

IMPACT OF POOR TEACHER-STUDENT RELATIONSHIP ON STUDENTS' ACHIEVEMENT IN BIOLOGY EDUCATION, UNIVERSITY OF MAIDUGURI, BORNO STATE, NIGERIA

¹John Gloria Stephanie and ²Adamu Jiddah Gabasa
Faculty of Education, ¹Department of Science Education, ²Department of Education
University of Maiduguri, Maiduguri, Borno State, Nigeria

ABSTRACT

The study determined impact of poor teacher-student relationship on students' academic achievement in biology Education, University of Maiduguri, Borno state, Nigerian. It was guided by four objectives; four research questions were answered and four null hypotheses were tested. The study was delimited on the impact of poor teacher- student relationship on students' academic achievement on biology education, in university of Maiduguri. The theoretical frame work of this study was Attachment Theory. Correlation design research design was used and the population for the study comprised of all registered biology education students' (858). Simple random sampling technique was used to draw the sample size of 100 students from biology education made up of both male and female. The research instruments used for data collection for this study were 20 items self-developed questionnaires derive from the topic of the research. The test – re-test reliability index was used to obtain the Cronbach's (alpha) ($\alpha = .679$) for test While the re-test Cronbach's (alpha) ($\alpha = .786$) the value of the Cronbach alpha (0.786). Data collected were analyzed using descriptive statistics of percentage for demographic, mean (\bar{x}), and standard deviation (SD) to answered research questions while Pearson Product Moment Correlation Coefficient (PPMC) was used to test hypotheses at 0.05 significant level. Based on the findings of this study, it was concluded that a significant impact of poor teacher-student relationship on students' concentration, students' participation, students' research, students' punctuality to biology classes in University of Maiduguri. Teacher student relationship, students' concentration, students' participation, students' research and students' punctuality to classes are the determinants of students' academic achievement in the study area. It was recommended that Teachers should create and maintain a good relationship with their students' in University of Maiduguri. Students' concentration should always be with the teacher when lesson and practical is on-going.

Keywords: Impact, Teacher. Student, Relationship and Achievement

INTRODUCTION

There is no certainty that education is a tool or device for national development. It has become an instrument which every country across the globe wants to adopt for their development. Education tries to take care of students' in different fields of science subject. (Biology) is part of natural science that offers excellent background for various professional studies and competence in relating effectively to what is learnt in school to real life outside school. Education is highly rated as public enterprise whose results are used as a tool par excellence in national development. Also Education is a process of imparting or giving out systemic knowledge at all levels of learning particularly at the university level.

According to Olumba (2013) the educational aims cannot be actualized if there is a poor relationship between the teacher and their students'. Bringing the aims of education to reality depends on the orientation of teachers and the students' in the educational system because good education required trained and committed teachers who will carry the students' along with them to achieve the educational goals. One of the most deeply inspirational relationships is that of a devoted teacher and willing students'. Almost every student has a favourite and those they liked less in the classroom setting, it totally depends on how the teacher- student relationship is developed, nurtured and given space to grow. Aligned with the attachment theory, positive teacher-student relationship enables the students to feel secure and safe in their learning

environment. Teachers who support students in learning to attain knowledge, competences or values can positively have impact on their academic outcomes which are important for long term academic achievement and eventually gain employment, (Brophy, 2017).

According to Fan and Williams (2010) Science, particularly biological knowledge holds the key to attainment of national goals, which include food and security, eradication of child mortality, and reduction of the spread of HIV/AIDS among others. However, the dwindling poor academic performance of students' in Biology makes the realization of such goals unrealistic. The causes of their poor performance are linked to many factors including home environment, peer pressure, culture, socio-economic status and each of these factors has magnitude and direction in the causes of poor academic performance if not handled well.

The summation of these factors drives the student in a particular direction. The student will move in the direction of these summed factors although, many instances this direction is not supportive of reaching the educational objectives the student needs to meet. If the teacher is aware of these factors upon the student, the teacher can apply influential/motivational forces to assist the students' in obtaining the educational goals/objectives for the students' success. Unfortunately, little attention has been given to examine how the management of these factors affects teacher-student relationship in universities.

According to Broaddus, Allie; Jaquis; Jones; Jost; Lang; Li; Qiwen; Nelson and Spear (2019). Academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school, diplomas National Certificate in Education bachelor's degrees etc. Represents academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts, Furthermore, there are inconclusive results over which individual factors successfully predict academic achievement, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its students' academic achievements. A school with more academic achievements would receive more money than a school with less academic achievement.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically universities. In developed societies, academic achievement plays an important role in every person's life. Academic achievement as measured by the GPA (Grade Point Average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue their education. Non-cognitive factors or skills are a set of "attitudes, behaviours, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes. Self-efficacy is one of the best predictors of academic success, it is the belief of being able to do something. The non- cognitive domain most strongly and consistently associated with academic success is self –control and the related constructs of academic self- efficacy, persistence and Effort (Heckman & Kautz, 2012). Richardson, Abraham and Bond (2012) also suggested that within the five factor model of personality, academic performance has been most consistently associated with conscientiousness and openness to experience. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students' who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance. Lavoie's (2007) book: "The Motivation Breakthrough: 6 secrets to turning on the tuned-out child" he told the story of an inflexible teacher arguing the need for passive instruction and in passive learning. The teacher contended that their job was to provide students' with information and their job was to absorb that information. The teacher continued by arguing those who did not want to learn could sit at the back and sleep.

