' beliefs regarding their roles in students' performance is crucial due to the accepted correction between their perception and action.

From the forgoing' teachers have to ensure that they are meeting students' needs, both academically and emotionally by creating learning environments that promote positive cultures with healthy interaction, as it can induce students to channel their educational goals. The interaction include among other things teacher's and pupils question, class work, assignments marking of these work and making corrections, friendliness of the teacher to learners, illustrations among other things.

Teacher

A teacher (also called a school teacher) or educator is a person who provides education for students. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum (Wikipedia 2012).

According to Oche (2014) teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess. He added that in some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with

IJRESD.ORG

knowledge or skills in the wider community setting.

Religious and spiritual teachers, such as gurus, mullahs, rabbis, pastors/youth pastors and lamas, may teach religious texts such as the Quran, Torah or Bible. Teaching may be carried out informally, within the family, which is called homeschooling, or in the wider community. Formal teaching may be carried out by paid professionals. Such professionals enjoy a status in some societies on a par with physicians, lawyers, engineers, and accountants (Chartered or CPA)(James 2013) .

Odili (2019) opined that a teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may have responsibility for student discipline. Around the world teachers are often required to obtain specialized education, knowledge, codes of ethics and internal monitoring. He further stated that there are a variety of bodies designed to instill, preserve and update the knowledge and professional standing of teachers. Around the world many governments operate teacher's colleges, which are generally established to serve and protect the public interest through certifying, governing and enforcing the standards of practice for the teaching profession.

The functions of the teacher's colleges may include setting out clear standards of practice, providing for the ongoing education of teachers, investigating complaints involving members, conducting hearings into allegations of professional misconduct and taking appropriate disciplinary action and accrediting teacher education programs. In many situations teachers in publicly funded schools must be members in good standing with the college, and private schools may also require their teachers to be college peoples. In other areas these roles may belong to the State Board of Education, the Superintendent of Public Instruction, the State Education Agency or other governmental bodies. In still other areas Teaching Unions may be responsible for some or all of these duties.

Sumra (2018) stated that in education, teachers facilitate student learning, often in a school or academy or perhaps in another environment such as outdoors. A teacher who teaches on an individual basis may be described as a tutor. The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. Different ways to teach are often referred to as pedagogy. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Many times, teachers assist in learning outside of the classroom by accompanying students on field trips. The increasing use of technology, specifically the rise of the internet over the past decade, has begun to shape the way

teachers approach their roles in the classroom.

The objective is typically a course of study, lesson plan, or a practical skill. A teacher may follow standardized curricula as determined by the relevant authority. The teacher may interact with students of different ages, from infants to adults, students with different abilities and students with learning disabilities.

Teaching using pedagogy also involve assessing the educational levels of the students on particular skills (Okebukola 2010). Understanding the pedagogy of the students in a classroom involves using differentiated instruction as well as supervision to meet the needs of all students in the classroom. Pedagogy can be thought of in two manners. First, teaching itself can be taught in many different ways, hence, using pedagogy of teaching styles. Second, the pedagogy of the learners comes into play when a teacher assesses the pedagogic diversity of his/her students and differentiates for the individual students accordingly. For example, an experienced teacher and parent described the place of a teacher in learning as follows: The real bulk of learning takes place in self-study and problem solving with a lot of feedback around that loop. The function of the teacher is to pressure the lazy, inspire the bored, deflate the cocky, encourage the timid, detect and correct individual flaws, and broaden the viewpoint of all. This function looks like that of a coach using the whole gamut of psychology to get each new class of rookies off the bench and into the game.

Co-teaching has also become a new trend amongst educational institutions. Co-teaching is defined as two or more teachers working harmoniously to fulfill the needs of every student in the classroom. Co-teaching focuses the student on learning by providing a social networking support that allows them to reach their full cognitive potential. Co-teachers work in sync with one another to create a climate of learning.

Pupils

A student or pupil is a learner, or someone who attends an educational institution. In Britain until about 2012, underage schoolchildren were always referred to as "pupils", while those attending university are termed "students". In the USA, and more recently also in Britain, the term "student" is applied to both categories, no doubt due to US influence. In its widest use, student is used for anyone who is learning, including mid-career adults who are taking vocational education or returning to university (Mkpa 2007).

