

Social Capital and the Teacher Student Relationship

Oyadonghan Tupele-Ebi Enai

Department of Curriculum and Instruction, Isaac Jasper Boro College of Education, Sagbama, Pmb 74,

Yenagoa, Bayelsa State, Nigeria

E-mail: tupele_ebi@yahoo.com

Abstract

This study was developed to solve the problem of students' poor performance in public examinations from the view of teacher/student relationship, giving specific attention to social capital formation as a determinant for its improvement. To achieve the above objective, the researchers developed a survey method of study with the help of questionnaires distributed to a sample size of 120 that was randomly selected, primary data was collected to test the research hypotheses. The researchers used correlation co-efficient with the help of Statistical Package for Social Sciences (SPSS) to determine the relations between the variables. The study revealed that social capital determines a good teacher/student relationship which enhances an effective teaching and learning process and student's performance in public examinations. Again in most schools there is a zero base social capital accumulation, poor teacher/student relationship and ineffective teaching/learning process which accounts for the poor students' performance in public examinations. The researchers recommended that a good social capital development by means of seminars should be established by school leaders and managers, and social capital and moral values should be introduced as a subject in the SS III school curriculum and as a general studies course for all students in the faculty of education in Nigerian universities and all colleges of education.

Keywords: Social, Capital, Teacher, Student And Relationship

INTRODUCTION

Osokoya (2010) observed in silence that education is the bringing up of an individual in the society. It then means, society has a great influence on education. The big issue is what role society can play as an influencing factor in education. The Nigerian case can be traced to the nature of its traditional education. The Nigerian educational system had been described as functional education guided by principles. It was considered as a process of initiation into the society and a preparation for adulthood (Osokoya 2010). He described the traditional Nigerian educational system with the following words.

"It was an education that emphasized social responsibility, job orientation, political participation and spiritual and moral values. Method of teaching was very practical. It included participation at ceremonies and rituals. Initiation, recitation and demonstration were used. Educational activities included practical farming, fishing, weaving, carving cooking, knitting and so on. Recreational subjects included wrestling, dancing, drumming, display and racing, intellectual training included the study of local history, legends, local geography, plants and animals, poetry, reasoning, riddles, proverbs, storytelling and so on".

Osokoya's description of the Nigerian traditional education agreed with the description of a pragmatic educational system. According to John Dewey as quoted by Osokoya (2010), educational development should be dialectical, and added that a learning child should be given the opportunity to participate in different types of experience, to build the child's creative ability. As if giving further explanation to Osokoya's use of the word 'dialect', Essia (2005) said "mental development is essentially a dialectical process that involves the acquisition and use of new information, interaction and activity to fill a self-felt knowledge gap".

To Dewey, education as a continuous reconstruction and growth of experience should also develop the moral character of the child. Virtue should be taught not by imposing values upon the child but by cultivating in him, fair mindedness, objectivity, imagination and courage to change his mind in the light of new experience to knowledge (Osakoya, 2010). Dewey's view is that a school is a miniature society and should reflect the good nature of the society. School is an instrument for carrying out social reform. Schools should be used to develop creative individuals who will work to eliminate evil from the society. He also believed that education should be used to encourage habits and dispositions that make up intelligence and to nurture such good habits, and in addition, be used to develop the moral character of a child. This issue of moral character development is what is referred to as *social capital development*. Putnam (1996) said social capital is the "features of social life, networks, norms, and trust that enable participants to act together more effectively to produce common objectives".

In a typical class room, where teachers meet with students learning from them, there is a great need for creating the collective relevant innovative consciousness to enable teacher – student relationship to be cordial, loving, truth telling and imbibe trust in one another, elements which under-pin oneness and collective responsibility in achieving the common goal in learning.

The teaching-learning process is mar with a lot of challenges in the modern world. Osokoya (2010) said "It

should be noted that teaching in contemporary schools involves building relationships with many different students with a variety of backgrounds, needs, expectations, motivation and aspirations. It is not possible to help children learn effectively without the teacher having knowledge and insight for their concerns.

