Influence of Teacher-Pupil Relationship on Pupils Performance: A Case Study of Pastoral Areas in Mongolia

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Abstract: The study is a descriptive survey that is aimed at the influence of teacher-pupil relationship on pupils performance. The study adopted quantitative approach in data collection and analysis. The population for the study constituted teachers and pupils of Uvurkhangai province Arvaikheer soum 1ˢᵗ school. The school has one hundred and seventy-three (173) pupils consisting of eighty-eight (88) boys and eighty-five (85) girls. Meanwhile, through purposive sampling technique, twenty (20) respondents which includes fifteen (15) pupils and five (5) teachers were selected from the school whiles stratified random sampling was also used in selecting pupils because they were in groups of various classes. Structured questionnaire was the main research instrument. Data collected using a questionnaire was analyzed using Statistical Package for Social Sciences (SPSS). In the light of the findings, the study concluded that the pupils regard some teachers as favourite because they warmly receive them, pupil are also involved in the decision-making process in the school, teachers have mutual relationship with their pupils and motivate them to learn. Again, one can also conclude that indiscipline among pupils, teachers' attitude toward teaching, head teacher's leadership style and parents' mistrust for teachers, are the challenges that hinders effective teacher-pupil relationship in schools. Finally, it can be concluded that pupils' participation in class activities, good interaction with their teachers, abiding by school rules and regulations, expressing their opinion on issues affecting them and motivation would promote good teacher-pupil relationship.

The following recommendations were made based on the conclusion drawn;
(i) Teachers must make their teaching more learner centered to enable pupils participate in lessons.
(ii) Teachers are further encouraged to give out their best to the pupils since their attitude towards work may positively or negatively influence their relationship with others and especially their pupils.
(iii) Head teachers and teachers are directed to adopt a leadership style that will promote unity and encourage interpersonal relationship at school and also
teachers are encouraged to constantly counsel or advice deviant pupils advised to abide by school rules and regulations.
(iv) Both parents and teachers are urged to motivate, discipline and monitor their pupils learning behaviour.

Key Words: Techer-Pupil Relationship, Collaboration, learner centered, Academic Performance,

1. INTRODUCTION:

With the implementation of the Free and Compulsory Basic Education (FCUBE) in Mongolia, the age of accountability was ushered in. Students' achievement and the emphasis on adequate yearly progress have seemingly taken their place in the center of the educational landscape. This development has made practitioners and researchers alike searching high and low for strategies and programs that will produce substantial and sustainable growth. Instead of looking for new and innovative ways of producing these results, this researcher argues for what many studies have pointed toward and many successful teachers have known all along; the impact of the teacher-pupil relationship on pupils academic performance (Hoy & Miskel, 2008).

Achieving Universal Primary Education is an international priority set by the United Nations (UN). In 1990 in Jomtien, Thailand, Education for All (EFA) was declared. In April 2000, a Work Education Forum was held in Dakar to achieve the EFA goals. In the same year, the Millennium Development Goals (MDGs) were declared by the UN to assist developing countries in their efforts to increase the living standards of people. The second MDG is to ensure that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. This millennium target is often measured through primary school-enrolment, primary-completion and the literacy and numeracy rate among school pupils (Education Review Committee Report, 2004). Pianta (1999) found factors such as intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure and anxiety as contributing to educational performance. It goes

without saying that academic achievement in school may be the result of the interplay among several factors of which effective relationship is key. The performance of any organization has a direct bearing on the relationship created in the organization. It is empirical to note that, the relationship created by a sector can boost the performance of the sector or decline its output. Schools performance is influenced to some extent by the various relationships that exist in the school; teacher-teacher, pupil-teacher, pupil-pupil, administration-teacher, teaching-non teaching staff and community member-school. It is therefore important to note that no matter how much Government invest into education, if an effective relationship is not built among the various factions; teacher-teacher, pupil-teacher, pupil-pupil, administration-teacher, teaching-non teaching staff and community member-school, these resources will be waste. This and many other reasons the researcher found it very important to carry out a study of this nature "influence of teacher-pupil relationship on pupils' academic performance among selected public basic schools in the Uwurkhangai province Arvaikheer soum 1st school".

2. LITERATURE REVIEW:
Relationships

Relationships, whether positive or negative in nature, have proven to have profound effects on quality of life. Landsford, Antonucci, Akiyama and Takahashi (2005) found that well-being is directly tied to personal relationships. Participants from various studies ranging from teenagers to senior citizens surveyed revealed that social relationship quality was equally related to well-being. This well-being was accomplished specifically by providing love, intimacy, reassurance of worth, tangible assistance and guidance. Vanzetti and Duck (1996) shared similar as well as other benefits to relationships, which include physical support, a sense of belonging, having a "sounding board" for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience (Landsford et al. 2005; Vanzetti & Duck, 1996).

