

**PSYCHOLOGICAL DETERMINANTS OF TEACHER-PUPIL
RELATIONSHIP AND ACADEMIC ACHIEVEMENT IN PUBLIC
PRIMARY SCHOOLS IN KESSES SUB
COUNTY, UASIN GISHU COUNTY, KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
COUNSELING PSYCHOLOGY IN THE DEPARTMENT OF COUNSELING
PSYCHOLOGY AND THE SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES OF AFRICA NAZARENE UNIVERSITY**


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DECLARATION

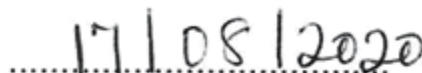
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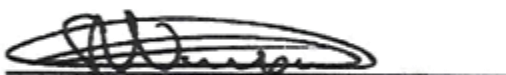
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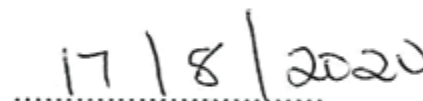
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This research was conducted under our supervision and is submitted with our approval as university supervisors.

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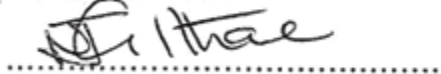

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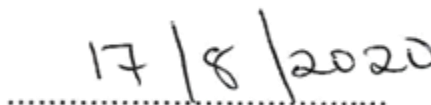

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DEDICATION

This work is dedicated to my husband Charles Too, sons Dennis and Derrick, my late parents Edwin Tare and Rodah Tare for nurturing and educating me, and my siblings for their moral support and encouragement throughout the programme.

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ABSTRACT

The quality of the teacher-pupil interpersonal relationship is considered significant in the learning process since it can protect a learner from educational failure. This may arise from the psychological context in which they operate. Thus, the study's purpose was to assess the psychological determinants of teacher-pupil relationships and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. The specific objectives of the study were: to determine the relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement, assess the relationship between self-efficacy as a determinant of teacher-pupil relationship and pupils' academic achievement, examine the relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic and establish the relationship between optimism as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. This study adopted a correlational research design, with a target population of 2810 persons, comprising of 85 head teachers, 125 Class teachers and 2600 upper primary pupils from public primary schools in Kesses sub-County. The sample size was 351 participants which included 16 Class teachers, 11 Head teachers and 324 upper primary pupils from class six to eight. Primary data was collected by use of questionnaires for pupils and interview guides for teachers and head teachers. Quantitative data was analyzed using descriptive and inferential statistic and presented using pie charts, bar graphs and tables while qualitative data were analysed using themes and sub themes and presented in a report format and verbatim. The data was analyzed using Chi-square to establish whether there was any relationship between the variables; locus of control, self-esteem, self-efficacy and optimisms and academic achievement. Study findings indicated that psychological determinants; self-esteem, self- efficacy, locus of control and optimisms under the study had a significant relationship with pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. The study findings indicated a significant relationship between self-esteem as a determinant of teacher-pupil relationships and pupils' academic achievement ($\chi^2=944.053$, $p<0.05$). There is a significant relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement ($\chi^2=942.758$, $p<0.05$). There is a significant relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement ($\chi^2=702.462$, $p<0.05$). There is a significant relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement ($\chi^2=1239.844$, $p<0.05$). The study concluded that self-esteem, self-efficacy, locus of control, and optimism significantly play a significant role in determining teacher-pupil relationships and academic achievement. The study recommended that there was a need for training all primary teachers in psychology. There was a need for teachers always to embrace warmth and be sensitive while dealing with pupils in a school to boost their general self-esteem, hence improving academic performance.

Key words: Psychological, teacher-pupil, relationship, academic achievement self-esteem, self-efficacy, locus of control, optimism.

DEFINITION OF TERMS

Interpersonal relationship: is a connection between two people. In this study it was used to determine the relationship that exists between a teacher and the pupil.

Locus of Control: is the extent to which people believe they have power over events in their lives. In this study, it was used as determinant of teacher pupil relationship. This involved pupils' confidence that they can be successful, greater control of the behaviours, depending on luck or doing something without effort.

Optimism: is an individual's disposition with all round advantages for human experience and behavior. In this study it was used as a determinant of teacher pupil relationship. This included pupils' up for adventure, ability to visualize the success, focus on positive, prioritizing the good events in their lives over the negative ones and approach of the problem depending on attitude.

Psychological factors: are thoughts, feelings and other cognitive characteristics that affect the attitude, behavior and functions of the human mind. In this study it includes important elements that determine students' academic performance.

Public primary school: it is a free local school that provide free education as it draws its funds for operation from government. It this study it refers to early years of formal education for children between 5 and 12 years.

Pupils' academic achievement: is the academic performance of each subject area and grade to provide a context for interpreting student performance in an educational setting. It includes the level of reading proficiency, school attendance, satisfactory behaviour and class mean grade.

Self-efficacy: is individual's belief on his/her ability to complete task for instance academic performance. In the study it was a determinant of teacher pupil relationship and includes pupils' verbal persuasion, mastery experiences, imagined experiences, vicarious experiences and emotional and psychological state.

Self-esteem: is what an individual thinks, feel and believe about ourselves. In this study it was a determinant of teacher pupil relationship. It included pupils ability to make choices and trust own judgment, ability not to leave in past or future, belief in capacity to solve problems, participation in and enjoying many activities and belief that they are valued.

Teacher pupil relationship: is a relation between a teacher and a pupil. In this study it was used as determinant of academic achievement

Upper primary: this refers to the pupils who are at top classes in primary school. In this study was referred to pupils between class 6 and 8 who were given research questionnaires to answer.

ABBREVIATIONS AND ACRONYMS

EFL	English as Foreign Language
EI	Emotional Intelligence
LOC	Locus of Control
MEAP	Michigan Education Assessment Program
MANCOVA	Multivariate Analysis of Co-variance
NACOSTI	National Commission for Science, Technology and Innovation
SD	Standard Deviation

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

The chapter assesses the psychological determinants of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. The explanatory variables were self-esteem, self-efficacy, locus of control and optimism while the response variable was pupils' academic achievement. This chapter covers the background of the study, statement of the problem, the purpose of the study, objective of the study, research hypotheses, and significance of the study, the scope of the study, delimitation, limitation, assumptions, theoretical and conceptual framework.

1.2 Background to the Study

Students do best in school when they have good mental health and are satisfied with their lives (Bieda, Hirschfeld, Schonfeld, Brailovskaia, Lin & Margraf, 2019). No matter how good schools and teachers are, students' academic achievement suffers when they are unhappy. Children enroll in learning institutions not to learn class concepts alone, but also know how to relate and stay with peers (Panayiotou, Humphrey & Wigelsworth, 2019). They normally develop friendly connection with other pupils that may have an effect on academic outcomes. Social circle leads to satisfaction and completeness in a pupil's learning curve (Alsubaie, Stain, Webster & Wadman, 2019). These circles have proved to be helpful to the pupils in different ways, like solving

academic tasks, participating in co-curriculum events, sharing in time of happiness and in time of sadness. A research conducted by Njenga, Nkoji and Ndungu (2019) stated that there existed an association between psychosocial dynamics and academic results which reveals a strong positive correlation a learner and a teacher hence psychosocial dynamics should be given priority in education sector.

A growing body of research provides estimates on how teachers greatly influence social and emotional development. Research has found a substantial way in which teachers contribute to growth mindset and effort suggesting that some teachers are more effective in improving these skills in students (Kraft & Grace, 2016). Learning is not a walk in the park for learners. In order to develop good academic performance, it is necessary that learners strive to have both healthy psychological and physical wellbeing. Healthy students contribute more in their studies. However, factors such as anxiety, stress, fear, trauma, depression or other underlying health problems may slow the progress of their academic achievement (Srinivas & Venkatkrishnan, 2016).

In previous studies, teacher's beliefs on personal skills such as Emotional Intelligence (EI), and career skills like confidence allow social and emotional learning. It clearly shows the quality of teacher and student relationship (Poulou, 2017a). The growth of a child mentally is dependent on how the child and teacher spend time together. This is so, because a larger percentage of time kids spend in school with teachers, thus counsellors become an important adult figures in their lives (Cemalcilar, 2010). The positive bonds between counsellors and learners, make classrooms supportive

environment where learners grow (Hamre & Pianta, 2013). Aligned with Attachment Theory, good relationship as well create a sense of security among learners. A safe learning environment enable these students concentrate and develop important skills in life (O'Connor, Dearing, & Collins, 2011; Silver, 2013). It also impacts positively to learners giving out a better outcome both socially and academically. Which is vital in the long-term trajectory of schooling (O'Connor et al., 2011). In addition, Learners can use their teachers as secure base making them make a maximum utilization of the resources offered in the classroom and school to develop themselves and provide solutions to challenges, they encounter academically, socially and emotionally (Hughes & Cavell, 2013).

There have been explanations that have been sought by different psychology researchers that explain the learning process of the school, investigating psychological variables influence as determinants of pupil teacher relationship on pupils' academic achievement. There are four psychological factors researched. First is self-efficacy, it is the basis of pupils' motivation. Secondly, locus of control, in the theory of social learning, pupils' well-being is affected by their own behavior, namely, "If the pupil belief they can control the outcome of their task, the more likely they will persist until it is executed". Thirdly, optimism, it majorly affects students' performance. Lastly, self-esteem as a determinant of teacher pupil relationship was also related to pupils' performance (Hamre & Pianta, 2013).

In Singapore, there were needs for teachers to capitalize on strong belief in building positive relationships for mutual benefit besides, educators should know their effect on the learner and work towards creating a good rapport on their students (Eschenmann, 2013). A harmonious classroom environment shifts the energy of a learner to work on achieving their desired goal. In Uganda, elementary, middle and high school students acknowledge strongly the expectation on teachers as reliable predictors on performance of students (Boetler, 2010).

In Kenya, learners from primary schools are affected by beliefs in their teachers' neutrality, competence, care, support and vice versa as well as the nature of the teacher-pupil relationship (Manduku, 2012). Additionally, Cemalcilar (2010) states that schools play an important role in relationships as much as families do, thus studies that delve into teacher-pupil relationships need more attention (Arbeau, Coplan, & Weeks, 2010). Studies carried out on academic performance on public primary schools show that none has specifically focused on the psychological determinants of the relations between teachers and their students and their performance. The existence of this gap motivated towards the need to carry out this research of assessing the psychological determinants of teacher-pupil relationship and pupils' performance in public primary schools, Kesses Sub- County, Uasin Gishu County, Kenya.

1.3 Statement of the Problem

Interactions are individuals' interpretations and responses to others are in their immediate social context. They are categorized as current and immediate situations at the

heart of the social world (Mead, 2014). The interaction between teachers and pupils based on time spent together create unwritten psychological contract of roles and expectations which forms relationships (Mead, 2014). The Kesses County Educational Report (2017) highlights the reasons why the pupils performed poorly in Kesses primary schools and pointing teacher-pupil relationship as one of them. The report indicated that there existed an inadequate teacher-pupil attachment in the affected schools and hence, the dismal academic performance over the years.

Studies done by Pianta, LaParo, Payne, Cox and Bradley (2012), on factors related to quality in classrooms, suggests that pupils' attitudes and beliefs about their relationship with their teachers are very important components to predicting the quality of a child's education. Despite, the significance attachment of teacher-pupil relationship in the social, psychological and academic achievement, Koepke and Harkins (2014) argue that this relationship does not always yield positive results in pupil academic achievement. In order to establish this claim or otherwise, the current study looked at the relationship between psychological determinants on the relationship between teacher and pupil towards their academic performances in Kesses Sub County, Uasin Gishu County, Kenya.

1.4 Purpose of the Study

The research was done to evaluate the psychological determinants on teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

1.5 Specific Objectives of the Study

The objectives of the study included:

- i. To determine the relationship between self-esteem as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.
- ii. To assess the relationship between self-efficacy as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.
- iii. To examine the relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.
- iv. To establish the relationship between optimism as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

1.6 Research Hypotheses

H₀1: There is no statistically significant relationship between self-esteem as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

H0₂: There is no statistically significant relationship between self-efficacy as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

H0₃: There is no statistically significant relationship between locus of control as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

H0₄: There is no statistically significant relationship between optimism as a determinant of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

1.7 Significance of the Study

The significance was to clearly illustrated to policymakers on psychological determinants of connection between teachers and pupils' in public primary schools. Also, to help the management in formulation of vivid psychological determinants of teacher-pupil relationship towards pupils' achievement in public primary schools. It gave primary school stakeholders a chance to identify areas of weakness and improve them to ensure the pupils' academic performance and welfare improved. Researchers benefited from the study and scholars to further their research on the psychological determinants of the teacher-pupil relationship. Finally, the study was useful to the guidance and counseling teachers in understanding how psychological issues could affect their performance.

1.8 Scope of the Study

The psychological determinants on teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya was majorly researched. Only teachers and pupils in upper primary (class 6-8) and head teachers was considered in the study.

1.9 Delimitation of the Study

It disadvantages the lower primary pupils (class 1-5) because the researcher felt that challenges could have been encountered in understanding and answering the questionnaires.

1.10 Limitations of the Study

Despite confidentiality being key, some respondents were reluctant to give significant information on the subject at hand.

1.11 Assumptions of the Study

It was assumed that: first, the study subjects were co-operative and provided reliable answers; secondly, the interaction of the respondents and pupils' in primary schools of Kesses Sub-county, Uasin Gishu County were true.

1.12 Theoretical Framework

The research grounded an Attachment propounded by Ainsworth and Bowlby, in (1988) and Social Learning Theory by Bandura in (2001). Attachment theory is essential in human relations and gives a child the ability to learn relationships from their

experiences. In this case, the theory was relevant in explaining the experiences that pupils derived from their relationship with their teachers. The attachment behavioral system is particularly relevant to teachers and teaching. It is divided into three forms: Firstly, separation anxiety; it is related to distance regulation with one's attachment figure, the greater the distance, the greater the anxiety. Also, an increase in anxiety, causes specific behaviors to occur.

Secondly are separation protest behaviors, which often includes aggression. In a young child or older children physical distance from the primary caregiver evokes separation anxiety. The perceived emotional distance from the caregiver, is referred to as attachment figure or secure base. Thirdly, avoidance to persons close to them, it always results from separation anxiety, individuals who are securely attached to experience less of the anxiety and vice versa.

To understand the interpersonal relationship between pupil-teacher on matters of education, attachment theory was considered since it affects relationship of a child and a parent. Effective interactions allow the child to develop safe and secure relationships that fosters on exploration of the child's immediate world, both physical and interpersonal (Pianta et al., 2012). According to Ainsworth, Blehar, Waters and Wall (1978), caregiver's responsiveness affects the child's attachment style, through emotional availability and effective communication with the child.

The theory on Social learning focuses on how people behave based on expectations and consequences of the future. Rotter's notion of locus control

distinguishes things under a person's control and those out of control. Motivated behavior depends on the perception of outcome control ability. Bandura and Walters (1963) introduced an origination of social learning theory that featured the social, self-administrative, and vicarious effect on conduct.