Teachers are bound to meet with students who are restless, unable to concentrate, not well motivated. They will also meet students who are creative, assertive and demand respect even from the teachers and may not be passive recipients of the teacher's knowledge. Some may even challenge the knowledge of the teacher or perceived injustice vehemently even in a provocative manner (Osokoya 2010).

These situations had led to making the school environment or the class room a battle ground between teachers and students in most times. The reason for situations like these occurring at school is assumed to some factors. Mcnergnery and Mcnergnery (2006) associated such factors with poverty, family difficulties, loneness, social and domestic violence and crime, child abuse and neglect by family members and sexual immorality as being responsible for such behaviours.

Oladele (1998) once concluded that if "teacher - student relationship is below cordial, it will affect the teaching – learning process, once that process is affected the result will be unacceptable to society because schools will produce unqualified graduates, with no skill and knowledge, the school environment will not be conducive for effective learning parents will not know peace at home and violence will be introduced into the school system by those who have no regard for education. The greater result being the poor performance in public examinations such as the WASCE and JAMB in recent times with specific reference to Bayelsa State in Nigeria.

How then can social capital be an effective tool for forestalling these evil vices in the school and society?

Fukuyama (1999) and Haralambos (2000) emphasizes the importance or relevance of social capital in the society. They noted that since the mid 1960s social conditions have been deteriorating in the world. Crime and social disorder have continued to rise; making mega cities to become unsafe. This has led to general decay in kinship-based norms that sustain group effort. Countries need a good amount of social capital to sustain the growth momentum. They added that social capital allows human relationships to function more efficiently. For instance, if members of a group come to expect that others will behave reliably and honestly, then they can trust one another. Trust lubricates human relationship and makes groups to function more efficiently.

Many scholars have associated this fall in performance with the inefficiency of teachers in the teaching – learning process with lack of teaching facilities. However, an important factor that affects that process is in most times ignored which has to do with the teacher student -relationship in the teaching / learning process. More so, a poor teacher – student relationship affects class room management (Osokoya, 2010), students perception of /and respect for teachers, and the subject being taught. In most cases a negative attitude is developed toward the subject being taught, which affects students interest on the subject and develop hatred for disciplines that require a credit pass in such subjects to develop ones career.

Teachers have a primary responsibility to teach their students not only on academic activities but also on extracurricular activities and social responsibilities. To achieve this universal goal in teaching, this study is designed to direct attention to achieving the objective of introducing social capital development into the curriculum of education.

REVIEW OF RELATED LITERATURE AND THEORITICAL FRAME WORK

MEANING OF SOCIAL CAPITAL

The notion of social capital is a useful way of entering into debates about civil society and is central to the arguments of Robert Putnam and others who want to reclaim public life. It is also used by the World Bank with regard to economic and societal development and by management experts as a way of thinking about organizational development. But in this study, the researcher will examine the nature of social capital: Some of the issues surrounding its use and its significance for educators and students with particular reference to teacher-student relationship and the teaching-learning process.

The notion of social capital is said to have first appeared in Lyda Judson Hanifan's discussions of rural school community centre in 1916 and 1920 (Coleman 1994). He used the term to describe those tangible substances that count for most in the daily lives of people. He was particularly concerned with the cultivation of goodwill, fellowship, sympathy and social intercourse among those that make up a social unit. It took some time for the term to come into widespread usage.

Social capital as explained by the World Bank is a useful organizing idea. It argued that increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable (The World Bank, 1999).

For John (2003), social capital is "relationship matter; the central idea is that social networks are a valuable asset. Interaction enables people to build communities, to commit themselves to each other, and to knit the social fabric. A sense of belonging and the concrete experience of social networks (and the relationships of trust, and tolerance that can be involved), to bring great benefits to people".

Trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions;

ultimately, it becomes a share set of values, virtues, and expectations within society as a whole. Without this interaction, on the other hand, trust decays at a certain point. This decay begins to manifest itself in serious social problems. The concept of social capital contends that building community and trust requires face-to-face encounters.

