

**LECTURER/ STUDENTS RELATIONSHIP AND STUDENT ACADEMIC  
PERFORMANCE:  
A STUDY OF KOGI STATE UNIVERSITY**

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**Abstract**

*The rate of poor academic performance among students in Nigeria tertiary institutions is continually on the increase, with its attendant effects on the educational sector in the country. This study therefore examined the effect of lecturer-student relationship as a factor for improving student's academic performance in tertiary institutions. The main objective of this study is to assess the perception of students towards lecturer-student relationship and its impact on their academic performance. To achieve this, a descriptive survey design method was used, the questionnaire method of data collection was explored with the sample size of 112 respondents, and the data gathered was analyzed using simple frequency and percentage method. The study found out that there is a significant relationship between lecturers and student relationship on improving student's academic performance. Recommendations such as change in the negative perception of students towards lecturers, creating curriculum in the academics that aids lecturer-student relationship, reducing lecturer-student ratio and creating policies that guide the principle of lecturer-student relationship in higher institutions by either the state government or management of the university.*

Keywords; lecturers, students, relationships, academic performance and

**INTRODUCTION**

A University is an Institution at the highest level of education where you can study for a degree or do research (Oxford Advanced Learners Dictionary). A university is also defined as an Institution of higher education and research which grants academic degrees in a variety of subjects and provides both undergraduate and post-graduate education. The word "University" is derived from the Latin phrase "universitas magistrorum et scholarium" which through means community of lecturers and scholars. In history/ the original Latin word "University as" refers in general to a number of persons associated in one body (Chepchieng/ 2004).

The university is also a place of higher education comprised of lecturers and students who have more freedom than, that of the Nursery and Primary school. Higher education is done within a campus environment that comprises of housing and hostels accommodation for both lecturers and students with freedom to live off campus. The university has facilities such as library/ hospitals, security unit; academic and administrative section etc. to make the academic environment conducive for both lecturers and student. Using Kogi State University as a case study because it is an institution of higher learning and is the closest and convenient environment where this evaluation of the relationship between lecturers and students can be well observed and studied, Kogi State University is a Institution of Higher Learning Located in Anyigba, Kogi State, it was established in 1999 by Prince Abubakar Audu the then Governor of the State. The university commenced academic activities in April, 2000 with six faculties which are faculty of Agriculture, Arts and Humanities, Law, Management Sciences, Natural Sciences and Social Sciences, Presently comprising about 30 departments. The University also has a center for pre-degree and Diploma program (Student information handbook, 2008/2009 edition).

In a University setting like that created in Kogi State University., there is a great diversity in terms of socio-cultural, political, religious and racial background among students and lecturers, this diversity with the presence of an appropriate lecturer-student relationship creates a campus that prepares students and

lecturers to live and work amicably in a socio-culturally diverse society. Besides, inter-personal relations in diversity make it possible for the generation, advancement and dissemination of knowledge which is one of the key mission's characteristics of University education in Nigeria and elsewhere.

In effect, to be able to fulfill the educational, research and informational functions in the 21<sup>st</sup> century Tertiary institutions need to recognize the need to recognize the importance of lecturer-student relationship. Lecturer-student relationship is viewed as a helping hand in which the student perceives that the lecturer has his or her best interest at heart. "Research on students' persistence has postulated that a student's decision to withdraw or persist in a university is more a function of what occurs after entry into that institution than what precedes it" central to many retention, studies, have been the concepts of academic and social integration; Academic integration means the students perception, about the academic system which include classroom interactions with lecturers on the other hand, social interaction is defined as the students perception of the social system which has to do with interactions with peers and informal contacts with lecturers and other personnel within a learning institution. Actually, lecturer-student contact in and out of the classroom is very important in student motivation and involvement in all facets of life, but for learning skills and increase in academic performance to be acquired, the students must perceive their relationship with lecturers as confident, meaningful and relevant to them (Peterson et al., 1997).

Studies on university impact on students clearly demonstrate that students interpersonal environment which include interactions with lecturers have the greatest impact on students changes in their aspirations, values, attitudes, belief and actions.

