

Agricultural Science Teachers' Attitude and Teacher-Student Relationship as Determinants of Students' Disruptive Classroom Behaviour in Senior Secondary Schools in Umuahia, Abia State

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Abstract: *Disruptive students' classroom behaviour is disadvantageous to academic society since it interferes with the education development of other students and inhibits the skill of teachers to teach efficiently. This study was thus, conceived out of the need to make available empirical facts on the relationship between teachers' attitude, teacher-student relationship and students' classroom behaviour in Umuahia, Abia State. 4 specific objectives guided the study. 4 null hypotheses were tested at 0.05 level of significance. Correlational study design was adopted. A sample size of 357 respondents comprising 17 teachers and 340 students were selected using multi-stage sampling technique and was used for the study. Two questionnaires titled Teachers' Relationship and Attitude Questionnaire (TRAQ) and Students' Disruptive Classroom Behaviour Questionnaire (SDCBQ) were used for the study. The reliability of the instruments was determined using pilot testing method of reliability where a Cronbach alpha reliability coefficient of .84 and .81 was respectively gotten for the two instruments. Pearson Product Moment Correlation and linear regression were used to analyze the collected data to answer the research questions and test the hypotheses respectively. Teachers' attitude and teacher-student relationship were found to have a very low negative relationship with students' disruptive classroom behaviour.*

Keywords: Teacher-Student Relationship, Teacher Attitude Achievement, Disruptive Classroom Behaviour, Senior Secondary School Students

Introduction

Agriculture remains the industry most nations both developed and developing cannot afford to downgrade its practice, seeing that it provides the essential needs of life, supports 75 % of the rural population in developing countries and less than 4 % in developed countries (Onwunali, 2020; Yaro, Gadu and Pev, 2016). Which is why, until 2004, Agricultural science was a core subject taught at both junior and senior secondary schools in Nigeria secondary schools as a means for self-reliance through the inculcation of necessary skills for the practice of agriculture, preparation for further studies geared towards effective citizenship and contribution to food security for national sustainability (Otekurin, 2014). Agricultural science education as a broad multidisciplinary field deals with the selection, breeding, production and management of crops, animals and forest resources to meet human necessities (Ndomi, 2018). Therefore, effectiveness of Agricultural science teachers is paramount in ensuring sustainable agriculture in Nigeria.

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Effective teachers are trained and expected not only to enhance students learning outcomes but also to make available expressively accommodating environments that add to students' emotional and communal growth, handle classroom behaviors, convey precise content, and support critical thinking (Cohen et al. as cited in Blazar & Kraft, 2017). There are more than a few aspects in the school environment that have a force on educational outcomes, such as school norms, classroom ambiance, management, teacher-student relationship, curriculum, teachers, and students themselves. Certainly, one of the most vital aspects is the teacher-student relationship, which can aid students' education and school engagement, negatively or positively, in three magnitude; cognitive, behavioral, and emotional engagement (Gregorg et al., in Aldhafri & Alhadabi, 2019).

Teacher-student relationship can be examined from the viewpoint of moral concerns, in terms of how sound the goals of education and fairness are achieved. In the preceding 40 years for instance, education professionals and teachers in the western part of the world had all the time laid more emphasis on student self-rule in teaching and learning procedure and the kinds of relationship to be considered in terms of communal influence relationship or economic matters as posited by Metioba as cited in Ali et al., (2018). Two among the most necessary types of social associations that students form and maintain in school are associations with teachers and peers and, and the former emerge to be more frequently linked to educational results from infancy to adolescence (Enoch & Asogwa, 2021). Teacher-student relationship in the classroom is a constructive association between the student and the teacher in a bid to grow trust and mutual respect (Coristine et al., 2022). Thus, entails teachers being respectful to their students, believing in their independence and being polite. This relationship may also include being acquainted with one's students more, providing alternative and cheering the students to turn out to be stronger in learning.

