Effect Of Teacher-Student Relationship On Students' Academic Performance In Luweero District,Uganda

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Abstract
*The general objective of the current study investigated how **Teacher Student Relationship was related with the Performance of Students in Luweero District** with specific reference to how classroom interaction, respect as well as trust independently affect the academic performance of students in Luweero District.*

A causal-comparative research design was adopted for the study to examine for an effect of teacher-student relationship on academic performance of students in Zirobwe Sub County in Luweero District. A mixed approach was adopted to improve validity of the findings because the weaknesses of ones approach is counteracted by the strengths of the other. A self-administered questionnaire and structured interview guides were used to collect quantitative and qualitative data respectively. Quantitative data was analyzed using descriptive analysis and simple linear regression analysis and conclusions were made at a 0.05 level of significance. Qualitative data was analyzed using thematic analysis.

The study revealed that student-teacher interaction was strongly and significantly related with academic performance of students in Zirobwe Sub County in Luweero District (β=0.672, P-value=0.000) at a 0.05 level of significance. The study also revealed that student-teacher respect has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.306, P-value=0.000) at a 0.05 level of significance. The study further revealed that student-teacher trust has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.378, P-value=0.000) at a 0.05 level of significance.

The study concluded that effectiveness in the teacher-student relationship (student-teacher interaction, student-teacher respect, and student-teacher trust) positively and significantly affects academic performance of students in Zirobwe Sub County in Luweero District. The study recommends that the management of the schools should design policies aimed at improving the interaction between the teachers and the students through trainings or get together parties such as student-teacher debates and so on as this would improve motivation and satisfaction which might influence the academic performance of students in the academic performance of students in Zirobwe Sub County in Luweero District. The study also recommends that the management and administrators of the different schools should design policies aimed at improving the respect among students with fellow students, respect among teachers with fellow teachers, and respect among students and their teachers which would create a connection and coordination that might influence the problem variable in Zirobwe Sub County in Luweero District.

I.   Introduction

Amidst all teacher student relationship improvement efforts, the rate at which students' academic performance is declining in Uganda has left many stakeholders baffled. The buldup to the problem at hand is presented in this chapter.

Background to the study

Since research on academic achievement began to emerge as a field in the 1960s, it has guided educational policies on admissions and dropout prevention (Patrinos et al., 2022). Academic performance is the

extent to which a student, teacher or institution has attained their short or long-term educational goals (Le Nestour et al., 2021). Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement (Mabena et al., 2021). Academic performance, according to Agyekum (2019) is measured by academic achievement (grades), accomplishment of learning objectives, and acquisition of skills and competencies and is measured using ordinal means based on the learners' perceived satisfaction.

Teacher-student relationship is defined as the harmonious interaction, respect and trust between teachers and the students (Farhah et al., 2021). Teacher relationship is a key element in school improvement, creating an environment for teachers to improve their practice, while facilitating action designed to address diverse student needs (Pianta et al., 2018). According to Chikendu (2022), one reason why teacher relationship has received limited attention in current policy discussions is that it is difficult to achieve.

In the current study, the components of teacher-student relationships will be interactive learning, group self-evaluation and individual accountability (Patrinos et al., 2022) and will be measured using ordinal measures due to the fact that there is no universal measure of the variable.

Interactive learning is manifested when members (teachers and students) help and encourage each other to learn. They do this by explaining what they understand and by gathering and sharing knowledge (Basheka & Rutaro, 2023). This must be done interactively, providing each other with feedback, challenging conclusions and reasoning, and perhaps most importantly, teaching and encouraging each other.

Declining academic performance has, for a long time, been a problem in many parts of the globe and at all levels of education. However, there are differences in declines by the level with lower levels of education being pervasively affected (Tumwesigye et al., 2022). Several scholars (Obbo, 2020) have indicated that there are gender differences in decline in global academic performance with that of the female students and pupils being worse off.

In sub Saharan Africa, the reported declines in academic performance have been far much worse than those at global level (Babirye, 2022). Several scholars (Mabena et al., 2021; Agyekum, 2019) also indicate gender and class differences in academic performance with the female students constantly performing worse than the male students and teachers.

Since the year 2010, the academic performance of students and pupils in Uganda has experienced cyclic fluctuations though all tend towards a negative trend (Galukande-Kiganda, 2022). According to scholars (Sekiwu et al., 2020; Nabugoomu, 2019), the situation is partly explained by characteristics of the students (active participation in discussions, attending class/lectures and extracurricular activities), teacher (training and experience), school (class size, number of teachers, availability of teaching and learning materials) and parent (education levels, social economic status and involvement).

Prior to 2007, there was growing concern about teacher classroom behaviors that facilitate learning in schools in Uganda. According to the Curriculum Assessment and Examination (CURASSE) (2007), the teachers were neither innovative nor creative, and rarely use learner-centered instruction methods. In a bid to improve the status quo, Basheka & Rutaro (2023) stated that the government of Uganda put up a series of strategies (starting 2007) aimed at improving teacher professional development including encouraging teacher-student relationship.

Amidst the above strategies, the academic performance of the students has remained poor and has declined over the last 13 years. The results from UNEB Meta data (2023) show that despite the increase in number of candidates, the average academic performance has declined of all the students in the country by an average of 3.6%. The statistics in Luweero district are worrying as the performance of the students has declined by over 13.6% over the same time period (DEO Luweero District, 2023).

Statement of the problem

Improving teacher-student relationship has always been a useful tool for improving student learning and hence academic performance (Farhah et al., 2021). With this in mind, the Ministry of Education and Sports adopted a myriad of strategies for improving the teacher-student relationship by refining the nature of training offered to the teachers to exhibit professional ethics (classroom interaction, respect and trust) when relating with the students (Galukande-Kiganda, 2022). In addition to the above, teachers have undergone refresher courses to enable them improve their ability to handle students from diverse backgrounds, improve their efficiency in teaching (Nawangwe et al., 2021).

Despite the emphasis on teacher-student relationship in teaching and learning through professional development training in Luweero, the academic performance of students in the district has continued to decline over the last ten years (Basheka & Rutaro, 2023; Babirye, 2022). In Luweero district, Nalugemwa (2022) reports that in Luweero district, the failure rates have been lower than the national average yet showing cases of decline and this is consistent with UNEB Metadata (2018-2023). This undermines the importance of teacher-student relationship in improving academic performance. The fact that there exists limited academic literature on the effects of teacher-student relationship on academic performance exacerbates the problem at hand.

The need to add to the existing body of knowledge subject to addressing the issue of declining academic performance amongst secondary school students in Luweero district called for the execution of a study on the effect of teacher relationship on students' academic performance.

Purpose of the study
The general objective of this study was to establish the effect of teacher-student relationship on students' academic performance in Luweero District.

Specific objectives
i. To determine the effect of student-teacher interaction on academic performance of students in Zirobwe Sub County in Luweero District.
ii. To analyze the effect of student-teacher respect on academic performance of students in Zirobwe Sub County in Luweero District.
iii. To assess the effect of student-teacher trust on academic performance of students in Zirobwe Sub County in Luweero District.

