



# Influence of Quality of Relationships between Teachers and Others on the Academic Achievement of Students in Public Secondary Schools in Kiambu County, Kenya

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**Abstract:** *The Kenyan system of learning has heavily been reliant on examination results. Performance at Kenya Certificate of Secondary Education in Kiambu County over the years has been dismal. Despite the fact that most national schools are located in the County and consistently achieve excellent KCSE results, the 2022 KCSE analysis reveals that more than 50% of the 261 secondary schools in the County posted a mean standard score of less than 3.0. Thus, the current study was guided by a research question; What is the influence of teacher's level of self-efficacy on learners' academic achievement in public secondary schools in Kiambu County? Ryff's psychology model was used and complemented by the Production function theory. The study employed a concurrent triangulation research design and conducted in public secondary schools in Kiambu County, Kenya with a target population of 116,333 individuals. The sample consisted of 23 principals (10%), 261 teachers (10%) and 3854 students. Data collection utilized interviews for principals, questionnaires for teachers, and observation guides for students, and supplemented by document analysis. The research revealed significant variations in teachers' personal qualities and their impact on learner achievement in public secondary schools in Kiambu County. While some teachers expressed a desire for change and improvement, others seemed unaffected by these concerns, highlighting challenges in addressing personal stagnation among educators. Notably, the quality of teachers' relationships with others emerged as a key factor influencing learner academic achievement, with approximately 70.3% of variations attributed to this aspect.*

**Keywords:** *Academic Achievement, Learners, Relationships, Teachers, Wellbeing*

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## 1. Introduction

Today, academic achievement is often viewed as an individual's behavior limited to the early stages of life. Despite this fact, academic outcome of individuals shows that it outplays most stages of life eventualities. At a student level, academic achievements predict short-term behaviors, including dropping out of school. In most cases, they also determine occupational trajectories all the way into adulthood (Crosnoe, 2002b). Academic

challenges among students can give rise to disparities and undermine the overall mission of schools (Karlsson, McPherson & Pampallis, 2020). At a wider perspective, widespread academic failure has shown negative effects on fertility and mortality rates, marriage behaviors and employment levels through its connection to the human capital development (Mirowsky & Ross, 2003b). Thus, while academic achievement may initially appear as a factor limited to individuals of school-going age, its

effects extend across various social phenomena. A society without effective teachers bears non-thinkers. Teachers teach as well as shape the younger generations' minds and also make them ready to be citizens who give a contribution to their own communities and the world in general. Nelson (2007) expounded that what is brought to classroom by a teacher governs quality of educational experiences of their learners. Schools are contracting institutions that are functional and as a result packages knowledge and skills to a group of those learning homogeneously. There are different communities having a big range of capital that is physical like constructions, stationery as well as other resources. Lately there is strong evidence (Blum & Libbey, 2004; Plagens, 2011) that is the capital that is social –here explained as expectations as well as interactions that encourage, respect, trust, value, as well as unity –which affects quality of studying environment to be specific the achievement of the learner.

Many research globally discovered that those teaching are more exposed to mental disorders as well as stress that is related to work in comparison to other people that have other jobs (Eaton et al., 1990; Johnson et al., 2005; Stansfeld et al., 2011; Wieclaw et al., 2005). The majority of reported research focuses on the fit or misfit between the resources of the individual and the demands of the environment put on the teacher (Dalgard et al., 2007; Fejgin et al., 2015).

In South Africa, the replenishing rate of teachers is lower than their attrition rate (Musundire & Mumanyi, 2020). The morale of South African teachers is reported to be low, as shown by De Beer (2004). Steyn, Wolhuter, and De Waal (2004) discovered that, on average, 1.7% of teachers in predominantly white schools constitute 15.5% (increasing up to 25.5% in some cases) of those teaching in historically black schools, which may not be present on any given day (Hamlyn, 2009).

All studies found in this context do not report on Ryff's psychological or Diener's (2010) subjective well-being factors, which could be protective in teachers' psychological well-being in the Eastern Cape Province of South Africa. Few studies that do report on protective psychological well-being factors align with the interests of the present study.

The Kenyan system of learning is heavily reliant on examination results, with education policy often assessed based on students' performance in national examinations (Eshiwani, 2013). The focus on factors influencing students' examination achievement has predominantly centered on subject matter, neglecting other crucial aspects.

Evidence from various studies consistently supports the widely held view that positive relationships exist between the well-being of educators, their teaching effectiveness, and students' learning outcomes (Day et al., 2006). Barker and Martin (2009) argue that individuals

trained to teach and who are happy can provide effective education. It is ethically untenable to accept a situation where teachers, responsible for training others, are not themselves happy. Therefore, the research argues that the pursuit of happiness should be a fundamental goal for those involved in teacher training.