Social learning theory points out the importance observing practices, mentalities and passionate responses of others (Bandura, 1977). Social setting can without much of a stretch be moved to a classroom setting since students can become familiar with a lot by essentially watching different learners and educators. The social learning theory include: learning through perception of others' practices and the results of those practices, learning includes discernment and can happen without an adjustment in conduct, the earth assumes a job in strengthening or lessening the demonstrating of practices (Bandura, 1977).

The attachment theory was considered to be a relevant theory for the research under study since attachment develops at an early stage of a child while caregivers are very important in the transition and development process of a child while in school with the teachers. Social learning theory on the other hand highlighted how children benefited from free interaction with people as they grew up as well impacting greatly on their behaviours.

1.13 Conceptual Framework

Explanatory variable

Response Variable

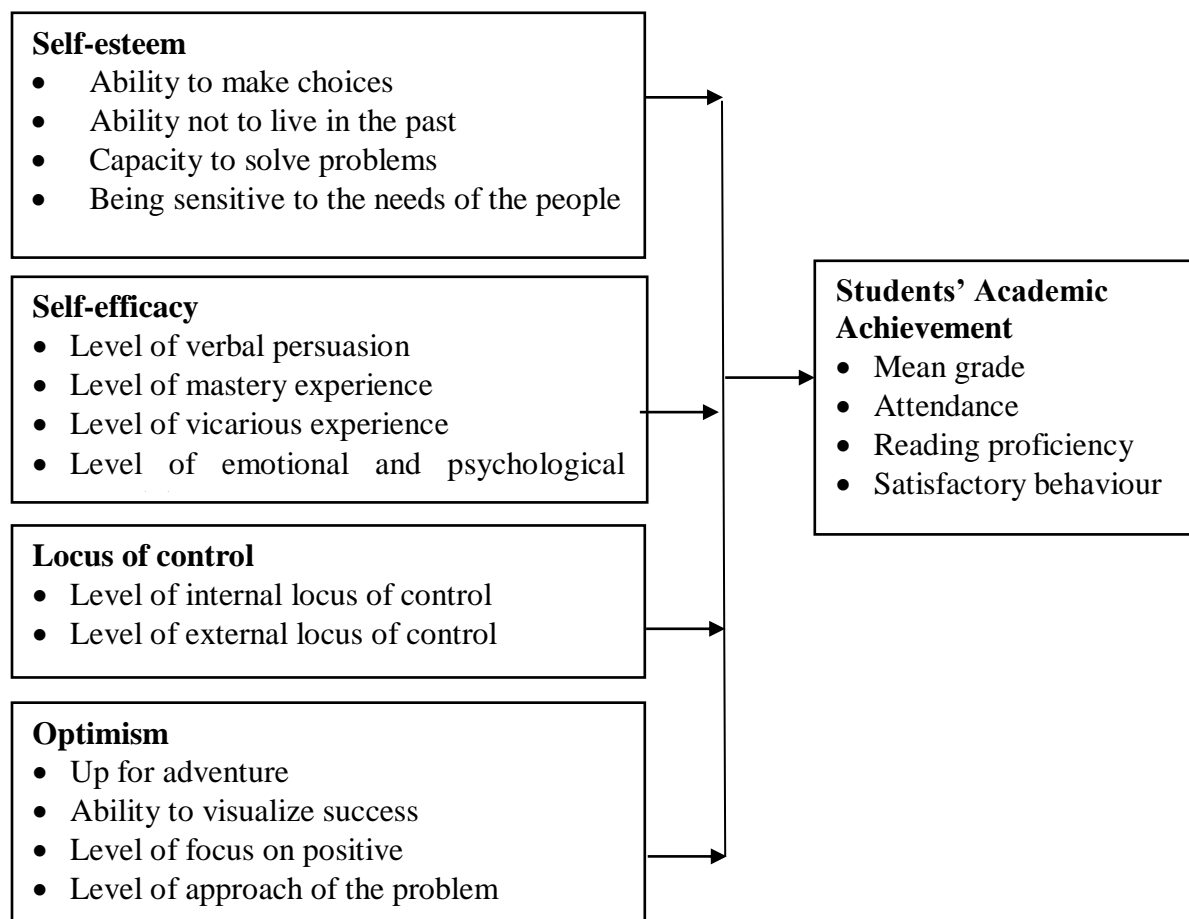


Figure 1.1 Conceptual Framework

Source: Field data 2019

The conceptual framework (Figure 1.1) are focused on psychological determinants; self-efficacy, self-esteem, locus of control and optimism as key factors that the researcher examined in the study to established how each influenced student academic achievement. Each factor showed indicators that guided the researcher in developing a questionnaire that was used in collecting data for the purposes of analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the psychological determinant of teacher-pupil relationship and academic achievement in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya. The psychological determinants of teacher-pupil relationship included self-efficacy, the locus of control, self-esteem, and optimism as independent variables that were tested to show its influence on academic achievement in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya.

2.2 Review of Literature

It provided a critical evaluation of the literature as per each objective. All the sub headings represented the objectives of the study and they analyzed the contributions of what various authors have written or said about the subject of the research.

2.2.1 Influence of Self-esteem on Academic Achievement

Self-esteem highlights general self-worth or personal value. It gives the correspondence in individual's ideal and actual concept on himself. In layman's language, it explains how you perceive and value yourself. Various studies show self-esteem is key in influencing teacher- pupil relationship and success academically. This study conducted an empirical review to support this objective. According to a previous study conducted by Vialle, Heaven, Patrick and Ciarrochi (2015) the correlation on Self-Esteem and

Academic Achievement amongst the capable students is as shown from the Wollongong Youth Study. It involved an estimated population of 900 participants in Wollongong Catholic Diocese, aged 7-12 years beyond which 65 students participated. Analysis showed that academic performance and self-esteem have a small correlation for average students. More contentiously, though, it didn't find any correlation between the two parameters for the gifted group. The previous research sampled highly ability students while the current study sampled all upper primary students in class.

A study by Okoko (2012), on the two parameters- in public secondary schools in Ndhiwa District, Kenya showed that: i) 58.33% of the students who did well felt the urge to show it to the others, as far as age was concerned, ii) From the outcome 64.33% of the students interviewed were at least 18 years and beyond, iii) More male students (50%) than the female counterpart (48.7%) wanted to get a first degree. However, since the research was conducted on public secondary school, there was need to study self-esteem of pupils at primary level hence research under the study also still use pupils from public school but in upper classes.

Aryana (2010), the association on self-esteem and Academic performance amongst students who were yet to attend university in Qaemshahr Schools. To check on the class performance between male and female students, he selected 100 students the outcome indicated a significant positive association ($p < 0.01$) on both self-esteem and class performance. Additionally, a notable difference in class performance between males and females. On the contrast, a significant difference existed on self-esteem between boys

and girls. In summary, a well-developed self-esteem was a key that enhanced the forecast of class performance and achievements amongst students. The study only sample students hence this research under study involved the teachers and school administrators.

A study conducted by Tohid, Kamran and Rajeswari (2014) on determining the effect of self-esteem towards academic performance among high school students in Miandoab City of Iran established that there was a high degree of association between the two parameters and concluded that the association between the two parameters was a strong positive correlation. Furthermore, in the research a significant difference in self-esteem between the male and female students existed i.e. self-esteem for both genders was almost similar, this was attributed to the fact that there was a strong association for both groups. The study was done in Iran which has a huge cultural difference with the current country under study, Kenya.

Research by Peixoto and Almeida (2010), *Self-Concept, Self-Esteem, and Academic Achievement. Strategies for Maintaining Self-Esteem in Students with poor academic performance* analyzed the techniques implemented that underachievers utilize to keep self-esteem at acceptable threshold levels. A sample of 955 students at the puberty stage, majorly the seventh, ninth, and eleventh grades of four secondary schools in Lisbon, were examined. Results indicated that confidence was kept up through positive self-portrayals in co-curricular parts of self-idea and less emphasis on academic-based competences. It also established that younger scholars had minimal chances of

maintaining self-esteem by devaluing school experience. This research was conducted in Portugal while the current study was done in Kenya.

Asakereh and Yousofi (2018), the research looked into reflective Thinking, Self-efficacy, Self-esteem, and Academic Achievement of Iranian English as Foreign Language (EFL) learners. They considered relationship in reflective Thinking, general Self-efficacy, Self-esteem, and scholastic accomplishment of 132 Iranian EFL understudies from three state colleges. The discoveries of the two connection factors indicated a positive relationship between's self-esteem and scholastic execution. Additionally, the aftereffects of numerous relapse examinations uncovered that self-efficacy was a more grounded indicator of the scholastic accomplishment of the learners' self-esteem. Data on attributes could have enhanced and made the findings to be wide and comprehensive. Therefore, research under study employed both qualitative and numerical data collection techniques to study.

According to Hosseini, Mirzaei, Karami, Hamzeh, Ashtarian and Jalilian (2016), Self-Esteem was one of the best determinants of academic performance in Iranian College learners. A short term study performed on a sample of 300 study subjects in Kermanshah University revealed that 76.2% of the participants had high self-esteem, indicating a significant correlation between self-esteem and academic performance. Self-esteem made up for 39.5% of class-work performance. Efforts to improve self-esteem amongst students assist in academic performance among them. Data collection was based

on self-reporting, which is normally subjected to recall bias while the current study was based on teachers' records.

Margaret and Jean (2011) studied self-esteem and academic achievement compared to adolescent learners from England and the United States. Both numerical and qualitative data were used to establish the association between self-esteem and academic achievement from the start to the end of their academic year. A sample of 86 North American students and 86 British students aged between 11-12 years was used. From both groups, numerical findings showed a decrease in self-esteem was attributed to various factors based on class achievement. Regional variation popped by the end of the year, mathematics had a persistent association with self-esteem in both country set ups. On qualitative analysis, British students' reflected clearly on their studies compared with their counterparts from the United States. The study deployed qualitative analysis, while the current deployed both qualitative and quantitative analysis.

A study was conducted on linking Self-Esteem and Achievement. Assorted variety in Academic Identification and Dis-Identification Patterns among Black College Students (Hope, Chavous, Jagers, & Sellers 2013). It was led on 324 dark undergrads, significantly the Freshman College year, and recognized four distinctive scholarly profiles. Multivariate investigations indicated that these profile contrasts in scholastic and mental results toward the start and end of Freshman year (scholarly possibilities of confidence, nervousness, burdensome manifestations, and saw pressure), recommended various conditions under which associations between confidence and scholarly

accomplishment identified with positive or negative alteration. Discoveries demonstrated a solid, positive racial gathering distinguishing proof supported mentally by versatile strings between confidence and scholastic accomplishment. These outcomes further featured the upsides and downsides of connecting confidence to scholarly accomplishment for the Black junior college understudies. Decent variety inside these examination subjects, and the impact of calculating in the race and social components when contemplating accomplishment inspiration forms among Black understudies. Self-esteem played a huge part in the attainment of academic goals. The study sampled only black students causing difficulty in generalizing the study results while the current study sampled all children in upper primary classes.

When the pupils trust themselves and make rights choices in their lives they excel well. However, when they make wrong choices and not sure of themselves, they may end up failing in their lives.

2.2.2 Influence of Self-efficacy on Academic Achievement

Self-efficacy was one of the variables in this study. Self-efficacy deals with one's beliefs in their power to impact the things that affect their current state of affairs. This main belief is the source of human motivation, performance accomplishments and emotional wellbeing (Bandura, 2010). In a study by WanHnum, Suraya and Jamal Nordin (2017), self-efficacy was an important element in helping individuals to face difficulties in life. It was a motivational stimulus that stimulated grit when encountered with challenges, enhanced planned actions, encouraged long-term view, fostered self-control

and gave room for self-correcting when need be. Asakereh and Yousofi (2018), a study on reflective Thinking, Self-efficacy, Self-esteem and Academic Achievement of Iranian EFL students. The study was conducted on 132 Iranian EFL students from three different state universities. The findings of the two variables showed a positive correlation on both self-efficacy and academic performance to Iranian EFL students. In addition, the results of multiple regression analysis revealed that self-esteem was a stronger predictor of academic achievement of the students to self-efficacy. The study employed multiple regressions while current study employed chi-square test.

Alay and Triantoro (2013), impacts of Self-efficacy on Students' Academic Performance. The study highlighted on the development of self-efficacy and how it affected students' academic results together with social relationships with age mates. A case was administered to Pakistani schools' learners by solving a math's task. It was specially tailored to study 15 boys from fifth grade on the effect of self-efficacy. It was established that learners with a well-developed self-efficacy obtained scored better on 50 different math's tests. Additionally, further analysis on responses, revealed that learners with a high self-efficacy had dreams to pursue hard courses when they grow up. The study was done in Pakistan which has a huge cultural difference with the current country under study, Kenya

According to Huong, Kevin and Anna (2017), conducted a study on the effects of self-efficacy on academic performance on local and international undergraduate students, pursuing hospitality and tourism. The outcome revealed self-efficacy was vital in

determining the performance of local learners, which didn't exist among their international counterparts. The findings filled the gap of knowledge as identified in literature and bring up the need for further studies to understand international students in tourism and hospitality department.

A study conducted by Toni and Jaclyn (2016) on the impact of academic self-efficacy on academic performance. An empirical review showed moderate Academic performance and self-efficacy. From the Studies that took place between September 2003 and April 2015, different kinds of factors were identified, and not limited to, effort regulation, deep processing strategies, and goal orientations. Given the nature of longitudinal studies identified in the review, additional studies established how these variables related over time were necessary for unveiling the hidden relationship in academic self-efficacy, performance, motivational and other variables that affect it. The study included mediating and moderating factors not included in the current study.

In a study by Martvan, Filip and Mien (2016), on higher learning and self-efficacy the article investigated systematic literature concerning the purpose of student's self-efficacy in the learning curve. The findings of the review showed that educational programs enhanced students' self-efficacy based on social cognitive theory. Various factors affect students' self-efficacy and provided evidence of the potency to main sources of self-efficacy. The study was based on higher education while current study is based on basic education.

Authors Shahrzad, Kourosh, Mohammad, Haitham and Hossein (2011), correlation between self-efficacy and academic achievement in high school students. A sample of 250 study subjects for the academic year 2010/2011 were picked using multistage cluster sampling and completed self-efficacy technique. Data analysis showed, academic results were associated with self-evaluation, self-directing and self-regulation. The variables self-evaluation and self-regulation explained 10 percent of variation in the regression model. In summary, self-efficacy was key determinant in academic performance. Clearly, self-efficacy played a role in academic achievement because it builds the confidence of pupils. They could face any challenges not only in school but also in their lives. The study was conducted in high school students while current study was conducted in primary school.