No nation can exceedingly grow and develop above the standard of its teachers and students'. It is with much impact that a lot of emphasis is placed on the need for improvement of teacher- student relationship utilized by any institution in any country. Despite all efforts made towards the improvement of the relationship between the teachers and the students', there is still Poor teacher-student relationship on students' academic achievement, Many researches have been conducted to determine the impact of teachers quality on students' academic achievement and no study have been conducted to ascertain the impact of poor teacher-student relationship in the sight of the above problem, the researcher is challenged and therefore intend to carry out this study in order to emerge with some empirical data to find out what really is the impact of poor teacher-student relationship on students' Academic Achievement in Biology education in University of Maiduguri?

Objectives of the Study

The study determines the impact of poor teacher-student relationship on students' academic achievement in biology education, university of Maiduguri. Specifically, the study:

1. Determines the impact of poor Teacher-Student relationship on students' concentration in Biology practical's.
2. Determines the impact of poor teacher-student relationship on students' participation in Biology class activities
3. Determines the impact of poor teacher-student relationship on students' research in biology.
4. Determines the impact of poor teacher-student relationship on students 'punctuality to Biology classes.

Research Questions

The following research questions guided the conduct of the study.

- 1 What is the impact of poor teacher-student relationship on students' academic achievement in concentration in biology Practical in university of Maiduguri?
2. What is the Impact of poor teacher-student relationship on students' academic achievement in participation in biology class activities in university of Maiduguri?
3. What is the impact of poor teacher-student relationship on students' academic achievement in biology research in university of Maiduguri?
- 4.What is the Impact of poor teacher-student relationship on students' academic achievement in punctuality to biology classes in university of Maiduguri?

Hypotheses

The following hypotheses will be tested at 0.05 significant level.

Ho₁: There is no significant impact of poor teacher-student relationship on students' concentration in Biology practical.

Ho₂: There is no significant impact of poor teacher-student relationship on students' participation in biology class activities.

Ho₃: There is no significant impact of poor teacher-student relationship on students' Research.

Ho₄: There is no significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri.

LITERATURE REVIEW

Theoretical Framework

The theoretical frame work of this study is Attachment Theory. The theory is relevant to this study because it focuses on building a stronger relationship between two or more people, particularly long-term relationships such as those between teachers and students'. This theory was developed by one of the foremost psychologists, namely John Bowlby in 1958, and published in the trilogy Attachment and Loss in 1969 (Bowlby, 1969). He describes attachment as a "lasting psychological connectedness between human beings and that it is a kind of behaviour focused to establish and maintain closeness and contact with an adult and figure who is sensible and responsive to the child needs (Bowlby, 1958; Cherry, 2018). The theory, according to Bowlby (1969) and Krstic (2015), argues that when adults provide emotional support in a predictable, consistent, and safe environment, it helps children to be more self-reliant and learn better, because they are sure that an adult will guide and help them. This is supported by Krstic (2015) that when children feel safe and comfortable, complementary exploratory systems, which encourage them to explore, are activated. The theory proposes a motivational system that guides relational behaviour (Riley, 2012). Teacher - Student relationship can also be viewed from a motivational perspective, in which students' benefit not only from their perception of caring teachers, but also from the structure that is provided by the classroom environment, and the support that teachers provide in response to students' needs (Davis, 2003). It cuts across various forms of organisations and has produced many interesting findings, including research on Teacher - student relationship.

Attachment is a theoretical framework used by researchers to better understand how Students' develop positive working relationship with their teachers, the perspective of attachment theory underpinning teacher-student relationship argues that students' perception of teacher nurturing and caring can provide a solid foundation for students' academic performance and general social growth. Pianta (1999) and Berman-Young (2014) suggest that pupils transfer patterns of adaptation to interactions with new adults and new situations, while also potentially learning new patterns of adaptation. From these situations one could see that classroom engagement fosters teacher - student interactions as a result of good relationship.

This theory is therefore relevant to this study because it underpins the importance of teacher - student relationship as the basis of academic excellence for students' as well as teachers' job satisfaction. There is no doubt that when good and amiable relationship exist between students' and their teachers, this will enable students' to develop sense of belonging and a kind of free mind to consult and interact with their teachers at any point without fear or intimidation.