Research questions
i. What is the effect of student-teacher interaction on academic performance of students in Zirobwe Sub County in Luweero District?
ii. What is the effect of student-teacher respect on academic performance of students in Zirobwe Sub County in Luweero District?
iii. What is the effect of student-teacher trust on academic performance of students in Zirobwe Sub County in Luweero District?

Research hypotheses
i. Student-teacher interaction is related with the performance of students
ii. Student-teacher respect is related with the performance of students
iii. Student-teacher trust is related with the performance of students

Scope of the study
This section includes the timing, area and subject of what was to be covered in this study.

Geographical Scope
In this study, secondary schools in Kakakala and Ngalonkalu parishes of Zirobwe Sub County, Luweero district were included. Luweero district was selected for this study because it was one of the districts that have a record of persistent decline in national examinations at secondary school level. The coordinates of the sub county are 0°40'N and 32°42'E. The sub county was selected on the basis that despite emphasis on building cordial teacher-student relationships, there has been a problem of declining academic performance for the last 10 years.

Content Scope
In the current study, the IV was teacher-student relationship (with three components and several sub components measured using ordinal means) whereas the DV was performance of the students. The study's main point of reference was to establish the significance effects of the segregated components of teacher-student relationship on students' academic performance.
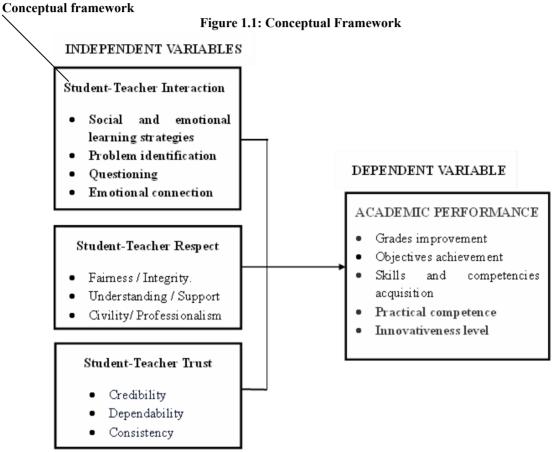
Time Scope
The study was carried out on reviewing literature over a five-year period starting 2018 whereas the actual period for the research study was from November 2023 to April 2024, a period long enough to cater for the research requirements with time and finance constraints in mind.

Significance of the study
The study will be of significance to three different parties;
a) To the student and the future researchers, the study will form a basis for a broadened knowledge gap and a reference material respectively.
b) To the teachers, the study will form a basis for understanding the most effective element of teacher-student relationship which would help them adopt the same easily for matters of academic performance improvements in the study area.
c) To the policy makers, the challenges faced during teacher-student relationship in student learning will be unfolded so as to ensure that they are ironed out for improved academic performance.

Conceptual framework

Figure 1.1: Conceptual Framework

Source: Laal & Laal (2012); Modified by the researcher

The study's main variables will be teacher-student relationship as the Independent and academic performance, as dependent with the components and sub components or parameters in the figure below. Laal & Laal (2012) showed that improving teacher-student relationship ultimately improved academic performance of students. However, the scholars downplayed the significance of the effect of the independent variable on the dependent variable. Further, the scholars showed that the effect of the IV & DV is intervened by certain school-based factors such as student classroom ratio (SCR) student teacher ratio (STR) as well as the availability of quality teaching and learning materials. The flaws in the above literature suggested a need for quantitative study on the relationships between the variables.

II. Literature Review

Introduction

This chapter presents a review of existing literature on the effect of student teacher relationships on academic performance of students with reference to the theoretical and empirical reviews.

Theoretical framework

The study was premised on the assumptions of the Attachment Theory (Bowlby, 1956). This theory assumes that the teachers are available and responsive to the learners' needs. In the current study, attachment theory is of ultimate importance since it reveals that with interaction, trust and respect, the relationship between the teachers and learners is improved leading to more positive outcomes in terms of behavior and academic performance.

Though applicable to the current study settings, the theory doesn't indicate the plethora of other variables that may affect the success of the relationships between these two parties. Secondly, the extent of the effect of the relationship between teachers and students on student performance has not been established by the theory because it lacks predictive validity.

Effect of Student-teacher interaction on academic performance

The effects of teacher-student interaction on student performance is studied on four different strands of literature. The qualitative strand of literature is based on theoretical underpinnings to state that teacher-student interaction is positively related with the student performance (Vantieghem et al., 2020; Pennings et al., 2018) because of the fact that it leads to finding longer lasting solutions to academic problems at hand. The scholars argue that this teacher-student interaction improves performance because it aids the learning process of both the student and the teacher. However, the qualitative studies cannot be relied upon to indicate the magnitude of the effect of teacher-student interaction on performance of students which leaves a knowledge void that the current study sought to bridge.

The descriptive strand of literature is based on simple descriptive analyses to state that student teacher interaction positively affects student performance (Li & Yang, 2021; Zhan et al., 2021; Weizheng, 2019; del Arco et al., 2021; Pöysä et al., 2019) based on the opinions of both the teachers and students. Whereas descriptive analyses are an improvement of the qualitative analyses, their results are riddled with a number of challenges but most importantly the subjectivity of the data collected. By creating sub components of the student-teacher interaction and performance and using a bigger sample, the study bridged the knowledge void.

To improve on the descriptive strand of literature, other scholars have used inferential analyses to arrive at the conclusion that this component of relationship between students and teachers but insignificantly affected student performance (Pianta et al., 2020; Sieber et al., 2020; Cipriano et al., 2019; Alghasab et al., 2019; Howe et al., 2019; LoCasale-Crouch et al., 2018) because of the fact that other factors affected the student performance. Whereas this is an improvement on the descriptive as well as qualitative analyses, the samples used were very small and this meant that the study was muddled with errors of commission and omission.

Interaction relates to opportunities for students, and/or students and lecturers, to ask each other questions, discuss, or reflect on topics in the classroom (Wei, 2021). On the other hand, academic performance is the outcome of the knowledge gained, which is assessed by the marks allocated by a teacher, and/or the educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah, 2016). Student interaction levels have been linked in a number of studies for academic success (Aguillon et al., 2020; Casper et al., 2019; Ballen et al., 2019). Academic performance, as it relates to the achievement of learning goals by students (Carlana, 2019). Dana (2020) established that gender-classroom interaction can either obstruct or promote the academic performance of students.

In their studies on gender differences in academic performances between male and female university students, Pervin et al. (2021) and Aristovinik et al. (2020) found that students with higher levels of interaction, whether male or female, demonstrated higher levels of academic achievement in their areas of study than those with lower levels of interaction.

Gopal and Singh (2021), Martin (2021), Mensink and King (2020) as well as Almaiah and Alyoussef (2019) found that lecturers who actively interact more with either male or female students by providing them with timely responses to questions, timely feedback, and also by ensuring that the students get more access to participation opportunities than other students, contribute significantly to gender-academic performance by their students.

Empirically, a number of studies (Li et al., 2020; Zhang et al., 2020; Pennings et al., 2018; Xu, 2016; Mukiibi, 2018) have been carried out to investigate the effect of student-teacher interaction on the academic performance of students and the results prove that with the interaction, the performance of the students is bound to statistically improve, albeit the fact that the different scholars used different sub components of the variables which yields different results with respect to significance of the effect of the independent variable on the dependent variable.