National students' performance at KCSE over the years has been dismal. For instance, in the year 2022, the overall national mean standard score (MSS) of KCSE was 4.458 (D+) (MOE, 2023). In the recently released KCSE results 47 thousand students scored E, while a paltry 1,400 scored grade A plain countrywide, (MOE 2024). The situation is no better in Kiambu County. Despite the fact that most national schools are located in Kiambu County and consistently achieve excellent KCSE results, the 2022 KCSE analysis reveals that more than 50% of the 261 secondary schools in the County posted a mean standard score of less than 3.0 (Kiambu County Education Office, 2021). Many efforts and strategies, including the provision of adequate instructional resources, employing well-trained teachers, and capacity building for teachers, among others, have been implemented (MOE, 2017). However, low students' performance at KCSE still persists. The Kenyan government has a serious commitment to providing high-quality education to all citizens at all levels and despite of this, the relationship between teachers' psychological well-being and students' achievement has not been explored. Teachers' psychological well-being has been overlooked in the reviewed literature and it's the main focus of the current study, which aims to assess teachers' psychological well-being and its impact on learners' academic achievement in public secondary schools in Kiambu County, Kenya.

The study was guided by one research question; How does the quality of relationships between teachers and others influence the academic achievement of students in public secondary schools located in Kiambu County, Kenya? The specific indicators to responding to the research question included the teachers' working relationship as well as personality.

## 2. Literature Review

A significant body of literature underscores the importance of strong teacher-student relationships as fundamental elements for fostering healthy academic development in educational environments (Hamre & Pianta, 2001; Eccles & Wigfield, 2002). This literature draws attention to the ongoing concern regarding teacher well-being and its profound influence on students' learning outcomes, an area of research that has garnered attention for decades but has not been extensively explored within the current geographical region.

Credible evidence indicates that the manner and extent of teachers' interactions with students affect their learning (Dickinson & Brady, 2006; Brophy-Herb et al., 2007; Oscar, 2009). Psychologists, educators,

sociologists, and social constructivists have all contributed to the growing interest in interventions, in their efforts to enhance the quality of teacher-student interactions, Hamre et al. (2012) emphasized the necessity for teachers to actively engage with learners to facilitate effective learning processes. They underscored the importance of teachers' active involvement in interactions with students to create conducive learning environments where learning can flourish. This highlights the critical role that teacher-student interactions play in promoting meaningful learning experiences for students.

As per Smith and Ragan (1993), a learning environment encompasses not only teachers but also the curriculum, instructional equipment, and the institutional learner community. Additionally, Shields (2011) suggested that the school environment extends to the broader climate or school context, which can either support or hinder classroom instruction and learning. These perspectives highlight the multifaceted nature of the learning environment, emphasizing the various factors that contribute to the overall educational experience and shape students' learning outcomes.

Fatima, Akhtar, and Begum (2020) conducted a study aimed at investigating how positive and healthy relationships between principals and teachers can impact learning outcomes, character development, and citizenship. The study sought to explore how positive interactions between principals and teachers influence the learning environment in schools, teacher performance within the context of teacher-teacher relationships, and the overall impact of cultivating solid connections between teachers on students' performance and character development. The study included 209 participants, consisting of 190 teachers and the remaining individuals were principals.

The study's findings corroborated the information outlined in the literature review and bolstered previous research in the field, suggesting that teacher support is a crucial factor in shaping both academic outcomes and interpersonal relationships. This alignment with existing literature underscores the importance of teacher support in fostering positive educational experiences and underscores its impact on both academic achievement and the quality of student-teacher relationships.

The study revealed that creating and maintaining positive relationships between principals and teachers enhances the learning environment, improves academic performance, and fosters character development. The study recommended that administrators in challenging school environments enhance their programs by fostering positive relationships between principals and teachers. Furthermore, it suggested that school leaders enhance communication by carefully examining their relationships and leadership styles. Specific recommendations were provided for administrators,

institutions, teachers, and researchers interested in this area of research.

Furthermore, the study examined the effect of the quality of teachers' relationships with others on learners' academic achievement. It is found that creating and maintaining positive relationships between teachers can positively impact learners' academic achievement. The study recommended that schools provide opportunities for teachers to engage in activities that promote positive relationships, such as team-building exercises, and that instructors should be motivated to participate in such activities. The study also suggested that schools develop a culture of collaboration, where teachers work together to develop lesson plans and share best practices to improve the quality of relationships among teachers.

Through their study conducted in Lahore, Pakistan, Afzal, Rafiq, and Kanwal (2023) emphasized the significance of strong student-teacher relationships for achieving academic success, as academic success is largely dependent on the nature of the relationship between teachers and students. As such, this association deserves careful attention.

The key focus of their study was answering two important questions, with the primary topic being how students viewed their relationships with teachers. By examining teacher-student relationships, the second question aimed to assess their effect on academic achievement. Taking a scientific perspective on knowledge production and utilizing quantitative research methods, the researchers tackled these questions.

