

**THE EFFECT OF STAFF-STUDENT RELATIONSHIP
ON ACADEMIC PERFORMANCE AMONG STUDENTS AT
FEDERAL UNIVERSITY OYE-EKITI
EKITI STATE**

BY

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CERTIFICATION

I certify that this research work is carried out by **ADESIDA, VICTOR OLUWAFISAYO** in partial fulfilment of the requirement for the award of Bachelor of Science (B.Sc.) Degree in Sociology at the Federal University Oye Ekiti, Ekiti State, Nigeria.



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DEDICATION

To Jehovah Almighty God, the Source of all life and the Creator of all creatures, I dedicate this Essay. Also, to my loving, caring, and virtuous mother, Princess (Mrs) Racheal D. Adesida and to the blessed memory of my Father, Prince Oluwole Adedefe Adesida.

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ABSTRACT

The study was carried out to assess the effect of staff-student relationship on academic performance among students at Federal University Oye-Ekiti. This became necessary because student lecturer's relationship has been discovered to be one of the potent factors that influence academic performance of students. To successfully carry out this study, the following objectives were extensively observed: examine student understanding of student-lecturer relationship; investigate the competence and behaviours of the lecturers; examine the academic performance of FUOYE students as a result of lecturers competence and behaviours, identify various factors that encourages or discourages outstanding academic performance by students and suggest possible ways of enhancing student-lecturer relationship for better academic performance.

To capture these objectives, out of the twenty eight departments in FUOYE, twelve (12) departments were randomly selected. The total numbers of students (100-400 level) in these twelve departments were one thousand one hundred and ninety five (1,195), from this; two hundred (200) students were randomly selected for the administration of questionnaires.

The result amongst others revealed that; most of the students were young male, female and single enjoyed cordial and harmonious relationship with their lecturers, good students lecturers relationship can at best improved or enhanced academic performance of students, most of the lecturer are competent and comply with set rules and regulations guiding their relationship with their students,

The study clearly revealed that lectures by their actions and inactions can either make or mar the academic performance, confidence and the future of their students. As such, there is need to manage the relationships that exist between lectures and students for the overall interest of students and the society at large.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the years, the investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators (Ayodele and Adebisi, 2013). Higher education is nowadays viewed as business-like enterprise, where the student as a consumer seeks a business-like relationship with the producer (lecturer) that delivers knowledge, skills and competencies he or she wants (Newton, 2002). To be able to fulfill their educational research and informational functions in the 21st Century, tertiary institutions need to recognize the importance of this emerging issue (World Bank, 2002).

Students-lecturer interaction occurs at various places including the classroom, laboratory and office. Irrespective of where it occurs, it is at the core of University experience associated with student's overall academic and social development (Kim and Sax, 2011). 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 (Chepchieng, Mbugua and Kariuki, 2006). Academic performance expresses the learning achievement of an individual or a group at the end of an academic programme. It is a criterion for ascertaining the capabilities of a student from which his potentials could be inferred. Academic performance is generally used to determine how well an individual is able to assimilate, retain, recall and communicate his knowledge of what has been learnt (Kpolovie, Joe, Osonwa and Iderima, 2014).

This concept has close relationship in meaning with academic achievement and academic attainment. Knowles (1978:273) defines academic performance as "the demonstrated achievement of learning as opposed to the potential for learning." It further defines achievement as knowledge attained or skills developed in school subjects usually

designed by test scores or marks assigned by the teacher or both. College life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical developmental period for both late adolescents and young adults (Chickering, 1969). Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance (Umar, Shaib, Aituisi, Yakubu and Bada, 2010). Academic achievement points to the extent to which individuals have gained from a particular curriculum, subject or task based on relatively standardized experiences, such as a class test (Akinade, 2001). Effective learning and sound academic achievement are said to constitute an integral part of the goal of schooling (Hassan, 2006). Academic achievement is something of great importance to parents, teachers and students themselves. Even the larger society is aware of the long term effects of high or low academic achievement since graduates from educational institutions are expected to shape the destiny of the society (Salami, 2001).

In University system, there are variations in standard maintained by each school. While some Universities possess the necessary and sufficient facilities that guarantee sound education, others are striving to meet up with the minimum National Universities Commission's (NUC) recommended standards. However, possessing the necessary and sufficient learning facilities does not in themselves mean graduates from such schools are better off than those not adequately equipped. It all depends on quality of staff and the candidates in question. In schools where staffs are well motivated, student's performance is expected to improve if such students are making special effort to learn (Adeyele and Yusuff, 2012). This study, therefore, attempt to examine the effect of student-teacher relationship on the academic performance among students at Federal University Oye-Ekiti, Ekiti State.

1.2 Statement of the Problem

Education imparts knowledge, teaches skills, and instils morals and attitudes to the recipients. Imparting knowledge means putting across facts, current thinking, theories, principles or laws; teaching skills is imparting practical skills, comprehension and ability to see implications or solve problems; instilling attitudes include inculcating tolerance, open-mindedness, scientific detachment and healthy scepticism (Langer, 1977). These are requisites for social integration, performance of productive tasks, and for effecting national development (FRN, 2004). The educational system in developing countries is behind in the race towards making their graduates compete with those in First World countries. The problem involves the worsening budgetary cuts, technological backwardness, inappropriate policies and short of opportunities for students to be exposed and learn in a global context (De Cadiz, 2010). The sorry state of higher education in Nigeria has been well documented in newspaper articles, learned journals and several reports of government sponsored panels. Problems identified include; poor funding, dilapidated buildings, poor or non-availability of basic infrastructure, poor or absence of teaching-learning equipment, lack of books, chemicals and other research materials, examination malpractices, poor remuneration, industrial unrest, unprepared students, low quality lecturers, brain drain, indiscipline and violence demonstrated through endemic secret societies on campus (Babarinde, 2012).

The above problems result to the inability of the institution to adequately perform their assigned duty of transmission and generation of new knowledge in learning and character and this in turn affect lecturers and students performance and on the long run slow down the pace of national development. Ogbodo, Adeyemi and Agboola (2014) observed that the poor academic performance of students in most of Nigerian Universities has been attributed to poor secondary school background and lack of goal and institutional commitment on the part of students, while the institution's negligent attitude in providing and

fostering an academically healthy environment for its students, lack of quality teaching and learning activities that will motivate students in their study programme. Also, the inconsistent admission policy of the government that fails to comprehensively assess student attributes in order to identify early students quality at inception among others have been adduced for the seemingly low quality of students.

