RELATIONSHIP BETWEEN TEACHER AFFECTION TOWARDS STUDENTS AND THEIR ADJUSTMENT VARIANTS IN PUBLIC BOARDING SECONDARY SCHOOLS IN NAIROBI COUNTY, KENYA

BY

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DECLARATION AND APPROVAL

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DEDICATION

To God the giver, sustainer of life and who wishes us to live life to its fullness by bringing forth the best He has endowed me with, all glory to Him. I dedicate this thesis to my affectionate late loving father, Gregory Kimuron who instilled in me the value of education and the spirit of hard work. I also dedicate it to my dear loving mother Mrs. Rose Kimuron. Their sacrifice to educate me, provide an enabling academic environment, hard work and discipline; their love, prayers, support and encouragement in my studies has resulted in this accomplishment. To my siblings; Joseph, Teresia, Anne, Raphael, Flomena, Salina, Antony, Margaret and Moses for their encouragement, inspiration and support. To my religious family, the Daughters of the Sacred Heart for their great support, encouragement and prayers.

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ABSTRACT

Student adjustment in school may be a crucial factor for their successful academic, emotional and psychosocial preparedness to boarding school life and its demands. Nevertheless, there is a high number of students who exhibit rebellion against rules, truancy as well as delinquent tendencies particularly in cosmopolitan areas like Nairobi County, that may manifest in form of maladjustment to school life and related activities. Therefore, the purpose of this study was to examine the relationship between teacher affection towards students' and their school adjustment variants' in public boarding secondary schools in Nairobi County, Kenya. The study examined students' adjustment to school routine, academic adjustment, emotional adjustment and social adjustment in relation to teacher affection. The study adopted Correlational research design. To gather data, a developed questionnaire was administered to secondary school students in Form one and two who at this time are deemed to be in the process of adjusting to school. To get a general understanding of students' school adjustment, class teachers were interviewed. The study was guided by Bronfenbrenner's Bio ecological systems theory, and Ceci and Connell's Self-Determination theories. The target population was 7,123 students and 145 teachers. Stratified and random sampling was used to obtain a sample of 692, among them were 335 boys and 357 girls. Stratified and random sampling was used to obtain 24 class teachers of which 12 were male and 12 were female. To ensure validity, the researcher sought the expert opinion of Maasai Mara University supervisors who checked the face and content validity against the stated objectives. A sample of 69 (10%) students and 3 (12.5%) teachers participated in the pilot study. Reliability of instruments was established by use of Cronbach Alpha and a reliability coefficient of 0.870 was obtained and considered acceptable. Student questionnaire was administered by the researcher with the help of class teachers of the six sampled schools. Data was then organized and summarized by use of descriptive statistics which included percentages, means and presented in form of tables and figures. Inferential statistics involved Pearson Product Moments Correlation Coefficient test at 0.05 level of significance, that was used to test the null hypotheses. Qualitative data was analyzed based on emergent themes and narratively recounted. On testing the hypothesis that there is no statistically significant relationship between teacher affection and students' adjustment to school routine, Pearson Product Moment Correlation Coefficient of 0.463 was achieved. Based on the level of significance null hypothesis was rejected. Regarding the relationship between teacher affection and students' academic adjustment, Pearson correlation of 0.654 was realized. Therefore, the null hypothesis was rejected. Pearson Correlation Coefficient of 0.645 was acquired in the relationship between teacher affection and students' emotional adjustment and so the null hypothesis was rejected. Additionally, Pearson Correlation Coefficient of 0.738 was obtained in the relationship between teacher affection and students' social adjustment. It concluded that in boarding secondary schools, student adjustment to school is positively and significantly influenced by teacher affection. The study recommended that teachers and other stakeholders need to realize the importance of teacher affection to learners in school adjustment processes. Further recommendation may be applied to enhance research work on affective teacher-student relationships.

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ABBREVIATIONS AND ACRONYMS

AISS	Adjustment Inventory for School Students
ANCOVA	Analysis of Covariance
ANOVA	Analysis of variance
DQASO	Quality Assurance and Standards Officer
ECEC	Early Childhood Education and Care
GDP	Gross Domestic Product
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education
NACADA	National Agency for the Campaign against Drug Abuse
NACOSTI	National Commission for Science, Technology and Innovation
NCRC	National Crime Research Centre
	Organization
SGDs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background of the study, the problem statement, the purpose of the study, the objectives of the study, the null hypotheses, the assumptions of the study, the scope of the study, the limitations of the study, the significance of the study, and the operational definition of terms.

1.2 Background to the Study

The concepts of teacher affection towards students and their school adjustment are inherently intertwined with the educational process and they cannot be separated. Education may be conceptualized as the process through which the values and accumulated knowledge of a given society are imparted. The purpose of this process is to facilitate students' acquisition of cultural knowledge, foster the development of their social skills and prepare them for their future roles as responsible members of society. Student school adjustment can be thought of as a desirable prerequisite element to this educational process. The International Education Day was officially designated on January 24th by the 2018 United Nations General Assembly that was held in Brussels. By doing so, the International Community reaffirmed the fundamental significance of education in the establishment of sustainable and resilient communities, as well as its contribution to the attainment of all other Global objectives for Sustainable Development and peace. For such objectives to be realized, students need to be adequately adjusted in school in order to enhance their education.

The study on the relationship between teacher affection towards students and their school adjustment has the potential to heighten comprehension of the necessary measures for enhancing students' school adjustment in boarding schools for meaningful education experience.

The majority of research conducted on school adjustment has been concentrated on preschool level, with comparatively little emphasis on subsequent educational stages. In Turkish literature for example, there exists a substantial body of research pertaining to preschool education (Altinkaynak & Akman, 2019; Kahraman, 2021; Atalan et al., 2021, as cited in Kurt, 2022) as well as primary school education (Arabacioglu, 2019; Demirtas-Zorbaz & Ergene, 2019; Gulay Ogelman et al., 2021; Tanguner, 2017, as cited in Kurt, 2022). However, the number of studies examining school adjustment during the middle school period is relatively limited (Yilmaz et al., 2017). Yet, the assessment of school climate by students has significant predictive value in relation to their school adaptation (Mateos et al., 2021, as cited in Kurt, 2022).

The impression students have of school at various educational levels may be understood through the lens of their individual levels of adjustment. School adjustment represents an adaptation process that students experience in transition periods between school levels (Van Rooij et al., 2018), as well as the degree to which teenagers feel comfortable, committed and accepted by the educational environment (Gutierrez et al., 2021). Student adjustment is widely seen as a vital element of student life, since it has the potential to significantly influence the manner in which students traverse many aspects of their

educational journey. The current body of scholarly research pertaining to students' school adjustment has mostly emphasized learning and academic performance, with little attention on the school routine, emotional and social dimensions of adjustment of secondary school students (Tucker et al., 2020; Parnes et al., 2020). Nevertheless, there is a consensus among education scholars about the conceptualization of school adjustment as a complex construct (Duchesne & Ratelle, 2020). Numerous variables outside the fundamental academic knowledge have significant influence on both immediate and enduring achievements in the realm of education. Duckworth et al. (2012) for example conducted a research in the United States and established that the acquisition of knowledge in educational settings is influenced by the interplay of emotions and personality traits in children. Similarly, from a historical perspective, the Swiss educational reformer Pestalozzi, held the belief that the primary objectives of early education included the cultivation of affection and the establishment of firmness and; personal development occurs via three distinct avenues: cognitive growth, symbolized by the head; practical growth or the acquisition of skills, represented by the hand; and emotional growth, embodied by the heart (Leena 2006). Moreover, the human need for establishing emotional connections with other individuals as a means to maintain well-being has served as a significant element within several seminal ideas that have had effect on the field of education. Notable among them (Stevens-Fulbrook, 2020) are Freud's theory (1952), Maslow's theory (1943), and Rogers' theory (1951).

Based on the findings of (Aguirre et al. 2015, as cited in Gonzalez et al. 2023), it has been determined that academic and social self-concepts have a stronger predictive

capacity in relation to students' school adjustment. This study, however, focuses its attention on the relationship between teacher affection towards students and their adjustment variants in public boarding secondary schools. The term "teacher affection" as used in the current study pertains to the conduct of teachers that is distinguished by empathy and emotional warmth. The observed teacher behavior may be characterized as displaying care and friendliness, while also exhibiting a level of tolerance for students expressing positive emotional responses.

Educators who effectively communicate emotional warmth and acceptance consistently make themselves accessible to students for personal interactions, therefore cultivating good relationship dynamics that are indicative of support. The establishment of a supportive connection plays a crucial role in sustaining students' adaptation to the school routine, engagement in academic activities, and promoting emotional and social adjustment among students. Consequently, this positive dynamic relationship contributes to improved school adjustment among students. Within the broader body of literature, there are closely associated concepts to teacher affection, including high-quality or positive teacher-student interactions. According to Aaron and Ralph (2013), this particular connection is characterized by little conflict and a strong sense of intimacy. Further, it is a connection between a student and a teacher is characterized by love, warmth, and open communication. On the contrary, it has been shown that unfavorable teacher-student interactions characterized by conflict have a greater detrimental impact on students compared to the mere absence of intimate teacher-student connections (Rudasill, et al., 2013). According to Spilt, Hughes, Wu, and Kwok (2012), the reason for

this phenomenon is attributed to the presence of conflictual interactions between students and teachers, which result in negative emotional experiences such as discomfort and insecurity. These negative emotional experiences subsequently hinder students' capacity to effectively focus on the learning process. These views indicate that conflicts with teachers and subsequent disaffection have negative effects on over all students' school adjustment.

The topic on foreign students' adjustment has garnered increasing attention in the field of empirical research on a global scale. For example, Bastien et al. (2018) conducted a research on "Striving for Success: Academic Adjustment of International Students in the United States of America," The study found that the process of transitioning from high school to college presents various challenges for students, which can lead to the manifestation of psychological distress. They observed that heightened academic expectations, individual obligations such as task prioritization and financial management, as well as geographical separation from family, were influential elements in the challenging process of student adaptation. Further, they emphasized that overseas students, who are often displaced from their home surroundings have an additional difficulty in adapting to school life. They recommended the need for implementing focused support interventions in order to ease the psychological and socio-cultural adaptation of overseas students. The experiences encountered by international students in a foreign setting have resemblance to what form I and II undergo while transitioning from elementary school to a boarding high school. Similarly, such students experience displacement from their usual surroundings and encounter academic and social

challenges, rendering them susceptible to psychological consequences, maybe even more than overseas students due to their young age.

Clinciu and Cazan, (2014) hold that adjustment pertains to the psychological process of effectively adjusting to various life events and effectively handling challenges that arise during an individual's lifespan. Therefore, from this psycho-social perspective, one may contend that the process of adjustment serves as a fundamental life criterion for all individuals who by nature possess social inclinations. It can further be argued that the process of adjustment is an essential prerequisite for both human growth and for the cultivation of successful interpersonal connections. On the other hand, Zhou and Lin (2016) define adjustment as an individual's comprehensive capacity to adapt to their environment and cope with the demands of life, including their interpersonal interactions, fulfilment of needs, and overall subjective well-being. This implies that individuals are required to adapt to certain conditions within their own experiences. As a result, adjustment may manifest in several ways, including social, emotional, vocational, and intellectual domains, among others.

The concept of school adjustment has traditionally been understood within academic discourse as pertaining to the academic development or accomplishment of students (Birch & Ladd, 1996, as cited in Vyas, 2021). In the study conducted by Yuksel and Oz (2018), it was shown that there exists a correlation between students' adjustment and several outcomes, including academic accomplishment, skills development, habit formation, happiness creation, and enhanced mental health. While prior scholarly works

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have used different approaches to define these elements, school adjustment is often seen as including academic accomplishment, school affinity, and behavioral involvement (Troop-Gordon & Kuntz, 2013 as cited in Sayers et al., 2019).

Historically, the process of transitioning from primary to secondary education encompasses several aspects, including academic, social, and environmental changes (Benner & Graham, 2009, as cited in Vasalampi et al., 2009). Consequently, it becomes necessary to adapt and adjust to these changes for a meaningful educational experience. Failure to adapt to these changes may result in a state of maladjustment. Inadequate adaptation to the school environment is associated with diminished academic performance, behavioral difficulties, incongruent educational focus, and the potential for discontinuing one's education (Vasalampi et al., 2009). In the modern society where the youth glamour for unrealistic and unattainable life as erroneously portrayed in the media, failure to adjust in school could have dire consequences for the student. It is crucial for teachers and parents to provide coordinated assistance to students throughout the school adjustment process in order to alleviate the challenges associated with this transitional phase (Basaran, 2017, as cited in Karaman, 2022). Drawing from these viewpoints, it becomes evident that adjustment is of paramount importance not only for young children in preschool settings but also for individuals of all ages and at all stages of development. It can be inferred that within an educational context, the process of adjustment encompasses several factors, such as social, emotional, and cognitive components. In the context of this particular research, these features specifically pertain to school adjustment and they significantly contribute to academic growth of students. The thoughts expressed

above makes it very necessary for teachers to intervene by providing emotional support in order to mitigate the adverse consequences resulting from maladjustment and thus facilitate students' adaptation to the school environment. The present research operationalizes school adjustment as the extent to which students are able to adjust to their school routine, demonstrate engagement to their academic pursuits, exhibit emotional and social adjustment, as enhanced by teacher affection. It implies that a student who is considered well-adjusted has certain behavioral patterns that align with established school norms and routines, adheres to social standards within the school community, maintains emotional stability, and displays a high level of engagement in academic endeavors. Student adjustment is meant to foster a conducive emotional atmosphere, establish favorable social connections, and facilitate interactions that enable students to get pleasure from the pursuit of educational objectives and cultivate well-rounded, integrated personalities.

The issue of student maladjustment in boarding secondary schools is a global issue and it has been attributed to several variables. According to Ye Jingzhong, as cited in a 2013 article from China Daily, the lack of individualized care and attention towards the emotional well-being of students at boarding schools in Shaanxi Province, China, has prompted apprehensions over the psychological welfare of these pupils. The author observed that some educational institutions lacked teachers responsible for overseeing dormitory management, and those that did have designated individuals in this role had little interaction with students, resulting in a lack of sufficient psychological support. As a result, a considerable number of students engaged in truancy, which is an indication of

maladaptive conduct. Conversely, engaging interactions between teachers and students effectively convey emotional feelings, nurturing care, and a sense of intimacy that are appropriate for the teacher-student dynamic. Drawing on a case study conducted in South Africa, (Blair, 2010 as cited in Mutekwe and Mutekwe, 2013) it was found that data from the White House report pertaining to health and protection pointed that around one-third of school students experience some sort of maladjustment. This was a shocking revelation about the state of students and it needs probing as to what parents and teachers could do to salvage the situation for better school adjustment. The concepts of care, closeness, and love are interconnected and mutually influential practices and experiences (Pritzker, 2019). Additionally, Circie (2016), conducted a research that provides evidence for the significant role that teachers have in student adjustment.

The worldwide problem of adjustment, particularly among young adolescents, has garnered significant attention and has been a subject of extensive study. For example, it has been observed that academic adjustment difficulties (Poulou, 2017, as cited in Anselem & Akanaeme, 2021) provide significant challenges for pupils in secondary schools globally. According to a research conducted by Irawan et al. (2021) in Indonesia, a significant number of teenage pupils have difficulties in attaining happiness due to their challenges in adapting to their circumstances. From the example given above, the inability of teenagers to adapt leads to several risks, including a sense of irresponsibility and disregard for instruction, the development of violent attitudes, diminished self-assurance, feelings of uneasiness, a desire to return home while in unfamiliar surroundings, and a sense of resignation. In view of these challenges, they proposed the

use of group guidance services including gaming tactics as a strategy to enhance student adaption. The gaming tactic strategy was seen as a cohesive integration of collective guidance due to its ability to enhance students' cognitive, emotional, and psychomotor skills through engaging exercises. In this, activities are designed to facilitate the development of students' abilities to explore, use their creativity, engage in social interactions, and experience a sense of fulfilment through the acquisition of new skills and information.

During the secondary school years, students are anticipated to expand their knowledge, acquire a comprehensive comprehension of many courses, cultivate their abilities, and so lay the foundation for further education at tertiary institutions as they pursue a profession. However, based on prior research, it is often observed that students experience unfavorable alterations in their motivation, emotions, and academic performance while transitioning to lower secondary school in the majority of educational systems (Vierhaus et al., 2016 as cited in Sainio et al., 2022). The prevalence of academic maladjustment among secondary school students has been a persistent concern in Nigerian secondary schools (Adeyemo and Adeleye 2008, as cited in Anselem & Akanaeme, 2021). The observed phenomena of increasing student unhappiness, violence, cultism, inadequate student relationships, and poor academic performance, (Uyanga, 2016; Edinyang, & Unimtiang, 2020 as cited in Anselem & Akanaeme, 2021), together indicate a state of school maladjustment among students.

In a separate research endeavor, Opara and Onyekuru (2013) conducted an investigation on the psychological factors that contribute to the adjustment of secondary school pupils in the Obio-Akpor region of Rivers State, Nigeria. The results of the study indicated a substantial relationship between self-concept and the adjustment of secondary school pupils to their academic environment. The research suggested that it is advisable for parents, teachers, and counsellors to provide adolescents sufficient guidance in fostering a good self-concept and self-confidence as a way of enhancing their adjustment. Mutekwe and Mutekwe (2013) provide yet a different perspective. Their investigation on the perspectives of teachers about maladjustment issues shown by primary school students in Johannesburg, South Africa, yielded the finding that not all maladjusted learners provide disciplinary challenges for educators. The reasons of maladjustment are attributed to unmet or obstructed psychological and social demands. The study's findings indicated that the provision of sufficient training and comprehensive assistance from teachers might potentially mitigate student maladjustment.

In a study conducted by Molalign (2016), the author examined the nature of the caring interaction between teachers and their pupils at the primary school level in Addis Ababa, Ethiopia. He noted that this particular relationship exhibited a lower degree. He further established that there was a significant prevalence of rule and principle-based non-caring relationships in the practices of teachers. The results of this study highlights a potential danger that may result in maladjustment among pupils as a means of dealing with the lack of care in the school environment. Yet, the process of learning is primarily shaped

by social interaction and situational setting, with individual dispositions and emotions, which are likely to contribute to the improvement of students' adjustment to school.

Kenya, on her part, (Republic of Kenya, 2007), education plays a pivotal role in fostering a unified knowledge-driven society that promotes sustainable development. Consequently, Kenya places significant emphasis on allocating substantial resources into educational endeavors. Based on data from the UNESCO Institute of Statistics in 2019, the allocation for education in Kenya amounted to 5.24% of the country's GDP, which accounted for 17.58% of the overall government spending in 2017. Nevertheless, the events observed during the period from May to August 2016 were deeply troubling. During this time, more than 130 secondary schools experienced incidents of school infrastructure being set on fire due to student unrest and violence. These incidents have highlighted the presence of maladjustment among students in boarding schools, which is a matter of significant concern.

Historically, the first occurrence of student maladjustment in Kenya may be traced back to the early 20th Century, specifically in 1908, when students at Maseno School participated in protest activities and acts of violence (Republic of Kenya, 2001). The persistent occurrence of such behavior among students in Kenya poses a significant threat to the education system, as well as the overall sustainability of societal development, so placing the nation in a precarious position. The stakeholders, notably the Government of Kenya, are showing an increased interest in the affective domain and the emotional well-being of students and society. As shown by the Kenya Vision 2030 (Republic of Kenya,

2007), the social pillar places emphasis on the importance of education and training in order to provide high-quality education, training, and research that is internationally competitive. This is done with the aim of promoting development as well as improving emotional well-being of citizens. The development of individuals with emotional stability is a fundamental objective of a comprehensive education system and its practitioners. Hence, when considering the wider societal implications and the post-secondary trajectory, it becomes imperative to recognize the significance of fostering emotional stability in high school students via education. This is essential since emotional adjustment plays a pivotal role in enabling students to effectively pursue their main objective, which is education.

The Global Partnership for Education (2019) asserts that Kenya is now in the process of striving towards the goal of providing a high-quality education to all children. Every year, a significant number of children in Kenya undergo the process of transitioning to secondary school. However, empirical evidence suggests that the transition from primary to secondary school is characterized by an increasing detachment between parents and their children, accompanied by the growing influence of peers, (Adeniyi et al.,2014 as cited in Anselem & Akanaeme, 2021), a phenomenon that has been found to give rise to tension and resentment, thereby requiring students to adapt and acclimatize to their new social environment. This is because the process of transitioning to a new school elicits a range of emotions, including both fear and anticipation for the unfamiliar setting. According to Christopher (2019), the process of transitioning to a new school might potentially result in adverse consequences for pupils, such as difficulties in emotional and

psychological adaptation, which in turn may lead to behavioral challenges, particularly in the context of boarding schools.

Whereas the above scenario may apply to Kenyan situation, on the contrary, the Ministry of Education in Brazil (2010), has said that this period of transition might provide an opportunity for children to achieve intellectual, social, and emotional growth, provided that appropriate and effective techniques are implemented to offer them assistance. Indeed, comprehending the emotional adjustment of pupils during this period is crucial for all parties involved.

In the Kenyan context, it is observed that individuals enrolled in secondary education often fall between the age range of 12 to 19 years, which coincides with the period of adolescence. During the period of adolescence, there is a notable developmental emphasis on the importance of social life for teenagers. Consequently, schools, as agents of socialization, provide adolescents with valuable possibilities for engaging in social interactions. Moreover, students in the first and second year of secondary education, according to their developmental stage, are prone to encountering a clash between the beginning of puberty and the increased expectations of high school in terms of self-regulation and social adaptation. During this particular time, there is a significant increase in delinquency rates, which may be attributed to elevated levels of peer pressure, as well as the potential initiation of drug and alcohol misuse. In 2017, a dormitory at Moi Girls School Nairobi was subjected to an arson assault resulting in the tragic loss of 10

innocent students. Among the individuals identified as a primary suspect in this incident was a 14-year-old girl (Daily Nation on September 4th, 2017).

The significance of school adjustment throughout the teenage, as previously emphasized, should not be underestimated. Numerous research has shown the interconnectedness between school adjustment throughout adolescence and several other characteristics, highlighting its relevance in students' academic experiences. In a study conducted by Winga, and Ayere (2011), the authors investigated the correlation between school adjustment, gender, and academic success among secondary school students in Kisumu District, Kenya. The results indicated notable disparities in devotion, absorption, involvement, and school adjustment between those classified as high achievers and those classified as poor achievers. They emphasized the significance of student involvement and school adjustment among high-achieving individuals. It suggests that those who do poorly academically tend to have lower levels of adjustment and participation in academic pursuits.

In yet another study by Sarah (2016), the objective was to investigate the impact of the school environment on the adjustment of first-year students to secondary school in Uasin Gishu County, Kenya. The results of this study suggest that the school environment plays a crucial role in students' transition, particularly when it is characterized by a supportive and welcoming atmosphere, together with well-structured and clearly labelled facilities. The author observed that in contrast, an inhospitable and antagonistic setting characterized by unidentified establishments presents challenges for students to adapt,

leading them to engage in undesirable actions such as chronic absenteeism, feigning sickness, and ultimately leaving school prematurely.

Nairobi County is characterized by its cosmopolitan nature, including a wide range of cultures and populations from many regions within the country and even beyond. In the given context, it is probable that students may encounter heightened social difficulties. Several research studies have been conducted in Nairobi to investigate the phenomenon of student maladjustment, which encompasses various behaviors such as riots, arson assaults, rebellion against school norms, and school dropout. The studies conducted by Muli (2012), Nelima (2016), and the National Crime Research Centre, Nairobi (2017) are noteworthy contributions to the field. According to a research conducted by Khasakhala et al., (2012) in public schools in Nairobi, it was found that a large proportion of teenagers, specifically 26.4%, had symptoms of depression that were clinically significant. The research findings indicated that there was a higher prevalence of clinically significant depression symptoms among students enrolled in boarding schools as compared to those attending day schools.

Further, (Gitonga et al., 2017) conducted a study among high school students from Olympic and Kamukunji Sub-county in Nairobi and established that the prevalence of conduct disorder was 31.4% with males having higher incidence than female students. What is worrying in the findings of the cited study is the observation that religion greatly impacted on student conduct disorder either as a precipitating or as a protective factor (p = 0.041). Additionally, it was found that conduct disorder increased with respondents age

(p=0.008). This reveals a very delicate and an unfortunate situation in schools that left unattended, could jeopardize the educational sector in the County and by extension, the country at large.

To address the threat of student maladjustment, several interventions have been implemented, including the provision of Guidance and Counselling services, the adoption of a more democratic school administration approach, and the organization of yearly training sessions for secondary school students' council members on effective management of their peers, among other initiatives. Notwithstanding the implementation of these treatments, the issue of maladjustment among pupils has endured. The present research focuses on the potential influence of students' lack of school adjustment as a contributing factor to these difficulties. In an ideal scenario, the provision of guidance to students on school adjustment, as hypothesized in this study, has the potential to mitigate maladjustment issues prevalent among boarding secondary school students. Hence, the primary objective of this research is to investigate the relationship between teacher affection towards students and their adjustment within the context of public boarding secondary schools located in Nairobi, Kenya. It is postulated that a student who effectively adjusts to the school environment will exhibit a favorable affective state, attitude, and level of enthusiasm towards their educational experience.

1.3 Statement of the Problem

Form I and II students in public boarding schools often experience mixed feelings about school. On one hand it is exciting to be in boarding school, while on the other, adjusting

to the new environment can be complex and stressful due to more academic demands, unfamiliar social context, coupled by the students' perplexing developmental changes. This can present a positive or negative consequences depending on how the student is able to handle these challenges. Under normal circumstances, a large majority of an individuals' happiness and sense of stability is tied to the people and the things that surround them. When students move to secondary school and are no longer near the people they love, particularly parents and siblings, former friends and teachers, they may feel a sense of discomfort and isolation that could affect their emotional adjustment (Christopher 2019). Additionally, there are higher social expectations in secondary school than at primary level and this may be hard for new students to make genuine connections quickly. Coupled by the concurrent adolescent developmental changes, this may lead to poor adjustment and consequently maladjustment to school routine, academic, emotional and social dimensions of school life. It is not uncommon for example in Kenyan news headlines that an apparently straightforward student protest against a school routine sometimes escalates into the damage of property valued at millions of dollars and occasionally results in the unfortunate loss of innocent student lives.

In Kenya, boarding secondary school students, especially form I and II experience new challenges when trying to adjust to the new environment. School routine is more rigorous, contains more activities than in primary school and strict adherence is expected of students. Academically, they are introduced to many new subjects that are more demanding and many schools expect them to set high performance target right from form one. Emotionally the student is cut off from the comfort of parents and siblings.

Therefore, transitioning to boarding school can be emotionally taxing, with feelings of excitement and uncertainty. Additionally, the student is confronted with the challenge of developing new social connections, yet they may not have adequate social competences at this tender age.

Schools, especially those located in cosmopolitan regions such as Nairobi, provide distinct hurdles. Students have to adjust to different ethnic, racial and cultural identities. Comparatively, heightened political activity in the city, sometimes with negative consequences such as political demonstrations and closing of schools contribute to the intricacy of students' school adjustment. There are indicators of inadequate adjustment levels of secondary school students in Nairobi County. A study for example that was conducted (National Crime Research Centre, 2017) in selected 16 counties, Nairobi included recording worrying findings. It revealed that public boarding secondary schools had the largest number with 32.5% of incidents related to school arsons. Peer pressure influence was ranked the highest by teachers (34.7%) and students (27.9%) as the major factor of student maladjustment. An overload featured strongly as 36.2% and 37.7% of students and teacher respectively attested to it and so students' frustration channeled against an unfriendly school routine leading to school maladjustment. Further, research conducted in Nairobi County secondary schools (Gitonga et al., 2017) established that the predominance of conduct disorder was 31.4% with males having higher prevalence than female students. It is important to point out that conduct disorder have implications for students and are closely associated with emotional, social and academic maladjustment which is the main reason why special attention is required in this area.

The presence of emotional problems (Harder et al., 2014), are indicative of behavioral problems. The scenario represented by the schools in this region pose serious questions as to how save students are and how aligned are the students to educational goals. It also warrants research on how to curb the spread of the menace and how to assist students to meaningfully adjust to the educational environment.

The challenges pointed above have the potential to contribute to student maladjustment within a boarding school setting. As a result, students may experience severe social, emotional imbalances and disaffection that may affect their educational goals and future career aspiration and this can be a great loss to a nation that invests heavily on education. While interventions such as the use of guidance and counseling, use of more liberal administration, establishment of chaplaincies have long been used in Kenyan secondary school, issues of student maladjustment as indicated in the literature review are still being witnessed. A gap exists on how to leverage on teacher affective characteristics to address student maladjustment in boarding schools. The preceding discourse indicates that conducting a research on students' school adjustment is crucial for enhancing their adjustment and fostering a purposeful academic endeavor. Hence, the present research investigated the relationship between teacher affection and students' school adjustment variants. It explored the potential impact of certain teacher characteristics, including empathy, caring, friendliness, and emotional warmth, in enhancing student's adjustment in public boarding secondary schools in Nairobi County.

1.4 Purpose of the Study

The purpose of this research was to analyze the relationship between teacher affection towards students and their school adjustment variants in public boarding secondary schools in Nairobi County, Kenya. The variants of adjustment analyzed herein included school routine, academic adjustment, emotional adjustment, and social adjustment.

1.5 Objectives of the Study

This study was guided by the following research objectives:

i. To examine how the relationship between teacher affection relate with students' adjustment to school routine in public boarding secondary schools in Nairobi County, Kenya.

ii. To determine the relationship between teacher affection and students' academic adjustment in public boarding secondary schools in Nairobi County, Kenya.

iii. To establish the relationship between teacher affection and students' emotional adjustment in public boarding secondary schools in Nairobi County, Kenya.

iv. To examine and establish the relationship between teacher affection and students' social adjustment in public boarding secondary schools in Nairobi County, Kenya.

1.6 Null Hypotheses

The following null hypotheses stated as follows:

Ho$_1$: There is no statistically significant relationship between teacher affection and students' adjustment to schools' routine in boarding public secondary schools in Nairobi County, Kenya.

Ho$_2$: There is no statistically significant relationship between teacher affection and students' academic adjustment in boarding public secondary schools in Nairobi County, Kenya.

Ho$_3$: There is no statistically significant relationship between teacher affection and students' emotional adjustment in boarding public secondary schools in Nairobi County, Kenya.

Ho$_4$: There is no statistically significant relationship between teacher affection and students' social adjustment in boarding public secondary schools in Nairobi County, Kenya.