### **Statement of Problem**

Today, the issue of students' academic performance has been affected by different factors, parents and members of the society sometimes blame this on the relationship between students and lecturers. A university institution is created for the dissemination of knowledge whether skilled or unskilled from lecturers to students and this can only be achieved based on the lecturers teaching pattern and the students' acquisition of skills in the sense that the students' perception of a lecturer (his teaching pattern) can have an effect on the academic performance of such a student in the lecturers' course or courses. The four year period of a student's study consist of a growing stage of a new person who just left adolescent age and is developing into adulthood, the experiences the individual acquires during this four years determines a great part of the individual's future and since the academic performance determines an individual's social status and psychological wellbeing then factors like lecturer-student relationship should improve because the lecturers are builders of tomorrow's leaders.

The study tends to determine how the relationship between students and lecturer's can improve the academic performance of student's and proffer solution to former beliefs of negative lecturer-student relationship. These findings would be significant because it may help find solutions to the low academic performance of students in Nigerian Universities as a whole.

### **Operant Conditioning**

This form of learning which also known as instrumental conditioning is a process of learning from consequences of our act. It was coined by B.F Skinner to mean the type of learning which an organism acquires as consequence by operating on its environment.

To buttress the doctrine of operant learning Thorndike carried out an experiment on hungry cats in a puzzle box. This was almost the same time Pavlov was conducting his classical conditioning experiments. In Thorndike's experiment a cat was locked in a wooden puzzle box with a fish kept outside the box. To escape from the box to get the piece of fish the cat had to learn to press a bar in the box before it could get out for the piece of fish. On the first trial the cat struggled, struck out in all directions, meowed, bit and howled. This continued severally until the cat stepped on the bar inside the box accidentally. The door opened and the cat got out and ate the piece of fish. Subsequent trial led to a greater improvement and equally diminishes the rate of struggle for the fish. The cat soon learnt that there is an association between the pressing of the door by stepping on it and the opening of the door, which enables the cat to eat the piece of fish outside the box.

Thorndike proposed that as the cat trial proceeded, the strength of the incorrect response gradually faded while the correct response which was weakened at first grew in strength. In Thorndike's term, the responses which

did not make the cat get the piece of fish were stamped out while the response which led to the opening of the box was stamped in. With this experiment Thorndike proposed a principle called the "law of effect" which states that any act followed by a satisfying response is likely to be repeated while those that produce dissatisfaction are likely to be discontinued (Okau and Okiri, 2003).

In the experiment on behaviour of rats carried out in an operant chamber by Skinner it was discovered that reinforcement is likely to increase the reoccurrence of behaviour while punishment would decrease the probability that behaviour would occur. To fully appreciate the experiment, Skinner identifies three specific consequences of behaviour. These he referred to as:

- Positive reinforcement
- Negative reinforcement
- Punishment (Skinner, 1938 )

The author went further to give the meaning of these consequences of behaviour as follows:

#### Positive Reinforcement

A positive reinforcer is an event or stimulus that makes the behaviour it follows more likely to occur again. The pressing of a bar in a puzzle box is followed with the opening of the door and giving way to enable the cat to eat the piece of fish outside the box. We may now say that the piece of fish, is a positive reinforcer while the pressing of the bar is operant. For example, a student who constantly burnt his candle at night to read for an examination more ever than before passed the examination with flying colors. The student is likely to intensify his reading efforts so as to pass in subsequent examinations. A corporate executive increases the productivity and the boss rewards him by promotion and a bonus. The same response will reoccur.

#### Lecturers-Student Relationships and Academic Achievement

Although the characteristics that students bring into the classroom may influence their learning, characteristics of the learning environment may also directly or indirectly influence students' achievement. An aspect of the learning environment that has received considerable attention is the quality of lecturer-student relationship. In particular, positive lecturer-student relationships consisting of a high level of warmth and low level of conflict has been associated with students' positive academic beliefs, motivation and performance. The link between positive lecturer-student relationships and academic outcomes may especially be pronounced for students with behavioral or conduct problems. In such instances, the role the lecturer plays cannot be over-emphasized as the lecturer guides the learner leading to good conduct and good academic outcomes. This point was encapsulated by Pianta *et al.*, (2009) that "the influence of positive lecturer-student relationships on achievement may depend on child characteristics that pertain to behavioral regulation".