According to Malte, Ronny, and Ulrich (2015), who conducted a study on understudies' self-idea and self-viability in technical disciplines. Differential relations to forerunners and instructive result was set up and science self-adequacy was all the more unequivocally influenced by request based learning openings. There existed variety in the prescient potential for instructive outcomes: Self-idea was a more grounded determinant of future-arranged inspiration to want for a fruitful vocation in technical studies, while self-adequacy was a decent determinant of the capacity. The current exploration gave solid proof to the related however unmistakable nature of the two builds and expanded existing examination on understudies' fitness convictions toward social correlations and

chances to-learn. They studied self-efficacy in science subjects only; thus, the current study included all the subjects.

The research was carried out by Woogul, Myung-Jin, and Mimi (2014), examining interest in self-efficacy as determinants of academic self-regulation and performance. The study looked into whether personal interest, as an effective motivational variable, can be used to determine scholastic self-guideline and accomplishment past what scholarly self-viability on its own decided. It examined the relationship of scholastic self-viability on singular intrigue, grade objectives, self-guideline, and execution of Korean center school understudies. An example of 500 out of four diverse branches of knowledge. In accordance with past discoveries, self-adequacy decided execution both straightforwardly and in a roundabout way through evaluation objectives. It additionally demonstrated self-guideline, just when grade objectives contributed the relationship. Agreeing with our speculation, singular enthusiasm as a corresponded at this point autonomous and direct determinant of self-guideline. Also, it demonstrated accomplishment, when self-guideline contributed between the relationship. The study added self-regulation on academic achievement while current study specialized on academic achievement only.

A research by Yaman (2015), conducted a Self-Efficacy and Academic Achievement from Turkey. First year students of Bahcesehir University, Istanbul, Turkey participated in the study. A multivariate analysis of co-variance (MANCOVA) showed that learners with low self-efficacy believe intelligence as inherent thus cannot be

changed. Also, it showed that learners with well-established self-efficacy preferred mastery goals, which included new challenges and learning new things, as well as attaining new results which include impressive grades and defeating peers. In addition, hierarchical multiple regression analysis showed that effort-regulation, self-efficacy, and help-seeking accounted for explained 21% variation in GPA. It also revealed that the association between self-efficacy and GPA was modelled partially by effort-regulation. Keeping in mind that learners with self-efficacy were able to regulate themselves, control their reaction and perform outstanding in the face of challenge, they excelled academically. The study was conducted in a single institution hinders generalization more so students self-reported their GPA while current study was conducted in chosen schools in Kesses sub-county.

A study by Harold, Corliss, and Jorge (2018), on the effect of Self-Efficacy Beliefs in the Academic Achievement of Latino Students in the United States: An empirical Literature Review analyzed on twenty-seven articles showed significant discoveries entailing the following: (a) A positive correlation all academic levels, between self-efficacy and academic results on Latina/o students, (b) Specific content performance on task-specific variables, were more tolerant when determining the association between self-efficacy and class-based results than universal domains; (c) Latina/o are classified as heterogeneous; thus, the acculturation process, immigration status, family' exposure on higher education, parents' and teachers' support- all these

factors related significantly with their academic performance. The data of the study was from the secondary source while current study data was from primary source.

A study done in by Njenga, Nkoji and Ndungu (2019), on the correlation between Psychosocial Dynamics and Academic Performance of Secondary School Students a Comparative Study Murang'a and Kirinyaga Counties Kenya. This particular research compared students' self-efficacy in Murang'a and Kirinyaga counties. The results indicated that students in Kirinyaga County scored higher than Muranga with a mean of 77.58% and 67.06% respectively. The difference in self-efficacy between Muranga and Kirinyaga counties was statistically significant with P values =0.000 at 5% level of significance. The results showed consistency in the findings with Kirinyaga County student scoring better in psychosocial dynamics and its constructs. A significant positive correlation existed on both students and a teacher psychosocial dynamics and academic achievement. It was based on academic results of secondary school learners while the one at hand was on academic achievement on primary students.

2.2.3 Effects of Locus of Control on Academic Achievement

Locus of control is an extent to which people see things in their lives as being repercussions of their own deeds. It is classified in to two categories- internal and external locus of control. People who have had the first type of internal locus of control could influence events in both negative and positive way by factoring in their ego and self-preservation. A person who experiences a positive locus of control could influence the events by chance, as well as self-confidence. Findings on the outcome behavior of

students observed (majorly youths) showed that student activities could be checked by their studies, family background and parent's qualification. The authoritative influence of parents on students was a strategy to help in judgment of locus of control (Cobb-Clark, 2010).

A study was done on Locus of Control or Self-Esteem; was among the best academic determinant of Academic performance in Iranian College learners, (Hosseini, et al 2016). A short-term research carried out on a sample of 300 college learners from Kermanshah University, School of Medical Sciences. The outcome revealed a significant association between locus of control and academic achievement of the students'. 29.8% of the study subjects had internal locus of control. To increase interventions on internal locus of control among learners helped improve academic performance among them. The data was collected from Iranian medical college students in the west of Iran, while our current study subjects are the upper primary students.

According to Muhammad, Sadia, Muhammad, Saher and Noor-UI-Huda (2016), conducted a study on the Effect of Locus of Control on Academic Performance of the Students at Tertiary Level. Locus of control was very significant, more proactive and efficient on the education curve. To attain its objective, theoretical frame was tailored to cover matters concerning the internal and external locus of control under the framework of structural behavior and learning outcome. On the contrary, external locus of control was docile and reactive during that time. Other than that, it established some variations between learners' demographic classification and the educational aspects. Keep in mind

that the data used in this research were from a self-report cross-sectional design. Thus, you can't make conclusions. While the current study employed Correlational research design.

In his research Nazım (2017), a study carried out on influence locus of control on Student performance. This particular research collected a sum of 78 studies during the literature review in which a total of 20 were added in the meta-analysis to get a sample size of 18,918 subjects. Conclusion drawn indicated a small significant effect on students' performance. This particular study was identified by moderators through school level, publications, culture, and year of studies and data collection were found to be moderator variables. The research employed meta-analysis while current study used correlation analysis.

Tella, Tella and Adeniyi (2011), a study conducted on locus of control and self-efficacy as predictors of academic achievement on Junior Secondary School Students in Osun State, Nigeria. It involved a target population of 500 students with boys being 300 and female counterparts as 200. Through the stratified random technique, they were selected from twenty-five secondary schools. The summary indicated a significant academic performance among the junior secondary school students based on interest in schooling, locus of control, and self-efficacy jointly. The research was only selected from junior secondary school and thus cannot be used as a generalization of other institutions such as colleges, universities and polytechnics.

An investigation was completed by Behzad and Majid (2011) to determine the connection which existed on Locus of Control and L2 Reading and Writing execution. The end drawn indicated locus of control has a noteworthy positive relationship with L2 perusing and composing execution. It was acquired related to meetings and polls. It drew the significance of an awareness of other's expectations in EFL students to improve their LOC direction bringing about higher accomplishments in L2 perusing and composing. The examination was an easygoing correlation in this way can't be utilized to show any relationship between's locus of control, enthusiasm for tutoring, and self-viability.

According to Sabiha and Indranee (2017), in their study on Locus of Control on Academic performance of Undergraduate College Students of Guwahati City. A sample size of 240 male and female college understudies from different degree schools of Guwahati was taken. The Indian transformation of Rotter's Locus of control scale showed no critical positive connection between's the understudies' outer locus of control and scholastic performance. In this particular study the target population focused on the undergraduate students while our study is in upper primary persons'.

Locus of control has a positive effect on academic performance when pupils develop power in believing in themselves. However, this could yield negative result when there is lack of power or confidence.

2.2.4 Related to Effects of Optimism on Academic Achievement

Optimism is the difference variable that shows the extent people hold a generalized favorable expectation for the future. The summed-up inclination to positive

result hopes is related to well being and fruitful maturing (Rius Ottenheim, Kromhout, van der Mast, Zitman, Geleijnse and Giltay, 2012). An exploration done by Tetzner and Becker (2017), indicated the connection of hopefulness and scholarly accomplishment in early young people. An example of (N= 6,010; 53.2% females; pattern M age= 14.1) was drawn. The two estimation focuses were concentrated more than five months in the center and end of seventh grade). The examination uncovered that good faith demonstrated a critical nonlinear relationship with resulting changes in scholastic accomplishment. It positively affects scholarly accomplishment and is at a maximum on the above average and a minimum on below average. Results drawn gave a wider view on the benefits of optimism concerning academic achievement in early adolescents. Despite the small and nonlinear association, the study did not highlight the importance of teacher made assessments to students' grades in knowledge with academic optimism. The three constructs are highest for standardized assessments or local assessments.

Teague (2015) studied the effects of scholarly positive thinking on understudy accomplishment in Five Middle Schools at Wayne State University. It was led in two rural, neighboring school areas, with the objective populace being 102 educators from five center schools. Scholastic accentuation affected emphatically on positive thinking and helped understudy's scholarly accomplishment on the MEAP Science evaluation. The investigation didn't express the significance of the understudy levels on educator made appraisals to help them in knowing whether the impacts of scholastic good faith and its three develops are most noteworthy for normalized evaluations or nearby evaluations. It

additionally didn't show the adjustment in scholastic accomplishment and the impact of scholarly idealism over the three years of center school.

According to Mogharia and Lavasanib (2011), in their study to determine the connection between saw educator's scholarly positive thinking and English accomplishment. A sample size of 741 understudies was taken (454 females; 287 male) through a different bunch inspecting (age mean, 16/57; SD: 0/73). The examination results demonstrated that out of two components in the view of educator scholastic confidence, scholarly accentuation, and instructor's trust in guardians and understudies had an immediate and beneficial outcome on English language self-adequacy. The interceding job of understudy self-adequacy in the connection between variables of idealism and English language accomplishment was affirmed.

Optimism played a major role in development stages of children and this is achieved during the early stages of adolescents when children are still innocent and as they grew up, they may start losing focus with events in their life unless guided with conscious because they tend to become sensitive. When they focus in the correct direction and realize their priorities, they do well and vice versa. The study outcome was based only on English language achievement while current study outcome is the overall performance of students.

2.3 Summary and Research Gap

There exists wide literature in psychology and education on matters predicting student learning process and academic achievement. Essential aspects identified entail,

the quality of the classroom instruction, family variables, peer relatedness and class participation. In recent past, studies begun by focusing on the nature of student-tutor relationship. However reviewed literature in this chapter examining the variable showed that relationship significantly impacted either positively or negatively on academic and social outcomes. Okoko (2012) conducted a study on public secondary school, where there was a need to study self-esteem of pupils at primary level hence research under the study also still use pupils from public school but in upper classes. Aryana (2010), the association on self-esteem and academic performance amongst students who were yet to attend university in Qaemshahr Schools. In summary, a well-developed self-esteem was a key that enhanced the forecast of class performance and achievements amongst students. The study only sample students hence this research under study involved the teachers and school administrators.

Huong, Kevin and Anna (2017) conducted a study on the effects of self-efficacy on academic performance on local and international undergraduate students, pursuing hospitality and tourism. The findings filled the gap of knowledge as identified in literature and bring up the need for further studies to understand international students in tourism and hospitality department. Toni and Jaclyn (2016) focused on the impact of academic self-efficacy on academic performance. Nazim (2017) carried out a study on influence of locus of control on student performance. This particular study was identified by moderators through school level, publications, culture, and year of studies and data collection were found to be moderator variables. The research employed meta-analysis while current study used correlation analysis.

Tella, Tella and Adeniyi (2011) conducted a study on locus of control and self-efficacy as predictors of academic achievement on Junior Secondary School Students in Osun State, Nigeria. The summary indicated a significant academic performance among the junior secondary school students based on interest in schooling, locus of control, and self-efficacy jointly. The research was only selected from junior secondary school and thus cannot be used as a generalization of other institutions such as colleges, universities and polytechnics.

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In spite of immediate studies revealing the significance of the learner tutor relationship, there were few gaps that should be routed to better see how that relationship benefited a student's academic performance. There had been limited research that specifically examined the psychological determinants of teacher-pupil relationship and pupils' class performance in public primary schools in the context of a developing country like Kenya, hence, this study seeks to fill this void in the literature.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This part covers the research methodology that was utilized during the study. This chapter presents the research design used, the target population, location of the research, sample size and sampling procedure, research instruments, reliability and validity, data collection procedures, data organization, analysis, and ethical factors.

3.2 Research Design

A research design is a choice of specific methods that enables data collection and analysis (Saunders, Lewis & Thornhill, 2012). This study opted for a correlational research design, this design is normally used to determine association between different variables under, if so, in what way (Schober, Boer & Schwarte, 2018). Correlation research design was chosen because the study sought to explore and understand psychological predictors between academic performance and the relationship between pupils with their teachers in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya. By using correlation research design the researcher determined the statistical relationship between psychological determinants of teacher-pupil and academic achievement. Correlational research design allows the researcher to collect data using questionnaire and interview guides.

3.3 Research Site

This research was undertaken in Kesses. Kesses is one of the sub counties in Uasin Gishu County. The other sub-counties included Turbo, Soy, Moiben, Anaibkoi and Kapseret. Uasin Gishu County is situated between longitude 34 degrees 50' east and 35 degrees 37' West and latitudes 0 degrees 03' South and 0 degrees 55' North. According to records from this sub-County Office (2017), there were 85 public primary schools based in the sub-County. In which there were 718 teachers (593 teaching lower and 125 uppers primary) and 24,640 pupils (22,040 lower and 2,600 uppers primary). In Kesses Sub County public primary schools are experiencing poor academic achievement of pupils. There existed an inadequate teacher-pupil attachment in the affected schools and hence, the dismal academic performance over the years (Kesses County Educational Report, 2017). Further, the academic results from these schools have been wanting for a while now, despite all the strategies laid down by both the county and national government. With the below average performance, there is need to investigate why academic performance has remained dismal. Therefore, there was need to carry out a study on the correlation between these parameters (correlation between psychological determinants and academic performance), in public primary schools in this sub-county from Uasin Gishu County, Kenya.

3.4 Target Population

The study targeted both teachers and pupils in upper primary (Class 6-8) in all public primary schools in Kesses sub-county. Therefore, the total population under study

was 2810 people, which consisted of 85 head masters, 125 class teachers and 2600 upper class pupils, from public primary schools in the research site. The pupils in upper primary were targeted because they were in a position to comprehend the items under investigation and hence, responded to the research items.

3.5 Study Sample

3.5.1 Study Sample Size

Boddy (2016) indicated that a sample is regarded as representative if it is at least 10% of the population where in-depth data is involved. Taherdoost (2017) further explain that the size of the sample is dependent on a number of factors such as the parameters being studied, the main objective of the study, available resources and the time frame.

According Chatterjee and Diaconis (2018), the sample size was computed

by the shown formula:

$$n = N / [1 + N (e)^2]$$

The symbols represent:

n- Sample

N- The population size

e- Accepted level of error taking alpha as 0.05.