Apart from all the problems mentioned above, student lecturer's relationships can negatively affect the academic performance of students. The students face a lot of problems in developing positive study attitudes and habits. Through effective and efficient relationship and guidance by lecturers, student can improve his study attitudes and habits and is directly proportional to academic achievement. The guidance from lecturers and parents indirectly affect the performance of students (Hussain, 2006). Students who are properly guided by their lecturers and parents have performed well in the exams while those who are not guided in most cases performed woefully. In view of the above, this study was carried out in FUOYE (one of the recently established Federal Universities in Nigeria) so as to assess student lecturer's relationship in the institution and suggest practicable ways of enhancing student's-lecturer's relationship for outstanding academic performance.

1.3 Research Questions

This study shall provide answer to the followings questions

- i) What do you understand by student-lecturers relationship?
- ii) What are the forms of relationship that exist between lecturer and students?
- iii) How does student rate their relationship with lecturers?
- iv) How can this relationship enhance academic performance of students?
- v) Can motivation of students by their lecturers improve their academic performance?
- (vi) What are those factors that discourage or encourage students' academic performance?

1.4 Objectives of the Study

The main objective of this study is to examine the effects of student-lecturer relationship on the academic performance of FUOYE students.

The specific objectives of this study are to:

- 1) examine students understanding of student-lecturer relationship;
- 2) investigate the competence and behaviours of the lecturers;
- 3) examine the academic performance of FUOYE students as a result of lecturers competence and behaviours;
- 4) identify various factors that encourages or discourages outstanding academic performance by students and ;
- 5) find out if motivation of students by lecturers can enhance their academic performance
- 6) Suggest possible ways of enhancing student-lecturer relationship for better academic performance.

1.5 Significance of the Study

Universities all over the world are accepted as the citadel of learning and development of human resources (Adeogun, Subair and Osifila, 2009). The entire intellectual and professional life of a country depends on sound higher education (university education) that provides quality products (graduates) of international standard (Subair, 2008). Every University identifies its core mission as teaching, research and community engagement. "The University in Africa and higher education in general remain a significant part of the overall social, economic, and cultural constitution of societies and nations (Fayemi, 2012)." This is so because; higher education "contributes to the formation and deployment of human capital, the cultural and social construction of values and meaning, and the capacity for individual and collective emancipation from ignorance and domination." Higher education "further

contributes to how the energies and products of science, technology, and the improvement of material conditions are mobilized for the well-being of individuals and groups. It provides the platform for the advanced study, dissemination, and utilisation of knowledge and its products for the benefit of society and its constituents (Fayemi, 2012).

The Nigerian university system sprang out of the need for the development of a high level workforce to take the challenge of nation building after independence (Fadipe, 2000). University education to be truly beneficial to students implies effective mentoring beyond what goes on in the classrooms. Lecturers not only pass onto their students the expertise they have acquired in their respective fields of learning, but also guide them directly and indirectly through the intricacies of the university system, lends moral support, and provide academic and career counselling. Formal student-lecturer interaction is therefore an important precursor for overall quality teaching and learning experience at the university (Boateng, 2012). Literature points to a strong link between positive nurturing interpersonal relationships between students and instructors as an important ingredient in the recipe for student success. Socially supportive relationships can have powerful and lasting effects on the lives of students (Cassidy & Shaver, 1999; Richman et. al 1998). Birch and Ladd (1997) found that students who had closer relationships with teachers were better adjusted academically than students with conflicted teacher-student relationships.

Harmonious/cordial relationship between lecturers and students will go a long way to enhance student's performance. In view of the above, findings from this study tend to address the following; it provided powerful and meaningful insight into the impact and importance of the student teacher relationship as perceived by the students themselves, which should enable lecturers to place greater value and investment in this vital factor of student success in Federal University Oye-Ekitiin particular and other institutions of learning at large. It equally revealed student's performance a yardstick to measure lecturer's competence and

performance. Also, the information gained in this study added to the current literature on student's-lecturer's relationship.

1.6 Operationalization of Concepts

1.6.1 Academic Performance

Academic achievement or performance is the outcome of education; the extent to which a student, teacher or institution has achieved their educational goals. Educational achievement is measured by standardized achievement test developed for school subjects. What this means is that academic achievement is measured in relation to what is attained at the end of a course, since it is the accomplishment of medium or long term objective of education (Bruce and Neville, 1979). The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et.al, 2009).

1.6.2 Student Lecturers Relationship

Relationships are defined by "strong, frequent, and diverse interdependence that lasts over a considerable period of time" (Kelley et al., 1983). Teacher-student relationships are defined as caring and authentic relationships between teachers and the students. Student-teacher relationships are defined by "emotions-based experiences that emerge out of teachers' on-going interactions with their students" (Pianta, 1999).

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAME-WORK

2.0 Introduction

This chapter review relevant literatures on students lecturers relationship; various concepts that can enhance academic performance were equally addressed under the following subheadings; the value of education in the society, student's-lecturers relationship and student academic performances, factors responsible for poor performances by lecturers and students, student engagement and assessment and various indices of students and lecturers assessments.

2.1 Education

Education is the transmission of knowledge, information and understanding of man in his social and physical environment. It is the most important commodity to be possessed by any person. When acquired and through consistent learning, it is the only commodity that can never be dispossessed until death. For a healthy and equitable society, education must be qualitatively provided to ensure stability, freedom and general welling of members of the community. The provision of education must be highly qualitative in order to produce a large number of learned scholars who continuously enlarge the frontiers of knowledge and therefore make life meaningful. Student's ability to participate positively and effectively in societal activities will largely depend on the quality of knowledge, information and understanding they possess (Abbass, 2008).

The purpose of schooling is often closely tied to personal, community and national economic development. Schooling as a public practice has invested heavily in producing increasingly knowledgeable and refined students. The policies governing schooling have come to place considerable emphasis on acceptable descriptions of the nature of students,

their needs, how they learn, what materials they learn from and how that might be assessed (Austin et.al, 2003).

2.2 The Value of Education in our Society

Education is widely regarded as a basic human right, a key to enlightenment, and a source of wealth and power (Mugenda & Mugenda, 1999). Education is critical to industrial and technological development, with the history of developed nations bearing records of this, developing nations aspiring to realize the same status have to put a premium on education. It is viewed as an instrument for building a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation and a great and dynamic economy (Federal Republic of Nigeria, 2004). Education is a very important human activity. It helps any society fashion and model individuals to function well in their environment. Boit, Njoki and Chang'ach (2012) argued that, the purpose of education is to equip the citizenry to reshape their society and eliminate inequality. Participants in the World Conference on "Education for All" in Jomtien (2006) pointed out that education is a fundamental right of all people, women and men of all ages throughout the world. It helps to ensure a safer, healthier, more prosperous and environmentally-sound world. It is an indispensable key for personal and social improvement (Arinde, 2010).