Furthermore, teacher-students relationship is incredibly significant in school as it aid students' success. The communication between student and teacher is really the basic foundation for teaching (Enoch & Asogwa, 2021). Besides, a good teacher-student relationship possibly will be yet more imperative for students with learning and behavioural challenges (Caballero, 2010). Correspondingly, several studies reveal that relationship exists between the teacher's association and student's behaviour. Which is why Rabinder in Abudu & Gbadamosi (2014) also held and advocated for extra caring association between teacher and student hence, highlighted the significance of such close association between student and teachers to include; removing the fright and anxiety from student's psyche, building a familiar language and shared understanding, sinking the contact gap and making provision for an ideal environment for learning.

Lucian in 2003 pointed out learning hazards allied with the deficit of a positive connection between teachers and students to include high rank of withdrawal of school students, stumpy self-efficacy and stumpy self-confidence. Student-teacher relationships are typically characterized by discrepancies in closeness and conflict (McGrath & Van, 2019). Using these characteristics, McGrath & Van (2019) recognized four types of relationships between teachers and students: positive relationships (high closeness, low conflict), negative relationships (low closeness, high conflict), reserved relationships (low closeness, low conflict) and complicated relationships (high closeness, high conflict). Teachers with positive association with students are the central points of any learning scheme upon which loyalty and excellence as well as efficacy of all educational pact must principally depend (Enoch & Asogwa, 2021). Unquestionably, the sort of relationship a teacher holds with students in his/her class to a huge extent, reflects in the attitude of the teacher.

Attitude is an imperative teacher variable. Attitude can sway a person's behaviour and performance positively or negatively (Jacinta, 2019). Enoch and Asogwa (2021) describe teacher attitude as an imaginary build that points out a person's like and detest towards a fixation. Attitude could also be seen as an approach, personality and feeling, condition, among others as it relates to an individual or thing:

inclination or course, predominantly of the mind. Attitude pressure an individual to attainments that has some level of consistency and can be assessed as being positive or negative (Tella, 2008). Jacinta (2019) posited that pupils commonly depict positive attitude of teachers as showing concern, thoughtful, helpful, easy to talk to, accommodating, being open minded, and sympathetic while negative attitude of teachers are recorded as disbelieving, intolerant, over disciplined, not showing concern, favoritism, easily irritated, as well as being biased. This is why all science teachers such as agricultural science teachers, observe the formation of positive attitude in the path of science subjects as his core task (Cheung, 2009). In terms teachers attributes such as attitude and teacher-student relationship among others, the role of gender has been a thing of worry to researchers.

Teachers' community comprises both male and female. It has always been a point of argument, which gender have more favourable attitude towards teaching (Zafar, 2015). Üstüner *et. al.*, (2009) reported that the teacher variable for which significant differences were observed include gender. Although the positive attributes of a teacher allows him/her to construct a positive link with students, disruptive classroom behaviour of students tends to frustrate teachers professional efforts more often.

In the classroom, teachers come across disruptive behaviours by students. According to Ghazi et al., in Jamshid (2019), disruptive classroom behaviours at the teen are key problems and the managing and controlling is mostly a tough issue for school faculty and administration. Classroom refers to a specifically arranged room to teach the students without interruption. However, students likely demonstrate disruptive behaviours such as drinking and eating, chatting, noise making, verbal violence, threatening and use of offensive words, among others, which hinders successful flow of teaching and learning (Kuranchie in Nanye et. al 2018). Obviously, behaviour could be learned; student's behaviours are formed by the prospects and examples made available by significant adults such as teachers and parents in their lives as well as their peers. In the primary and secondary school levels, classroom teachers are debatably the most significant adults at school for the large mass of students (Deepa, Vasudha and Anjali, 2012). Thus, they play critical roles in both practically teaching and strengthening suitable student behaviours and in sinking the occurrence of behaviours that frequently obstruct learning. In affirmation, Ahmad, in Jamshid, (2019) reported that a great deal of the disrupted behaviours are as a result of inexperienced teachers. Classroom situations present intricacy and diversity based on instructional content and dissimilar participants. Literature has revealed that students' behaviour in classroom settings is among the chief aspects affecting their scholarly performance (Alghamdi et. al., 2020). Yussif (2023) highlighted the forms of classroom disruptive behaviour to among others, include; disrupting transfer of materials, leaving a mess for someone else, aggression towards other students, aggression towards teachers, threats of violence, screaming outside or inside of the classroom, inappropriate laughing, talking as well as snoring in class, crying, doing things on a phone that seem disruptive to others, disconnecting from assigned work and complaining about work.