Teacher-Pupil Relationships

With this basic understanding of the apparent necessity and importance of relationships in mind, the review now focuses on teacher-pupil relationships. Requests for what constitutes effective teaching will undoubtedly produce a long and varied list of responses which may include the teacher's knowledge of subject, pedagogical competence, instructional effectiveness, and/or classroom management skills. Banner and Cannon (1997) describe the difficulty in defining exactly what it means to be an effective teacher. The situation is further convoluted when considering whether teaching is an art or a science. One of the attributes that will undoubtedly make most lists is a teacher's ability to connect with pupils. It may be referred to as an ability to cultivate relationships or be more formally labeled as "nurturing pedagogy" (Banner & Cannon, 1997). It may be defined as a mix of high expectations and caring support; or as Pianta (1999) defines the teacher-pupil relationship, as "emotions-based experiences that emerge out of teachers' on-going interactions with their pupils.

The importance of establishing a learner-centered environment that featured warm, supportive relationships with pupils. McEwan (2002) makes the case quite eloquently stating, "Effective teachers appear to be those who are… 'human' in the fullest sense of the word. Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change" (p. 30). Hargreaves (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their pupils and fill their work and classes with pleasure, creativity, challenge and joy (McEwan, 2002; Hargreaves (1994).

Liu (1997) indicated that the impact of a multi-year experience in China's secondary schools, also attests to the importance of the teacher-pupil relationship stating, "The close emotional bond between teachers and pupils help pupils to recognize the school as a home away from home. The teachers' dedication and mutual relationship with pupils' help inspire them to meet the school's requirements, both academic and behavioural". According to Roeser et al. (1996), pupils who reported more positive teacher-pupil relationships also reported greater feelings of belonging, thus felt more academically efficacious and less self-conscious.

U. S. Department of Education in 1998 submerged into the research of the teacher-pupil relationship and the pupil with disabilities.

Pupils who had positive and collaborative teacher-pupil relationship experiences, have different outcomes in school. Tee facility furthered that teacher-pupil relationships were sometimes not discussed due to the tainting of the relationship from negative news media of unfortunate instances between teachers and pupils in some situations (U. S. Department of Education, 1998).

Characteristics of Teacher-Pupils Relationships

In efforts to better understand the teacher-pupil relationship, some studies have focused directly on some of the characteristics of the teacher-pupil relationship. Decades ago, Balfanz and Legters (2004) and later Henke (2011) identified teacher characteristics that pupils found to be most likable, including consideration, buoyancy, and patience. Trust is one major characteristic of teacher-pupil relationship.

Hargreaves (1994) emphasized that trust had to be built between the teacher and the pupils to alleviate some of those feelings of lack of control so that the transition to shared leadership between the teacher and the pupils in the classroom could take place.

Theories of teacher-Pupil relationship

Many theories surround this study including; Balwin and Ainsworth's Attachment Theory, (Bretherton, 1992), the Social Cognitive Theory and of Self-efficacy (Pajares, 2002), Maslow's Humanistic Theory, (Maslow, 1943), the work of Bruner (1977), Vygotsky (1978), Rogers (1980), Bandura (1986), and Maslow (1987) and the Constructivist Theory

a.   Social Cognitive Theory

The social cognitive theory was based on the three facets of environment, people and behavior. The founding principles of this theory were that learning was socially manifested and that pupils learned through the teacher as the essential model and facilitator within the social learning environment (Arievitch & Haenen, 2005). The researchers suggested that this interpersonal interdependence was built on the preface that pupils learn in social interaction.
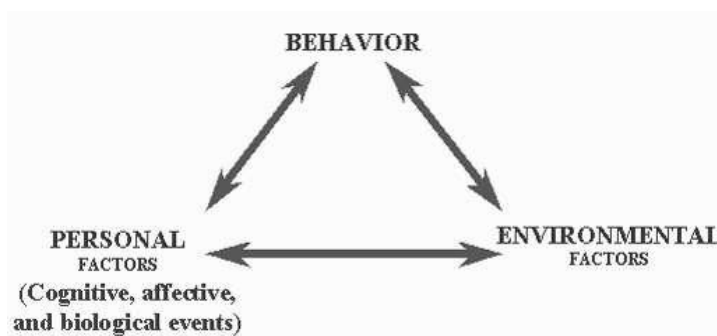

Figure 1. Overview of Social Cognitive Theory and of Self

Source: (McEwan, 2002)

b.   Motivational Theory

Maslow emphasize in this theory that children need to be motivated to co-operate. He further urges educators to show acceptance to students since it will help pupils to feel at home and be motivated to learn (Maslow, 1987 as cited in McEwan, 2002).

c.   Constructivist Theory

According to this theory, the learner is viewed as the constructor of his own learning, building upon prior learning experiences in a social learning environment. The work of Bruner (1977), Vygotshy (1978), Rogers (1980), Bandura (1986), and Maslow (1987), all contributed to the constructivists' theory of learning within the social interactions with peers or with adult guidance as a learning experience that built upon prior knowledge (cited in McEwan, 2002).