Effect of Student-teacher respect on academic performance

Whereas a large body of research has been accumulated on the student-teacher relationship (Jones & Nillas, 2022), the actual construct of (dis)respect has received scant attention. A considerable amount of literature has demonstrated that healthy interpersonal relationships have significant effects on personality development and, consequently, learners' educational success. Keyes (2019) reiterate that the literature steadily supports the premise that high-quality teacher-student interpersonal relationships are a key factor in effective teaching. Therefore, since in the student-teacher interpersonal relationship both teachers and learners play pivotal roles, we have intended to explore both teachers' and learners' perceptions in this study.

The literature on respect illustrates a wide range of conceptually similar terms such as consideration, positive regard, and care. Overall, the literature on the concept of respect implies having a disposition to act appropriately towards others with observance of basic ethical principles (Berchiatti et al., 2020).

Early research on the influences of respect (termed *positive regard*) within the teacher-students relationship illustrated positive associations between students' scores on achievement tests and teachers' level of interpersonal functioning including positive regard or respect (Banks & Smyth, 2021). Öncü & Bichelmeyer (2021) have proposed the most recent model of respect, which is one of the best available theoretically articulated models of respect. They deem that respect has been variously characterized as reflecting individuals' status in the group, the degree to which they are liked by the group, and how fairly they are treated in interactions with group members. These different conceptions are integrated in the dual pathway model of respect (Alaei & Ameri, 2021; Murray, 2020).

The researchers tested the model's prediction that fair treatment from one's group members shapes his/her attitudes towards the group and self through two distinct pathways: status and inclusion. Öncü & Bichelmeyer (2021) conceptualized status as the individual's perceptions of his or her standing or worth as a group member (i.e., perceived status) and inclusion as individuals' perceptions of the degree to which the group feels warmly towards them (i.e., perceived liking).

Korpershoek et al. (2020) investigated how teachers' self-efficacy may influence students' perceptions towards two dimensions of the instructional environment, that is, perceived teacher respect and perceived teaching competence. They collected the data at two time periods from 427 students and 51 teachers. They used items from a scale that was developed by Allen et al. (2018) to assess perceived teacher respect. Mokracek & Mohammed (2021) in a series of multi-level models found that teaching self-efficacy and course level were significantly associated with students' perceived teacher competence and perceived teacher respect as well as teachers' ratings of student characteristics.

Boyd (2019) investigated the association between high school students' perceptions of teacher respect and the outcomes of academic achievement, discipline problems, and attendance. High school students' perceptions were examined through a self-report questionnaire entitled "the Perception of Teacher Respect Survey (PTRS). Students' academic records and self-report assessments were employed to analyse the outcome variables including grade point average, discipline problems, and absences.

Hetherington & Wegerif (2018) found that students' perceptions of teacher respect are positively correlated with academic achievement and negatively correlated with absenteeism and discipline problems. Furthermore, students who perceived high levels of teacher respect had higher academic achievement and fewer absences and discipline problems. Unlike Fernandes, we utilized focus groups and interviews in this study to add depth and apply rigor to the (*dis*)respect literature.

The current study concentrates on (dis)respect in an educational context, that is, teachers' (dis)respect for learners. Indeed, most studies reviewed above utilized questionnaires as their major data collection method, with almost no studies using either semi-structured focus group discussions or online interviews that we have used in this study (Clucas, 2020; Audley & Ginsburg, 2022; Hofmann & Ruthven, 2018).

Much of what we know, and indeed who we are, comes from being immersed in culture. Those customs and beliefs define and structure the everyday lives of the people in that culture. And these beliefs are passed on to each new generation and evolve within the community (Audley, 2020). Therefore, the motivation for the cross-cultural aspect of this study is to provide the literature with a more profound understanding of the underexplored construct of (dis)respect by taking into account both native and non-native teachers' and learners' perceptions.

Empirically, a number of studies (Banks et al., 2022; Li et al., 2020; Mertz et al., 2015; Celkan et al., 2015; O'Grady et al., 2011) have been carried out to investigate the effect of student-teacher respect on the academic performance of students and the results prove that with the interaction, the performance of the students is bound to statistically improve, albeit the fact that the different scholars used different sub components of the variables which yields different results with respect to significance of the effect of the independent variable on the dependent variable. However, there exist limited local evidence on the effect of respect on performance, calling for more research to bridge this knowledge gap.

Effect of Student-teacher trust on academic performance

Trust has played a role in education for a long time and in many different ways, but the way trust is framed has changed considerably over time (Tormey, 2021). In the 19th century, a shift away from transcendental principles took place. Human beings were understood to be equipped with special abilities, but also to be in need of education.

Many of the aspects explained here apply to both interpersonal and institutional trust. Interpersonal trust is a characteristic of a relationship between two or more individuals in which mutual expectations and assessments of perceived characteristics are processed. Zucker (1986) speaks of characteristic-based trust,

which relies on the perception and evaluation of the characteristics of a partner in the interaction (Ito et al., 2022).

When it comes to institutional trust, it is necessary to distinguish two sub-types of trust: Trust toward institutions relies on the perceived effectiveness and efficiency of the institutional order to accomplish the guiding principles of an institution (Eszter & Pleschová, 2021). According to Dewaele (2019), such trust depends on the features of an institution which ensure that their representatives can be trusted. Trust because of institutions refers to trust people have against the background of institutional safeguards influencing their decision making and actions (Kara et al., 2021). The latter is similar to what Kramer labels role-based or rule-based trust, i.e. depersonalized modes of trust relying on the tacitly processed information about the institutional role of the subject of the trust and the shared rules of appropriate action (Ito, 2022).

Trust analytically differs from trustworthiness and both differ from trusting practices. Trust, as explained, arises from the complex interplay of beliefs, expectations, experiences and situational aspects. The willingness to subject oneself to another's actions relies on the perception of the trustworthiness of the subject of the trust. Perceived trustworthiness can lead to trusting practices on the part of the trusting party, i.e. behavior that is based on trust (Beltrano et al., 2021). Trust theory has identified different facets of trust that are crucial for perceived trustworthiness i.e. ability, benevolence and integrity (Weinstein et al., 2020).

The majority of references to trust that can be found in the literature tend to be affirmative, emphasizing advantages of trust such as the reduction of transaction costs or increased and eased cooperation (Gurr et al., 2021; Van der Spoel et al., 2020). However, some scholars point out negative consequences of trust that lie in what might be called a tendency to cognitive de-activation. For example, Bormann et al. (2021) distinguish "plausibility heuristics" and "trust heuristics," with the latter resulting in a tendency to suspend elaboration, i.e. the attempt to control or to find out more about the intentions or actions of the other party.

In education, trust is often treated as a psychological disposition and a social attitude that is reflexively accessible to individuals. However, the interaction of both personal and situational characteristics in the development of trust is also discussed in education research. One example is the differential theory of trust (Thies et al., 2021; Hauseman et al., 2020), which also highlights the pre-reflexive mode of trust regarding the concept of the implicit theory of trust (Kim & Song, 2023) as one of the personal factors relevant for the development of trust. Although the development of trust is conceptually reflected, the concrete stages of the development of trust are hardly ever a topic for empirical studies, which is also reflected in the lack of longitudinal or comparative trust studies that examine how and under what conditions trust develops (Bormann et al., 2021).