To Rimm-Kalfman *et al.*, (2002) students who are more academically engaged are those paired with sensitive lecturers. This is consistent with the view that lecturer characteristics could modify the strength or "Direction of the relation between student temperament and achievement outcomes. Burgeoning research shows that academically at-risk youth tend to have relatively poor self-regulatory skills (Blair/ 2002) and tend to experience student-lecturer conflicts (Birch and Ladd, 1997). Thus, understanding, how student and lecturer characteristics work jointly to contribute to future achievement may inform policies and practices to help narrow the achievement gap for academically at risk as well as low income and ethnic minority children.

#### The Role of the Lecturer

A role is a part that one plays in life. It is a broadly uniform pattern of behavior which is specific to a particular position, social situation or social relationship. Each role is a pattern or behavior which is similar to those who perform the role. There are several roles but the role of the lecturer is the case in question (Dnrojaiye, 2006). All lecturers know what they are supposed to do, have the role of lawyer and all lawyers know what they are supposed to do, we have the role of father and all fathers know what they are supposed to do of course, not only those who perform the roles know what they are supposed to do people with whom they perform their duties and others who see them performing these duties also tend to know, or think they know, what those occupying the roles are, supposed to do.

Role is an abstract concept, it relates to the ideas that people have about the ways they expect, desire or believe a person in a certain position should behave in performing his duty. The way a person performs this duty or the way he behaves while occupying a role is called role behavior. A role behavior may agree with

what people think is the norm or the ideal way of behaving. For example, it is probably a norm to say that lecturers should always be patient with their pupils.

That is the ideal thing for a lecturer to be. We know, however, that lecturers are not always patient, but they are usually patient. So our role expectation, should be that lecturers should normally be patient. Another aspect of role behavior is that every role may be seen as a range of behaviour in a continuum. At one end will be essential behaviour such as 'lecturer should teach their pupils'. The opposite end of the range is forbidden behaviour, for example, lecturers should not have sexual relationships with their pupils. All roles have these essential, permitted and forbidden aspects. People in roles also have rights. They have to be paid, for example. Roles include sets of obligations and sets of sanctions or punishments.

#### Student's Needs and the Lecturer's Role

Lecturers have a great opportunity to guide their pupils towards healthy means of satisfying their needs. They have a responsibility to see that as many desirable needs as possible are satisfied by every single student in the school. It is in the best interests of effective teaching that student needs are satisfied or re-channeled to some useful end. Otherwise disruption of work, apathy, inattentiveness, unruliness and lack of discipline may frustrate the efforts of the lecturer.

The school must not only satisfy needs, it must create desirable needs and prevent the creation of undesirable ones. The school can make student develop a sense of achievement and social recognition through appropriate emphasis on their strong points and assets. It should prevent the creation of an insatiable need for social recognition by not, in the first instance, making too much of student failures, weaknesses and liabilities. Praise for all when it is deserved, responsibility shared by all students and independence allowed to every student are some ways of building up personal adjustment in student.

It is also the duty of the lecturer to provide opportunities for correcting undesirable means of satisfying needs. Lecturers must be alert to the individual differences between and the exceptional nature of some of the needs of some of the student. They should introduce such student to appropriate ways of satisfying their needs and not be frustrated by their exceptionally good or bad traits. The early maturer may be put in charge of tasks which he alone can manage. The very slow student should be given sufficient time for the tasks he has to perform. A well-organized curriculum, a varied programme, group activities and different system of incentives have great potentiality for satisfying the needs of most student.

Lecturer is particularly needed to be understanding and patient with student. In correcting children's bad behaviour, emphasis should be placed on finding alternative ways of satisfying needs which are more socially acceptable. Lecturers should see every situation as a challenge for the proper provision of means of satisfying needs. They should not show favoritism to any student but, by their uniform concern for all students, they should show them that they are all loved and accepted.

Student must be sure of the lecturer's acceptance if they are to find a chance to explore new ways of satisfying their needs. This is true in particular of children from an unhappy home background. The lecturer must show sympathy and understanding of the fact that present methods of need satisfaction manifested by some student have been found in their experience to bring gratification. They have learnt the methods that work for their need satisfaction. Unless student are sure of the confidence of the lecturer they will be too insecure to learn new way.