In Nigeria, education is classified into four system know as 6-3-3-4 system of education. It implies six years in primary school, three years in junior secondary, three years in senior secondary and four years in the university. However, the number of years to be spent in university is mostly determined by the course of study. Some courses have longer study length than others. Those in primary school are often referred to as pupils. Those in university as well as those in secondary school are being referred to as students.

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of "student engagement" is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise "disengaged." Stronger student engagement or improved student engagement are common instructional objectives expressed by educators.

Ihebereme (2012) noted that educators may hold different views on student engagement, and it may be defined or interpreted differently from place to place. For example, in one school observable behaviors such as attending class, listening attentively, participating in discussions, turning in work on time, and following rules and directions may be perceived as forms of "engagement," while in another school the concept of "engagement" may be largely understood in terms of internal states such as enthusiasm, curiosity, optimism, motivation, or interest. While the concept of student engagement seems straightforward, it can take fairly complex forms in practice. The following examples illustrate a few ways in which student engagement may be discussed or addressed in schools:

- Intellectual engagement: To increase student engagement in a course or subject, teachers may create lessons, assignments, or projects that appeal to student interests or that stimulates their curiosity. For example, teachers may give students more choice over the topics they are asked to write about (so students can choose a topic that specifically interests them) or they may let students choose the way they will investigate a topic or demonstrate what they have learned (some students may choose to write a paper, others may produce short video or audio documentary, and still others may create a multimedia presentation).
- Emotional engagement: Educators may use a wide variety of strategies to promote positive emotions in students that will facilitate the learning process, minimize negative behaviors, or keep students from dropping out. For example, classrooms and other learning environments may be redesigned to make them more conducive to learning, teachers may make a point of monitoring student moods and asking them how they are feeling, or school programs may provide counseling, peer mentoring, or other services that generally seek to give students the support they need to succeed academically and feel positive, optimistic, or excited about school and learning.
- Behavioral engagement: Teachers may establish classroom routines, use consistent cues, or assign students roles that foster behaviors more conducive to learning. For example, elementary school teachers

IJRESD.ORG

may use cues or gestures that help young students refocus on a lesson if they get distracted or boisterous.

- Physical engagement: Teachers may use physical activities or routines to stimulate learning or interest. For example, "kinesthetic learning" refers to the use of physical motions and activities during the learning process. Instead of asking students to answer questions aloud, a teacher might ask students to walk up to the chalkboard and answer the question verbally while also writing the answer on the board (in this case, the theory is that students are more likely to remember information when they are using multiple parts of the brain at the same time—i.e., the various parts dedicated to speaking, writing, physical activity, etc.).
- Social engagement: Teachers may use a variety of strategies to stimulate engagement through social interactions. For example, students may be paired or grouped to work collaboratively on projects, or teachers may create academic contests that students compete in—e.g., a friendly competition in which teams of students build robots to complete a specific task in the shortest amount of time.
- Cultural engagement: Schools may take active steps to make students from diverse cultural backgrounds—particularly recently arrived immigrant or refugee students and their families—feel welcomed, accepted, safe, and valued. For example, administrators, teachers, and school staff may provide special orientation sessions for their new-American populations or offer translation services and informational materials translated into multiple languages.

Relationship between Teacher and pupil

One area that needs further developing is understanding the dynamics, similarities and differences of the student-teacher relationships for students of differing abilities and in different types of schools and situations. The goal for this study was to examine the importance and impact of the student-teacher relationship in a community of fifth graders in two schools that are similar in size, yet very different in terms of socioeconomics, mobility, and overall achievement. A mixed methods design was utilized to more effectively reach this goal as "the use of quantitative and qualitative approaches in combination provides a better understanding…than either approach alone" (Creswell & Plano Clark, 2006).

Teacher connections; One of the attributes that will undoubtedly make most lists is a teacher's ability to connect with students. It may be referred to as an ability to cultivate relationships or be more formally labeled as "nurturing pedagogy". It may be defined as a mix of high expectations and caring support; or as Pianta (2009) defines the student-teacher relationship, "Emotions-based experiences that emerge out of teachers' on-going interactions with their students." Strahan and Layell (2006) noted the importance of "establishing a learner-

IJRESD.ORG

centered environment that featured warm, supportive relationships with students," a concept confirmed by Silins and Murray-Harvey (2013).