Statement of the Problem

Disruptive behaviour unswervingly put learners, teachers and parents in awkward situations. Despite the reality that teachers are seen as noble, engaging, role models, temperament builders, programme implementers and knowledge improvers, experience and studies have shown that some of the intolerable and disruptive students' behaviours are to a reasonable extent, as a result of teacher factors especially in a classroom setting. Disruptive behaviours when not appropriately handled in the classroom may without delay lead to students' drop out, low enrolment, low school reputation, delayed societal development, and poor academic achievement among others (Yussif, 2021). It is therefore in the light of these obvious and inevitable consequences of unmanaged disruptive classroom behaviours that the researcher, having observed rapid reduction in enrolment of students and academic achievement in agricultural science as affirmed by the 2018 West African Examination Council

(WAEC) chief examiners statement on agricultural science in Abia state, sought to find out the existing relationship between teacher-student relationship, attitude and students classroom disruptive behaviours in agricultural science in senior secondary schools in Umuahia, Abia state.

Purpose of the Study

Generally, the objective of this study was to examine the agricultural science teachers' attitude and teacher-student relationship as determinants of students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia State. Particularly, the study sought to:

1. find out the relationship between agricultural science teacher's attitude and students disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state.
2. determine the relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state
3. investigate the moderating effect of teachers' gender on the relationship between teachers attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state
4. explore the moderating effect of teachers' gender on the relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state

Research Question

1. What is the relationship between agricultural science teachers' attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state?
2. Is there any relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state?
3. What is the effect of teachers' gender on the relationship between teachers' attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state?
4. What is the effect of teachers' gender on the relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state?

Hypotheses

The null hypotheses formulated and tested were;

- H₀₁ There is no significant relationship between agricultural science teachers' attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state.
- H₀₂ There is no significant relationship between teacher-student relationship and students' classroom behaviour in senior secondary schools in Umuahia, Abia state.
- H₀₃ There is no statistical significant effect of teachers' gender on the relationship between teachers' attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state.
- H₀₄ There is no statistical significant effect of teachers' gender on the relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state.

Review of Related Literature

Teacher-Student Relationship (STR)

Multiple research investigations have confirmed that STR exerts significant pressure on both the educational and social-academic aspects of students' lives, as noted by Northup in Aldhafri and Alhadabi's study in 2019. Teacher-student relationship entails the type of association in existence between the teacher and his/her students (Enoch and Asogwa, 2021). However, Aldhafri and Alhadabi (2019) argued that STR is academic and social associations between a teacher and students. STR is to a great extent prejudiced by a teacher's individual characteristics such as the altitude of caring, capability of promoting trust, and creating a secure learning environment as well as pedagogical

characteristics which among others include considering the dissimilarities in students' learning approaches, applying management styles, and inspiring students (Aldhafri and Alhadabi, 2019). These all thus, contribute to the structuring of positive students' results; behavioral, cognitive, and social upshots. Positive relations reduce externalizing behaviour results (Silver et al., 2005), social and emotional troubles such as bashfulness, nervousness, school evasion, and social extraction (Berry and O'Connor, 2010). Apart from positive relationships, there are other categories and types of teacher-student relationship existing in secondary schools nevertheless, the types of teacher-student relationship examined in this study is predicated on the submission of McGrath & Van Bergen (2019) where teacher-student relationship was classified based on the rate of closeness and rate of conflict between teachers and students. Diagrammatically represented by this study thus;