Societies all over the world have used education as an instrument for the achievement of national interests and objectives. Education is an instrument par-excellence for effecting national development. It fosters the worth and development of the individual, for the individual's sake and for the general development of the society (National Policy on Education, 2004). To play these pivotal roles, school programs need to be relevant, practical and comprehensive. Interest and ability should determine the individual's direction in education (Christiana, 2009). Education imparted through quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to

make an individual a useful member of the society. For education to achieve this objective, it must be of high quality, which, as Nwangwu (2000) opined, “should not only consist of passing examinations (which is usually the first priority) but also include the acquisition of skills (in the cognitive, affective and psychomotor domains) through improved schools’ ability to facilitate and support the work of teachers and students”.

2.3 Students-Lecturers Relationship and Students’ Academic Performances

Akinsolu (2010) asserts that availability of qualified lecturers determined the performance of students in schools. Lecturers have been known to have important influence on students’ academic achievement and they also play a crucial role in educational attainment because the lecturer is ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students (Afe, 2001). Teaching and learning are two dimensions of the academic world and both depend on lecturers capabilities therefore, an effective lecturer has been conceptualized as one who produces desired outcomes in the course of his duty as a lecturer (Choi et.al 2014). Ramsden (1992) observed that, “the aim of teaching is simple: it is to make students learning possible”. Research studies conducted by Bennett (2004), Barnes (2007), Ingleby (2014) has shown that student learning is influenced, among other things, by the way lecturers teach and assess their students.

Teaching has been considered as one of the most interesting challenging professions in human endeavour (Yusuf, 2007). This is so because it deals mainly with human beings. People need to teach others in order for them to learn and be educated (Bagley, 1938), while those who teach others must possess the right characteristics, competence and teaching qualifications to enable them impart knowledge and education to the people or learners as whatever they teach has a durable effect in the lives of the people they teach (Bagley, 1938). Bangbade (2004) found that out that lecturers’ attribute have significant relationship with

students' academic performance. Such attributes to him include; teachers' knowledge of the subject matter, communication ability, emotional stability, good human relationship and interest in the job. Rena (2000) explained that for students to perform well in any class activity and examination one of the prerequisites is that their lecturers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness.

The teacher is the pivot of the education process. The teacher is the key in the entire education programme and he/she can make or mar the best educational programme in the world. Education therefore is what teachers make of it. Thus, competent, devoted and professionally-qualified teachers are an essential foundation for a good educational system. In other words, the attainment of national objectives for the adequate preparation of students for their examinations and achievement of educational objectives depend largely on teachers (Arinde, 2010). Obemeata (1996) reported Pope Pius XII (1942) as having stated that: Good schools are the fruits not only of good regulations but primarily of good teachers excellently trained in their respective subjects which they are to teach and possessing the intellectual and moral qualities which their important offices require (p. 56).

Bill Gates (2008) maintained that the single most important factor in student's achievement is lecturer's effectiveness. The way in which the lecturers allocate time to spend on academic content affects student's achievement. Good classroom management is a skill that can lead to high student's achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions. A good lecturer is expected to be committed to his work, would have the ability to take the initiative. Lecturer's personality in the attitudinal sense is a significant factor in lecturer's behaviour and it has great impact on student's

achievement. The Lecturer as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively.

2.4 Factors responsible for poor performance by Lecturers and Students

These factors appear to be both internal and external to the Universities. Internal factors include strikes, lack of employees' motivation and weak accountability for educational performance and poor work environment. External factors comprise academic staff shortage, corruption, inadequate funding of the University system by government and admission based on quotas rather than merit (Ajayi et. al, 2011). Nuthana & Yenagi (2009) have examined the causes of poor academic performance among University undergraduates. Some of these factors identified are intellectual ability, poor study habit, achievement motivation, lack of vocational goals, low self-concept, low socio-economic status of the family, poor family structure amongst others.

A Daily Sketch Publication on "cause and curse of poor academic performance" of University undergraduate 2006, identified and categorized factors responsible for students' poor performance. Such factors are problem of teachers, problem of inadequate facilities in the school, problems traceable to students, problems caused by parents and the society at large and problems of government policies and low funding of educational sector (Ajila and Olutola 2007). Ichado (1998) also argued that the environment in which the student comes from can greatly influence his performance academically in the school.

In Nigeria, factors that are capable of influencing the academic performance of University students are state of health, motivation, anxiety, their environment, adequacy of infrastructures like textbooks and well equipped libraries (Ayodele and Adebisi, 2013). Students' poor performance in academic work and behaviour are manifestations of the problems associated with the staffing of the schools, inadequate facilities and funding. The

situation is aggravated by inefficient and ineffective planning, organization and management of the available human and material resources (Nwangwu, 1998). A study conducted by Aduwa (2004), on determinants of students' academic success, reported that a student's home environment, their cognitive abilities, self-esteem, self-concept, study habits and motivation affect their academic success. Contrary to this, Iyamu (2005) contended that the provision of all these factors may not have significant impact on successful learning if the learners are not exposed to competent lecturers and other school teams. Ehrenberg and Brewer (1995) and Ferguson (1991) asserted that students learn more from teachers with strong academic skills. In another vein, the academic performance of student may dependent to an extent on many variables which include education funding (Kpolovie and Obilor, 2013). The Punch (June 17, 2011) reported that the decline in the Nigerian educational system is as a result of poor funding. Okebukola (2007) observed that Nigerian education graduates were inadequately prepared in both content and pedagogy, and therefore could not teach well or at worst impart wrong knowledge all of which combined to have negative effect on the performance of the students they teach.