Factors Influencing Student-Teacher Relations

Although it is the more common practice to use teachers as raters of the student-teacher relationship, a relationship, by definition, involves more than one individual. The importance of studying the interaction between an individual and his or her environment when investigating developmental phenomena calls for a multi methods analysis approach (Pais, 2009 as cited in U. S. Department of Education, 1998).

Student Characteristics

a. Gender, socioeconomic status, and grade-level: Many studies have shown that teachers, on average, feel closer to girls than to boys (e.g., Lockheed & Verspoor, 1991; Hamre & Pianta, 2001). Birch and Ladd (1998) found that children from lower socioeconomic status had more distant relationships with their teachers than their wealthier peers. The grade-level of the student affects student-teacher closeness as well. Students in middle school reported less secure relationships with their teachers than children in elementary grades.

b. Race/ Ethnicity: In a recent study using a large sample (N = 25,642 students rated by 1,186 teachers), Yiu (2010) found that only Caucasian students received student-teacher closeness ratings above the grand mean using an

adaptation of Pianta's (2001) STRS, and the remaining three racial minority groups (i.e., African American, Hispanic, and Asian) obtained ratings that were lower than their non-minority peers.

Asian American students were not rated by teachers as being the closest even though, on average, they were rated the highest on an adaptation behavioural engagement scale and the lowest on externalizing behaviors. This finding was contrary to expectations because previous studies had demonstrated that higher on-task behaviors resulted in higher closeness in the student-teacher relationship.

Mitra (2003) indicated that teachers' ratings of their liking, appreciation, and enjoyment, as well as their understanding, sympathy, and knowledge of students, correlated with teacher-perceived student behavioral engagement in the classroom (r = .56). Thus, race may moderate the effect of student behavior on the student-teacher relations. Yiu's exploratory study did not examine the role of teacher race on student-teacher relations.

c. English Language proficiency:
Vanzetti and Duck added that oral communication shows how well students can communicate with their teachers. They added that the closeness of student-teacher relationships is heavily influenced by the student's level of English proficiency and his ability to express his opinions on matters affecting him.

d. Behavioural engagement: In a comprehensive review by Werner and Smith (1992), school engagement has been identified as a multifaceted construct with three distinct dimensions: behavioural, emotional, and cognitive. Their research on elementary school students' school engagement tends to focus on the behavioral aspect of engagement. Behavioral engagement entails such behaviours as observed student effort in school-related activities, persistence, attention, concentration, and on-task behaviors. Positive behavioral engagement has been shown to correlate with positive academic outcomes (r > .40, p < .001) and that students with destructive behaviours find it difficult getting close to their teachers. The study disclosed that students with destructive behaviours are avoided by their teachers and so the authors concluded that teachers tend to appreciate and admire discipline students since they make class control much easier for their teachers (Werner & Smith, 1992).

e. Achievement: Buriel (1983) demonstrated that, as might be expected, student achievement was negatively correlated with teacher criticism. In other words, students who performed better in school have more attention from their teachers than their lower-performing peers. Along the same lines, Murray and Murray (2004) found that teacher-perceived student academic orientation, as measured by student attendance and teacher-rated student effort, explained an additional six percent of the variance on the STRS closeness subscale when student demographic variables (i.e., race, gender, and disability status) were held constant.

Teacher Characteristics
a. Gender: Little research has examined the effect of teacher gender in student-teacher closeness, usually due to the small samples of male teachers in studies (e.g., Lockheed & Verspoor, 1991). Nonetheless, since teachers generally rate closer relationships with girls than boys, teacher gender likely affects student-teacher closeness as well.

b. Grade / level taught: As students' progress in grades, teachers are less likely to rate student-teacher closeness as highly as when students were in lower grades (Pianta, 1999).

c. Teacher beliefs: Attitudes and beliefs that teachers form about populations influence how they interact with students from these populations. For instance, Asian students, who may be believed by teachers to be the ―model minority, are expected to be academically oriented and well-behaved, yet quiet and reserved (Chang & Demyan, 2007; Rosenbloom & Way, 2004). Other studies revealed differences in teacher perceptions of the appropriateness of student behavior due to the student's race (e.g., Entwisle and Alexander, 1988). Such assumptions may lead teachers to interact with students from diverse races differently by reacting to students according to implicit biases, ultimately affecting student-teacher closeness (Cited in Hoy & Miskel, 2008).