John (2003) defined social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition”. Basic attributes of social capital highlighted by Bourdieu are that social capital is:

- 1) A viable resource of economic importance
- 2) A durable possession that unite a network of people, communities, and societies
- 3) Institutionalized and generally acceptable rules of creating enduring relationships and acquaintances even in informal settings.

Coleman (1994) defines social capital by its function: “it is not a single entity, but a variety of different entities, having two characteristics in common: they all consist of some aspect of a social structure and they facilitate certain actions of individuals who are within the structure”. The two characteristics are:

- 1) Social structures
- 2) Facilitating good relationships among individuals in each structure, and the structures are not just one or single but many such as schools, families, churches, or religious organizations, and clubs. In all these structures, social capital facilitates the unity of people by common principles of trust, truth, and fellow feeling.

Putnam (2000) defines or explains social capital in this way “whereas physical capital refers to physical objects and human capital refers to the properties of individuals, social capital refers to connections among individuals, social networks and the norms of reciprocity and trustworthiness that arises from them. In that sense, social capital is closely related to what some have called “civic virtue”. The difference is that social capital calls attention to the fact that civic virtue is most powerful when embedded in a sense, network of reciprocal social relations. A society of many virtuous but isolated individuals is not necessarily rich in social capital”.

The World Bank (1999) defines social capital as “the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together”.

The three thinkers that most commentators highlight in terms of developing a theoretical approach to social capital are Field John, Janees Coleman, and Robert Putnam. John wrote from within a broadly Marxist framework. He began by distinguishing between three forms of capital: economic, cultural, and social. A basic concern was to explain the processes making for unequal access to resources and differentials in power and the ways in which these led into class formation and the creation of elites. He understood social capital to be the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition. The possession of social capital (by him) did not necessarily run alongside that of economic capital, but it still was in his view an attribute of elites, a means by particular networks held onto power and advantage. He presumed that social capital generally functions to mask the naked profit-seeking of its holders, and is therefore inimical with the open democratic society that he espoused in his journalism and political activism (John, 2003).

While Coleman’s (1994) contribution to the concept of social capital was to theorize it in a way that illuminated the process and experiences of non-elite groups. In other words, he argued that those living in marginalized communities or who were members of the working class could also benefit from its possession. Drawing upon a base of rational choice theory, Coleman (1994) looked to social capital as part of a wider exploration of the nature of social structure. He argued that social capital was defined by function: “it is not a single entity, but a variety of different entities, having two common characteristics; they all consist of some aspect of a social structure and they facilitate certain actions of individuals who are within the structure (Coleman, 1994). Coleman’s exploration is that social structures and institutions are better suited to cultivate reciprocity, trust, and fellow feeling. As a public good, social capital is almost entirely benign in its functions, providing for a set of norms and functions that allow individuals to cooperate for mutual advantage and with little or no dark side.

EFFECT OF SOCIAL CAPITAL ON A SOCIETY

Putnam (2000) stated the following effects of social capital on a society:

- 1) Social capital allows citizens to resolve collective problems more easily..., people often might be better off if they cooperate with each doing her share.
- 2) Social capital greases the wheels that allow communities to advance smoothly, where people are trusting and trustworthy, and where they are subject to repeated interactions with fellow citizens; everyday business and social transactions are less costly.
- 3) It widens our awareness of the many ways in which our fates are linked....when people lack connection to others, they are unable to test the veracity of their own views, whether in the give or take of casual

- conversation or in more formal deliberation. Without such an opportunity, people are more likely to be swayed by their worse impulses.
- 4) The networks that constitute social capital also serve as conduits for the flow of helpful information that facilitates achieving our goals.
 - 5) Social capital also operates through psychological and biological processes to improve individual's lives.....communities. Connectedness is not just absent warm fuzzy tales of civic triumph (John, 2003). In measurable and well-documented ways, social capital makes an enormous difference to our lives (Putnam, 2000).
 - 6) The possession of social capital held great significance in terms of human well being struck a chord.
 - 7) Promotes group participation in civic engagements, voting, political participation, newspaper readership and local associations (Putnam,2000)
 - 8) Promotes trust, kinship, respect, and regards for one another (John, 2003)
 - 9) Encourage group participation in group task, concentration in class work, and devotion to instruction by students, and promote reciprocity and trust (John, 2003).
 - 10) Social capital promotes tolerance and trust among one another in a society, community, family, classroom and school (Putnam, 2000).

