

Correlation of Teacher Burnout, Teacher-Student Relationship and Academic Performance Of Junior Secondary School Students In Plateau State, Nigeria

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Abstract

This study examined the relationship between teacher burnout, teacher-student relationship (TSR), and students' academic performance. A Descriptive-Correlational research design was employed for the study. There are total of 315 junior secondary schools widely spread across the state, with a total student population of 39,436 students and 3,973 teachers. A total of 26 junior secondary schools, 280 students and 103 teachers were used for the study, using opportunity sampling as in Cresswell, 2014. Since, only schools who are to release students results meet the requirement of the research. Data were collected using a self-structured questionnaire measuring TSR, an adapted questionnaire measuring teacher burnout and students' academic record was used to measure academic performance. Descriptive statistics, correlation analysis, and multiple regression were used to analyse data. Findings revealed that TSR was generally perceived to be on the high level ($M = 3.15$), and low teacher burnout levels were also reported ($M = 2.34$). Correlation analysis showed a significant negative relationship between teacher burnout and TSR ($r = -0.157, p < .01$), indicating that higher burnout levels weaken teacher-student relationship. However, neither TSR ($r = .002, p > .05$) nor teacher burnout ($r = .064, p > .05$) were significantly correlated with students' academic performance. This study recommends that teachers' well-being should be supported to reduce teacher burnout and improve teacher-student relationship. Future research should explore other factors such as students' motivation and school resources since neither teacher burnout nor teacher-student relationship was found to significantly relate with academic performance.

Keywords: Teacher burnout, teacher-student relationship, academic performance.

Introduction

Teaching is a noble thing, but the teaching profession has become more and more unappealing to many due to the poor well-being of teachers that has been observed over the years. The few persons that go for the profession are then faced with high work load which leads to stress. According to Doan et al., (2023), teachers are the most stressed when compared to other professionals. Exposure to this stress over a long period of time, most times lead to burnout.

Burnout being a prolonged response to stress at work, is marked by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Leiter, 2016). When workplace conditions and job demands are poorly managed and not well organized, they often lead to negative outcomes for employees, draining their energy and

exhausting their mental resilience. Burnout has become a major psychological risk in the modern workforce, carrying serious consequences for both the affected individuals and the organizations they work for. Burnout was initially linked to caregiving professions in the mid 1970's but now studies show that it affects individuals across a wide range of occupations and professional settings (Grow et al., 2019).

The teaching profession for one, requires teachers to cater for the psychological and academic needs of their students. In today's fast-paced and knowledge-driven society, teachers are expected to play a far more demanding role than ever before in shaping students to thrive in the 21st century. Beyond delivering subject content, teachers are required to develop students' competencies across the cognitive, intrapersonal, and interpersonal domains. This means that teacher's responsibility includes nurturing the student's critical thinking, creativity, reasoning, motivation, self-regulation, and metacognitive skills. The teacher needs to also emphasize collaboration, effective communication, and leadership skills among the students (Kelly et al., 2023). These skills are not new at all, but the demand is now much higher due to the complexity of modern life and work environments. Students now need to acquire and apply them across various contexts, regardless of their future career paths.

This expansion of the role of a teacher has intensified the teaching job demands, placing enormous pressure on educators to meet academic, emotional, and social expectations simultaneously. Over time, such pressures contribute to work-related stress and burnout, especially when institutional support is lacking, and systemic issues such as irregular salaries, large class sizes, and insufficient resources persist (Skaalvik & Skaalvik, 2017).

Teacher burnout is a growing issue within educational systems worldwide, impacting not only teachers' well-being but also the broader school environment and student academic performance. In the United States, for example, nearly half of teachers indicated that they are experiencing high levels of stress, leading to decreased instructional quality (Harris et al., 2016). In Europe, similar issues have been observed, with high rates of burnout reported in countries such as the Netherlands and Norway (Skaalvik et al., 2017).

Burnout can lead to increased absenteeism and lower job commitment, which further affects how likely a teacher is going to stay in his job (Billingsley et al., 2023) thereby leading to high turnover rates. Teachers who lack proper stress management support starts to burnout and struggle with productivity and classroom engagement, which directly affects the quality of teacher-student interactions and relationship (Ozoemena et al., 2021).