The lecturer's own needs for status, for self-esteem and for social recognition are best satisfied by his success as a lecturer. An important part of being a successful lecturer is to find socially acceptable ways by which students may satisfy their needs.

#### **The Social Exchange Theory**

The social Exchange Theory (SET) was developed by George<sup>1</sup> Homans. According to Homans (1961) cited in George and Douglas (2003), this theory, "envisages social behaviour as an exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two person".

George Homans (1910-1989) developed an exchange theory of everyday behaviour that grounded itself in the propositions of behavioral psychologists. As a psychological reductionist, he believed that sociological phenomena could be explained through the more basic principles of psychology. In particular, he drew on the behaviourist theory of operant conditioning to argue that individual behaviour are learned when particular behaviour, he drew on the behaviours are learned when particular behaviours are reinforced through interactions with the environment. Homans studied the way that human beings interacted with one another and, in particular, the way that activities of two or more people reinforce or punish the behaviours of others.

Peter Blau (1918-2002), another Social Exchange Theorist, is well known for a range of work, but the point of interest for him in this study is his contribution to sociological theory, especially the social exchange theory.

Blau's goal was "an understanding of social structure on the basis of an analysis of the social processes that govern the relations between individuals and groups. The basic question is how social life becomes organized into increasingly complex structures of associations among men" (Blau, 1964 cited in George and Douglas, 2003: 410).

Blau's intention was to go beyond Homans's concern with elementary forms of social life into an analysis of complex structures. He argued that, the main purpose of studying processes of face-to-face interaction is to lay the foundation for an understanding of the social structures that evolve and the emergent social forces that characterized their development (Blau, 1964 cited, in George and Douglas, 2003:411). He focused on the process of exchange, which in his view, directs much of human behaviour and underlies relationships among individuals as well as among groups.

On the individual level, Blau's and Homans were interested in similar processes. However, Blau's concept of social exchange is limited to actions that are contingent; that depend on rewarding reactions from others - actions that cease when expected reactions are not forthcoming.

People are attracted to each other for a variety of reasons that induce them to establish social associations. Once initial ties are forged, the rewards that they provide to each other serve to maintain and enhance the bonds. This is typical of the reasons why some students decide to be engaged in premarital cohabitation - the apparent benefits seem to outweigh the consequences, but in earnest/ the reverse is usually the case in the long-run.

### **Population of the Study**

The six functioning faculties of Kogi State University, Anyigba, Kogi State, would be used in the research as the population of study, the faculty of Agriculture with population of 850 students., the faculty of Arts and Humanities with 2,030 students as its population, faculty of Management sciences with Deputation of 2,106, faculty of Law with 876 as its population, faculty of Natural Sciences with 1,691, population and the Social Sciences with 3,785 as its population.

Due to time and resources at the researchers disposal a sample of 200 respondents per faculty would be given questionnaire to fill making the Sample size of this study 1200, the size would enable the research to be well articulated and reduce complexity during computation.

### **Socio-Demographic Characteristics of Respondents**

A total number of 120 questionnaires were randomly administered to undergraduates of the university from six faculties namely, Agriculture, Arts and Humanities, Law, Management Sciences, Natural sciences, but 112 out of the 120 copies were duly filled out and returned. Therefore, the analysis of the data depended on the available 112 copies of that questionnaires that were returned.

**Table 4.1: Distribution of the Respondents by Faculty**

S/N	Faculty	NO. of Valid Questionnaires	Percentage
1.	Agriculture	18	16.1
2.	Art and Humanities	18	16.1
3	Law	20	17.8
4	Management Science	18	16.1
5	Natural Sciences	14	12.5
6	Social Sciences	24	27.4
7	Total	112	100

Source: Research Field Work (October, 2012)

**Table 4.2: Socio-Demographic Characteristics of Respondents**

Variable	Frequency N = 112	Parentage <sup>0/)</sup>
Sex: Male	58	51.8
Female	54	48.2
Age in Years:		
Less than 18	5	4.5
18-20	29	25.9
21-25	47	41.9
26-30	26	23.2
31 and above	5	4.5
Marital Status:		
Single	92	82.1
Married	20	17.9
Divorced	-	-
Religion:		
Christianity	65	58
Islam	38	33.9
Traditional	H	6.3
Other	2	1.9
Level of Study:		
100	9	8
200	14	12.5
300	34	30.4
400	44	39.3
500	11	1-8

Source: Field Survey (October, 2012)

Table 4.2 above depicts the socio-demographic characteristics of respondents with some level of variations.