The impact of poor teacher-student relationship on students' concentration in biology practical.

Biology studying is practical-oriented and therefore requires practical activities in the laboratory. It requires broad-based experiences to widen students' knowledge in a world of abundance of choices and opportunities to give meaning to learning. Biology learning employs experiments using enriching learning materials to equip students with appropriate knowledge, skills, attitudes and behaviours.

According to Jahangir, Saheen, & Kazmi, (2012). He therefore recommended that teachers should be encouraged to go for workshop training in their areas of specialization. Attitude of students' can be influenced by the attitude of the teachers and their methods of teaching; excellent performance of every institution is dependent on its key human resource.

The quality of teachers that work in a specific educational system help in the attainment of positive learning outcomes in schools. Performance of teachers is partly dependent on their

preservice training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective. On the other hand, In-service training programs (ISTP) are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi, Bani, Ismail, 2010).

The impact of poor teacher-student relationship on students' participation in biology class activities.

The benefits of participation have been researched quite extensively over the past years. Active classroom participation played an important role in the success of education and students' personal development in the future (Tatar, 2005). Mustapha, Rahman, and Yunus (2013) found that the characteristics of the teacher and the classmates influence the levels of classroom participation. Teachers who are "encouraging, supportive, understanding and approachable" are successful in garnering class participation and responses from their students'.

According to David and Anthony (2000) the absence of individual questioning is also a factor that affects the overall performance of students'. Teachers who do not carry all the students' along during lectures tend to be ignorant of students' who do not learn easily. Therefore, teachers have to be at the same pace with every student been taught and not leaving any student behind. A suitable solution to these is by the frequent questioning of students' when new topics are being taught to know the weakness of students' especially the quiet ones and to know the students' who have paid total attention throughout the lesson. This also makes the class very lively and encourages the students to do private study at their leisure time.

The impact of poor teacher-student relationship on students' research

One of the most significant current issues reported in students' studies is the pressure towards their graduation. These have been a burden with disadvantages especially to the students'. The institutions at the same time are also experiencing the similar situation in maintaining the quality and best services to the students. There is an increasing concern that the relationship between student and supervisor are so significant to determine the successful of a project. Lack of student-supervisor relationship will delay their studies and might lead to trouble to graduate on time. This situation will also bring about the poor quality of the project outcome. Thus, the main questions in this paper are to highlight the criteria in students' supervision that can be considered as weak and need to be improved.

The relationship between a supervisee and a supervisor would determine the successful of a particular project. The expectation that both supervisor and supervisee bring into supervision is important issues that often have impact upon the supervisory relationship and process (Bahrack, 1990). The study deployed by Bahrack (1990) showed that the supervisee rated most important a pleasant relationship with the supervisor, structured sessions and the supervisors' use of didactic method. It explained that these qualities correlated positively with supervisees' ratings of supervision with supervisors.

Teacher-Student Relationship on Students' Punctuality to Classes.

Students' class attendance and punctuality to classes plays an important role in today's higher education. Several studies have shown that class attendance and punctuality is an important predictor of academic outcomes: students' who attend more classes earn higher final grades (e.g. Kirby & McElroy, 2003; Moore et al., 2003; Purcell, 2007; Silvestri, 2003). Several factors can influence the level of punctuality, including university culture, workload, teaching methods, and the teacher. Class attendance and punctuality can vary considerably across countries, universities, and courses.

Sultana and Rashid (2013) reported that time management and punctuality are important issues that often happen among students' in school and that punctuality and time management problems among students' in schools occurred related to the lateness to entering classroom. Although all that has been discussed by the different authors are in their right direction, there may be a way out. In this case, The researchers agreed with Olufunke and Oluwadamilola (2014) that attendance should be the physical presence of a student in school.

Olufunke and Oluwadamilola, (2014) concluded in their study that some of the causes of attendance dilemma among universities students' and its effects on academic performance. Students' on the other hand attributed the need to attend to domestic works at home and the inability to complete the given excessive homework as the most significant factors affecting their punctuality and attendance dwindling at school (Olufunke & Oluwadamilola, 2014). It is true that the researchers identified some of the attendance dilemmas. However, issues such as incessant truancy, ignorance on the part of the parents or guardian, engagement of children in petty trading and gender discrimination etc. can also contribute to the said challenges.

METHODOLOGY

The research design used for this study is correlation design. Human mind is a powerful tool that allows you to sift through seemingly unrelated variables and establish a correlation with regards to a specific subject at hand. This skill is what comes to pay when we talk about correlational research. Correlational design is therefore defined as a type of research method that involve observing two variables in order to establish a statistically corresponding relationship between them, the aim of correlation research is to identify variables that have some sort of relationship to extent that a change can create some changes in the other. Correlational research represents a general approach to research that focuses on assessing the covariance among naturally occurring variables. It is also known as associational research in which relationship among two or more variables are studied without any attempt to influence them. (Asamoah, 2014). Therefore, Correlational research will be appropriate for this study which determined the impact of poor teacher-student relationship in biology education on students' academic achievement in University of Maiduguri.