The Influence of Positive Teacher-Pupil Relationship on Pupils' Academic Performances
There is credible evidence that the nature and quality of teachers' interactions with children has a significant effect on their learning. Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies or learning all the right techniques (Hargreaves, 1994). Good teachers are emotional, passionate beings who connect with their pupils and fill their work and classes with pleasure, creativity, challenge and joy. good teaching includes the ability to cultivate relationships; it is caring for and supporting pupils and not just transferring knowledge to them. (Cited in Soares, 2015).

a.   Constructivist Framework

Constructivism is a theory of learning, as such, a constructivist approach to learning sees the learning environment as a "mini-society, a community of learners engaged in activity, discourse, interpretation, justification, and reflection" (Arievitch and Haenen, 2005). The constructivist theory of education indicates that knowledge is constructed individually by the pupil and that learning occurs in a social environment (classroom) with experiences that have been carefully constructed by the teacher. In biological theorists' terms, there is "an active interplay of the surrounding (environment) to evolution and to learning" (p. 11). The constructivist teacher encourages a consideration of others' points of views and a mutual respect, allowing the development of independent and creative thinking.

b.   Historical Context

In 1840, Mann said "the aptness to teach involves the power of perceiving how far a scholar understands the subject matter to be learned and what, in the natural order is the next step to take" (p.16). Dewey (1938) emphasized that as an educator, you need to be able to discern what attitudes are conducive to continued growth and what are detrimental, and use that relational knowledge to build worthwhile educational experiences for pupils. "teachers are the agents through which knowledge and skills are communicated and rules of conduct enforced" and, as such, it is the duty of the teacher to know how to "utilize the surroundings, physical and social, so as to extract from them all that they have to contribute" to building up worthwhile educational experiences (Cited in Pianta, 1994).

Dewey says that "all human experience is ultimately social: that it involves contact and communication".

Challenges Hindering Effective Teacher-Pupil Relationship

Over the past 10 years, research on pupil–teacher relationships have focused on the ways in which these relationships may affect pupils' peer relations, parent–child relationships, academic competence and social and emotional adjustment. In contrast, pupils who have difficulty forming supportive relationships with teachers are at greater risk of school failure. Poor relationships may be conceptualized as producing concurrent risk, with conflict between a pupil and teacher that leads to problems in the classroom during that school year, with pupils developing a pattern of negative relationships with teachers over time.

Hoy and Miskel (2008) suggested that indiscipline affect the progress of effective teacher-pupil relationship. The authors maintain that students who find it difficult complying be school code of ethics have would find it difficult getting close to their teachers. Pianta et al. also mentioned parents' mistrust for teachers and the class or level of pupils as factors that may hinder effective teacher-pupil relationship.

Birch and Ladd (1998) are of the view teachers' lukewarm attitude towards their profession may also affect students like for their subjects. The authors emphasized that students will be happy to be friends to hardworking teachers or adults. In a study of high school students with greater conflict with teachers disclosed the fact that teachers' attitude towards their teaching directly correlated with students' interest for the subject and the teacher in person (Birch & Ladd, 1998).

Strategies of Enhancing Positive Teacher–Pupil Relationship

Improving pupils' relationships with teachers has important, positive and long-lasting implications for both pupils' academic and social development. Solely improving pupils' relationships with their teachers will not produce gains in achievement, however, those pupils who have close, positive and supportive relationships with their teachers will attain higher levels of achievement. Positive teacher-pupil relationships draw pupils into the process of learning and promote their desire to learn (Soares, 2015).

Earlier study focused on identified various ways of promoting teacher-Pupils' relationships.

a. Classroom Dominance:
In the research involving classroom dominance, some teachers showed evidence of a preference of using different levels of control in the classroom. There were teachers who prefer a disciplined and structured classroom environment and there were teachers who also prefer a casual setting and classroom environment in which pupils were free to be creative and move about the room (Soares, 2015). Teacher-pupil interpersonal relationships varied in the same degree as the environments of the classrooms. Gorton, Alston and Snowden (2007) explored the belief that teachers held the authority that had a direct relationship to pupil control. Teachers based their authority in knowledge of the subject matter and pedagogy and that teachers tend to believe they must have complete authority and control over pupils. Teachers often felt the need to rule the classroom to avoid classroom management problems (Gorton, Alston & Snowden, 2007).

b. Teacher Action: Pais (2009) is of the view that to establish and maintain a positive teacher-pupil relationship, teacher must have the following attributes: (i) understanding pupil interests and background (ii) displaying appropriate affection for pupils and (iii) ability to be objective (as cited in U. S. Department of Education, 1998).

School Leaders: Hoy and Miskel (2008) offered a formal look at how school leaders and teachers consider control of pupils in a school environment. This was a rigid and highly controlled environment in which operating order and pupil maintenance was the focus. Teachers held autocratic organizations and, pupils were low in the hierarchy of school control and decision-making or input. The opposite was true in the humanistic culture, where the school was viewed as an educational community and pupils learned through co-operation and were allowed to experience opportunities to help them make decisions about the school.

Hoy and Miskel (2008) posit that involving students in the decision-making process of the school leads to a system of two-way communication between school leadership and students which results in a democratic atmosphere and an increase in self-determination.