Burnout also has biological effects which include structural and functional brain changes, alongside excitotoxicity (Bayes et al., 2021). This can explain why teachers experiencing burnout are highly irritable and often struggle to build and maintain a positive teacher-student relationship. Teacher burnout goes further to reduces empathy, patience, and over all classroom effectiveness of affected teachers (Herman et al., 2018). These studies

collectively suggest that the rising expectations placed on teachers, without commensurate institutional support, do not only threaten their mental and emotional well-being but also weaken the very relationships they are expected to build with students. Teacher-student relationship comprises of various components which include communication, trust, and support. A positive teacher-student relationship gives room for improved students' motivation and engagement in the learning process (Roorda et al., 2017). When students perceive their teacher as supportive, they become more free with the teacher and are willing to engage more in the learning process. They explore their curiosity without the fear of being judged, this eventually can make them perform better academically. Also, when learning instructions and objectives are effectively communicated, students easily comprehend and deliver as expected (Alhamami et al., 2023).

When teacher-student relationship suffers, students' academic progress and engagement are likely to decline. This means that the absence of teacher burnout will not only be beneficial to the teacher but to the students as well, seeing that the teacher will now have the strength to manage the class room better, effectively communicate learning objectives, motivate the students and use appropriate instructional methods. This can improve students' engagement and possibly their academic performance.

Teacher-student relationship is undoubtedly a pivotal element in the educational process. In the Nigerian context, where educational challenges are multifaceted, the quality of relationship between teachers and students becomes even more critical. Studies have stressed the importance of positive teacher-student relationship in enhancing students' academic performance. They emphasise that consistent communication, emotional openness, equity, and mutual respect between teachers and students positively influences students' academic performance. Students who perceive their teachers as respectful and enthusiastic have been observed to exhibit better study habits and academic performance (Nonyelum et al., 2022). While harsh teacher behaviours negatively impacts students' academic performance, highlighting the need for teachers to adopt more patient and encouraging approaches (Adigbo, 2024). However, sometimes this relationship does not result to a better academic performance (Adeyemi et al., 2022).

Given the country's youthful population of which most are of school age, teachers in Nigeria often face large student-to-teacher ratios, inadequate classroom facilities, and limited access to professional development, all of which contribute to high levels of stress and burnout. This has made teacher burnout so prevalent throughout the country. An overwhelming 69.9% and 36% of primary school teachers in Nigeria report experiencing high levels of psychological distress and burnout respectively (Ozoemena et al., 2021). These systemic issues weaken teachers' capacity to foster effective learning environments.

In Plateau State specifically, teacher burnout and work-related stress is a major concern. This has resulted into high turnover intent among private secondary school teachers. This high turnover rate sometimes interferes with the existing teacher-student relationship in

such schools. When it comes to the public schools, it was observed that the general academic performance of Government Secondary School students within the state tends to drop with increase in workload of the teachers (Momoh et al., 2020). Student academic performance in Plateau state has been consistently below expectations, with close to 70% failing to get up to one credit in their Basic Education Certificate Examination (Dawal et al., 2021).

Academic performance of students is the measured achievement of students across various subjects. It can be a grade point average or a standardized test score, and students can be assessed individually or as a group. In the end, student's academic performance is the way all teaching-learning activities are measured (Al-Tameemi et al., 2023). Students' performance in such assessments depends on many factors which include class room environment and teacher characteristics. (Gidado et al., 2023, Gidado, 2000)

Given the potential importance of teacher-student relationship in promoting students' engagement in the school environment, and the potential role of teacher burnout on this relationship, there is therefore a need to understand the level of teacher burnout and teacher-student relationship in Plateau State. It is also important to ascertain how these variables correlate with each other and how they may relate to the current students' academic performance in the state.

Statement of the Problem

Teacher burnout is a significant issue in the educational system, especially in Plateau State and Nigeria at large where the teaching profession is characterized by high workloads and poor working conditions. This impacts not only teachers' well-being but also students' academic performance.

A positive teacher-student relationship is known to enhance student motivation, engagement, and academic achievement of students. However, teacher burnout is a possible threat to this positive teacher-student relationship. Teachers experiencing burnout exhibit reduced job satisfaction, job commitment, classroom management, instructional effectiveness, and their ability to motivate or support students effectively. This can negatively affect students' academic performance.