The population for this study comprises of all registered biology education students' (858) in the faculty of education. Simple random sampling technique was used to draw the sample size of 100 students' from biology education department including male and female students'. This study used simple random sampling technique. This study used simple random sampling technique. Lauren (2020) stated that simple random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection. This sampling technique is deemed appropriate for this study because of some characteristics (biology education students'). Based on that, the biology education students were used for the study.

The research instrument used in this study was 20 items self-developed questionnaires derive from the topic of the research. The questionnaire was divided into five (5) sections. Section A was on Socio-demographic Information Data, section B on Impact of poor Teacher-Student relationship on students' concentration in Biology practical, and section C on impact of poor teacher-student relationship on students' participation in biology class activities. D on Impact of poor teacher - students' relationship on students' research and E on impact of poor teacher-student relationship on students' Punctuality to biology classes To ensure the validity of the instrument, a draft copy of the self-developed questionnaire was issued to the researcher's supervisor and experts in the Department of biology Education, Faculty of Education, University of Maiduguri to validate the instruments. To determine the reliability of the instruments, the four set of questionnaire was tested on 15 biology education students through the test – re-test reliability

technique. The test – re-test reliability index was used to obtain the Cronbach’s (alpha) ($\alpha = .679$) for test While the re-test Cronbach’s (alpha) ($\alpha = .786$) the value of the Cronbach alpha (0.786) both test and re- test is not less than 0.65 the instrument is reliable and suitable for the study.

The researchers have administered the questionnaire with the help of two trained research assistants who are students of biology education. The research assistants are briefed on the modality for completion of the questionnaire. The questionnaire was administered on the biology education students’ in university of Maiduguri and collected immediately.

Data collected were analysed using descriptive statistics of mean (\bar{x}), and standard deviation (SD) and percentage to answered research questions, Pearson Product Moment Correlation Coefficient (PPMC) was used to test hypotheses at 0.05 significant level

RESULTS AND DISCUSSION

DATA ANALYSIS.

Table 4.1: Demographic Characteristics of the Respondents in Biology Education

Variables	Frequency	Percentage (%)
Gender		
Male	32	32.0
Female	68	68.0
Age		
18-27 years	84	84.0
28-37 years	16	16.0
Marital Status		
Single	74	74.0
Married	22	22.0
Separated	4	4.0
Level of Education		
100L	2	2.0
200L	20	20.0
300L	22	22.0
400L	56	56.0
Total	100	100.0

Source: Field Survey, 2021

Table 4.1 described the demographic characteristics of the respondents in biology education. 100 respondents participated in this study out of which 68.0% were females, 84.0% between the ages of 18-27 years, 74% were unmarried and 56.0% were in 400L respectively. This means that majority of the respondents are unmarried final year female students’.

Research Question 1: what is the impact of Poor Teacher-Student Relationship on Students’ Concentration in Biology Practical?

Table 4.2: Mean Summary of the Impact of Poor Teacher-Student Relationship on students Concentration in Biology Practical

S/no	Item Statement	Mean	Remarks
1.	Difficulty in concentration is one of the impacts of poor teacher-student relationship on students' concentration in biology practical.	4.28	Accepted
2.	Poor comprehension is one of the impacts of poor teacher-student relationship on students' concentration in biology practical.	4.32	Accepted
3.	Poor retention is one of the impacts of poor teacher-student relationship on students' concentration in biology practical.	3.70	Accepted
4.	Loss of interest in learning is one of the impacts of poor teacher-student relationship on students' concentration in biology practical.	3.82	Accepted
5.	Unwillingness to learn is one of the impacts of poor teacher-student relationship on students' concentration in biology practical.	3.86	Accepted

Source: Field Survey, 2021

From Table 4.2 shows the results of the impact of poor teacher-student relationship on students' concentration in biology practical with all item statement were accepted as factors of poor teacher- students' relationship on students' academic achievement in biology. Hence, the means were above the numerical cut-off point of 3.00 with items 1, 2, 3, 4 and 5 having means of 4.28, 4.32, 3.70, 3.82 and 3.86 respectively. Therefore, there is need for teacher-student to create good relationship for concentration in biology practicals.

Research Question 2: What is the Impact of Poor Teacher-Student Relationship on Students' Participation in Biology class Activities?