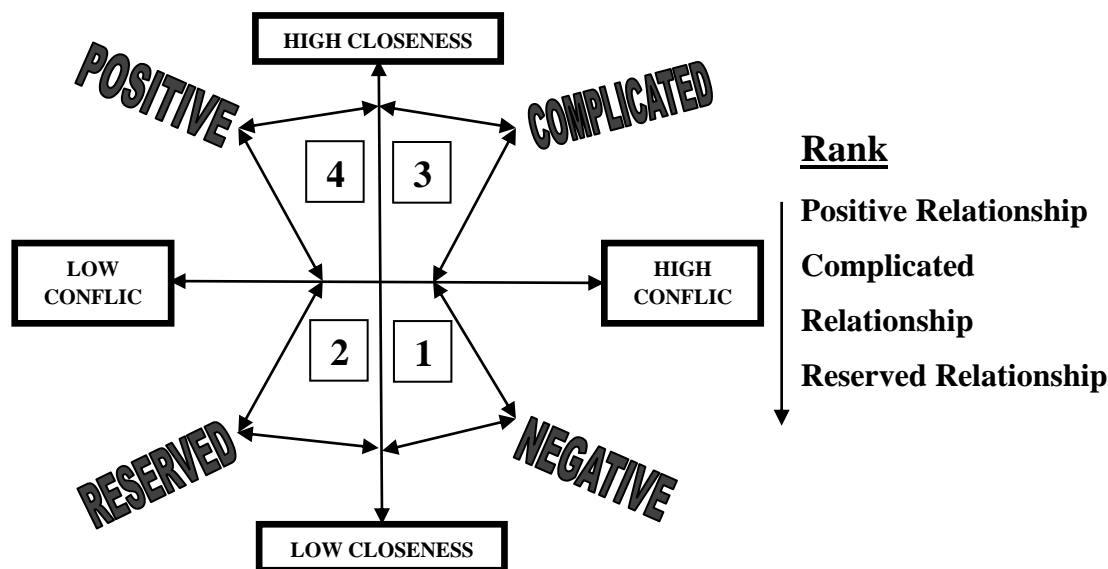


Figure 1: Diagrammatical Representation of Teacher-Student Relationship Types Ranked In Descending Order.

Teacher-Student Relationship (STR) and Disruptive Behaviour

In a study conducted by Engels et al. (2016) on “transactional links between positive and negative teacher adolescent relationships and their behavioral engagements on the learning tasks”, students who demonstrated an elevated height of behavioral engagement were found to have positive relations with their teachers. Conversely, those who had negative teacher-student relationship showed a low height of behavioral engagement eventually. Positive behavior is more probable to flourish when associations at all levels are unquestioning and helpful and mirror a shared commitment to establish a strong school and community. Teachers in secondary schools have constantly rated disruptive behaviour as among the sternest hurdles in efficient teaching and learning progression in the classroom (Safdar et al, 2013). However, teachers' negative relationship with Students could cause disruptive behaviours in the schools. This statement became apparent by the submission of Henricss and Rydell in Ekechukwu and Amanze (2016) When researchers observed that students experienced increased levels of strained connections with both teachers and peers, despite receiving more attention from teachers, they concluded that this negative rapport with school authority and the broader educational community often finds validation and resolution through disruptive demonstrations within the school environment. Correspondingly, Ten Dam and Volmen in Nanyeleye et al, (2018) reported that teachers' classroom behaviour and actions also add to attaining students' social growth, which is a very important endeavor of education.

In 2004, the University of Arizona characterized disruptive behaviour as actions that significantly impede or obstruct the educational process within a classroom or any educational environment. Thus, Disruptive behavior consists of demeanor that distracts or threatens others in a way that hinders smooth instructional activities, falls short of adhering to an instructor's suitable classroom rules, or interferes with the standard operations of the school. Gaete-Silva and Gaete (2021), sees Disruptive behaviour (DBs) as actions breaking social norms. A current disguised window Google search on DBs label capitulated over 450,000 outcomes, vocabularies with negative connotations were consistently found. It is used to refer to cursing, disrupting, niggling, maltreatment, menacing, beating, pilfering, deceitful, and other "socially unsuitable," "unpleasant," or "damaging" actions (Gaete-Silva and Gaete, 2021). Handful consequences of classroom disruptive behavior as put together by Yussif (2021) among others include:

- A diminished logic of protection among students as a result of the lack of being in charge, which may lead to increased harassment.
- Amplified stress and strain on the teacher since they have to center on controlling a wild classroom leaving their content they are supposed to teach and setting up for the subsequent unit.
- Less learning happens as the focal point is at all times on those who are troublesome and not those who have interest in learning.
- Students possibly will commence absenting from school since they don't feel secure at school and/or they get fewer lessons in contrast to classmates who are not displaying disruptive behavior which can result to declining behind and perhaps dropping out of school.
- Students who don't get an education in a protected and helpful environment won't feel winning or heard which may lead to law-breaking or criminal behavior.
- A learner who is displaying disruptive behavior would likely have difficulty paying attention on the lesson when it's their time to take part in class debate, restraining their understanding of the content.
- Fewer openings for students to enlarge communal abilities as they do not have a possibility of carrying them out through conversation and teamwork as a result of their classmate's behavior.
- The student's classmates will likely not desire to work with them or embrace them in their school activities since they look at them as rowdy or after they have had lots of negative encounters in the classroom.
- If disturbing behavior is left unimpeded, things can rise to extra unsafe behavior such as throwing objects or beating that could wound a different student or themselves.

Teachers Attitude and Students' Behaviour

Attitude is an important teacher variable. The attitude of a positive and cheering teacher impacts positively on the learner's attitude and behaviour (Lee, 2019). The learner observes by watching and tries to imitate certain kinds of behaviour. In an invariable perspective, teachers are therefore like role models of their students. Thus, the behaviours and/or attitudes of teachers are likely to be copied by their students (Pransky and Bailey, 2009). A teacher's attitude is an imaginary construct that indicates the like and dislike of the teacher towards a thing (Enoch and Asogwa, 2021). Attitude influence an individual to accomplishments that has some level of consistency and can be assessed as being negative or positive (Tella in Enoch and Asogwa, 2021). A lot of researches (Abudu and Gbadamosi, 2014; Ekperi *et al.*, 2019) have been conducted to investigate the effect or influence of teacher attitude on students' academic achievement in virtually all educational contests. However, other contributing factors at the classroom level which to a great extent has direct bearing to students' academic achievement such as disruptive behaviour among others has not gotten a considerable attention. Even though there is a handful of literature on student classroom disruptive behaviour, there is only but a few that looked at how teacher factors influence students classroom disruptive behaviour hence the uniqueness of this study.

Methodology

Correlational study design was adopted for the study. The study was carried out in Umuahia, Abia state. The population of the study was 2202 respondents consisting of all the 24 teachers and 2178 agricultural science students in 26 public senior secondary schools in Umuahia (ASSEMB, 2022). A sample size of 357 respondents comprising 17 teachers and 340 students were used for the study. A multi-stage sampling (purposive-purposive-simple random) method was adopted for the sample size selection in the study. Firstly, SSII out of the 3 senior secondary classes was purposively selected. This is because majority of the students in SSII are believed to have at least spent a minimum of 18 months with their agricultural science teachers and could give a valid judgment on the teachers' factors under review. In the second stage, 17 out of the 26 senior secondary schools that have agricultural science teachers were purposively selected since some of the schools in the study area have no agricultural science teachers as at the time of this study. Lastly, 20 students were drawn randomly from each of the 17 secondary schools selected for the study using simple random sampling technique. Also, the 17 teachers (9 male and 8 female) in the 17 sampled schools were used for the study. To confirm the reliability of the selected sample size, Yamane (1967) was used at 5% margin of error and a sample size of 338 was gotten which is below 357. Thus, confirms the reliability of the sample size.