Applying this formula, we get:

$$n = 2810 / [1 + 2810 \times (.05)^2]$$

$$n = 351 \text{ person}$$

3.5.2 Sampling Procedure

Sampling is part of statistical process intended to select apportion of the population and use it to draw inference about the rest of the population (Brook, 2013). This research utilized stratified random sampling to collect data, in stratified sampling the study subjects is classified into different groups known as strata; Ordinary Teachers, headmasters and pupils, as illustrated in table 3.1;

Table 3.1 Sampling Frame

Respondents category	Population size	$n_i = (N_i \times n)/N$	Sample size
Class teachers (Class 6-8)	125	$(125 \times 351)/2810$	16
Head teachers	85	$(85 \times 351)/2810$	11
Pupils in Upper Primary (Class 6-8)	2600	$(2600 \times 351)/2810$	324
Total	2810	$(2810 \times 351)/2810$	351

(Source: Field data 2019)

3.6 Data Collection

This is a comprehensive process that entails data collection tools, pilot testing of research instruments, instruments reliability, instruments validity and the process of getting data from the target population.

3.6.1 Data Collection Instruments

According to Laird and Grootenboer (2018), these are techniques and laid down procedures used to obtain data from the variables of interest in the study. The study utilized questionnaire (Appendix II) and interview guides (Appendix IV) as the data

collection instruments. A questionnaire is a research tool in form of questions that are arranged in a predetermined order and designed to get data to answer specific objectives (Paradis, O'Brien, Nimmon, Bandiera & Martimianakis, 2016). Questionnaires are dependent on a number of factors: the type of data to be collected; number of respondents available. On the other hand, this tool is a flexible way of collecting data because respondents have enough time to give their feedback and are also easy to administer (Kothari, 2011). The questionnaire for the pupils in upper primary (Class 6-8) were divided into two parts, in which the first section, obliged the respondent to provide demographic data, this data included, Age and their current class. In Section B, one was supposed to provide his/her views by circling the answer depending on the research questions. It was divided into four categories: Category I; comprised of Self-esteem as a determinant of teacher pupil relationship, Category II; Self-efficacy as a determinant of teacher-pupil relationship, Category III; Locus of control as a determinant of teacher - pupil relationship and Category IV; Optimism as a determinant of teacher-pupil relationship.

An interview schedule (Appendix IV) is an organized means of conversing and giving an ear to the respondents by administering open questions (Kothari, 2011). The interview guides were given to teachers in charge of a class (STD 6 to 8) and all the headmasters. The interview schedule consisted of demographic information section and Theme section (Research questions) to give their views according to the research questions. The themes were further subdivided into sub themes (Question Indicators).

3.6.2 Pilot Testing of Research Instruments

According to Doody and Doody (2015), a pilot study is performed to assess the feasibility of techniques, methods, questionnaire and interviews and how they function together in a particular situation. It is intended to point out possible errors in the techniques to be used in the study. Its main aim is to point out all possible flaws, any expected challenge and provide suitable time required for actual field work (Cooper & Schindler, 2014). In this study, one head teacher, two teachers in upper primary (Class 6-8) and 30 pupils in upper primary (Class 6-8) took part in the pilot study. In this case, pilot testing was done in a neighboring Kapseret sub-county.

3.6.3 Instrument Reliability

Reliability is a measure of the consistency of the tools used, for instance if the instrument gives the same outcome each time it is used (Creswell, 2014). The scores were expected to remain the same when the instrument was administered repeatedly at different times. In order to determine the degree of reliability of the instruments a small pilot survey was conducted in two learning institutions from the neighboring sub county. A set of questionnaires and structured interviews were administered to the respondent who were not part of the actual research. The same set of questionnaires and structured interviews, were given back to the same pilot group after an interval of two weeks, this period was assumed to be enough that the characteristics being measured were not to change over that period. Data analyzed from the pilot survey was used to determine the

quality of the instruments' items. On the same note, the reliability, was tested using the Cronbach Alpha coefficient technique, and the outcome was tabled below in 3.2.

Table 3.2 Reliability Test

Items	Cronbach's Alpha	No. of
Self-esteem	0.729	7
Self-efficacy	0.738	5
Locus of control	0.717	6
Optimism	0.776	4
Academic achievement	0.813	4

(Source: Field data 2019)

From table 3.2, self-esteem had a frequency of seven items with 0.729 Cronbach alpha coefficient, followed by self-efficacy which had a frequency of five and 0.738 Cronbach alpha coefficient of 0.738, this was preceded by locus of control with 0.717 and a frequency of 5 items, optimism on the other hand had 0.776 Cronbach alpha coefficient with four items and lastly academic achievement which had the same number of items with optimism but a different Cronbach alpha coefficient of 0.813. The Cronbach alpha coefficient passed the minimum threshold, thus the instruments used were deemed to be reliable.

3.6.4 Instrument Validity

Validity is the level at which instrument serves the purpose it meant for. Validity is a way of trying to explain the truth of research findings as explained by Zohrabi (2013). To establish and determine the level of validity of the, the researcher supervisors

and other two qualified staff from the School of Psychology, who were familiar with the constructs helped in guaranteeing that the instruments were valid and clear for use in the study. Their recommendations and remarks were utilized as a basis to alter the examined items and to make them fit the investigation. Basing on the criticism from the specialists, the wording of the items in the instruments were changed to fit clarity and comprehensiveness and arrive at some level of agreement as to which items such as self-esteem, self-efficacy, and locus of control and optimism on the instrument suited.

3.6.5 Data Collection Procedure

After the proposal approval, the researcher obtained a letter from Africa Nazarene University, Postgraduate Office (Appendix V), which was used to seek a permit from the National Commission for Science, Technology, and Innovation (NACOSTI), (Appendix VI). Upon receiving the permit, a copy of which was presented to the County Director of Education in Uasin Gishu, this document gave the researcher the ability to collect data within Kesses' specified jurisdiction. Thereafter, the researcher obtained permission from the County Director of Education to conduct the study in his/her area of jurisdiction (Appendix VII). This authorization document was given to respective headmasters of the schools chosen for data collection purposes. The students' questionnaires were administered and answering of the questions guided by research assistants. Besides, the researcher made appointments with the teachers in upper primary (Class 6-8) and headteachers for the English Language interview schedule.

3.7 Data Analysis

Data analysis involves a number of steps. Typically, it can be defined as the process of organizing, cleaning and processing data into information that can be used as the basis of conclusion and decision making (Xia & Gong, 2015). Just after data collection responses from all the variables are counter checked for coding and analysis.

For quantitative examination; both distinct and inferential insights were applied. Frequencies, means and percentages were connected and inferential measurements were broken down utilizing different linear relapse. Chi-square was utilized to determine the nature of association between psychological determinants of teacher-pupil and academic achievement. The statistical test was found to be relevant for the study because it helped in providing understanding and interpretation of relationship between the variables under the study.

Qualitative data was identified, examined and interpretation of patterns and themes be completed before analyzing. Numerical analysis entailed identification of some patterns from the data collected and interpretation of this patterns to make informed decisions and answer the research questions.

3.8 Legal and Ethical Considerations

The researcher made sure that the participants confidential information was not revealed, in accordance with research Ethics, by concealing the name of the participants. In addition to this, the researcher adhered with the principle of informed consent, by explaining to the respondents what is expected from them and that their participation was

voluntary by signing assent form (Appendix I) consent form (Appendix III). Furthermore, the researcher provided facts by being open about the main objective of the study. The questionnaires were designed in a way that no participant would be embarrassed during the process of data collection. Finally, data collection instruments were simplified in a manner that every stakeholder understood it without further explanations.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

It presents the findings and data analysis as per the items in the questionnaires. This section is categorized into; response rate, the demographic information of the respondents and the study objectives.

4.2 Response Rate

A sample size 351 respondents participated in the study. It comprised of 324 pupils, 16 teachers for upper primary and 11 head teachers. The data collected showed that 302(93.2%) pupils out of anticipated 324. 16(100%) class teachers out of anticipated 16 and 11(100%) out of 11 head teachers responded and their responses analyzed. The researcher did a follow up on the reasons that made sampled pupils not participate in the study and found the following reasons. Five out of twenty two who did not participated in responding to questionnaire generally refused for fear of being victimized by their schools even after being informed of confidentiality was key issue and that no name was to be indicated on the questionnaire and the seventeen pupils indicated that they were busy practicing for football tournament and music festival that were to be held in a week's time in the neighboring county.

A response rate of 50% is adequate for analysis, and reporting a rate of 60% is generally good, while a response rate of above 70% is excellent. Table 4.1 shows the study's response rate.

Table 4.1 Response Rate

Category	Sample size	Participated	Percentage
Pupils	324	302	93.2
Teachers	16	16	100
Head teachers	11	11	100
Total sample size	351		

4.2.1 Demographic Information for Pupils n= 302

Demographic information discussed are gender and class. Both had an effect on the psychological determinants of teacher-pupil relationship and pupils' academic achievement in public primary schools.

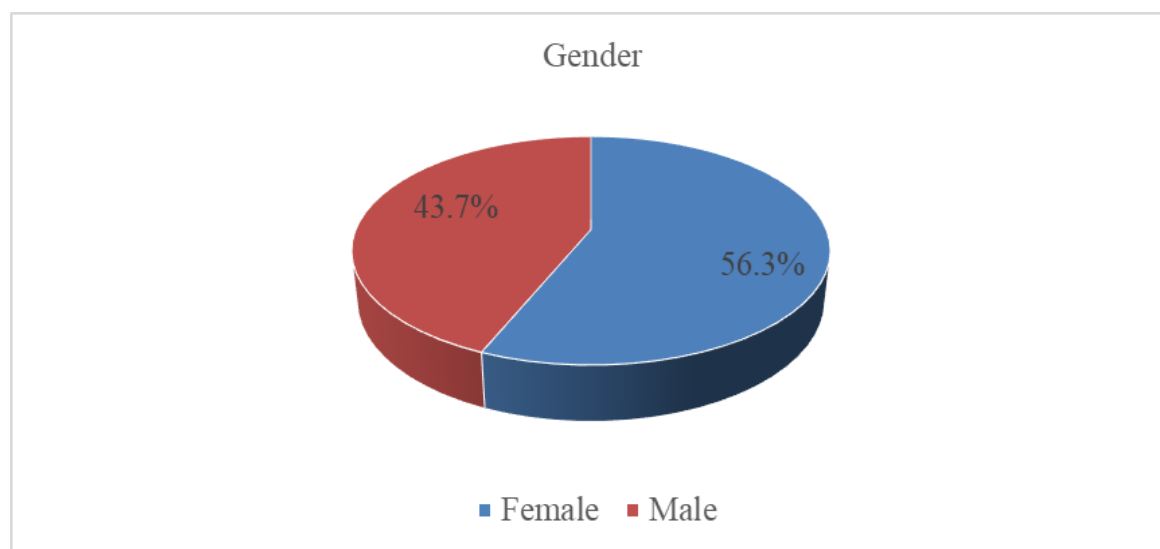


Figure 4.1 Respondents' gender (Source: Field data 2019)

As shown in figure 4.1, 170 (56.3%) of the respondents were female, while 132 (43.7%) were male.



Figure 4.2 Respondents' class (Source: Field data 2019)

From the results in figure 4.2, 134(44.4%) of the respondents were from class 6, whereas 98(32.5%) from class 7 and 70(23.2%) were from class 8.

4.2.2 Demographic Information for Headteachers (n=11)

The demographic information sought out in this study were gender, age bracket and level of education. It's presented as per the pie chart.

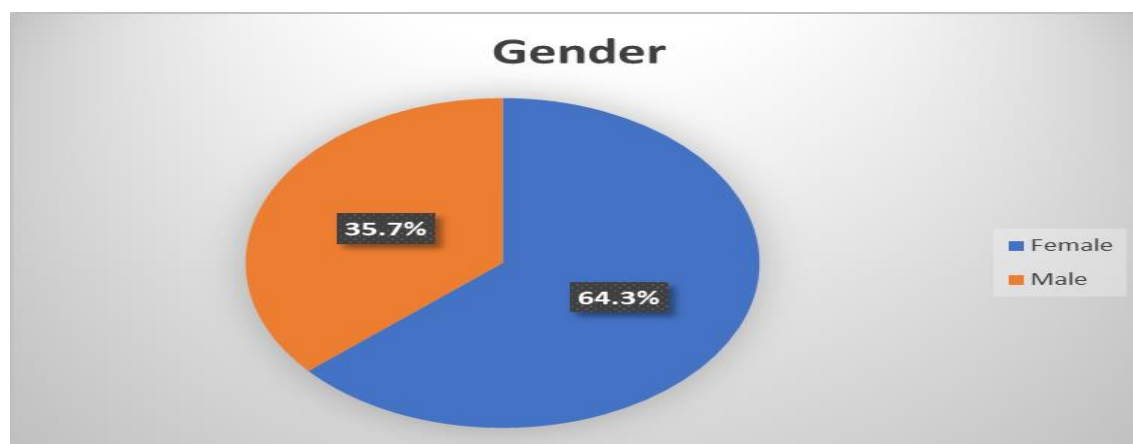


Figure 4.3 Gender of the Headteachers

The findings in Figure 4.3 indicated that female headteachers were 7(64.3%), while male headteachers were 4(35.7%).

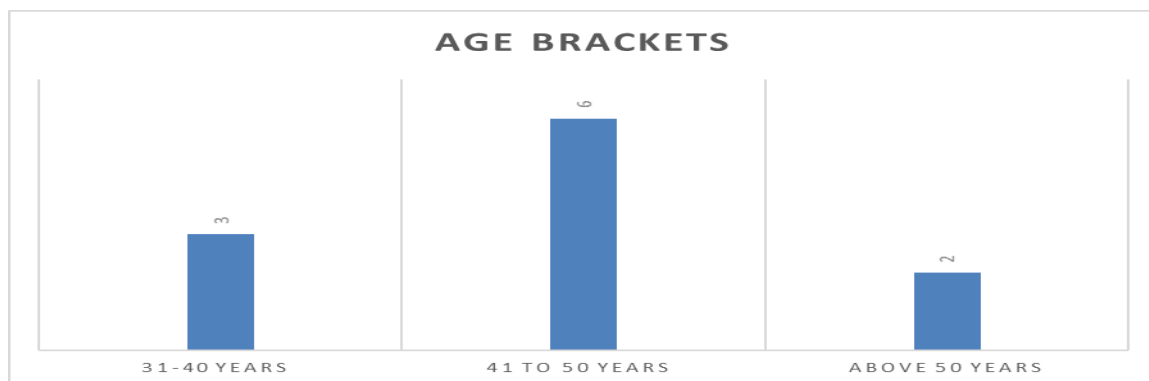


Figure 4.4 Age Bracket for Head teachers

The study findings revealed that headteachers aged between 31-40 years were 3(27.3%). The headteachers respondents aged between 41 to 50 years were 6(54.5%). The headteachers aged above 50 years were 2(18.2%).