Pupils voice in relationships; The overall importance of the student-teacher relationship is possibly best-voiced by the students themselves. Unfortunately, there are few studies to date that make use of the student voices to convey this important message. According to Doda and Knowles (2008) when asked to respond to the question,

Importance of Teacher-Pupil Relationship

In addition to the general sentiments expressed above, the importance of the student-teacher relationship has been brought to light in seminal studies and analyses. The APA Work Group of the Board of Educational Affairs (2007), a Presidential Task Force, produced Learner-centered Psychological Principles: A Framework for School Reform and Redesign, which included 14 fundamental principles about learners and learning. Of these principles, Principle 11 – The Social Influence on Learning stated, "Learning is influenced by social interactions, interpersonal relations, and communication with others." Similarly, McCombs and Whisler (2011), offered five premises for helping each learner develop to their fullest potential, which included "Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and admired."

In Classroom Management that Works - Research-based strategies for every teacher, Marzano (2013) presents the results of several meta-analyses centered on teacher effectiveness. The initial results indicated four general components of importance including: rules and procedures, disciplinary interventions, mental set, and teacher-student relationships. The latter, though not the highest in terms of effect size (-.869), is suggested to be "the keystone for the other factors".

However, in order to improve pupils' academic performance in school, 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 metal dispositions. For example, 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 pragmatism recommend socialized techniques, projects and problem solving methods. 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 meaningful experience. Moreover, in view of the above background, the researcher wants to investigate the

IJRESD.ORG

impact of poor teacher-pupil relationship on the academic performance of school pupils in Enugu South LGA of Enugu State.

Research Methods

A survey research design was used for the study, according to Nworgu (2010), survey research is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The study was conducted in Government owned primary schools in Enugu South Local Government Area of Enugu state. The population of the study consists of all the primary school teachers in the government primary schools in Enugu south LGA which is one thousand four hundred and twenty (1420) PPSMB (2017). A sample of two hundred (200) primary school teachers was drawn from ten (10) selected primary schools that were used for the study. Simple random sampling was used to draw twenty (20) teachers from each of the selected ten (10) primary schools given a total sample size of two hundred (200) primary school teachers that were used for the study. The instrument for data collection was structured questionnaire. The instrument was validated by two expects in measurement and evaluation Peace Land College of Education Enugu. Their validation was critically based on the content and face values of the questionnaire. The items there in and languages used were critically scrutinized, criticized and corrections were made. A reliability index of 0.75 was obtained indicating that the instrument was highly reliable. The questionnaire was administered to the respondents by the researcher. The entire completed questionnaires were collected from the respondents after they have been filled at the spot. Data were analyzed using mean score. For the sake of taking decision, any mean that is equal to or above 2.5 is considered agreed while any mean below 2.5 is disagreed.

Results

This chapter focuses on the data presentation and analysis of the results gotten from the research questions that guided the study.

Research Question 1;

How often do teachers use their leisure time to engage the pupil in a friendly chart?

Table 1; The mean responses on how often the teachers use their leisure time to engage the pupil in a friendly chart.

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	X	Remarks
1	How often does teachers use of leisure time to engage the pupil in friendly charts enhance their academic attainment	100	100	-	-	200	700	3.5	A
2	How often does teacher's use of time to engage the pupil in friendly charts do not enhance their academic attainment	110	90	-	-	200	710	3.6	A
3	How often do teachers create time to engage the pupil in friendly chart	120	80	-	-	200	720	3.6	A
4	How often do teachers give the students freedom to express their views based on what they know in the class	140	60	-	-	200	740	3.7	A
5	How often do teachers give the pupil freedom to express their views in the class based on what they have learnt	170	30	-	-	200	770	3.9	A

From the computed mean in table 1 above, it could be seen that items 1-5 have the mean scores of 3.5, 3.6, 3.6, 3.7 and 3.9 respectively which indicates that the respondents agreed that often time teachers do utilize their leisure time to engage their pupil in a friendly chart.

Research Question 2;

How often do teachers reinforce their pupil in the classroom?

IJRESD.ORG

Table 2; The mean responses on how often the teachers reinforce their pupil in the classroom.