In Jos North LGA of Plateau State, work stress affects teaching performance of about 70.6% of the teachers (Momoh et al., 2020). The academic performance of the secondary school students in the state has not met expected standards; in 2016, 2017, and 2018, out of all the candidates that sat for Basic Education Certificate Examination (BECE) within the state, 71.8%, 23.75%, and 50.64% failed to get up to a credit score respectively (Dawal et al., 2021). Less than 40% of JSS3 students that answered BECE questions in mathematics were able to get up to pass mark (Wanor et al., 2025). Despite this concerning data, limited research has been carried out on teacher burnout in the state, most have been on teacher stress only, and not burnout which is a long exposure to this stress. Furthermore, through existing

literature, one cannot easily ascertain the quality of teacher-student relationship within the state, and also how this relationship relates to the academic performance of students in the state, hence the need for this research.

By exploring how teacher burnout, teacher-student relationship, and students' academic performance, correlate with one another, this study seeks to provide insights that could be used in improving the school environment and students' academic performance of junior secondary schools in Plateau state.

Purpose of the Study

This research sought out the correlation among teacher burnout, teacher-student relationship and students' academic performance. The following are the objectives of the study:

1. To determine the extent of burnout among secondary school teachers in Plateau State.
2. To ascertain the extent of teacher-student relationship in secondary schools of Plateau State.
3. To ascertain the academic performance of junior secondary school students in Plateau State.
4. To determine the relationship between teacher burnout and academic performance of junior secondary school students in Plateau State.
5. To determine the relationship between teacher-student relationship and academic performance of junior secondary school students in Plateau State.
6. To determine the relationship between teacher burnout and teacher-student relationship in junior secondary schools in Plateau State.
7. To investigate the relationship among teacher burnout, teacher-student relationship, and academic performance of junior secondary schools in Plateau state.

Methodology

Research Design

The research design that was used in this research was the Descriptive-Correlational design. A descriptive design focuses on the characteristics of the respondents elicited through research questions; while a correlational design is used in quantitative research that seeks to understand the relationship between two or more variables (Creswell, 2012). Correlation design is appropriate for this research since this research is a quantitative research that seeks to ascertain the relationship between teacher burnout teacher-student relationship, and students' academic performance.

Population of the Study

According to the records available in the Plateau State Ministry of Education at the point of conducting this research, there are 315 government junior secondary schools in the

state, with 39,436 students and 3,973 teachers. These students and teachers make up the population of this study.

Sample Size and Sampling Procedure

A total of 16 junior secondary schools, 280 JSS 3 students within the state participated in the study. The number of participants were based on the students whose examination records were available. Also, a total of 103 government junior secondary school teachers were used in the study following the opportunity sampling technique. Opportunity sampling (convenient sampling) is a sampling technique where only those who are available and willing to participate in the study are selected as samples (Creswel, 2014).

Instrumentation

Three research instruments were used for the study. One was a Copenhagen's Burnout Inventory (CBI) which was adapted from Kristensen, Borritz, Villadsen, and Christensen (2005) to test for teacher burnout. Language adjustment, content focus, and response scale were adjusted to fit the specific context of this study. A self-developed Teacher-Student Relationship questionnaire (TSRQ) was used to measure teacher-student relationship. CBI was administered to the teachers, while TSRQ was administered to the students. Each of the questionnaire had a four point likert-scale and a bio data section where extra data about the participants were derived. The third instrument was students' academic record; the cumulative average score (CAS) of the student participants which is the overall average of their recorded academic scores from JSS1 – JSS2 was used as their academic performance.

The face and construct validity of the questionnaires were evaluated by experts on measurement and evaluation in the department of Educational Foundation, University of Abuja. A pilot study was conducted to test for the reliability of the instruments; the instruments were administered to five (5) secondary school teachers and twenty (20) junior secondary school students in Abuja. The teachers' questionnaire had an alpha score of 0.793, while the students' questionnaire had an alpha score of 0.731.

Method of Data Analysis

Descriptive and inferential statistics were used to analyze the data collected. For research question one and two, mean and standard deviation were used to test for the extent of teacher burnout and teacher-student relationship respectively. With 2.5 as the criterion for decision making. Pearson's correlation was used to test hypotheses one, two and three, while multiple regression was used to test hypothesis four. The Statistical Package for the Social Sciences (SPSS) version 21 was used to carry out all statistical analysis and all hypotheses were tested at 0.05 level of significance.