To gather the necessary data, Afzal, Rafiq, and Kanwal (2023) relied on a survey method. They used a structured questionnaire as their primary tool for data collection. Their study encompassed all public and private universities in Lahore, from which they selectively sampled eight universities, evenly split between public and private institutions, using a convenient sampling technique.

Upon collecting the data, it was analysed using SPSS-V-27 software. The researchers utilized descriptive and inferential statistical methods to interpret the results and draw conclusions. Their findings revealed a significant correlation between educators and learners, ultimately contributing to enhanced academic achievements. This highlights the crucial role of teacher-student interactions in shaping student outcomes and underscores the importance of fostering supportive relationships within educational settings. Moreover, the study concluded that the majority of pupils held a positive perception of the bond they shared with educators. This positive outlook significantly contributed to improving both their academic scores and overall achievement. These findings underscore the importance of nurturing supportive teacher-student relationships as a means to positively influence student academic outcomes and overall success.

According to Afzal et al.'s (2023) findings, fostering strong and healthy relationships between students and teachers can significantly enhance academic accomplishments. This study reinforces our research goals centered on understanding how various aspects, including teachers' self-belief and interpersonal relationships, contribute to learners' academic achievement. Their findings help to emphasize the importance of considering interpersonal dynamics within educational settings when addressing student outcomes.

The primary purpose of conducting a recent study on fourth graders' and eighth graders' teacher-student relationship comparison along with analyzing their academic achievements was to determine their subjective well-being, as per Zhou et al. (2023), who conducted this research in Central China. In addition to this objective, there is a desire to analyze how subjective well-being mediates the connection between teacher-student relationships and academic achievement among students in these two grades.

The substantial number of participants consisted of nearly twenty thousand fourth-grade students as well as over eleven thousand eighth-grade students, and the examination of differences and similarities was carried out through a comparative study methodology as part of our research design. We conducted an effective examination of several factors due to the significant scale of this study.

The results of their work were incredibly interesting in every category - the teacher-student connection as well as both emotional and educational results - fourth-grade pupils had a better level of success compared to their eighth-grade peers. By establishing a healthy student and teacher relationship, which enhances the state of being of the former, can lead to better grades. According to the study conducted with both fourth and eighth-grade students, it's worth noting that subjective well-being plays an important role within the framework of teacher-student relations when determining academic achievement since for those students under the age of twelve accounted with forty-two-point eight percent compared to twenty-two point seven percent among older students.

Zhou et al.'s (2023) findings on the interplay between subjective well-being and teacher-student relationships provide insight into academic success. To ensure improved academic performance, we must focus on cultivating positive teacher-student relationships and fostering students' subjective well-being, highlighting the importance of these factors in learners' academic achievement is a significant contribution from this data to our study. This study indicates that future research should be conducted to explore this subject further and overcome any potential shortcomings.

Baafi (2020) analyzed the situation of public senior high schools in Ghana, and the purpose of this study was to

grasp the influence of teacher-student connections on participation in class activities and learning outcomes. While many discussions center around how much an effect teaching quality has on students' success, we found little research that directly explored the relationship between teachers and students.

The study involved 220 students and 160 teachers. They were asked about their perceptions of their relationships with each other. The objective was to establish how these relationships could impact learning outcomes. The research used surveys to collect the data, providing both teachers and students a chance to share their thoughts and experiences.

As per the findings of this research, teachers who encountered less trouble with pupils noted more favorable educational developments, and those who established professional bonds with their students and made them rely on their guidance experienced enhanced behavioral and instructional participation from their students.

In terms of our own research goals and objectives, Baafi's (2020) findings are highly valuable, and enhancing the relationship between teachers and students positively impacts the learning environment by improving academic performance. For this reason, it justifies the argument that encouraging these associations can be beneficial in uplifting learner outcomes, and working toward creating a friendly relationship between teachers and pupils is highly recommended by this study for achieving better classroom environments coupled with higher academic achievements. This finding aligns with our research focus, thus offering valuable insights for our study.

Fowler, Banks, Anhalt, Der, and Kalis (2017) undertook a research study to explore the correlation between teacher evaluations of learner social functioning and academic achievement, as well as the quality of the teacher-student relationship. Their primary aim was to provide insights into the factors affecting the quality of the student-teacher relationship and its impact on academic ratings. The study was conducted in two low-performing, high-poverty schools within a large urban district in the Midwest. Despite employing a relatively small sample size of 230 students and 20 teachers, the research aimed to shed light on the dynamics between teacher perceptions of student social functioning, the teacher-student relationship, and academic achievement.

According to the study, the quality of the relationship between instructors and students, assessed using the brief version of the Student-Teacher Relationship Survey, was notably influenced by students' externalizing and prosocial behaviors during their early years from kindergarten through third grade. Additionally, the researchers observed that teacher perceptions of these behaviors were partially influenced by the race of the teacher. This highlights the complex interplay between

student behavior, teacher perceptions, and the dynamics of the teacher-student relationship, emphasizing the need for a nuanced understanding of these factors in educational settings. Specifically, African American teachers rated African American students higher on externalizing behaviors than non-African-American teachers. This finding suggests that teacher race may affect how teachers perceive and respond to student behavior.