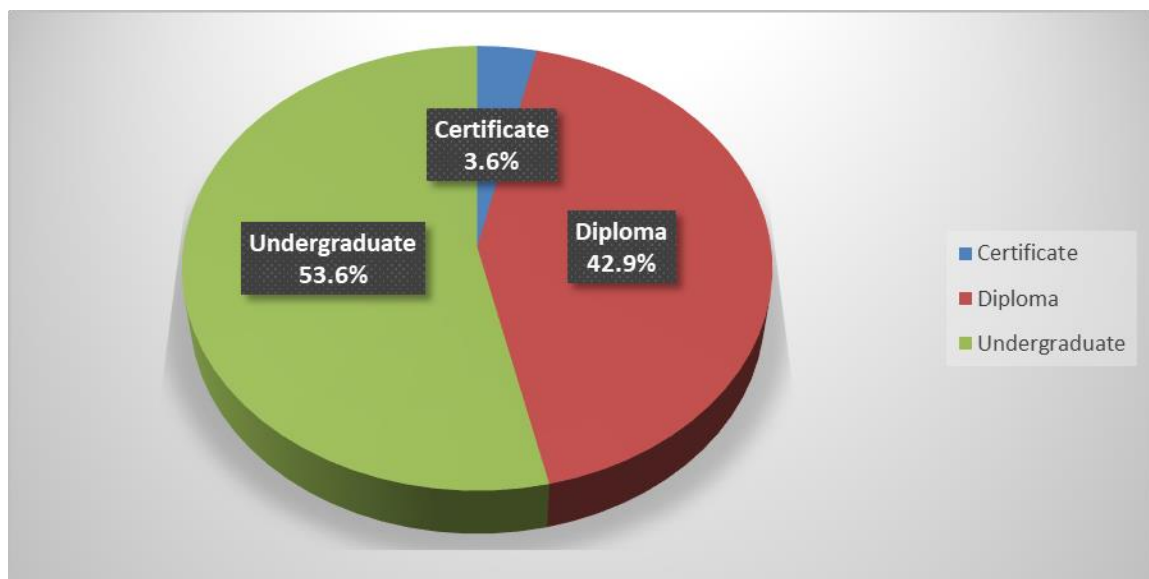


Figure 4.5 Level of Education for Head teachers

Data contained in Figure 4.5 showed that 1(3.6%) of the respondents are certificate holders, 6(53.6%) were degree holders, and diploma holders were 4(42.9%).

4.2.3 Background Information Class teachers (n=16)

As part of the general information, the research study requested the respondents (Class teachers) to indicate their gender, age bracket, level of education and working experience.

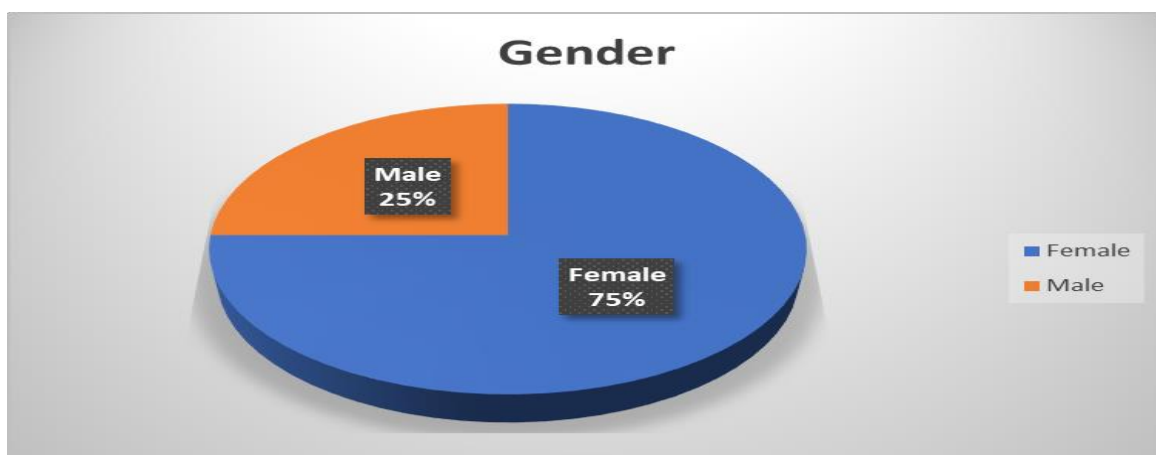


Figure 4.6 Genders of the Respondents for Class teachers

The results in Figure 4.6 of the total 16 Class teachers participated in the study, 4(25.0%) were male and 12(75.0%) females.

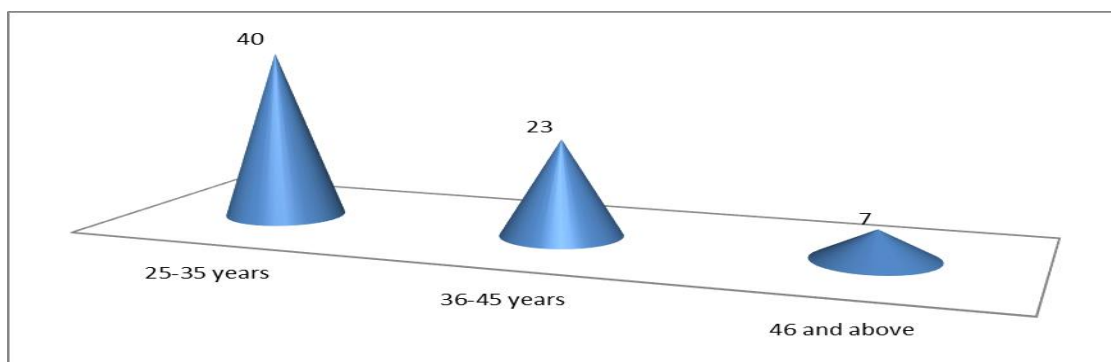


Figure 4.7 Age Brackets of The Class teachers

The result of the Figure 4.7 showed that Class teachers aged between 36-45 years were 9(56.5%). Teachers aged between 25-35 years were 5(32.9%) and lastly teachers aged 46 years and above were 2(10.6%).

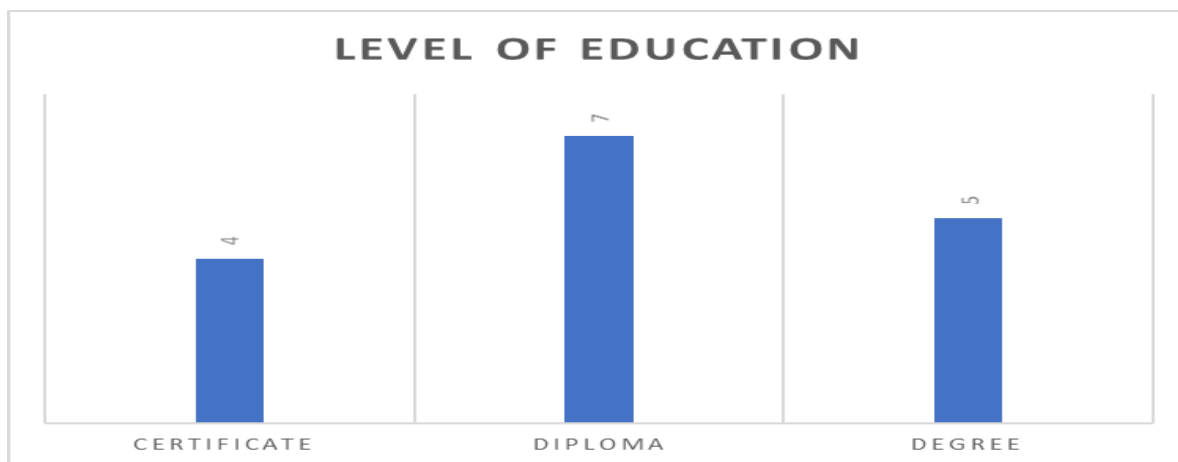


Figure 4.8 Highest Level of Education for Class teachers

The result in Figure 4.8 Class teachers who have attained diploma level of education were 7(40%). Teachers with degree were 5(35%) and those with certificate were 4(25%).

4.3 Presentation of Research Analysis and Findings

The study first presented the research analysis and findings for the demographic information.

4.3.1 Relationship between Self-Esteem as a Determinant of Teacher Pupil Relationship and Pupils' Academic Achievement

In this section, both descriptive and inferential analysis were used to determine the correlation on self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement in public primary schools. The results are as presented below.

4.3.1.1 Analysis of relationship between Self-esteem and pupils' academic achievement

Under this sub-section, analysis was conducted.

Table 4.2 Relationship Between Self-Esteem as A Determinant of Teacher Pupil Relationship

Statements		SD	D	U	A	SA	MEAN
Pupils' ability to make choices and trust your own judgment enhances teacher-pupils relationship.	F	28	19	24	122	109	3.88
	%	9.3	6.3	7.9	40.4	36.1	
Pupils' ability not to leave in past or future enhances influence teacher-pupils relationship	F	110	122	19	48	3	2.05
	%	36.4	40.4	6.3	15.9	1.0	
Pupils' belief in capacity to solve problems enhances teacher-pupils relationship.	F	9	9	49	94	141	4.16
	%	3.0	3.0	16.2	31.1	46.7	
Pupils' participation in and enjoying many activities enhances teacher-pupils relationship	F	7	32	14	93	156	4.19
	%	2.3	10.6	4.6	30.8	51.7	
Pupils' belief that they are valuable enhances teacher-pupils relationship.	F	13	6	44	124	115	4.07
	%	4.3	2.0	14.6	41.1	38.1	
Pupils' consideration for themselves worthy and equal to others enhances teacher-pupils relationship.	F	11	7	35	129	120	4.13
	%	3.6	2.3	11.6	42.7	39.7	
Pupils' sensitivity to the feelings and needs of people enhances teacher-pupils relationship.	F	3	6	46	150	97	4.10
	%	1.0	2.0	15.2	49.7	32.1	

Source: Field data 2019)

From the results in table 4.2, 122(40.4%) of the respondents agreed with the statement on pupils' ability to make choices and trust own judgment enhanced teacher-pupils relationship, 109(36.1%) strongly agreed, 28(9.3%) strongly disagreed, 24(7.9%) were undecided and 19(6.3%) disagreed with the statement. Therefore, most of the respondents agreed to pupils' ability to make choices and trust their judgment enhanced teacher-pupil relationship.

This was supported by a teacher who stated:

“Pupils’ ability to make choices and trust one’s own judgment enhances teacher-pupils relationship. Building trust and fostering emotional intelligence is crucial to promoting authentic teacher-pupil relationships. When pupils’ choices and trust are recognized and respected, they feel good about themselves, thus, improves their relationship with their teachers.”

.....
(Source: Male teacher, 37 years)

“When a teacher treats students with respect and gives them opportunities to make their own choices, it will encourage pupils to trust their own judgment.”

.....
(Source: Male teacher, 43 years)

Similarly, 122(40.4%) of the respondents disagreed with the statement that pupils' ability not to live in past or future enhanced teacher-pupils relationship, 110(36.4%) strongly disagreed, 48(15.9%) agreed, 19(6.3%) were undecided, 3(1.0%) strongly agreed with the statement. Most of the respondents therefore disagreed that pupils' ability not to live in the past or future enhanced teacher-pupils relationship.

This was commented by head teacher who pointed the following:

“Ability to live in past or future negatively enhances teacher-pupils relationship. Pupils need to be focused by assessing their past and making improvement. Teachers have to support children to be focus in their lives and be sensitive to the needs of the pupils to enhance their relationship.”

.....
(Source: Female Head teacher, 39 years)

Additionally, 141(46.7%) of the respondents strongly agreed on pupils’ belief in capacity to solve problems enhanced teacher-pupils relationship, 94(31.1%) agreed, 49(16.2%) were undecided, 9(3.0%) disagreed and another 9(3.0%) strongly disagreed with the statement. The findings suggested most respondents strongly agreed that pupils’ belief in capacity to solve problems enhanced teacher-pupils relationship.

This was expressed by one teacher during the interview:

“Pupils’ beliefs in capacity to solve problems determine teacher-pupils relationship. Pupils need to believe in capacity to solve problems, thus, teachers have to be flexible and free with their pupils as they try to solve problems to enhance additional learning. This support leads to building confidence of the children.”

.....
(Source: Male teacher, 43 years)

On whether pupils’ participation and enjoying many activities enhanced teacher-pupils relationship, 156(51.7%) respondents strongly agreed with the statement, 93(30.8%) agreed, 32(10.6%) disagreed, 14(4.6%) were undecided and 7(2.3%) strongly disagreed with the statement. From the study most respondents strongly agreed on pupils’ participation in enjoying many activities which enhanced teacher-pupils relationship.

This was supported by a Head teacher who stated:

“Participation in and enjoying many activities enhances teacher-pupils relationship. Pupils need to participate and enjoy school activities and teachers can support children to take part in pupil’s play activities by being sensitive to pupil’s needs. This support leads to improved relationship.”

.....
(Source: Female Head teacher, 42 years)

Correspondingly, 124(41.1%) of the respondents agreed with the statement on pupil’s belief that they were valuable enhanced teacher-pupils relationship, 115(38.1%) strongly agreed, 44(14.6%) were undecided, 13(4.3%) strongly disagreed and 6(2.0%) disagreed with the statement. Most respondents agreed that pupils’ belief was valuable enhanced teacher-pupils relationship.

On whether pupils' consideration for themselves worthy and equal to others enhanced teacher-pupils relationship, 129(42.7%) agreed, 120(39.7%) strongly agreed, 35(11.6%) were undecided, 11(3.6%) strongly disagreed, 7(2.3%) disagreed with the statement. It emerged from the study that most respondents agreed that pupils' consideration for themselves worthy and equal to others enhanced teacher-pupils relationship.

Lastly, 150(49.7%) of the respondents agreed with the statement that pupil's sensitivity to the feelings and needs of people enhanced teacher-pupils relationship, 97(32.1%) strongly disagreed, 46(15.2%) were undecided, 6(2.0%) disagreed and 3(1.0%) strongly disagreed with the statement.

The study findings suggested that most respondents agreed that pupils' sensitivity to people's feelings and needs enhanced teacher-pupils relationship.

One head teacher during the interview said:

“Sensitivity to the feelings and needs of people enhances teacher-pupils relationship. Pupils needs to be sensitive to the feelings and needs of people. Not always as it will occur if the pupils are encouraged. Therefore, pupils’ sensitivity enhances their relationship with teachers.”

.....
(Source: Female Head teacher, 47 years)

4.3.1.2 Chi-square test of relationship between self-esteem as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools

Under this section, a chi-square test was conducted to test the following null hypothesis:

H₀: There is no statistically significant relationship between self-esteem as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Table 4.3 Chi-square test between self-esteem and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	944.053 ^a	160	.000
Likelihood Ratio	464.108	160	.000
Linear-by-Linear Association	164.759	1	.000
N of Valid Cases	302		

(Source: Field data 2019)

From table 4.3, we reject the null hypothesis and conclude that there is a significant relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement ($p < 0.000$).

This was supported by a teacher who had the following to say;

“There is a relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement. This however enhances academic achievement of pupils.”