3. METHOD:

The researcher adopted a descriptive survey design. A descriptive study also referred to as "correlational" or "observational" is one in which data is collected without changing the environment (i.e. nothing is manipulated) (Asamoah-Gyimah & Duodu, 2007). Saunders et al. (2007) defined descriptive study as any study that is not truly experimental. In human research, a descriptive study can provide information about the naturally occurring health status, behaviour, attitudes or characteristics of a particular group. The author adopted this design because it is the best method for collecting information that describes a case or situation as it exists (cited in Owusu, 2012).

Sampling

Stratified random sampling is the method of sampling that involves the division of a population into smaller groups known as strata. The strata are formed based on members shared attributes or characteristics. the total population was subdivided into a number of sub-groups and simple random sampling was carried out independently in each stratum (Asamoah-Gyimah & Duodu, 2007). The research chose the stratified sampling technique because the target population was heterogeneous. In doing this, the researcher grouped the pupils into gender, males and females; then using simple random sampling technique the researcher obtained the accessible population from the target population.

4. RESULTS AND DISCUSSION:

Bio-Data of Pupils

Table 1: Gender Distribution of Pupils

Gender	Pupils	Percentage (%)
Male	6	40
Female	9	60
Total	**15**	**100**

Source: Field Data, June 2020

Table 1 shows data on the gender distribution of pupils. From the sample size of twenty (20) respondents, 15 were pupils while 5 were teachers. Out of the 15 pupils, there were 6 representing 40% were males and 9 representing 60% were females.

Table 2: Age Distribution of Pupils

Ages	Frequency	Percentage (%)
09-11years	0	0.0
12-14years	8	53.3
15-17years	7	46.7
Total	**15**	**100.0**

Source: Field Data, June 2020

Table 2 above indicates the range of ages of pupils sampled for the study. The range of ages were 09-11 years,12-14 years, 15-17 years and 18 years and above. No pupil is between the ages of 09-11 years or and18 years and above. However, 8 pupils representing 53.3% were in the age group 12-14 years and the rest of the 7 pupils also representing 46.7% were 15-17 years old. This age distribution suggests that most of the pupils involved in the study are within the stipulated age for Junior High School and are also matured to provide relevant information concerning the topic, teacher-pupil relationship.

Table 3: Form/ Class Distribution of Pupils

Form	Frequency	Percentage (%)
One	5	33.3
Two	5	33.3
Three	5	33.3
Total	**15**	**100**

Source: Field Data, June 2020

Table 3 presents the form or level of pupils sampled for the study. The data show that each class has a fair distribution of respondents. There were 5 pupils representing 33.3% each from a JHS class. This implies that information provided by the pupils is more likely to represent the entire voice of the students.

Table 4: Gender Distribution of Teachers

Gender	Teachers	Percentage (%)
Male	3	60
Female	2	40
Total	**5**	**100**

Source: Field Data, June 2020

Table 4 also presents data the gender distribution of teachers. The data revealed that 3 teachers representing 60% were males while the remaining 2 representing 40% were females. This data showed that majority of the teachers are males. This is good for the school since these teachers will be available (in school) the whole academic year to support teaching and learning.

Table 5: Age Distribution of Teachers

Ages	Frequency	Percentage (%)
20-35years	4	80.0
36-45years	1	20.0
46-60years	0	0.0
Total	**5**	**100.0**

Source: Field Data, June 2020

Table 5 above also shows the age distribution of teachers. The range of ages for the teachers included ages 20-35 years, 35-45 years and 45-60 years. For these three age groups, 4 teachers representing 80.0% were between 20-35 years and 1 teacher also representing 20.0% was between 36-45 years. No teacher is above 45 years old. This data shows that majority of the teachers are within their prime ages which means they are matured and energetic enough to work together with pupils in most school activities. This is good news for the school and the municipalities since majority of the teachers are young and energetic to carry out their duties effectively. This signifies that; that data collected is likely to reflect the views of teachers who communicate or relate with pupils.

Table 6: Teachers Length of Service

Length of Service	Frequency	Percentage (%)
1-5years	3	60.0

6-10years	1	20.0
11-15years	1	20.0
16+years	0	0.0
Total	**5**	**100.0**

Source: Field Data, June 2020

Table 7 presents data on the number of years that each teacher has spent in the teaching service. The result indicates that 3 teachers representing 60% each had spent 1-5 years in the teaching profession. Again, 1 (20%) teacher each had spent 6-10 years and 11-15 years. Even though majority of the teachers spent few years in the teaching service, one to five years might be enough to give them vast experience in teacher-pupil relationship. Therefore, data collected is likely to reflect the opinion of experienced teachers.

Objective One - To Determine The Nature Of Teacher-Pupil Relationship In Uvurkhangai province Arvaikheer soum 1st school

The main focus for objective one seeks to determine the nature of teacher-pupil relationship in selected public basic schools in the **Uvurkhangai province Arvaikheer soumProvince 1st school**

List of five (5) similar questions on a 1-5 scale were asked both pupils and teachers and they were asked to indicate their level of agreement in relation to this objective. The scale included: strongly agree; agree; neutral; disagree; and strongly disagree.