Results

Research Question One: What is the extent of burnout among secondary schoolteachers in Plateau State?

Table 1: Extent of teacher burnout in junior secondary schools of Plateau State N = 103

S/N	Statements	Mean	SD	Decision
1	Most aspects of my work can be uninteresting	2.17	1.03	Low extent
2	I feel tired before I arrive at work	2.89	.85	Low extent
3	I talk about my work in a negative way	1.66	.82	Verry Low extent
4	More time is needed to feel relaxed after my work	3.04	.80	High extent
5	More time is spent thinking about my work than actually doing the job	2.03	.84	Low extent
6	My work can be challenging and stressful	2.30	.86	Low extent
7	Emotional exhaustion is often experienced in my work	2.24	.86	Low extent
8	There is not enough energy for my leisure activities after work	2.34	.88	Low extent
9	I feel fatigue at work	2.34	.87	Low extent
Sectional mean		2.34		Low extent

As shown in Table 1, the extent of teacher burnout in junior secondary schools in Plateau State was analyzed. 9 items were assessed and a sectional mean of 2.34 (N = 103) was obtained. All the items indicated a low extent of burnout among teachers in junior secondary schools in Plateau State, except for item 3 and 4 which shows a very low extent and high extent respectively.

Research Question Two: What is the level of teacher-student relationship in junior secondary schools of Plateau State?

Table 2: Extent of teacher-student relationship in junior secondary schools of Plateau state (N = 280)

S/N	Statements	Mean	Std. Deviation	Decision
1	My teachers provide strong support for me	3.24	.72	High extent
2	My teachers motivate me to put in my best effort	3.43	.68	High extent
3	My teachers take out time to assist me when I need help	3.06	.87	High extent
4	My teachers act as mentors in my learning journey	3.06	.91	High extent
5	I feel comfortable asking my teachers questions in class	3.32	.84	High extent
6	I can ask my teachers for assistance without fear of rejection or embarrassment	2.94	.84	Low extent
7	My teachers listen to my opinions and respect my ideas	2.85	.93	Low extent
8	My teachers give clear instructions and explanations during lessons	3.41	.77	High extent

9	My teachers involve me as a student in the decision-making process	2.87	.97	Low extent
10	My teachers care about both my academic and emotional well-being	2.98	.93	Low extent
11	My teachers are patient when guiding me to learn appropriate behaviours	3.06	.95	High extent
12	My teachers consistently maintain order in the classroom	3.25	.84	High extent
13	I enjoy attending my teachers' classes	3.46	.75	High extent
Sectional Mean		3.15		High extent

As shown in Table 2, the extent of teacher-student relationship (TSR) in junior secondary schools of Plateau State was analyzed. 13 items were assessed and a sectional mean of 3.15 was obtained. 9 items indicated high extent of teacher-student relationship while the remaining 4 items indicated low extent.

Research question three: What is the academic performance (AP) of junior secondary school students in Plateau State?

Table 3: Academic performance of junior secondary school students ($N=280$)

Subject	Minimum	Maximum	Mean	Four Points Grade
Mathematics	23	84	53.20	2.7
English Language	8	87	56.80	2.8
Social Studies	25	94	57.50	2.6
Agriculture	16	86	53.20	2.86
Academic Performance	11.80	97.40	55.18	2.74

As shown in Table 3, the academic performance of junior secondary school students in Plateau state was analysed. Minimum academic performance was 11.80, while maximum was 97.40. On average, junior secondary school students in the state have an academic performance of 55.18. After their raw academic performance score was converted to a four-point scale, their academic performance mean in Mathematics, English Language, Social Studies, and Agriculture became 2.7, 2.8, 2.6, and 2.86 respectively. This gives an overall academic performance mean of 2.74.

H₀₁: There is no significant correlation between teacher burnout and student's academic performance in junior secondary schools in Plateau state.

Table 4: Pearson's correlation between teacher burnout (TB) and academic performance (AP)

Variables	r	p-value	Decision
TB and AP	.064	.292	Not significant

As shown in Table 4, Pearson's correlation was carried out to test the relationship between teacher burnout and academic performance in junior secondary schools of Plateau state. The result reveals a small positive relationship between teacher burnout and teacher-student relationship that is statistically nonsignificant ($r = 0.064$, $p = .292$). Therefore, the null hypothesis which says there is no significant relationship between teacher burnout and academic performance in junior secondary schools in Plateau state is accepted.