Moreover, the study's findings indicated that the quality of the relationship between learners and teachers had a substantial clinical impact on teachers' academic evaluations of students. This underscores the importance of the teacher-student relationship in shaping how educators perceive and assess students' academic performance. Such insights underscore the need for educators to cultivate positive and supportive relationships with their students to foster optimal academic outcomes.

In other words, the relationship quality between the student and teacher impacted the teacher's assessment of the student's academic performance. The study's authors suggest that this finding underscores the importance of positive teacher-student relationships in promoting academic success.

Additionally, the study's outcomes propose that there might be a connection between externalizing behavior issues and unfavorable ratings of the teacher-student relationship, which, in turn, is linked to lower academic evaluations. This finding highlights the importance of addressing externalizing behavior problems and promoting positive teacher-student relationships to improve academic outcomes for students in high-poverty, low-performing schools.

In conclusion, the study provides first-hand information into the complex interplay between student behavior, teacher-student relationships, and academic performance. While the study's sample size was relatively small, the findings suggest that teacher race and student behavior may play essential roles in shaping the quality of the student-teacher relationship and, in turn, academic outcomes. Extensive studies are required to validate the findings and explore the factors contributing to positive teacher-student relationships in high-poverty, low-performing schools.

Murray-Harvey (2010) conducted a study to evaluate the quality of a student's school experience using various indicators, including academic performance, psychological health, and social/emotional adjustment. The study collected data from students and teachers across 21 South Australian schools, encompassing 58 classes and 888 students from Year 5 to Year 9. Students completed a questionnaire to report on their academic performance, psychological health, sense of belonging to the school, and perceived stress or support from family,

peers, and teachers. Teachers were asked to provide evaluations of randomly chosen students in their classes.

Correlation analysis was utilized in the study to identify possible associations between various factors in relation to academic success. Such variables include quality of relationships, psychological health of both teachers and students, and social adjustments. Path analysis was further utilized to investigate these associations, confirming the strong correlation between a social and emotional status of learners and academic school experience. Additionally, the analysis revealed that the quality of teacher-student relationships significantly impacted academic, social, and emotional outcomes. Compared to the influence of family and peers, teacher-student relationships were found to have the most substantial effect on student well-being and achievement outcomes.

Generally, the study findings suggest that academic performance alone may not fully reflect a student's experience of school, and other indicators, such as psychological health and social/emotional adjustment, should also be considered. The quality of relationships between teachers and students is crucial in promoting positive outcomes for students, and educators should prioritize building and maintaining solid relationships with their students to support their overall well-being and academic achievement.

According to Asunmo (1999), schools are expected to provide a conducive environment for studies, especially in terms of trust and respect. Building confidence among the learners when the teachers are outraged may be difficult to achieve. For instance, Nigerian studies (Glueck, 2002), William, (2005) and Emunemu (2010) recommended that teachers should teach learners to be sensitive to each other's needs and give appreciation notwithstanding the differences in social background. Concerning the same, Akinpelu (2003), Hoyle (2003), and Ibrahim (2006) suggested that students' voices in affairs of the school are a fact that is established.

At all education system levels, a student must be brought in to participate in school affairs. Decisions of a group, as per Beardwell and Holden (2010), are mostly trustworthy than decisions that are made individually because the judgment is broad-based. Nevertheless, the relationship type which exists between those teaching and those being taught are supposed to be warm and friendly for effective transfer of learning and as a result of learner enhanced performance in academics (Rumnarayan & Rao, 2004). Likewise, there is a connection between the learners' academic outcomes and their social well-being (Farounbi, 2002).

Nevertheless, in a study that was conducted to investigate the teacher-learner relations impact on academic outcomes, Ogunniyi (2006) reported significant differences in relationships between male and female teacher-learners. A noticeable disparity was found

between the young-old and trainee-trainer relationship. According to Ryan and Deci (2010), there exist significant differences between gender and social interactions among students. For Watkins (2001), personality traits were significant between the male and female trainers on students. Watkins further reports a noticeable disparity was also found regarding private and public secondary school student-teacher relationships.

In Sub-Saharan Africa, which comprises mostly developing nations where Kenya is included, there seem to be many scholarly works on education and the relationship between trainers and those being trained and their success academically.

In Fan's (2012) study, the primary objective was to examine how the quality of teacher-student interpersonal relationships relates to students' academic performance in social studies. This investigation utilized an *ex post facto* design, which analyzed existing data to explore this correlation. The research sample comprised 1,954 Junior Secondary School students, who were randomly selected from 50 government secondary schools located in Calabar, Nigeria. By employing this methodology, the study aimed to provide valuable insights into the dynamics between teacher-student relationships and academic achievement in the context of social studies education at the secondary school level.