Putnam (2000) demonstrated that social capital is important in the development of a child. Child development is powerfully shaped by social capital. Trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community have far reaching effects on their opportunities and choices in educational achievement and hence on their behavior and development. In high social-capital areas, public spaces are cleaner, people are friendlier, and the streets are safer. Traditional neighborhood risk factors such as high poverty and residential mobility are not as significant as most people assume. Places have higher crime rates in large part because people do not participate in community organizations, do not supervise younger people, and are not linked through networks of friends. Those communities with collective efficacy – the confidence to intervene born of higher rates of social capital – are characterized by lower crime rates.

Social capital mitigates the insidious effects of socioeconomic disadvantages. Where it exists, trust, social networks flourish. Individuals, firms, neighborhoods, and even nations prosper economically (Essia 2005).

The World Bank (1999) has also brought together a range of statistics to make a case for the social economic benefits of social capital. For example, they argued that there is evidence that schools are more effective when parents and local citizens are actively involved. Teachers are more committed, students achieve higher test and examination scores, and better use is made of school facilities in those communities where parents and citizens take an active interest in children's educational well-being.

Cohen and Prusak (2001) see the benefits of social capital to an organization in the following ways:

- a) Social capital brings better knowledge sharing due to established trust relationship, common frames of reference and shared goals
- b) Social capital lower transaction costs, due to a high level of trust and cooperative spirit
- c) It lowers turnover rates, reducing severance costs and living and training expenses, avoiding discontinuities associated with frequent personnel changes, and maintaining valuable organizational knowledge, and
- d) Promotes greater coherence of action due to organizational stability and shared understanding.

EDUCATION AND THE RELEVANCE OF TEACHER-STUDENT RELATION

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge skills and values from one generation to another. Etymologically, the word education is derived from *educare* (Latin) "bring up", which is related to *educare* "bring out", "bring forth what is within", "bring out potential", and *ducare*, "to lead". (Claxton 2009)

Teachers in educational institutions direct the education of students and might draw on many subjects including reading writing, mathematics, science and history. This process is sometimes called schooling when referring to the education of teaching only a certain subject, usually as professors at institutions of higher learning. There is also education in fields for those, who want specific vocational skills such as those required to be pilot. In addition, there is an array of education possible at the informal level such as in museums and libraries, with the internet and in life experience. Many non-traditional education options are now available and continue to evolve. Since education is the process by which people learn, then there must be instructions to facilitate learning by a teacher. Teaching is the actions of real instructor to impart learning to the student. Again, learning refers to learning with a view toward preparing learners with specific knowledge, skills, or abilities that can be applied immediately upon completion. This is what is referred to as the teaching-learning process (Oladele 2004). This process involves two parties: the instructor (teacher) and the learner (student). There is going to be a forum of constant interaction between the teacher and the student, which establish the teacher-student relationship. This forum to effective interaction is created by means of the school system.

In most contemporary educational systems in the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typical compulsory Universal Basic Education to the optional selective tertiary “post-secondary” or “higher” education (e.g. universities, colleges of education, polytechnics, innovational and vocational institutions and mental aids and other special institutions such as survey, aeronautical and medical/paramedical and military institutions). The purpose of secondary education is to give common knowledge, to prepare students for higher education or to train them directly in a profession and clerical responsibilities and skills (Osokoya 2010). Higher education, also called tertiary, third stage or post secondary education, is the non-compulsory educational level that follows the completion of a secondary education. Tertiary education is normally taken to include undergraduates and post graduate education as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the award and receipt of certificates diplomas or academic degrees.

Higher education includes teaching, research and social services activities of universities and within the realm of teaching. It includes both undergraduate level and the graduate level. Higher education is very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy (Sahlberg 2010, European Commission 2010).