1.7 Significance of the Study

The findings of the study are meant to help students to see meaning in seeking modes of behavior suitable to the boarding school environment for their psychological well-being and the attainment of their educational goals and thus be able to shape their future career. They are meant to help parents realize that while their relationship with their children are foundational and remain critical, teachers complement this role and that it is key to students' adjustment in boarding school. It is meant to encourage teachers to create supportive and affective contexts for better student adjustment among secondary school

students in boarding school. The findings are expected to equip school administrators with ideas, knowledge and skills to enable them provide leadership that is geared to socializing students toward better school adjustment.

The study is expected to inform the Ministry of Education (MOE) on the influence of teacher affection on students' school adjustment and this may influence policy making for example the Education Act of 2012 that looks into the safety and health of pupils. It is envisaged that the Ministry of Education through curriculum development department may realize the importance of emphasizing selected aspects of teacher affection in teacher training programs geared to strengthen and to enhance the affective domain among students. The findings of this study may contribute to research literature for local, international and cross-cultural comparisons among scholars, researchers and policy makers in Education and other Social Sciences. It is the hope of the researcher that by contributing to research literature it may provide direction for improving educational practice and for advancing research in the field.

1.8 Assumptions of the Study

This study was based on the assumptions that:

i.   Issues of adjustment are among factors that influenced students' life in school.

ii. Some level of social relationship existed between teachers and students.

iii. Respondents cooperated and gave honest, genuine information to the research questions and freely without pressure.

iv. The scales used for data collection yielded valid and reliable information for testing the hypotheses under the study.

v. The chosen Sub-counties are representative of other sub-counties in Nairobi County.

1.9 Scope of the Study

The study focused only on form one and two students in six public boarding secondary schools selected in Nairobi county owing to the cosmopolitan nature that necessitates adequate school adjustment. Form one and two students were chosen because compared to form three and four students, they are deemed to be in the process of adjusting to boarding school environment, in addition to adolescent developmental tasks. Further, boarding secondary school was chosen because it represents an educational ecological environment that demands adjustment by new students.

The study adopted correlation research design. In line with this design, the researcher focused only on qualities that already existed in the respondents and compared with the dependent variable. There was no direct manipulation of the independent variable. Therefore, a sample of 692 students, both boys and girls were used to demonstrate the strength of relationship between teacher affection and students' school adjustment. A developed questionnaire was used to elicit data from students while an interview schedule was used to obtain information from twenty-four class teachers on the general adjustment level of the students. Class teachers were purposely chosen because students have extensive involvement with them and many times they serve as confidants and mentors.

The researcher focused on selected aspects of teacher affection specifically, emotional warmth, empathy, caring and friendliness in relation to selected components of students' school adjustment.

1.10 Limitations of the Study

The research is subject to some limitations, which are outlined below:

i)   The tool for data collection, specifically the questionnaire relies on self-report of the respondents creating a possibility of subjectivity in responses. To address this, the researcher encouraged the participants to be as honest as possible and assured them of confidentiality.

ii) Incomplete questionnaires, however, before administration of the questionnaire, the researcher explained to the students the importance of attempting all the items and encouraged total completion.

iii) The research was constrained by time factor since schools have their schedules and would not allow any interference. The researcher attempted to address this concern by being flexible and sought permission to collect data at the schools most appropriate time. This was possible due to the prior visits to the schools before actual data collection period.

iv) Researchers are rare visitors in schools; members of a school community are not mandated to divulge any information and this could lead to lack of trust from the respondents. However, the researcher sought authorization from the Ministry of Education as well as from school administrators who in turn introduced the

researcher to the students and teachers, thus building a rapport and gained trust from the respondents.

v) The tools used, for example the questionnaire for data collection were developed by the researcher. However, some items were adapted, validated and piloted.

vi) The study was carried out in sampled boarding schools in Nairobi County. Generalizability of findings are contingent upon the similarity of circumstances and features of students in other boarding schools and locations similar to Nairobi. Further, the study used simple random sampling technique in order to ensure generalizability of the findings. Additionally, the use of correlation design which is characterized by a high external validity enabled generalization of findings.

1.11 Operational Definitions of Terms

Teacher affection - It refers to the personal, social and emotional behaviors of the teacher that conveys emotional warmth, friendliness, caring attitude and empathy that enhances student adjustment in boarding secondary school.

Student school adjustment - Adjustment is a psychological process of finding and adopting modes of behavior suitable for changes in school environment. Student adjustment is understood in this study as the process in which students adjust to school routine, academic adjustment, emotional adjustment and social adjustment in public boarding school in order to attain the individual and schools' set educational goals and aspirations.

School Routine - It entails adjustment to the course of procedure in a school day. This is essentially the fixed time table which is repetitive throughout the week, including weekend programs. Weekend programs include cleaning, games, clubs and societies.

Academic adjustment - This includes increase in the number of subjects and duration of lesson, changes in pedagogy, working independently, extra academic loading and changes in academic expectations. It entails student active participation in learning activities through independently working on class assignments, academic engagement and contributing to class discussions or working on learning tasks with peers and performance.

Emotional adjustment - It is essentially students' emotional stability, capability to express and control emotions and moods; being assertive in an appropriate manner while respecting the rights of others for harmonious school life.

Social adjustment - It refers to social competence, social skills and all the dynamics of socialization process that would lead to amicable and harmonious relationships with peers, teachers and support staff.

Students Maladjustment- Refers to psychological and behavioral manifestations that reveal difficulty to integrate to an educational school environment. It may lead to fear, sense of insecurity and general dissatisfaction and consequently to various forms of indiscipline including school drop-out.

BST- Bio-ecological Systems Theory.

SDT- Self-Determination Theory.

Boarding school- It is a school that provides accommodation and meals for students during a school term. Students live within the school premises.

Public school- It is a Government-funded school and offer education at no cost or minimal fees.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature on the relationship between teacher affection and school adjustment variants'among secondary students. Particular attention will be paid on the relationship between teacher affection and students' adjustment to school routine, academic adjustment, emotional adjustment and social adjustment. Theoretical and conceptual frameworks which are the main guiding principles to the study and a summary of the literature review will be highlighted.

2.2 Teacher Affection and Students' Adjustment to School Routine

Adjustment to school routine is about the ability of students to adapt to regimented school time table which is usually repetitive. The routine is extracted from the schools' term calendar of events and it specifies time and activities to be carried out during week days and weekends. Seiberlich (2016) conducted a study on the impact of consistent routines on transitions. The author argued that daily routines provide children with a sense of stability and emotional support from their teachers. However, the challenge lies in developing a routine that is suitable for all children, offering them both consistency and security while also being adaptable to their individual needs (Romano, 2011 as cited in Seiberlich, 2016). Thus, he acknowledges the importance of a school routine while highlighting potential challenges in using it.

In a separate but a similar study, (Roche & Ghazarian 2012, as cited in Seiberlich, 2016) an investigation was done on the correlation between maternal reports of family routines and the academic achievement of adolescents. The participants included in the study consisted of economically disadvantaged urban adolescents and mothers. A significant proportion of the younger population consisted of individuals of African American or Latino descent, with an average age of 12. The assessment of academic accomplishment in the study included evaluating the youth's self-reported grades, educational aspirations, and standardized achievement scores. It was revealed that the presence of a regular routine in both the educational and familial domains throughout a child's maturation process is correlated with enhanced academic performance. The focus of the research was on family routines and their influence on juvenile performance. However, it is noteworthy to highlight the beneficial effects of these routines, which might be extended to school routines as a means of implementing good practices and better school adjustment.

According to Ren et al. (2022), recent studies have highlighted the advantages of implementing regular routines in children's verbal, cognitive, and social-emotional development (Bater & Jordan, 2017; Ferretti & Bub, 2014; Ren & Xu, 2019). Their perspective is that a consistent routine enhances children's ability to learn a language, as well as to develop cognitively, socially and emotionally. This relates closely with adjustment variants, specifically school routine, academic emotional and social dimensions that are a focus of the current study. While a school routine has been proved to be an important tool, the implementation plan for the Republic of Kenya National

School Health Strategy 2011 to 2015, observed that the daily routine in schools' manifests "a gender regime' evidenced by who gets to speak, the roles that boys and girls held, and who cleans the classroom. The "gender regime" in most cases led to male dominance (World Education Forum Dakar, Senegal 2000). In this regard, if a school routine is not moderated to be inclusive of gender, it can cause conflicts among students.

The challenges associated with school routines have been a longstanding and pervasive concern throughout many historical periods and geographical regions. In a study conducted by Lynch (2000), which focused on investigating the "Strategies for Transition from Primary to Post-Primary" in a city school near Dublin, Ireland revealed some challenges with school schedule. The sample size was 128 students; it was shown that 65% of participants reported encountering difficulties in comprehending their time schedule at first receipt. It further indicated that pupils expressed apprehensions about school routines and the potential challenges that may develop. Their worries centered on more testing and increased emphasis on taking examinations, detention policy for weak students who needed time to write corrective exercises, difficulty with the many subjects and the general systems in place in post-primary school. The listed experiences are similar to what high school students sometimes go through in Kenya. In this respect, students may experience difficulties in adjusting to the school routine leading to student maladjustment.

Christopher, (2019) conducted a study at Sao Paulo International senior school in Brazil. The sample consisted of 141 form 1 and 11 students. The researcher inquired about the

level of ease or difficulty experienced by students in adapting to the school routine and meeting the expectations of the senior school. A significant number of pupils, including those in both form I and II, expressed challenges with a particular component of the school routine, namely the process of transitioning between classes during lessons. More than 50% of respondents rated this feature as ordinary, tough, or extremely difficult. They attributed this to confusion in finding the classes they needed to go.   Changing classrooms during lessons might look simple but as the findings reveal, it can be challenging specially to form I students and in expansive schools, with large populations as is the case in many Kenyan secondary schools. With regard to behavior and discipline as a routine, Form I found it easy or very easy (77%), while 59% of form II found easy or very easy. However, 5% and 4% of form I and II respectively found it very difficult and they attributed this to the fear of sanction for being late for lessons or not meeting deadlines.

The finding of a study by the National Crime Research Centre in Nairobi (2017) indicates a danger of operating with a school routine that is not well thought of and skewed. The primary objective of the above research was to examine the Rapid Assessment of Arsons in Secondary Schools in Kenya throughout the period of May to July 2016. A survey study approach was used to collect data from a sample of 16 intentionally chosen counties. Data was collected from a sample of 124 teachers and 240 pupils by use of interview schedules and questionnaires, respectively. The results indicated that a significant proportion of both students (36.2%) and teachers (37.7%) agreed that there was an excessive workload, suggesting an unfavorable school schedule. The study found

that students often experienced exhaustion after an extended, eventful, demanding, and arduous second term. The inability to take in more lead students to maladjusted behavior directed against the school routine.

School routines continue to be a major issue to students in boarding schools in Kenya. Following a wave of student unrest in 2018, term II, the National Assembly Committee on Education and Research conducted an inquiry to establish the underlying causes. The findings that were released in July 2019 pointed out two grievances among others that relate to school routine. It revealed that students were unhappy with school program that is repetitive and monotonous with limited flexibility and thus was a reason for student unruly behavior in order to cope with boredom. Deprivation of time to sleep and co-curricular activities was another cause of discontentment that led to maladjusted behavior among students.

In public boarding schools, where students spend a significant portion of their time away from their families and in a new environment, teacher affection can play an even more critical role in promoting their adjustment to the school routine. Furthermore, teacher affection can help promote positive behavior among students. When teachers show care and support towards their students, it creates a sense of respect and trust that can promote positive behavior and reduce negative behaviors such as aggression, truancy, or defiance. This can be particularly important in public boarding schools, where students may feel more disconnected from the community and family and may be more likely to engage in negative behaviors as a result.

In their studies on adapting new routines in schools when facing challenging situations, Fiol and O'Connor (2017a, b) came up with what they described as a long-term change strategy borrowed from organizations. The strategy entails the unlearning of established routines to implement new and more effective routines for example by external environmental forces or internal failures as disruptions that may trigger initial destabilization of old routines. The strategy entails discarding as a process of letting go, and experimenting as a process of learning new routines. This however, represents a radical approach to changing routines especially in a school set up or any institution of learning. Schools cannot wait for external forces nor an internal failure to be able to tackle challenges of a school routine because it may have dire implications for student life and the educational institution and may even raise an alarm in the larger society. While teacher affection can have positive effects on student school adjustment, it can also have negative effects, particularly in the context of public boarding schools. It is important for teachers to maintain appropriate boundaries while expressing affection towards their students, and ensure that they are providing consistent and genuine support to all students. By doing so, they can help create a positive classroom climate and foster a sense of community and belongingness, which can promote student adjustment to the school routine in public boarding schools.

The above reviewed literature revealed that issues with school routine were mainly centered on more testing and increased examinations, overload, repetitive and monotonous routines with limited flexibility which bring about boredom and modes of punishment for failure to observe the school routine. Others included difficulty in reading

the time table when first introduced to students, changing classes between lessons, many subjects, less time for sleep and deprivation of co-curricular activities. Gender dominance especially in mixed schools with regard to who gets the chance in the routine were also identified to be a bone of contention among students. Behavior and discipline as a routine posed a challenge especially the fear of being sanctioned for being late or for not meeting deadlines. Detention policy for the academically weak students and generally how to develop an appropriate routine. Researchers hold that school routine is very important but the challenge is how to develop a routine that is suitable to all students and how to offer both consistent and security while being adaptable to individual student needs. In spite of the noted challenges, a school routine is very important for streamlining, harmonizing and simplifying school programs as well as informing multiple actors what to expect and what is expected of them. Such a routine, according to the reviewed literature is likely to create a positive impact on students' cognitive and socio-emotional development because of its consistency.

2.3 Teacher Affection and Students' Academic Adjustment

Adjustment to school routine, academic, emotional and social adjustment in this study are understood as interwoven and dynamic. Crede and Niehorster (2012), for example found that college adjustment is predictive of college academic performance and a very good predictor of college retention. It can therefore be implied that student relationships with their teachers, their academic activities and social interactions form part of a dynamic system of reciprocal causation. Consequently, a student who adjusts to school routine is likely to engage fairly well in academics, fit in the school social environment and

maintain some degree of emotional stability. Conversely, lack of adjustment in one aspect is likely to negatively affect adjustment in all other aspects of school life.

In a study done by Meagan (2017) in Maryland, USA, a pre-experimental approach was used to investigate the potential influence of fostering strong connections between teachers and students on students' academic engagement inside the classroom. He used convenience sampling methodology to get a sample of 12 boys from a coeducational public secondary school, with ages ranging from 14 to 15 years. The participants in the study were chosen based on their engagement in off-task activities, their poor academic performance in class, which was viewed as indicative of under-achievement, and their troubled relationship with their teachers. The collection of initial data spanned a duration of two weeks, after which the intervention phase began and continued for a length of four weeks. A developed behavioral observation sheet was devised for the purpose of documenting the off-task activities shown by the participants. The results of this study indicated that there was a statistically significant difference between the average number of off-task behaviors per student during the baseline period (mean =44.33, Sd =14.89) and the average number of off-task behaviors during the intervention period (mean=31.08, Sd 9.68) (t (11) =5.90). The observed result was found to be statistically significant at a significance level of $P < .001$. He reached the conclusion that the intervention aimed at fostering teacher-student connection development showed favorable outcomes in terms of decreasing the overall frequency of off-task behaviors seen throughout a class hour. Although the research was conducted only among boys who are under achievers and with strained student-teacher relationship, the intentional teacher

intervention, which is a point of interest in the current study, was found to yield positive results. Form one and two students are basically in their adolescence, a crucial time for them to know that their teachers care and have genuine interest in them. This may give them the confidence to engage actively in class by asking and answering questions, engage in discussion, and do their assignments because they experience a safe environment with the teacher. This could be enhanced if teachers become very intentional in their interactions with the aim of helping students to adjust in school.

In a study conducted in Kisumu, Kenya, Winga et al. (2011) used a cross-sectional research methodology to examine the extent of school adjustment and its association with academic success among secondary school students. They used cluster and stratified sampling methods to acquire a representative sample of 450 students in their fourth year of secondary school education. This sample was composed of 230 male students and 160 female students, with an average age of 18.38 years. The concept of school adjustment in their study, included the levels of involvement and contentment experienced by students within the educational setting, as well as their performance in academic pursuits. The data was gathered by the administration of questionnaires and the use of KCSE test results. Subsequently, the acquired data was subjected to analysis using descriptive statistics. The findings of the study indicated that there were no statistically significant disparities seen between female and male students in terms of their school adjustment. However, notable distinctions were observed between students who achieved high academic performance and those who had poor academic performance in terms of their levels of devotion, absorption, engagement, and overall school adjustment. It meant that

better school adjustment positively impacts students' general academic engagement. Nevertheless, they used cluster sampling approach, which is susceptible to increased sampling error compared to other sampling techniques. In the examination of the connection between school adjustment and students' academic success, the role of the teacher is silent and relegated to the background yet teachers play a pivotal role in all aspects of student life.

A study was conducted to examine the quality of the teacher-student connection over the span of kindergarten to sixth grade (Bosman et al., 2018). They used a person-centered methodology to ascertain the developmental patterns of teacher attachment among a cohort of 1300 pupils from the Netherlands. Educators documented their emotional attachment in relation to proximity, discord, and reliance throughout the early years of schooling, namely in kindergarten, 3rd grade, and 6th grade, with regards to the manifestation of externalizing behaviors seen in kindergarten. Verbal ability assessments were administered to pupils throughout their kindergarten years, while evaluations of their mathematical and reading skills, as well as a questionnaire measuring task motivation, were conducted during their 6th grade. The concept of "low-stable" in the study refers to a state or condition characterized by a low level of attachment. The study revealed trajectories of conflict that were characterized by normative, rising, and high-decreasing patterns. The study revealed a trajectory of reliance characterized by normative levels and minimal increases with time. The findings showed that male participants exhibiting lower linguistic skills tended to externalize their conduct, and constituted the majority within the non-normative trajectories. In sixth grade, students

who had little growth in teacher attachment exhibited worse performance on achievement tests and expressed diminished levels of desire for studies.

In a study conducted by Vacas (2015), the researcher examined the relationship between degrees of adjustment to college by gender, and academic success. A cohort of 300 students in their first year of studying Spanish participated in the administration of the Student Adaptation to College Questionnaire (SACQ). The results of the multivariate analysis indicated that there was no statistically significant impact of gender on the academic adjustment of the pupils. In a similar vein, it was shown that there was no statistically significant impact of teacher attachment on institutional adjustment for male participants. This finding is at variant with many reviewed literature on the impact of students' teacher attachment and students' institutional attachment. A research was conducted to examine the relationship between school adaptability, motivation, and academic success among students (Palak et al., (2017). They used simple random sampling technique to choose a sample of 60 pupils from Vasantdada, Pasil. The sample was evenly distributed across gender. The analysis of questionnaires and general academic performance test data indicated a positive correlation between high levels of student motivation and academic excellence. These findings indicated that the level of teacher attachment has the potential to impact students' academic adjustment.

In a longitudinal research by Jan (2011), the objective was to examine the impact of teacher-student relationship traits on academic adjustment in public primary schools in Texas, USA. The study focused on the perspectives of both teachers and students. The

sample for this study was 714 students who were identified as underachieving. Data was collected annually by the administration of questionnaires to teachers, conducting interviews with students, and administering standardized achievement tests. The schedule used for conducting interviews with the students was an adapted version of the Network of Relationship Inventory (NRI; Furman and Buhrmester, 1985), which assesses the many dimensions of teacher-student relationships. The results indicated a favorable correlation between teacher support and both mathematical self-efficacy and a feeling of school belonging. It also indicated that student's accounts of conflict were shown to have predictive value in relation to their academic performance in reading and mathematics, as well as their perception of belongingness.

The study conducted by Kamla-Raj (2012) examined the experiences of first-year students at a Zimbabwean University in terms of their academic and social adjustment. He used deliberate sampling techniques in order to choose respondents who were willing to participate in the study. The study sample included of seven students, that is three females and four males, with an average age of 24.4 years. A semi-structured interview guide was used to collect comprehensive data about the social and academic challenges encountered by the participants. The information received was subjected then to content analysis in order to analyze data. The data underwent categorization and consolidation into thematic units, which were later subjected to comparative analysis. Within the academic realm, the research uncovered that a significant apprehension and source of anxiety among first-year students was the fear of failing in examination. This fear manifested itself in several ways, such as a lack of bravery to ask questions and an unease

stemming from teaching techniques that differed from what they were used to in secondary education. Additionally, the absence of a permanent venue further contributed to the stress experienced by these students. The prominent social themes that evolved in the research included a novel University culture, the process of detachment from home, the disengagement from high school friendships, financial considerations, as well as aspects related to attire and dietary choices. Consequently, the researcher arrived at the conclusion that first year students in higher education have a multitude of challenges pertaining to both their academic pursuits and social interactions. This implies that in order for students to navigate their academic pursuits effectively, the process of adjustment is essential. It can therefore be implied that secondary school students are likely to face similar adjustment challenges but according to their level and context ant this is an important information for parents and teachers as well as institution administrators.

Egbule (2018), examined the extent to which emotional intelligence, peer pressure, academic stress, and parental socio-economic status contribute to the variability in academic adjustment among school students. The study population included a total of 3,000 pupils enrolled in secondary schools located across the South-South Zone of Nigeria, including six states. The study used an ex-post facto research strategy and employed the Pearson Coefficient of determination and regression statistics to examine the data for the research questions and hypotheses, respectively. The findings of the study indicate that emotional intelligence, peer pressure, and academic stress have a substantial impact on the process of academic adjustment among secondary school pupils. It also

revealed a substantial and adverse association between peer pressure and the academic adaptation of secondary school pupils, which is statistically significant. According to the calculated Beta value of 0.69, it may be inferred that peer pressure contributed to about 69% of the observed variability in students' academic adjustment. The research demonstrated that pupils who succumb to peer pressure have challenges in adapting to the academic demands of high school. He noted that those who exhibit resistance to peer influence and possess the ability to tolerate pressure from their peers are more likely to experience positive academic adjustments. In relation to this matter, he posited that while it is well acknowledged that peer pressure has significant impact throughout adolescence, it is advisable for students to exercise caution in selecting their companions, particularly when these individuals may have negative influence upon them. In contrast, there was a significant positive correlation seen between emotional intelligence and the variable in question. The variable in question was responsible for explaining 76% of the variability seen in the academic adjustment of secondary school pupils. It is suggested that students make a concerted effort to identify and properly regulate their emotions. There was a modest and adverse association observed between academic stress and academic adjustment. The variable in question explained 9% of the variability seen in the academic adjustment of secondary school pupils. The presence of this negative variance was considered evident, given that the capacity to effectively manage academic stress is essential for achieving academic adaptation. In light of this objective, he proposed that the educational institution should endeavor to lower the level of stress associated with academic pursuits.

In a recent research, a significant correlation has been shown between the domains of Guidance and Counseling and the process of adapting to the academic environment in a school setting. The study conducted by Mugambi (2017) aimed to examine the efficacy of Guidance and Counseling services in facilitating students' adaptation to the academic environment of public boarding secondary schools in Kenya. Purposive and random selection techniques were utilized to get a sample size consisting of 720 students in Form three, 18 class instructors, and 18 teachers responsible for Guidance and Counseling. Data from students was collected using a questionnaire. The results indicated that a significant proportion of the students (85.4%) and class instructors (94.4%) recognized time management as a key concern that is addressed in the field of Guidance and Counseling. This recognition is seen as crucial in improving students' ability to adapt to the academic environment of the school. Additional factors identified within Guidance and Counseling programs that were found to enhance school adjustment were academic trips (83.5%), guidance on goal attainment (88.9%), and a balance between co-curricular and curricular activities (88.3%), among others. On average, 72.7% of the participants indicated that the overall effectiveness of Guidance and Counseling in promoting students' adjustment to the academic environment of the school was positive.

Nevertheless, some studies have shown very insignificant correlation between school adjustment and academic accomplishment. For instance, Beda (2015) investigated the association between school adjustment and academic achievement among tribal teenage students in the Imphal and Ukhrul districts of Manipur, India. The study population included a total of 629 students in the eleventh grade. He used a School Adjustment

Inventory specifically designed for teenage children, which adhered to defined protocols. The survey included a total of 30 topics pertaining to the domain of school adjustment. The use of public test scores served as a metric for measuring academic performance. The coefficient of correlation was used to examine the relationship between the two variables, yielding correlation coefficients of $R = 0.24$ and 0.23 in the locations of Imphal and Ukhrul, respectively. The findings suggested a modest positive connection, suggesting a tenuous association between school adjustment and school accomplishment. Additional empirical investigations that have shown comparable results include the research conducted by Yellaiah (2012), which revealed a modest positive correlation between adjustment and academic success. Previous empirical research has shown a correlation between poor previous accomplishment and reduced cognitive engagement, whereas high prior performance has been found to be connected with increased cognitive engagement (Li et al., 2017). Cognitive engagement refers to the degree to which students experience a sense of agency and control over their academic tasks, as well as the belief that their school work has significance in relation to their personal aspirations and future pursuits. This subsequently was found to influence the level of effort students dedicate to their academic pursuits. This phenomenon is strongly associated with academic adjustment in the present research. Previous research has shown that there is a positive relationship between students' academic success and their perception of efficacy, leading to increased levels of school engagement (Li et al., 2017; Salmela-Aro & Upadaya, 2012). They observed that the phenomenon may be linked to the presence of self-confidence and internal drive that are often associated with high levels of performance. According to the aforementioned citation, engagement in school

encompasses students' active involvement in academic pursuits as well as their participation in all facets of school-related activities. Engels et al. (2019) and Li and Lerner (2013) asserted that teenagers who possessed an understanding of the significance of education in their lives are inclined to exhibit behavioral commitment towards it and exert diligent efforts in their academic pursuits. This implies that acknowledging the importance of education motivates students to actively participate in academic tasks, resulting in improved academic adaptation, which is the primary emphasis of the present research. On the other hand, it may be inferred that individuals who fail to acknowledge the significance of formal education exhibit less involvement in scholastic endeavors, thereby limiting their potential gains from the educational system.

The importance of adjustment in high school has been identified as a crucial factor influencing students' academic progress and perseverance (Mac Iver et al., 2015, as quoted in Duchesne & Ratelle, 2020). It is commonly believed that students in upper secondary education (Salmela and Uusiautti 2015, as cited in Soderholm et al., 2023), exhibit a strong enthusiasm for acquiring knowledge. Despite this zeal for education, however, Salmela-Aro and Upadyaya (2020) have indicated that a significant portion of these students' experience high levels of stress and fatigue. Given the distinct educational requirements of high school in comparison to earlier stages of basic education, it is probable that there is a corresponding escalation in the need for teacher assistance. The present research posits that the processes of adjustment to school routine, academic adjustment, emotional adjustment, and social adjustment are not independent entities, but rather, they are intricately interconnected, and that teacher affective characteristics are

core. The indicators of academic maladjustment are consistently characterized by unpleasant emotions and they have implications for both the immediate and long-term well-being of the student. have identified several indicators of academic maladjustment among students. These indicators of maladjustment (Khan & Fatima, 2013, as cited in Anselem & Akanaeme, 2021) encompass disobedience of institutional regulations, restlessness, a tendency to hide from peers, social isolation, anxiety, aggressive conduct, heightened sensitivity, and emotional disturbances. These characteristics may be said to have negative consequences not just for the individual student but also for any country that relies on its population for progress and long-term viability.

In their research, Bailey and Phillips (2015) aimed to elucidate the correlation between motivation, university adaptation, and several measures of mental health, well-being, and academic success among a sample of 184 first-year university students. They intended to capture the students' experiences throughout the transition from secondary education to the University setting. The study revealed that those with higher levels of intrinsic motivation exhibited lower levels of stress, while individuals with lower levels of motivation, or a lack thereof, had higher levels of stress, worse adjustment to university life, and increased psychological distress. They observe that students who exhibited a lack of motivation had difficulties in effectively addressing the social and emotional demands encountered inside the University setting. They argued that an alternative reason for the presence of poor mental health might be attributed to the inadequate assimilation and adaptation to the social and emotional dimensions associated with university attendance. Conversely, pupils who saw academic-related acts as inherently worthwhile

exhibited higher levels of adjustment. The findings emphasized the significance of the first year students' social, emotional, and intellectual adaptation to the University environment in relation to their overall well-being and psychological state. Hence, an additional factor through which teacher affection may influence academic adaptation is by mitigating students' stress levels, thereby equipping them with the necessary internal capabilities to navigate social and emotional hurdles within the educational milieu.

Numerous influential studies have shown that there exists a beneficial association between teacher affection and student academic adjustment, including key factors such as academic engagement, academic self-efficacy, and academic drive. One such study was conducted by Hamre and Pianta (2006) discovered that the provision of emotional support and genuine concern in students' well-being by teachers may effectively alleviate the adverse impacts of stress and facilitate improved academic adaptation. Academic engagement is often defined as the degree to which students actively participate in their educational endeavors. Academic self-efficacy pertains to the cognitive perception held by a student on their capacity to achieve academic success. They concluded that when teachers demonstrate displays of love, they establish a favorable educational setting that cultivates a perception of proficiency and self-esteem among pupils. Consequently, this process boosts their academic self-efficacy, thus resulting in improved academic performance. They demonstrated that students who possess a sense of competence and see themselves as respected are more inclined to establish ambitious academic objectives and have the belief that they can successfully attain them. They contended that academic motivation encompasses the inherent desire and tenacity shown by students in pursuit of

their educational objectives. Moreover, they asserted that the display of compassion by teachers fosters a favorable emotional atmosphere, hence amplifying students' intrinsic drive. Consequently, this results in enhanced academic performance. They concluded that students who experience a sense of worth and support from their teachers have a higher likelihood of being driven by intrinsic motivation, characterized by an internal desire and pleasure derived from the act of learning. Additionally, they observed that students who perceived a sense of care and concern from their teachers are inclined to cultivate a favorable disposition towards their educational institution. This in turn, (Wentzel and Wigfield, 2009), has the potential to enhance their academic achievements and foster increased involvement in the process of acquiring knowledge. Therefore, it can be implied that teacher affection has a significant correlation with student academic adjustment in public boarding schools. When teachers show affection, (Chen and Lai, 2017), they create a supportive and positive learning environment that enhances student academic engagement, academic self-efficacy, and academic motivation. They established that the impact of teacher affection on academic adjustment may vary depending on factors such as student age, cultural background, and individual differences in personality and learning style. Overall, the evidence suggests that a positive and supportive teacher-student relationship can be a powerful factor in promoting academic adjustment, particularly in the unique context of public boarding schools.