H₀₂: There is no significant correlation between teacher-student relationship and academic performance in junior secondary schools in Plateau state.

Table 5

Pearson's correlation between teacher-student relationship (TSR) and academic performance (AP)

Variables	r	p-value	Decision
TSR and AP	-.002	.968	Not significant

As shown in Table 5, Pearson's correlation was carried out to test the relationship between teacher-student relationship and academic performance in junior secondary schools in Plateau state. The result indicates a negative but nonsignificant relationship between teacher burnout and teacher-student relationship ($r = -0.002$, $p = .968$). Therefore, the null hypothesis which says there is no significant relationship between teacher-student relationship and academic performance in junior secondary schools in Plateau state is accepted.

H₀₃: There is no significant correlation between teacher burnout and teacher-student relationship in junior secondary schools in Plateau state.

Table 6

Pearson's correlation between teacher burnout (TB) and teacher-student relationship (TSR)

Variables	r	p-value	Decision
TB and TSR	-0.157	.002	Significant

As shown in Table 6, Pearson's correlation was carried out to test the relationship between teacher burnout and teacher-student relationship in junior secondary schools in Plateau state. The result shows there is a negative significant relationship between teacher burnout and

teacher-student relationship ($r = -0.157$, $p = .002$). Therefore, the null hypothesis which says there is no significant relationship between teacher burnout and teacher-student relationship in junior secondary schools in Plateau state is rejected.

Ho₄: There is no significant correlation between teacher burnout, teacher-student relationship, and academic performance

Table 7

Multiple Linear Regression Analysis for Predicting Academic Performance

Model	Regression weights	B	β	t	p-value	Decision
1	TB on AP	2.14	.037	.601	.548	Accept
	TSR on AP	0.18	.006	.097	.923	Accept

Note. $R^2 = 0.001$, $F(1, 274) = 0.181$, $P = .83$.

As shown in Table 7, a Multiple Linear Regression Analysis was carried out to analyze the relationship among teacher burnout, teacher-student relationship, and academic performance. The result shows that a 1-unit increase in teacher burnout results in a 2.14-point increase in academic performance, which is statistically non-significant ($B = 2.14$, $p = .548$). Similarly, 1-unit increase in teacher-student relationship results in a 0.18-point increase in academic performance, which is also statistically non-significant ($B = 0.18$, $p = .923$). The overall model is statistically non significant ($R^2 = 0.001$, $p = .83$), therefore, the null hypothesis that says there is no significant relationship between teacher burnout, teacher-student relationship, and academic performance is accepted.

Discussion of Findings

The study found a generally low extent of teacher burnout within the state ($M = 2.34$). These findings are consistent with studies such as Mousavy and Nimehchisalem (2014), who found a lower burnout level in respect to emotional exhaustion and depersonalization which are two out of the three components of burnout. However, in the last component of burnout which is personal accomplishment, they observed a high burnout level. Ozoemena et al., (2021), observed that teachers can suffer high level of psychological distress but with a low level of burnout. So it's only when psychological distress is seen as part of burnout, that high levels are being observed. However, these findings are contrasting with the observation of Adeoye et al., (2023), who opines that teacher burnout is on a high level in Nigeria and it is mostly due to organizational factors.

The findings of this study indicate that teacher-student relationship (TSR) in Plateau State is generally perceived to be on a high extent ($M = 3.15$). This is in line with Morah et al., (2023) who observed high level of teacher-student relationship according to students' perspective. Adeyemi and Ajiboye (2022), also observed that the nature of teacher-student relationship that exist in secondary schools in Osun state Nigeria is positive. However, this

contradicts Omodan and Tsotetsi (2018), who found that most students in Nigerian secondary schools rated TSR as moderate, while only a few rated it as high. The high level of TSR in Plateau state shows that there is room for improvement to very high level.

The study observed a moderate level of academic performance among junior secondary school students in Plateau state ($M = 55.18$), with a large gap between the maximum and minimum performance. This is inline with the findings of Attah et al., (2018), who observed that the number of students that have low academic performance in plateau state are more than the number of students that have moderate or high academic performance, but when moderate and high performance are combined, they match up or supersede the poor performance thereby giving the state a moderate academic performance at the end of the day. Similarly, Momoh et al. (2020) found that academic performance of students in this region vary, largely due to differences in school conditions and teacher workload. Asanga et al., (2023), also observed poor academic performance among secondary school students of Uyo state, Nigeria, with more than half of the participants scoring not up to pass mark. Gegeleso et al., (2023), observed an average academic performance but with up to 49% of the students failing to get up to a credit score. The performance gap was also much, with 18% of the students scoring between 0 – 39 marks and around 6% of the students scoring between 70 – 100 marks. These findings show the need for targeted interventions to improve academic outcomes and reduce performance gaps among secondary school students.