Like other research, educational research mostly highlights positive impacts of trust. For example, trust is found to increase or improve cooperation (Tran et al., 2020), foster reform and change (Tintoré et al., 2022; Marshall et al., 2020), prevent teacher burnout (Schott et al., 2020), or promote student engagement and success (Papa & Davidson, 2022; Thies et al., 2021). However, while relationships on different levels are thus analyzed, the radius of trust approach so far appears widely neglected in educational research. This is surprising in that such a perspective may yield interesting insights into studies on the quality of networks, which has emerged as an important field of research in education.

Trust matters in many different ways in education, and so does education for the development of trust. Trust is also known to act upon relationships relevant in education. In line with the variety of relationships between education and trust, several research approaches can be identified.

Firstly, education is a pivotal precondition for the individual development of trust for several reasons. Education contributes to the development of insights, values and knowledge. It promotes the development of various cognitive skills that help to successfully interact with others and to enter different occupations in line with educational attainment (Lumineau & Schilke, 2018). What is more, educational institutions are core instances of socialization (Niedlich et al., 2021). Each individual institution has a role in building trust toward educational institutions as well as to institutions in general, as learners transfer their general experiences of, for example, fair treatment, distributional and interactional justice to other people and institutions (Lundberg & Abdelzadeh, 2019). The benefits of trust derived in educational settings therefore go beyond the individual level and are crucial for society.

Secondly, trust is an essential foundation of education, learning and achievement in that it fosters cooperation. This refers to the many different interactions among the various people involved in formal education, e.g., students, teachers, parents, principals, inspectors. Trusting relationships have been shown to positively affect educational involvement and attainment (Neuenschwander, 2020). Moreover, mutual trust perceptions among teachers and their students contribute to enhanced interaction quality (Ciordas-Hertel et al., 2019). In addition, trust is considered a core resource for educational reforms (Dzimińska et al., 2018). Making an effort to build and maintain trust in educational settings therefore appears to be worthwhile in many respects.

Thirdly, in some cases together with further variables trust can foster learning outcomes (Li et al., 2017) or prevent teacher burn-out (Egetenmeier & Hommel, 2020) by promoting positive relations in education.

Trust is also seen to interact with the implementation of accountability and monitoring practices that are assumed to touch upon teachers' professional commitment (Ehren et al., 2020).

Empirically, a number of studies (Nalugemwa, 2022; Maddux & Kleiman, 2021; Chew et al., 2020; Goddard et al., 2009; Dimitri & Forsyth, 2014) have been carried out to investigate the effect of student-teacher trust on the academic performance of students and the results prove that with the interaction, the performance of the students is bound to statistically improve, albeit the fact that the different scholars used different sub components of the variables which yields different results with respect to significance of the effect of the independent variable on the dependent variable.

III. Research Methodology

Introduction

This chapter answers the how of the study i.e. how the study was executed from design to analysis and the ethical considerations in place.

Research Design

A causal-comparative design was used to conduct the study because the current study aims to find causal connections between groups based on naturally occurring independent factors. In this study, the major variables that were studied i.e. student teacher relationships and academic performance.

Study population

A population is the total set of elements about which a researcher wishes to make inferences; where population elements refer to the subject on whom the measurement is being taken (Saunders, 2013). The study populations that the researcher targeted were the students (N= 12,499) and school administrators (N= 58) in all the selected schools in Zirobwe sub county (DEO's office Luweero, 2024).

Determination of sample size

Owing to the known population, Krejcie and Morgan (1970) table was used to select 353 students and a maximum of 20 administrators (selected to minimize data saturation, a point where no new information will be attained from an additional respondent). Based on the following Krejcie & Morgan (1970) formula, the sample size n, will be calculated

Where;
χ^2 is the chi-square value at the 5% level of significance, $\chi^2 = 3.841$.
P is the probability of inclusion, P = 0.5, To accord individuals an equal chance of selection into the study; 1-P is the probability of exclusion, (1-P) = 0.5
N is the study population, N = 12,627
e is the margin of error, e = 0.05
n =
n = 373 respondents.
This means that the sample was 373 Respondents.

Table 3.1: Sampling, Population and Sample size, and Sampling techniques

Category	Population	Sample	Sampling technique
Students	12,499	353	Simple Random Sampling
School Administrators	128	20	Purposive Sampling
Total	**12,627**	**373**	

Source: DEO's office Luweero (2024)

Sampling techniques and procedures

A sample is a subset or some part of a larger population. The purpose of sampling is to enable researchers to estimate some unknown characteristics of the population (Kothari, 2014 and random sampling was used to select students to include in the sample and purposive sampling technique on the school administrators. With this, the researcher used probability proportional to size sampling to select the number of students and teachers to be selected from each school.

Data collection methods

The researcher used a questionnaire method for collecting quantitative data on the various aspects of the study and an interview method was applied to back up the information collected quantitatively

Data collection instruments
Questionnaire
In this study, a 5-Point Likert Scale self-administered questionnaire was adopted to ensure that large sums of data would be collected and bias minimized (Leoni et al. 2022).

Interview guide
To gain an in-depth analysis of the quantitative results, interviews were carried out on the key informants to obtain their feelings, opinions and thoughts about how teacher student relationship affected student performance.

Validity and reliability
Validity
The validity of the instruments was established using both construct and content validity tests as suggested by Amin (2005). The researcher shall discuss the instruments with the research supervisors. To ensure the validity of the research instruments, the content validity index (CVI) will be used by the researcher to get the content validity value ratio. It was determined by the formula below;
CVI =
The results from the rating was used to compute the Content Validity Index. The researcher ensured to obtain more than a 0.7 value ratio to deem the instruments valid and below is deemed for retesting as suggested by Amin (2005).

This means that the questionnaire was valid for the current study (Amin, 2005).

Reliability
To ensure reliability, this study used Cronbach's Alpha coefficient test. A sample of 20 respondents was selected for a pilot exercise. The Likert scale was used to measure the strength of respondents' feelings or attitudes towards statements that were formulated on the variables and their dimensions. The variables were measured using nominal and ordinal types of measurements on a scale of 1-5, represented by strongly disagree, disagree, not sure, agree, and strongly agree. For qualitative data collection instruments, triangulation and refutational analysis was applied to investigate whether they are valid and reliable for data collection.

Table 3.2: Reliability Test Results

Cronbach's Alpha	No. of Items
.715	20

Source: Primary data

From the study analysis, a Cronbach's alpha coefficient was 0.715 above 0.7 as recommended by Amin (2005), indicating that the tools were reliable for data collection.

Data Analysis
Quantitative data analysis
This followed three methods i.e. simple descriptive methods (frequency tables and charts) as well as generating inferences (linear regression using SPSS 22) and conclusions based on comparing the observed and set significance levels.

Qualitative data analysis
Qualitative data was analyzed by interpreting the narratives of the interviewees and key informants about the state of play of both variables. In the current study, thematic analysis was adopted for analysis of qualitative datasets

Ethical consideration
a) The study process ensured that respondents' consent to participate in the study before their participation. All respondents were informed of the reason and purpose of the study.
b) Confidentiality of all information given by respondents would be ensured, to ensure that no one is harmed or suffers adverse consequences from research activities (Cooper &Schindler, 2001)
c) The investigator ensured that all information contained in the findings would be a true representation of the respondents. According to Mc Millan &Schumacher (2006), it is very important that the participants have the option to participate in the study and the researcher must provide this option.

d) Anonymity was another concern for the researcher as the essence of a questionnaire for the respondents to give genuine information promise of confidentiality was thus assured, after all, the names were not requested, and emphasis was noted that the information was treated in aggregate and purely for research purposes (Sekaran, 2016).