In all the above forms of teacher-student interaction, the process of interaction or learning are most commonly based on:

1. **Visual:** Learning based on observation and seeing what is being learned
2. **Auditory:** Learning based on listening to instructions or information.
3. **Kinesthetic:** Learning based on hands-on work and engaging in activities.

Although it is claimed that depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. Tremblay (2010) argues that “There is no adequate evidence base to justify incorporating learning styles assessments into general educational practice”. A consequence of this theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Claxton (2009) questioned the extent that “learning styles such as VAK (Visual, Auditory, and Kinesthetic) are helpful, particularly as they can have a tendency to label children and therefore restrict learning.” To remedy this perceived negative effect, Claxton recommended a good relationship between the teacher and the student through social interaction and building a lasting moral virtues and social capital.

Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that students can understand, retain and pass to others. Studies from the US suggest that the quality of teachers is the single most important factor affecting student performance, and that countries, which score highly on international test have multiple policies in place to ensure that the teachers they employ are as effective as possible in the ability to create good relationship with people of all ages. (Tremblay 2010, Robinson 2006)

A vehicle that contributes to optimum student learning is the ability to develop the proper relationship with students, a relationship that becomes a motivator for those involved in the learning experience. Relationship involves the incorporation of a number of techniques designed to enable teachers with differing personalities, varied teaching styles and those who teach in different fields to develop human relationship skills that can lead to increased student effort and participation. The teacher-student relationship has been identified as a significant influence on overall school and behavioral adjustment (Jones and Jones 1981; Rose 2000; and Marlin 2002). They find out that positive teacher-student relationship is defined as “Warm, close, cumulative” and are linked to behavioral competence and better school adjustment. Others said the conflict in teacher-student relationships are related to unfavourable outcomes such as negative school attitude, school avoidance and hostile aggressions. When there is no emotional connection to a care giver at home, supportive school experiences play a critical role in students’ adaptations. More specifically, teachers who provide emotional support, reward competence and promote self esteem are considered to be one of the factors that decrease the vulnerability of high-risk students in response to stressful life events (Wilson 2006, Adebola and Ademola 2007).

The teacher-student relationship is very important to children, because they spend approximately 5 to 7 hours a day with a teacher for almost 10 months in a year. A positive relationship between a student and his/her teacher is difficult to establish, but can be fun for both individuals at either end. The good results of a positive relationship can vary to set a learning experience approachable and inviting the student to learn. A teacher and student who have the qualities of good communications, respect in classroom and show interest in teaching from the point of view of the teacher and learning from the student will establish a positive relationship in the classroom (Jones and Jones 1981; Schofield 1999).

Talking about proper classroom management, Ubulom (1999) said “Classroom management is the process of organizing and coordinating the willing efforts of children to achieve their own objectives. It involves those activities by which teachers establish and maintain conditions that enable individuals in the classroom to apply all their rational and creative talents to the challenge of educational tasks instead of expending their energies on

disruptive activities”.

The ability and principle that can gather people in a group to act orderly and channel their talents, knowledge and gifts in life toward the production of socially important goods and services or create further knowledge or develop and ponder over existing knowledge instead of using such gift, strength and ability in disruptive or destructive activities is what the crux of social capital means (Michael 2001, Bontis 1998). Putnam (1999) said “Social capital is the feature of social life, networks, norms, and trust that enable participants to act together more effectively to pursue objectives”. Youndt (2000) comments that, “There is a strong link between social capital and value creation”. So Michael (2001) concluded that social capital as “a portfolio of dynamic processes, is a process of networking and the use of inter-disciplinary knowledge to affect the ways people act, interact and the roles they play to satisfy the needs of the groups”.

Fukuyama (1999) emphasizes that the absence of social capital brings about disruption, crime, violence, truancy and aggressiveness. He noted that, “Since the mid 1960’s social conditions have been deteriorating in the world. Crime and social disorder have continued to rise, making mega-cities to become unsafe. This has led to a general decay in kinship-based norms that sustain group effort. Countries need a good amount of social capital to sustain the growth momentum”. Essia (2005) said “Social capital is a portfolio of cultural endowments that are rooted in individuals’ mental structures”.