From the foregoing reviewed literature, academic maladjustment is a reality and a major issue confronting students, not only at secondary school level but also in higher institutions of learning. Further, the reviewed literature revealed mixed findings with

regard to teacher affection and academic adjustment while some were implied conclusions. Some studies revealed that there was a significant difference between high achievers and low achievers in dedication, engagement and school adjustment. Other studies concluded that teacher support was associated with mathematics self-efficacy and a sense of school belonging. Other studies documented that teacher support through guidance and counselling on time management contributed positively to adjustment to school academic environment. Some studies revealed that College and by extension school adjustment predicted retention and academic performance. Conversely some empirical studies showed lack of relationship between school adjustment and academic achievement. Other empirical studies, while acknowledging the academic adjustment problems as a major issue confronting students globally, suggested the application of transactional exercises which entails the use of exercises that increases ones' awareness of emotion in themselves and in others, as well as one's capacity to respect others and oneself and ability to take responsibility for ones' actions. Additionally, some studies indicated a strong adverse relationship between peer pressure and students' academic adjustment, while others revealed an insignificant correlation.

2.4 Teacher Affection and Students' Emotional Adjustment

The issue of emotional adjustment among students has been a longstanding concern throughout many levels of schooling. Mutekwe and Mutekwe (2013) have provided an estimate that suggests around 12 percent of primary school students worldwide experience such significant emotional distress that they need the assistance of professionals in the fields of educational psychology, sociology, or guidance and

counseling. Their findings of an empirical study, (Lester and Mander 2020, as cited in Martin et al. 2021), indicates a progressive rise in emotional difficulties among students residing in boarding facilities.

Lynch (2000) conducted a study targeting post-primary pupils inside a City school located in close proximity to Dublin, Ireland. The results indicated a diverse range of emotions encountered by pupils on their first day in a Post-Primary educational institution. Out of a cohort of 128 pupils, it was observed that 20% reported feeling happy, 15% described the experience as scary, 35% indicated a little sense of fear, and 30% reported experiencing no specific emotion. These finding provide a peek into the emotional sensitivity that is often experienced by new students as they transition into a new setting.

Musembi et al. (2022) conducted a study on the Influence of father absence on the emotional adjustment of adolescents among secondary school students in Makueni Sub-County, Kenya. He used a quantitative descriptive survey research design for the study. Using a non-random sampling technique, he obtained a sample size of 344 of form III students. A questionnaire was used to collect data and Chi Square and Pearson Product Moment Correlation Coefficient to test the hypotheses. The finding showed that the P value was above .005 significant level which meant that father figure did not influence emotional regulation among adolescents but it did influence their social behavior ($p \leq 0.005$). However, this study focused on father absence and its relationship with form III students in Makueni Sub-county while the current study dealt with the relationship

between teacher affection and school adjustment variants among form I and II students in Nairobi County.

There is a growing recognition among researchers that in order to facilitate the comprehensive development of children, it is essential for educators and other professionals involved in youth education to actively attend to their social and emotional requirements (Weissberg & Cascarino, 2013). Hence, it is crucial to examine the correlation between teacher attachment and students' emotional adjustment, especially within the setting of public boarding secondary schools, where students may encounter various emotional difficulties related to living away from their homes. Virtanen et al. (2016) claimed that school transitions provide an elevated risk for children to discontinue their education, hence rendering these transitions a crucial developmental phase for identifying first indications of cognitive and emotional maladjustment. Multiple studies have shown that crucial factors influencing students' academic and emotional adaptation include their level of school involvement, academic performance, and the presence of conflicts between teachers and students (Skinner, 2016; Guskey, 2013; Longobardi & Settanni, 2016 as referenced in Engels et al., 2019). Hence, the examination of various facets in conjunction may provide a synergistic and all-encompassing comprehension of students' adjustment to the educational environment. Hence, the focus of this study is the relationship between teacher affection towards their students and their adjustment variants to school routine, academic, emotional, and social adjustment within boarding school environment.

Longobardi et al. (2019) conducted a study to examine the potential association between the quality of the teacher-student relationship and the reduction of internalizing and externalizing symptoms across three significant school transitions: the transition from kindergarten to primary school, from primary school to middle school, and from middle school to high school. The study sample included 127 kindergarten pupils, 113 primary school students, and 240 eighth-grade students. The participants provided their responses using a survey instrument. The instructors also participated in a questionnaire, with a response rate of 95%. Descriptive statistics were used to evaluate the data, followed by the application of paired-samples t-tests to ascertain the statistical significance of longitudinal changes. Multiple linear regression analyses were conducted to ascertain the impact of teacher-student closeness and conflict on internalizing and externalizing symptoms. They revealed that there is a significant positive relationship between the average level of teacher-student conflict during the transition from kindergarten to primary school, as well as from primary to middle school ($\beta=0.35$, $p \leq 0.01$), and the subsequent change in teacher-student conflict from primary to middle school ($\beta=0.3$, $p \leq 0.01$), with adolescents' externalizing symptoms during their first year of high school. The results indicate a significant association between the positive improvement in proximity ratings ($\beta=0.31$, $p \leq 0.01$) and a reduction in externalizing symptoms throughout high school. The study found that the average level of conflict between teachers and students during the transition period was positively associated with the presence of internalizing symptoms in adolescents, as measured in the first year of high school. The findings of the study highlight the significance of maintaining a stable and harmonious teacher-student connection as a means of safeguarding against the development of

heightened internalizing and externalizing symptoms across various typical school transitions. Externalizing behaviors refer to a range of antisocial acts, including hostility and violence.

The study conducted by Reschly et al. (2008) aimed to examine the impact of positive emotions on cognitive and psychological engagement in the context of schooling. The concept of school participation encompassed several dimensions, such as cognitive, behavioral, psychological, and academic components. The participants in this study consisted of a sample of 293 students in grades 7 to 9, who attended middle and high schools located in a rural location within the Southeastern region of the United States. Demographic data was collected administering self-report questionnaires. The majority of the respondents identified themselves as Caucasian or African American, accounting for 47.8% and 41.2% of the participants, respectively. The researchers used the Student Involvement Instrument (SEI; Appleton et al., 2006) to determine that a higher frequency of good emotions was positively correlated with involvement in high school, whereas a greater occurrence of negative emotions was negatively connected with engagement. The study concluded that there exists a potential for the mediation of adaptive coping techniques in the link between student involvement and good emotions. Nevertheless, the specific adaptive coping techniques that serve as mediators in the association between student involvement and pleasant emotions were not explicitly identified. Additionally, it should be noted that the research used a restricted sample size, therefore limiting the generalizability of the results to the whole population of students in the United States.

According to Tao et al. (2016), in their investigation of international students and teacher-student interactions, it was determined that students who cultivate a favorable rapport with their teachers are more inclined to obtain the necessary direction and support for their emotional growth. This support includes strategies for recognizing and comprehending one's emotions, as well as the aptitude to successfully manage unpleasant emotions. These aspects together, contribute to the cultivation and enhancement of one's emotional intelligence. They highlighted the significance of effective teacher-student interaction in facilitating teachers' ability to provide advice that promotes students' emotional awareness, as well as the emotional awareness of their peers. This, in turn was considered to contribute to improved self-management and overall emotional adjustment of students. This study, however, was conducted among international students who might have different experiences from students studying in their own countries.

A study on "The Relationship between teacher support and students' academic emotions: A Meta-Analysis" was conducted (Lei et al., 2018, as cited in Sainio et al., 2022) to examine a total of 69 independent studies with 196,473 participants. The findings revealed a significant positive association between teacher support and students'happy emotions ($r = 0.34$), as well as a significant negative correlation between teacher support and negative emotions ($r = 0.22$). Consistent with the aforementioned discovery, it may be inferred that the presence of pleasant emotions resulting from teacher support is associated with the emotional adjustment of students within the educational setting.

In their study, Asta and Disa (2018) investigated the manner in which relational care, interpersonal closeness, and emotional attunement are manifested in a Swedish preschool setting, focusing on children aged 1 to 5 years. They explored the role of adult-child physical behavior, particularly love and affectionate-controlling contact, in facilitating these aspects of care. The study included a continuous 24-hour period of video-recorded observations documenting routine activities. The sample consisted of 9 individuals classified as professionals and 35 individuals classified as minors. The research used a multimodal interactional approach to investigate the manner in which embodied social acts are executed during social interactions, using an inductive methodology. They focused on touch behavior of adults and children, with a particular emphasis on the interactional reaction to touch as shown through observable activities in public settings. The results indicated that educators used compassionate touch as a means of emotion control, using it as a caring reaction to alleviate children's suffering. It was established that amicable touch was used to elicit spontaneous compassion from children, whereas loving controlling touch was utilized to exert moderate control and guide the child's physical behavior and involvement in preschool activities. Additionally, educators employed this kind of touch to complement verbal disciplinary measures. The study showcased the intricate nature of Early Childhood Education and Care (ECEC) as it is manifested through the use of haptic sociality. This perspective advocates for the incorporation of embodied relational care into early childhood education and care (ECEC) programs, in contrast to viewpoints that associate professionalism with emotional detachment and limited physical contact. While this approach may be efficacious in providing emotional support to preschool-aged children, fostering

interpersonal connection as previously mentioned and within its specific context, it may not provide the same results when used to adolescent pupils who are the focus of the current study because at this developmental age, they possess a heightened self-awareness. Too much physical contact may be inappropriate. This suggests that the selection of suitable methods for demonstrating emotional support by a teacher should be contingent upon the age of the learner.

Rajeswari and Jeryda (2013), investigated the emotional adjustment of teenage students. They used a method of disproportionate random sampling to gather data from a sample of 200 teenagers, consisting of 107 females and 93 boys, within the age range of 13 to 16 years. The majority of the students, specifically 181 participants (accounting for 90.5% of the respondents), originated from an urban environment in India. The Adolescent's Emotional Adjustment Inventory, a measure established by Patel (1989), to assess emotional adjustment in adolescents. The scale's reliability coefficient, as determined by the split-half approach, was found to be 0.82. The results indicated that a majority of the respondents 71%, exhibited a poor degree of emotional adjustment, whilst a minority, including just 29%, had a high level of emotional adjustment. The empirical investigation revealed that 70% (140) of the respondents reported having a cordial connection with their teachers, whereas 30% (60) indicated not having a cordial relationship with their teachers. The study's findings indicate a limited capacity for emotional adjustment among teenage students in the school setting. These findings show surprising results in the sense that a high percentage (70%) reported to having cordial relationship with their teachers yet a significant percentage (71%) recorded poor degree of emotional adjustment.

Nevertheless, the research does not provide a comprehensive report of factors contributing to the pupils' limited emotional adjustment. Additionally, the use of disproportionate method of sampling increases the chance of encountering errors in data analysis, hence it is less accurate in drawing conclusions from the results.

A research by Arnold and Preeti (2012) focused on the topic of adolescent adjustment in high school throughout the mid-adolescence transitional period. The primary objective was to ascertain the challenges faced by high school students in an urban region of India in terms of their emotional, social, and scholastic adjustment. A cohort of 101 male individuals and 103 female individuals, all falling within the age range of 14 to 18 years, was chosen in a random manner for the purpose of this research. The Adjustment Inventory for School pupils (AISS), developed by A.K.P Sinha and R.P Singh, was given to a sample of 204 pupils. The self-report inventory had a total of 60 items, with 20 items allocated to each specific area of modification. The aggregate score for adjustment was derived by adding up the scores of each particular domain, which serve as indicators of overall adjustment status. In emotional adjustment, males exhibited a mean score of 7.91, surpassing the normative value of 5.62. Similarly, girls had a mean score of 7.6, which exceeded the normative value of 6.55. The measured values were determined to be considerably more than the normative value with a 99% confidence interval, suggesting inadequate levels of emotional adjustment. The findings of each item indicated that the teenagers had significant challenges within their familial relationships, which emerged as a prominent factor contributing to their diminished emotional adjustment in school. In contrast, a strong bond with parents was shown to be linked with improved school

adjustment across all areas. Moreover, prior studies have shown that the transition from elementary to secondary school presents difficulties for pupils in terms of their academic performance and emotional adaptation to the school environment. According to the findings of Salmela-Aro (2017), the transitional period is characterized by a heightened focus on grades and competitiveness, a drop in teenagers' impression of the emotional support provided by their teachers, and a plunge in their feeling of classroom belonging. He concluded that the perception, regardless of its accuracy, has a detrimental impact on the emotional adjustment of pupils.

Rucinski, Brown, and Downer (2018) conducted a study examining the dynamics of the Teacher-student connection within the context of primary education in New York City. A quasi-experimental study approach was used to gather data from a sample of 526 students and 35 teachers. The students engaged in the completion of self-report measures, while the teachers participated in an online self-report measure. A significance level of $p<.05$ was used in the study. The results of the study indicated a significant association between child-reported depression and child-reported relationship quality (b= -0.07, p< .007). Specifically, better relationship quality was shown to be linked to lower levels of depressed symptoms. The presence of emotional support in the classroom played a significant role in moderating the relationship between conflict reported by teachers and aggression reported by teachers (b = -0.24, p < .01). Specifically, there was a strong negative association between conflict between teachers and students and teacher-reported aggression in classrooms with the lowest levels of emotional support, compared to classrooms with the highest levels of emotional support.

A study done in Nyamira County by Wara et al. (2018) investigated the relationship between emotional engagement and academic achievement among secondary school students of Manga Sub-County. The study used concurrent triangulation design of the mixed methods approach. A target population of 1750 form four students, 35 principals and 35 guidance and Counselling teachers from which a sample size of 316 students, 11 principals and 11 guidance and counselling teachers and 11 student leaders were randomly sampled for the study. The study revealed that there was a statistically significant moderate positive correlation (r =354, N = 312, p≤.05) between emotional engagement occasioning an improvement in academic achievement. The current study targeted boarding school public secondary students of form I and II and their class teachers, while this study targeted school principals, guidance and counselling teachers as well as form four students. Further, in the current study, questionnaires for students and interview schedule was used for class teachers to collect data.

In a study conducted by Kanus (2017), the impact of Guidance and Counselling on the emotional adjustment of students in secondary schools in Kenya was assessed. The sample consisted of 367 students, both day scholars and boarders, from Keiyo North Sub-County in Kenya. The primary objective of the study was to assess the students' perspective of teacher assistance through the provision of guidance and counseling services. The finding showed that the provision of guidance and counseling services had a notable impact on the emotional adaptation of pupils. In particular, students who availed themselves for guidance and counseling services reported enhanced self-assurance in decision-making, anger management, emotional well-being, autonomy,

stress reduction, composure, vitality, quality of sleep, and overall relaxation. On the other hand, students who did not get enough support for their emotional needs through guidance and counseling exhibited poor emotional adjustment. Consequently, they encountered difficulties and conflicts that resulted in unfavorable academic performance and disruptive behaviors, such as instances of unrest within the school environment. According to McCormick and O'Connor (2014), an adverse teacher-student interaction might have harmful effects on the emotional development of pupils. Hence, the provision of emotional support is a means through which teachers may exert influence on the emotional adjustment of pupils.

A study that adopted correlational research design was carried out by Kimani et al. (2022) on the relationship between students' emotional Self-regulation and academic achievement in Nairobi County, Kenya. The study targeted all year 2019 form II students within public secondary school in the County. The sample size was selected using purposive, stratified and random sampling techniques. Data was collected using questionnaires and proforma summary for student's examination results. The findings revealed that emotional self-regulation was positively and significantly correlated to academic achievement (r (738 =.0.074, $p \le .0.05$). Among the two levels of emotional Self-regulation, only cognitive reappraisal reported a statistically significant correlation with academic achievement. Expressive suppression and academic achievement revealed a weak negative statistically non-significant relationship. However, the current study targeted form I and II students in boarding public schools and teacher affection and data was collected by use of questionnaire for students and interview schedules for teachers.

The above reviewed literature, reports different perspectives and conflicting views on teacher affection and students' emotional adjustment. Some showed clearly that new students go through emotional experiences while they navigate their life in boarding school. Some indicated that the negative emotional experiences may have had their origin in the family while others are connected to the new environment the student finds himself in boarding school. Some studies indicated that most students feel frightened, a situation that ignored could lead to further psychological problems. Some studies point that adolescents generally experience low levels of adjustment while other studies revealed that school adjustment of high school students is coupled with biological development adjustments making their adjustment in school more precarious. Other empirical studies hold that poor teacher-student relationship was related with depressive symptoms and consequently low emotional adjustment. Other researchers posit that educators' compassionate touch engaged children in spontaneous affection and increased Childs' participation in pre-school activities, however, prudence has to be exercised when dealing with adolescents as compassionate touch may be counter-productive.

The reviewed literature also showed that externalizing (anti-social) behaviors that are likely to negatively affect students' emotional adjustment are greatly reduced when teachers offer emotional support to their students. More importantly, emotional support and encouragement tend to reduce anxiety among students and promotes confidence and resilience. Some reviewed literature pointed to the salient factor that a school system that is perceived to be caring is desirable as disaffection may lead to school drop-out, low self-esteem and a sense of frustration among students. UNESCO puts it concisely that

school safety includes an emotionally safe space for students. This study specifically and precisely focused on the influence of teacher affection on students' school adjustment with one of the objectives being students' emotional adjustment in public boarding secondary school. It attempts to explore how teachers' sense of warmth and affectional support enhances students' school adjustment in boarding secondary school.

2.5 Teacher Affection and Students' Social Adjustment

The examination of the correlation between teacher affection and student social adjustment in public boarding schools is a crucial aspect to be taken into account, given that interpersonal connections may have a substantial influence on the overall welfare and academic achievements of students enrolled in boarding schools.

The study conducted by Lasarte et al. (2020) investigated the influence of social support on the process of school adjustment among students in secondary education. They operationalized the concept of social support as the subjective perception of a person about the provision of information that instils feelings of being cared for, respected, loved, and connected to a social network characterized by shared obligations. The study sample included 1457 adolescents enrolled in secondary schools, aged between 12 and 17, residing in Basque county, in Northern Spain. The study used an ex post facto cross-sectional design. Data was collected by use of Teacher Support sub-scale (TCMS), family and peer support subscales and School Engagement Measure (SEM) sub-scale. The data was subjected to regression analysis. The beta coefficient value obtained for teacher support was 0.469, for family support 0.121 while support from friends was the lowest at

0.051. The findings indicate that the primary factor influencing school engagement is teacher support, which was shown to have the greatest impact. This was closely followed by family support, whereas the influence of friends on school adjustment was not found to be significant. They concluded that to be able to strengthen school engagement, teachers and families should endeavour to offer social support. This study was done in the first world, hence, contextual influences differ from the current study that was conducted in a third world country.

Previous studies have shown that there is a favourable correlation between students' sense of teacher support and their level of school involvement (Fernandez-Zabala, Goni, Camino, and Zulaika, 2016; Rodrigues-Fernandez et al., 2016 as cited in Lasarte et al., 2020). The lack of a direct impact of friends on students' school adjustment, ascribed to contextual factors, remains inconclusive as previous studies have demonstrated the significance of all three sources of support - family, teachers, and friends in facilitating students' school adjustment (Cirik, 2015; Ramos-Diaz, Rodrigez-Fernandez, Fernandez-Zabala et al., 2016, as cited in Lasarte, 2020). The research strongly advocates for teachers to be aware of their impact on students' school transition and to actively enhance the assistance they give. This includes providing enough informational and emotional feedback to facilitate the students' positive adaptation to the school environment.

Mittelmeier et al. (2019) did a research examining the phenomenon of Internalization at a Distance and at Home, specifically focusing on the academic and social adjustment of individuals within a South African distance learning setting. A comprehensive

examination was conducted on the experiences of 1141 students, including both local and foreign cohorts. The data collection tool used was an adapted version of the Student Adaptation to College Questionnaire, originally created by Baker and Siryk in 1999. The results of the study indicated that a majority of the participants, namely 59%, reported feeling academically adjusted. The mean score for academic adjustment was 6.24, with a standard deviation of 1.13. The range of scores was from 2.64 to 9.00. It is worth noting that a score of 6 was used as the threshold for determining positive academic adjustment. The standard deviation had a considerable magnitude, whereas the range demonstrated a substantial breadth. Certain individuals had comparatively lower scores in terms of academic adjustment, whilst others demonstrated higher scores in this regard. In addition, a significant proportion of 33% reported experiencing social adjustment, whilst a majority of 52% expressed emotional adjustment. The term "academic adjustment" refers to the level of achievement a student attains in managing several educational requirements, including motivation, performance, and happiness with the academic setting. They concluded that several aspects outside academic endeavours, such as the capacity to establish enduring connections within the University community (social adjustment), both inside and outside formal educational settings, played a role in students' adjustment. The finding aligns with prior research that supports the notion that effectively adapting to the many changes encountered throughout higher education significantly contributes to achieving academic success (Crede & Niehorster, 2012; Jinadal-Sanape & Rienties, 2016 as referenced in Mittelmeier et al., 2019). They established that the process of building social adjustment in a remote setting may provide greater complexity compared to a local university campus environment. Nevertheless, while the results

provide insights into the academic adaptation of students, it is important to note that the study was conducted among University students with higher levels of emotional competences. Consequently, the manner in which they handle emotions may be different from high school students who are the focus of the current research.

Irozuru (2018) conducted a research in the Ikom Education zone of Cross River State in Nigeria to examine the impact of family structure on the social adjustment of secondary school pupils. He used ex-post facto research methodology and utilized a stratified random sampling approach to select the schools and get a representative sample for the study. Data collection was conducted using the Family Structure and Social Adjustment questionnaire (FSSAQ). The total population under consideration was 112,153 individuals, whereas the selected sample specifically included 620 pupils from secondary schools. Data was gathered during the academic term of 2016/2017. The study indicated that the computed t-value of -3.38 exceeded the threshold value of 1.96 at a significance level of 0.05. The results suggest that there is a notable impact of single parenting, regardless of the gender of the parent, on the social adaptation of students in secondary school. He concluded that the familial context of a single parent has a detrimental impact on a student, specifically manifesting as diminished self-esteem and self-concept. These factors, in turn, adversely affect the adolescent's social adaptation within the school setting. Moreover, the confluence of the above factors, he noted, might potentially predispose the youngster to experiences of abuse, rejection, and subsequently, the manifestation of anti-social behaviour. He suggested, among other recommendations, that parents should refrain from using punitive measures and they should avoid becoming

emotionally distant. Parents should establish guidelines for their children and demonstrate love towards them. Furthermore, the study proposed the establishment of a harmonious rapport between teenagers and their parents, as well as school staff and administration. Additionally, he advocated for the promotion of active engagement in social and religious endeavours. Nevertheless, while the aforementioned conclusion may hold validity and provide a commendable suggestion, there exists a shortage of scholarly material to substantiate the notion that single parenting directly results in diminished self-esteem, reduced self-concept, and challenges in social adaptation among pupils. Hence, the findings of Irozuru (2018) may provide an explanation for specific instances of individual isolation, but they should not be generalized as representative of all single parenting situations.

In a study conducted by Bhagat (2016), the researcher examined the social adjustment of secondary school students in connection to their gender, academic success, and parent-child relationship. The findings of the study indicated that social adjustment was not influenced by academic accomplishment or the quality of the parent-child relationship. This implies that the familial structure may not have a significant impact on a student's social adaptation inside an educational setting.

According to a research conducted by Honma and Uchiyama (2014, as referenced in Kurt, 2022), there is a substantial association between the friendship ties of Japanese students in 5th-6th grade and their level of pleasure of school, which therefore impacts their school adjustment. The aforementioned thoughts align with the findings of Ryan

and Ladd (2012), who noted that with the onset of adolescence, which is often witnessed among middle school pupils, peer interactions play a significant role in school adaptation. Hence, peers have a significant role in the social milieu of adolescents. Kaya and Akgun (2016) argue that the attainment of successful adaptation is contingent upon students' ability to effectively react to their environment and get advantages from it.

In a study done by Saleem (2013), the primary objective was to investigate and ascertain the extent of social adaption among secondary school students in Jordan, as well as its correlation with their accomplishment motivation. The study's sample included 495 participants who completed a standardized questionnaire with 29 questions. The mean score for social adaptability was found to be 4.00, whereas the mean score for accomplishment motivation was 3.70. The results indicate that the social adaption of pupils is significantly influenced by their engagement in social interactions with the external environment. The external environment being discussed pertains to the influence of familial and peer relationships. This implies that the evaluation of pupils' social adjustment should take into account the quality of their social interactions with both family members and classmates. Despite the inclusion of peers' effect on students' social adaption, the research failed to include the major function of teachers as important in the social adjustment of students.

In a research done by Salami (2011), the objective was to investigate the influence of psychological and social variables on the ability to predict the adjustment of first-year students in Nigeria to the college environment. The study population included 135 male

participants and 115 female participants, who were recruited in a random manner. The average age of the participants was 20.01 years, with an age range of 18 to 22 years. The participants completed a questionnaire designed by Baker and Siryk (1989) that assesses the adjustment of students to the collegiate environment. This questionnaire consists of 67 questions that measure various aspects of psychological and social well-being among college students. The results indicated that there were statistically significant associations between college adjustment and self-esteem ($r=0.32$, $p <0.05$), emotional intelligence ($r=0.028$, $p < 0.05$), and social support ($r=0.36$, $p<0.05$). The study's findings indicate that the provision of emotional social support plays a crucial role in facilitating students' ability to lead autonomous lives, effectively manage their personal affairs, and foster positive interpersonal relationships. The absence of social adaptation may lead to feelings of confusion, disorientation, isolation, and depression among students.

Patial (2023) conducted an investigation on the social adaptation of pupils in the 9th and 10th grades in a secondary school in India. Descriptive survey research design was adopted and stratified random sampling techniques was used to get a sample size of 240 students who actively took part in the study. The researcher used the statistical software. The Social Adjustment Inventory developed by Devas in 1990. The results of the study indicated that a proportion 2.08% of the student had very low levels of social adjustment. A further 4.16% of students saw a significant decline in their social adjustment, categorizing them as very poor/low. Additionally, a majority of students, comprising 32.5%, exhibited a poor/low level of social adjustment. The percentage of individuals classified as medium/moderate in terms of social adjustment was 29.167%, while those

categorized as above average constituted 17.08%. In contrast, only 10% and 5% of individuals were classified as high and very high, respectively, in terms of social adjustment. Based on the aforementioned percentages, it is apparent that a significant proportion of the student population exhibited social adjustment levels ranging from average/moderate to poor/low. These findings are both unexpected and a matter of concern for stakeholders. Nevertheless, the study fails to provide an analysis of the underlying factors contributing to these results. Additionally, it does not provide any recommendations, interventions, or suggestions for stakeholders or future research endeavours.

In their study, Egenti and Ebenebe (2018) examined the impact of cognitive restructuring on the social adjustment of maladjusted in-school adolescents in a secondary school in Anambra state, Nigeria. Cognitive restructuring refers to a therapy procedure aimed at acquiring the ability to recognize and challenge erroneous or maladaptive thinking, known as cognitive distortions, and then substituting them with more balanced views. The research used a quasi-experimental design. Data was collected from a sample of 52 senior secondary II pupils using purposive sampling, selected from a population of 211. The research included the selection of maladjusted pupils who were divided into both an experimental group and a control group. The duration of the study spanned a period of six weeks. The statistical technique used for comparison was the analysis of covariance (ANCOVA). Individuals who were subjected to cognitive restructuring, as opposed to traditional therapy, had a statistically significant difference in their reported outcomes (FI, 49) = 4.891, P=.045. The research revealed a statistically significant disparity in the

average social adjustment scores between maladjusted teenage pupils who underwent cognitive restructuring and those who received traditional counselling. The use of academic restructuring packages targeted at addressing the social issues faced by individuals has been suggested as a means to alleviate academic maladjustment in teenagers. While the approach was first developed for in-school teenagers who were experiencing maladjustment, cognitive restructuring method demonstrated efficacy and can be deemed potential for use for those with severe social maladjustment.

Maghsood and Maryam (2011) conducted a study to examine the impact of teaching style on students' social adjustment. The investigation cantered on two distinct pedagogical approaches: a teacher-oriented style and a learner-oriented style. They used cluster sampling technique to choose a sample of 300 pupils and 31 teachers from the city of Mashhad, Iran. The data was collected by use of teaching style and modified questionnaires completed by the students. The results of the study indicated that an instructional approach that prioritizes the needs and preferences of the learner was more successful in facilitating positive development in social, emotional, and intellectual domains. Ikeh and Ruth (2020) conducted a separate investigation to explore the correlation between teacher and school variables and the social adaptation of students in secondary education. The study was done in Lagos, Nigeria, using an ex-post facto research design. They used simple random sampling to obtain a sample of 150 pupils. Data was collected by administering a questionnaire consisting of 45 items. The data was analysed using the t-Test and Pearson Product Moment Correlation. The results of the

study revealed that the teacher factor has a substantial influence on the social adaptation of pupils in secondary school.

Farmer et al. (2011) conceptualized teachers as an "invisible hand" in student peer relationships and the wider interpersonal growth. The study summarized empirical evidence that shows teachers play a key role in directly school expectations while providing students with opportunities to construct their own social identities. The metaphor of the "invincible hand" is validated by a meta-analysis of teacher-student relationship quality and its peer relationship (Endedijk et al., 2021). The negative aspects of the teacher-student relationship were found to be a strong predictor of poor peer relationship. As Muñoz-Hurtado (2018) found out, affective teacher act as protectors against negative consequences of peer relations. Aggressive students may, for instance, externalize the behavior by building a close relationship with their teachers. Aggression is a predictor of negative social adjustment since it increases the risk of rejection, antisocial behavior, and victimization. Interestingly, Furrer & Skinner (2003) found that students who have problem relating to their peers can build a relationship with their teachers that would result in high academic achievement. With high academic achievement, students feel good about themselves and hence eliminate the risk of internalizing peer conflict. Thus, affective teachers have a protective role in preventing social maladjustment among their students. Although the mechanism is not yet clear, these studies confirm that teachers can help students regulate their behavior towards peers and change their attitude to school achievement. Other studies still hold that emotional,

physical, and social dimensions better predict social skills (Caldera-Montes et al., 2018 as cited in Gonzalez et al., 2023).

In their study, Auni et al. (2014) investigated the impact of guidance and counselling programs on the social adjustment of students in secondary schools in Kenya. The study adopted a descriptive survey design. Out of a target population of 3211, a sample of 752 pupils, 171 teachers, and 21 head teachers in Siaya District, was selected using stratified sampling technique. Data was collected by use of a questionnaires and was analysed. A correlation value of 0.82 was observed for students, whereas a correlation coefficient of 0.83 was obtained for teachers. The results indicated that guidance and counselling programs within the studied population were insufficiently equipped with resources to effectively facilitate students' social adjustment. The study also found that ineffective strategies of guidance and counselling such as the teacher counsellor was also in school disciplinary committee were being used in the schools. The study revealed that lack of affective teaching can be used to explain the increased student unrest, indiscipline, substance abuse, and sexual immorality in the district between 2004 and 2008.