The study's results indicated a correlation between social studies academic achievements and teacher-student interpersonal relationships. By prioritizing the cultivation of strong teacher-student relationships, educators can create an environment conducive to academic success and promote the holistic development of their students. Students can evaluate their *emic* standing in the classroom as the *wand*. They can do this by assessing the tasks given, grouping strategies used in the classroom, teacher feedback and information on ability, responsibilities given by teachers, and the quality of teacher-student relationships.

The key inference derived from the study is that cultivating positive interpersonal connections serves as a fundamental tool for attaining high productivity and success across various domains of human activity, with particular relevance in education. This highlights the pivotal role of positive relationships, especially between teachers and students, in fostering conducive learning environments and promoting academic achievement. By prioritizing the establishment of positive interpersonal connections, individuals can enhance their capacity for success and fulfillment in educational settings and beyond. Therefore, teachers should prioritize building cordial relationships with their students. Establishing positive human relationships is a critical factor in achieving high productivity, and in the context of education, teachers should aim to foster friendly and supportive relationships with their students to enhance academic achievement.

The study underscores the importance of cultivating positive relationships between teachers and students, highlighting their profound impact on academic achievement. By prioritizing the establishment of supportive and respectful connections within the classroom, educators can create an environment conducive to learning and promote student success.

Isaacs and Lwendo (2022) undertook a study that aimed to explore the factors influencing the teacher-student relationship and their impact on student learning in secondary schools in the Khomas Education region of Namibia. Using a qualitative research approach within a theoretical attachment framework, the study employed an explanatory case study design to collect data from 10 subject teachers and 20 grade 12 learners, chosen by purposive sampling based on specific criteria. To gather data for the study, the researchers utilized a variety of methods, such as in-depth interviews, focus group discussions, and classroom observations. Subsequently, they conducted a thematic content analysis to systematically examine and interpret the patterns and themes emerging from the collected data. This comprehensive approach allowed for a rich exploration of the complexities surrounding teacher-student relationships and their impact on academic achievement.

Based on the findings of the study, it was evident that both teachers and learners perceived the development of a positive relationship to be dependent on a conducive learning environment. Effective communication skills and motivation were identified as key factors that can facilitate the creation of such an environment. This underscores the importance of fostering open communication and cultivating motivation within the classroom setting to nurture positive teacher-student relationships, which in turn can enhance the overall learning experience and academic outcomes.

Nevertheless, some students reported negative relationships with teachers, which were attributed to personal attitudes in the classroom. The study also identified that the quality of teacher-learner relationships was influenced by teachers' conduct and level of education, while challenges such as the absence of adequate resources and poorly behaved students were significant challenges.

Moreover, the study revealed that teachers significantly influence student learning, and their interactions with learners in the school environment could have a fluctuating impact. The scholars advised that educators should foster and establish a favorable and accommodating educational climate for successful pedagogy and learning, which would improve student academic performance in the school learning environment.

### 3. Methodology

The current study was guided by Ryff’s psychology model and complemented by the Production function theory. The Ryff’s model derived the independent variables while the production theory guided on measure and study of the dependent variable, learner’s achievement.

The study employed a concurrent triangulation research design and conducted in public secondary schools in Kiambu County, Kenya. The target population comprised 116,333 individuals, including 227 principals, 2606 teachers, and 113,500 students across all 227 public secondary schools. The sample size consisted of 11,784 respondents, including 23 school principals, 261 teachers, and 11,500 students. Data collection utilized interview schedules for principals, questionnaires for teachers, and observation guides for students, supplemented by document analysis.

Piloting of instruments was conducted in three schools not included in the main study, ensuring validity and reliability. Face and content validity were confirmed by experts from Mount Kenya University, while reliability was assessed using the test-retest method. Descriptive

statistics such as frequencies, percentages, means, and standard deviations were employed, with results presented using tables and figures. Inferential statistics included correlation and multiple regression analyses. Qualitative data underwent thematic analysis and was presented narratively. The findings were triangulated to reach a common conclusion.

### 4. Results and Discussion

Table 1 presents the results of the analysis on the influence of Teacher’s Quality of Relationship with others on Learners’ Academic Achievement in public secondary schools in Kiambu County, Kenya. The data collected from teachers were analyzed using descriptive statistics to provide insights into how teachers rated their quality of relationship with others and its impact on learners’ academic achievement. The table displays the means and standard deviations of the responses, providing a summary of the teachers’ perceptions regarding the quality of their relationships with others and its association with learners’ academic achievement. These findings contribute to understanding the role of interpersonal relationships in the educational context and their implications for student outcomes.