Table 4.3: Mean Summary of the impact Poor Teacher-Student Relationship on Students' Participation in Biology class activities

S/no	Item Statement	Mean	Remarks
6.	Unwillingness to participate in class activities is one of the impacts of poor teacher-student relationship on students' participation in biology class activities	3.70	Accepted
7.	Lack of interest in classroom activities are the impacts of poor teacher-student relationship on students' participation in biology class activities.	3.82	Accepted
8.	Poor academic achievement is one of the impacts of poor teacher-student relationship on students' participation in biology class activities.	3.74	Accepted
9.	Poor knowledge of involvement in class activities is one of the impacts of poor teacher-student relationship on students' participation in biology class activities.	4.44	Accepted
10.	Poor collaboration is one of the impacts of poor teacher-Student relationship on students' participation in biology class activities.	4.32	Accepted

Sources: Field Survey, 2021

From Table 4.3 shows the results of the impact of poor teacher-student relationship on students' participation in Biology class activities in the study area with all item statement accepted as factors of poor teacher- students' relationship on students' academic achievement in biology. Hence, the means were above the numerical cut-off point of 3.00 with items 6, 7, 8, 9 and 10 having means of 3.70, 3.82, 3.74, 4.44 and 4.32 respectively. Therefore, there is need for teacher-student to create good relationship for effective of students' participation in biology class activities.

Research Question 3: What is the Impact of Poor Teacher-Student Relationship on Students' Research in Biology class Activities?

Table 4.4: Mean Summary of the impact Poor Teacher-Student Relationship on Students' Research in Biology class activities

S/no	Item Statement	Mean	Remarks
11.	Poor supervision is one of the impacts of poor teacher-student relationship on students' research in biology.	4.32	Accepted
12.	Loss of interest in research is one of the impacts of poor teacher-student relationship on students' research.	3.70	Accepted
13.	Difficulty in understanding research is one of the impacts of poor teacher- student relationship on students' research	2.92	Rejected
14.	Poor feedback from project supervisor is one of the impacts of poor teacher-student relationship on students' research	3.86	Accepted
15.	Delay in completing research is one of the impacts of poor teacher-student relationship on students' research.	4.28	Accepted

Source: Field Survey, 2021

From Table 4.4 shows the results of the impact of poor teacher-student relationship on students' research in Biology class activities in the study area with all item statement accepted as factors of poor teacher- students' relationship on students' academic achievement in biology. Hence, the means were above the numerical cut-off point of 3.00 with items 11, 12, 14, and 15 having means of 4.32, 3.70, 3.86, and 4.28 respectively and item 13 was rejected since the mean response was below the numerical cut-off point of 2.92 which means it was not a factor on students' research in biology. Despite the fact that one item was rejected as not a factor may not hinder the teacher and student to understand the research very well. Therefore, there is need for teacher-student to create good relationship for conducting researches in biology class.

Research Question 4: What is the Impact of Poor Teacher-Student Relationship on Students' Punctuality in Biology class activities?

Table 4.5: Mean Summary of the impact Poor Teacher-Student Relationship on Students' Punctuality in Biology class activities

S/no	Item Statement	Mean	Remarks
16.	Late coming to classes are the impacts of poor teacher-student relationship on students' punctuality to biology classes.	4.28	Accepted
17.	Poor academic attendance is one of the impacts of poor teacher-student relationship on students' punctuality to biology classes.	4.32	Accepted
18.	Poor academic achievement is one of the impacts of poor		

teacher-student relationship on students' punctuality in biology classes.	3.70	Accepted
19. Unwillingness to attend classes are the impacts of poor teacher-student relationship on students' punctuality in biology classes.	3.82	Accepted
20. Loss of interest in classes are the impacts of poor teacher-student relationship on students' punctuality in biology classes.	3.86	Accepted

Source: Field Survey, 2021

From Table 4.5 shows the results of the impact of poor teacher-student relationship on students' punctuality in Biology class activities in the study area with all item statement accepted as factors of poor teacher- students' relationship on students' academic achievement in biology. Hence, the means were above the numerical cut-off point of 3.00 with items 16, 17, 18, 19 and 20 having means of 4.28, 4.32, 3.70, 3,82 and 3.86 respectively. Therefore, there is need for teachers to arouse interest and be able to motivate students during biology lesson as these will make students to be punctual always in biology class activities.

HYPOTHESES TESTING

Hypothesis One (H₀₁): There is no significant impact of poor teacher-student relationship on students' concentration in Biology practical.

Table 4.6 Result of Pearson Product Moment Correlation on impact of poor teacher-student relationship on students' concentration in Biology practical

Variable	N	\bar{x}	SD	DF	<i>r</i>	P-Value
Poor teacher-student	100	3.68	1.14	98	0.76	0.00
Students' concentration		3.70	1.21			

Source: Field Survey, 2021

The result in table 4.6 indicates a significant impact of poor teacher-student relationship on students' concentration in biology practical. This is because the probability value ($P = 0.000$) is less than alpha ($\alpha = 0.05$) level of significance at a correlation index $r = (0.76)$, sample size ($n = 100$), degree of freedom (98), mean (3.68, 3.70) and standard deviation (1.14, 1.21) respectively. Hence, the null hypothesis which stated that there is no significant impact of poor teacher-student relationship on students' concentration in Biology practical is hereby rejected at 0.05 level of significant ($P < \alpha$). This means that there was a significant impact of poor teacher-student relationship on students' concentration in biology practical in University of Maiduguri.