A concurrent embedded research was carried out in Githunguri Sub-County, Kiambu, Kenya by Kibe (2023). He sought to determine the Influence of Social Adjustment Indices on Academic Achievement. The study targeted 2787 students, 38 deputy principals and 38 teachers. A sample size of 350 form II students, 15 deputy principals and 15 teacher counsellors was obtained using stratified random sampling, purposive and saturated sampling techniques. The study used Pearson Product Moment correlation and

ANOVA to test the hypotheses. Peer acceptability and academic achievement were shown to be positively correlated (n=308, r =.187; p =.001) while it showed a somewhat negative association between aggression and academic achievement (n =308, r = -.568; p =.05). It concluded that social adjustment indices should be incorporated into school guidance and counselling policies and practices since they have a major impact on academic attainment. However, the focus of this study was the relationship between peer acceptability and academic achievement while the current study focused on the relationship between teacher affection towards their students and their school adjustment. The study also targeted form II students, deputy principals and teacher counsellors while the current study targeted form I and II students and teachers.

The above empirical studies pointed very strongly to teacher factor or characteristic as strong predictor of student social adjustment in school. Further, one study established that learning and teaching style promoted students' social adjustment. On the contrary lack of affective teaching correlated with increased student indiscipline. Additionally, peer relationship significantly predicted enjoyment of school and hence social adjustment, especially for adolescents. The reviewed literature revealed that social adjustment was not automatic for new students and so it called for teachers to be very intentional in helping students adjust better in school. Some findings were highly disputable especially that which linked social maladjustment of single parenting. Family support emerged a positive factor that enhance student social adjustment but teacher and peer influence took prevalence within the school context. However, some studies held that peer influence did not have any direct influence on school adjustment, thus showing conflicting findings.

Some associated student social to adjustment to the level of interaction with family and peers to the exclusion of teachers. Others showed significant correlations between adjustment and self-esteem, emotional intelligence and social support. It also revealed that lack of support make students confused, lost, lonely, fearful and depressed. While lack of support could be from parents or schoolmates, they could also be associated with lack of affective teacher-student relationship. All the reviewed literature pointed both positive and negative factors that teacher-student relationship could lead a student to.

On a positive note, when teachers show warmth, empathy, and support towards their students, it can create a positive emotional climate in the classroom and foster a sense of connectedness between teachers and students. This can promote a sense of community and belongingness, which can lead to improved social adjustment. Additionally, teachers who show interest in their students' personal lives and provide opportunities for positive social interaction can help students develop social skills and build relationships with their peers, which can further promote social adjustment. Furthermore, teacher affection can also help students develop a sense of trust and safety, which can promote social adjustment. When students feel that their teachers are approachable and caring, they may be more likely to seek help and support when they need it, which can lead to positive social interactions and better adjustment.

On the other hand, if teacher affection is not consistent or is perceived as insincere, it can have negative effects on social adjustment. If students feel that their teacher is only being affectionate or supportive to some students and not others, it can create a sense of

unfairness and may lead to social conflicts and tension. Additionally, if teacher affection is perceived as overly intrusive or boundary-violating, it can create discomfort or unease among students, which can lead to negative social outcomes (Pekrun et al., 2009). Moreover, if teacher affection is too reliant on emotional expressions or personal involvement beyond what is appropriate and professional, it can create a dependency on the teacher for social support. This can lead to difficulties with social regulation and decision making, and may inhibit the development of independence and self-reliance, which can have negative impacts on social adjustment.

Overall, the focus of teacher affection in promoting positive social adjustment in public boarding schools should be on creating a positive emotional climate, fostering a sense of community and belongingness, and providing opportunities for students to develop social skills and relationships. Finally, it can be deduced from the reviewed literature that if teacher affection is not consistent and sincere, it can create a sense of social isolation for some students, leading to feelings of exclusion and disconnection. This can impact students' social adjustment and make it difficult for them to build positive relationships with their peers and feel a sense of belonging in the school community.

2.6 Summary of the Literature review and Gap Identification

An examination of the relevant literature found significant knowledge gaps in the results on student school adjustment.   The vast majority of studies on teacher-student relationship have focused on pre-school-aged children, and the majority of those studies were carried out in the first world, with fewer done in the third world. The current study

was carried out in a developing country and among secondary school students. Furthermore, most research findings reported general aspects of teacher-student relationship. The current study dealt specifically on teacher affection for their students and their school adjustment variants. In addition, most research findings were based on teacher student relationship and tended to be general in nature. This study dealt specifically on teacher affection for students. All in all, some research findings revealed some relationships, others indicated none, while others found contradictory and inconclusive results.

Some researchers suggested the use of Guidance and Counselling as well as the use of a more liberal administrative structure in secondary school. These have long been implemented but its effectiveness in addressing student maladjustment is yet to be felt since there are considerable incidences of student maladjustment in Kenyan secondary schools. Further, researchers have drawn different conclusions with regard to the problem of adjustment in high school. Some contend on characteristics such as high achievers' verses' low achievers; high self-esteem or low self-esteem to explain adjustment or maladjustment among students. Others pointed out that students' previous social experiences in the family and peers dictated adjustment or lack of adjustment among students. Literature on school routine was extremely minimal, yet school routine has been a bone of contention among secondary students especially in Kenya.

A gap exists on specific teacher characteristics that address the problems of student adjustment in public boarding secondary school. It was imperative to critically study

specific aspects of teacher affection that could help reduce maladjustment among students in boarding school. Tactics for early intervention and prevention that aim to develop high-quality student-teacher relationships may assist students in school adjustment throughout secondary education.

Finally, in spite of much theorizing on this subject, the findings revealed that there was need for more empirical studies to be done especially in public boarding secondary schools in order to advance research in the topic and arrive at a better understanding of teacher affection and its implications for students. This is very important because boarding school is greatly preferred by many parents pursuing better education for their children in Kenya.

2.7 Theoretical Framework

The theoretical framework, which serves as the underlying structure for this research, consists' of two sub-sections. The first section of the discussion focuses on Bronfenbrenner and Cecis' bio-ecological Systems Theory (1995) and the second one the Self-determination theory (SDT), was proposed by Connell and Wellborn in (1991), and further developed by Skinner and Belmont in (1993), as well as Ryan and Deci (2000). The first theory could not address all the variables of the study, hence the inclusion of the second theory. The two theories complemented each other in addressing all the variables of this study. The Bio-ecological Systems theory emphasizes the influence of interrelated social ties within the environment on an individual's development. The theoretical perspective posits that human development is an intricate network of connections

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influenced by several levels of the surrounding environment, ranging from intimate familial and educational contexts (referred to as the microsystem) to encompassing cultural values, legal systems, and societal norms ingrained within the macrosystem.

The second theory, known as Self-determination theory (SDT), was proposed by Connell and Wellborn in (1991. The theory pertains the growth and well-being of individuals, including several aspects that have significant consequences for the field of education. According to self-determination theory, students exhibit motivation to engage in learning activities when their teachers provide support for their innate psychological needs for competence, autonomy and relatedness.

2.7.1 Bronfenbrenner and Cecis' bio-ecological Systems Theory (1995)

This study utilized theoretical frameworks that explore adjustment through the use of the bio-ecological model, as originally proposed by Bronfenbrenner and Ceci (1995). The theory provides a deeper comprehension of the many components that influence behavior within a given context. The Bio-ecological systems theory is an evolved iteration of Bronfenbrenner's theory (1977). This theory examines the developmental process of a child within the framework of the interconnected interactions that constitute their environment. It posits that human development is influenced by both the individual and the surrounding environment, with both factors playing a collaborative role. The individual's major microsystem encompasses several social environments, such as the family, neighborhood, religious context, and school relationships. These interactions mostly include classmates, teachers, and support personnel. Despite its origins in the 20th

century, contemporary hypotheses have emerged that provide credence to and enhance the legitimacy and relevance of the theory in the 21st century. This is exemplified by theory proposed by Kelly and Coughlan (2019) regarding the recovery of youth mental health posits that developmental factors play a crucial role. They posited that the process of youth mental health recovery takes place within a complex ecological framework, characterized by interconnected social relationships that are hierarchically structured. These relationships encompass various individuals, including significant others within the school environment, among others. The establishment of connections and acceptance, facilitated by understanding and reassurance, is considered very significant in enabling young individuals to cultivate optimism and acceptance. Consequently, this process empowers them to enhance their self-assurance and exert more influence over their mental well-being. On the other hand, the lack of connection and the presence of social stigma within the ecological setting might impede the process of mental health rehabilitation among students. The principles mentioned align with Bronfenbrenner's viewpoints, as used in this research, to elucidate the significance of teacher affection in relation to children' school adjustment.

Bronfenbrenner's viewpoints exhibit some similarities to the theories proposed by Bandura, namely the social learning theory, and Vygotsky, specifically the social culture theory. These theories, like Bronfenbrenner's, acknowledge the environment as a pivotal factor in the process of development, whether overtly or implicitly (Guy-Evans, 2020). Consequently, it can be inferred that establishing a suitable atmosphere is crucial in facilitating the adoption of healthy habits.

The microsystem is often regarded as the most significant level inside the ecological systems framework. The presence of robust nurturing interactions within the microsystem is associated with a beneficial impact on the person. In the context of the current study, the boarding school represents the students' ecological environment and as such has a significant influence on students' adjustment. According to Guy-Evans (2020), it may be argued that distant and unaffectionate relationships might have a detrimental influence on individuals. The study centers on the school as a microsystem, with an emphasis on the application of the bio-ecological theory and its alignment with the concept of proximal processes. According to the theory, in order for the environment to have an impact on a person, consistent and prolonged contact between the two must take place. This research study focuses on the microsystem, namely the school environment, which represents the closest bio-ecological level where students engage in direct interactions. Specifically, the study examined how students are impacted by their surroundings, with a special emphasis on the affective qualities of their teachers. Consistent with the theoretical framework, boarding school serves as a prime example of a rigorous and continuous exchange between students and their surrounding environment. The interactions, namely those involving teachers, has the capacity to influence students' adjustment to the school routine, as well as their academic, emotional, and social adjustment which is the focus of the current research.

It is important to acknowledge that the theory has some limitations. Empirically, testing the hypothesis poses a significant challenge. Research examining ecological systems may demonstrate a correlation, but it cannot definitively show a causal relationship between

the systems and the observed consequences. Nevertheless, empirical evidence has shown the use of this theory in the context of migrant children's development. Moreover, the acceptance of its consequences for educational practice has been generally acknowledged based on empirical data. Additionally, the theory posits that individuals who possess weak or negative ecological systems may have developmental deficiencies. While it is acknowledged that there may be instances when this holds true, it is important to note that individuals may still achieve a comprehensive personal development even in the absence of favorable effects from their ecological systems. It is therefore important for researchers to exercise caution in formulating sweeping generalizations about people while using this theoretical framework. Notwithstanding the above limitations, the theory was appropriate for this study because students' school adjustment is dependent on how they are nurtured by significant persons like teachers.

2.7.2 Self-Determination theory

Additionally, the current research is guided by the Self-determination theory (Connell & Wellborn, 1991; Skinner & Belmont, 1993; Ryan & Deci, 2017). The tenet of the theory is that human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function. The current research as guided by this theory, has focused on the social context conditions that facilitates versus forestall the natural process of self-motivation and healthy psychological development of students. The theory postulates three innate psychological needs of competence, autonomy and relatedness which when satisfied, enhances self-motivation and the converse is true. These psychological needs are

important in the field of education. Empirical studies have shown that students with more teacher support of these psychological needs, have more enjoyment, interest and hope or less depression, anxiety, worry, hopelessness and boredom (King et al., 2012; Tian et al., 2013, as cited in Lei et al. n.d.).

On the aspect of psychological need for relatedness, teachers who support students show their care and concern for their students and so these students reciprocate by adhering to classroom norms (Longobardi et al., 2016). As applied to current study, such students experience positive connection from their teachers (relatedness), hence creating an enabling environment for academic engagement and consequently academic adjustment. When teachers shout at students, blame them, or aggressively discipline them, these students are likely to be less cooperative in class (Miller et al., as cited in Lei et al. n.d.). It can be implied that this may lead to disaffection and lack of motivation for academic activities. Therefore, the social context as provided by the teachers' underlying attitude, has the potential to permeate all aspects of teachers' verbal and non-verbal communication with students and impact on students' motivation for academic adjustment as well as social and emotional adjustment.

According to Hamre and Pianta (2001) as well as Essex and Armstrong (2005), there is a consensus that students who establish emotional connections with their teachers and classmates exhibit favorable patterns of growth in both social and intellectual aspects. Conversely, in instances when positive interpersonal connections within the educational setting are absent, students may see themselves as marginalized individuals and therefore

disengage from the school environment (Skinner et al., 2014, as cited in Pastore & Luder, 2021) and this is detrimental to school adjustment.

The boarding school setting presents a series of challenges for students in the first and second year of their secondary education. These challenges encompass the need to adapt to a new school routine, as well as to adjust academically, emotionally, and socially. It is important to note that this period coincides with adolescent age, a critical stage in their development. The current study postulated that the level of teacher affection may potentially have a significant influence in facilitating students' adjustment to the school environment.

The concept of autonomy pertains to the inherent desire of students to take charge of their own activities and experience a feeling of psychological liberation while engaged in the process of learning. On the other hand, the concept of competence pertains to the students' perception of their ability to effectively achieve desired results and their need for confidence in doing so. Lopez (2021) posits that the cultivation of a feeling of autonomy may be facilitated by teachers through the provision of timely feedback and the implementation of tasks that encourage students to expand their abilities and foster a perception of competence. Moreover, it offers valuable perspectives on the student's progress, and the provision of positive feedback fosters a sense of accomplishment and well-being. Consequently, it is probable that a student who experience such would actively interact with the teacher, so promoting academic adjustment. In contrast, Lopez (2021), an individual's autonomy may be compromised when they experience feelings of

control or danger imposed by external sources. The experience of connectedness is heightened when people get respect and care from others, and when they are included in an atmosphere that fosters inclusivity. Consequently, pupils are likely to experience improved adjustment and attain maximum academic contentment when their requirements are equitably fulfilled. On the other hand, the experience of connectedness is diminished by the presence of a competitive atmosphere, the formation of exclusive social groups, and the act of receiving negative evaluations from external sources (Lopez, 2021). Teachers are more appropriately positioned to effectively mitigate the prevalence of detrimental competitiveness, cliques, and criticisms among students, hence fostering an atmosphere conducive to harmonious interpersonal connections. There are several aspects that might influence the fulfillment of these demands; nevertheless, one of the most significant ones is the instructional approach used by teachers while interacting with students. This particular aspect serves as the primary subject of investigation in this research. The provision of a social environment that effectively caters to the fulfillment of psychological requirements plays a crucial role in fostering academic, social, and emotional adjustment among students. The presence of teacher affection, particularly emotional warmth, empathy, a caring attitude, and friendliness, has the potential to foster a positive teacher-student relationship. This, in turn, can create a safe and supportive environment that facilitates students' adjustment to the school routine, academic progress, emotional well-being, and social integration within a boarding school setting. The lack of these teacher affective traits may result in disengagement, emotional volatility, which might hinder academic adjustment and contribute to incongruous social conduct. This implies that it is important for educational stakeholders to provide assistance for the

psychological needs of students, therefore fostering a welcoming school environment that facilitates improved student school adjustment.

2.8 Conceptual Framework

In the preceding exposition of the examined issue and the theoretical principles guiding the investigation, the researcher has constructed a conceptual framework, shown in figure 1 below. This is meant to facilitate the understanding of the apparent connections between the independent and dependent variables of the study. The link between variables follows a sequential pattern, wherein the independent variables have an impact on the dependent variable. The conceptual framework elucidates the projected interplay and correlation between the independent and dependent variables. The presence of teacher affection has the potential to impact students' school adjustment positively, but the absence of such affection may hinder their school adjustment. Figure 1 shows the relationship between Teacher Affection and students' School Adjustment.

Figure 1: *The relationship between Teacher Affection and students' School*

Adjustment

Teacher Affection
- Empathy
- Caring
- Friendliness
- Emotional warmth

Independent variable

- Family background
- Social media
- School culture

Intervening

Students' School Adjustment
- School routine
- Academic adjustment
- Emotional adjustment
- Social adjustment

Dependent Variable
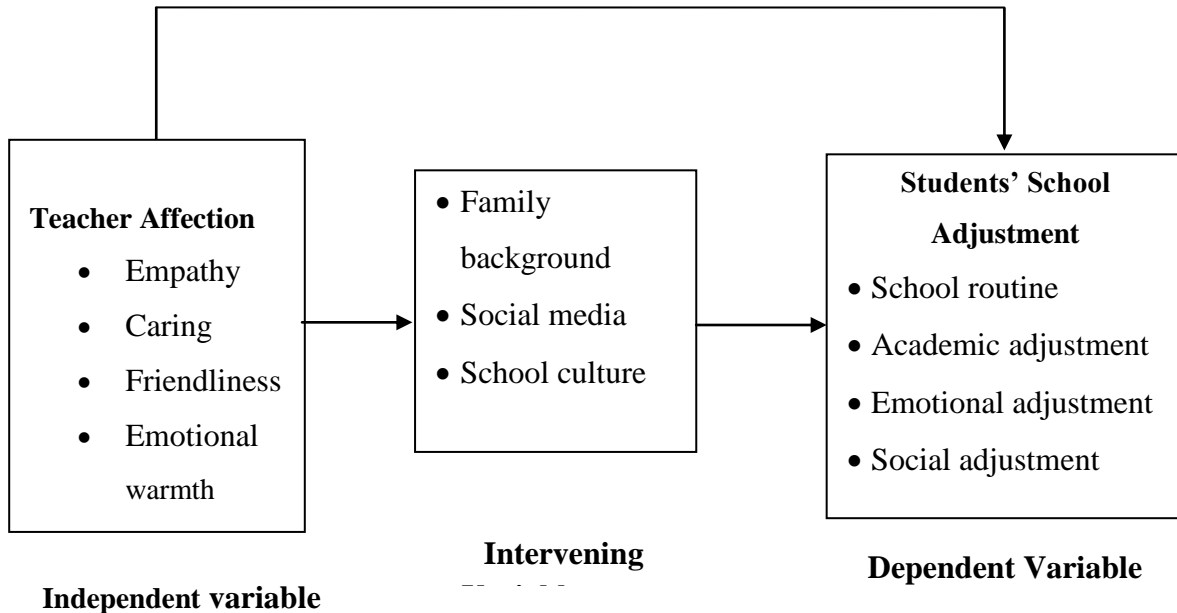
Key

⟶ **Direction of relationship**

Source*: Researchers' Conceptualization,* **(2022)**

The theories cited, provided a framework for teachers that would stimulate a critical, interactive connections and friendly style of engaging with students in order to enhance adjustment in an educational setting. Of particular interest from the is the teachers' style of engagement with learners in supporting students' psychological needs for closeness, autonomy and relatedness for meaningful academic engagement (intrinsic motivation) and; from the Bio-ecological theory, the influence of the microsystem (the school) and in this case teacher affection is of particular interest. The conceptual framework indicates teacher affection as the independent variable with specific teacher characteristics such as

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empathy, caring, friendliness and emotional warmth. These may manipulate the dependent variables, which in this study is the students' school adjustment. The affective teacher characteristics are understood in the theoretical framework as the microsystem and thus the on-going students' immediate closest environment of interaction with the potential to shape students' adjustment to school routine, academic adjustment, emotional and social adjustment. Feelings of relatedness could be enhanced when teachers show respect, care for the student and make them feel part of an inclusive school environment. On the other hand, teachers are to be keen and vigilant to note and to discourage behavior such as negative cliques and negative criticisms among students that undermine feelings of relatedness among peers.

Self-determination theory, which also guided this study holds that youth are motivated to learn when adults, in this case teachers support their need to feel competent, positively related to others, and autonomous. It points out that students who are emotionally connected to teachers and peers demonstrate positive trajectories of development in both social and academic domains and this also enhances their adjustment to the school routine. It implies that the teachers who represent the significant other to students while in school, enhances student school adjustment through their intentional style of engagement with them specifically a sense of friendliness and empathy; care and emotional warmth referred in this study as teacher affection. This style of engaging with students, in one way is connected with the tenets of SDT theory as the adoption of a curious, receptive, flexible, warm and open attitude, which allows for teachers to gain deeper insight into the differences between learners, so that they can tailor their

motivating strategies to the learners' emerging skills, interests, values and preferences. This would greatly enhance student academic adjustment as well as a strong sense of connectedness with their teachers and their peers. Through empathy, teachers put themselves in the shoes of their new students (form I and II) who are in the process of adapting to boarding school environment and to the adolescent biological developmental challenges and so be able to offer them understanding, support and guidance so as to adjust emotionally, socially and academically. The teacher would be available, listen to the student and in a caring and loving manner guide them to embrace the new environment in order to excel in their educational pursuit and fit in the social context. In such an enabling, students would experience a bond with their teachers, feel competent, relate positively with peers, grow in autonomy and be intrinsically motivated in their educational pursuit. Therefore, the students' interpersonal relationships will be amicable, his academic engagement will improve, and his behavioral characteristics will be desirable, ultimately contributing to the school and social development as well as personal growth. On the contrary, inability to adapt could lead to sad mood, anxiety, and loneliness which are detrimental to positive school experience and adjustment. The researcher conceptualized entry marks, social media, school culture which may influence students' school adjustment as intervening variables and therefore were not the focus of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an overview of the research methods used in the study. It focuses on the research design, variables, study location, target population, sampling techniques and sample size, research instruments, pilot study as well as the validity and reliability of the instruments. It also outlines the data collection processes, data analysis and concludes with the ethical and logistical considerations.

3.2 Research Design

Correlational design which is also referred to as descriptive research design was adopted for this study. It is a type of non-experimental design that allows a researcher to investigate relationships between variables without manipulating any one of them. Correlational research design has been widely (Yellaiah, 2012; Beda, 2015, and Bailey & Phillips, 2015) used in education research which makes it appropriate for this study. The design helps a researcher to ascertain what relationship exists between two or more variables by examining whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable. In this study, correlational research design was used to explore the relationship between teacher affection towards their students and their school adjustment variants to school routine, academic, emotional and social adjustment in public boarding schools. In statistics, a correlation coefficient of zero indicates that no linear relationship exists between two continuous variables and a correlation coefficient of -1 or +1 indicates a perfect linear relationship. The correlational design permitted the

researcher to measure the degree and direction of these relationships among the variables under study as well as to make predictions about one variable from the other. A positive correlation between two variables is interpreted to mean that an increase in one variable leads to an increase in the other and a decrease in one leads to a decrease in the other. A negative correlation indicates that an increase in one variable leads to a decrease in another and vice versa. The design however could not be used to draw conclusions about causal relationships between teacher affection and students' school adjustment. The dependent variable was the degree of students' school adjustment, precisely in relation to school routine, academic, emotional, and social adjustment. This research included entry behavior (KCPE Marks), social media, and school culture as intervening variables.

3.3 Location of the Study

The research was carried out in Nairobi County, the capital and the biggest city of Kenya. According to the Kenya National Bureau of Statistics (KNBS, 2022), the city of Nairobi is inhabited by approximately 5,119,000 people. With an area of 696 square kilometers, this urban center stands as the most densely populated metropolis in East Africa. The research was conducted within three Sub-Counties located in Nairobi County. These included Dagoretti, Langata, and Makadara. It is within these Sub-county's public boarding schools that issues of student maladjustment have greatly been witnessed. Student unrest in Upper Hill in 2008 for example was a clear case of student maladjustment. Dagoretti Sub-County is 25.3 Square Kilometers, situated to the west of Nairobi City. It is a suburb area that is densely populated. Its population is 434,208 as per the 2019 population census report. Langata is 196.8 Square Kilometers, situated in the

southern and southwestern part of Nairobi city. It is a suburb area with a population of 197,489. Some sections of Langata are occupied by an affluent middle class people. Makadara is located at the Central and Southern Central part of Nairobi City. It is 13Square Kilometers and the population is approximately 189,536 as per 2019 population census report. The main economy is driven basically by small and large scale business in real estates.

Further, Nairobi is a cosmopolitan city and as such, brings its own sets of challenges to students. Being a cosmopolitan city where cultural and racial differences inherent in an urban set up, it may affect students' school adjustment in boarding school. Students may need greater help to be able to adopt an attitude of openness to and tolerance of cultural diversity which is not always easy to growing young people. On a positive note, the heterogeneous nature of the population allows for collection of broad views and balanced information on the interaction of the variables under study. The map of Nairobi County is shown in appendix F.

3.4 Target Population

The population refers to a substantial assemblage of humans or things that serves as the primary subject of scientific investigation and is the intended beneficiary of the research. According to the sampled schools' Sub-County Director of Education, in 2019 there were a total of 16 public boarding secondary schools in the sampled Sub-Counties. The combined enrollment of students in Form one and two throughout the three Sub-counties was estimated to be 7,123, including 3,611 female students and 3,512 male students. This

distribution yields an approximate gender ratio of 1:1. The research focused on a target population of 7,123 pupils enrolled in public boarding secondary schools. Table 1 presents the Sub-counties, type of school, target population of students and teachers.

Table 1: Schools' enrollment in Dagoretti, Langata and Makadara Sub-Counties, 2019

Sub-County	Type of school	Target population	Teachers
Dagoretti	Boys	1643	33
	Girls	1002	20
Langata	Boys	450	9
	Girls	698	14
Makadara	Boys	1419	31
	Girls	1911	38
Total target population	Boys	3512	
	Girls	3611	
Grand total population		**7123**	**145**

Source: Dagoretti, Langata and Makadara Sub-County Directors of Education (2019)

3.5 Sampling techniques and Sample size

The study used several sampling techniques and determined the appropriate sample size for the study, including both male and female students from form I and II, as well as their class teachers. The researcher used purposive sample technique, specifically selecting public boarding secondary schools based on their residential status. Subsequently, stratified random sampling was used, taking into account gender, in order to guarantee sufficient inclusion of both female and male secondary schools in the Sub-Counties, that had an uneven distribution of boarding schools for boys and girls. The use of a random sampling technique facilitated the equitable selection of individuals from the population,

so ensuring an impartial and a representative sample of the whole population. Additionally, it facilitated the capacity to extrapolate results to the broader population. In order to determine the schools to be included in the study, the researcher compiled a list of boarding schools categorized by gender. Subsequently, the researcher transcribed the names onto separate pieces of paper, folded them, and placed them into distinct baskets. The researcher combined the samples and selected each one in a random and sequential manner. Consequently, six schools were sampled to participate in the research. These included three boarding secondary schools for males and three boarding secondary schools for girls. The researcher used form one and form two classes because of their comparatively shorter duration in school and their perceived process of adjustment, in comparison to the other senior classes. It is probable that they also had recent encounters with the process of adjusting to a residential secondary school setting.

After conducting a sampling process of the schools, the researcher proceeded to choose a sample of students to participate in the study. The researcher first used purposive selection to choose students from both form one and form two. Subsequently, simple random sampling was conducted within each stratum. This systematic approach guaranteed that important attributes of people in the population were represented in the sample in equivalent proportions. The researcher used the criteria provided by Mugenda and Mugenda (1999) and Kombo and Tromp (2006) to determine the sample size that would enhance the population validity of the study. These guidelines outline the selection method for acquiring an adequate sample size from a certain community. It is recommended that the sample size for a research should consist of 10% to 20% of the

target population. This higher sample size helps to minimize sampling error and enhance the external validity of the study findings. By acquiring a substantial sample from the accessible population, which aligns with the target demographic, the study's results may be more generalizable to the broader community. The researcher used simple random sampling to draw a sample of students. This entailed distributing pieces of paper to the students, on which they were instructed to write their admission numbers. Subsequently, the students folded the papers and returned them to the researcher. The researcher proceeded to thoroughly mix the folded papers and thereafter selected individual folded pieces of paper until the desired sample size was achieved for each class. Hence, the current research used a sample size of 692 students, which accounted for 10% of the total population under investigation. The selection of respondents in a random manner was intended to facilitate the collecting of a wide range of perspectives from all the sampled respondent groups in the study.

The researcher used purposive sampling to choose teachers for the study, with the aim of including participants who had a wealth of knowledge due to their frequent and direct interaction with pupils. The chosen schools consisted of a target population of 145 class teachers. The researcher collected the names of the form one and two class teachers from each school. The names were transcribed onto individual pieces of paper, which were then folded and segregated into baskets based on the teachers' gender. The purpose of this measure was to guarantee equitable representation of both male and female class teachers. Subsequently, using a method of random sampling, the researcher selected each individual folded paper. The researcher included the selection of two male and two

female class teachers from each of the six schools that were included in the sample. Hence, the sample size for the group of class teachers consisted of 24 individuals. The researcher obtained data about the overall level of school adjustment of students in their individual schools by use of interview schedule administered to the selected class teachers. The sampled population included male and female students enrolled in public boarding secondary schools, specifically targeting students in Form one and two for the purposes of this research. Table 2 presents a concise overview of the sample size.

Table 2: Summary of Sample Size

Sub-County	Sample size		Sample Size across gender		Sampled class teachers	
	FI	FII	Boys	Girls	Male	Female
Dagoretti	152	128	152	128	4	4
Makadara	113	111	92	132	4	4
Langata	102	86	91	97	4	4
Total	367	325	335	357	12	12
			48.41%	51.59%	50%	50%
			692 (100%)		24 (100%)	

Source: Researcher, 2020

3.6 Research Instruments

The research used primary data of a quantitative kind. Primary data, often referred to as raw or original data, encompasses newly acquired data derived from the sample population within the context of a research endeavor. The researcher used questionnaires as the major instrument of data collection, with the aim of investigating the relationship between teacher affection towards students and their' school adjustment variants in public boarding secondary schools in Nairobi county, Kenya.

The researcher devised study instruments for the purpose of data collecting, especially a student questionnaire comprising of five sub-scales, each including 20 questions. These sub-scales were designed to assess the various components of students' school adjustment. The fifth sub-scale comprised of twenty questions and was used to assess teacher affection. The components included several aspects, namely adjustment to school routine, achieving academic proficiency, managing emotional well-being, and establishing social connections. The researcher devised an interview schedule consisting of six open-ended questions, which was used to gather information from class teachers on students' school adjustment.

3.6.1 Students' Questionnaire

Section A captures the demographic information of students across gender and class. The questionnaire consists of two sections B and C. Section B contains four sub-scales addressing each of the components of school adjustment while section C contains items on teacher affection, which is the independent variable in this study. The researcher settled for 20 well thought items in each sub-scale for practical purposes. Kothari (2010) asserts that if items are well constructed, scales having as few as 20 to 22 items will have high reliability from 0.7 and above. The first Sub-scale under B consisted of 20 items on school routine and was scored on a five point Likert Scale of Strongly disagree, Disagree, Undecided, Agree, Strongly Agree. Scoring of sub-scale was performed by summing up all the points from each item. Reverse scoring was done to negative statements in the sub-scale. The score range was between 20 and 100 where a score of 20 indicate a low level

of adjustment to school routine and that of 100 implied a high level of adjustment to school routine.