Two questionnaires titled Teachers' Relationship and Attitude Questionnaire (TRAQ) and Students' Disruptive Classroom Behaviour Questionnaire (SDCBQ) were used for the study; the former was completed by the students while the later was completed by the teachers. TRAQ had 2 sections (A and B). Section A measured the teachers demographic variable (gender) and teacher-student relationship and was structured on 4-point checklist format of 4=Positive relationship (high closeness, low conflict) 3=Complicated relationship (high closeness, high conflict) 2=Reserved relationship (low closeness, low conflict) and 1=Negative relationship (low closeness, high conflict). Accordingly, the students were asked to tick accurately the type of relationship they have with their agricultural science teachers. The section B measured the teachers' demographic variable (gender) and classroom attitude as perceived by the students; it contained 10 item statements on teachers classroom attitudes, structured on 4- point Likert scale of 4=Strongly Agree (SD), 3=Agree (A), 2=Disagree (D) and 1=Strongly Disagree (SD). SDCBQ on the other hand, measured the level of students disruptive classroom behaviours as perceived by the teachers; it contained 19 item statements, structured on a 4-point scale of 4= Very High Extent (VHE), 3=High Extent (HE), 2=Low Extent (LE) and 1=Very Low Extent (VLE). The instruments were validated by three experts. The reliability of the instruments was determined using pilot testing method of reliability. Consequently, 30 copies of TRAQ and 6 copies of SDCBQ were administered in 6 schools in Ohafia Educational Zone, retrieved and analysed; a Cronbach alpha reliability coefficient of .84 and .81 was gotten for the two instruments respectively. Ethically, the teachers and students in the schools involved were informed of the research and the option to participate. Three hundred and forty (340) copies of TRAQ and 17 copies of SDCBQ were administered to the respondents. However, out of the administered instruments, only 344 copies were retrieved—328 TRAQ and 16 SDCBQ—representing a retrieval rate of 96.6%. To answer the research questions, Statistical Package for Social Sciences (SPSS) was employed to conduct Pearson Product Moment Correlation analysis to address research questions 1 and 2 respectively while multiple regression analysis was conducted to answer research questions 3 and 4 respectively. The null hypotheses were tested using linear regression at a significance level of .05. The relationship between variables were assessed using Creswell's correlation coefficient scale, ranging from very low ($\leq \pm 0.20$) to very high ($\pm 0.81 - 1.00$). Similarly, for hypothesis testing, any item with a p-value equal to or greater than the alpha-value of .05 was considered acceptable, while any item with a p-value lower than the alpha value of .05 was deemed as rejected.

Results**Table 1: correlation analysis of teachers' attitude and students' disruptive classroom behaviour (N=344)**

		SDCB	TA
SDCB	Pearson Correlation	1	-.193
	Sig. (2-tailed)		.473
	N	16	16
TA	Pearson Correlation	-.193	1
	Sig. (2-tailed)	.473	
	N	16	328

*TA= Teachers' Attitude, SDCB = Students' Disruptive Classroom Behaviour, Correlation is significant at the 0.05 level (2-tailed), N= number of respondents

Data in table 1 shows a negative correlation coefficient (r) of -.193 and within the coefficient limit of below or equal to ± 0.20 . This indicates a very low negative correlation between teacher's attitude and students' disruptive classroom behaviour in agricultural science in senior secondary schools in Umuahia, Abia State. In addition, the result shows an opposite direction growth in the two variables examined; as teachers' classroom attitude increases towards positivity, students disruptive classroom behaviour decreases and vice versa.

Table 2: linear regression output of teachers' attitude and students' disruptive classroom behaviour (N=16)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.344	1	.344	.544	.473b
	Residual	8.850	14	.632		
	Total	9.194	15			

*DF = Degree of freedom, F = F-calculated

Table 2 also demonstrates a p-value of .47, surpassing the alpha value of 0.05. This suggests an absence of a substantial correlation between teachers' attitudes and disruptive classroom behaviour in agricultural science among senior secondary schools in Umuahia, Abia State. Consequently, the hypothesis stating no significant relationship between agricultural science teachers' attitudes and students' disruptive behaviour in senior secondary schools in Abia State was retained.