**Table 1: Influence of Teacher’s Quality of Relationship with Others on the Learners’ Academic Achievement**

Statement		Strongly agree	Somewhat agree	Undecided	Somewhat disagree	Strongly disagree	total
I am often troubled by a number of personal qualities, and I wish I could change them	F	29	53	53	46	40	221
	%	13.1	24	24	20.8	18.1	100
I often consider others’ opinions in making my decisions.	F	40	51	48	40	42	221
	%	18.1	23.1	21.7	18.1	19	100
Often, I am unable to change or improve my circumstances.	F	42	52	46	42	39	221
	%	19	23.5	20.8	19	17.6	100
I often find myself bored because of a personal stagnation	F	28	50	55	48	40	221
	%	12.7	22.6	24.9	21.7	18.1	100
My decisions have an impact on learner’s academic outcome	F	32	51	54	45	39	221
	%	14.5	23.1	24.4	20.4	17.6	100

Source: Researcher, 2023

Table 1 presents the distribution of responses from teachers regarding their quality of relationship with others, as assessed through various statements. The analysis reveals that a significant portion of teachers somewhat agreed with the statement "I am often troubled

by a number of personal qualities, and I wish I could change them," indicating some level of self-reflection and potential areas for improvement. However, the distribution of responses also shows variability, with some teachers strongly disagreeing with the statement,

suggesting a diversity of perspectives among educators regarding their personal qualities.

Similarly, the data indicates mixed perceptions among teachers regarding their reliance on the judgments of others when making important decisions. While a considerable portion somewhat agreed with this statement, indicating some level of consideration for others' opinions, an equal number of teachers strongly agreed and somewhat disagreed. This variability in responses underscores the complexity of interpersonal dynamics among teachers and highlights the importance of understanding individual differences in approaches to decision-making and collaboration.

Table 1 reveals a similar pattern of responses regarding teachers' perceptions of their circumstances and personal stagnation. A significant portion of teachers somewhat agreed with the statement "Often, I am unable to change or improve my circumstances," indicating a perceived difficulty in effecting change or improvement in their professional or personal lives. This sentiment is further underscored by the substantial number of teachers who strongly agreed with the statement, suggesting a shared perception of challenges in altering one's circumstances.

Similarly, the data reflects a considerable level of uncertainty and agreement among teachers regarding the presence of personal stagnation, as indicated by responses to the statement " I often find myself bored because of a personal stagnation." While a large portion of teachers were undecided about this statement,

suggesting varying levels of self-awareness or reflection, a notable proportion strongly agreed or somewhat agreed with the notion of personal stagnation. This indicates a perceived lack of growth or fulfillment among some teachers, potentially impacting their motivation and engagement in their professional roles.

These findings highlight the importance of addressing factors contributing to feelings of stagnation or disempowerment among teachers in public secondary schools in Kiambu County. Strategies aimed at promoting professional development, fostering a supportive work environment, and enhancing job satisfaction may help mitigate these challenges and support teachers in realizing their full potential. By addressing individual concerns and promoting a culture of growth and well-being, schools can cultivate a more positive and productive learning environment for both educators and learners.

Table 2 presents the model summary of the regression analysis conducted to assess the influence of teacher quality of relationship with others on learners' academic achievement. The adjusted R-squared value of 0.628 indicates that approximately 62.8% of the variation in learners' academic achievement can be explained by the predictor variables included in the model, specifically teacher quality of relationship with others. This suggests a moderate-to-strong relationship between these variables, with teacher quality of relationship with others accounting for a significant portion of the variance in learners' academic achievement.

**Table 2:1 Regression Model Summary on Teacher Quality Relationship with Other and Learners' Academic Achievement**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.9077 <sup>a</sup>	.824	.713	1.390

*a. Predictors: (Constant), I think I have ability to adapt to the changing environment, I often become overwhelmed in improving bad circumstances around me, I often consider others' opinions in making my decisions, My decisions have an impact on learners academic outcome, I often find myself bored because of a personal stagnation, I am often troubled by a number of personal qualities, and I wish I could change them*

Source: Researcher, 2023

Table 2 shows an adjusted R-square of .713 which implies that about 71.3% of variations in learners' academic achievement was attributed to teacher quality

relationship with others. This was estimated at a standard error of 1.390. The resulting ANOVA results are presented in Table 3.



**Table 3: Regression ANOVA Table on Teacher Quality Relationship with Other and Learners' Academic Achievement**

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	10.251	6	1.709	.884	.038 <sup>b</sup>
1	Residual	411.726	213	1.933		
	Total	421.977	219			

a. *Dependent Variable: Academic achievement*

b. *Predictors: (Constant), I think I have ability to adapt to the changing environment , I often become overwhelmed in improving bad circumstances around me, I often consider others' opinions in making my decisions, My decisions have an impact on learners academic outcome, I often find myself bored because of a personal stagnation., I am often troubled by a number of personal qualities, and I wish I could change them*

Source: Researcher, 2023

Table 3 presents the results of the ANOVA test conducted to assess the significance of the relationship between teacher quality of relationship with others and learners' academic achievement in public secondary schools in Kiambu County. The F-statistics of 0.884 indicates that there is a relationship between these variables, and the significance level (sig. = 0.038) is less than the critical p-value of 0.05. This suggests that the influence of teachers' quality of relationship with others on learners' academic achievement is statistically significant.