Strongly Agree – SA, Agree – A , Neutral – N, Disagree – DA, Strongly Agree – SD

Trs – Teachers, Pupils – Ps

Table 7: The Nature of Teacher-Pupil Relationship in Uvurkhangai province Arvaikheer soum 1st school

		SA		A		N		D		SD	
Item		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Pupils have favourite teachers	**Ps**	6	40.0	6	40.0	3	20.0	0	0.0	0	0.0
	Trs	4	80.0	0	0.0	1	20.0	0	0.0	0	0.0
Pupils have mutual relationship with teachers	**Ps**	8	53.3	6	40.0	1	6.7	0	0.0	0	0.0
	Trs	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0
Pupils are accepted by teachers	**Ps**	6	40.0	6	40.0	2	13.3	0	0.0	1	6.7
	Trs	0	0.0	4	80.0	1	20.0	0	0.0	0	0.0
Pupils are engaged in the decision making process in the school	**Ps**	4	26.7	6	40.0	0	0.0	2	13.3	3	20.0
	Trs	1	20.0	1	20.0	2	40.0	1	20.0	0	0.0
Pupils are motivated to learn	Ps	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Trs	40	40.0	40	40.0	20	20.0	0	0.0	0	0.0

Source: Field Data, June 2020

The data reveals that 6 pupils representing 28.6% each strongly agreed or agreed respectively that they have favourite teachers. The remaining 3 also representing 20% ticked neutral. This implies that majority of the pupils affirm they have favourite teachers. The responses of teachers indicate an agreement between teachers and pupils. 4 teachers representing 80% strongly agreed while a teacher also representing 20% was neutral. This proves that both teachers and pupils agree pupils have favourite teachers.

Item two also presented data on the responses of pupils and teachers when the pupils were asked if they have mutual relationship with their teachers. 8 pupils representing 53.3% strongly agreed while 6 (40%) agreed to same. The remaining 1 (6.7%) was not sure they have mutual relationship with their teachers. This shows that majority of the students agreed they have mutual relationship with their teachers.

The responses given by teachers were not different from the pupils. For instance, 2 teachers representing 40% each strongly agreed and agreed that they have mutual relationship with their pupils. However, 1 teacher representing 20% was not sure. The data proves that both teachers and pupils agree mutual relationship exist in Uvurkhangai Province Arvaikheer soum 1st school.

This is good because it will provide a basis to determine the nature of teacher-pupil relationship that exists in the public basic schools in the municipality.

Liu (1997) indicated that the impact of a multi-year experience in China's secondary schools, also attests to the importance of the teacher-pupil relationship stating, "The close emotional bond between teachers and pupils help pupils to recognize the school as a home away from home. He added that the teachers' dedication and mutual relationship with pupils' help inspire them to meet the school's requirements, both academic and behavioural". Mutual relation in this context denotes that both teacher and pupil have a shared interest in the process of teaching and learning, the end product being measured on the pupil's performance.

Table 8: Factors Influencing the Relationship between Teachers and Pupils in Uvurkhangai province Arvaikheer soum 1st school

		SA		A		N		D		SD	
Item		**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
The gender of pupils influences their relationship with teachers	Ps	14	93.3	1	6.7	0	0.0	0	0.0	0	0.0
	Trs	2	40.0	1	20.0	0	0.0	2	40.0	0	0.0
The socioeconomic status of pupils influences their relationship with teachers	Ps	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Trs	0	0.0	1	20.0	0	0.0	3	60.0	1	20.0
Academic performances of pupils influences their relationship with teachers	Ps	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Trs	2	40.0	2	40.0	1	20.0	0	0.0	0	0.0
Ethnic background of pupils influences their relationship with teachers	Ps	6	40.0	5	33.3	3	20.0	0	0.0	1	6.7
	Trs	1	20.0	4	80.0	0	0.0	0	0.0	0	0.0
Pupils behaviour/ attitude influences their relationship with teachers	Ps	13	86.7	2	13.3	0	0.0	0	0.0	0	0.0
	Trs	1	20.0	0	0.0	0	0.0	0	0.0	4	80.0

Source: Field Data, June 2020

The data proves that proves that 14 pupils representing 93.3% strongly agreed that the gender of pupils influences their relationship with their teachers and 1 pupil also representing 6.7% agreed. The results indicated that majority of the pupils agreed the gender of pupils influences their relationship with their teachers.

On the responses of teachers, while 2 teachers representing 40% strongly agreed that the gender of pupils influences their relationship with teachers, 1 representing 20% agreed and 2 others also representing 40% disagreed. However, if majority of both pupils and teachers agreed that the gender of pupils influences their relationship with their teachers, then this could be true. Many studies have shown that male teachers, on average, feel closer to girls than to boys and the vice versa (e.g., Lockheed & Verspoor, 1991; Hamre & Pianta, 2001). Also, Saul (2005) added that saying female teachers interact more with male pupils and the male teachers with female pupils.