Hypothesis Two (H₀₂): There is no significant impact of poor teacher-student relationship on students' participation in biology class activities.

Table 4.7: Result of Pearson Product Moment Correlation on impact of Poor Teacher-Student Relationship on Students' Participation in Biology Class Activities

Variable	N	\bar{x}	SD	DF	<i>r</i>	P-Value
Poor Teacher-Student	100	3.68	1.14	98	0.79	0.00
Students' Participation		4.00	0.96			

Source: Field Survey, 2021

The result in table 4.7 indicates a significant impact of poor teacher-student relationship on students' participation in biology class activities. This is because the probability value ($P = 0.00$)

is less than alpha ($\alpha = 0.05$) level of significance at a correlation index $r = (0.79)$, sample size ($n = 100$), degree of freedom (98), mean (3.68, 4.00) and standard deviation (1.14, 0.96) respectively. Hence, the null hypotheses which states that there is no significant impact of poor teacher-student relationship on students' participation in biology class activities is hereby rejected at 0.05 level of significant ($P < \alpha$). This means that there is a significant impact of poor teacher-student relationship on students' participation in biology class activities in the study area.

Hypothesis (H₀₃): There is no significant impact of poor teacher-student relationship on students' Research.

Table 4.8: Result of Pearson Product Moment Correlation on impact of Poor Teacher-Student Relationship on Students' Research

Variable	N	\bar{x}	SD	DF	r	P-Value
Poor Teacher-Student	100	3.68	1.14	98	0.75	0.000
Students' Research		4.02	1.15			

Source: Field Survey, 2021

The result in table 4.8 indicates a significant impact of poor teacher-student relationship on students' research. This is because the probability value ($P = 0.000$) is less than alpha ($\alpha = 0.05$) level of significance at a correlation index $r = (0.75)$, sample size ($n = 100$), degree of freedom (98), mean (3.68, 4.02) and standard deviation (1.14, 1.15) respectively. Hence, the null hypotheses which states that there is no significant impact of poor teacher-student relationship on students' research is hereby rejected at 0.05 level of significant ($P < \alpha$). This means that there is a significant impact of poor teacher-student relationship on students' research in the study area.

Hypothesis Four (H₀₄): There is no significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri.

Table 4.9: Result of Pearson Product Moment Correlation on impact of poor teacher-student relationship on Students' Punctuality to Biology classes in university of Maiduguri

Variable	n	\bar{x}	SD	DF	r	P-Value
Poor Teacher-Student	100	3.68	1.14	98	0.98**	0.00
Students' Punctuality		3.42	1.33			

Source: Field Survey, 2021

The result in Table 4.9 indicates a significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri. This is because the probability value ($P = 0.00$) is less than alpha ($\alpha = 0.05$) level of significance at a correlation index $r = (0.98)$, sample size ($n = 100$), degree of freedom (98), mean (3.68, 3.42) and standard deviation (1.14, 1.33) respectively. Hence, the null hypothesis which states that there is no significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri is hereby rejected at 0.05 level of significant ($P < \alpha$). This means that there was a significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri.

Findings of the Study

1. Difficulty in concentration, poor comprehension, poor retention, loss of interest in learning and unwillingness to learn were the impacts of poor teacher-student relationship on students' concentration in biology practical in the study area.
2. Unwillingness to participate in class activity, lack of interest in classroom activities, poor academic achievement, poor knowledge of involvement in class activity and poor

collaboration were the impacts of poor teacher-student relationship on students' participation in biology class activity in the study area.

3. Poor supervision, loss of interest, difficulty in understanding research, poor feedback from project supervisor and delay in completing research were the impacts of poor teacher-student relationship on students' research in the study area.
4. Late coming to classes, poor academic attendance, poor academic achievement, unwillingness to attend classes and loss of interest in classes were the impacts of poor teacher-student relationship on students' punctuality to biology classes in the study area.
5. There was a significant impact of poor teacher-student relationship on students' concentration in biology practical.
6. There was a significant impact of poor teacher-student relationship on students' participation in biology class activities.
7. There was a significant impact of poor teacher-student relationship on students' Research in University of Maiduguri.
8. There was a significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri.

Discussion of the Findings

The first finding revealed difficulty in concentration, poor comprehension, poor retention, loss of interest in learning and unwillingness to learn were the impacts of poor teacher-student relationship on students' concentration in biology practical in the study area. This finding agrees with finding of Mustapha, Rahman, and Yunus (2013) who found that the characteristics of the teacher and the classmates influence the levels of classroom participation. Teachers who are "encouraging, supportive, understanding and approachable are successful in garnering class participation and responses from their students".