.....
(Source: Male teacher, 46 years)

4.3.2 Relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement

In this section, both descriptive and inferential analysis were used to assess the relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

4.3.2.1 Descriptive analysis of relationship between Self-efficacy and pupils' academic achievement

Under this sub-section, analysis was conducted.

Table 4.4 Frequencies on the relationship between self-efficacy as a determinant of teacher pupil relationship

Statements		SD	D	U	A	SA	MEAN
Pupils' verbal persuasion improves teacher-pupils relationship	F	42	19	14	99	128	3.83
	%	13.9	6.3	4.6	32.8	42.4	
Pupils' mastery experiences improve teacher-pupils relationship	F	15	34	13	98	142	4.05
	%	5.0	11.3	4.3	32.5	47.0	
Pupils 'imaginal experiences improve teacher-pupils relationship	F	172	87	27	7	9	1.66
	%	57.0	28.8	8.9	2.3	3.0	
Pupils' vicarious experiences improves teacher-pupils relationship	F	9	28	10	120	135	4.14
	%	3.0	9.3	3.3	39.7	44.7	
Pupils' emotional and psychological states improves teacher-pupils relationship	F	99	133	61	3	6	1.95
	%	32.8	44.0	20.2	1.0	2.0	

(Source: Field data 2019)

Table 4.4 shows that 128(42.4%) of the respondents strongly agreed to the pupils' verbal persuasion improved teacher-pupils relationship, 99(32.8%) agreed, 42(13.9%) strongly disagreed, 19(6.3%) disagreed, 14(4.6%) were undecided on the statement. The study findings suggested that majority of the respondents agreed that pupils 'verbal persuasion enhances teacher-pupils relationship.

A teacher who was interviewed stated:

“Verbal persuasion improves teacher-pupils relationship. Teachers have to support children in order to support additional learning, thus teachers need to be keen listeners by allowing pupils to express themselves verbally. This support leads to building confidence in speech language for enhanced relationship.”

.....
(Source: Female teacher, 57 years)

Additionally, 142(47.0%) of the respondents strongly agreed with the statement that pupils' mastery experiences improved teacher-pupils relationship, 98(32.5%) agreed, 34(11.3%) disagreed, 15(5.0%) strongly disagreed and 13(4.3%) were undecided on the statement. Therefore, majority of the respondents agreed that pupils' mastery experiences improved teacher-pupils relationship.

A head teacher during the interview pointed out as follow:

“Mastery experiences improve teacher-pupils relationship. Pupils need to have good mastery experiences. Therefore, teachers have to support children for additional learning by allowing free discussions and exercises in class. This leads to gaining more skills and enhances their relationship with teachers.”

.....
(Source: Female Head teacher, 51 years)

On the other hand, 172(57.0%) of the respondents strongly disagreed on pupils' imaginable experiences to improved teacher-pupils relationship, 87(28.8%) disagreed, 27(8.9%) were undecided, 9(3.0%) strongly agreed, 7(2.3%) agreed with the statement. Thus, majority of respondents strongly disagreed to pupils' imaginal experiences improved teacher-pupils relationship.

A teacher during the interview stated that:

“Imaginal experiences improve teacher-pupils relationship. Imaginal experiences may not enhance the teacher-pupil relationship, thus, it's within the learner or outside class room for example through playing.”

.....
(Source: Female teacher, 45 years)

“Imaginal experiences improve teacher-pupils relationship. Imaginal experiences enhance learning through observation, creativity and critical thinking.”

.....
(Source: Male teacher, 48 years)

On whether pupils’ vicarious experiences improved teacher-pupils relationship, 135(44.7%) strongly agreed, 120(39.7%) agreed, 28(9.3%) disagreed, 10(3.3%) were undecided and 9(3.0%) strongly disagreed with the statement. Majority of the respondents therefore agreed that pupils’ vicarious experiences improved teacher-pupils relationship.

Lastly, 133(44.0%) of the respondents disagreed with the statement that pupils’ emotional and psychological states improved teacher-pupils relationship, 99(32.8%) strongly disagreed, 61(20.2%) were undecided, 6(2.0%) strongly agreed, 3(1.0%) agreed with the statement. Majority of the respondents disagreed that pupils’ emotional and psychological states improved teacher-pupils relationship.

One of the Guidance and Counseling teachers commented that:

“Emotional and psychological states hinder teacher-pupils relationship. Pupils’ emotional and psychological state will not build the relationship as this depends on feelings or moods of a pupil and the teacher.”

.....
(Source: Female teacher, 36 years)

4.3.2.2 Chi-square test of relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement in public primary schools

A chi-square test was conducted to test the following null hypothesis:

H₀: There is no statistically significant relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Table 4.5 Chi-square test between self-efficacy and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	942.758 ^a	120	0.000
Likelihood Ratio	393.916	120	0.000
Linear-by-Linear Association	117.755	1	0.000
N of Valid Cases	302		

(Source: Field data 2019)

From the results in table 4.5, we reject the null hypothesis and conclude that there is a significant relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement ($p < 0.000$).

A head teacher who was interviewee had the following to say;

“There is a relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement thus relationship and pupils' academic achievement enhanced.”

.....
(Source: Male Head teacher, 53 years)

4.3.3 Relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement

In this section, both descriptive and inferential analysis were used to examine the correlation between locus of control as a determinant of teacher pupil relationship on pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

4.3.3.1 Descriptive analysis of relationship between locus of control and pupils' academic achievement

Under this sub-section, descriptive and analysis was conducted.

Table 4.6 Frequencies on the relationship between locus of control as a determinant of teacher pupil relationship

Statements		SD	D	U	A	SA	MEAN
Pupils' confidence that they can be successful enhances teacher-pupils relationship	F	38	21	40	102	101	3.69
	%	12.6	7.0	13.2	33.8	33.4	
Taking personal responsibility by the pupils enhances teacher-pupils relationship	F	21	42	27	104	108	3.78
	%	7.0	13.9	8.9	34.4	35.8	
Pupils' greater control of the behaviours enhances teacher-pupils relationship	F	146	100	43	5	8	1.77
	%	48.3	33.1	14.2	1.7	2.6	
Depending on luck enhances teacher-pupils relationship	F	124	140	7	25	6	1.84
	%	41.1	46.4	2.3	8.3	2.0	
Pupils' ride on fate enhances teacher-pupils relationship	F	99	133	61	3	6	1.95
	%	32.8	44.0	20.2	1.0	2.0	
Pupils' good timing enhances teacher-pupils relationship	F	11	3	50	104	134	4.15
	%	3.6	1.0	16.6	34.4	44.4	

Source: Field data 2019)

From table 4.6, 102(33.8%) showed pupils' confidence enhances teacher-pupils relationship, 101(33.4%) strongly agreed, 40(13.2%) were undecided, 38(12.6%) strongly disagreed and 21(7.0%) disagreed with the statement. Majority of the respondents agreed to pupils' confidence that they could be successful enhanced teacher-pupils relationship.

This was expressed by a head teacher who had to say:

“Confidence that pupils could be successful enhances teacher-pupils relationship. When pupil's belief in themselves, their teachers will belief in them too. The way the pupils think about themselves will have a big impact on the way they behave and this will enhance their relationship with their teachers.”

.....
(Source: Male teacher, 53 years)

Additionally, 108(35.8%) indicated that taking personal responsibility by the pupils enhances teacher-pupils relationship, 104(34.4%) agreed, 42(13.9%) disagreed, 27(8.9%) were undecided and 21(7.0%) strongly disagreed with the statement. Most of the respondents strongly agreed that taking personal responsibility by the pupils enhances teacher-pupils relationship.

On whether pupils' greater control of the behaviours enhanced teacher-pupils relationship, 146(48.3%) strongly disagreed, 100(33.1%) disagreed, 43(14.2%) were undecided, 8(2.6%) strongly agreed and 5(1.7%) agreed to the statement. Majority of the respondents tended to strongly disagreed that pupils' greater control of the behaviours enhanced teacher-pupils relationship.

This was in support by one of the teachers interviewed that:

“Greater control of the pupil’s behaviours may hinder teacher-pupils relationship. This implies a lot of discipline from both teacher and pupil.”

.....
(Source: Male teacher, 29 years)

“When pupils behave well or according to the rules, the teachers won’t get a hard time dealing with the pupils hence the teacher becomes good to learners”

.....
(Source: Male teacher, 43 years)

Similarly, 140(46.4%) of the respondents disagreed with the statement on luck enhanced teacher-pupils relationship, 124(41.1%) strongly disagreed, 25(8.3%) agreed, 7(2.3%) were undecided and 6(2.0%) strongly agreed with the statement. Respondents disagreed that depending on luck enhanced teacher-pupils relationship.

This was supported by a teacher who stated that:

“Depending on luck hinders teacher pupil relationship. Luck creates laziness, thus, making pupils not to work hard through consultation of their teachers, thus, teacher-pupil relationship is hindered.”

.....
(Source: Female teacher, 35 years)

On whether pupils’ ride on fate determined teacher-pupils relationship, 133(44.0%) disagreed, 99(32.8%) strongly disagreed, 61(20.2%) were undecided, 6(2.0%) strongly agreed and 3(1.0%) agreed. Majority of the respondents disagreed that pupils’ ride on fate enhanced teacher-pupils relationship.

One of the Head teacher interviewed commented:

“Pupils’ ride on fate hinders teacher-pupil relationship. Pupils ride or fate negatively influences the relationship between the teacher and the pupils, as pupils’

will not feel free to interact with their teachers and work hard. It is something that can happen naturally without a plan.”

.....
(Source: Male teacher, 30 years)

Lastly, 134(44.4%) of pupils’ good timing determined teacher-pupils relationship, 104(34.4%) agreed, 50(16.6%) were undecided, 11(3.6%) strongly disagreed and 3(1.0%) disagreed with the statement. The respondents strongly agreed to pupils’ good timing determined teacher-pupils relationship.

This was supported by one of the teachers who pointed the following:

“Good timing determines teacher-pupils relationship. Good timing can be achieved through discipline for instance planning or punctuality and enhances good relationship between a teacher and a pupil.”

.....
(Source: Female teacher, 40 years)

4.3.3.2 Chi-square test of relationship between locus of control as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools

A chi-square test was conducted to test the following null hypothesis:

H₀: There is no statistically significant relationship between locus of control as a determinant of teacher pupil relationship and pupils’ academic achievement on public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Table 4.7 Chi-Square test between locus of control and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	702.462 ^a	130	.000
Likelihood Ratio	386.579	130	.000
Linear-by-Linear Association	71.380	1	.000
N of Valid Cases	302		

(Source: Field data 2019)

From table 4.7, we reject the null hypothesis and conclude that there is a statistically significant relationship on locus of control as a determinant of teacher pupil relationship and pupils' academic achievement ($p < 0.000$).

This was commented by a head teacher who expressed the following;

“There is a relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement. That is considering locus of control as a psychological determinant of teacher-pupil relationship enhances academic achievement of pupils.”

.....
(Source: Female Head teacher, 42 years)

4.3.4 Relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement

In this section, both descriptive and inferential analysis were used to establish the relationship on optimism as a determinant of teacher pupil relationship and pupils' academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

4.3.4.1 Descriptive analysis of relationship between optimism and pupils' academic achievement

Under this sub-section, descriptive and analysis was conducted.

Table 4.8 Frequencies on the relationship between optimism as a determinant of teacher pupil relationship

Statements		SD	D	U	A	SA	MEAN
Pupils' up for adventure boosts teacher-pupils relationship	F	45	19	18	129	91	3.67
	%	14.9	6.3	6.0	42.7	30.1	
Pupils' ability to visualize the success boosts teacher-pupils relationship	F	21	36	22	130	93	3.79
	%	7.0	11.9	7.3	43.0	30.8	
Pupils' focus on positive, prioritizing the good events in their lives over the negative ones boosts teacher-pupils relationship	F	6	10	46	84	156	4.24
	%	2.0	3.3	15.2	27.8	51.7	
Pupils' approach of the problem with an attitude that they can do it boosts teacher-pupils relationship	F	9	28	7	141	117	4.09
	%	3.0	9.3	2.3	46.7	38.7	

(Source: Field data 2019)

From table 4.10, 129(42.7%) of pupils' up for adventure boosted teacher-pupils relationship, 91(30.1%) strongly agreed, 45(14.9%) strongly disagreed, 19(6.3%) disagreed and 18(6.0%) were undecided on the statement. Majority of the respondents therefore agreed that pupils' up for adventure boosted teacher-pupils relationship.

One of the head teachers interviewed stated:

“Pupils up for adventure is a bold step that can be of advantage or disadvantage undertaking by a pupil. If it yields positive result then in enhance good relationship but if it is negative, then it may ruin the teacher-pupil relationship.”

.....
(Source: Male Head teacher, 44 years)

“Pupils up for adventure draw students into learning and advance their passion for education hence build a good teacher pupil relationship.”

.....
(Source: Female teacher, 38 years)

“Pupils up for adventure show that pupils may not capture the content taught ending up not understanding thus teacher will not have achieved.”

.....
(Source: Female teacher, 41 years)

Additionally, 130(43.0%) of pupils’ ability to visualize the success boosted teacher-pupils relationship, 93(30.0%) strongly agreed, 36(11.9%) disagreed, 22(7.3%) were undecided and 21(7.0%) strongly disagreed with the statement. Most of the respondents agreed that pupils’ ability to visualize the success boosted teacher-pupils relationship.

One interviewed teacher commented as follow:

“If the desired outcome of the pupil is good then teacher feels motivated thus teachers should be sensitive to what they comment on pupils. This will enhance the teacher-learner relationship.”

.....
(Source: Female teacher, 45 years)

On whether pupils’ focus on positive, prioritizing the good events in their lives over the negative ones boosted teacher-pupils relationship, 156(51.7%) strongly agreed, 84(27.8%) agreed, 46(15.2%) were undecided, 10(3.3%) disagreed and 6(2.0%) strongly disagreed. Majority of the respondents strongly agreed that pupils’ focus on positive, prioritizing the good events in their lives over the negative ones boosted teacher-pupils relationship.

One of the head teachers stated that:

“Pupils’ focus on positive, prioritizing the good events in their lives over the negative ones determines teacher-pupils relationship. The pupil will remain focus and concentrate positively in their lives thus building their future.”

.....
(Source: Male Head teacher, 54 years)

Lastly, 141(46.7%) on pupils’ approach of the problem with an attitude that they can do it boosted teacher-pupils relationship, 117(38.7%) strongly agreed, 28(9.3%) disagreed, 9(3.0%) strongly disagreed and 7(2.3%) were undecided on the statement. Therefore, most of the respondents agreed that pupils’ approach of the problem with an attitude that they can do it boosted teacher-pupils relationship.

4.3.4.2 Chi-square test of relationship between optimism as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools

Under this section, a chi-square test was conducted to test the following null hypothesis:

H₀: There is no statistically significant relationship between optimism as a determinant of teacher pupil relationship and pupils’ academic achievement in public primary schools in Kesses Sub County, Uasin Gishu County, Kenya.