Sex: out of 112 respondents, 58 (48.2%) were male, while 54 (4b.2%) were female undergraduates. These means there is no much difference in terms of number between male and female student, in Kogi Stale University, Anyigba. This also means there is no gender inequality in terms of admission into the institution. Age: the study shows that 5 (4.5%) of respondents were below ISyears, 102 (91%) were between the ages of 18-30 while only 5(4.5%) were above 31 years.

Marital Status: An overwhelming majority, precisely 92 (82. .1%) o respondents were single/ while only 20 (17.9%) were married, while makes the evaluation of lecturer-student relationship easier to evaluate, based on the fact that married people are given respect and preferential attention.

Religious Affiliation: According to the findings of this study, Christian students out weighs the Muslim students. Precisely 65 (58%) were Christians and Muslims 38 (33.9%) while Traditional was 7 (6.3%) and others was estimated at 2 respondents (1.9%).

Level of Study: Due to the period of administering these questionnaires most students were not available because of the break this made some levels low like 100 level 9 (8%), 500 level 11 (9.8%) and 200 level 14 (12.5), the highest number of students available were in 300 level 34 (30.4%) and 400 level 44 (39.3%).

**Table 4.3: Awareness of Respondents towards lectures-student Relationship**

Variable	Frequency	Parentage%
Are you aware of lecturer-student relationship?		
Yes	97	86.5
No	10	8.9
Don't know	5	4.5
Do you have a good relationship with your lecturer?		
Yes	86	78.8
No	26	23.2
Do you think lecturer-student relationship have any effect on student academic performance?		
Yes	89	79.5
No	21	18.8
Don't know	2	1.7

Source: Field Survey (October, 2012).

When the respondents were asked through the questionnaire about their knowledge of lecturer-student relationship 97 respondents (86.6%) said they knew, 10 respondents (8.9%) answered No. this implies that a .good number of students in Kogi State University, are aware of the effects 3f lecturer-student relationship on students academic performance.

Out of the total respondents more than 50% have had cordial relationship with their lecturers in relation to their academics, according to the respondent in question 10 the questionnaire, the relationship improved their academic performance.

From the questionnaire on the effect of lecturer-student relationship 89 (78.8%) students said there is always an effect either positive or negative in the students academic performance while 21 (23.2%) answered that there was no effect.

**Table 4.4: Perceived causes of Academic Failure**

Variable	Frequency N = 112	Parentage% <sub>1</sub>
Lectures teaching skill:	34	30.4
Strongly Agree	32	28.6
Agree	26	23.2
Strongly Disagree	20	17.8
Disagree	32	
Financial Background of Student:	87	77.7
Strongly Agree	24	21.4
Agree	1	0.9
Strongly Disagree	-	
Disagree		
Financial Background of Student:	32	28.6
Strongly Agree	18	16.1
Agree	56	16.1
Strongly Disagree	6	50
Disagree		5.3
students learning skill:	58	51.8
Strongly Agree	34	30.4
Agree	14	12.5
Strongly Disagree	6	5.3
Disagree	-	
Poor Academic Relationship with lecturer:	64	57.1
Strongly Agree	18	16.1
Agree	26	23.2
Strongly Disagree	4	3.6
Disagree		

Table 4.4 is to depict the factors that cause academic failure among students, especially the relationship between lecturer and students. According to the findings out of 112 respondents 62 were strongly in support of lack of lecturer-student relationship as being the reason for academic failure in Kogi State University, Anyigba, also 18 respondents were also affirmative while the rest were in disagreement. Other causes were identified and these are lecturers teaching skill 66 respondents (59%) supported these as a cause while 46 of the respondents (41%) disagreed and strongly disagreed. Also students learning skills, financial background and family background were options and the responds are properly articulated in table 4.4.