These findings support the results obtained from the regression analysis, providing further evidence of the impact of teacher quality of relationship with others on student outcomes. The qualitative results, as reported by one of the principals, also align with these findings, indicating a recognition of the importance of positive relationships between teachers and others in the school community.

*The influence of teacher quality relationship with other and learners' academic achievement is a complex and multifaceted topic. There are many factors that can affect how teachers interact with their students and colleagues, and how these interactions impact student learning outcomes. Some of the main aspects of teacher quality relationship is the teacher qualifications. These include the level of education, certification, subject knowledge, and pedagogical skills of the teacher. Research suggests that teacher qualifications are related to instructional quality and student*

*achievement, especially in mathematics and science [KI 04, Male Principal, 3<sup>rd</sup> June 2023].*

Existing literature points to such an effect. In 2008, Kiguru conducted a study in Gatundu Division, Thika District, Kenya, with the aim of understanding the relationship between teachers and learners and how it impacts the learners' academic performance. The researcher had a few key objectives in mind. Firstly, Kiguru wanted to explore how the teacher-learner relationship influences student performance. Similar to their first inquiry about teaching methods they also explored how discipline influenced the student-teach association. In this study we analyzed how important effective communication is for developing strong teacher-student relationships.

To gather comprehensive insights, Kiguru employed both qualitative and quantitative research designs. The qualitative design helped the researcher delve deeper into the subject matter, while the quantitative design was useful for analyzing numerical data associated with the study. Data collection involved structured and unstructured interviews, and Kiguru also referred to both national and international documents for additional context.

The findings from Kiguru's study were illuminating. The research concluded that a positive teacher-learner relationship could indeed enhance the academic performance of learners. It has been noted that cultivating strong relationships between teachers and students can go a long way in ensuring discipline is upheld within schools, and the connection established from effective communication of ideas enhances the

teacher-student relationship leading to desirable results in learning outcomes.

Kiguru's (2008) study stresses the value of building a constructive bond between instructors and learners, as the study suggests that teachers should work on creating an environment that encourages positive relationships since it's essential for effective learning. This could be achieved by implementing teaching methods that foster a good rapport with learners. The study aligns with our research interest in understanding the various factors

influencing learners' academic performance, offering valuable insights into the role of teacher-learner relationships.

The current study further analyzed the data on the influence of teacher quality relationship with other and learners' academic achievement using correlation analysis. The correlation between the average quality of teacher scores and average KCSE for the last three years is presented in Table 4.

**Table 4 Correlation between the Teacher Quality Relationship with Other and Learners' Academic Achievement at KCSE for the last Three Years**

		Quality of relationship Average	Average KCSE for the last 3 years
Quality of relationship Average	Pearson Correlation	1	.739
	Sig. (2-tailed)		.047
	N	221	221
Average KCSE for the last 3 years	Pearson Correlation	.739	1
	Sig. (2-tailed)	.047	
	N	221	221

Source: Researcher, 2023

Table 4 shows a Pearson correlation coefficient between the average quality of teacher scores and average KCSE for the last three years,  $r = .739$ . The correlation is a strong positive association which means that a unit increase in average quality of teacher scores would increase the average KCSE for the last three years by .739 units.

The study findings depict the postulation of existing literature which points out how teacher-learner relationships impacted academic performance. Ekasiba (2019) conducted a study in the Amukura division, Teso South district, to explore the correlation between teacher-learner relationships and academic achievement. This research contributes to the expanding literature that emphasizes the significance of favorable teacher-learner relationships in promoting academic success. Pekrun et al. (2017) posits that positive relationships between tutors and their learners create a supportive and motivating learning environment that facilitates academic success.

Moreover, the study by Ekasiba (2019) is consistent with previous research that has found a positive association between the teacher-learner relationship and student discipline. A study by Roorda et al. (2011) found that positive teacher-student relationships are linked to better student behavior and reduced instances of disciplinary

action. This underscores the role of teachers in maintaining a conducive learning environment by fostering positive relationships with their learners.

The sentiments were similar to the ones shared by one principal during an interview:

*Positive teacher-student relationships are linked to better student behavior in several ways. According to research, students who have a positive relationship with their teacher are more likely to: Display prosocial behavior, such as helping, sharing, and cooperating with their peers; Develop self-regulation skills, such as autonomy, self-determination, and self-evaluation; Reduce aggressive behavior, such as bullying, fighting, and disrupting the class; and increase academic achievement, engagement, and motivation [KI 03, Female Principal, 5<sup>th</sup> June 2023].*

Tare (2020) conducted a correlational study in Kesses of Kenya using three hundred fifty-one participants. The data was collected by administering questionnaires to the

pupils and conducting interviews with the teachers and head teachers, using interview guides.