Rose (2000) explains that “it is what we are excited about that educates us”. Children learn when they enjoy learning, but also they need some control over the teacher’s decisions. “Authoritarian control is often destructive to students who are in the primary grades, and eventually upper grade teachers have difficulty dealing with children who were taught with an authoritarian teacher” (Jones and Jones 1981). Children in primary grades feel the urge to talk about their problems, fears, or even show their knowledge, but at the same time they want to be listened to. The student will feel valued and respected if given this favour. Students feel flattered when the teacher eventually gives them the option of contributing in other words the teacher asks for the students opinion on certain issues (when it is usually not offered to the students). The teacher does not have to give up all their control rather teachers share control with students and encourage interactions that are determined by mutual agreement (Jones and Jones 1981). Hence social capital builds such relationships based on mutual agreement (World Bank 2002).

A teacher has three levels of responsibility to his students in relation to giving advice:

The first is fulfillment of the prerequisite of getting to know his students individually, to probe the innermost depths of their hearts as well as examining the outer details of their lives. As the teacher’s familiarity grows, so the potency of his advice deepens proportionately.

Secondly, the teacher must express love and affection toward his students. It is this affection that dissolves the student’s natural tendency to resist being told what to do. Thus, the advice can penetrate more deeply and effectively.

Finally, the teacher must take time to reflect upon his student’s progress, refining and adjusting his vision of how best to influence them toward positive change. This is an ongoing requirement because students quickly “outgrow” old advice, and the categories of what is beautiful and what is ugly change with each new stage of growth.

MATERIALS AND METHODS

The primary data for the study were generated through the administration of questionnaires conducted to evaluate the relationship between the social capital and teacher-student relationship in the teaching-learning process in secondary schools. The population of this study was made up of all secondary schools in Bayelsa State. However, researchers used simple random sampling technique to choose one public senior secondary school from each of the eight (8) local government areas in Bayelsa state and four (4) from the state capital territory (Yenagoa) making a total of twelve (12) senior secondary schools. From each school, a male and a female student was selected from SS1– SSIII and 2 male and female teachers each from the selected schools as respondents making a total of 10 respondents from each school and one hundred and twenty (120) respondents in total, with a sample size of equal males and females. This selection was to ensure that respondents will possess all the characteristics of the entire population of the study.. The study was conducted between June 2013, to September 2013. The Yaro Yamen model was used for the purpose of sample size determination. The modified questionnaire was pre-tested using five (5) schools in the study. A reliability and internal consistency test was done on the collected data using Cronbach Alpha and Pearson Product Moment Correlation Coefficient model, to explore the consistency of the questionnaire. The result of the reliability test shows that the questionnaire design is highly reliable and consistent at 0.647 and 0.733. Excel software was used to transform the raw data into format suitable for analysis, after which the statistical package for social sciences (SPSS) version 19 was used to test the hypotheses formulated for the study.

DATA ANALYSIS

Test of hypothesis one: there is no significant relationship between Social Capital and Student / Teacher

Relationship

Table 4.1 Correlations

		SOCIAL CAPITAL	RELATIONSHIP
SOCIAL CAPITAL	Pearson Correlation	1	.227
	Sig. (2-tailed)		.228
	N	120	120
RELATIONSHIP	Pearson Correlation	.227	1
	Sig. (2-tailed)	.228	
	N	120	120

Source. Field work 2013(spss print out)

The result from the above table 4.1 shows that social capital is significantly related to effective teacher / student relationship in a school.

Test of hypothesis two: there is no significant relationship between Teacher/Student relationship and student interest on a subject

Table 4.2 Correlations

		RELATIONSHIP	INTEREST
RELATIONSHIP	Pearson Correlation	1	.124
	Sig. (2-tailed)		.514
	N	120	120
INTEREST	Pearson Correlation	.124	1
	Sig. (2-tailed)	.514	
	N	120	120

2013 (SPSS) result print out

From table 4. 2, the correlation coefficient indicated that a good teacher/student relationship is positively related to a students interest on a particular subject or discipline. A fall in teacher student relationship will result to a reduction in the interest of a student on the subject thought by the teacher.