Table 3: correlation matrix of teacher-student relationship and students' disruptive classroom behaviour (N=344)

		SDCB	STR
SDCB	Pearson correlation	1	-.097
	Sig. (2-tailed)		.722
	N	16	16
STR	Pearson correlation	-.097	1
	Sig. (2-tailed)	.722	
	N	16	328

*STR= Teacher-Student relationship, SDCB = Students' Disruptive Classroom Behaviour, Correlation is significant at the 0.05 level (2-tailed), N = Number of respondents

Table 3 indicates a negative correlation coefficient (r) of -.097. Thus, falls within the coefficient limit of below or equal to ± 0.20 . This shows a very low negative correlation between teacher-student

relationship (STR) and students' disruptive classroom behaviour (SDCB) in agricultural science in senior secondary schools in Umuahia, Abia State. The result also implies an increase in the two variables investigated however, in opposite direction; as the independent variable (STR) increases positively, the dependent variable (SDCB) decreases and vice versa.

Table 4: linear regression output of teacher-student relationship and students' classroom disruptive behaviour (N=16)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.086	1	.086	.132	.722b
	Residual	9.108	14	.651		
	Total	9.194	15			

*DF = Degree of freedom, F = F-calculated

Information within Table 4 reveals a p-value of .72, exceeding the alpha value of .05. This indicates that the association between teacher-student relationships and disruptive classroom behaviour among senior secondary schools in Umuahia, Abia State, lacks significance. Hence, H₀₂ null hypothesis was upheld.

Table 5: Multiple Linear Regression Correlations Output on the Effect of Teachers Gender on the Relationship between Teachers Attitude and Students Disruptive Classroom Behaviour

(N=16)

Model		Unstandardized Coefficients		Standardized Coefficients	t	sig	95.0% Confidence Interval for B			Zero-order	Partial	Part
		B	Std. Error	Beta			Lower Bound	Upper Bound				
1	(Constant)	3.197	.812		3.939	.002	1.444	4.950				
	TA	-.212	.299	-.193	-.712	.489	-.857	.432	-.193	-.194	-.193	
	TG	-.079	.412	-.052	-.192	.851	-.969	.811	-.052	-.053	-.052	

a. Dependent Variable: SDCB = Students Disruptive Classroom Behaviour

b. Predictors: (Constant), TG = Teachers Gender, TA = Teachers Attitude

Table 5 shows a partial regression slope of -.079 on the effect of teachers' gender on the relationship between students' disruptive classroom behaviour and teachers' attitude. Correspondingly, recall that Male and female teachers were coded as 0 and 1 respectively in SPSS, -.079 shows that the male teachers contributed more to the effect coefficient observed. Also, at 0.05 level of significance, table 5 indicates a non-significant p-value of .851 on the contributed effect of teachers' gender on the relationship between students' disruptive classroom behaviour and teachers' attitude. Thus, the null hypothesis of there is no statistical significant effect of teachers' gender on the relationship between teachers' attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state was retained.

Table 6: Multiple Linear Regression Correlations Output On the Effect of Teachers Gender on the Relationship between Teacher-Student Relationship and Students Disruptive Classroom Behaviour (N=16)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig	95.0% Confidence Interval for B		Zero-order	Partial	Part
		B	Std. Error	Beta			Lower Bound	Upper Bound			
1	(Constant)	3.257	.938		3.472	.004	1.230	5.284			
	STR	-.192	.285	-.252	-.672	.513	-.808	.425	-.097	-.183	-.183
	TG	-.342	.569	-.226	-.601	.558	-1.573	.888	-.052	-.165	-.164

a. Dependent Variable: SDCB = Students Disruptive Classroom Behaviour

b. Predictors: (Constant), TG = Teachers Gender, STR = Teacher-student relationship

Table 6 illustrates a partial regression slope of $-.342$ on the effect of teachers' gender on the relationship between students' disruptive classroom behaviour and teacher-student relationship. Furthermore, keeping in mind that Male and female teachers were coded as 0 and 1 respectively in SPSS, $-.342$ shows that the male teachers contributed more to the effect coefficient observed. Also, at 0.05 level of significance, table 6 indicates a non-significant p-value of $.558$ on the contributed effect of teachers' gender on the relationship between students' disruptive classroom behaviour and teachers' attitude. Consequently, the null hypothesis of there is no statistical significant effect of teachers' gender on the relationship between teacher-student relationship and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state was retained.