The second finding revealed unwillingness to participate in class activities, lack of interest in classroom activities, poor academic achievement, poor knowledge of involvement in class activities and poor collaboration were the impacts of poor teacher-student relationship on students' participation in biology class activities in the study area. This finding aligns with the study of Okoye (2006) found that most students' displayed general negative attitudes to the study of biology to the extent that some students' copy notes in other subjects during biology classes, and would prefer that the period spent in teaching biology be better used in teaching other subjects. The major reason for this negative trend may be because of the unfriendly and strict classroom interaction of the biology teachers.

The third finding revealed poor supervision, loss of interest, difficulty in understanding research, poor feedback from project supervisor and delay in completing research were the impacts of poor teacher-student relationship on students' research in the study area. This finding is in agreement with the finding of Sultana and Rashid (2013) reported that punctuality and time management problems among students' in schools occurred related to the lateness to entering classroom.

The fourth finding revealed late coming to classes, poor academic attendance, poor academic achievement, unwillingness to attend classes and loss of interest in classes were the impacts of poor teacher-student relationship on students' punctuality to biology classes in the study area. This finding supports the finding of Scott (2003) who found positive relationships between teachers' interpersonal behaviour and students' outcomes. In essence, the more cooperative teachers are the more students' have positive feelings about their biology lessons and students' feelings decreased when teachers are more oppositional in their behaviour.

The fifth finding revealed a significant impact of poor teacher-student relationship on students' concentration in biology practical. This finding supports the finding of Scott (2003) who found positive relationships between teachers' interpersonal behaviour and students' outcomes.

The sixth finding revealed a significant impact of poor teacher-student relationship on students' participation in biology class activities. This finding aligns with finding of Mustapha, Rahman, and Yunus (2013) who found that the characteristics of the teacher and the classmates influence the levels of classroom participation. Teachers who are "encouraging, supportive, understanding and approachable" are successful in garnering class participation and responses from their students'. On the contrary "negative traits like having poor teaching skills and being unapproachable discourages participation".

The seventh finding revealed a significant impact of poor teacher-student relationship on students' Research. This finding agrees with the finding of Okoye (2006) found that most students' displayed general negative attitudes to the study of biology to the extent that some students' copy notes in other subjects during biology classes, and would prefer that the period spent in teaching biology be better used in teaching other subjects. The major reason for this negative trend may be because of the unfriendly and strict classroom interaction of the biology teachers.

The eighth finding revealed a significant impact of poor teacher-student relationship on students' Punctuality to biology classes in university of Maiduguri. This finding is in consistence with the finding of Inman (2006), supervisors' multicultural competence (SMC) in supervision on the supervisory working alliance, SMC was strongly associated with SWA ($\beta = .62, p < .00$). In his analysis, supervisory working alliance served as the latent variable, indicated by the three observed variables, goals, tasks, and bond. Later, the analysis explained that SWA was significantly related to Student Satisfaction (SS) ($F [1, 145] = 329.25, \beta = .83, p < .00$). Supervisory Working Alliance. The Supervisory Working Alliance as proposed by Bordin (1983) consists of three major components drawn from the therapeutic working alliance model: (a) mutual agreement on supervision goals, (b) specific tasks related to supervision goals, and (c) the development of bonds between supervisor and supervisee. Sterner (2009) found that as supervisees' perceptions of the quality of the SWA increase, their perceptions of work satisfaction will also increase, revealed that with an alpha level of .05, the Pearson correlation was statistically significant, $r = .60, t = 6.23, p < .001$. The shared variance between supervisees' perceptions of work satisfaction and perceptions of the quality of the SWA was 36%. As a result, when supervisees perceived a positive SWA, they also perceived greater work satisfaction.

CONCLUSION

The study concluded that there was a significant impact of poor teacher-student relationship on students' concentration, students' participation, students' research, students' punctuality to biology classes in University of Maiduguri. Teacher-student relationship, students' concentration, students' participation, students' research and students' punctuality to classes are the determinants of students' academic achievement in the study area.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Teachers should create and maintain a good relationship with their students' in University of Maiduguri.
2. Students' concentration should always be with the teacher when lesson and practical is going on.
3. Students should be encouraged to participate fully in practical and lessons.
4. Students should be punctual to class and practical.
5. Supervisors should maintain a friendly relationship with the supervisee.