2.5 Student's Engagement

Engagement is defined as 'energy in action' (Appleton et. al 2006, p. 428). It represents the connection between an individual and the activity in which one is involved (Ainley, 2004; Appleton et al., 2006). Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student's experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution (Vicki, 2010). It is the relationship with the school community, structures, curriculum, content, pedagogy and opportunities (Oranu, 2012). Student's engagement has been defined as "participation in educationally effective practices, both inside and outside the classroom,

which leads to a range of measurable outcomes” (Kuh *et al.*, 2007), and as “the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes” (Krause and Coates, 2008, P.493)

Similarly, Hu and Kuh (2001, P.3) define engagement as “the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes”. By way of contrast, others have defined engagement as “the process whereby institutions and sector bodies make deliberate attempts to involve and empower students in the process of shaping the learning experience” (HEFCE, 2008). Combining these two perspectives, Kuh (2009a, P.683) has defined student engagement as “the time and effort students devote to activities that are empirically linked to desired outcomes of college *and* what institutions do to induce students to participate in these activities (Kuh, 2001, 2003, 2009a)” (emphasis in original). Coates (2007, P.122) describes engagement as “a broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience”, comprising the following:

- i. active and collaborative learning;
- ii. participation in challenging academic activities;
- iii. formative communication with academic staff;
- iv. involvement in enriching educational experiences;
- v. feeling legitimated and supported by university learning communities.

Generally, high levels of engagement through effective learning, acquisition of knowledge and skills as well as better emotional functioning are associated with enhanced student performance/achievement (Barkatsas *et.al* 2009; Miller *et.al* 1996; Wigfeld & Eccles, 2000; Furlong *et.al* 2003; Ladd & Dinella, 2009 and Skinner *et. al* 2008).

2.6 Students Assessment

Student's assessment is a very important aspect in the learning process; it helps the student, parents, teacher and the management to determine performance and take various decisions on the students learning. The conduct of examination as an assessment is as significant as the total process of learning due to its validity and reliability to the student, teacher, management and other relevant institutions that the result could be employed. Student's assessment can be carried out through the following means;

2.6.1 Lecturers Characteristics and Effectiveness

It can be referred to as qualities that can be measured with tests or derived from their academic or professional records. They indicate that lecturer's characteristics does not generally refer to the direct observation of their influence on students' learning in terms of either students' test performance or teaching behaviours. Rather, they are those that fall traditionally into the province of personnel psychology or personnel selection. This review deals with those characteristics of lecturer that might be identified and used in hiring them so as to increase their students' achievement. Ashton (1996) indicates that these characteristics could include qualities of lecturer that are viewed as personal- such as mental ability, age, and gender or as "experiential" such as certification status, educational background, previous teaching experience and the like. Some characteristics are combinations - in unknown amounts of personal and experiential qualities

Babalola (2003, p.305) defines effectiveness as the extent to which set goals and objectives of an institution are accomplished in relation to quality, quantity, equity and instructional quality. Effective institutions are found where students progress further than might be expected from considerations of their initial intake (Bassey, 2006). Some indices attributed to effective institutions include: shared vision and goals; emphasis on teaching and learning; professional leadership; all-round high expectations; community-school partnership,

and a climate of staff and students' involvement (Reynolds, 1996). Effective lecturers perform his assigned responsibilities diligently in line with global best practices. They inform, educate and motivate the students to achieve desirable results.

2.6.2 Teacher's Qualification and Students' Academic Achievement

The National Policy of Education states that "No Education system can rise above the quality of teachers in the system" (FGN, 2006). Darling – Hammond (1998) defines well qualified teacher as one who was fully certified and held the equivalent of a major in the field being taught. Although the formal qualification of teachers/lecturers is an important indicator for their knowledge and competence in teaching, it has only limited utility in analysing how well prepared teachers are for what they have to teach in schools. More detailed knowledge of the courses they have taken during their training needs to be compared to the actual content and skills required to lecture in the university environment. Ruthland & Bremer (2002) refer to teacher qualification in two ways - traditional and alternative qualification routes. Traditional certification is when an individual completes an undergraduate degree or post graduate program. Alternative routes of certification are based on coursework in pedagogy and subject area without a degree in education. Hardy & Smith (2006) cite short term activities such as mentoring, peer evaluations and workshops as ways other than formal qualifications for improving teaching. More often graduates teachers with first degree content go into teaching if they cannot find another job right away. Although they often get somewhat lower salary than a fully qualified teacher; they choose not to enrol in the one year post- graduate professional training and therefore lack a basic foundation for teaching.

2.6.3 Examination

How well or poor a student performed in an examination can be used to measure the impact of lecturers in the academic environment. Nwana (1979) cited in Anikweze (2005) argues that evaluation is a pertinent aspect of good teaching and learning because "no matter

how efficient the teacher, how intelligent the students, how adequate the auto-visual equipment, if no provision is made for some evaluation of progress, the teaching effort may be completely invalidated". Examinations have been widely used to evaluate student's performance in academic environments. It is an organised activities aimed at determining the cumulative or broad knowledge in a students' educational development and it helps to establish the integrity of the degree or certificate awarded by any school, college or university (Tobih, 2012).

A range of appraisal methods can be used in order to assess students' progress in attaining academic objectives. Commonly used methods include standardized tests, the assessment of student portfolios, judge mental ratings carried out by teachers, regular teacher-developed tests, and assessments of student assignments, projects, and homework (Haahr, et al, 2005: p.154). Assessments differ widely in nature and quality, and assessment policies as well as practices are often applied in different ways across school and programme types (Haahr, et al, 2005: p.175). It is a process prescribed for testing qualification, an exercise designed to examine progress or knowledge (Tobih, 2012). Anikweze (2005: p.2) suggests that the purpose of test is to identify or discover what a person can do under certain controlled circumstances; for instance: to answer a number of questions either orally or written or perform a task or tasks within some limited time.

2.7 Theoretical Frame Work

2.7.1 Functionalist Theory

Talcott Parsons (a functionalist) writing in the 1950s and 1960s developed Durkheim's ideas. He said education is a key component of the social body, just like the heart is integral to the functioning of the human body, education is fundamental to the health of the social body.

It does this by:

1. Passing on society's culture – education functions as a key mechanism (functional prerequisite) through which a new generation of children acquires the 'central' norms, values and culture of their society. This unites or glues people together by giving them shared values, what sociologists' term as a value consensus, through the hidden curriculum.
2. Socialization – Durkheim argued that schools are a society in miniature– a small scale version of the wider society in which people live and work. Talcott Parsons argued how schools from this standpoint, take over the primary socialization role of parents. This means schools are sites of secondary socialization. They, the schools, provide a bridge between the 'particularistic' values of the family and the 'universalistic' values of meritocracy of contemporary industrial society.
3. Providing a bridge the particularistic values and universalistic values. Particularistic values are those given to you by your family, they treat you as an individual, they take account of your own individual skills, abilities, and habits and from these particularistic values your status within the family has been ascribed. In contrast universalistic values are those given to everyone, the same rules apply to everyone. As an individual you aren't afforded any special considerations and your status is now achieved rather than ascribed. Therefore you might have a high ascribed status at home but a low achieved status at school because you never do any work.
4. Providing a trained and qualified labour force – schooling provides society with people equipped with the right skills to do the jobs society needs. This makes sure the best and most qualified people end up doing the jobs that utilizes and recognizes these skills, qualifications and individual effort. This creates what is termed as the division of labour – whereby the world of work is fragmented into a large number of

specialized jobs. From this position the inequalities in society are fair and just, everyone is given an equal chance, it's merely that some people work hard and succeed and others choose to be idle, mess about in class and only have themselves to blame for their failure. Therefore people who work hard at school become great scholars and successful while those that don't make great impact academically – known as meritocracy. Meritocracy- Davis and Moore (functionalists) said as we know live in a meritocratic society the education system becomes the best mechanism for selecting the right people for the right jobs – role allocation. Meritocracy is the notion that people should and are duly awarded by society for their hard work and efforts. Those that work hard will and can achieve those that choose not to, achieve their due rewards.