**Me 4.5: Perceived Consequences of Lecturer-Student Relationship Student**

Variable	Frequency N – 112	Parentage%
Poor Academic performance:		
Agree	38	3.3
strongly Disagree	25	09.3
Disagree	47	4.2
failure to attend	2	1.8
Lecturer by Student		
strongly Agree	16	14.3



Agree	27	24.1
strongly Disagree	10	8.9
Disagree	59	52.7
Can lead to examination malpractice:		
strongly Agree	48	42.9
Agree	26	23.2
strongly Disagree	23	20.5
Disagree	15	13.4
Increase in criminal activities in school arena:		
strongly Agree	19	16.9
Agree	27	24.1
strongly Disagree	59	52.7
Disagree	7	6.3

**Source: Field Survey (October, 2012).**

The findings of the study showed that lecturer-students relationship can improve students academic performance but the lack of the relationship in the academic setting has some biting consequences ranging from poor academic performance, examination malpractice, to mention but a few. 63 (56.2%) of the respondents agreed that poor academic performance can result as lecturers and student do not have good Academic relationship while only 49 (43.8%) of the respondents strongly disagreed and disagreed. Examination malpractice was also seen as a problem when the university system lack- good lecturer-student relationship more than half of the respondent strongly agreed and agreed that it was mostly the cause of examination malpractice because even if the student does not understand in class, he/she cannot approach the lecturer for clarification due to personal perception or the students towards lecturers like the lecturer might be harsh, self esteem etc.

Failure to attend lecture by student was also seen as a negative effect lack of lecturer-student relationship meanwhile 43 (38.4%) of the respondents supported these but the rest 69 (61.6%) respondents believe it as not a criteria for any student to miss lectures. Another issue raised from the study was that of increased crime rate due to lack of lecturer student relationship, though it was not very supported as a consequence, from discussions it was gotten that since lecturers are acting parents in the university system they could act as advisers and care takers both academically and socially/ and the crime rate would be reduced or totally extinguished. 46 (41.1%) of the respondent strongly agreed and agreed that it was a consequence but 76 (67.9%) of the respondents were in total disagreement.

**Findings on Research Question**

At the beginning of this study four research questions were put forward, and they were answered in the course of this study as follows.

#### **Research Question One:**

What are the factors that motivate student's academic performance in Kogi State University, Anyigba?

From the study only factors out of the numerous factors was evaluated and that is lecturer-student relationship among students and lecturers of Kogi State University.

From the findings, it was gathered that 80(71.4%) of the respondents believed that lecturer-student-relationship is a motivational force in students academic performance.

**Research Question Two:**

Does the perception of a student towards his or her lecturer affect the academic performance of such student?

From the of the questionnaire administered in this study, the perception of a student towards his lecturer has serious effect on the academic performance of such a student. An example is in the answers given by respondents in question 15 of the questionnaire where students were asked "why they do not want to have personal relationship with their lecturers?" from the answers it could be gathered that it was the students perception and not really an experience from the lecturer that made them not to be able to approach the lecturer for both social and academic aid.

Student who had good academic relationship with their lectures testified of improved academic performance, while those who were not close had several complains, though some said their academic performance was satisfactory but from the survey, a better perception of the lecturer can lead to improved academic performance.

**Research Question Three:**

What are the effects of lecturer-student relationship on the academic-performance of students?

From the study, it could be concluded that lecturer-student relationship have, both positive and negative effects but the positive supersedes the negative. Research Question Four:

What are procedures that can be used to improve lecturer-student relationship as a way of improving students academic performance in Kogi State University?

This last research question has only one definite answer and that is changing the perception of students towards lecturer student relationship

by forgetting all the negative perception they have and most of this negative mindsets are gotten from hearsays and not experienced by an individual or student.

**Test of Research Hypothesis**

Ho: Student-lecturer relationship has no significant effect on student academic performance.

Hi: Student-lecturer relationship has significant effect on student academic performance. Decision Rule:

At 0.05 level of significance, if the chi-square calculated value  $X^2$  is greater than, the table value, we therefore/ reject the null hypothesis (Ho), accept the alternative hypothesis (Hi).

Using the chi-square statistical method if the chi-square ( $X^2$ ) calculated is lesser than the  $X^2$  tabulated, we reject the alternative hypothesis (Hi).