Table 4.9 Chi-square test between optimism and academic achievement

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1239.844 ^a	120	.000
Likelihood Ratio	581.353	120	.000
Linear-by-Linear Association	229.190	1	.000
N of Valid Cases	302		

(Source: Field data 2019)

From the results in table 4.9, we reject the null hypothesis and conclude that there is a statistically significant relationship on optimism as a determinant of teacher pupil relationship and pupils' academic achievement ($p < 0.000$).

A teacher supported by saying:

“There is a relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement. Teachers have to support children in order to support additional learning, thus teachers need to encourage pupils to be optimistic in their endeavors. Besides, is considering optimism as a determinant of teacher-pupil relationship and academic achievement of pupils.”

.....
(Source: Male teacher, 46 years)

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Key factors the researcher examined in the study were Self efficacy, Self-esteem, Locus of control and Optimism. It established how each influenced student academic performance. The chapter also presents interpretation, discussion, summary of the main findings, conclusion and areas of further research.

5.2 Discussion

In this chapter discussions and summary were done systematically in accordance with the objectives looked at under the study.

5.2.1 Response Rate

The results presented in section 4.3.1 concerning demographic information of the pupils showed that in terms of pupil's gender from class six to class eight, majority of the respondents (56.3%) were female while (43.7%) were male. This revealed that more female participated in the study than the male. This is an indication that there were more girls than boys between class six and eight in the selected schools that were chosen for study. This further showed that girls are empowered with education and that the guidance and counseling program in schools boosted self-confidence and positive attitudes towards studies and resilience (Willemsen, 2016).

From the study, head teachers who participated showed the majority were female head teachers comprising 64.3%, while male head teachers were 35.7%. In the Class

teachers, those who participated in the study were female with 73.0% and male being 27.0 %. The percentage of female teacher and female head teachers were higher and this was an indication on willingness to participate in the study. They also seemed to understand psychological factors affecting their relationship with pupils and academic achievement. This was evident from every school that was sampled that most of the male teachers were unwilling to participate in the research. The researcher also realized that male teachers and male head teachers had assumptions that female were good and understood psychology more than them, thus female teachers took the guidance and counseling role in schools.

Further, a majority of head teachers aged between 41 to 50 years while that of Class teachers were between 36-45 years. This was an indication that they were mature enough to handle students in psychological context. This is supported by a research conducted by (Shilpa, Shah & Udgaonkar, 2018) as the age of the teacher advances, the more experienced they gets in understanding the students worth and potential.

The findings on the qualification of both head teachers and class teachers are as follows; head teachers were degree holders while that of class teachers the majority were diploma holders, this gave the head and class teachers a better position in understanding the psychological issues that affects the pupils' academic achievement.

5.2.2 Relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement

The study findings as indicated in section 4.4.1, the respondents agreed on pupils' ability to make choices and trust own judgment enhanced teacher-pupils relationship. Therefore, this implies that when pupils are able to make choices and trust their own judgement the relationship with their teachers is enhanced. It is in line with the findings of (Aryana, 2010) that that pupils' ability to make choices and trust own judgment enhanced teacher-pupils relationship. It also emerged from the study that respondents disagreed on pupils' ability to live in past or future. This implies that when pupils cannot live in the past or future it hinders their relationship with their teachers. It supports the findings of (Tohid, et al, 2014) that pupils' ability not to live in the past or future hindered teacher-pupils relationship. This implied that, during their interaction, teachers should endeavor to deal with the pupils in the present. On the other hand, pupils should be focused so that they are able to achieve what they have planned for in future.

Additionally, the study findings in section of 4.4.1 showed that the respondents agreed that pupils' belief in capacity to solve problems enhanced teacher-pupils relationship. Therefore, this implies that when pupils' belief in capacity to solve problems, the relationship with their teachers is enhanced. The findings of (Peixoto et al., 2010) on pupils' belief in capacity to solve problems enhanced teacher-pupils relationship. It emerged from the study that the respondents agreed on pupils' participation in many activities enhanced teacher-pupils relationship. Thus, this implies that when pupils participated and enjoyed many activities, the relationship with their

teachers is intensified. It supports the findings of (Okoko, 2012) that pupils' participation in and enjoying many activities intensified teacher-pupils relationship.

Correspondingly, the study findings in section 4.4.1 suggested that the respondents agreed that pupils' belief that they were valuable, enhanced teacher-pupils relationship. Therefore, this implies that when pupils' belief that they are valuable the relationship with their teachers is enhanced. It is in line with the findings of (Asakereh & Yousofi, 2018) that pupils' belief that they were valuable determined teacher-pupils relationship. Also, when pupils consider themselves valuable and equal to others, enhanced their teacher-pupils relationship. Hence, this implies that when pupils considered themselves worthy and equal to others, the relationship with their teachers is strengthened. It supports the findings of (Peixoto et al., 2010) that pupils' consideration for themselves worthy and equal to others enhanced teacher-pupils relationship. This informs the teachers to always engage in activities that help learners to build the learners self-worth. This may include treating learners equally and giving them opportunity in class to play a role of a teacher.

Lastly, the study findings in section 4.4.1 showed that the respondents agreed that pupils' sensitivity enhanced teacher-pupils relationship. Therefore, this implies that pupils' feelings and needs on people enhanced their relationship with teachers. (Hosseini, et al, 2016). For Chi-square in section 4.4.2, the probability value of 0.000 is less than 0.05. This implied a significant relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement in Kesses Sub County,

Uasin Gishu County, Kenya. The findings of (Tohid, et al., 2014) and (Peixoto et al., 2010) gave a significant positive correlation between self-esteem and academic achievement which contradicts the findings of (Vialle, et al, 2015) on correlation between self-esteem and academic achievement.

Self-esteem supports the relationship between a pupil and a teacher. Students whose self-esteem was high always felt good about themselves. They felt valued and worthy hence approaching academic issues without fear.

5.2.3 Relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement

The study findings in section 4.5.1 revealed that respondents agreed to pupils' verbal persuasion enhanced teacher-pupils relationship. Therefore, this implies that when pupils have verbal persuasion, the relationship with their teachers is boosted. It is in line with the findings of (Asakereh & Yousofi, 2018) that pupils' verbal persuasion improved teacher-pupils relationship. From the study, pupils' mastery experiences enhanced teacher-pupils relationship. Hence, this implies that when pupils have mastery experiences, the relationship with their teachers was heightened. This supports the findings of Yaman (2015), that pupils' mastery experiences improved teacher-pupils relationship.

On the other hand, the study in section 4.5.1 showed that the respondents strongly disagreed that pupils' imaginal experiences improved teacher-pupils relationship. Therefore, this implies that when pupils have imaginal experiences, the relationship with

their teachers is hindered. It is in line with the findings of Toni and Jaclyn (2016) that pupils' imaginal experiences hindered teacher-pupils relationship. It emerged from the study that the respondents agreed that pupils' vicarious experiences improved teacher-pupils relationship. Thus, this implies that when pupils have vicarious experiences, the relationship with their teachers is improved. It supports the findings of (Martvan, Filip & Mien, 2016), that pupils' vicarious experiences improved teacher-pupils relationship.

Lastly, the findings in section 4.5.1 suggested that the respondents disagreed to pupils' emotional and psychological states enhanced teacher-pupils relationship. Therefore, this implies that pupils' emotional and psychological states hindered teacher-pupils relationship. It is in line with the findings of Woogul, Myung-Jin and Mimi (2014) that pupils' emotional and psychological states hindered teacher-pupils relationship. For Chi-square analysis in section 4.5.2, the p value was less than 0.05 implying that there was significant relationship between self-efficacy as a determinant of teacher pupil-relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya. It supports the findings of Harold, Corliss and Jorge (2018) that there exist a significant and positive relationship between self-efficacy and academic performance.

Self-efficacy determined the relationship of a pupil and a teacher. This was noted as there was verbal expression by pupils hence gaining understanding from their teachers. When the pupils felt free to talk, they were able to ask questions when they

were in class hence helping them in understanding and mastering the subjects thought in class.

5.2.4 Relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement

According to findings in section 4.6.1, the respondents agreed that pupils' confidence that they could be successful enhanced teacher-pupils relationship. Hence, this implies that when pupils have confidence that they can be successful, the relationship with their teachers could be boosted. It is in line with the findings of (Hosseini, et al., 2016) that pupils' confidence that they could be successful enhanced teacher-pupils relationship. It emerged from the study that the respondents agreed that personal responsibility for the pupils enhanced teacher-pupils relationship. Hence, this implies that when pupils take personal responsibility, the relationship with their teachers is heightened. It supports the findings of Behzad and Majid (2011) that taking personal responsibility by the pupils improved teacher-pupils relationship.

Results of findings in section 4.6.1 revealed that the respondents disagreed to pupils' greater control of the behaviours enhanced teacher-pupils relationship, because pupils with greater control of their behaviors affect the relationship with their teachers. This supports the findings of Tella, Tella and Adeniyi (2011) that pupils' greater control of the behaviours hindered teacher-pupils relationship. Similarly, a (Mean=1.84) showed luck enhanced teacher-pupils relationship. Hence, this implies that when pupils depended

on their luck, the relationship with their teachers is hindered. It supports the findings of Behzad and Majid (2011) that relying on luck hindered teacher-pupils relationship.

It emerged from the study in section 4.6.1 that the respondents tended to disagree that pupils' ride on fate enhanced teacher-pupils relationship. Therefore, this implies that when pupils ride on fate, the relationship with their teachers is hindered. It supports the findings of Hosseini, et al., (2016) that pupils' ride on fate hindered teacher-pupils relationship. The findings showed that the respondents agreed on pupils' good timing determined teacher-pupils relationship. Thus, this implies that pupils who had good timing, the relationship with their teachers is improved. On the findings of Behzad and Majid (2011) pupils' good timing determined teacher-pupils relationship.

Lastly, for Chi-square test in section 4.6.2, the p value ($p=0.000$) was less than 0.05, implying a significant relationship on locus of control as a determinant of teacher pupil-relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya. It supports the findings of Hosseini, et al (2016) and Behzad and Majid (2011) that a significant association on locus of control was a determinant to teacher pupil relationship and pupils' academic achievement. On the other hand, the findings contradicted Sabiha and Indranee (2017) results that indicated no significant correlation between external locus of control and academic achievement of the learners

Locus of control enhanced confidence in pupil's life therefore building a lot of room for success. There was high level of personal responsibility due to self-discipline by pupils which led to better control of personal behaviour.

5.2.5 Relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement

The findings of section 4.7.1, indicated that the respondents agreed that pupils' up for adventure boosted teacher-pupils relationship. Thus, this implies that when pupils are up for adventure, the relationship with their teachers could be boosted. It is in line with the findings of Teague (2015) that pupils' up for adventure boosted teacher-pupils relationship. Additionally, it emerged from the study that the respondents tended to agree that pupils' ability to visualize the success boosted teacher-pupils relationship. Therefore, this implies that when pupils had the ability to visualize the success, the relationship with their teachers is heightened. It supports the findings of Mogharia and Lavasanib (2011) that pupils' ability to visualize the success boosted teacher-pupils relationship.

The study findings in section 4.7.1 suggested that the respondents agreed that pupils' focus on positive, prioritizing the good events in their lives over the negative ones boosted teacher-pupils relationship. Therefore, this implies that when pupils had focus on positive, prioritizing the good events in their lives over the negative ones, the relationship with their teachers is enhanced. It is in line with the findings of Donovan (2014) that pupils' focus on positive, prioritizing the good events in their lives over the negative one's boosted teacher-pupils relationship. Lastly, it emerged from the study that the respondents agreed that pupils' approach of the problem with an attitude that they can do it boosted teacher-pupils relationship. Hence, this implies that when pupils approach the problem with an attitude that they can do it, the relationship with their teachers is

heightened. It supports the findings of Tetzner and Becker (2017) that pupils' approach to the problem with an attitude that they can do it boosted teacher-pupils relationship.

For Chi square analysis in section 4.7.2, the p value ($p=0.000$) was less than 0.05. Implying a significant association on optimism as a determinant of teacher pupil-relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya. It supports the findings of Teague (2015) that there was a significant relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement.

Optimism plays an important role in enhancing the relationship between a pupil and a teacher because when a pupil has a positive approach of events in life, then the end result is good but when the approach is negative then the results is negative. When a pupil is optimistic there is a tendency that he or she understands what priorities are in life.

5.3 Summary of Main Findings

It presents a summary of principle findings according to the objectives of the study.

5.3.1 Relationship between self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement

The study findings in section 4.4.1 suggested that the respondents agreed to pupils' ability to make choices and trust your own judgment enhanced teacher-pupils

relationship. It rose up out of the investigation that the respondents disagreed to pupils' ability to live in past or future positively enhanced teacher-pupils relationship.

Additionally, the study findings in same section of 4.4.1 the respondents agreed to pupils' belief in capacity to solve problems enhanced teacher-pupils relationship. On whether pupils' participation in enjoying many activities enhanced teacher-pupils relationship. Correspondingly, the investigation discoveries proposed that the respondents concurred that pupil's belief that they were valuable enhanced teacher-pupils relationship.

On whether pupils' consideration for themselves worthy and equal to others enhanced teacher-pupils relationship, the respondents agreed with the statement. Ultimately, the examination discoveries revealed that the respondents concurred that pupils' sensitivity to people enhanced teacher-pupils relationship. Chi-square test in section 4.4.2, showed a significant relationship on self-esteem as a determinant of teacher pupil relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya.

5.3.2 Relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement

In section 4.5.1 respondents agreed to pupils' verbal persuasion improved teacher-pupils relationship. As well as pupils' mastery experiences improved teacher-pupils relationship. The examination discoveries revealed that the respondents strongly

disagreed that pupils' imaginal experiences improved teacher-pupils relationship. The vicarious experiences improve teacher-pupils relationship,

Lastly, the study findings in section 4.5.1 suggested that the respondents disagreed with pupils' emotional and psychological states improved teacher-pupils relationship. Chi-square test in section 4.5.2 showed a significant relationship between self-efficacy as a determinant of teacher pupil relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya.

5.3.3 Relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement

The study findings on section 4.6.1 showed that the respondents agreed that pupils' confidence on success enhanced teacher-pupils relationship. Additionally, from the investigation that the respondents consented to taking personal responsibility by the pupils enhanced teacher-pupils relationship. On whether pupils' greater control of the behaviours enhanced teacher-pupils relationship, the examination discoveries indicated that the respondents would in general could not help disagreeing with the statement. Likewise, it rose up out of the examination that the respondents tended to disagree that depending on luck enhanced teacher-pupils relationship. On whether pupils' ride on fate enhanced teacher-pupils relationship, it emerged from the study that the respondents tended to disagree with the statement.

In conclusion the respondents agreed that pupils' good timing enhanced teacher-pupils relationship. Chi-square test in section 4.6.2 revealed that there was statistically

significant relationship between locus of control as a determinant of teacher pupil relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya.