2.7.2 System Theory

System can be traced to Aristotle (384-385B.C.) who argued that the whole is greater than the sum of its parts. It is the collection of interrelated parts which form a whole. It is not adequate to understand just the parts which constitute the whole; it is also essential to understand the interrelationship among parts. System theory rests on the fact that each of the component parts performs a specific function for the survival of the whole. There are two types of systems: closed and open. Closed systems are completely self-supporting and do not interact with their environment. An open system interacts with its environment. Both it relies on the environment for supply of inputs and for the discharge of their outputs. An education system or a school system/university system depends on the environment for sustenance. They collect inputs from their environment and discharge outputs to their environment. The main features of an open system are:

- i. To obtain inputs and energy from the environment
- ii. To process this input to output; and

iii. To discharge their output into their environment (Arinde, 2010)

2.7.3 Applicability of the theories to the Study

The functionalist and open system theory are suitable for this study as it can be used to describe and explain the inflow of services from the environment to lecturers and students through the system and back into the environment. The quality and the effectiveness of the school system at all levels depend on the performance of the lecturers and learners or products. Functional theory clearly spelt out the roles played by lecturers and students in the academic environment and the society at large. Lecturers are expected to make research, come to class and impart knowledge and instil discipline on their students while students on the other hand, are expected to learn from their lecturers and transform this learning process to academic achievement. In this cycle of relationship, academic performance is clearly related and dependent on the functions performed by lecturers and students. Well trained students become highly successful in their endeavours while half-baked students become less successful in their academic pursuit.

In system theory, academic environment is a system where there is interplay of functions or relationship between lecturers and students. In this relationship, the University environment is a unit of production which involves input and output processes. The output (academic performance) is dependent on the input (lecturers and students relationship). The part of the system (either lecturers or students) is not greater than the whole of the system. It is a mutual and dependent relationship that will desire effective results. It is not enough for lecturers to teach or lecturer their students effectively but it is equally necessary for students to devote time for studies so as to enhance his/her performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Research methodology is the various processes, procedures, principles methods and instrumentalities by which data and information are sourced, secured, specified, defined, collated, processed and analysed (Fasakin, 2000). Okoko (2001) defines research methodology as a tool that serves as scaffolding for the validation, proper analysis and interpretation of data towards guiding a researcher for the realization of the set goal and objectives. Research methodology means the philosophy of the research process and this includes the assumptions and values that serve as a rationale for research and the standard criteria the researcher uses for interpreting data and reaching conclusion (Morenikeji, 2005). Research is a structured enquiry that utilizes acceptable scientific methodology to solve problems and create new knowledge that is generally applicable (Kumar, 2005). It is an original contribution to the existing stock of knowledge and the pursuit of truth with the help of study, observation, comparison, experiment, adoption of certain method and methodology.

Methodology adopted for this study will be clearly explain under the following headings; research design, research population, sampling frame, sampling size, sampling techniques, data collection instrument, procedure for data collection and methods of data analysis.

3.1 Historical Background of the Study Area

In 2011, the President of the Federal Republic of Nigeria, Dr. Goodluck Ebele Jonathan announced the establishment of a Federal University in Ekiti State, and this was followed by another announcement locating the University in Oye. This was one of the six conventional Federal Universities that were to be established in the country for states that were yet to have Federal University. The pioneer Vice-Chancellor, Professor Chinedu O.

Nebo was formally appointed in February 2011 and he worked hard to lay the foundation of the University. On the appointment of Professor Nebo into Ministerial Office by the Federal Government, Professor Isaac Azuzu was appointed in March 2013 as the Vice-Chancellor.

The University runs a Faculty system, an integrated unit of a group of related subjects or disciplines with common academic interests in teaching and research. The University started with four faculties namely: Faculty of Humanities and Social Sciences, Science, Agriculture and Engineering.

3.2 Sources of Data

Data can simply be defined as raw fact. It is an indirect representation of things which need to be converted or manipulated. Information on the other hand is a processed, refined or manipulated data. Two sources of data collection were adopted for this study. That is, primary and secondary sources

3.2.1 Primary Sources

This involves the generation of first-hand information from the field. In this research, primary data were obtained basically through the use of structured questionnaire, field survey, preliminary investigations and personal observation. Two sets of questionnaire will be designed to elicit data relevant to the study. The first will be used for students and the second for lecturers.

3.2.2 Secondary Sources

This involve the generation of data and information from existing literature. In order to achieve the aim and objectives of this study, data and information shall be sourced from published and unpublished textbooks, projects, journals, articles, conference proceedings, newspaper, internet and relevant agencies such as the academic planning and personnel units of Federal University Oye-Ekiti.

3.3 Research Design

Research designs refer to the structure of an enquiry; the central role of a research design is to minimize the chance of drawing incorrect causal inferences from data. Survey design method will be adopted and data will be collected from primary and secondary sources.

3.4 Population of the study

Research population is the total of the members constituting the target group defined by the objectives of the study (Morenikeji, 2005). It is generally a large collection of individuals or objects that is the main focus of a scientific query. The University total population of students stands at 2,214; that of Academic staffs are 304 and that of Non- Academic staffs are 1,084. The University has four (4) faculties with twenty nine (29) Academic Departments running twenty six (26) programmes spread across the four (4) faculties.