IV. Data Analysis, Interpretation And Presentation Of Findings

Introduction

The role of teacher student relationships in as far as improving academic performance of the learners cannot be underestimated. This chapter presents the results of the current study as structured according to the flow of objective by objective yet starting with the demographic characteristics of the respondents.

Respondents' demographic characteristics

This section presents the demographic characteristics and how they influence their perceptions about the student classroom ratio as well as the student teacher ratios as summarized in the table below.

Table 4.3: Respondents' demographic characteristics

Sex	SCR						STR						Total
	Big		Medium		Small		Big		Medium		Small		
	F	%	F	%	F	%	F	%	F	%	F	%	
Male	136	46.9	14	41.2	10	71.4	58	48.3	64	59.3	56	50.9	**178** (52.7%)
Female	154	53.1	20	58.8	4	28.6	62	51.7	44	40.7	54	49.1	**160** (47.3%)
Total	290	100	34	100	14	100	120	100	108	100	110	100	**338 (100%)**
$\chi^2 = 3.800$, Sig (2-Sided) = 0.150							$\chi^2 = 2.923$, Sig (2-Sided) = 0.232						

Source: Primary data

The results in table 4.1 indicate that out of 338 respondents, 178 (52.7%) were male and the minority 160 (47.3%) of the respondents were female. Secondly, it was noted that of the respondents believed that the Student Classroom Ratio was big and unbearable, 46.9% were male and 53.1% female. Further, of the respondents believed that the Student Classroom Ratio was medium or moderate, 41.2% were male and 58.8% were female. Third, of the respondents believed that the Student Classroom Ratio was small and manageable, 71.4% were male and 28.6% were female. Owing to the need to investigate whether there were differences in perceptions about the Student Classroom Ratio in the study area, a chi square cross tabulation was run at a 5% significance level. The chi square statistics ($\chi2 = 3.800$, Sig (2-Sided) = 0.150) indicate that there were no significant differences in perception of the respondents about the Student Classroom Ratio in the study area by sex of the respondents

Secondly, it was noted that of the respondents believed that the Student Teacher Ratio was big and unbearable, 48.3% were male and 51.7% female. Further, of the respondents believed that the Student Teacher Ratio was medium or moderate, 59.3% were male and 40.7% were female. Third, of the respondents believed that the Student Teacher Ratio was small and manageable, 50.9% were male and 49.1% were female. Owing to the need to investigate whether there were differences in perceptions about the Student Teacher Ratio in the study area, a chi square crosstabulation was run at a 5% significance level. The chi square statistics ($\chi2 = 2.923$, Sig (2-Sided) = 0.232) indicate that there were no significant differences in perception of the respondents about the Student Teacher Ratio in the study area by sex of the respondents.

Empirical Findings on the Study Objectives

It presents descriptive statistics (frequencies and percentages) on the independent study variables and a simple linear regression analysis on each of the specific study objectives.

Student-Teacher Interaction and Academic Performance of Students

The first objective of the study was to determine the effect of student-teacher interaction on academic performance of students in Zirobwe Sub County in Luweero District and the results are presented in the table.

Table 4.4: Respondents' Perceptions on Student-Teacher Interaction

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
The teachers focus on teaching and modeling social and emotional learning strategies that encourage reflection and self-awareness.	44	13.0	46	13.6	58	17.2	104	30.8	86	25.4

Students are encouraged to identify the problem and brainstorm various solutions, and identify the best solution to the problem	2	.6	44	13.0	100	29.6	132	39.1	60	17.8
The teachers encourage students to ask questions and the teachers provide answers and the other way round	42	12.4	48	14.2	70	20.7	96	28.4	82	24.3
There is an enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions	40	11.8	22	6.5	76	22.5	94	27.8	106	31.4
At our school, the teachers place an emphasis on students' interests, motivations, and points of view	44	13.0	46	13.6	58	17.2	104	30.8	86	25.4

Source: Primary data

The results in Table 4.2 indicate that 86 (25.4%) of the respondents contacted strongly agreed that the teachers focus on teaching and modeling social and emotional learning strategies that encourage reflection and self-awareness, 104 (30.8%) agreed, 58 (17.2%) were not sure, 46 (13.6%) disagreed with the assertion that the teachers focus on teaching and modeling social and emotional learning strategies that encourage reflection and self-awareness while 44 (13.0%) strongly disagreed that the teachers in the study area focus on teaching and modeling social and emotional learning strategies that encourage reflection and self-awareness. This implies that 190 (56.2%) of the respondents agreed that the teachers focus on teaching and modeling social and emotional learning strategies that encourage reflection and self-awareness.

Secondly, the results show that 60 (17.8%) of the respondents contacted strongly agreed that the students are encouraged to identify the problem and brainstorm various solutions, and identify the best solution to the problem, 132 (39.1%) agreed, 100 (29.6%) were not sure, 44 (13.0%) disagreed with the assertion that the students are encouraged to identify the problem and brainstorm various solutions, and identify the best solution to the problem while 2 (0.3%) strongly disagreed that the students are encouraged to identify the problem and brainstorm various solutions, and identify the best solution to the problem. This implies that 192 (56.8%) of the respondents agreed that the students are encouraged to identify the problem and brainstorm various solutions, and identify the best solution to the problem.

Thirdly, the results show that 82 (54.3%) of the respondents contacted strongly agreed that the teachers encourage students to ask questions and the teachers provide answers and the other way round, 96 (28.4%) agreed, 70 (20.7%) were not sure, 48 (14.2%) disagreed with the assertion that the teachers encourage students to ask questions and the teachers provide answers and the other way round while 42 (12.4%) strongly disagreed that the teachers encourage students to ask questions and the teachers provide answers and the other way round. This implies that 178 (52.7%) of the respondents agreed that the teachers encourage students to ask questions and the teachers provide answers and the other way round.

Further, the results show that 106 (31.4%) of the respondents contacted strongly agreed that there is an enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions, 94 (27.8%) agreed, 76 (22.5%) were not sure, 22 (6.5%) disagreed with the assertion that there is an enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions while 40 (11.8%) strongly disagreed that there is an enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions. This implies that 200 (59.2%) of the respondents agreed that there is an enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions.

Further, the results show that 86 (25.4%) of the respondents contacted strongly agreed that at their respective schools, teachers place an emphasis on students' interests, motivations, and points of view, 104 (30.8%) agreed, 58 (17.2%) were not sure, 46 (13.6%) disagreed with the assertion that that at their respective schools, teachers place an emphasis on students' interests, motivations, and points of view while 44 (13.0%) strongly disagreed that that at their respective schools, teachers place an emphasis on students' interests, motivations, and points of view. This implies that 190 (56.2%) of the respondents agreed that that at their respective schools, teachers place an emphasis on students' interests, motivations, and points of view.

Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County

To establish whether student-teacher interaction has a statistically significant effect on academic performance of students in Zirobwe Sub County, the researcher conducted a simple linear regression analysis and the results are presented in Table 4.3;

Table 4.5: Regression findings on the Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	.672ᵃ	.452	.450	.44810

a. Predictors: (Constant), Student-Teacher Interaction

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.836	.171		4.893	.000
	Student-Teacher Interaction	.803	.048	.672	16.631	.000

a. Dependent Variable: Academic Performance

Source: Primary data

The regression findings in Table 4.3 indicate a strong positive and significant effect of student-teacher interaction on academic performance of students in Zirobwe Sub County in Luweero District (β=0.672, P-value<0.05). The regression findings indicate that a unit increase in student-teacher interaction results into an increase in academic performance of students by 67.2%. The results may imply that as student-teacher interaction increases, it results into an improvement in the academic performance of students in Zirobwe Sub County.

The model summary results indicate that Adjusted R-square was 0.450, which indicates that student-teacher interaction explains 45.0% of the total variations in academic performance of students in Zirobwe. This implies that student-teacher interaction immensely and significantly affects the academic performance of students in Zirobwe Sub County in Luweero District.

To further prove the validity of the above assertions, there was a need to analyze the opinions of the well-informed individuals of the respective schools in the study area;

"…to an extent, when teachers and students interact, performance of both is improved because they can each learn how to improve their input. However, when they become friends, the results may not be as good …" Interview with HM, Wakataayi SS on 5ᵗʰ March 2024

"…interaction is beneficial because the students can devise means of improving their performance, at the advice of their teachers… here, the students have formed discussion groups which are sometimes attended by their teachers…the results have included cohesion, team/groupwork and effective time management…" Interview with HM, St Augustine SS on 5ᵗʰ March 2024

The significance of student-teacher interaction at the respective schools is emphasized by the qualitative interviews because of the fact that they have been pivotal in aiding group work, a fact that has been documented to improve learning outcomes.

Student-Teacher Respect and Academic Performance of Students

The second objective of the study was to analyze the effect of student-teacher respect on academic performance of students in Zirobwe Sub County in Luweero District. Firstly, the respondents' perceptions were sought for about student-teacher respect and their responses were presented using descriptive statistics. The results are presented below;

Table 4.6: Respondents' Perceptions on Student-Teacher Respect

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
Our teachers support all students equally	52	15.4	34	10.1	38	11.2	102	30.2	112	33.1
Our teachers behave in the best and professional manner	38	11.2	54	16.0	66	19.5	52	15.4	128	37.9
Our teachers exhibit politeness when dealing with students	34	10.1	62	18.3	42	12.4	88	26.0	112	33.1
I exhibit politeness when dealing with teachers	46	13.6	42	12.4	44	13.0	82	24.3	124	36.7
I understand and behave in an acceptable way with teachers	38	11.2	56	16.6	40	11.8	100	29.6	104	30.8

Source: Primary data

The findings in Table 4.4 indicate that 112 (33.1%) of the respondents contacted strongly agreed that the teachers in the respective schools support all students equally, 102 (30.2%) agreed, 38 (11.2%) were not sure, 34 (10.1%) disagreed with the assertion that the teachers in the respective schools support all students equally while 52 (15.4%) strongly disagreed that the teachers in the respective schools support all students equally. This implies that 214 (63.3%) of the respondents agreed that teachers in the respective schools support all students equally.

Secondly, the results show that 128 (37.9%) of the respondents contacted strongly agreed that the teachers in the respective schools behave in the best and professional manner, 52 (15.4%) agreed, 66 (19.5%)

were not sure, 54 (16.0%) disagreed with the assertion that the teachers in the respective schools behave in the best and professional manner while 38 (11.2%) strongly disagreed that the teachers in the respective schools behave in the best and professional manner. This implies that 180 (53.3%) of the respondents agreed that teachers in the respective schools behave in the best and professional manner.

Thirdly, the results reveal that 112 (33.1%) of the respondents contacted strongly agreed that the teachers in the respective schools exhibit politeness when dealing with students, 88 (26.0%) agreed, 42 (12.4%) were not sure, 62 (18.3%) disagreed with the assertion that the teachers in the respective schools exhibit politeness when dealing with students while 34 (10.1%) strongly disagreed that the teachers in the respective schools exhibit politeness when dealing with students. This implies that 200 (59.2%) of the respondents agreed that teachers in the respective schools exhibit politeness when dealing with students.

Further, the results reveal that 124 (36.7%) of the respondents contacted strongly agreed that the teachers in the respective schools exhibit politeness when dealing with fellow teachers, 82 (24.3%) agreed, 44 (13.0%) were not sure, 42 (12.4%) disagreed with the assertion that the teachers in the respective schools exhibit politeness when dealing with fellow teachers while 46 (13.6%) strongly disagreed that the teachers in the respective schools exhibit politeness when dealing with fellow teachers. This implies that 206 (60.9%) of the respondents agreed that teachers in the respective schools exhibit politeness when dealing with fellow teachers.

Lastly, the results reveal that 104 (30.8%) of the respondents contacted strongly agreed that they understand and behave in an acceptable way with teachers, 100 (29.6%) agreed, 40 (11.8%) were not sure, 56 (16.6%) disagreed with the assertion that they understand and behave in an acceptable way with teachers while 38 (11.2%) strongly disagreed that they understand and behave in an acceptable way with teachers. This implies that 204 (60.4%) of the respondents agreed that they understand and behave in an acceptable way with teachers.

Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County

To establish whether student-teacher respect has a statistically significant effect on academic performance of students in Zirobwe Sub County, the researcher conducted a simple linear regression analysis and the results are presented in Table 4.5;

Table 4.7: Regression findings on the Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.306ᵃ	.094	.091	.57604
a. Predictors: (Constant), Student-Teacher Respect				

		Coefficientsᵃ				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.568	.186		13.790	.000
	Student-Teacher Respect	.305	.052	.306	5.890	.000
a. Dependent Variable: Academic Performance						

Source: Primary data

The regression findings in Table 4.5 indicate a weak positive and significant effect of student-teacher respect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.306, P-value<0.05). The regression findings indicate that a unit increase in student-teacher respect results into an increase in academic performance by 30.6%. The results may imply that as student-teacher respect increases, it results into an improvement in the academic performance of students in Zirobwe Sub County in Luweero District.

The model summary results indicate that Adjusted R-square was 0.091, which indicates that student-teacher respect explains 9.1% of the total variations in academic performance of students in Zirobwe Sub County in Luweero District. This implies that student-teacher respect slightly and significantly affects the academic performance of students in Zirobwe Sub County in Luweero District.

To further prove the validity of the above assertions, there was a need to analyze the opinions of the well-informed individuals of the respective schools in the study area;

"...respect is a cornerstone of life. In education settings, respect between us and the students reduces run-ins and commotion between the two stakeholders..." **Interview with HM, Nambi SS on 5ᵗʰ March 2024**

"...with student-teacher respect, there is usually joint problem solving because of the fact that the learners know how and when to contact the teachers for a specific problem that requires a solution..." **Interview with HM, St. Mary's SS on 5ᵗʰ March 2024**

The significance of student-teacher respect at the respective schools is emphasized by the qualitative interviews as one where the student is able to follow a line of communication to achieve the best results through feedback and improving discipline.