In this study it was further observed that there is a significant negative correlation between teacher burnout and teacher-student relationship ($r = -0.157$, $p < .01$), indicating that higher burnout levels weaken teacher-student relationship. This supports the research by Pedditzi et al., (2021), who found out that emotional exhaustion and depersonalization significantly cause a decrease in teacher-student relationship. Corbin et al., (2019), also found that when teachers are aggressive it significantly reduces their closeness with students. Aggression is often associated with teachers experiencing burnout. This is also in line with studies like Teuber et al., (2021) and Aldrup et al., (2018) who found a positive correlation between positive teacher-student relationship and teachers' wellbeing since it is the opposite of teacher burnout. The researcher did not come across any study that say otherwise.

Furthermore, the study revealed a non-significant positive relationship between teacher burnout and student's academic performance. This means that when teacher burnout increases, it causes a small statistically nonsignificant increase in students' academic performance. This may be due to students' characteristics or parental involvement among other mediators. This is in line with Jiang et al., (2021), who discovered that cultural factors influence students' reactions to teacher behaviors. So due to their cultural background, some students get motivated to study by harsh teacher behaviours, therefore a calm and healthy environment is unable to motivate them. Li (2023), also opined that the impact of teacher burnout can be reduced or not felt due to the mediating role of teacher resilience. This is however contrary to Klusmann et al., (2016), who observed that teacher burnout has a

significant negative effect on students' academic performance. And that this negative effect increases the more when there is language barrier. Lastly, according to Madigan and Curran (2021), although the three components of burnout significantly correlate with the students' academic performance, they have different effects on the students' academic performance.

The study also observed anon-significant relationship between teacher-student relationship and academic performance ($p > .05$). This is in line with Adeyemi and Ajiboye (2022), who also found no significant impact of teacher-student relationship on the academic performance of junior secondary school students in Osun state Nigeria. However, Krstic (2015), argues that when emotional support which is a component of TSR, is consistently provided by a teacher in a safe environment, it helps students to learn better because they are sure that an adult will guide and help them. These discrepancies might be due to contextual differences, including socio-economic factors and student self-motivation levels. Omodan et al., (2018), also found that teacher-student relationship (TSR) significantly impacts academic performance. Edigbo (2024), used chi-square test and also found a statistically significant relationship between teacher-student relationship and academic performance. Nonyelum et al., (2022), went a different route by using a research question to determine the level to which teacher-student relationship influences academic performance, especially in Mathematics, their study also shows a high level of influence.

The multiple regression analysis also shows that teacher burnout and teacher-student relationship have no causative role on students' academic performance ($R^2 = 0.001$, $p = .83$). This may be due to other mediating factors such as students' characteristics, teacher resilience, and parental involvement. Ma et al., (2022) observed that parental involvement sometimes reduces the impact of teacher-student relationship on students' academic performance. While Li, (2023), suggests that teacher resilience moderates the impact of teacher burnout.

Conclusion

This research observed that teacher burnout is on the low extent while teacher-student relationship is on the high extent in secondary schools of Plateau state. It was also observed that there is a significant negative relationship between teacher burnout and teacher-student relationship, but neither of them is significantly predicts students' academic performance. The academic performance of junior secondary school students in the state is average.

Recommendation

Based on the findings of this study, the following recommendations are proposed:

1. Schools Should Implement Teacher Well-Being Programs to further reduce teacher burnout so as to improve teacher-student relationship.
2. Teacher recruitment and retention policies should be Strengthened to reduce teacher burnout.

3. Schools Should promote Student-Centered Learning Strategies alongside other broader approaches of improving academic performance that goes beyond tackling teacher-student relationship and teacher burnout
4. Teachers should include interactive classroom activities that encourage student participation and engagement, leading to improved learning outcomes.
5. Schools should invest in interventions that reduce academic performance gaps among students in Plateau State

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