REFERENCES

Aden, A. A., Yahye, Z. A., & Dahir, A. M. (2013). *The effect of student's attendance on academic performance: A Case Study at Simad University Mogadishu*. Academic Research International,

- Ankoma-Sey, V. R., & Maina, B. (2016). The role of effective supervision on academic performance of Senior High Schools in Ghana. *Journal of Arts and Humanities*,
- Alimi, O. S. & Akinfolarin, C. A. (2012). Impact of selected modes of instructional supervision activities on students' academic performance in senior secondary schools in Ondo state, *Nigeria Education Research Journal*, Vol. 2.
- Allday, A. & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis*, 40(2): 317-320.
- Al-Zoubi, S., Bani, A. R. M. &, Ismail, H. (2010). *The Effect of in-Service Training Program in Improving Performance Competencies for Learning Disabilities Resource Room Teachers in Jordan*. *Educators Digest*, 10: 4-11.
- Asiyai, R. (2014). Students' perception of the condition of their classroom physical learning environment and its impact on their learning and motivation. *College Student Journal*, 48(4), 716-726.
- Brophy, J.E. & Good, T.L (2017) *Teacher-student relationships: Causes and Consequences*. Holt, Rinehart & Winston
- Cooper, K. S., & Mines, A. (2014). The co-creation of caring student-teacher relationships: Does teacher understanding matter? *High School Journal*, 97(4), 264-290.
- Dafiaghor, K. F. (2011). Lateness: A major problem confronting school administrators in Delta State, Nigeria. *International NGO Journal*. vol. 6.
- Finlayson, M. (2009). *The Impact of teacher absenteeism on student performance: The Case of the Cobb County School District*. Kennesaw State University Digital Commons@ Kennesaw State University. Unpublished theses, p. 1-38.
- Gehlbach, H., Brinkworth, M., & Harris, A. (2012). Changes in teacher-student relationships. *British Journal of Educational Psychology*, 82,
- Pianta, R. (2008). *Teacher-Student Relationships*. T. Good (Ed.), 21st century Education: A Reference Handbook.II, 158-II-169. Thousand Oaks, CA: SAGE Publications, Inc.
- Jahangir, S.F., Saheen, N, & Kazmi, S.F (2012). In service: A contributory factor influencing teachers' performance, *International journal of academic research in progressive Education and development*
- Kennedy, M. (2008). *Teacher's thinking about their practice*. In T. L. Good 21st Century Education: A Reference Handbook (Vol. 2, pp. I-21-I-30). Thousand Oaks, CA: SAGE Publications Ltd. doi:
- Korir, E. K., Margaret, B.C., Bett, W. K. & Thinguri R. (2014) Investigation of students' attendance patterns and Measures in place to curb the menace in secondary schools, Njoro Sub-County, Kenya *IOSR Journal of Humanities and Social Science (IOSR-*
- Mohanty, J. (2008). *Educational administration supervision and school management*. New

- Moore, R., Jensen, M., Hatch, J., Duranczyk, I., Staats, S., & Koch, L. (2003). Showing up: The importance of class attendance for academic success in introductory science courses. *American Biology Teacher*, 65,
- Maile, S. and Olowoyo M.M. (2017). *The causes of late coming among high school students in Soshanguve*, Pretoria, South Africa. *Pedagogical Research*, 2(2), 04.
- Oluremi, O. F. (2013). Improving teacher performance competency through effective human resource practices in Ekiti State secondary schools. *Singaporean Journal of Business Economics, and Management Studies*, Vol. 1, No. 11.
- Okoye, Z.O. (2006). Classroom environment, computers and students' effective performance. An effective profile. *Journal of Experimental Education*,
- Olufunke & Oluwadamilola, (2014) Attendance dilemma and its effects on the academic performance of secondary schools' students' in Osun State, Nigeria. *International Journal of Humanities, Social Sciences and Education (IJHSSE)*, vol. 1(4) p.13-20.
- Petress, K. (2006). An operational definition of class Participation. *College Student Journal*, 40(4), 821-823.
- Rimm- Kaufman, S. & Sandilos, L. (2012). Improving students' relationships with teachers to provide essential supports for learning. Retrieved from
- Rebecca, B. (2020). A step by step guide to linear regression in R
- Silvestri, L. (2003). The effect of attendance on undergraduate methods course grades. *Education*, 123, 483–486.
- Sultana, A. M. and Rashid, S. N. B. (2013). A study on time management and punctuality issues among students at secondary school, Kedah. *American Journal of Economics* vol. 3(5) p.52-56.
- Skipper, Y. & Douglas, K. (2015). The influence of teacher feedback on children's perceptions of student-teacher relationships. *British Journal of Educational Psychology*, 85(3), 276.
- Scott, R. (2003). Students' perceptions of science teachers' classroom interaction. In S. P. Loo, A. Aminah, S. Yoong, T. S. Azian, L. W. Lee & S. C. Toh (Eds). World Conference on Science and Technology Education
- Tinab, M. (2014). Effects of educational supervision on students' academic performance in Nadowli District in the Upper West Region of Ghana. *The International Journal of Humanities & Social Studies*, vol.2 (6) p.326-341