For this study, the entire students of Federal University Oye-Ekiti were the population for this study. The record of the academic affairs unit revealed that students from 100-400 level in FOUYE are two thousand two hundred and fourteen (2,214) (*See figure 1-4*)

Figure3.1: Faculty of Humanities and Social Sciences

Departments/Level:	100	200	300	400	
English and Literary Studies	68	31	29	27	
Theatre and Media Arts	73	27	46	25	
Economics and Development Studies	76	53	44	41	
Demography and Social Studies	78	24	48	37	
Psychology	39	20	18	20	
Sociology	48	25	18	27	
TOTAL	382	180	203	177	942

Source: Academic affair; statistics unit, 2015

Figure3.2: Faculty of Science

Departments/Level	100	200	300	400	
Biochemistry	24	6	8	4	
Animal and Environmental Biochemistry	13	5	3	5	
Microbiology	27	26	20	25	
Industrial Chemistry	14	18	23	9	
Computer Science	36	23	23	22	
Physics	9	10	10	13	
Geophysics	13	17	14	9	
Plant Science and Biotechnology	13	7	5	13	
Geology	19	-	-	-	
Mathematics	18	28	23	9	
TOTAL	186	140	129	109	564

Source: Academic affair; statistics unit, 2015

Figure3.3: Faculty of Agriculture

Departments/Level	100	200	300	400	
Agriculture Economics and Extension	19	16	12	9	
Soil Science	14	14	11	8	
Fisheries and aquaculture	18	12	12	10	
Water Resources Mgt & Agro-meteorology	10	10	10	7	
Food Science and Technology	17	17	26	5	
Animal Production and Health	17	16	10	3	
Crop Science and Horticulture	12	12	12	10	
Forestry and Wildlife Management	-	-	-	-	
TOTAL	104	97	93	52	346

Source: Academic affair; statistics unit, 2015

Figure3.4: Faculty of Engineering

Departments/Level	100	200	300	400	
Civil Engineering	32	22	12	12	
Electrical and Electronics	42	33	16	21	
Computer Engineering	31	18	13	1	
Mechanical Engineering	24	14	16	8	
Mechatronics Engineering	21	14	4	8	
TOTAL	150	101	61	50	362

Source: Academic affair; statistics unit, 2015

3.5 Sampling Frame

Sampling frame is the set of source materials from which the sample were selected.

Sampling frame is the list containing the records of members constituting the target group

defined by the objective of study (Morenikeji, 2005). In this research work, the sampling frame covers the total number of students in the school.

3.6 Sample Size

Sample size, simply defined, is the number of participants in a given study. It is an important aspect of the statistics that go into analysing the results of a research project. From the four faculties available in the school, three departments were randomly selected in each school (*see table 3.1*). From the total population (1,195), two hundred (200) students shall be randomly selected for the administration of questionnaire.

Table 3.1: Departments and Students randomly selected for the administration of Questionnaire

Schools randomly selected across the four Faculties	Total numbers of Students (100-400 level)
Economics and Development Studies	214
Demography and Social Statistics	187
Sociology	118
Microbiology	98
Industrial Chemistry	64
Computer Science	104
Agriculture Economics and Extension	56
Water Resources Mgt & Agro-meteorology	37
Food Science and Technology	65
Civil Engineering	78
Electrical and Electronics	112
Mechanical Engineering	62

TOTAL	1,195
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Source: Author's computation, 2015.

3.7 Sampling Techniques

Random sampling technique was employed in this research. This involved the selection of students randomly in the selected departments in Federal University Oye-Ekiti. Okoko (2001) explained that a simple random technique aims at eliminating bias in the choice of respondents or items. It is used for data that are either spatially or non-spatially oriented or distributed. This is appropriate because it was not likely to affect the findings of this research adversely due to the relative uniform characteristics of students.

3.8 Instrument for Data Collection

Data collection instrument refers to the device used to collect data. Data collection instruments used in this research was as follows; structured questionnaire and observation method. This was explored to capture salient issues on the subject matter. These questions were divided into different groups' base on the objectives of the study.

3.9 Procedure for Data Collection

Questionnaires were administered on two hundred(200) students using random sampling procedure. The researcher and four research assistants administered the questionnaires designed for this study. After thorough sensitization of the research assistants on what to capture on the field, the questionnaires were distributed among the researcher and the research assistants. The research assistants were assigned to each faculty to administered the questionnaires on students

3.10 Method of Data Analysis

Data analysis involves the extraction of data from the data gathering instrument (e.g. questionnaire), summarizing and displaying the data with various illustrative charts and testing the hypothesis (Morenikeji, 2005). Data obtained were collated and

analysed using computer software called Statistical Package for Social Science (SPSS) Version 16. The data analysis tools used to clarify the result of findings are; descriptive statistics using percentages and weighted mean while tables, percentages and figures were utilised to describe the necessary features of the sets of data.

3.11 Conceptual Framework

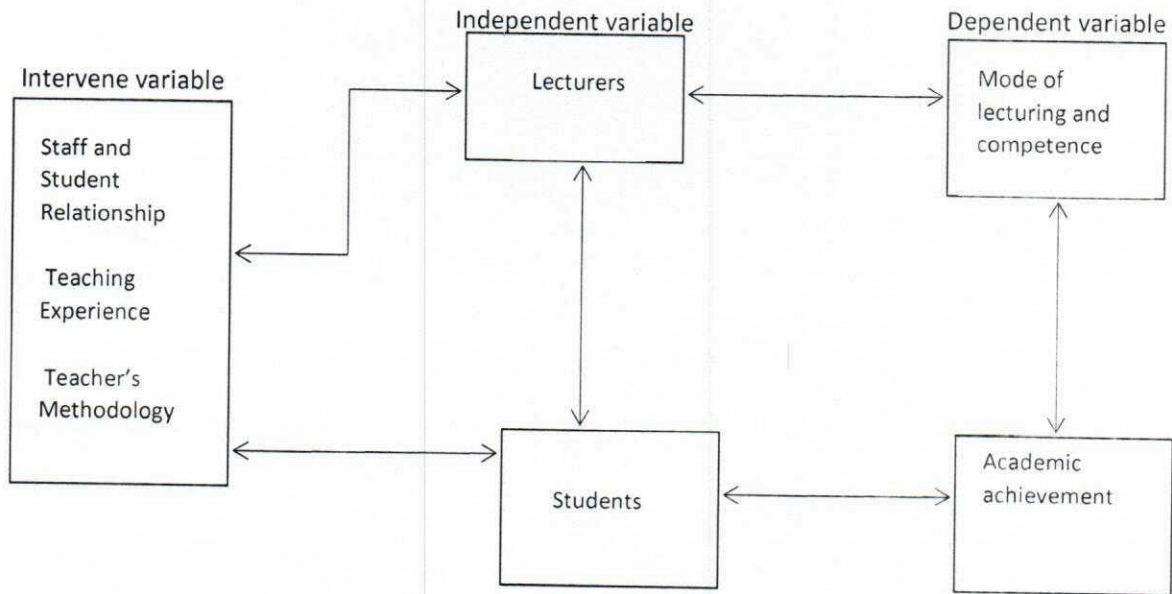


Figure 3.5 showing mutual and interdependent lecturers and students relationship

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is basically on the analysis and interpretation of the data collected in the course of this study.