Item two sought to find out how the socioeconomic status of pupils influences their relationship with teachers. The data revealed that all 15 (100%) pupils strongly agreed that the socioeconomic status of pupils influences their relationship with teachers. On the responses of teachers, only 1 teacher representing 20% agreed. 3 teachers representing 60% disagreed and 1 also representing 20% strongly disagreed that the socioeconomic status of pupils influences their relationship with teachers. The data indicates two separate views expressed by respondents. Whiles all the pupils agreed, majority of the teachers also disagreed. However, Pianta (1999) states that poor children have hard time achieving in school because they find it difficult getting closer to their teachers. Pianta said that deliberately or otherwise, teachers are closer to children from good socioeconomic background. This implies that the author supported that view of pupils that the socioeconomic status of pupils influences their relationship with teachers.

item three presents data on how the academic performances of pupils influence their relationship with teachers. The data shows that all the 15 pupils representing 100% pupils agreed that that academic performance of pupils influences their relationship with teachers. On the views expressed by the teachers, 2 (40%) teachers each strongly agreed and agreed while 1 (20%) was neutral. The data reveals that majority of both pupils and teachers

agreed that the academic performances of pupils' influence their relationship with teachers. To this fact, Buriel (1983) demonstrated that, as might be expected, student achievement is negatively correlated with teacher criticism.

Item five revealed that 13 pupils representing 86.7% strongly agreed that their behaviour or attitude influences their relationship with their teachers. The remaining 2 also representing 13.3% agreed. This results proves that all the pupils agreed that their behaviour or attitude influences their relationship with their teachers. On the views expressed by the teachers, only 1 teacher representing 20% teacher strongly agreed that pupils' behaviour or attitude influence their relationship with teachers, the remaining 4 representing 80% strongly disagreed.

Table 9: The Influence of Teacher-Pupil Relationship on Pupils Academic Performance in Uvurkhangai province Arvaikheer soum 1st school

Item		SA		A		N		D		SD	
		F	%	F	%	F	%	F	%	F	%
Good teacher-pupil relationship influences pupils academic performance	Ps	13	86.7	2	13.3	0	0.0	0	0.0	0	0.0
	Trs	4	80.0	1	20.0	0	0.0	0	0.0	0	0.0
Good teacher-pupil relationship boosts pupils' confidence in class	Ps	11	73.3	2	13.3	1	6.7	1	6.7	0	0.0
	Trs	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Counselling of pupils by teachers will modify pupils behaviour	Ps	15	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Trs	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
Good teacher-pupil relationship will improve pupils concentration in class	Ps	13	86.7	0	0.0	0	0.0	0	0.0	2	13.3
	Trs	2	40.0	3	60.0	0	0.0	0	0.0	0	0.0
Constant counselling and monitoring of pupils learning behaviour helps to improve pupils academic performance	Ps	14	93.3	1	6.7	0	0.0	0	0.0	0	0.0
	Trs	4	80	1	20.0	0	0.0	0	0.0	0	0.0

Source: Field Data, June 2020

Item one sought to find out if good teacher-pupil relationship influences pupils academic performance. The data indicates that 13 pupils representing 86.7% strongly agreed and the remaining 2 also representing 13.3% agreed. The data proves that all the pupils (100%) affirmed that that good teacher-pupil relationship influences pupils' academic performance. Moreover, on the responses of teachers, while 4 teachers representing 80% strongly agreed, 1 also representing 20% agreed.

This data revealed another agreement in the views established by pupils and teachers. Both respondents agreed that that good teacher-pupil relationship influences my academic performance. Various studies support this finding, for instance, Flood, Lapp, et al., (2003) and Spiro et al., (1987). These researchers are of the view that teachers who have built strong relationships with their pupils would be able to provide opportunistic guidance to their pupils because they have intimate knowledge of how their pupils learn and this is likely to influence their academic performance positively. Additionally, a research Henze et al. (2002) on the topic "The Ripple Effect of Conflict," indicated that the outcome of these initiatives "teachers getting to know their pupils" at the selected schools in in Northern Ireland was an increase in overall achievement of pupils.

From item two, the data shows that 11 pupils representing 73.3% strongly agreed that good teacher-pupil relationship boosts pupils' confidence in class. Also, 2 pupils representing 13.3% agreed. Moreover, while 1 pupil representing 6.7% was neutral, the remaining 1 representing 6.7% disagreed. This implied that majority of the pupils agreed that good teacher-pupil relationship will boost pupils' confidence in class. The responses of teachers portrayed that all 5 teachers representing 100% strongly agreed just like pupils that good teacher-pupil relationship will boost pupils' confidence in class. The results affirmed to the fact that good teacher-pupil relationship will boost pupils' confidence in class.