The second Sub-Scale B contained 20 items to measure students' adjustment to academic activities. It was scored on a five point Likert Scale with options as Never, Rarely, Sometimes, Often and Always. Reverse scoring was done to negative statements in the sub-scale. The score range was between 20 and 100 where a score of 20 implied low level of students' academic adjustment while that of 100 indicated a high level of academic adjustment.

There were 20 items on the third sub-scale B which measured emotional adjustment and was scored on a five point Likert Scale of Never, Rarely, Occasionally, Frequently, Very frequently. Scoring on the sub-scale was done by adding scores from each item. Reverse scoring was also applicable to negative statements in the sub-scale. The score range was between 20 and 100 where a score of 20 implied a low level of emotional adjustment and that of 100 implied a high level of emotional adjustment.

The fourth sub-scale B consisted of 20 items on social adjustment. This was also scored on a five point Likert Scale of Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree. Scoring on the sub-scale was done by adding scores from each item. Reverse scoring was done to negative statements in the sub-scale. The score range was between 20 and 100 where a score of 20 implied a low level of social adjustment and that of 100 implied a high level of social adjustment.

Section C consisted of items to measure Teacher affection as reported by students. This sub-scale was also made up of 20 five point Likert Scale type items, with options as Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly Agree. Scoring on the sub-scale was done by adding scores from each item to create sub-scale scores. Reverse scoring was done to negative statements in the sub-scale so that higher score on the particular item reflected disapproval. The score range was between 20 and 100 where a score of 20 implied a low level of teacher affection and that of 100 implied high level of teacher affection. Student questionnaire is presented in Appendix A.

3.6.2 Interview Schedule for class teachers

Interview is a major technique used by qualitative researchers. The researcher developed a structured interview schedule with open ended questions. Although teachers are not unit of analysis in this study, this data was meant to obtain understanding on the general atmosphere of students' adjustment to boarding school from class teachers' perspective. The schedule consisted of 6 items that addressed the components of students' school adjustment namely, adjustment to school routine, academic adjustment, emotional adjustment, social adjustment and teacher affection. Two items sought to explore the quality of teacher-student relationship and finally suggestions for improving teacher influence for optimal student school adjustment. In this study, class teachers, who by virtue of their position and frequent interaction with students are deemed more informed about the general atmosphere of students' school adjustment were interviewed. Results from the interview helped the researcher to establish how the views of the students

compare with those held by their teachers. The interview schedule is presented in Appendix B.

3.7 Pilot Study

According to Kothari (2004), a pilot study is characterized as a replication and a practice run of the primary survey. The researcher used a pilot study as a means of rehearsal and replication for the present investigation. The students who took part in the pilot study were excluded from the ultimate investigation. A preliminary research was undertaken as a pre-test to assess the validity and reliability of the data collection tool, namely the students' questionnaire. The use of pilot testing in this study facilitated the identification of defects, constraints, or weaknesses within the proposed design, hence enabling the implementation of essential revisions prior to the commencement of the research.

In order to conduct a pilot research, a portion of the sample size amounting to 10% was used (Orodho, 2004). The study's sample size consisted of 692 participants. As a result of the limited sample size, 10% of the total population was represented by a group of 69 students who subsequently took part in the pilot project. For the pilot research, two boarding schools located in Kasarani Sub-County of Nairobi County, but outside the identified Sub-Counties of study, were randomly chosen. One of the schools was exclusively for boys, while the other was exclusively for girls. It is important to note that the schools that were used in the pilot study were not included in the main study. The researchers used purposive sampling technique to choose students from form one and two, and stratified sampling was utilized to select both male and female students. The

researchers used a simple random sample technique in order to choose the participants for the study. The researcher delivered papers to the participants and provided instructions for them to mark their admittance number. Subsequently, the papers were folded and placed into a designated receptacle. The researcher churned the samples and individually selected each component in a sequential manner. The pilot research included the selection of 34 boys and 35 girls from boys and girls boarding schools, resulting in a gender ratio of 1:1. The individuals who were picked at random were instructed to stay behind for the exercise once their admittance numbers were announced.

The goal of the study was explained by the researcher, who afterwards requested the students to identify any aspects that were ambiguous or lacking in clarity. The questionnaire was afterwards delivered by the researcher in collaboration with class teachers, and the administration process lasted for a duration of 50 minutes. Upon the completion of data collection, the researcher expressed gratitude to the respondents, class teachers, and school administration for their valuable assistance in facilitating the execution of the pilot study. Subsequently, the surveys underwent qualitative and quantitative examination, with the particular use of Cronbach alpha to determine the instrument's validity and reliability, respectively. The results obtained provided valuable insights that were used to enhance the linguistic aspects and content of the questionnaire. As an example, within the context of academic adjustment, the term "strong" was revised to "firm" in item 18. In a similar vein, the inclusion of the term "emotionally" in item 13 within the context of emotional adjustment was intended to elucidate the underlying concept of emotional stability that was being assessed.

3.7.1 Validity of Research Instruments

In order to ensure the validity of the content and instruments utilized in this study, non-statistical approaches such as face, content, construct, and external validity were applied, as suggested by Orodho (2012). According to Fraenkel, Wallen, and Hyun (2012), validity refers to the suitability, accuracy, significance, and utility of the particular conclusions that a researcher derives from the data collected using a given instrument. Adejimi, Oyediran, and Ogunsanmi (2011) assert that validity refers to the extent to which the test items in a sample accurately reflect the content that the test intends to assess. Validity is often defined as the extent to which explanations of phenomena align with the actualities of the world. According to Creswell (2014), validity is characterized as the extent to which evidence supports the anticipated understanding of test results for the intended purpose.

Initially, the researcher established face validity by assessing the questionnaire questions with regards to their practicality, comprehensibility, linguistic clarity, and uniformity in terms of style and formatting. In order to enhance the content validity of the instruments, the researcher sought the professional opinion of her University Supervisors to assess the alignment of the content with the stated objectives. They also assessed the statements presented in the questionnaire in terms of their relevance and the extent to which they were relevant, clear, loaded, or offensive. Based on the assessment conducted, the instrument was suitably modified prior to its use in the final data collecting process. The questionnaire items were determined to be relevant and aligned with the required topic domain by the University Supervisors. However, a limited number of items were

modified to specifically address the aspects of adjustment to school routine, academic engagement, emotional well-being, and social adjustment. These factors were identified as the primary areas of interest in the research and were then included in the final redesigned assessment tools. Construct validity was further established by the confirmation that the questionnaire items exhibited the expected relationships with other items possessing comparable variables, hence demonstrating theoretical correlation. Additionally, it was verified that the questions effectively assessed the intended constructs as indicated. The tools underwent pre-testing in January 2021 as part of the pilot study, and the researcher evaluated the replies in alignment with the study's goals. In order to enhance the external validity of the study, the researcher used random sampling methods to pick participants. This ensures that the findings of this research may be considered representative and generalizable to other groups that possess similar features to the sample.

3.7.2 Reliability of Research Instruments

Reliability pertains to the extent to which a questionnaire exhibits repeatability, stability, or internal consistency. Reliability may be defined as the extent to which a research instrument consistently produces stable ratings when given on several occasions at distinct time points (Creswell, 2014). As stated by Ochieng (2015), it is essential for a research instrument to possess a reliability coefficient that is deemed appropriate in order to be considered scientifically suitable for use in the gathering of data. Given that the research instrument used in this study is a meticulously constructed questionnaire, it was thought essential to conduct a pilot study. Consequently, a pilot study was undertaken in

order to ascertain the reliability of the device. The calculation of reliability was conducted using Cronbach's alpha (α), a statistical measure of internal consistency. This coefficient determined the extent to which the items of the scale exhibited consistent variation as a cohesive group. Cronbach's Alpha, a reliability assessment devised by Cronbach (1951), is used to evaluate the internal consistency of a collection of dichotomous or abstract constructs, such as teacher attachment in the present investigation, which employs a Likert scale. Cronbach's alpha (α) may be expressed mathematically in terms of the quantity of test items and the mean inter-correlation between the items, based on statistical analysis. The formula for Cronbach's alpha (α) is shown below for conceptual elucidation:

$$\alpha = \frac{N * \overline{c}}{\overline{v} + (N - 1) * \overline{c}}$$

Where:

α is the Cronbach's Alpha

N is equal to the number of items

c bar is the average inter-item covariance among the items and

v bar equals the average variance whose maximum value is 1,

and usually its minimum is 0, although it can be negative.

The research had a sample size of 692 students from form I and form II. A subset of this sample, being 10% of the total, corresponded to 69 students who actively engaged in the pilot study conducted in January 2021. Subsequently, the questionnaires underwent statistical analysis. The research determined the reliabilities of the items employed by

using measures of internal consistency, especially the Cronbach's Alpha (α) reliabilities. The resulting reliability coefficients for the sub-scales are shown in Table 3:

Table 3: Cronbach's Reliability Coefficients for each Sub-Scale

School adjustment sub-scales	Number of Items	Cronbach's alpha (α)
Adjustment to school routine	20	.732
Academic adjustment	20	.799
Emotional adjustment	20	.757
Social adjustment	20	.789
Teacher affection	20	.780
Overall mean alpha (α)	**100**	**.870**

As shown in Table 3, the reliability measure for each of the four sub-scales of the study instruments demonstrated satisfactory levels of reliability. Specifically, the reliability coefficients for adjustment to school routine, academic adjustment, emotional adjustment, and social adjustment were .732, .799, .757, and .789, respectively. Hence, it can be concluded that the sub-scales demonstrated internal consistency and reliability in measuring the variables under investigation. A comprehensive analysis was conducted to summarize the case processing of all the sub-scales, resulting in the calculation of a Cronbach's Alpha (α) value of 0.87. In the realm of social sciences, it is widely acknowledged that a generally recognized guideline is to consider an Alpha (α) coefficient of 0.7 as an acceptable level of dependability, with values approaching 1 being more desirable (Cooper & Schindler, 2007). A coefficient alpha value equal to or

over 0.8 indicates a satisfactory level of dependability. The Cronbach's alpha (α) found in this research, which was 0.87, is considered to be excellent and meets the threshold required by most social sciences. Based on the obtained alpha, which revealed a high level of internal consistency, the instrument was deemed very dependable and therefore used for the purposes of this research.

3.8 Data Collection Procedures

Data collection refers to the systematic and rigorous process of acquiring information, measuring various variables, and evaluating precise insights for research purposes. This process was conducted using established and proven methodologies that adhere to recognized standards. The collecting of data was the major and pivotal phase in the study process. Having created a rapport a month earlier, the researcher visited again the 6 sampled schools to set the dates with the school principals for actual data collection. It was during this visit that the school principals held a short meeting with the class teachers who were to assist in coordinating and supervising the exercise and the researcher was in attendance. The discussion was on the actual collection of data from students which involved the class teachers and the researcher. There were two data collection phases namely the administration of students' questionnaire and the other, interview schedule with sampled class teachers. During the administration of the questionnaire, the researcher acquainted the class teachers with the procedure of data collection and together proceeded to supervise the exercise.

The researcher then explained to the students the purpose of the study, its benefits and responded to their questions as part of data quality assurance. The researcher then issued and read the informed consent forms (Appendix A as attached to the questionnaire) to the participants. The students gave their consent by signing it and then proceeded to fill in the questionnaire. It was at this crucial phase, that the researcher exercised great vigilance and ensured that the data collected was complete, collected legally, ethically, with accuracy and thus maintained the integrity of research. The exercise took approximately fifty to sixty minutes after which the researcher, with the help of the class teachers collected the filled questionnaires from the students. Afterwards, the researcher appreciated the students, the class teachers and the principals for their assistance and cooperation in the research.

Having completed the administration of the students' questionnaire, the researcher proceeded to administer the structured interview schedule to twenty-four sampled class teachers, four from each school. It took a month to collect data from the teachers. Information obtained was based on the four components of students' school adjustment; specifically, adjustment to school routine, academic adjustment, emotional adjustment and social adjustment. Class teachers articulated what they felt was the quality of teacher-student relationship in their respective schools and finally gave suggestions to improve students' adjustment in boarding secondary schools. In some instances, the researcher had to reschedule her meetings with the class teachers to suit their availability. The two phases of data collection took place between March and July 2021. Data collection was

followed by data analysis procedures of coding, entry, gleaning, analysis and report writing.

3.9 Data Analysis

Data analysis is a systematic process that involves the arrangement and categorization of unprocessed data, with the objective of extracting valuable insights and information from it (Gall et al., 2007). Data analysis may be described as the systematic examination, purification, conversion, and modeling of data in order to uncover valuable insights, draw informed conclusions, and facilitate decision-making (Meta, 2014). The research used mostly quantitative data for analysis, while also using qualitative primary data obtained from class teachers to augment the insights gathered from students. Following the completion of data collection, the questionnaires that were filled out and returned, underwent an editing process to ensure their completeness and enhance the correctness of the data. This editing process was undertaken with the aim of facilitating the subsequent analysis of the collected data.

The data was subjected to analysis by use of descriptive and inferential statistics, facilitated by the Package for Social Science Computer application (SPSS). The sub-scales of the questionnaire were assessed and assigned numerical codes in order to facilitate statistical analysis. The SPSS software offers a comprehensive range of statistical processes specifically tailored for social research, making it very effective in managing substantial datasets in the context of this study. The data analysis was

conducted from August to December 2021, followed by the subsequent task of report writing.

The data was used to calculate descriptive statistics, including percentages, averages, standard deviation, and skewness. The use of descriptive statistics facilitated the process of summarizing and providing a comprehensive description of the data, specifically in relation to demographic factors such as gender and class, as well as the dependent variables including adjustment to school routine, emotional adjustment, academic adjustment, and social adjustment. The findings of the analysis were visually represented in the form of figures. The use of the Product Moment correlation coefficient facilitated the generation of forecasts pertaining to the target population. The Pearson Product Moment Correlation Coefficient was selected as the appropriate statistical measure for this investigation due to many reasons. Firstly, the nature of the study does not need adherence to a normal distribution. Pearson Product Moment Correlation only works with linear data as in the case of this study. It means that the variables of this study had to approximate a line, and not a curve or parabolic shape. Secondly, Pearson correlation is appropriate when both variables being compared are of a continuous level of measurement, that is interval and ratio. The data collected for this study is of an interval scale. Lastly, the statistic itself is often used to assess connection or relationship between variables, which aligns with the objective of this particular study. The findings of the analysis are shown in tabular format. The null hypothesis was evaluated using a significance threshold of 0.05. The summary table of data analysis is presented in table 4.

Table 4: Summary table of Data analysis of quantitative data

Null hypotheses	Independent variable	Dependent variable	Statistical Test
Ho_1: There was no significant relationship between teacher affection scores and students' adjustment to school routine scores in boarding public secondary schools in Nairobi County.	Teacher affection	Students' Adjustment to School routine	Pearson correlation Coefficient at 0.05 level of significance
Ho_2: There was no significant relationship between teacher affection scores and students' adjustment to academic scores in boarding public secondary school in Nairobi County.	Teacher affection	Students' Academic adjustment	Pearson correlation Coefficient at 0.05 level of significance
Ho_3: There was no significant relationship between teacher affection scores and student emotional adjustment scores in boarding public secondary school in Nairobi County.	Teacher affection	Students' Emotional adjustment	Pearson correlation Coefficient at 0.05 level of significance
Ho_4: There was no statistically significant relationship between teacher affection scores and students' social adjustment scores in boarding public secondary school in Nairobi County.	Teacher affection	Students' Social Adjustment	Pearson correlation Coefficient at 0.05 level of significance

Qualitative data obtained from the structured interview schedule was organized into themes and reported in a narrative form in line with the objectives of the study.

3.10 Ethical and Logistical Considerations

In order to uphold ethical protocols, the researcher obtained authorization and an introductory correspondence from the Graduate School of Maasai Mara University. Additionally, a research letter (Appendix E) was acquired from the National Commission for Science, Technology and Innovation (NACOSTI), along with a permit. Furthermore, approval was sought from the Ministry of Education's State Department of Early Learning and Basic Education, as evidenced by appendix G. Additionally, the researcher obtained authorization from the administrators of the six selected schools and established a positive relationship with the class teachers and students. A prologue was provided before to the distribution of the student questionnaire, elucidating the study's objectives, its inherent characteristics, and the anticipated actions that participants were required to do. Care was taken to consider the participants' emotional well-being while formulating items for the questionnaire, with the aim of avoiding any potential psychological injury. Additionally, measures were used to safeguard the participants from any undesirable circumstances. All participants were provided with information on their prerogative to abstain from participating in the study. The researcher ensured strict secrecy, particularly in relation to the handling and storing of surveys and the preservation of respondent anonymity. Participation in the research was optional, with individuals being required to sign an informed consent form (Appendix A) in advance, indicating their willingness to be engaged. The participants were duly notified that, although having provided their permission, they had the freedom to withdraw from the study at any point if they wanted to do so. The participants were further notified that the data they provide will not be used in any manner to inflict damage upon them or be exploited for commercial or self-serving

interests, but strictly for scholarly objectives. Moreover, this research strictly followed acceptable research protocols, and all sources of information were duly acknowledged to the best extent feasible.

In order to establish proper logistical processes, the researcher obtained authorization and a letter of introduction from the Graduate School of Maasai Mara University (see Appendix E). The researcher was able to submit an application for a research permission to the National Commission for Science, Technology and Innovation (NACOSTI), resulting in the subsequent approval of the permit (see Appendix F). The researcher used the obtained permit from NACOSTI to seek approval from the Ministry of Education State Department of Early Learning and Basic Education, through the Nairobi County Director of Education (see to Appendix G). With all these approvals, the researcher then visited the sub-county education offices and later the six sampled schools, met the school principals and shared with them the research intends. These visits enabled the researcher to acquaint herself with the schools, agree on dates and arrangement for data collection. It was during these visits too that the researcher acquainted the class teachers with the process of data collection and finally interacted with the students and explained to them the purpose of the research. Expectations were agreed upon. This helped to create a rapport and to assure confidentiality prior to actual data collection.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the outcomes of the research investigation conducted on the relationship between teacher affection and students' school adjustment in public boarding secondary schools in Nairobi County, Kenya. The results are presented in accordance with the study's objectives. The chapter begins the information on return rate, followed by demographic analysis and finally hypothetical analysis, findings and discussions based on the following study's objectives;

i. To examine how the relationship between teacher affection relate with students' adjustment to school routine in public boarding secondary schools in Nairobi County, Kenya.

ii. To determine the relationship between teacher affection and students' academic adjustment in public boarding secondary schools in Nairobi County, Kenya.

iii. To establish the relationship between teacher affection and students' emotional adjustment in public boarding secondary schools in Nairobi County, Kenya.

iv. To examine and establish the relationship between teacher affection and students' social adjustment in public boarding secondary schools in Nairobi County, Kenya.

4.2 Return Rate

Table 5: Return Rate

Return Rate	Frequency	Percent
Returned	688	99.42%
Unreturned	4	0.58%
Total	692	100%

In the context of this research, the return rate is defined as the proportion of individuals who agreed to engage in the study out of the total number of individuals who were invited to participate. A total of 692 questionnaires were given to the respondents. A total of 688 individuals completed and returned the surveys. Out of the total sample population, 335 (48%) were male students, while 357 (52%) were female students. The ratio of participants according to gender was almost 1:1. The students were exclusively selected from public boarding secondary schools in Nairobi County. The return rate achieved in this study was 99.42%, as seen in Table 5 above. The return rate obtained aligns with the assertion made by Kothari (2004) that a return rate of 50% or above is deemed satisfactory for a descriptive research. Moreover, Babbie (2004) posited that return rates of 50% are deemed acceptable for the purposes of analysis and publication. Additionally, a return rate of 60% is considered excellent, while a return rate of 70% is regarded as very good. Based on the above guidelines, this study surpassed the minimum criteria required for a satisfactory return rate in a research endeavor. The researcher's trust in the generalizability of the input gathered from the target demographic was bolstered by the greater return rate observed.

4.3 Demographic Information

This section provides an overview of the demographic statistics pertaining to the student population.   Descriptive statistics, namely percentages, were used to depict and summarize the demographic attributes of the participants, which were afterwards displayed in graphical form. Two demographic variables, that is gender and form of respondents were analyzed in relation to the variables of the study; which are teacher affection in relation to students' school adjustment with specific emphases on school routine, academic, emotional and social adjustment. Form I and Form II students are comparatively new in high school compared to Form III and form IV students and therefore are deemed to be in the process of adjusting to a boarding school environment. In Kenya, form I and II students are basically in their early adolescents and their average age range from 12 to 15 years with little variations. Due to their developmental growth, they are known to be sensitive and at times perplexed about their own body changes. They may make painful comparisons about themselves with their peers and this can make their adjustment to boarding school more precarious.

In the subsequent sections, the demographic data was described using statistical measures such as mean, standard deviation, and skewness. The tables depict an analysis of the relationship between teacher affection and students' school adjustment. The demographic data analyses are presented in figures. Figure 2 below illustrates the distribution of participants based on their gender and form:

Figure 2: Distribution of respondents by gender and form
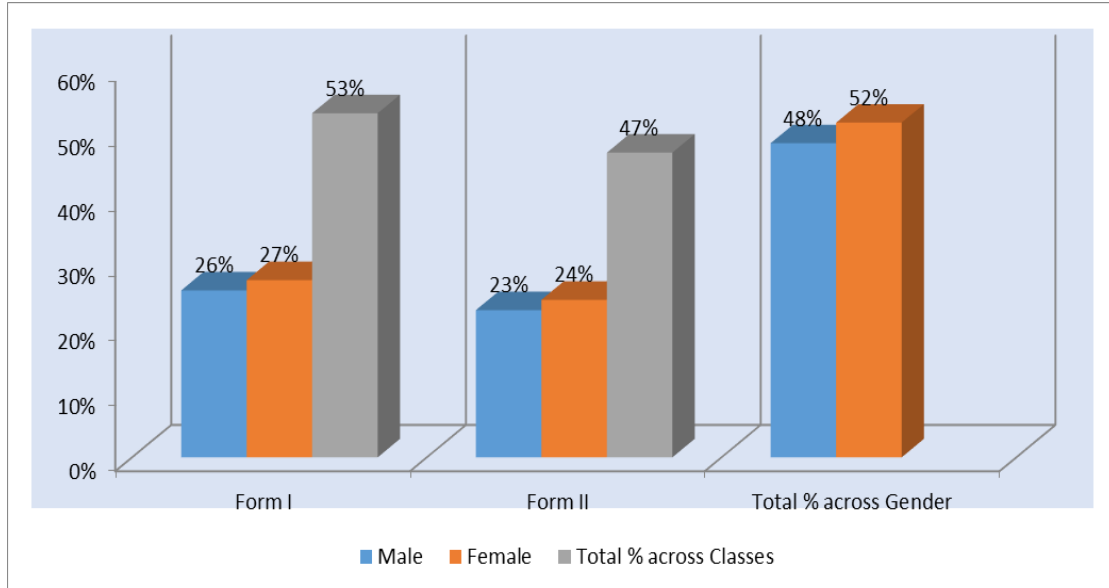
The total number of participants as shown in Figure 2 were 692 whereby 335 (48%) were male while 357 (52%) were female students. The sample had participants drawn from form I classes, who were the majority 367 (53%) and form II participants were 325 (47%). The figures above also indicate that the form I male participants were 178 (26%), and female 189 (27%). The form II male were 157 (23%) and the female 168 (24%). The ratio of the respondents with regard to gender in both form I and form II was almost 1:1. This provided an almost close representation of respondents from each gender as well as form. Comparatively, the percentages show that the form I respondents were more than form II, an indication that the enrolment of Form I students in Nairobi County in public boarding secondary schools was slightly higher than Form II enrolment during the time of data collection. The levels of teacher affection were categorized as low, moderate and high for interpretation purposes. The participants with average scores of 20% to 46% were considered as having low level of teacher affection, those with 47% to 73% as

having moderate level of teacher affection while 74% to 100% was categorized as having high level of teacher affection. The participants' levels of adjustment to school routine across gender and class were also analyzed. The respondents' Levels of adjustment to school routine across gender and class are shown in Figure 3 below.

Figure 3: Distribution of respondents' level of adjustment to School Routine across gender and Form

	Male	Female	Male	Female	Male	Female
	Low		Moderate		High	
Form I	19.0%	52.4%	25.0%	28.6%	30.1%	17.1%
Form II	19.0%	9.5%	21.5%	24.8%	28.5%	24.4%
Total % across Gender	38.1%	61.9%	46.5%	53.5%	58.5%	41.5%
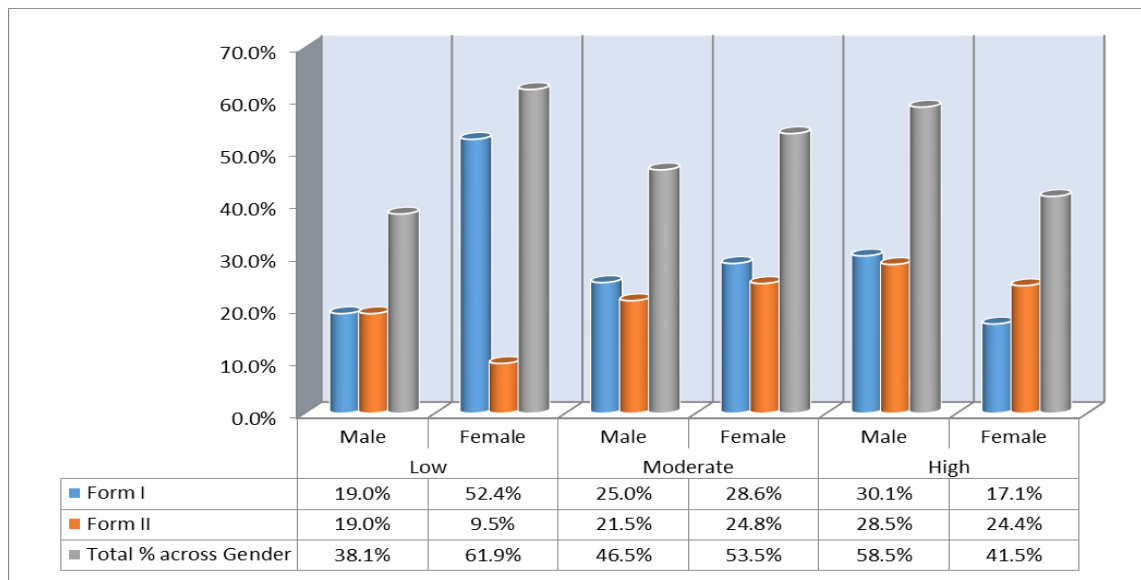
The findings in Figure 3 reveal that the majority of the female students scored low levels of adjustment to school routine (61.9%), compared to males who recorded only (38.1%) low level of adjustment to school routine. The difference noted across gender was very significant and this could imply that female students take time and thus they may need more help in order to adjust to a school routine. It could also mean that male students are more curious in a new environment leading them to discover and adjust faster than their

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female counterparts in school routine. As for those in moderate level of adjustment to school routine, compared to those within low levels of adjustment, the range is close (46.5%) and (53.5%) for male and female respectively. On the other hand, (58.5%) and (41.5%) male and female students respectively fell on high level of adjustment to school routine showing again a big range across gender. The results further show a striking observation in form one female students. Compared to form II female students, a significant percentage (52.4%) of the form one female participants fell within low levels of adjustment to school routine, compared to only (9.5%) form II female students at low level of adjustment to school routine. This can be attributed to the fact that the form II female students would have been in school relatively longer than the form I female students. It could also mean that even though the female students adjust very slowly at the beginning of form I, they are capable of adjusting fast to a school routine in a boarding secondary school as indicated by only a small percentage of the form II female students at low level of adjustment to school routine. Further, analysis was done on the level of students' academic adjustment across gender and class of the respondents as shown in figure 4 below.

Figure 4: Distribution of respondents' level of academic adjustment across gender and form

	Male	Female	Male	Female	Male	Female
	Low		**Moderate**		**High**	
Form I	30.0%	20.0%	23.7%	28.6%	28.5%	26.1%
Form II	36.7%	13.3%	24.9%	22.7%	17.4%	28.1%
Total % across Gender	66.7%	33.3%	48.7%	51.3%	45.8%	54.2%
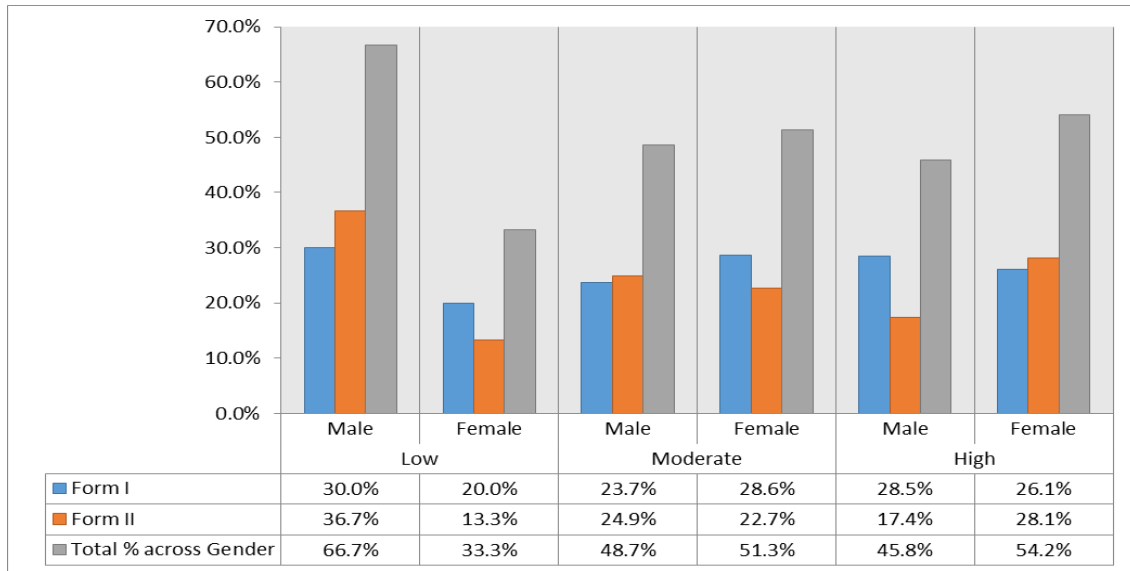
The results presented in Figure 4 indicates a high percentage (66.7%) of male students within low levels of academic adjustment compared to the female (33.3%) within the same bracket of low level of academic adjustment. This showed a very significant difference between the male and female levels of academic adjustment with majority of the male participants' recording much higher percentage of low level of academic adjustment than the female respondents. However, Chen and Lai (2017) established that the impact of teacher affection on academic adjustment may vary depending on such factors as student age, cultural background, and individual differences in personality and learning styles.