Discussion of findings

The result of this study on research question 1 shows a very low negative correlation between agricultural science teacher's attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia State which implies that there is an opposite direction growth in TA and SDCB; as TA increases towards positivity, SDCB decreases and vice versa. The observed relationship in table 1 even though not significant at $.05$ level of significance as shown in table 2, is a clear indication that teachers' attitude at a very low extent contributes to students' disruptive classroom behaviour. This finding therefore affirms the position of Pransky and Bailey, (2009) who argued that the behaviours and/or attitudes of teachers are likely to be copied by their students. Consequently, it could be deduced that the students in the studied area copied the positive behaviours of their agricultural science teachers hence the decrease in students' disruptive classroom behaviour. By implication therefore, negative teachers' attitude will likely result to increased students' disruptive classroom behaviour. Aligned with the outcomes of this research, Lee (2019) conducted a study titled "Teacher as a Change Agent: Attitude Shift towards Varieties of English through Teaching English as an International Language." Lee's study also reported that a positive and supportive teacher attitude significantly influences learners' attitudes and behaviors. Accordingly, the observed correlation between agricultural science teacher's attitude and students' disruptive classroom behaviour in senior secondary schools in Umuahia is independent of the teachers' gender as found in table 5.

The result of the study on research question 2 as shown in table 3 indicates a very low negative correlation coefficient (r) of $-.097$. This shows that the growth movement of the relationship between teacher-student relationship (STR) and students' disruptive classroom behaviour (SDCB) in agricultural science in senior secondary schools in Umuahia, Abia State is in opposite direction; as the independent variable (STR) increases positively, the dependent variable (SDCB) decreases and vice versa. To this end, not neglecting the observed insignificant relationship between the two investigated variables as shown in table 4, STR however to a very low extent has been

established as a contributing factor to students' disruptive classroom behaviour. Consistent with the discoveries of this research, Engels and colleagues (2016) explored the interactive connections between positive and negative teacher-adolescent relationships and their impact on students' behavioural involvement in learning tasks. They examined 1,116 students ranging from 7th to 11th grade and observed that students displaying elevated positive behavioural engagement maintained positive relationships with their teachers throughout the three-year period. Conversely, those experiencing negative student-teacher relationships demonstrated consistently lower levels of positive behavioural engagement over time. Thus, by implication, positive STR contributes to students' formation of good and positive behaviour and vice versa. In affirmation, Silver et al., (2005) and Berry and O'Connor, (2010), posited that positive relations reduce externalizing behaviour outcomes as well as social and emotional problems such as shyness, anxiety, school avoidance, and social withdrawal among others. Again, based on table 6, the observed relationship between teacher-student relationship (STR) and students' disruptive classroom behaviour (SDCB) in agricultural science in senior secondary schools in Umuahia, Abia State as shown in table 3 is independent of the teachers' gender.

Conclusion and Recommendations

This study examined agricultural science teachers' attitude and teacher-student relationship as determinants of students' disruptive classroom behaviour in senior secondary schools in Umuahia, Abia state. Based on the results, agricultural science teachers' attitude and teacher-student relationship regardless of gender was established to have a very low negative relationship with students' disruptive classroom behaviour. Teachers attitude and teacher-student relationship therefore, was inferred to a very low extent, contribute to students' disruptive classroom behaviour in senior secondary schools. Consequently, the following recommendations were made:

1. Teachers must establish and maintain positive relationship with their students in order curtail disruptive classroom behaviour
2. Teachers should always remember that disruptive classroom behaviour is often caused by stress and frustration and such should always be in their best behaviour and attitude.

Ethical Consideration

Permission was sought for and granted by the heads of the secondary schools involved in the study. Students were also informed before carrying out the research. Every information released by the schools was handled confidentially and only for the purpose of the study.

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