Item three presents data on the caption "counselling of pupils by teachers will modify pupils' behaviour". The data revealed that all the 15 pupils' respresenting100% strongly agreed. From the response, all the pupils agreed counseling is an effective tool for modifying pupils' behaviour. In responding to whether counselling of pupils by teachers will modify pupils' behaviour, the data reveals that while 3 teachers representing 60% strongly agreed, the remaining 2 representing 40% also agreed. It is noted that both pupils and teachers accepted that counselling of pupils will change pupils' behaviour.

Data on the views of teachers shows that, 2 teachers representing 40% strongly agreed and 3 teachers also representing 60% agreed that good teacher-pupil relationship will improve pupils' concentration in class. This indicated that all the teachers affirmed that good teacher-pupil relationship will improve pupils' concentration in class.

Table 10: Strategies Needed To Positively Enhance Teacher-Pupils Relationship in Uvurkhangai province Arvaikheer soum 1st school

		SA		A		N		D		SD	
Item		F	%	F	%	F	%	F	%	F	%
Participation of pupils in class activities will promote teacher-pupil relationship	Ps	9	60.0	0	0.0	5	33.3	0	0.0	1	6.7
	Trs	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0
Good interaction with teachers is needed to promote good teacher-pupil relationship	Ps	3	20.0	4	26.7	4	26.7	3	20.0	1	6.7
	Trs	3	60.0	2	40.0	0	0.0	0	0.0	0	0.0
Pupils abiding by school rules and regulations will promote good teacher-pupil relationship	Ps	14	93.3	0	0.0	0	0.0	0	0.0	1	6.7
	Trs	5	100.00	0	0.0	0	0.0	0	0.0	0	0.0
Pupils' expressing their opinions will promote good teacher-pupil relationship	Ps	7	46.7	1	6.7	5	33.3	1	6.7	1	6.7
	Trs	1	6.7	3	60.0	1	20.0	0	0.0	0	0.0
Motivation pupils will promote good teacher-pupil relationship	Ps	13	86.7	0	0.0	0	0.0	2	13.3	0	0.0
	Trs	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0

Source: Field Data, June 2020

Item one from the table indicates that 9 representing 60% pupils strongly agreed that pupils' participation in class activities will promote teacher-pupil relationship. The remaining 5 representing 40% were neutral. This indicates that majority of the pupils agreed that if pupils' participation in class activities, it will enhance their relationship with their teachers.

Data on the responses of teachers observed that all 5 teachers representing 100% strongly agreed that pupils' participation in class activities will promote teacher-pupil relationship.

The data revealed that both pupils and teachers agreed that pupils' participation in class activities will promote teacher-pupil relationship. This finding was supported Spiro et al. (1987) by who emphasized that knowledge cannot just be handed over to the learner but active involvement in knowledge acquisition is necessary along with opportunistic guidance by expert mentors.

All the 5 teachers representing 100% strongly agreed that pupils should abide by school rules and regulations to have good relation with their teachers. This implies that both pupils and teacher agreed that pupils abiding by school rules and regulations by pupils will promote good teacher-pupil relationship.

5. RECOMMENDATIONS:

The following recommendations were made based on the conclusion drawn from the findings of the study.

- Teachers must make their teaching more learner centered to enable pupils participate in lessons.
- Teachers are further encouraged to give out their best to the pupils since their attitude towards work may positively or negatively influence their relationship with others and especially their pupils.
- Also, the gender, socioeconomic status and ethnic background of pupils must not influence their relationship with their teachers. This will put some pupils at a disadvantage.
- School leaders and teachers are advised to involve the students in the decision-making process of the school.
- Again, head teachers and teachers are directed to adopt a leadership style that will promote unity and encourage interpersonal relationship at school.
- Teachers are encouraged to constantly counsel or advice deviant pupils advised to abide by school rules and regulations.
- Both parents and teachers are urged to motivate, discipline and monitor their pupils learning behaviour.

6. CONCLUSION:

Based on the findings of the study, it can be concluded that pupils regard some teachers as favourite because they warmly receive them, pupil are also involved in the decision-making process in the school, teachers have mutual relationship with their pupils and motivate them to learn.

Another conclusion that can be drawn is that the gender of pupils, their socioeconomic status, academic performance and their ethnic background influence their relationship with teachers.

Additionally, one can also conclude that indiscipline among pupils, teachers' attitude toward teaching, head teacher's leadership style and parents' mistrust for teachers, are the challenges that hinders effective teacher-pupil relationship in schools.

Another conclusion reached is that good teacher-pupil relationship influence pupils' academic performance, boost their confidence and improve their concentration in class. Also, counselling modifies pupils' behaviour and constant monitoring of pupils learning behaviour will help them to improve academically.

Finally, it can be concluded that pupils' participation in class activities, good interaction with their teachers, abiding by school rules and regulations, expressing their opinion on issues affecting them and motivation would promote good teacher-pupil relationship.

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