A slightly high majority of the students (51.3%) within the moderate level of adjustment to academics were female compared to males (48.7%) in the same bracket. Within the low bracket, there is a great disparity between form I female (20%) and form II (13%) female students in levels of academic adjustment with the majority of form I lying within the low range. This may be attributed partly to the fact that, comparatively, secondary school curriculum presents new subject areas and more demanding academic work than the primary school curriculum. In view of this difference, form I students would require longer time to adjust to the new academic demand of high school. Within the high adjustment level to academics, female students (54%) were better adjusted than the male students (45%) in the same range thus showing a big difference across gender. This could imply that there may be other variables that favor female students with regard to academic adjustment in boarding school. This could also be a wide field for further research to ascertain what accounts for such difference across gender. Analysis was done on participants' level of emotional adjustment across gender and class. The results of the distribution of respondents' level of emotional adjustment across gender and form are shown in Figure 5 below.

Figure 5: Distribution of respondents' level of emotional adjustment across gender and Form

	Male	Female	Male	Female	Male	Female
	Low		Moderate		High	
■ Form I	37.5%	21.4%	22.9%	28.4%	30.8%	26.0%
■ Form II	23.2%	17.9%	24.1%	24.7%	17.8%	25.3%
■ Total % across Gender	60.7%	39.3%	46.9%	53.1%	48.6%	51.4%
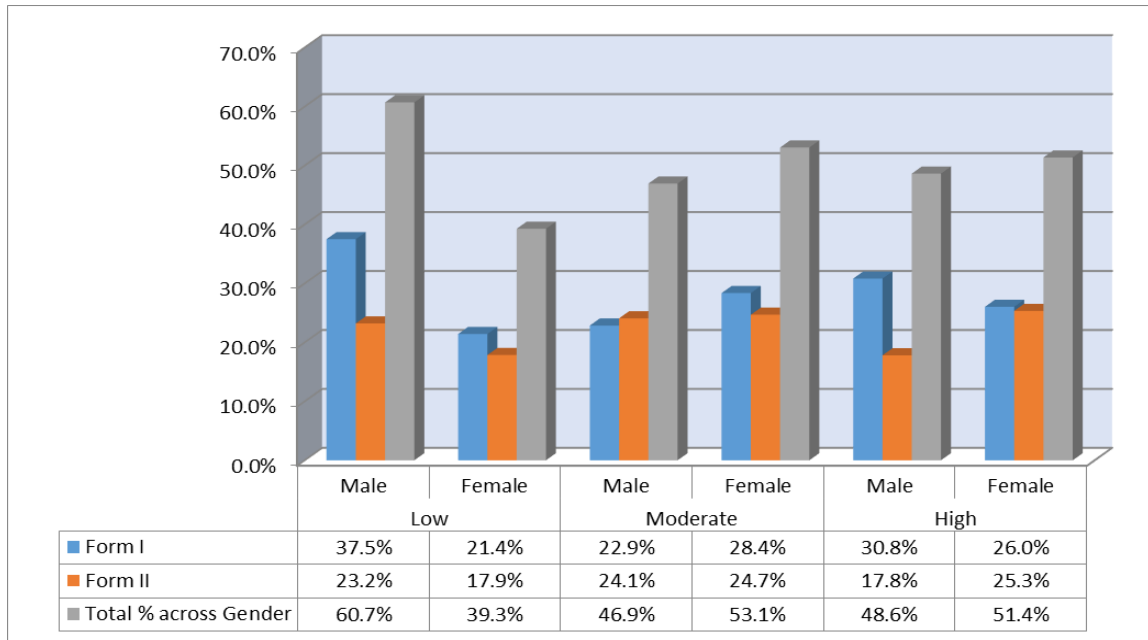
The data shown in Figure 5 suggests that a significant proportion of male students (60.7%) exhibit poor levels of emotional adjustment, in contrast to a smaller proportion of female students (39.3%). In contrast, individuals with a high degree of emotional adjustment exhibit similar characteristics regardless of gender, with few variations. The data shown in Figure 5 indicates that a larger proportion of female participants (51.4%) exhibit a high degree of emotional adjustment, compared to male participants (48.6%) who show a slightly lower level. Interestingly, a higher proportion of male students in Form I (30.8%) have a high degree of emotional adjustment, which is in contrast to the conventional expectation that Form II male students (17%) would have a higher level of emotional adjustment due to their longer duration of being in school. In this context, it

would have been anticipated that the male students in form II would have achieved a higher level of emotional stability compared to their counterparts in form one. The present study suggests that there is no direct and automatic relationship between the duration of students' enrollment in boarding secondary schools and their emotional adjustment. This suggests that there may be more factors influencing the emotional adjustment of the male students. An analysis was conducted to assess the degree of social adjustment among respondents, taking into account their gender and form. The findings of the analysis of respondents' level of social adjustment across gender and form are presented in Figure 6 below.

Figure 6: Distribution of respondents' level of Social Adjustment across gender and form

	Low		Moderate		High	
	Male	Female	Male	Female	Male	Female
Form I	24.0%	26.7%	25.0%	30.7%	29.5%	25.1%
Form II	27.0%	22.2%	22.2%	22.2%	15.3%	30.1%
Total % across Gender	51.1%	48.9%	47.2%	52.8%	44.8%	55.2%
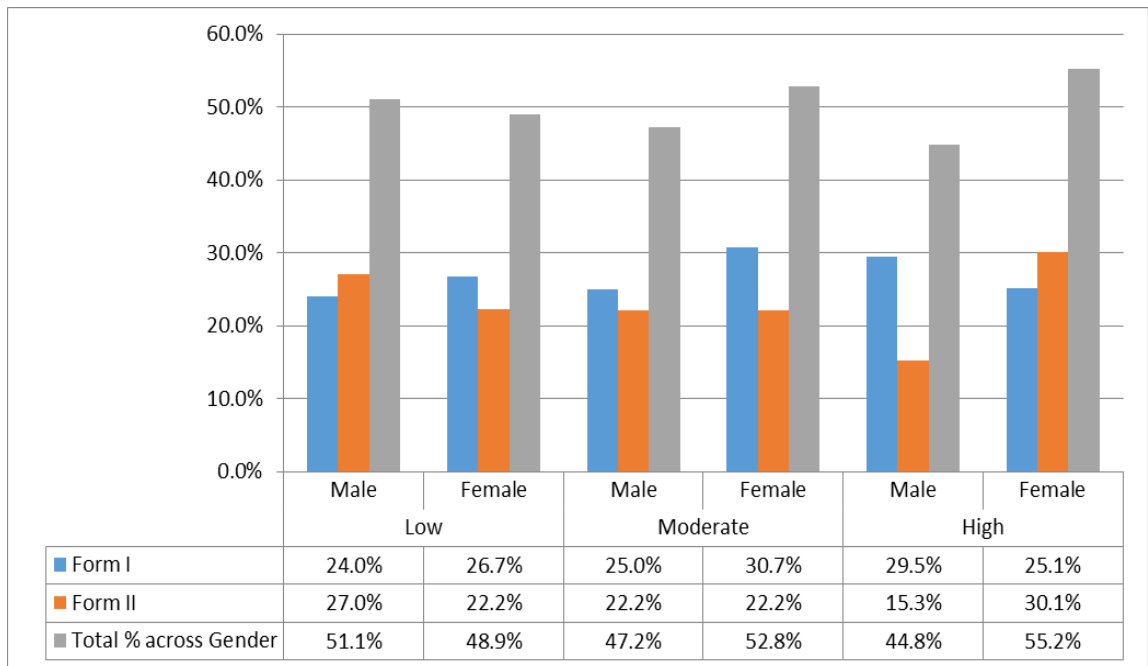
Figure 6 above shows that majority of the female students are within moderate (52%) and high (55.2%) level of social adjustment compared to male who scored (47.2%) in moderate and (44.8%) high level of social adjustment. However, majority of the form II male students fall within low bracket of social adjustment (27.0%) compared to those in high bracket who recorded only (15.3%) in the same form. On the other hand, form II and form I female students recorded (30.1%) and (25.1%) respectively within high levels of social adjustment. The findings also reveal that majority (55.2%) of the female respondents recorded slightly higher than the male respondents (44.8%) who fall within high levels of social adjustment. It can be deduced from this finding that the female students tend to be more sociable than their male counterparts. Further analysis was done to determine the respondents level of teacher affection across gender and form. Respondents' level of teacher affection across gender and form are displayed in Figure 7 below.

Figure 7: Distribution of respondents' level of Teacher Affection across gender and form

	Male	Female	Male	Female	Male	Female
	Low		Moderate		High	
■ Form I	26.8%	26.8%	24.3%	27.1%	28.7%	28.7%
■ Form II	25.1%	21.3%	24.8%	23.8%	12.3%	30.3%
▦ Total % across Gender	51.9%	48.1%	49.1%	50.9%	41.0%	59.0%
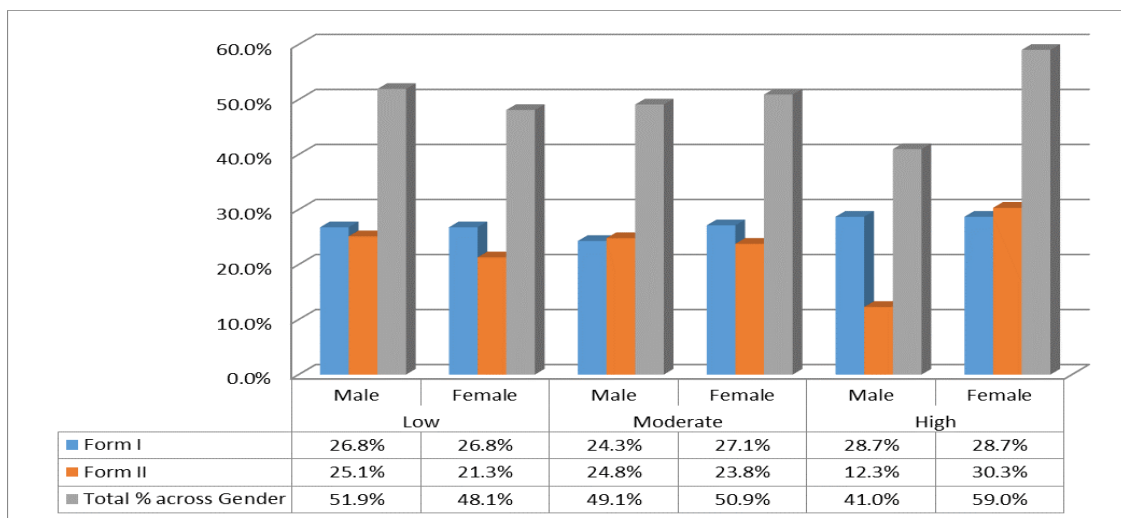
The results of this analysis as presented in Figure 7 indicates that female students recorded high levels of teacher affection (59.0%) compared to male students who recorded (41.0%). Further, only (12.3%) form II male students fall within high level of teacher affection range compared to (28.7%) form I students in the same bracket. It is notable from the analysis that majority (51.9%) of the male respondents fall within low levels of teacher affection compared to the female (48.1%) falling within low levels of teacher affection. This could imply that the female students are more receptive to affection compared to the male students. However, a substantial percentage (26.8%) of form I female students fall within low levels of teacher affection compared to form II female students who accounted for (21.3%) within the low level of teacher affection. This could be attributed to a feeling of disconnection from family and thus disorientation that form I female students experience in a new boarding environment making them less receptive to teacher affection. It can be argued that before the form I students contend with living away from their parents and previous familiar social relationships at primary school, this separation may pose challenges and thus delay their process of social adjustment in boarding school.

The next section presents further statistical analysis and the characteristics of the sub-scales. These include the different dimensions of school adjustment, specifically school routine sub-scale, academic adjustment sub-scale, emotional adjustment sub-scale, social adjustment sub-scale and teacher affection sub-scale as attempted by the respondents. Descriptive statistics, that is, mean, standard deviation and skewness were used to describe and summarize the data with reference to the dimensions of school adjustment

as the dependent variable and teacher affection as the independent variable. These dimensions included adjustment to school routine, academic adjustment, emotional adjustment, social adjustment and teacher affection as the independent variable. Figures 8 and 9 below summarizes the analysis of the sub-scales in terms of mean, standard deviation and skewness for form ones and form twos respectively.

Figure 8: Distribution of Form Ones across scores for Mean, Standard deviation and Skewness

	Adjustment to School Routine Scores		Academic Adjustment Scores		Emotional Adjustment Scores		Social Adjustment Scores		Teacher Affection Scores	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Mean	64.9	62.3	70.0	69.0	65.0	63.6	60.8	60.4	59.0	58.3
Std. Deviation	10.6	9.9	13.0	11.7	12.8	11.2	13.0	12.2	15.7	14.2
Skewness	-0.3	-0.7	-0.4	-0.3	-0.3	0.1	-0.4	-0.3	0.3	0.2
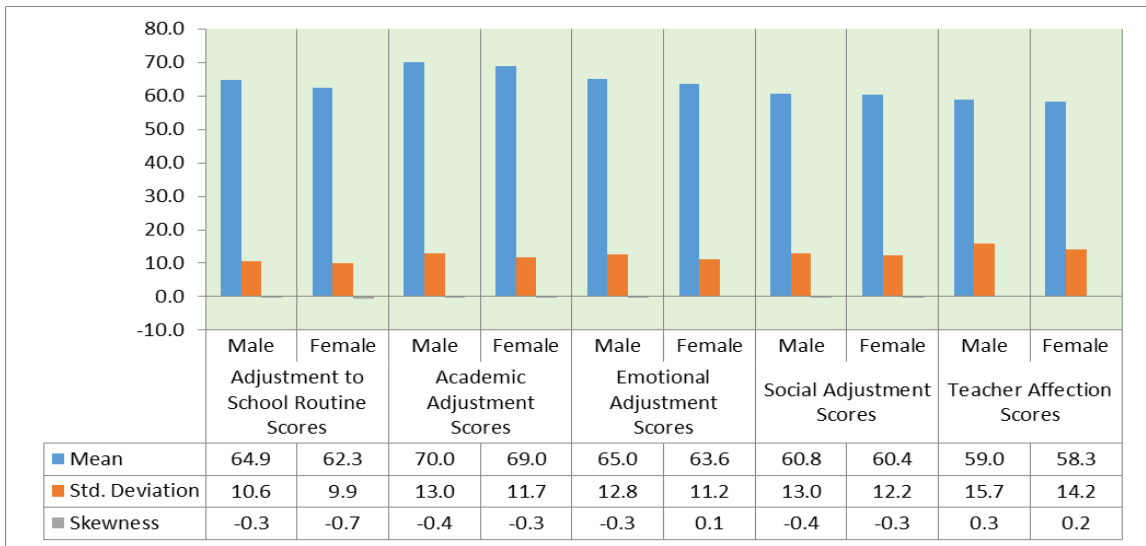
The data analysis, as shown in Figure 8, illustrates the distribution of form I scores in relation to the mean, standard deviation, and skewness across the four dimensions of school adjustment being examined, as well as the scores for teacher affection. Additionally, it provides a comparative analysis of the male and female participants in relation to the different aspects of school adjustment scores and teacher affection scores.

The data provided in figure 8 above demonstrates that male students in form I achieved a mean score of 64.9 (SD=10.6) in adjustment to school routine. Further, the distribution of scores exhibited a negative skewness (SK= -0.3) in relation to the students' adjustment to the school routine. The negative skewness suggests that a significant proportion of the participants reported high ratings on the school routine scale. The form I female participants exhibited a mean score of 62.3 (SD= 9.9) on the school routine scale. The distribution of scores was found to be substantially negatively skewed (SK= -0.7), indicating that a significant proportion of the female participants reported high levels of adjustment to the school routine. This is irrespective of the fact that some researchers, (Lynch, 2000) showed that 65% of students encountered difficulties in comprehending their school routine at first receipt. The finding reveals a notable disparity between female and male respondents in the same form regarding their self-ratings on school routine. Specifically, female respondents evaluated themselves much higher (SK= -0.7) compared to their male counterparts (SK= -0.3), indicating a substantial gender difference. The academic adjustment scores exhibited similar patterns for both male and female participants, with negative skewness values of -0.4 and -0.3, respectively. Both male and female participants had a negative skewness in their results, indicating that they assessed themselves highly on the academic adjustment scale. These finding demonstrates the existence of favorable experiences and an active participation in academic pursuits among students enrolled in boarding secondary schools, irrespective of gender.

There were observed variations in emotional adjustment between form I male and female participants. The male participants had a mean score of 65.0 and standard deviation of 12.8 and a skewness coefficient of -0.3. The presence of negative skewness among the male respondents suggests that they evaluated themselves higher on the emotional adjustment scale. In contrast, female respondents in form I exhibited a mean score of 63.6, with a standard deviation of 11.2 and a skewness value of 0.1. The presence of positive skewness indicates that the female participants rated themselves lower on the emotional adjustment scale than their male counterparts. The degree of skewness in emotional adjustment, specifically with values of -3 and 0.1 for males and females respectively, shows a very significant disparity among students of different gender within the same form. These results suggest that male students exhibit higher levels of emotional adjustment in comparison to their female peers within the same academic setting. This study has significant implication for educators and parents, as it underscores the need to be mindful of gender differences while engaging with students. This implication arises from the fact that individuals of one gender (female) reported lower self-ratings in emotional adjustment, whilst those of the other gender (male) reported higher self-ratings. It is important to note that this disparity cannot be presumed. In contrast, the social adjustment scores exhibited a high degree of similarity between males and females, with negative skewness values of -0.4 and -0.3, respectively. The presence of negative skewness indicates that the participants tended to score themselves high on the social adjustment scale.

The comparison of teacher affection ratings between male and female participants yielded similar results. The male participants exhibited an average score of 59.0, (Sd= 15.7) and (SK= 0.3), whereas the female participants had an average score of 58.3, (Sd=14.2) and (SK= 0.2) on the teacher affection scale. The presence of positive skewness of both male and female participants suggests that a significant proportion of the respondents regarded themselves as having low levels of teacher affection. Surprisingly, among the dimensions of school adjustment in this study, teacher affection was the only one rated low by both male and female respondents. This raises a great concern about teacher student-relationship in public boarding secondary school. However, using a measure of student perceptions of low teacher affection, shows how close or distant students feel to their teachers, but it does not accurately represent how teachers feel about their relationships with their students. The researcher also summarized the statistical characteristics of form II respondents. Figure 9 below summarizes the statistical characteristics for form two students.

Figure 9: Distribution of Form twos across scores for mean, standard deviation and skewness

	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Adjustment to School Routine Scores		Academic Adjustment Scores		Emotional Adjustment Scores		Social Adjustment Scores		Teacher Affection Scores	
Mean	65.5	66.4	66.1	70.3	61.8	64.8	58.1	62.0	54.6	59.5
Std. Deviation	10.5	9.8	12.5	10.4	11.2	10.6	12.3	12.2	13.7	15.6
Skewness	0.1	0.4	-0.2	-0.2	-0.1	-0.1	0.2	-0.3	0.4	0.3
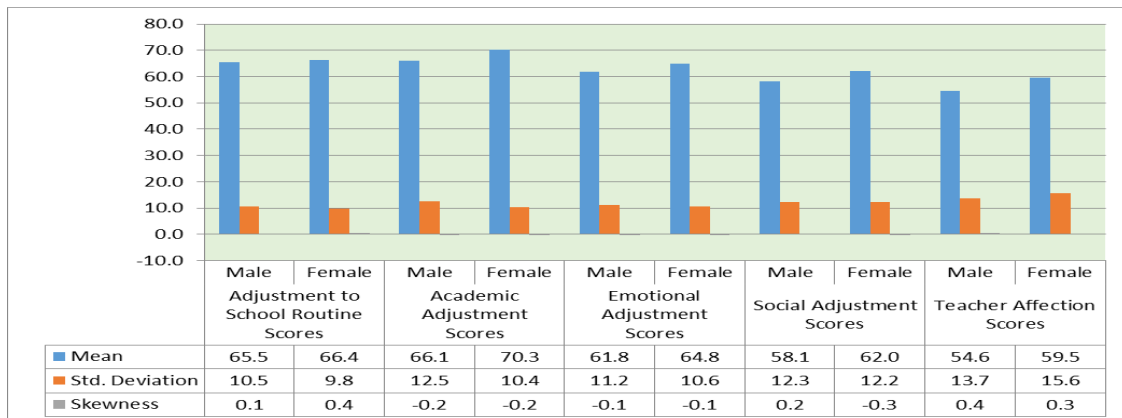
Figure 9 presents the statistical distribution of form II scores, namely the mean, standard deviation, and skewness, for the four aspects of school adjustment and teacher affection. Additionally, it provides a comparison of these scores across gender. The data analysis reveals that male respondents in form II exhibited a mean score of 65.5 (SD=10.5) and (SK=0.1) on adjustment to school routine scores. This suggests that these respondents assessed themselves relatively low in terms of their ability to adjust to the school routine. The mean score on the school routine scale for female respondents was 66.6, (SD= 9.8) and (SK= 0.4). The presence of positive skewness indicates that a significant proportion of the participants assigned themselves relatively low scores on the scale measuring adjustment to the school routine. The present study's findings about the low ratings of respondents in relation to school routine warrant attention from teachers, administrators, and parents, as well as it highlights the need for more research in this area. The rationale for implementing a school routine is to provide a structured framework that facilitates the smooth operation of all school-related activities. However, if the effectiveness of the routine is found to be lacking, as shown by its low rating in this research, it has the potential to undermine other crucial school activities. However, there was a contrasting situation in terms of academic adjustment. The male participants exhibited a mean score of 66.1, (SD=12.5) and (SK= -0.2) in academic adjustment. The female respondents in form II had an average score of 70.3, (SK= 10.4) and (SK= -0.2) on the academic adjustment scale. The presence of negative skewness indicates that a significant proportion of the participants reported higher scores on the academic adjustment scale. The emotional adjustment of both male and female respondents exhibited a similar

pattern, with (SK= -0.1). This implies that the respondents rated themselves highly on emotional adjustment scale.

The scores of the participants exhibited significant variations in terms of social adjustment. The male respondents in Form II had a mean score of 58.1, (SD= 12.3) and (SK= 0.2). The presence of positive skewness in the data indicates that the male participants rated themselves low on the social adjustment scale. In contrast, female respondents in form II had a mean score of 62.0, (SD=12.2) and (SK= -0.3). The presence of negative skewness suggests that a larger proportion of female respondents reported higher ratings on the social adjustment scale, while male respondents in the same sample reported lower ratings. The results indicate that female students exhibit a higher degree of receptiveness towards social contact compared to their male counterparts.

The research consisted of four hypotheses that focused on the independent variable of teacher affection and the dependent variable of students' school adjustment. The operationalization of students' school adjustment in this research focused on several aspects, including students' adjustment to school routine, academic adjustment, emotional adjustment, and social adjustment. The data was subjected to analysis using descriptive statistics, namely the use of the mean and standard deviation. Subsequently, an inferential statistical test, specifically the Pearson Correlation Coefficient test, was used to examine the relationships between the variables. The following section presents a

comprehensive account of the descriptive and inferential analyses conducted, together with a discussion of the results for each objective:

4.4 Analyses of the Hypotheses

The study comprised of four hypotheses which were analyzed and presented in this section. First the descriptive analysis in terms of mean and standard deviation is given followed by the testing of each hypothesis using Pearson Product Moment correlation according to each sub-scale.

4.4.1 Teacher Affection and Students' adjustment to School Routine

The researcher first sought to establish the degree of relationship between teacher affection and students' school adjustment variants in public boarding secondary schools in Nairobi County, Kenya by subjecting teacher affection scores to descriptive analysis. Students responded to a five-point Likert scale containing twenty items on teacher affection. This yielded scores indicating their levels of teacher affection. Teacher affection scores were then correlated with scores on students' school adjustment. The descriptive analysis of these scores are presented in Table 6 below:

Table 6: Descriptive analysis for Teacher Affection scores and students' adjustment to School Routine

	Mean	Std. Deviation	N
Teacher affection Total Score	57.9263	14.91467	692
Adjustment to School Routine Score	64.6864	10.29837	692

Std = Standard deviation

Table 6 shows the descriptive analysis of teacher affection and students' adjustment to school routine. The respondents had a mean of 57.9, (SD=14.9) on teacher affection scale and a mean of 64.6, (SD=10.2) on adjustment to school routine scale. This recorded mean represents an above average mean score on school routine. The mean obtained is high and this could be attributed to the meaningfulness students attach to the school routine and the effort they put into adjusting to it. In statistics, any standard deviation value above or equal to 2 can be considered high. This implies that the data are more spread out. The first objective sought to examine how teacher affection relate with students' adjustment to school routine in public boarding secondary schools in Nairobi County, Kenya. To test this hypothesis, the data was subjected to correlation analysis using Pearson Coefficient test. Table 7 presents the correlation coefficient for the relationship between teacher affection and students' adjustment to school routine.

Table 7: Pearson Product Moment Correlation test for the relationship between Teacher Affection scores and Students' Adjustment to School Routine scores

Teacher affection total Score	Pearson Correlation	.463[*]
	Sig.	0.000
	N	692

* Correlation is significant at the 0.05 level

The results presented in Table 7 indicates that there is a statistically significant and positive relationship between teacher affection and students' scores on the adjustment to school routine measure (r (692) = 0.463, p < 0.05). It was significant at 0.05 level of significance. The findings implied that students with high scores in adjustment to school

routine had high scores also in teacher affection. The null hypothesis stated: there is no statistically significant relationship between teacher affection and students' adjustment to the school routine in boarding public secondary schools in Nairobi County, Kenya. Based on these results, the null hypothesis was rejected. There is a positive correlation between students who exhibit high levels of adjustment to the school routine and those who rated themselves high in teacher affection. According to Pearson correlation coefficient interpretation, moderate degree lies between $\pm$ 0.30 to $\pm$ 0.49. Therefore, the coefficient obtained of (0.463) showed that a positive moderate correlation between teacher affection and students' adjustment to school routine. These findings implied that teacher affection can predict students' adjustment to school routine in Nairobi County. The higher the student perception of teacher affection, the better the students' school adjustment to school routine. The findings also point to the significant role that teachers play in influencing how students adjust to a school routine with all the set activities and programs of a school calendar. It is a relationship that teachers could leverage on in order to enhance a positive and an enabling climate of an educational boarding environment especially for new students like form I and II who are deemed to be in the process of adjusting in boarding. This may help students to manage feelings of disorientation they often experience when they leave familiar grounds of home and primary school.

These results align with the findings of a research by Ada et al. (2000), which emphasized the significance of students' adaptation to a school schedule, albeit not establishing a direct connection to teacher affection. They highlighted the impact of classroom routines on students' academic performance and conduct in their investigation

of highly successful classroom practices. They concluded that implementing a regular classroom routine is a proactive technique that has a favorable impact on students' academic performance and conduct. Nevertheless, the scope of their investigation was confined to a classroom regiment. In a study by Al-Amin (n.d.), an investigation was carried out to examine the impact of school culture on students' academic performance in the Kenya Certificate of Secondary Education. The findings indicated that a total of 57% of the participants either strongly agreed (7%) or agreed (50%) that the schools' schedules, including breaks, classes, and other activities, have a significant influence on their academic performance. It was found that 30% of class teachers strongly agreed, while an additional 60% agreed, thereby demonstrating alignment with the perspectives of the pupils. This finding, supports the current study by showing the importance of having a well thought through school routine. It also reveals the dynamic relationship between a school routine and academic performance which closely relates to academic adjustment in the current study. However, their focus as with many other empirical studies reviewed on school routine, have focused on a limited scope specifically the impact of school routine on academic performance. In so doing, it fails to capture the impact of a school routine on different dimensions of students' life and experiences in boarding school. This study addressed this gap by delving into a variety of dimensions of students' adjustment to school namely school routine, academic adjustment, emotional and social adjustment variants. The findings of the current study have revealed that teachers' affective sentiments such us empathy, sense of friendliness towards adjusting students such as Form I and Form II is foundational as it gives them the ground to explore with their teachers the demands of a school routine with its diverse activities. In

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this study, it is important to note that both students and teachers were of the same view that a well thought school routine that incorporates academics, co-curricular, spiritual and creative activities among others is important for student adjustment. It implies that each of the stated activities offer rich experiences and operate in a dynamic way to enhance student adjustment in boarding school.

The use of a routine, which a part of the focus of this study, especially within a classroom setting has garnered commendation from cognitive scientists due to its efficacy as a learning aid, since it facilitates the focused allocation of attention. Attention is a construct that is delineated by cognitive scientists as the cognitive processes by which the brain engages in the selection, enhancement, and intensification of information processing. According to Dehaene (2021) for example, the concept of attention is often seen as a finite resource that plays a crucial role in the process of acquiring knowledge. Additionally, Blakemore (2018) argues that the ability to effectively choose which stimuli to focus on in an environment filled with numerous competing options is particularly difficult for children and adolescents due to the ongoing development of their brains, specifically the prefrontal cortex. Hence, the implementation of a consistent schedule of regular sequences serves to decrease the level of competition for students' attention, thereby increasing the probability of their active participation and focus on the instructional content provided by the teacher. Therefore, the proper implementation of a school routine as established in this study and supported by cognitive scientists, serves not only to streamline and harmonize many school-related tasks, but more importantly, it

promotes focused attention and facilitates optimal learning outcomes and better school adjustment.

While a well thought routine is desirable, sometimes the practice might be different. The National Crime Research Centers' (2017) investigation of arson crisis in Kenyan secondary schools via a Research Issue Brief identified a difficulty and an issue with the school routine. The research findings indicated that a significant proportion of students (36.2%) and teachers (37.7%) expressed agreement on the presence of excessive workload and an inhospitable school schedule. The survey showed that students often experience exhaustion after an extensive, eventful, overwhelming, and arduous second term. Consequently, their incapacity to absorb further information leads to maladaptive behaviors that are aimed against the established school routine. It means that even within the same county, different schools operate under different school routines some of which favor students' adjustment while some do not. In this regard, educators and schools have a profound responsibility to ensuring that school routines are balanced and fairly favor student adjustment. Further, responding to the structured interview schedule on how teacher affection enhances student adjustment to school routine, one respondent commented;

> "apart from induction, teachers ought to be willing to show that they care by listening to students' expectations, but more importantly by talking about the school routine in relation to the students' personal achievement expectation at the end of high school and future life. This will enlighten students to know that the programs aligned for them in the school routine is meant to benefit them. Once they understand the rationale, they will embrace it and adapt to it."

According to the above respondent, students are likely to embrace a school routine when they are able to connect it with their future goals of education and life and that teachers play a key role in helping students to see the dynamic relationship between a school routine with its activities and the students' future life. By virtue of their experience and position of professional influence, teachers have the ability to help students envision their future life, the success of which partly depends on the choices they make while at school. To this end, the students' focus will mainly be on how best they can shape a bright future for oneself by embracing the school routine that has been designed for educational achievement. This is consistent with the findings of Upadyaya and Salmela-Aro (2013, as cited in Engels et al., 2019) who established that students generally start to see the relevance of their school work for their future careers as they mature. This then enhances students' school adjustment especially to the schedules lined up in the school routine for enhanced academic performance and future career advancement. Commenting on a school routine, another respondent put it that;

> "talking about the school routine, allowing students to point out any challenge they could be having in relation to the routine and listening to their expectations should be the starting point and an on- going process. Routines can be revised or changed so long as it still serves the overall purpose for which it is meant for. We can no longer dictate issues on students but partner with them, of course while taking ones' role as a teacher to guide. Students tend to dislike very rigid schedules. Sometimes students have great ideas on how school schedules could be organized and if integrated, problematic issues to do with school routine would be minimized greatly".