SN	ITEMS	SA (4)	A (3)	D (2)	SD (1)	N	∑FX	X	Remarks
6	How often do teacher's abuse the pupil for answering a question wrongly	100	70	30	-	200	670	3.4	A
7	How often do teachers compliment the pupil for answering a question correctly by asking the entire class members to clap for the student	80	70	30	20	200	610	3.1	A
8	How often do teachers make use of intelligent pupil to punish the weak ones whenever they answer any question wrongly	60	50	50	40	200	530	2.7	A
9	How often do teachers offer the pupil materials like exercise books, pencil etc when they answer question correctly	100	80	20	-	200	680	3.4	A
10	How often do teachers flog the pupil for answering questions wrongly	80	80	40	-	200	640	3.2	A

From the computed mean in table 2 above, it could be seen that items 6-10 have the mean scores of 3.4, 3.1, 2.7, 3.4 and 3.2 respectively which shows that the teacher often uses all kinds of reinforcement in the classroom.

Discussion of Findings

Findings in research question 1 showed that teachers who often uses their leisure time to engage the pupil in friendly charts enhances their academic attainment, it also showed that most teachers creates time to engage the pupil in friendly chart. Furthermore, the findings showed that most teachers often give the pupil freedom to express their views based on what they know in the class. Finally, it revealed that some teachers give the pupil freedom to express their views in the class based on what they have learnt.

IJRESD.ORG

The findings was in line with findings of Ihe (2009) who opined that the best way to bring out the best from pupil is to friendly with them and make them feel at home.

Findings in research question 2 revealed that some teachers abuse their students for answering a question wrongly; they often compliment the pupil for answering a question correctly by asking the entire class members to clap for the students. The findings also revealed that often time, teacher uses the intelligent pupil to punish the weak ones whenever they answer any question wrongly. They often offer students materials like exercise books, pencil etc when they answer question correctly.

Finally, the findings revealed that teachers often flog heir students for answering questions wrongly. The findings was in relation with the paper presentation of Ugwu (2010) who noted that teacher-pupil relationship is based on the principle of human relations which states that "friendliness begets friendliness".

Conclusions

Based on the findings of the study, the researchers concluded that teachers have important roles in their pupil relationship with them. They are required to use leisure time to engage pupil in friendly chat in order to improve on their relationship. Teachers should equally reinforce the student performance and also react towards pupil whenever their attentions ate needed by pupil for effective and successful academic performance. They are required also to allow pupil freedom in the class to enable them work their own.

Summary of the Study

The researchers summarized that;

i. Teacher-pupil relationship enhances the academic achievement of the students.
ii. Teachers reinforcement of the pupils boost their academic achievement
iii. Teachers should attend to their pupils needs whenever they needed it
iv. They should give pupils freedom during break to easy off the school stress.

Recommendations

Based on the findings of the study, the researchers recommended that;

i. Teachers should be fair in their assessment of student academic attainment.
ii. Unqualified teacher should not be allowed in the field or better still should be asked to go for in-service training.
iii. Any teacher to be employed to teach in secondary school should posses the minimum qualification of Nigeria Certificate in Education (NCE)

References

Afam, O. (2011). Achievement in the first two years of school: Patterns and processes. *Monographs of the*

IJRESD.ORG

*Society for Research in Child Development, 5*3, 1–157.

Banner, R. L. and Cannon, A. (2010). Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology*, 31, 411–427.

Barr, J. A. (2008). Contributions of teacher–child relationships to positive school adjustment during elementary school. *Journal of School Psychology*, 44, 211–229.

Boals, P. (2010). Infant–mother attachment security, contextual risk, and early development: A moderational analysis. *Development and Psychopathology*, 14, 293–310.

Brophy, S. & Everton, G. (2011). The teacher–child relationship and children's early school adjustment. *Journal of School Psychology, 35, 61–79.*

Creswell, S. & Plano Clark (2012). Children's interpersonal behaviors and the teacher–child relationship. *Developmental Psychology*, 34, 934–946.

Ehrensaft, M. A. (2015). A sustainable, skill-based approach to building emotionally literate school student. Handbook for developing emotional and social intelligence: Best practices, case studies, and strategies (pp. 329–358). New York, NY: Pfeiffer.

Fafunwa, I. (2014). The ecology of developmental processes. Theoretical models of human development (5th ed.)Handbook of child psychology, Vol. 1. (pp. 993–1023). New York, NY: Wiley.

Good, L. and Brophy, M. (2010). Improving classroom quality: Teacher influences and experimental impacts of the 4Rs program. *Journal of Educational Psychology, 102, 153–167.*

Hargreaves, O. (2014). Development of academic skills from preschool through second grade: Family and classroom predictors of developmental trajectories. *Journal of School Psychology, 40, 415–436.*

Hughes, M. (2009). Some practical guidance for the implementation of propensity score matching. *Journal of Economic Surveys, 22, 31 72.*

Ihebereme, I. (2012). Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools. *Journal of Consulting and Clinical Psychology, 80, 597–610.*

Jacobson, N. (2011). Revision and Re-standardization of the Conners Teacher Rating Scale (CTRS-R): Factor structure, reliability, and criterion validity. *Journal of Abnormal Child Psychology*, 26, 279–291.