4.1 Socio-Demographic Characteristics

This section is on the socio-demographic data of the respondents. The variables are measure and explain one after the other.

Table 4.1: Socio-Demographic Data of the Respondents

Age of respondents	Frequency	Percentage
15-18 Years	18	9.1
19-22 Years	101	51.0
23-26 Years	71	35.9
27 years and above	8	4.0
Total	198	100.0
Sex of Respondents		
Male	97	49.0
Female	101	51.0
Total	198	100.0
Marital Status		

Single	196	99.0
Married	02	1.0
Total	198	100.0
Respondents Religious Affiliation		
Christianity	172	86.9
Muslim	24	12.1
Traditional religion	02	1.0
Total	198	100.0
Respondent's Level		
100 level	13	6.6
200 level	16	8.1
300 level	103	52.0
400 level	66	33.3
Total	198	100.0
Respondent's Faculty		
Humanities and Social Science	142	71.7
Sciences	24	12.1
Agriculture	26	13.1
Engineering	6	3.0
Total	198	100.0

Source: Field Work, 2015

Table 4.1 focuses on some importable variables of the respondents. These variables were discussed below one after the other. The age of the respondents shows that most of the respondents 51.0% were between the age range of 19-22 years while only 4.0% were 27 years and above. This means students at Federal University Oye-Ekiti are very young while only very few were relatively old. The sex of the respondents shows that 51.0% were female while 49.0% were male. This simply indicates that student's enrolment in Nigerian tertiary institutions is gradually bringing the wide existing gender gap. More women or girls are enrolled in schools. The marital status of the respondents shows that 99.0% of the respondents were single while only 1.0% was married. This means the issue of early marriage among young people in Nigeria going by the age of those that participated in this study is fast becoming a thing of the past. On the religion of the respondents, table shows that 86.9% of the respondents were Christians, 12.1% were Muslims while only 1.0% belong to the traditional religion. It can be deduced that the location of the study was responsible for high number of Christians in the study. It also means that the traditional religion is going into extinction. On the level of the respondents, majority of the respondents 52.0% were in 300 level, 33.3% were in 400 level while only 6.6% of the respondents were 100 level. This indicates that students in all the existing and functioning levels participated in the study. On the issue of faculty of the respondents, 71.7% of the respondents were in Humanities and Social Sciences, 13.1% were in Agriculture while only 3.0% were in Engineering. It also means that students from the four current faculties did participate in the study.

4.2 Respondent's Understanding of Students-Lecturers Relationship

This section is on the understanding of respondents about student-lecturer relationship. This actually involves a lot of things as discussed below.

Table 4.2: Respondent's Understanding of Student-Lecturer Relationship

Options	Frequency	Percentage
it is a healthy intimacy between lecturer and students not demanding outrageous thing	34	17.2
it is a cordial interactive relationship between lecturer and students in which the student can easily relate freely with lecturer in a state of mind	43	21.7
it is a situation characterized by good acquaintance and rapport whereby there exist freedom of expression and care between lecturers and students in the process of academic pursuit	46	23.2
it is a relationship meant to expand the horizon of the students and also increase the experience and potentials of the lecturers	26	13.1
It is a good understanding and relationship that enhance academic and help boost the confidence to participate in class very well	19	9.6
it is a kind of relationship which be formal or informal	18	9.1
No Response	12	6.1
Total	198	100.0

Source: Field Work, 2015

On respondent's understanding of student-lecturer relationship, Table 4.2 displayed some meanings advanced by the respondents. From the table most of the respondents 23.2% explained that it is a situation characterized by good acquaintance and rapport whereby there exist freedom of expression and care between lecturers and students in the process of

academic pursuit, 21.7% said it is a cordial interactive relationship between lecturer and students in which the student can easily relate freely with lecturer in a state of mind, 17.2% defined it as a healthy intimacy between lecturer and students not demanding outrageous thing while 6.6% of the respondents did not respond to the question. This simply means that lecturer-student relationship mean different thing to the respondents. It is also important to note that all the definitions were forward-thinking and very meaningful but the third meaning was more robust than others. This relationship can best be captured by the definition of Chepchieng, Mbugua and Kariuki, (2006), they see Lecturer-student relationship as a helping hand in which the student perceives that the lecturer has his or her best interest at heart.

Table 4.3: If Respondents have good Student-Lecturer Relationship and ever Exchange Gifts

Question	Yes		No		Don't Know		Total	
	F	%	F	%	F	%	F	%
Do you have a good Student-Lecturer relationship?	102	51.5	65	32.8	31	15.7	198	100.0
Have you ever exchange gift item with your lecturers	20	10.1	173	87.4	05	2.5	198	100.0

Source: Field Work, 2015

Table 4.3 focus on two main issues; that is, whether respondents have good lecturer-student relationship and whether there has ever been exchange of gift. Majority of the respondents 51.5% said yes, they have good lecturer-student relationship 32.8% said no, they do not have such relationship while 15.7% said they don't know. On the other part, 87.4% of the respondents said no, they have never exchange gift with lecturers, 10.1% said yes, they have exchange gift while only 2.5% said they don't know. From the above, it can be deduced

that a little above average of the respondents have good lecturer-student relationship but that does not mean they have exchange gift with the said lecturers. This may be as a result of their understanding or knowledge about lecturer-student relationship or the students are not too buoyant to give any gift to the lecturer they understand very well.

Table 4.4: Respondents relationship with FUOYE Lecturers

Options	Frequency	Percentage
Very Good	22	11.1
Good	61	30.8
Fair	89	44.9
Poor	26	13.1
Total	198	100.0

Source: Field Work, 2015

On the respondents relationship with lecturers in FUOYE, Table 4.4 maintained that 44.9% of the respondents said the relationship is fair, 30.8% said it is a good relationship, 11.1% said the relationship is very good while 13.1% of the respondents said the relationship with lecturers is poor. It simply means lecturer-student relationship is not the same to all the respondents. Just like the English man says, *“One man’s food is another man’s poison”*. And a Yoruba adage says, *“A talking drum faces some people and turns its back to some other people”*. Thesame is the issue of lecturer-student relationship. The implication here may be only those who engage in good lecturer-student relationship may likely enjoy it by performing excellently well in their academic work. In line with the above, Rena (2000) rightly explained that for students to perform well in any class activity and examination one of the prerequisites is that their lecturers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness.