The teachers' comment explains the importance of involving students in the preparation of a school routine, of being flexible and that students have the ability to chart in collaboration with their teachers a good school schedule. One respondent alluded to the fact that when students are involved in organizing a school routine, it signals to them

from the onset that they ought to be responsible for their life in school and how they invest their time. Most teachers strongly felt that student life in boarding school is more than the pursuit of education. It is about socializing students to be responsible persons who are able to embrace society norms beyond the secondary school set up. Teachers underlined the fact that every society has norms that are meant to bring about order and harmony for the common good of all and this has to be instilled in youth as early as they are in school.

Teachers too agreed that they are better placed to assist students adjust to school routine by frequently reminding them the benefits of adhering to the school routine which is the foundation upon which all other school activities are based. One novel idea from the teachers was that every piece of the school routine could be picked up occasionally and incorporated in learning in order to embed in students a culture of discipline, responsibility, patriotism and thus embrace school routine because it is simply right to do so as a mature young person. In this study, teachers expressed a lot of openness and they noted that one proactive strategy is for teachers to adopt an affective ambiance and allow students to talk openly about a school routine so that they do not feel they are forced into it. This would enhance better adjustment to school routine in boarding schools.

4.3.2 Teacher Affection and Students' Academic Adjustment

The second objective sought to determine the relationship between teacher affection and students' academic adjustment variant in public boarding secondary schools in Nairobi County, Kenya. The operationalization of academic adjustment included the analysis of

participants' scores on the 20 questions in the questionnaire sub-scale (B). The academic adjustment score ranged from a minimum of 20 to a maximum of 100. Pearson Product Moment Correlation coefficient was used to test the hypothesis at a significance level of 0.05. The purpose of this statistical test was to ascertain the relationship between teacher affection and students' academic adjustment. The null hypothesis posited that there is no statistically significant relationship between teacher affection and students' academic adjustment in boarding public secondary schools in Nairobi County, Kenya. Table 8 below presents the descriptive analysis of the academic adjustment scores.

Table 8: Descriptive analysis for Teacher Affection scores and Student Academic Adjustment

	Mean	Std. Deviation	N
Teacher affection Total Score	57.9263	14.91467	692
Academic Adjustment Score	68.9162	12.03824	692

An examination of the data in table 8, indicates that the students had a mean score of 68.9, (SD=12.0) in terms of their academic adjustment and a mean of 57.9, (SD=14.9) on teacher affection. The findings reveal that majority of the students had a high average mean on academic adjustment. The obtained standard deviation is also judged to be high based on statistical interpretation, which indicates that the scores on the academic adjustment scale were more dispersed. The scores were subjected to Pearson Product Moment Correlation Coefficient, and the findings are provided in table 9 below:

Table 9: Pearson Product Moment Correlation Test for the relationship between Teacher Affection scores and Students' Academic Adjustment scores

		Academic Adjustment Score
Teacher affection Total Score	Pearson Correlation	.654[*]
	Sig.	0.000
	N	692

*Correlation is significant at the 0.05 level

The results of the analysis in table 9 indicates that there is a significant and positive relationship between students' academic adjustment and teacher affection scores (r (692) = 0.65, P< 0.05). Statistically, a coefficient of 0.65 indicates a strong correlation, hence, this study shows a strong relationship between students' academic adjustment and teacher affection. Following these findings, the null hypothesis which stated that; there is no statistically significant relationship between teacher affection and students' academic adjustment in boarding public secondary schools in Nairobi County, Kenya, was rejected. Students with high scores in academic adjustment had high scores in teacher affection. This positive correlation relates closely with Pavlov's classical conditioning theory (McLeod 2018) suggesting the manner in which to elicit desirable behavior by use of a positive reward in Pavlov's case. Similarly, it can be argued that students who experience affection from their teachers, not necessarily as a reward but as a positive experience, are likely to view learning as a relationship and this may enhance their interest in, engage more effectively and meaningfully leading to positive academic adjustment and outcomes.

More recent studies emphasize the importance of emotions in teaching and learning and it is perceived as a core factor in students' academic adjustment in this study. It has been

established that emotions matter for the learning process (Cavanagh, 2016; Eyler, 2018; Mendzheritskaya and Hansen, 2019). Students' motivation to learn depends partly on feeling supported, valued, welcomed, and wanted in the learning environment (Ambrose et al., 2010). In a nutshell, being loved can build a love for learning among students. It can be implied from these recent empirical studies that teacher affection prepares a ground as it were, for students to develop closeness and freedom to engage with teachers more freely in academic matters. Indeed, from the demographic information, form I respondents recorded a mean of 70.0 and 69.0 male and female respectively on academic adjustment while the form II recorded a mean of 66.1 and 70.3 male and female respectively on the same dimension. It can be implied that in such a warm relationship, a student is more likely to feel connected with and count on their teachers for any consultation and help in their school work, thus leading to better academic adjustment. This finding is supported by the previous findings that a positive relationship between a teacher and a student is connected with favorable results, such as improved school adjustment, positive school functioning, and high levels of academic performance (Skipper & Douglas, 2015, as cited in Thompson, n.d.). In a similar vein, (McGrath & Van Bergen, 2017, as cited in Thompson, n.d.) student-teacher connections are deemed a very significant element of a student's school experience, having an influence on development throughout a student's social, emotional, behavioral, and intellectual domains. When compared to a negative student-teacher connection, a positive student-teacher relationship has a high score in closeness but a low score in conflict and reliance. On the other hand, a negative student-teacher relationship has a low closeness score but a high conflict and dependency score which can be detrimental to students' school

adjustment. Therefore, teachers should be involved in students' lives and provide structure for them so that they can be a positive influence and create an affective psycho-social environment that the students' need to be able to adjust well in school.

The findings of this study also relate very closely with the findings of previous studies. Expressed differently, a good teacher-student relationships are important, and can be a protective factor for students who are at-risk of school failure (O' Connor et al., 2011; Spilt et al., 2012a, Sabol and Pianta 2012). However, the students referred to by O'Connor included those from low socio-economic backgrounds and ethnic minorities (McCormick et al., 2013). Further, explaining the dynamic relationship between teacher emotional support and student engagement in class, Ruzek (2016) noted that students were more likely to have positive peer relationships and more opportunities for choice in those classrooms. His conclusion seems to point out that positive teacher student relationship tends to model positive peer relationships among students. Omodan and Tsotetsi (2018) established that there was a significant and positive relationship between student-teacher relationships and academic performance of high school students. In spite of the fact that their work centered mainly on performance which is an aspect of academic adjustment, their findings are closely related to the results of the current study in which both students and teachers agreed that teacher affection has a positive influence on students' academic adjustment. Precisely, it is related to teachers' ability to listen to, mediate warmth, sense of friendliness and exude firmness on students' present and future educational aspirations and wellbeing. Therefore, teacher affection should not be

interpreted as allowing students' to do whatever they like even when they are not aligned with the educational context. Commenting on the same, one teacher noted that:

> "sometimes, the relationship between students and teachers can be very intriguing. Students, according to my long experience in teaching, students tend to associate teachers with the subjects they teach and so when a teacher is friendly and flexible, students tend to like their subjects, become active. However, difficult the subject may be, once that perception that I like the teacher is internalized, they will work extremely hard in order to maintain their good image and finally they may engage and adapt better academically."

The above statement challenges teachers to cross check what perceptions students may have towards them and to work on it accordingly for better teacher-student relationship. From this finding and discussion, it is apparent that some students may not adjust well in academics not because of lack of capacity but for the reason that they may have internalized a wrong perception toward the teacher and the subjects they teach Another teacher observed that,

> "when a teacher helps a student to envision their future and align with hard work, they not only give them hope but communicate strongly a sense of care and love for the student. Such students will not only scale up their efforts academically and even behave better but they will live to remember the feeling such kind words from teachers' impact on their lives and we have seen this".

The respondent further added that teachers ought to check and draw close to those students who tend to keep distance from teachers because they could be doing so out of feelings of inadequacy and inferiority and not necessarily because they are not academically capable. It is common knowledge that parents and schools attach a lot of importance to students' academic performance in a manner that it tends to express the totality of a student. However, in as much as academic performance is important, there are many salient factors that contribute to it. Responding to a question in an interview

schedule on how a teacher could show affection to students, one teacher had the following to say,

> "It is possible to communicate affection for students in an appropriate manner and without feelings of embarrassment; for instance, a simple comment like, I love being in this class, or I love the effort that you put into your studies and you make me proud as a teacher! Such comments from a significant person like a teacher speaks volumes about teacher affection, students are quick to pick up such loving sentiments. In fact, it shows you notice, you love and you celebrate your students and indeed it is powerful in communicating to students that they are in very safe loving hands of the teacher. As teachers we have to model this love because students will forever remember how you made them feel and conversely is true"

In psychology, being told that one is loved triggers psychological and physiological responses in the body. It is no wonder that teachers, as noted above, hold that emotions are important for the learning process and for overall student adjustment. In this study learning is part and parcel of academic adjustment and teacher affection is considered of great importance not only because it enhances students' academic adjustment but it touches on the students' very basic need for love as a human person. This may go a long way to nurture emotionally mature and stable persons. From the structured teacher interview schedule, the crucial role that teacher affection plays in student academic adjustment, does not replace individual students' clear sense of purpose, right disposition and intrinsic motivation to engage in academic activities and therefore to shape ones' personal aspirations of education. It means that students cannot be passive recipients in academic adjustment but a major protagonist in which hard work is key.

4.3.3 Teacher Affection and Students' Emotional Adjustment

The third hypothesis sought to establish the relationship between teacher affection and students' emotional adjustment in public boarding secondary schools in Nairobi County, Kenya. Students' emotional adjustment was assessed using a five-point Likert type scale with twenty items. The twenty emotional adjustment statements were either positive or negative. The respondents evaluated themselves on a scale of 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (very frequently). The summary of the descriptive analysis of the students' emotional adjustment scores is shown in Table 10.

Table 10: Descriptive analysis for Teacher Affection scores and Students' Emotional Adjustment scores

	Mean	Std. Deviation	N
Teacher affection Total Score	57.9263	14.91467	692
Emotional Adjustment Scores	63.8309	11.54173	692

Based on the findings presented in table 10, the average mean score for students' emotional adjustment was 63.8, (SD= 11.5) and a mean of 57.9, (SD=14.9) on teacher affection. This implies that a significant proportion of pupils achieved scores that are above the mean average. In statistics, a high value for the derived standard deviation indicates that the data exhibits a great degree of dispersion and so was the case in this study as evidenced by the obtained figure (SD=14.9). In order to determine the relationship between teacher affection and students' emotional adjustment, the scores were subjected to Pearson correlation coefficient test, with a significance threshold of

0.05. The summary of the analysis of the pupils' emotional adjustment is shown in Table 11.

Table 11: Pearson Product Moment Correlation Test for the Relationship between Teacher Affection scores and Students' Emotional Adjustment scores

		Emotional Adjustment Scores
Teacher affection Total Score	Pearson Correlation	.645[*]
	Sig.	0.000
	N	692

* Correlation is significant at the 0.05 level

The findings, as shown in Table 11, demonstrate a statistically significant and positive correlation between students' emotional adjustment scores and teacher affection scores (r (692) = 0.645, P < 0.05). The observed correlation suggests a strong positive relationship between teacher affection and students' emotional adjustment. It was significant at 0.05 level of significance. Based on the results of this research, the null hypothesis, which posited that there was no statistically significant relationship between teacher affection and students' emotional adjustment in boarding public secondary schools in Nairobi County, Kenya, was found to be unsupported and hence rejected. Reiterating on the importance of empathy, and in support of this finding, (Wimpenny & Savin-Baden 2013 as cited in Bailey & Phillips, 2015), argued that the significance of an academic's teaching style and approachability is in the teachers' ability to demonstrate authenticity and empathy toward student learning. They noted that this involved recognizing and addressing students' challenges, anxieties, as well as their sources of satisfaction and distress. It can be implied from this finding that teacher affection has psychological

dynamics of relationship with positive loading on students' emotional stability and thus emotional adjustment.

The obtained results align with the findings of prior empirical studies. Reschly et al. (2008), for example examined the impact of positive emotions on cognitive and psychological engagement in a school setting. They found that a higher frequency of happy emotions was positively correlated with increased levels of student involvement in high school. Conversely, the presence of more negative emotions was shown to be connected with decreased levels of school engagement. On the other hand (Roorda et al., 2017, as cited in Engels et al., 2019), that high-quality emotional teacher-student connections in secondary school poses more challenges compared to previous stages of education. Therefore, the establishment of quality teacher connections is not automatic. However, it is crucial to acknowledge that teachers continue to play a significant role in the development of students throughout adolescence. Conversely, the occurrence of conflicts between teachers and students has the potential to impact students' experience of burnout. For example, (Rudasill et al., 2014, as cited in Engels et al., 2019) found a positive association between teacher conflict and the manifestation of moderate depressive symptoms among students. Teachers should prioritize the social and emotional well-being of students due to its potential impact on academic adjustment. Scholars have seen a significant increase in the attention given to socio-emotional abilities in the field of education in recent decades (Oberle, 2016 as cited in Mella et al., 2021). Their findings provide a compelling explanation for the significance of socio-

emotional competences among students in facilitating improved adjustment, as well as highlighting the crucial function of teacher affection in enhancing school adjustment.

According to Pastore and Luder (2021), the attainment of a comprehensive students' diverse needs and capabilities is most effectively accomplished by means of teachers' empathetic engagement with their pupils. Hence, this relationship aims to facilitate the acquisition of affective sentiments by students from their teachers, leading to a subsequent reduction in anxiety and mood fluctuations. Additionally, it serves to deter negative mass psychology and foster a more favorable perception of the educational institution. Moreover, it promotes the development of positive attitudes towards oneself and others, as well as instilling respect for fellow students and school property. Ultimately, it contributes to the cultivation of high-quality relationships and a decrease in disruptive behaviors within the boarding school environment. It is essential for students to understand that social and emotional adjustment serves the purpose of facilitating their transition into a more conducive academic environment, ultimately leading to the attainment of a state of overall adjustment.

The high school environment necessitates that students adjust to more challenging assignments and strive to attain various objectives, so exerting significant strain on their emotional welfare (Scalera & Alivernini, 2010). Moreover, it has been shown that adverse teacher-student interactions may have significant effects on the academic and socio-emotional development of pupils (McCormick & O'Connor, 2014). Based on the empirical findings, it can be inferred that an emotionally supportive atmosphere is

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defined by the presence of positive relations, affect, respect, and communication. In such circumstances, instances of negative affect, such as disagreement, sarcasm, and disdain, are minimal. In response to an interview schedule on strategies for improving pupils' emotional stability, a teacher provided the following comment:

> "sometimes, a student may utter an inappropriate word against another and however flimsy it may be, it may turn to be a very emotional and lasting damaging experience for the student because of the sensitive nature of adolescents. Emotions are still fluctuating at this age and they are triggered by small issues that if not checked, it may lead to a sharp change of emotional profile and mood often driving the teenage to a critical level. When the students' emotional health is at stake, all other aspects of school for the student are also at stake. It is critical in the modern times for teachers to draw close, however busy they may be, find time to develop awareness of students' challenges and needs, correct appropriately but of more importance is to model compassionate behavior toward them"

The observations made by the teacher respondent align with the results of a research conducted in Russia, which indicated that peer relationships might sometimes provide significant challenges to students' emotional well-being in educational institutions. In their scholarly examination and depiction of an empirical investigation concerning the social and psychological adjustment of first-year students in a higher educational institution, Tat'yana et al. (2016) discovered that a significant proportion of participants, 30%, reported experiencing persistent emotional discomfort when interacting with their peers in a group setting. Based on the mentioned lucid observations and practical investigations, it is imperative to recognize the critical role of teacher affection, availability, and careful supervision of students in boarding schools. Teachers have a crucial role in overseeing and managing interpersonal dynamics among students, with the aim of safeguarding against the occurrence of excessive emotional strain, particularly stemming from interactions with peers. By promoting the cultivation of heightened

emotional awareness among students, as well as fostering constructive responses to their peers' thoughts and perspectives, while also expressing positive expectations, may contribute to the establishment of a conducive emotional climate. However, possessing awareness of one's own feelings as well as the emotions of others, and refraining from suppressing emotions, does not constitute an adequate level of emotional adjustment. Therefore, it is imperative that significant other such as teachers provide assistance to students in comprehending the temporal and contextual dimensions in which emotional expression, or the absence thereof, exerts influence on individuals. It is essential for students to acquire the skills necessary for effectively expressing pleasant emotions in a mature and appropriate manner. Similarly, students should possess the ability to effectively communicate negative emotions such as anger, anxiety, self-criticism, envy, or rejection in a constructive and advantageous manner, or alternatively, to defer their expression until a more suitable occasion arises. This could consist in what it means to nurture students in the way of maturity and adulthood.

Numerous studies (Archambault, Vandenbossche-makombo, & Fraser, 2017; Collie et al., 2016; Van Uden, Ritzen, & Pieters, 2014, Wang & Eccles, 2012) have shown that teacher-student interactions have a more pronounced impact on emotional involvement compared to other forms of school engagement. Based on the viewpoints of these studies, it can be argued that teacher affection may serve as a significant emotional asset that promotes emotional adjustment among students, thereby mitigating behavioral issues within the context of boarding schools. Highlighting the significance of emotions (Tucker (2021, as cited in Coristine et al., 2022) argues that a deficient student-teacher connection

may arise when the teacher's primary or only focus in the classroom is on academic matters. Additionally, they observed that, in the context of interactions with teachers, it is important for students to have a sense of nurturance and be given opportunities to engage with intense emotions. Recent empirical research, grounded on self-determination theory, which serves as the theoretical framework for this study, succinctly highlights the significant role of students' social, emotional, and intellectual adjustment, with a particular emphasis on the emotional closeness, while maintaining professional standards, between teachers and students.

Mainhard et al. (2018) argue that the satisfaction of the need for attachment and social integration, achieved through emotional closeness and warmth exhibited by teachers towards students, is a more significant predictor of learning motivation and achievement among young individuals than the need for autonomy and competence. Consequently, emotional adjustment should be considered the primary driver for fostering a positive developmental cycle. Other empirical studies have corroborated the heightened significance of emotional elements within the teacher-student connection for promoting learning and information acquisition, in contrast to the professional and didactic aspects (Carmorna-Halty et al., as cited in Pastore and Luder, 2021). This sentiment aligns with the components of empathy and concern that have been investigated in the current research as a facet of teacher affection. Caring entails actively listening and demonstrating compassion, while also including the responsibility to provide corrective guidance to students when they err or exhibit unacceptable conduct. The dual components of demonstrating care while simultaneously not allowing improper conduct

are intended to facilitate the emotional growth and enhance the adjustment of students within a school environment. The significance of teacher affection in relation to school adjustment may be contended to be of substantial relevance, not only for the individual student, but also for the future of the Nation. This is due to the fact that the sustainability of societies relies not only on educated individuals, but also on persons who possess a well-balanced disposition.

4.3.4 Teacher Affection and Students' Social Adjustment

The fourth objective sought to investigate the relationship between teacher affection and students' social adjustment. The null hypothesis posited that there was no statistically significant relationship between teacher affection and pupils' social adjustment in boarding public secondary schools in Nairobi County. The measurement of social adjustment was conducted using a questionnaire with 20 items of which some had positive assertions, while others were characterized by negative assertions. The participants were instructed to evaluate their perceived degree of social adjustment in boarding public secondary school using a 5-point Likert scale. The descriptive and inferential statistics relevant to the objective were explicitly outlined, followed by a comprehensive explanation of the results. The descriptive analysis of social adjustment scores is shown in Table 12.

Table 12: Descriptive analysis for Teacher Affection scores and Students' Social Adjustment

	Mean	Std. Deviation	N
Teacher affection Total Score	57.9263	14.91467	692
Social Adjustment Score	60.3786	12.48344	692

The distribution of scores as presented in Table 12 shows a mean score of 60.3, (SD=12.4) in social adjustment of students. It is evident from the obtained mean that majority of the students had an above average score in social adjustment. In statistics, any standard deviation value above or equal to 2 can be considered as being high. The obtained SD= 12.4 was therefore considered high, an indication that the data are more spread out. To test the hypothesis, student scores on teacher affection and social adjustment scores were subjected to Pearson Correlation Coefficient correlation analysis. The analyses are presented in table 13.

Table 13: Pearson Product Moment Correlation Test for the Relationship between Teacher Affection scores and Student Social Adjustment scores

		Social Adjustment Score
Teacher affection Total Score	Pearson Correlation	.738[*]
	Sig.	0.000
	N	692

* Correlation is significant at the 0.05 level

The examination of table 13 reveals a noteworthy and positive relationship between the social adjustment of pupils and the scores indicating teacher affection (r (692) = 0.73, P< 0.05). This finding is supported by empirical study which established that adolescents

are equally influenced by both adults and adolescents in terms of prosocial behavior (Foulkes, 2017 as cited in Foulkes & Blakemore, 2018). The null hypothesis, which posited that there is no statistically significant correlation between teacher affection and students' social adjustment in boarding public secondary school in Nairobi County, Kenya, was therefore rejected. The results of this research demonstrate a significant coefficient value, indicating a positive correlation between students' social adjustment and teacher affection. This can be interpreted that the affectionate sentiments students experience from their teachers moderates their feelings of disconnection from their parents while at boarding, enabling them to adjust well in the school social environment. Additionally, Lindsey (2015) observed that girls explore who they are in relation to others, seeking connections with parental figures and prosocial adults outside of the family. As a result, (Eagly, 2013), girls develop a positive sense of self and a tendency toward prosocial, empathic interpersonal relationships. This relates closely with an observation from one of the teacher respondent who noted that,

> "In a boarding school, teachers play the role of both the teacher and the parent and that it is only when teachers blend these two roles that they are able to socialize students to grow in maturity to be able to fit in the school community while impacting knowledge. That unless teachers take up these roles seriously, we shall loose our young people and finally have social misfits in tomorrows' society".

This finding is in alignment with the findings by Verschueren and Koomen (2012), who established that a strong and nurturing bond between students and teachers can effectively alleviate students stress levels, enabling students to redirect their focus towards active participation in both academic endeavors and social interactions with peers and teachers. It can be implied that this, in turn, facilitates the cultivation of positive social competences by students. Additionally, Mohammad (2015), identified that

acceptance by others as a significant factor in contributing to elevated levels of social adjustment. The concept of acceptance is encapsulated by the principles of the theoretical framework that underpins this research. The Self-determination theory, as proposed by Connell and Wellborn (1991), Ryan and Deci (2000) emphasizes the need of adults to satisfy students' need for acceptance which consequently enhance learning. Furthermore, it may be inferred that this similar level of support fosters healthy interpersonal relationships and hence facilitates social adaptation among students. In the interview schedule, one participant expressed a very strong perspective:

> "when teachers show love and acceptance to students by getting to know how they fair on, students feel touched at heart, their self-esteem is raised leading them to acquire social skills which are key for their interaction with peers and adults in the school and after school".

The teachers above comment recognizes the importance of positive teacher-student relationship, through which teachers may be able to connect more deeply with their students and even help them improve their self-esteem. Positive self-esteem could lead to meaningful social interaction among peers and with teachers, thus enhancing students' social adjustment in boarding school. Responding to a question as to what more could be done to enhance students' social adjustment, one teacher commented thus,

> "teachers ought to make it a habit of consistently talking to students to foster their confidence, motivate them so that they embrace themselves without having to compare themselves with peers. This is what to nurture means and it can only be achieved through an interaction that goes beyond academic. While doing so, the teacher should not expect too much change. Perhaps what the teacher is trying to instill in the student may not yield quick results but students will always remember what is told kindly. One day, they will change for the better".

Further, teachers are cognizant of the fact that they model social relationships to their students. Responding to a structured interview schedule, one teacher commented,

"as students exit primary to secondary school environment with more complex social relationships, they need teachers to guide them, give attention so that they too may learn to be out-looking to give attention to others, help them understand the reaction of others, allow them to make decisions and eventually form them to have healthy interaction with everyone in the school community including the support staff. Self-awareness and acceptance is another factor needed for social interaction".

The teachers' sentiments acknowledge that social skills are essential for the student to be part of the school community, create and foster positive relationships, and understand others views. This would help students to maintain a social life and surround themselves with positivity in their interactions. Teachers held the belief that social skills are developed through interaction and social connections and that teachers go a notch higher to enhance students' social skills acquired from home environment. This also pointed to another crucial factor in students' life in boarding school and beyond and the role that teachers could play. The need for students to embrace oneself, that is self-acceptance and the consistency with which teachers are to employ in instilling this life-skill social value is important for social adjustment. Such kind of self-acceptance is deemed a prerequisite to students' social adjustment especially in a boarding school.

The results of this study mirror previous research findings that pointed out that the quality of peer relationship can be a tremendous influence as both a context for and as direct influence of student social adjustment in boarding secondary school. For example, Ciani et al., (2010), observed that peer interactions that are warm, create a climate of comfort and thus help to meet students' need for relatedness. The important factors in students' adjustment to their new environment are feelings of belonging in the organizations' social culture and forming a connection with other students or making friends (Rahat & Ilhan

2016, as cited in Cruz et al., 2022b). It is important to note that from psychology perspective, the need for relatedness is very strong among adolescents and many would stop at nothing to fulfill this need. Although they argued from students' point of view, it is likely that the same environment created by teachers would even greatly enhance students' social adjustment. Based on the findings obtained from the structured interview schedule, it was observed that a significant number of pupils have a natural inclination towards seeking assistance and attention from both their teachers and classmates. Hence, it is important for teachers to have a heightened awareness of their students' social needs for better school adjustment.

However, research has found that not all pupils establish favorable and close ties with their teachers (Leon & Liew 2017, as cited in (Kang et al., in 2021). While it is possible that establishing a great teacher-student connection as a general standard may be beneficial, it is important to acknowledge that expecting a perfect relationship in every setting may be unrealistic. The primary emphasis of this research is to examine empathy as a key attribute of teacher affection that is shown within teacher-student interactions, with the ultimate goal of improving students' adjustment to the school environment. The study was guided by Ryan and Deci's (2017) Self-Determination Theory, which offers a perspective that integrates the examination of individuals' goals and types of motivation as explanatory factors for achievement behaviors. This theoretical framework shed light on the variations in social and emotional adjustment observed among students in academic environments.

The significance of teacher affection in fostering improved social adjustment among students in boarding schools is of utmost importance, given the escalating intricacies brought about by the contemporary communication revolution that has swamped social interactions. The effect of social media is not absent in the boarding school atmosphere. The current situation has imposed significant obligations and expectations on students. Without proper guidance on discerning valuable content from social media, there is a potential for the emergence of many unfavorable social behaviors among secondary school students and this can be detrimental not only to the individual student but also to the entire society. Teachers have a crucial role, second only to parents, in fostering appropriate social conduct among students. Moreover, the fundamental responsibility of imparting information cannot be conducted in isolation. The presence of robust social connections among peers and with teachers plays a significant role in fostering an environment favorable to academic engagement. These domains interact in a dynamic manner, further enhancing their impact on students' educational experiences. Moreover, extant literature has shown that throughout the process of acclimatizing to novel educational settings, students exhibit a heightened need for social assistance (Roorda et al., 2017, as cited in Sainio et al., 2022).

Form I and II pupils, in contrast to students in forms III and IV, may be seen as going through a transitional phase in adjusting to a new educational environment. Consequently, these students need substantial help to facilitate a successful adjustment. Students who cultivate supportive connections with their teachers may have access to additional resources that facilitate their engagement and investment in the learning

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process (Verschueren, 2015, as cited in Sainio et al., 2022). On the contrary, in cases where the interactions are characterized by negativity, students may have challenges in adapting not just socially but also emotionally and intellectually, since these domains are intricately interconnected and mutually influential. The theories that motivated this research provides a clear explanation of the inter-relationship between teacher affection and students' social adjustment. Bronfenbrenner and Ceci's (1995) ecological systems theory, widely acknowledged in education, posits that the social settings in which individuals are raised have a comprehensive impact on many dimensions of their lives. Bronfenbrenner stated that interactions occurring in a microsystem, such as a school, have significant importance since they possess a personal nature and play a pivotal role in nurturing and facilitating the student's developmental process. The individual's capacity to adapt effectively or impede the process of adjustment might be influenced by positive or bad experiences within their immediate surroundings. Based on the principles of this theoretical framework, it can be inferred that the interpersonal dynamics within the microsystem, specifically within the context of a public boarding secondary school as examined in this research, has the capacity to foster and facilitate students' adaptation to the school environment. It may be inferred that teachers who engage in consistent and prolonged interactions with students over a school term have the capacity to impact the social adjustment of those students. Interactions among individuals within the same microsystem might assume a comparable function when the nature of the interaction is characterized by positivity. The presence of teacher affection has significance in the short and long term as it fosters a flourishing educational setting, facilitates the development of

students' self-esteem, and enhances their social and emotional well-being. Over an extended period, it contributes to the establishment of a robust societal social framework.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The conclusion, results, and recommendations are presented in this chapter. The purpose of this study was to determine whether or not there is a relationship between teacher affection student's school adjustment. The summary of the findings is presented first. The conclusions, recommendations follow respectively reflecting different stakeholders which include students, parents, teachers, school administrators, and the Ministry of Education. Lastly, the study highlights prospective research areas that might be pursued in the future.