5.3.4 Relationship between optimism as a determinant of teacher pupil relationship and pupils' academic achievement

Study findings in section 4.7.1 showed that the respondents agreed with pupils' up for adventure enhanced teacher-pupils relationship. Additionally, it rose up out of the examination that the respondents would in general concur that pupils' ability to visualize the success enhanced teacher-pupils relationship. On whether pupils' focus on positive, prioritizing the good events in their lives over the negative ones enhanced teacher-pupils relationship, the investigation discoveries revealed that the respondents concurred with the statement. In conclusion, it rose up out of the investigation that the respondents concurred that pupils' approach to the problem is they can do it attitude enhanced teacher-pupils relationship. Chi-square test in section 4.7.2 revealed a significant relationship on optimism as a determinant of teacher-pupil relationship and pupils' academic achievement in Kesses Sub County, Uasin Gishu County, Kenya.

5.4 Conclusions

The study concluded that psychological determinants of teacher-pupil relationship such as self-esteem, self-efficacy, locus of control and optimism significantly had a relationship with pupils' academic achievement in public primary schools. Consequently, it is concluded that self-esteem as a determinant of teacher pupil relationship has a

significant relationship with pupils' academic achievement. This showed that building self-esteem of a pupil means building a strong belief in one own life to be able to face any challenge without fear. That is when pupils have ability to make choices, trust their own judgment, believe in capacity to solve problems, participate in many activities, believe that they are valuable, consider themselves worthy and equal to others and sensitive to the feelings and needs of people, relationship with their teachers improve. When pupils do not to live in past or future, relationship with their teachers declines.

Similarly, self-efficacy as a determinant of teacher pupil relationship had a significant association on pupils' academic achievement. That is when pupils have verbal persuasion, mastery and vicarious experiences, relationship with their teachers improve, however, pupils' imaginary experience, emotional and psychological states hinder relationship with their teachers.

Additionally, locus of control showed teacher pupil relationship had a significant relationship on pupils' academic achievement. That is when pupils have confidence that they can be successful and have good timing, relationship with their teachers improves, however, when pupils take responsibility, greater control of the behaviours, relies on luck and ride on fate, relationship with their teachers is hindered.

Lastly, optimism as a determinant of teacher pupil relationship showed a significant academic achievement. That is when pupils are up for adventure, when pupils' ability to visualize the success, focus on positive and approach the problem with an attitude that they can solve it, relationship with their teachers improve.

In conclusion, all the variables under the study were significant in determining the teacher pupil relationship and academic achievement. There is need for schools and community as a whole to be sensitized in understanding how psychological issues may affect the pupils. On the other hand, school's management need to look for ways of improving pupils' welfare in order to improve on the academic achievement.

5.5 Recommendations

On the findings of this study the researcher recommended that:

- It was noted that psychological determinants of teacher-pupil relationship such as self-esteem, self-efficacy, locus of control and optimism significantly influence the academic achievement of learners in public primary schools hence the need of considering training all primary teachers in psychology.
- There was need for teachers to always embrace warmth and being sensitive while dealing with pupils in school in order to boost their general self-esteem hence improvement on academic performance.
- The schools should provide a conducive schooling environment where pupils are free to interact with their teacher within and outside classroom for instance group discussions, one on one discussion, peer groups among others.

5.6 Areas of Further Research

Areas for further research;

- For further understanding of this subject, further researchers should focus on narrowing their studies to each indicator's influence such as (self-esteem, self-efficacy, locus of control, and optimism) on pupils' academic achievement in middle primary schools.
- The study was limited to four variables on pupils' academic achievement in public primary schools, therefore, future researchers should also study on other psychological determinants that influence on pupils' academic achievement in public primary schools.
- Lastly, it was limited to teachers and pupils, therefore, a further study should be extended to include stakeholders like educational offices, parents, ministry officials.

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APPENDICES

APPENDIX I ASSENT FOR PUPILS

My name is Tare Jeniffer. I am a post graduate student at Africa Nazarene University and carrying out a research on **the psychological determinants of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses sub County, Uasin Gishu County, Kenya**. Please read this form carefully on behalf of the pupils and ask any questions that you may have before agreeing to take part in this study. Their answers are confidential and voluntary.

If you have questions: please ask any questions you have or you may contact Tare Jeniffer: 0723154400 and the email jeniffertare@yahoo.com. You are given a copy of this form to keep for your records.

Assent

Statement of Consent: I have read the above information on behalf of the selected pupils and have received answers to all the questions I asked. I assent on behalf of the selected pupils to take part in the study.

Your Signature _____ Date _____

This assent form is kept by the researcher for at least three years beyond the end of the study.

APPENDIX II QUESTIONNAIRES FOR PUPILS

SECTION A: DEMOGRAPHIC INFORMATION

(Please tick your answers in the boxes provided)

1. Indicate your gender

Male Female

2. State the class you are in

Class 6 Class 7 Class 8

SECTION B

CATEGORY I: SELF ESTEEM AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

Please circle the number that represents the level of agreement on the statements.

Use the scale provided the scale provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree**

Statements					
Pupils' ability to make choices and trust your own judgment enhances teacher-pupils relationship	1	2	3	4	5
Pupils' ability not to live in past or future enhances teacher-pupils relationship	1	2	3	4	5
Pupils' belief in capacity to solve problems enhances teacher-pupils relationship	1	2	3	4	5
Pupils' participation in and enjoying many activities enhances	1	2	3	4	5

teacher-pupils relationship					
Pupils belief that they are valuable enhances teacher-pupils relationship	1	2	3	4	5
Pupils' consideration for themselves worthy and equal to others enhances teacher-pupils relationship	1	2	3	4	5
Pupils sensitivity to the feelings and needs of people enhances teacher-pupils relationship	1	2	3	4	5

CATEGORY II: SELF EFFICACY AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

Please circle the number that represents the level of agreement on the statements.

Use the scale provided the scale provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree**

Statements					
Pupils' verbal persuasion improves teacher-pupils relationship	1	2	3	4	5
Pupils' mastery experiences improve teacher-pupils relationship	1	2	3	4	5
Pupils imaginal experiences improves teacher-pupils relationship	1	2	3	4	5
Pupils' vicarious experiences improves teacher-pupils relationship	1	2	3	4	5
Pupils' emotional and psychological states improves teacher-pupils relationship	1	2	3	4	5

CATEGORY III: LOCUS OF CONTROL AS A DETERMINANT OF TEACHER

PUPIL RELATIONSHIP

Please circle the number that represents the level of agreement on the statements.

Use the scale provided the scale provided: **1=strongly disagree, 2=Disagree,**

3=Undecided, 4= Agree and 5= strongly agree

Statements					
Pupils' confidence that they can be successful enhances teacher-pupils relationship	1	2	3	4	5
Taking personal responsibility by the pupils enhances teacher-pupils relationship	1	2	3	4	5
Pupils' greater control of the behaviours enhances teacher-pupils relationship	1	2	3	4	5
Depending on luck enhances teacher-pupils relationship	1	2	3	4	5
Pupils' ride on fate enhances teacher-pupils relationship	1	2	3	4	5
Pupils' good timing enhances teacher-pupils relationship	1	2	3	4	5

CATEGORY IV: OPTIMISM AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

Please circle the number that represents the level of agreement on the statements.

Use the scale provided the scale provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree**

Statements					
Pupils' up for adventure boosts teacher-pupils relationship	1	2	3	4	5
Pupils' ability to visualize the success boosts teacher-pupils relationship	1	2	3	4	5
Pupils' focus on positive, prioritizing the good events in their lives over the negative ones boosts teacher-pupils relationship	1	2	3	4	5
Pupils' approach of the problem in I can do attitude boosts teacher-pupils relationship	1	2	3	4	5

CATEGORY V: PUPILS ACADEMIC ACHIEVEMENT

Please circle the number that represents the level of agreement on the statements.

Use the scale provided the scale provided: **1=strongly disagree, 2=Disagree, 3=Undecided, 4= Agree and 5= strongly agree**

Statements					
Pupils' reading proficiency improves as a result of influence	1	2	3	4	5

from the enhanced psychological determinants of teacher-pupils relationship					
Pupils level of school attendance improves as a result of influence from the enhanced psychological determinants of teacher-pupils relationship	1	2	3	4	5
Pupils have satisfactory behavior as a result of influence from the enhanced psychological determinants of teacher-pupils relationship	1	2	3	4	5
Pupils end term mean grade improve as a result of influence from the enhanced psychological determinants of teacher-pupils relationship	1	2	3	4	5

**APPENDIX III CONSENT FOR CLASS TEACHERS AND
HEADTEACHERS**

My name is Tare Jeniffer. I am a post graduate student at Africa Nazarene University and carrying out a research on **the psychological determinants of teacher-pupil relationship and pupils' academic achievement in public primary schools in Kesses sub County, Uasin Gishu County, Kenya**. Being one of the respondents; you have been selected to participate in this study. The information that you will give will be treated with greatest confidentiality and be used for academic purposes. Fill in your responses in the spaces provided in each of the questionnaire items.

If you have questions: please ask any questions you have or you may contact Tare Jeniffer: 0723154400 and the email jeniffertare@yahoo.com. You are given a copy of this form to keep for your records.

Statement of Consent: I have read the above information and have received answers to all the questions I asked. I consent to take part in the study.

Your Signature _____ Date _____

This consent form is kept by the researcher for at least three years beyond the end of the study.

APPENDIX IV INTERVIEW GUIDE FOR TEACHERS AND HEAD TEACHERS

DEMOGRAPHIC INFORMATION

What is your gender

Are you a class teacher or Head teacher?

How old are you

THEMES

SELF ESTEEM AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

How do pupils' ability to make choices and trust your own judgment determine teacher-pupils relationship?

How do pupils' ability not to leave in past or future determine teacher-pupils relationship?

How do pupils' belief in capacity to solve problems determine teacher-pupils relationship?

How do pupils' participation in and enjoying many activities determine teacher-pupils relationship?

How do pupils' belief in capacity to solve problems determine teacher-pupils relationship?

How do pupils' consideration for themselves worthy and equal to others determine teacher-pupils relationship?

How do pupils' sensitivity to the feelings and needs of people determine teacher-pupils relationship?

SELF EFFICACY AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

How does pupils' verbal persuasion determine teacher-pupils relationship?

How do pupils' mastery experiences determine teacher-pupils relationship?

How do pupils' imaginal experiences determine teacher-pupils relationship?

How do pupils' vicarious experiences determine teacher-pupils relationship?

How do pupils' emotional and psychological states determine teacher-pupils relationship?

LOCUS OF CONTROL AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

How do pupils' confidence that they can be successful determine teacher-pupils relationship?

How does taking personal responsibility by the pupils determine teacher-pupils relationship?

How do pupils' greater control of the behaviours determine teacher-pupils relationship?

How does depending on luck determine teacher-pupils relationship?

How do pupils' ride on fate determine teacher-pupils relationship?

How do pupils' good timing determine teacher-pupils relationship?

OPTIMISM AS A DETERMINANT OF TEACHER PUPIL RELATIONSHIP

How do pupils' up for adventure determine teacher-pupils relationship?

How do pupils' ability to visualize the success determine teacher-pupils relationship?

How do pupils' focus on positive, prioritizing the good events in their lives over the negative ones determine teacher-pupils relationship?

How do pupils' approach of the problem in I can do attitude determines teacher-pupils relationship?

APPENDIX V RESEARCH APPROVALS AND LETTERS

AFRICA NAZARENE
UNIVERSITY

28th March, 2019

RE: TO WHOM IT MAY CONCERN

Jeniffer Tare (15M06DMCP002) is a bonafide student at Africa Nazarene University. She has finished her course work and has defended her thesis proposal entitled:- "*Psychological Factors Determining Academic Performance in Primary Schools in Kesses Sub-County, Uasin Gishu County*".

Any assistance accorded to her to facilitate data collection and finish her thesis is highly welcomed.

A handwritten signature in cursive script, appearing to read 'Rodney Reed'.

Prof. Rodney Reed.
DVC Academic Affairs.

APPENDIX VI RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/29459/29490**

Date: **25th April, 2019**

Tare Jeniffer
Africa Nazarene University
P.O. Box 53067-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Psychological determinants of teacher-pupil relationship and academic achievement in Public Primary Schools in Kesses Sub County, Uasin Gishu County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **23rd April, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO


COUNTY COMMISSIONER
UASIN GISHU COUNTY
25/6/2019

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

APPENDIX VII NACOSTI RESEARCH LICENSE

APPENDIX VII: NACOSTI RESEARCH LICENSE

THIS IS TO CERTIFY THAT:
MS. TARE - JENIFFER
of AFRICA NAZARENE UNIVERSITY,
1948-30100 ELDORET, has been
permitted to conduct research in
Uasin-Gishu County

Permit No : NACOSTI/P/19/29459/29490
Date Of Issue : 25th April,2019
Fee Received :Ksh 1000

on the topic: PSYCHOLOGICAL
DETERMINANTS OF TEACHER-PUPIL
RELATIONSHIP AND ACADEMIC
ACHIEVEMENT IN PUBLIC PRIMARY
SCHOOLS IN KESSES SUB COUNTY,
UASIN GISHU COUNTY, KENYA



for the period ending:
23rd April,2020



Applicant's
Signature



Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
 Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and innovation
 P.O. Box 30623 - 00100, Nairobi, Kenya
 TEL: 020 400 7000, 0713 788787, 0735 404245
 Email: dg@nacosti.go.ke, registry@nacosti.go.ke
 Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation
RESEARCH LICENSE

Serial No.A 24330

CONDITIONS: see back page

APPENDIX VIII LETTER FROM COUNTY DIRECTOR OF



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning & Basic Education

Telegrams: "EDUCATION", Eldoret
 Telephone: 053-2063342 or 2031421/2
 Mobile : 0719 12 72 12/0732 260 280
 Email: cdeuasingishucounty@yahoo.com
 : cdeuasingishucounty@gmail.com

When replying please quote:

Office of The County Director of Education,
 Uasin Gishu County,
 P.O. Box 9843-30100,
ELDORET.

Ref: No. MOEST/UGC/TRN/9/VOL III/54

2ND MAY, 2019

Tare Jeniffer
 Africa Nazarene University
 P.O BOX 53067 - 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

This office has received a request from your college to authorize you to carry out research on "*Psychological determinants of teacher – pupil relationship and academic achievement in Public Primary Schools in Kesses Sub County, "Within Uasin Gishu County.*

We wish to inform you that the request has been granted until **23rd April, 2020**. The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this data collection.

FOR COUNTY DIRECTOR OF EDUCATION
 UASIN GISHU COUNTY
 P.O. Box 9843, ELDORET
 Tel: 0719-127 212/ 053-2063342

Samuel K. Kimaiyo
 For: COUNTY DIRECTOR OF EDUCATION
UASIN GISHU.



APPENDIX IX MAP OF KESSES SUB-COUNTY