Test of hypothesis three: there is no significant relationship teacher / student relationship and student performance in public examinations

Table 4.3 Correlations

		RELATIONSHIP	PERFORMANCE
RELATIONSHIP	Pearson Correlation	1	.075
	Sig. (2-tailed)		.695
	N	120	120
PERFORMANCE	Pearson Correlation	.075	1
	Sig. (2-tailed)	.695	
	N	120	120

As shown in table 4.3, there is a positive relationship between teacher/student relationship and students performance in public examinations. The two tailed test has a coefficient of .695, indicating that an improvement in the teacher / student relationship will equally improve the performance of students in public examinations in Bayelsa State.

Test of hypothesis four: there is no significant relationship between social capital and reduction of student vices in secondary schools in Bayelsa State

Table 4. 4. Correlations

		SOCIAL CAPITAL	VICES
SOCIAL CAPITAL	Pearson Correlation	1	.154
	Sig. (2-tailed)		.416
	N	120	120
VICES	Pearson Correlation	.154	1
	Sig. (2-tailed)	.416	
	N	120	120

From table 4.4, the result also indicated a positive inverse relationship between social capital formation and student vices. Meaning social capital will significantly reduce students design for social vices at school because

it teaches morals, social norms, truth telling and discipline

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

This study was aimed at providing solution to the problem of poor student's performance in public examinations as caused by the lack of good Teacher/students relationship and to see how building a viable and sufficient level of social capital in the school system can improve the relationship. The analysis of the study revealed that Teacher/Students relationship affects the teaching/learning process.

Social capital formation is vital for an effective Teacher/Student relationship. A good relationship creates a good learning environment, improve students interest on a subject and finally on the performance in public examinations. With the increasing record of poor performance in public examinations by students in recent times particularly in Bayelsa State, the hypotheses tested revealed that a social capital formation strategy is necessary to be developed and adopted by such schools so that students can imbibe the culture of good behaviour, fellow feeling, truth telling and hard work so as to discourage laziness and examination malpractice which are socially rejected practices.

The study highlighted the role of social capital in a loving relationship that encourage team work, trust, honesty, respect and value for one another, and that the presence of these values cement a cordial and lasting relationship among teachers and students in the classroom and among students themselves in team work.

Such a scene will encourage students to be studious, hardworking and find joy in hard work and personal initiative. It also helps students to appreciate achievements by themselves in building them the need to trust one another and themselves.

Finally all these qualities can be seen in a teacher only when the teacher has a good amount of social capital in his/her lifestyle again students can only follow, listen and obey a teacher as a role model and carrier builder if he/she is able to build in them the values of having social capital.

That most schools do not have good amount of social capital which informs the reason for increase in school crises, youth disturbance, social violence and lack of respect and trust for one another in the society at large. Since the school is the bed rock of education not only for academic purposes but also for moral values and customs, a lack of such training in the school affect the social and the global community at large.

Another issue discovered was that once students develop hatred for a teacher; it is often extended to the subject being taught by the affected teacher. Even if such subject is required by the student to pass at credit level for his/her desire carrier in the future, students will look for short cut to avoid it and go for courses that do not require it in the universities. Such as going for public administration instead of business administration or accounting because of mathematics. In conclusion, a poor teacher/student relationship also affects the carrier choices of the students in the future.

The result of all the above observations is that students will not study hard and failure in public examinations becomes an increasing phenomenon in our society. It behooves the researchers to make the following recommendations to solve the problem of poor performance in public examination as occasioned by the lack of social capital in secondary schools.

All schools should develop strategies to build social capital among students and staff at all times. Programmes such as seminars, workshops should be organized to feature topical issues on social capital needs and its relevance in the school system.

Social capital and moral values should be introduced as a subject of study at the SS III level for all school students and a general studies course for all students in the faculty of education in all universities and colleges of education. Moral values are maintained and enforced with discipline; the discipline in the school system is falling, it is necessary to review the relevance of discipline and how loving discipline should be encouraged in secondary schools instead of the violence and *laissez-faire* forms of discipline adopted by teachers and managers in the school system.

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