5.2 Summary of the Findings

Correlation research design was used in this study to investigate the relationship between teacher affection and students' school adjustment in public boarding secondary schools in Nairobi County, Kenya. The purpose of this research was to explore how teacher affection through sentiments such as empathy, caring, friendliness and emotional warmth affects students' ability to adjust to public boarding secondary school. Specifically, it focused on students' capacity to adjust to their school routine, academic adjustment, emotional adjustment, and social adjustment. There has been a wide variety of study conducted on the adjustment of secondary school students who attend boarding schools, and each of these studies has produced a unique set of conclusions. Each has contributed in its own unique way to the pupils' overall transition to their new schools, both positively and negatively. The present research explicitly revealed a significant connection as well as a dynamic relationship between teachers' fondness for their

students and the students' ability to adjust to their new school, taking a case of form I and form II students. There were a total of 692 participants who took part in this study; 332 of them were male students, making up 48% of the participants, and 360, (52%) were female students, all of whom attended public boarding secondary schools. The results have been analyzed, summarized, and organized in accordance with the study's four objectives and are provided as follows:

i) The first objective was to investigate the link between teacher affection and the degree to which students were able to adjust to the routines of their schools. In order to investigate the connection, Pearson product moment correlation coefficient was used. According to the results, a positive and significant association exists between the extent of teacher affection toward their students and the degree to which the student is able to adjust to the routine of their schools in Nairobi County. The level of significance used is 0.05 and the degree of compatibility between teacher affection and students' adjustment to school routine was rather high. The hypothesis that there is no statistically significant relationship between teacher affection and students' adjustment to school routine was thus not supported by the evidence. It was determined that 58.8% (197) of male students and 41% (146) of female students fell on the high level of adjustment to the routine of school, respectively. This demonstrated a significant difference between the gender. In addition, it was found that 46.5% (156) of male students are at the low level, while 53.5% (191) of female students are at the moderate level. This represents a greater number of students who fell at a moderate level of adjusting to school routine. It is interesting to note that the female participants 52.4% (99) in form I reported a much higher proportion

of individuals in the low level of adjustment to school routine compared to the male participants did 19.0% (36) in the same class and in the same of low level of adjustment to school routine.

ii) The second objective was to explore the relationship between teacher affection and students' academic adjustment. Pearson's product moment correlation coefficient was used to establish the relationship, and the data indicated that students' academic adjustment levels in public boarding secondary schools in Nairobi County were positively and substantially connected with teacher affection. The result was significant at 0.05 level of significance. In line with the finding, the null hypothesis was therefore rejected. Further, the results revealed that 54.2% (193) of the female students fell in high level of academic adjustment, compared to 45.8% (153) of the male students who were in the same range as the female students. In a similar vein, the female participants reported 51.3% (183) within the moderate level of academic adjustment, while the male participants recorded 48.7% (163) within the moderate level of academic adjustment. There is a notable difference between the form II male and female participants, with female participants being better adjusted than the male. The percentage of form II male and female students who fell within low level of academic adjustment was 36.7% (58) and 13.3% (22) respectively.

iii) The third objective sought to establish the relationship between teacher affection and students' emotional adjustment. The Pearson's product moment correlation coefficient was used to test the hypothesis, and the finding revealed that there was a positive and significant association between teacher affection and students' emotional adjustment in public boarding secondary schools in Nairobi County. The result was significant at 0.05

level of significance. In light of these results, the null hypothesis was rejected. According to the findings of the research, the majority of male students in form I, about 30.8% (55) exhibited a high degree of emotional adjustment, in contrast to the minority of male students in form II, about 17.8 % (29), who fell in the same high level of emotional adjustment. Comparatively, 53.1% (190) of the total number of female participants fell within the moderate level of emotional adjustment, whereas only 46.9% (157) of the total number of male participants fell within the moderate level of emotional adjustment. When compared to the female students in the same form, the majority of the male students in form I, 37.5% (67) fell into the low levels of emotional adjustment while only 21.4% (40) female students fell in low level of emotional adjustment. This demonstrated a very large disparity between the genders. Of great importance is that according to the results, the degree of teacher affection predict how well students adjust to school emotionally.

iv)The fourth objective sought to investigate and establish the connection between teacher affection students' ability to socially adjust in boarding school. The hypothesis stated that there is no significant relationship between teacher affection and students' social adjustment. To test the hypothesis, the data was subjected to correlation analysis using Pearson's Product Moment correlation co-efficient. The results indicated that a positive and substantial correlation exists between a teacher's affection and students' levels of social adjustment. The 0.05 threshold level of significance determined that it was significant; hence, the null hypothesis was not supported. Students who experienced strong teacher affection also adjusted well socially in school. The percentage of female students who were within moderate 52.8% (188) and high levels of social adjustment

55.2% (197) was significantly higher than the percentage of male students who were within these levels, which was 47.2% (158) and 44.8% (163) respectively. The results show that the female participants had a higher level of social adjustment as compared to the male participants, an indication that female students are more receptive socially than their male counterparts. The results of this study are in line with the focus that social psychologists place on the significance of social environment and social interaction in the process of shaping the conduct of pupils Bandura (1986). Therefore, to a great degree, students' social adjustment could be a function of teacher affection. This is a crucial information to educators. The findings of the current study, on the other hand, contradict those of (Makwana &Kaji, 2014, as cited in Zahar et al. 2016), a study that focused on the adjustment of secondary school students in relation to gender and discovered a significant difference in the social adjustment of boys and girls, with boys adjusting better than girls. It's possible that this might be explained by distinct cultural settings, each of which socializes different genders in a different manner. However, in order to have a better understanding of the gender variations in social adjustment, further research is necessary.

Further comparisons of all the four dimensions of students' school adjustment, found that the majority of the female students, 59.0% (211), fell within a high level of teacher affection, in contrast to just 41.0% (137) of the male students who fell within a high level of teacher affection. This result is in line with what Kholoud et al., (2017) discovered in their research on the connection between social and academic adjustment in female students attending secondary schools in Jordan. He found that sixty percent of female

students had a high degree of social adjustment, twenty-four percent had a medium level, and sixteen percent had a poor level. In addition, the researcher established that girls are more likely than boys to have a high degree of social skills when they start school, and they are also more likely to keep those abilities as they go up through the grades (Jennings, 2012, as quoted in Kholoud et al., 2017). Lindsey (2015) asserts that females discover out who they are by examining their identities in relation to those of other people. Specifically, they do this by seeking relationships with positive adults who are not members of their immediate families. As a consequence of this, young women tend to form interpersonal interactions that are more empathetic and prosocial (Eagly, 2013). They also acquire better communication skills and a healthier perception of themselves.

Additionally, the study revealed that only 12.3% (19) of form II male students were considered to have a high degree of teacher affection. This figure was much lower than the 28.7% (51) of form I male students at the same high level of teacher affection. This could imply that at entry to boarding secondary school, the form I male students tend to be more receptive to teacher affection as immediate significant other but as they stay longer in school, peer attachment become more pronounced. The findings of this study indicated that the relationship between teacher affection and students' social adjustment was the strongest (0.738), followed by adjustment to academics (0.654), then emotional adjustment (0.645), and lastly adjustment to school routine (0.463) in comparison. This is in contrast to the other findings, which showed that the correlation between teacher affection and students' academic adjustment was the second strongest.

5.3 Conclusion

The following conclusions were drawn from the study findings:

i)The results of this study showed that there are favorable and substantial correlations between teacher affection towards students and their school adjustment. These findings are consistent with the conceptual framework that was developed to show the interaction between the independent and dependent variables of this study. It was anticipated that the affection teachers showed to their students would positively impact the students' adjustment to school routine, enhance students' academic, emotional and social adjustment in public boarding secondary school. The hypothesized relationship drawn from BST and SDT theories and the reviewed empirical studies, pointed out that students' school adjustment is greatly influenced by the social immediate environment (microsystem). In line with the theory, boarding school exemplifies an intensive and on-going process of interaction between students and teachers. Indeed, students who experienced their teachers as friendly, caring, emotionally warm and empathic also had high levels of school adjustment. Further, in Line with SDT theory, the study established that students who experienced their teachers as supporting the psychological needs to feel competent, positively related, and autonomous adjusted better academically and socially, thus enhanced their emotional adjustment.

ii) On school routine, the findings indicated that students with high scores in adjustment to school routine had high scores in teacher affection. This was consistent with the conceptual framework and reviewed literature that positive affective relationships between teachers and their students are foundational in enhancing adjustment to a seemingly a complex secondary school routine. In the above findings, form one students

had high levels of school adjustment compared to form two students contrary to conventional expectation since the form twos would have been in school longer. The findings point out that the ability of teachers to discuss with students and even allow them to critique it, enable students to own and implement the school routine.

iii) On academic adjustment, the findings of the study concluded that students with high scores on school adjustment had high scores on teacher affection. These findings correlate with reviewed literature and it can be concluded that students with positive relationship with teachers are motivated to be more involved in academic activities because the quality of their relationship influence their level of freedom to interact, openness to find help, to share and to engage productively in academics. Teacher affection can be a vehicle that can deliver and maximize opportunities for students to engage more deeply in academic activities. In the long-term, promote economic growth, spur innovation, strengthen societies and foster social cohesion. Therefore, all should be done to make students' academic adjustment as solid as is possible.

iv)On emotional adjustment, the findings established that students with high scores in school adjustment had high scores in teacher affection. Students are in need of emotional support from their teachers as disaffection can be crippling especially to new students such as those in form one mainly as well as form two. Recognizing that love is a psychological need, ranking after basic needs in Maslow's hierarchy of needs, teacher affection, as a crucial aspect that enhance students' school adjustment cannot be overemphasized and it ought to be intentional and consistent. Indeed, from the demographic information, form I students recorded a mean of 65.0 and 63.6 male and female respectively in emotional adjustment. Similarly, the form II students recorded a

mean of 61.8 and 64.8 male and female respectively in emotional adjustment. In line with the theoretical framework, it can be concluded that teachers, as the next most significant other after parents, and their relatively long and consistent interaction with students during school term, are better placed to affectively influence how students in boarding schools adjust and develop into emotionally healthy and socially grounded individuals for the fast-paced, complex society of the future. Further, our Nation depends for her development on a populace that demonstrate a state of optimum emotional health. The students who are the focus of this study are adolescents and they can be considered as the future assets of the Nation. Their emotional adjustment is of paramount importance for their personality development, for maintaining a physiologically and psychologically healthy life in school and beyond for the development of the Nation.

v) About social adjustment, the findings indicated that students with high score on school adjustment had high scores in teacher affection. Social competence enables students to communicate better, relate and connect with other people and this is critical for success in school and beyond as one navigates through life. Comparatively, among the four studied dimensions of school adjustment variants in this study, students' social adjustment correlated very strongly with teacher affection. It can be argued that students tend to exemplify the values learnt from their teachers and thus influence a positive adjustment to school. In line with the conceptualized relationship and the theoretical framework, teachers are powerful in the lives of their students and they have the capacity to positively influence the lives of every student they interact with. Teacher affection provides models for students' positive interaction with peers. However, those students who perceive their teachers differently tend to keep aloof from teachers and from peers as

well and this is detrimental to school adjustment and by extension, the purpose of schooling.

The study's results indicate that teachers who use an integrative approach, combining cognitive dimension in instruction while offering affective support, are likely to have a significant impact on students' adjustment to school routine, as well as their emotional, academic, and social adjustment. Moreover, it is important to recognize that emotional adjustment, social adjustment, and adjustment to school routine are as significant as academic adjustment, and they are intricately interconnected. The acquisition of skills such as active engagement and perseverance in demanding academic tasks, effective management of fluctuating teenage emotions, and constructive problem-solving, as well as the ability to demonstrate care and compassion towards peers, are all learnt skills. Boarding schools provide a unique educational ecosystem and socialization setting that may facilitate the improvement of these skills for greater school adjustment. Based on the empirical evidence, a compelling argument can be made that teacher affection plays a crucial role in fostering the general well-being of students in boarding school, as well as serving as a predictor of students' school adjustment. It means that we should renew our collective commitment to consciously nurture students affectively for a better society.

5.4 Recommendations

The findings of the present study have significant implications for theoretical frameworks, practical applications, and future investigations. The recommendations derived from the results were proposed for the attention of stakeholders and researchers.

The stakeholders involved in this context include students, parents, teachers, school administrators, and the Ministry of Education. This section concludes with recommendations for further research.

5.4.1 Recommendations for Students

i) It is important for students to realize that adjustment to school routine, emotional and social adjustment is as important as academic adjustment and that they are interwoven and dynamic. The student is the main protagonist and low levels of each dimension of school adjustment have been shown to lead to unsuccessful school outcomes. The challenge of school adjustment must be solved by the student, but teacher affection is indispensable in enhancing it.

ii) There is a need for students to know that peers play a dynamic role in students' school adjustment. Both positive friend characteristics and close relationships affect students' school adjustment in a constructive manner. On the contrary, friendships with negative characters lead to less academic engagement and disruptive behavior which may have dire consequences for the student. Great sense of maturity is expected of students and; students should leverage on their constant interaction with teachers to widen their horizon to greater maturity leading to better school adjustment.

iii) There is need for students to realize that life either in boarding high school or out of school presents a continuous chain of struggle for adjustment. It is imperative then that they seek appropriate ways of adjustment and avoid discordant behavior that is not compatible with schooling.

5.4.2 Recommendations for Parents

i) It is pertinent for parents to know that their voice through exchange of information and ideas hold weight within educational settings. It is through such involvement that parents gain insights about the students' development and progress from the teachers' perspective and consequently, guide their children for better school adjustment.

ii) There is a need for increased awareness to parents and guardians of the influence that positive family and school boarding environment bring to students to nurture affective experiences and thus contribute to student school adjustment.

5.4.3 Recommendations for Teachers and school administrators

i) For effective student adjustment in public boarding school, teachers' role goes beyond the prime academic duties to include intentional and consistent provision of support and care. By developing, nurturing affective relationships with their students, teachers can cushion the impact of certain factors that may negatively impact on students' school adjustment.

ii) It is important for teachers to realize that relating with affection helps to improve students' emotional stability and mood, draw students to show more engagement in academic activities as well as positive social interaction.

iii) School administrators are to develop niche programs in relation to school routine and to allow a measure of self-directed activities during the weekends to enable students to vent their emotions and energy creatively. An overload of school schedule is counterproductive to students' school adjustment.

iv) The findings might be used by teachers and school administrators to improve students' school adjustment by initiating school-based interventions or adaptive strategies that focus intentionally on increasing students' social and emotional competencies for better school adjustment.

5.4.4 Recommendations for Ministry of Education

i) Policy Recommendation: The Education Act Chapter 211, revised in 2012 prescribes the minimum standards for the health and safety of pupils and for a satisfactory environment for education but it hardly addressed issues of student adjustment to the same environment. This is irrespective of thousands of Kenyan children and grave experiences students have had in boarding schools that has led to loss of student lives and destruction of millions worth of property.

ii) Guidance and Counselling by a single teacher-counselor or a handful of teachers is insufficient in addressing boarding school issues as evidenced by the persistent cases of student maladjustment in Kenyan boarding schools since independence. Therefore, there is an urgent need for teacher curriculum that explicitly include teacher affection and intentional strategies for students' adjustment to boarding schools.

iii) The findings of this study on teacher affection and student social adjustment can be used in teacher education programs to discuss affective relational strategies that mediate love and care and behavior management strategies in boarding secondary schools.

5.4.5 Recommendations for Further Research

The current findings highlight several areas of future research:

i) Research could be conducted on how home and mixed/boarding school influence students' school adjustment.

ii) Since affection is a deep human need, research could be done on students' school adjustment in relation to their emotional intelligence.

iii) There was scanty literature on school routine yet it is an essential schedule that guides, directs and harmonizes school activities. Research has cited school routine as a bone of contention between students and school administrators. There is a need to delve into school routine and student school adjustment.

iv) It is recommended to conduct the replication of this research at other levels such as primary and University in order to understand adjustment variants more deeply among students.

v) Future studies can expand on the current finding that teacher affection is significantly related to students' adjustment to school routine, academic adjustment, emotional adjustment and social adjustment by further exploring if there are gender differences and if any, what accounts for it. These potential research topics could contribute to research fields in educational psychology, higher education and college students.

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APPENDICES

APPENDIX A: STUDENTS' QUESTIONNAIRE

Dear student,

 I am conducting a research on the correlation between teacher affection and selected dimensions of school adjustment. The findings will help to enhance students' school adjustment. I would like to request you to complete this research questionnaire which will take approximately fifty to sixty minutes. Your responses are anonymous, will be treat with ultimate confidentiality and will be used for this study only. There are no potential risks involved in taking part in this exercise. Your participation is voluntary and you are allowed to withdraw from this exercise anytime if you wish so. Kindly sign the space provided if you agree to participate in this study.

I agree to participate in this study _____Date_____

Thanks you for accepting to participate in this study.

Yours faithfully,

Sr. Keino Kangogo Josephine

PhD Student, Maasai Mara University.

Instructions

Kindly answer the following statements as truthful as possible. Tick (√) your appropriate response.

SECTION A: DEMOGRAPHIC INFORMATION

1.Your age;

 a) 12 years and below   ( )

 b) 13-18 years   ( )

 c) 19 years and above   ( )

2. Your gender;   Male   ( )   Female   ( )

3. Indicate your class: Form I   ( )   Form II   ( )

SECTION B: COMPONENTS OF SCHOOL ADJUSTMENT

(i) SCHOOL ROUTINE

 In this section kindly give your answers by putting a tick (√) in the box in the appropriate choice using the given key below;

1. Strongly disagree   2. Disagree   3. Undecided   4. Agree   5.Strongly disagree

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I have no difficulty locating					

school buildings and structures.				
2. I go through the school routine without much difficulty.				
3. I feel the school routine incorporates valuable activities for academic, creative and sporting pursuits.				
4. I waste valuable time because of getting lost and confused with the school routine.				
5. The school routine is organized in a way that it helps me to develop a sense of self-reliance, independence, organizational and social skills.				
6. Induction of form one students in my school is always elaborate.				
7. I count on my teachers' encouragement in my school boarding life.				
8. Extra remedial lessons, activities/programs make the				

school routine congested.					
9. I adapt easily to school routine because of teachers' help.					
10. Given an opportunity I would avoid some school routine.					
11. I look forward to holidays to take a break from repetitive school routine.					
12. I have no difficulties with school rules and order.					
13. I do not have enough time to accomplish all the set activities of the school day.					
14. I appreciate the clear established routines and expectations of our school.					
15. I adapt well to school programs that are organized by friendly teachers.					
16. I appreciate teachers who are firm when I get behind the					

schedule.				
17. I find myself in trouble following the school routine.				
18. Rigid school routine makes me feel miserable.				
19. Many times I am not serious with school routine and I get away with it.				
20. It is interesting to engage in programs and co-curricular activities with my teachers outside class time.				

(ii) ACADEMIC ADJUSTMENT

In this section kindly give your answers by putting a tick (√) in the box in the appropriate choice using the given key below;

1. Never   2. Rarely   3. Sometimes   4. Often   5. Always

Statements	Never	Rarely	Sometimes	Often	Always
1. I feel comfortable in school because teachers care a lot about my education and					

my future				
2. I help my classmates whenever they ask for assistance for challenging homework?				
3. I find it hard to discuss and find help from my teachers for challenging class work.				
4. I am hardly discouraged by school work because I am sure to get assistance from teachers.				
5. When I fail in school work, teachers show concern and support.				
6. I feel sad because school life is tough and I do not get the support I need from my teachers.				
7. I value my studies a lot and am certain to do very well.				
8. My interaction with teachers is interesting and enjoyable.				
9. I find teachers always available for consultation.				

10. My teachers praise students for work well done.					
11. There are hardly disruptive students in my class.					
12. Teachers who are emotionally warm inspire me to put extra effort in my studies.					
13. I find an atmosphere of trust in teachers that enable me attempt challenging tasks.					
14. Teachers show genuine interest and support in my academic life.					
15. There is constant feedback on my academic progress.					
16. Students who perform poorly in class are supported and encouraged by teachers to work harder.					
17. I do my work right away when it is assigned to me.					
18. My teachers are very firm in academic					

Statements					
matters.					
19. My teachers set high expectations of me and give extra help when needed.					
20. I feel that caring teachers equip students with skills needed to succeed academically.					

(iii) EMOTIONAL ADJUSTMENT

In this section kindly give your answers by putting a tick (√) in the box in the appropriate choice using the given key below;

1. Never   2. Rarely   3. Occasionally   4. Frequently   5. Very frequently

Statements	Never	Rarely	Occasionally	Frequently	Very Frequently
1. I consider free interaction with peers important.					
2. I find myself more independent and self-reliant in school.					

3. When fellow students violate my rights, I assert myself in a proper way.					
4.I feel lonely even in the midst of class mates					
5. I fit well in school because of my bond with teachers.					
6. I find emotional support in my teachers whenever I share my challenges with them.					
7. My unpredictable moods affect my classmates negatively.					
8. I feel emotionally stable because I have learnt to identify and manage my emotions.					
9. I appreciate teachers who empathize with me					

whenever I undergo challenges.					
10. We sometimes have fun with our teachers and it makes me feel great.					
11. I am lucky that I have respectful teachers.					
12. Teachers understand student problems and they assist as best as they can.					
13. It is a great feeling that my teachers recognize, accept and value me.					
14. I feel at home in school because my teachers are kind hearted.					
15. In my interaction with teachers I get the feeling that I am important.					

16. Most of the unhappy students is partly due to their un-cooperative behavior.					
17. The positive emotional environment set by teachers in school influence my life positively.					
18. There is a family spirit in my class.					
19. Our support staff are courteous and lovable people.					
20. I have good school experiences because of my friendly classmates.					

(iv) SOCIAL ADJUSTMENT

In this section kindly give your answers by putting a tick (√) in the box in the appropriate choice using the given key below;

1. Strongly disagree   2. Disagree   3. Undecided   4. Agree   5. Strongly agree

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly disagree
1. My teachers know about me and my home background.					
2. I discuss my teenage issues with my teachers because I trust them.					
3. I able to express my feelings in any social group in school in an appropriate manner.					
4. I sometimes feel anxious and depressed in school.					
5. I have learnt to express myself confidence because my teachers are warm hearted people.					
6. It is worth maintaining good relationship with teachers.					

7. My teachers draw the best out of me because they are friendly.					
8. I am well informed in school because of the constant communication with teachers.					
9. I feel I am just as smart as others of my age in my class.					
10. I am satisfied with the values and standards inculcated in my school by my teachers.					
11. Most students in my class interact with me freely.					
12. Most students in my class believe that they are socially accepted in school.					
13. Most students feel at home in school because teachers, like parents show emotional warmth to us.					

14. I enjoy being a member of my class.					
15. I care about other students in school.					
16. Few students in my class have discipline issues.					
17. I have a positive relationship with my teachers because whenever I am in a difficult situation they empathize with me.					
18. I feel a strong sense of belonging in school because my teachers are caring.					
19. My teachers are respectful and supportive and therefore foster positive interaction.					
20. My teachers have been good mentors to me.					

SECTION C: TEACHER AFFECTION

For each statement, check the extent to which you agree by putting a tick (√) in the box in the appropriate choice using the given key below;

Statements	Never	Sometimes	Regularly	Usually	Always
1. My teachers show care and concern whenever I express any difficulty.					
2. I am comfortable and happy when I am with my teachers.					
3. I have a strong connection with my teachers.					
4. Although my teachers are tough and firm in what I am expected to do, they are understanding.					
5. I have pleasant school experiences because of the bond I have with my teachers.					
6. I communicate a lot with my teachers because they are					

friendly.				
7. I have great respect for my teachers because of their good will towards me.				
8. My teachers empathize with me whenever I share personal challenges.				
9. I take correction positively from my teachers because they do so with love.				
10. I have a strong connection with my class teacher.				
11. I have great admiration for my teachers.				
12. I feel my teachers are passionate in helping students live up to their best.				
13. I feel happy and emotionally stable because of the support I receive from my				

teachers.				
14. It is wonderful to work with my teachers because of their sense of emotional warmth towards students.				
15. I would feel bad to break school rules because of the trust teachers have in me.				
16. I experience a lot of indifference from my teachers.				
17. I feel a lot of anxiety in school because of the conflicts I have with my teachers.				
18. I do not enjoy being in school because my teachers are not respectful.				
19. I have learnt to be autonomous because of the confidence teachers instilled in me.				

20. I will live to remember my high school years because of the love I experienced from my teachers.					

Thank you for participating in this study

APPENDIX B: INTERVIEW SCHEDULE FOR CLASS TEACHERS

Dear Sir/Madam,

I would like to conduct an interview with you for the purpose of collecting information about the relationship between teacher affection and student school adjustment. The information you will give will be treated confidentially and will be used for the purposes of this study only. Thank you for your cooperation.

i. How do you describe the contribution of the school routine in your school to students' adjustment in form one and two?

ii. Highlight the role of teacher affection in the academic adjustment of form one and two students.

iii. From your experience as a teacher, what do you think is the role of teacher affection in connection with student emotional adjustment?

iv. Would you describe how teacher affection affects student social adjustment in school?

v. What do you think is the quality of teacher-student relationship in your school?

vi. Do you have suggestions for improving the influence of teacher affection for optimal student adjustment?

APPENDIX C: MAASAI MARA LETTER

MAASAI MARA UNIVERSITY

(OFFICE OF THE DIRECTOR, POSTGRADUATE STUDIES)

TEL. No.0722346 419
Email: graduatestudies@mmarau.ac.ke

P. O. Box 861-20500
NAROK, KENYA

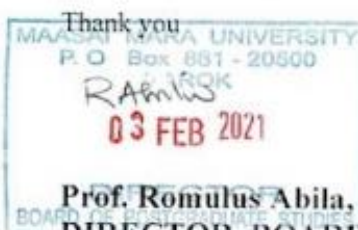Ref/MMU/AA0328/45/ VOL 1 (58)

Date: 3rd February,2021

Council Secretary,
National Council for Science and Technology,
P.O. Box 30623-00100
NAIROBI-KENYA

Dear Sir/Madam,

RE:APPLICATION FOR A RESEARCH PERMIT FOR: KEINO K. JOSEPHINE, REG. NO. DE04/4012/2013.

I wish to recommend the above candidate for a permit to enable her collect data for her research. She defended her proposal at the School of Education successfully and has made the necessary corrections. The title is *"Teacher affection and Students School Adjustment in Public Boarding Secondary Schools in Nairobi County, Kenya."* She therefore qualifies for a permit to conduct research.

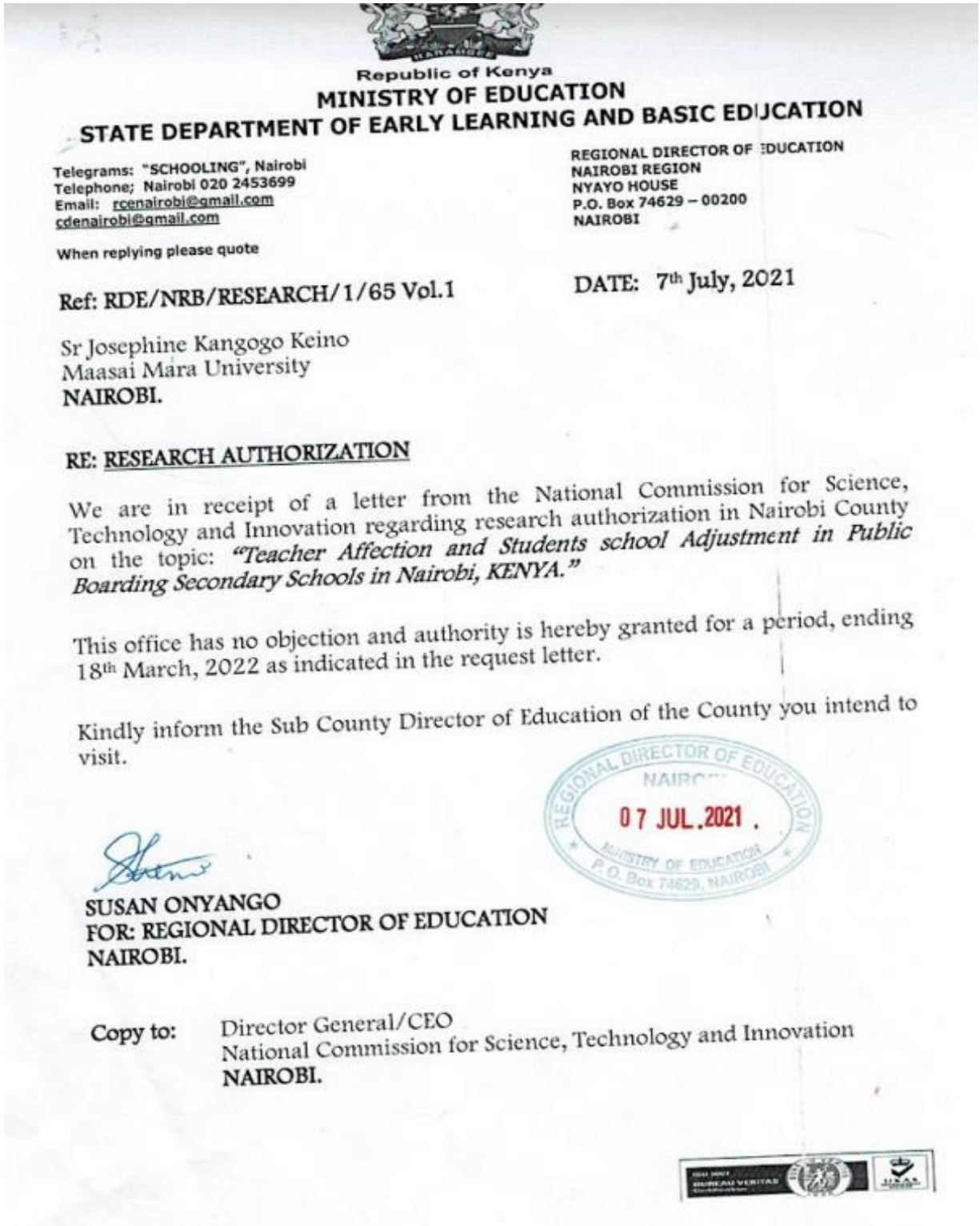Any assistance accorded to her will be highly appreciated.

Thank you

MAASAI MARA UNIVERSITY
P. O Box 861 - 20500
RAROK
03 FEB 2021
BOARD OF POSTGRADUATE STUDIES

Prof. Romulus Abila, PhD.
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

APPENDIX D: NACOSTI

APPENDIX E: MINISTRY OF EDUCATION

Republic of Kenya
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "SCHOOLING", Nairobi
Telephone; Nairobi 020 2453699
Email: rcenairobi@gmail.com
cdenairobi@gmail.com

When replying please quote

REGIONAL DIRECTOR OF EDUCATION
NAIROBI REGION
NYAYO HOUSE
P.O. Box 74629 – 00200
NAIROBI

Ref: RDE/NRB/RESEARCH/1/65 Vol.1

DATE: 7th July, 2021

Sr Josephine Kangogo Keino
Maasai Mara University
NAIROBI.

RE: RESEARCH AUTHORIZATION

We are in receipt of a letter from the National Commission for Science, Technology and Innovation regarding research authorization in Nairobi County on the topic: *"Teacher Affection and Students school Adjustment in Public Boarding Secondary Schools in Nairobi, KENYA."*

This office has no objection and authority is hereby granted for a period, ending 18th March, 2022 as indicated in the request letter.

Kindly inform the Sub County Director of Education of the County you intend to visit.

SUSAN ONYANGO
FOR: REGIONAL DIRECTOR OF EDUCATION
NAIROBI.

Copy to: Director General/CEO
             National Commission for Science, Technology and Innovation
             NAIROBI.

APPENDIX F: MAP OF NAIROBI COUNTY

STUDY AREA – Nairobi City County