The study utilized both quantitative and qualitative methods for data analysis. The study utilized both quantitative and qualitative methods to analyze the collected data. Through descriptive and inferential statistical analysis, significant correlations were observed between pupils' academic achievement and psychological factors such as self-esteem, self-efficacy, locus of control, and optimism, with a significance level of  $p < 0.05$ . This indicates that these psychological determinants play a crucial role in shaping students' academic performance.

In addition to the quantitative findings, the qualitative analysis identified key themes and sub-themes related to teacher-pupil relationships and academic achievement. The results underscored the importance of providing training to primary psychology teachers and encouraging educators to demonstrate warmth and sensitivity in their interactions with students. By fostering positive teacher-pupil relationships and promoting students' overall self-esteem, schools can contribute to improved academic outcomes.

The positing was similar to sentiments shared by one of the principals:

*Training primary psychology teachers and motivating them to exhibit warmth and sensitivity can have positive effects on their students' social and emotional health and academic achievement. This can happen through some possible steps to achieve this goal including providing professional development courses for primary psychology teachers that cover topics such as child development, mental health, behavior management, and classroom strategies. These courses can help teachers enhance their subject knowledge, pedagogical skills, and confidence in teaching psychology. There is also a possibility of encouraging teachers to use creative and engaging methods to teach psychology, such as hands-on activities, experiments, games, and discussions. These methods can help students develop curiosity, critical thinking, and problem-solving skills, as well as foster a positive attitude toward learning psychology [KI 05, Male principal].*

Munyambu's (2009) investigation in Masii Zone, Mwala District, Kenya delved into the correlation between the bond between teachers and learners and academic achievement. The primary objective of the study was to analyze the impact of the relationship between educators and pupils on the performance of the latter, with a

particular emphasis on the influence of discipline on this relationship. Additionally, the study aimed to explore the correlation between effective communication and positive teacher-learner relationships.

Through a combination of quantitative and qualitative research methods, Munyambu sought to understand the dynamics of teacher-pupil relationships and their implications for academic outcomes. The study likely involved surveys or questionnaires to gather quantitative data on the perceived bond between teachers and learners, academic achievement metrics, and disciplinary practices within the school setting. Additionally, qualitative methods such as interviews or focus group discussions may have been employed to gain deeper insights into the nature of teacher-pupil relationships and the role of effective communication in fostering positive interactions.

The research employed a mixed-methods approach, combining qualitative and quantitative methodologies to provide a comprehensive understanding of the subject under investigation. Qualitative methods, such as structured and unstructured interviews, allowed for the collection of rich, in-depth information, while quantitative methods facilitated the analysis of numerical data. By utilizing both approaches, the study was able to capture a nuanced understanding of the dynamics of teacher-learner relationships and their impact on academic performance.

Structured and unstructured interviews were conducted with teachers to gather insights into their perspectives on the teacher-learner relationship and its influence on academic outcomes. Additionally, national and international documents were examined to contextualize the findings within a broader educational framework. Pupils also completed questionnaires, providing quantitative data on their perceptions of the teacher-learner relationship and its effect on their academic performance.

The findings of the study underscored the significance of positive teacher-learner relationships in enhancing academic achievement. Moreover, the research highlighted the role of such relationships in maintaining discipline among students. Effective communication emerged as a key factor in fostering positive teacher-learner relationships, emphasizing the importance of clear and open lines of communication between educators and pupils. Overall, the study's findings contribute valuable insights into the complex interplay between teacher-learner relationships, academic performance, and discipline within educational settings.

The researchers' recommendations emphasize the critical role of teachers in fostering positive relationships with learners to create a conducive learning environment. By prioritizing the development of strong and supportive teacher-learner relationships, educators can enhance

students' overall academic experience and promote positive outcomes.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

The study revealed significant variations in teachers' personal qualities and their impact on learner achievement in public secondary schools in Kiambu County. While some teachers expressed a desire for change and improvement, others seemed unaffected by these concerns, highlighting challenges in addressing personal stagnation among educators. Notably, the quality of teachers' relationships with others emerged as a key factor influencing learner academic achievement, with approximately 70.3% of variations attributed to this aspect. The findings underscored a strong and positive correlation between teachers' quality of relationships and learners' academic performance, indicating a statistically significant influence on student outcomes.

### 5.2 Recommendations

Based on the findings of this study and guided by the research objectives, the following recommendations are proposed:

1. The teachers as school staff within public secondary schools in Kiambu county need to initiate working groups that target building on quality of relationships among themselves. This can help not only sharing and advising each other but also learn from one another in the concept of social learning concept in psychology.
2. The study recommends a further a quasi-experimental study to be carried out on the effects of psychological well-being of teachers on professional burn-out teachers.

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