The critical value under which the hypothesis was tested was 0.05 this formula is used to calculate and test the hypothesis.

$$X^2 = \sum \frac{(F0 - Fe)^2}{Fe}$$

Where  $X^2$  = chi - square computed  
 $\Sigma$  = Summation  
 F0 = Frequency observed  
 Fe = Frequency expected.

Responses	Yes	No	Don't know	Total
Observed Frequency	89	21	2	112
Expected Frequency	37.3	37.3	37.3	112

Source: Field Survey (October 2012).

Observed frequency is gotten from question 8 of the questionnaire "Do you think lecturer-student relationship any effect on student academic performance?"

Expected frequency is calculated thus;

$$\text{Grand Total} \quad - \quad \frac{112}{3} = 37.3$$

Number of Column  $\quad \quad \quad 3$

Chi-square calculated

Fo	Fe	I	Fo-Fe	(Fo-Fe) <sup>2</sup>	I (Fo-Fe) <sup>2</sup> /Fe
89	37.3		51.7	2672.9	71.7
21	37.3		-16.3	265.7	7.1
2'	37.3		-35.3	1246.1	33.4
Total X <sup>2</sup> =					112.2

Degree of Freedom

$$X^2 - 112.2$$

$$Df = (r-1)(c-1)$$

$$Df = (3-1)(3-1)$$

$$Df = (2) (2)$$

$$Df = 1$$

level of significance = 0.05

$$X^2_t = 3.84$$

$$X^2_c = 112.1$$

Decision and Interpretation:

At 0.05 level of significance, if the chi-square calculated value 112.2 greater than the table value  $X^2_t = 3.84$ , we therefore, reject the null hypothesis (Ho) student-lecturer relationship has no significant effect on student academic performance, and accept the alternative hypothesis (Hi) Student-lecturer relationship has significant effect on student academic performance".

Conclusion

The results of this research work proved that the academic performance of students can be improved by their relationship with lecturers in and out of the lecture room in line with the research hypothesis.

An overwhelming majority of respondents, precisely 105 (93.75%) opined that poor lecturer student relationship can lead to poor academic performance, failure to attend lectures by students., examination malpractice and increased criminal activities in the school arena. Due to :his the researcher found it appropriate to conclude that lecturer student relationship in the university has significant effect in improving .^student academic performance.

Recommendations

The researcher is of the opinion that the academic performance ol students in Kogi State University can be improved through lecturer-student relationship, and this should be seen as a motivational force in improving the decline in academic performance in the University.

From the research, the factor hindering lecturer-student relationship -S just the students perception, of what they perceive as the lecturers

reaction when they get close or have personal relationship with the lecturer, the perception is that for female student's lecturers are only '•• Dually interested in them while for male student's the lecturer would be too harsh since they are not females and cannot guarantee sexual satisfaction but from personal discussions this is not the case because most : :he negative perceptions are gotten from hearsay and not valid facts.

In light of the above, the school administrators and lecturers should create a positive atmosphere for students to easily approach them by :rating avenues, laws and sanctions for lecturers who try to force students into negative devices, by doing this the negative perception of students towards lecturer-student relationship would change and from the search findings also improve the students academic performance.

Again, there is a serious need for the university not to only be a .ace of acquiring of certificate in the course a student is studying but also place where the student acquires experiences through interaction with other students and most especially the lecturer, though the lectures role in indents academic performance is complex, they should be able to impact knowledge through personal experiences and educational implements on the student through the inter-relationship when these is done it can serve - a mode for improving the students academic performance and adaptation to the society at large after leaving school.

Another way whereby student-lecturer relationship can be improve by creating academic curriculums in the university that would allow students have one on one access to their lecturers, it one should he made

mandatory like guardian and counseling in the primary and secondary school where students can express themselves and lay out complains without being stigmatized.

Over population has also been seen through this research findings as one of the reasons why students cannot have personal relationship with lecturers and this can be overcome by employing more lecturers to attend to students or limiting the number of student-, admitted to a certain number that can easily be accessed and monitored by tie lecturers, this can be used as a way improving academic performance.

The established fact in this study is that lecturer-student relationship in Kogi State University has significant effect on the academic performance of students, with this finding the academic performance of universities in the Nigerian society can be greatly influenced by the relationship between students and their lecturers.

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