James, C. (2011). Teacher qualifications, classroom practices, and family characteristics: Complex effects on first-graders' vocabulary and early reading outcomes.

King, C. and Diener, L. (2011). Audio-CASI—hardware and software considerations in adding sound to a

IJRESD.ORG

computer-assisted interviewing system. Social Science Computer Review, 14, 197–204.

Koplow, L. (2011). Understanding the effects of Audio-CASI on self-reports of sensitive behavior. Public Opinion Quarterly, 67, 385–395.

Landford, R., Antomicci, F., Akyama, M., and Takahashi, R. (2008). Instruction, teacher–student relations, and math achievement trajectories in elementary school. *Journal of Educational Psychology*, 102, 407–417.

Lee, C. (2007). Teacher–child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology, 101, 912–925.*

Lui, S. N. (2012). Academic competence evaluation scales. San Antonio, TX: The Psychological Corporation.

Marzano, G. J. (2013). The importance of academic skills for preK 3rd. A Report to the Foundation for Child Development. Retrieved April 25, 2013 from. http://fcd-us.org/sites/default/files/Brief%20on%20Academic%20Skills%20and%20School%20Readiness%2011311.pdf

Mc combs, & Whisler, K. A. (2011). Can society profit from investing in early education programs? Investing in Early Childhood Development (pp. 177–188). New York, NY: Palgrave MacMillan.

Mc Ewan (2012). First grade and educational attainment by age 22: A new story. *The American Journal of Sociology*, 110, 1458–1502.

Miller, D. (2000). Eyberg Child Behavior Inventory and Sutter Eyberg Student Behavior Inventory: Professional manual. Odessa, FL: Psychological Assessment Resources.

Midgley, J. & Urdan, M. (2010). Relationships between family involvement in Head Start and children's interactive peer play. NHSA Dialog, 3, 60–67.

Mkpa, A. (2012). Effect sizes for growth-modeling analysis for controlled clinical trials in the same metric as for classical analysis. Psychological Methods, 14, 43–53.

Nodelings, J. (2012). Data analysis using regression and multilevel/hierarchical models. New York, NY: Cambridge University Press.

Nzeneri, L. (2012). Effective strategies for teaching math to adults. Handbook of family literacy (pp. 195–208) (2nd ed.). New York, NY: Routledge.

Oche, H. (2010). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466–474.

Odili, K. J. (2009). Longitudinal associations between reading and mathematics achievement.

IJRESD.ORG

Development Neuropsychology, 33, 410 426.

Okebukola, R. (2010). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. Child Development, 72, 625–638.

Olumba, G. (2010). The quality and distribution of teachers under the No Child Left Behind Act. *Journal of Economic Perspectives*, 24, 133–150.

Ozochi, C. (2008). Classroom Management and Supervision. Bright Press Limited Enugu

Pianta, J. L. (2009). Introduction to propensity score matching. Paper presented at Topics in Policy Analysis and Evaluation meeting. New York, NY: New York University.

Saul, W. (2005). Maternal employment and child development: A fresh look using newer methods. *Developmental Psychology*, 41, 833–850.

Shaw, L. (2009). Evaluating kindergarten retention policy: A case study of causal inference for multilevel observational data. Paper presented to the Department of Statistics, University of Chicago, IL.

Silins, C. & Murray-Harvey, C. E. (2014). Children's relationships with caregivers: Mothers and child-care teachers. Child Development, 63, 859–866.

Soar, C. and Soar, L. (2009). The consistency of perceived teacher–child relationships between preschool and kindergarten. *Journal of School Psychology,* 38, 113–132.

Shahan, C. & Layell, S. (2009). Attachment organizations in children with difficult life circumstances. Development and Psychopathology, 11, 251–268.

Sumra, J. N. (2008). Longitudinal effects of teacher and student perceptions of teacher–student relationship qualities on academic adjustment. The Elementary School Journal, 112, 38–60.

Wikipedia (2012). *Further support for the developmental significance of the quality of the teacher–student relationship.*