Student-Teacher Trust and Academic Performance of Students

The third objective of the study was to assess the effect of student-teacher trust on academic performance of students in Zirobwe Sub County in Luweero District. Firstly, the respondents' perceptions were sought for about student-teacher trust and their responses were presented using descriptive statistics as presented in Table 4.6;

Table 4.8: Respondents' Perceptions on Student-Teacher Trust

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
The teachers in this school are trustworthy	32	9.5	68	20.1	34	10.1	68	20.1	136	40.2
The teachers in this school are dependable	30	8.9	62	18.3	64	18.9	90	26.6	92	27.2
The teachers in this school are reliable	34	10.1	68	20.1	34	10.1	100	29.6	102	30.2
The teachers in this school ensure that all students are trustworthy	0	0.0	34	10.1	68	20.1	136	40.2	100	29.6
The teachers train students to ensure that they become reliable	10	3.0	66	19.5	46	13.6	80	23.7	136	40.2

Source: Primary data

The findings in Table 4.6 indicate that 136 (40.2%) of the respondents contacted strongly agreed that the teachers in the respective schools are trustworthy, 68 (20.1%) agreed, 34 (10.1%) were not sure, 68 (20.1%) disagreed with the assertion that the teachers are trustworthy while 32 (9.5%) strongly disagreed that teachers in the respective schools are trustworthy. This implies that 204 (60.3%) of the respondents agreed that the teachers in the respective schools are trustworthy.

Secondly, the results show that 92 (27.2%) of the respondents contacted strongly agreed that the teachers in the respective schools are dependable, 90 (26.6%) agreed, 64(18.9%) were not sure, 62 (18.3%) disagreed with the assertion that the teachers are dependable while 30 (8.9%) strongly disagreed that teachers in the respective schools are dependable. This implies that 182 (53.8%) of the respondents agreed that the teachers in the respective schools are dependable.

Thirdly, the results show that 102 (30.2%) of the respondents contacted strongly agreed that the teachers in the respective schools are reliable, 100 (29.6%) agreed, 34 (10.1%) were not sure, 68 (20.1%) disagreed with the assertion that the teachers are reliable while 34 (10.1%) strongly disagreed that teachers in the respective schools are reliable. This implies that 202 (59.8%) of the respondents agreed that the teachers in the respective schools are reliable.

Further, the results show that 100 (29.6%) of the respondents contacted strongly agreed that the teachers in the respective schools ensure that all students are trustworthy, 136 (40.2%) agreed, 68 (20.1%) were not sure, 34 (10.1%) disagreed with the assertion that the teachers ensure that all students are trustworthy while none (0%) strongly disagreed that teachers in the respective schools ensure that all students are trustworthy. This implies that 236 (69.8%) of the respondents agreed that the teachers in the respective schools ensure that all students are trustworthy.

Lastly, the results show that 136 (40.2%) of the respondents contacted strongly agreed that the teachers in the respective schools train students to ensure that they become reliable, 80 (23.7%) agreed, 46 (213.6%) were not sure, 66 (19.5%) disagreed with the assertion that the teachers train students to ensure that they become reliable while 10 (3.0%) strongly disagreed that teachers in the respective schools train students to ensure that they become reliable. This implies that 216 (63.8%) of the respondents agreed that the teachers in the respective schools train students to ensure that they become reliable.

Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County

To establish whether student-teacher trust has a statistically significant effect on academic performance of students in Zirobwe Sub County, the researcher conducted a simple linear regression analysis and the results are presented in Table 4.7;

Table 4.9: Regression findings on the Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378[a]	.143	.141	.56009
a. Predictors: (Constant), Student-Teacher Trust				

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.171	.200		10.866	.000
Student-Teacher Trust	.405	.054	.378	7.491	.000
a. Dependent Variable: Academic Performance					

Source: Primary data

The regression findings in Table 4.7 indicate a weak positive and significant effect of student-teacher trust on academic performance of students in Zirobwe Sub County in Luweero District (β=0.378, P-value<0.05). The regression findings indicate that a unit increase in student-teacher trust results into an increase in academic performance of students by 37.8%. The results may imply that as student-teacher trust increases, it results into an improvement in the academic performance of students in Zirobwe Sub County in Luweero District.

The model summary results indicate that Adjusted R-square was 0.141, which indicates that student-teacher trust explains 14.1% of the total variations in the academic performance of students in Zirobwe Sub County in Luweero District. This implies that student-teacher trust slightly and significantly affects the academic performance of students in Zirobwe Sub County in Luweero District.

To further prove the validity of the above assertions, there was a need to analyze the opinions of the well-informed individuals of the respective schools in the study area;

"...have you realized that learners perform better when they trust their teachers? ... I think it emanates from the fact that the they tend to concentrate when the trusted teacher is in class...this has positive effects on performance..." **Interview with HM, Nambi SS on 5th March 2024**

"...trust is a fundamental that should not be overlooked when talking academic performance...it helps teachers solve the learning needs with ease because the students tell the teachers all that they need to know about the learning problem at hand..." **Interview with HM, St. Mary's SS on 5th March 2024**

The significance of student-teacher trust at the respective schools is emphasized by the qualitative interviews as one where the student opens up to the teachers about the problem so that the most concrete problem is obtained so as to improve their learning.

Descriptive Findings on Academic Performance of Students

The study also sought to evaluate the academic performance of students in Zirobwe Sub County as in the table below;

Table 4.10: Respondents' Perceptions on Academic Performance of Students in Zirobwe Sub County in Luweero District

	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
My academic grades have been improving over the last couple of terms	0	0.0	48	14.2	94	27.8	116	34.3	80	23.7
I always strive to accomplish learning objectives and I have succeeded in doing so	42	12.4	46	13.6	52	15.4	78	23.1	120	35.5
At the current school, I have acquired new skills and competencies required for success in life	30	8.9	32	9.5	68	20.1	78	23.1	130	38.5
I am excelling in practical hands on experience and vocational learning	24	7.1	54	16.0	72	21.3	68	20.1	120	35.5
I am now more innovative and creative when it comes to academics and other learning	32	9.5	62	18.3	34	10.1	64	18.9	146	43.2

Source: Primary data

The findings in Table 4.7 indicate that 80 (23.7%) of the respondents contacted strongly agreed that their academic grades have been improving over the last couple of terms, 116 (34.3%) agreed, 94 (27%) were not sure, 48 (14.2%) disagreed with the assertion that their academic grades have been improving over the last couple of terms while none (0.0%) strongly disagreed that their academic grades have been improving over the last couple of terms. This implies that 196 (58.0%) of the respondents agreed that their academic grades have been improving over the last couple of terms.

Secondly, the results show that 120 (35.5%) of the respondents contacted strongly agreed that they always strive to accomplish learning objectives and they have succeeded in doing so, 78 (23.1%) agreed, 52 (15.4%) were not sure, 46 (13.6%) disagreed with the assertion th that they always strive to accomplish learning objectives and they have succeeded in doing so while 42 (12.4%) strongly disagreed that they always strive to accomplish learning objectives and they have succeeded in doing so. This implies that 198 (58.6%) of the

respondents agreed that they always strive to accomplish learning objectives and they have succeeded in doing so.

Thirdly, the results show that 130 (38.5%) of the respondents contacted strongly agreed that they have acquired new skills and competencies required for success in life, 78 (23.1%) agreed, 68 (20.1%) were not sure, 32 (13.6%) disagreed with the assertion th that they have acquired new skills and competencies required for success in life while 30 (8.9%) strongly disagreed that they have acquired new skills and competencies required for success in life. This implies that 208 (61.5%) of the respondents agreed that they have acquired new skills and competencies required for success in life.

Further, the results show that 120 (35.5%) of the respondents contacted strongly agreed that they are excelling in practical hands on experience and vocational learning, 68 (20.1%) agreed, 72 (21.3%) were not sure, 54 (16.0%) disagreed with the assertion that they are excelling in practical hands on experience and vocational learning while 24 (7.1%) strongly disagreed that they are excelling in practical hands on experience and vocational learning. This implies that 188 (55.6%) of the respondents agreed that they are excelling in practical hands on experience and vocational learning.

Lastly, the results show that 146 (43.2%) of the respondents contacted strongly agreed that they are now more innovative and creative when it comes to academics and other learning, 64 (18.9%) agreed, 34 (10.1%) were not sure, 62 (18.3%) disagreed with the assertion th that they are now more innovative and creative when it comes to academics and other learning while 32 (9.5%) strongly disagreed that they are now more innovative and creative when it comes to academics and other learning. This implies that 210 (62.1%) of the respondents agreed that they are now more innovative and creative when it comes to academics and other learning.

V. Summary Of Findings, Discussions, Conclusions And Recommendations

Introduction
This chapter presents a summary of findings, discussion, conclusions that could be drawn as well as the recommendations to soothe the status quo regarding the study objectives.

Summary of Findings
This section is presented in line with the study findings;

Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County in Luweero District
The study findings indicated that student-teacher interaction strongly positively and significantly affected student performance in the study area (β=0.672, P-value<0.05). hence, student-teacher interaction has a statistically significant effect on academic performance of students in Zirobwe Sub County in Luweero District. This indicates that an improvement in student-teacher interaction significantly leads to an improvement in academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County in Luweero District
The study findings revealed that student-teacher respect has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.306, P-value<0.05). Hence, student-teacher respect has a statistically significant effect on academic performance of students in Zirobwe Sub County in Luweero District. This indicates that an improvement in student-teacher respect significantly leads to an improvement in academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County in Luweero District
The study findings revealed that student-teacher trust has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.378, P-value<0.05). Hence, student-teacher trust has a statistically significant effect on academic performance of students in Zirobwe Sub County in Luweero District. This indicates that an improvement in student-teacher trust significantly leads to an improvement in academic performance of students in Zirobwe Sub County in Luweero District.

Discussion of findings
This section presents a discussion of findings in relation with the reviewed literature as per objectives.

Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County

The study found out that student-teacher interaction strongly positively and significantly affected student performance in the study area. The findings imply that an improvement in student-teacher interaction significantly improves the academic performance of students in Zirobwe Sub County in Luweero District. The study results are consistent with Zhang et al. (2020) who found out that student-teacher interaction strongly positively and significantly affected student performance.

The study established that there exists an effective student-teacher interaction in the different schools despite some shortfalls identified which include encouragement of students to identify problems and brainstorm various solutions, teachers encourage students to ask questions and they provide answers, and teachers are focused on teaching and modeling social and emotional learning strategies among others which might influence the academic performance of students in the Sub County. The findings are supported by Wei (2021) who argued that interaction relates to opportunities for students, and/or students and lecturers, to ask each other questions, discuss, or reflect on topics in the classroom.

Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County

The study found out that student-teacher respect has a strong positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District. The findings imply that an improvement in student-teacher respect significantly improves academic performance of students in Zirobwe Sub County in Luweero District. The findings are in agreement with those of Li et al. (2020) who found out that student-teacher respect had a positive and significant effect on the performance of students.

The study established that effective student-teacher respect has been establish and evident in the different schools in form of equal support provided to all students by the teachers, teachers behave in the best and professional manner, politeness exhibited by teachers when dealing with students and fellow teachers, and students behave in an acceptable way with teachers though some deficits have been identified in some schools which may influence academic performance of students in the different schools in the Sub County in Luweero District. The findings are in line with Berchiatti et al. (2020) who asserted that the concept of respect implies having a disposition to act appropriately towards others with observance of basic ethical principles.

Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County

The study found out that student-teacher trust has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District. The findings imply that an improvement in student-teacher trust slightly and significantly improves the academic performance of students in Zirobwe Sub County in Luweero District and the findings conform to those of Maddux and Kleiman (2021).

The study revealed that effective student-teacher trust is existent and evident in the different schools in form of trustworthy, dependability, and reliability among both students and teachers though some gaps have been identified in some schools which may influence academic performance of students in the different schools in the Sub County in Luweero District. The findings are in line with Beltrano et al. (2021) who asserted that trust arises from the complex interplay of beliefs, expectations, experiences and situational aspects.

Conclusions
Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study findings indicated that student-teacher interaction strongly positively and significantly affected student performance in the study area (β=0.672, P-value=0.000) at a 0.05 level of significance. It was also found out that a number of interaction aspects have been demonstrated by both students and teachers in the different schools despite some shortfalls which indicates that teachers and students efficiently interact with each other in the schools in the district. Therefore, it can be concluded that student-teacher interaction plays a fundamental and significant role in improving the academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study findings indicated that student-teacher respect has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.306, P-value=0.000) at a 0.05 level of significance. It was also found out that a number of respect aspects have been demonstrated and exhibited by both students and teachers in the different schools despite some deficits which indicates that teachers and students are respectful of each other in the schools in the district. Therefore, it can be concluded that student-teacher respect plays a fundamental and significant role in improving the academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study findings indicated that student-teacher trust has a weak positive and significant effect on academic performance of students in Zirobwe Sub County in Luweero District (β=0.378, P-value=0.000) at a 0.05 level of significance. It was also found out that a number of trust aspects have been demonstrated and facilitated by both students and teachers in the different schools despite some scarcities which indicates that teachers and students are trustworthy to each other in the different schools in the district. Therefore, it can be concluded that student-teacher trust plays a fundamental and significant role in improving the academic performance of students in Zirobwe Sub County in Luweero District.

Recommendations

These recommendations are designed basing on the study objectives.

Effect of Student-Teacher Interaction on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study recommends that the management of the schools should design policies aimed at improving the interaction between the teachers and the students through trainings or get together parties such as student-teacher debates and so on as this would improve motivation and satisfaction which might influence the academic performance of students in the academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Respect on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study recommends that the management and administrators of the different schools should design policies aimed at improving the respect among students with fellow students, respect among teachers with fellow teachers, and respect among students and their teachers which would create a connection and coordination that might influence the academic performance of students in Zirobwe Sub County in Luweero District.

Effect of Student-Teacher Trust on Academic Performance of Students in Zirobwe Sub County in Luweero District

The study recommends that the management and administrators of the different schools should ensure that they recruit the best teachers or even train the existing teachers as well as encourage cooperation among students and teachers as this would create a student-teacher connection which would improve trust between the two parties thus influencing the academic performance of students in Zirobwe Sub County in Luweero District.

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