Table 4.5: Respondents frequency of Interacting with FUYOYE Lecturers

Options	Frequency	Percentage
Very Often	15	7.6
Often	50	25.3
Not often	109	55.1
Not at all	24	12.1
Total	198	100.0

Source: Field Work, 2015

Table 4.5 measure the frequency of respondent's interaction with lecturers. Majority of the respondents 55.1% said the interaction with lecturers is not often, 25.3% of the respondents said they interact often, 12.1% said they don't interact at all while 7.6% of the respondents said they interact with lecturers very often. This simply means about 32.9% of the respondents interact regularly with the lecturers. These sets of the respondents are likely to be on good academic status because they will be very free to discuss anything with such lecturers because of the good relationship that exist among them. Research has shown that high levels of students engagement through effective learning, acquisition of knowledge and skills from their lecturers will enhanced their performance/achievement (Barkatsas et.al 2009).

Table 4.6: Respondents nature of Interaction with FUYOYE Lecturers

Options	Frequency	Percentage
Official	106	53.5
Non-official	24	12.1
Both	48	24.2

Not at all	20	10.1
Total	198	100.0

Source: Field Work, 2015

From Table 4.6 the nature of interaction with FUOYE lecturers was looked into. Most of the respondents 53.5% said the nature of their interaction with lecturers is purely official, 24.2% said the interaction is both official and non-official, 12.1% said the nature of interaction with lecturers is non-official while 10.1% of the respondents said they do not interact at all. This indicate that despite the fact that most the respondents agreed that there is a good student-lecturer relationship, the respondent were careful not to abuse the relationship such that it does not degenerate into something unpleasant which may automatically affect the academic performance of the respondents.

4.3 Student's Academic Performance and Lecturers' Behaviour

This section is on the respondent's academic performance base on the behaviour lecturers demonstrate at the respondents/students.

Table 4.7: Student's Academic Performance and Lecturers' Behaviour

Items	SA	A	N	D	SD
Lecturers behaviours encouraged students' performance	107(54.0%)	66(33.3%)	7(3.5%)	14(7.1%)	4(2.0%)
Lecturers approach to lecture enhance student's academic performance	105(53.0%)	69(34.8%)	14(7.1%)	10(5.1%)	-
Lecturer's composure and disposition of character	98(49.5%)	79(39.9%)	5(2.5%)	14(7.1%)	2(1.0%)

encourage student asking questions in class					
Prompt response to assignment/term paper boost academic performance of students	79(39.9%)	93(47.0%)	15(7.6%)	9(4.5%)	2(1.0%)
Student-lecturers relationship build student's confidence	92(46.5%)	75(37.9%)	18(9.1%)	10(5.1%)	3(1.5%)
Lackadaisical attitude of lecturer towards lecturers affect student's performance	110(55.6%)	65(32.8%)	11(5.6%)	12(6.1%)	-

Source: Field Work, 2015

Table 4.7 measure the effect of lecturer's behaviour on student's academic performance. A critical look at the six indicators measuring this variable displayed that majority of the respondents either strongly agreed or agreed with the indicators having a serious consequence on the academic performance of the students. For instance, 55.6% and 32.8% of the respondents strongly agreed and agreed respectively that lackadaisical attitude of lecturers towards lecturers affect student's performance, 53.0%strongly agreed that lecturers approach to lecture enhance student's academic performance. Also, 49.5% of the respondents strongly agreed that lecturers' behaviours encouraged students' academic performance. From the above, it can easily be concluded that students-lecturers relationship is a very important issues that management of institutions must take very serious simply because it goes a long way to determine students' performance whether positively or negatively depending on the relationship established and sustained by the players. It is worthy

of note that indices such as lecturers composure and disposition, students confidence are hinged on the relationship between lecturers and students.

4.4 Competence and Behaviours of the Lecturers

This section explains the perception of the students on the competence and the type or nature of behaviour exhibited by lecturers in Federal University Oye-Ekiti.

Table 4.8: Competence and Behaviour of Lecturer

Items	SA	A	N	D	SD
Lecturers in the school are competent, well-coordinated and behaved when teaching their students	35(17.7%)	121(61.1%)	25(12.6%)	14(7.1%)	3(1.5%)
Lecturers in the school comply with the departmental lectures timetable and come to class regularly and delivered impactful lectures	33(16.7%)	98(49.5%)	31(15.7%)	28(14.1%)	8(4.0%)
Lecturers friendly disposition influences my academic performance	50(25.3%)	97(49.0%)	38(19.2%)	9(4.550)	4(2.0%)
Experience lecturers are more understanding in	79(39.9%)	53(26.8%)	24(12.1%)	32(16.2%)	10(5.1%)

dealing with students than younger lecturers						
With my interactions/relationship with lectures so far, I am looking forward to being a lecturer in the future	31(15.7%)	57(28.8%)	46(23.2%)	29(14.6%)	35(17.7%)	

Source: Field Work, 2015

On the competence and behaviour of lecturers, Table 4.8 shows that majority of the respondents 61.1% agreed that lecturers in the school are competent, well-coordinated and behaved when teaching their students, 49.5% agreed that lecturers in the school comply with the departmental lectures timetable and come to class regularly and delivered impactful lectures. Also, 49.0% agreed that lecturers friendly disposition influences my academic performance, 39.9% strongly agreed that experience lecturers are more understanding in dealing with students than younger lecturers and 28.8% of the respondents agreed that with my interactions/relationship with lectures so far, I am looking forward to being a lecturer in the future. The above statistics implies that most of the lecturers in FUOYE are competent. Akinsolu (2010) asserts that availability of qualified/competent lecturers determined the performance of students in schools. This also corroborated by Federal Republic of Nigeria, 2004 that no education system can rise above the quality of its teachers. The study revealed that the lecturers are not only competent in teaching but also to look after the students in all ramifications so as to build or produce better future leaders or those that will be willing to take over the profession when the time comes. Further enquiries from students revealed that the lecturers are well behaved.

4.5 The Nature of Lecturer-Student relationships in FUOYE

This section focused on the nature of lecturer-student relationship presently obtainable or in operation at Federal University Oye-Ekiti

Table 4.9: Nature of Students-Lecturer Relationship in FUOYE

Items	SA	A	N	D	SD
The disposition of some lecturers scare me in class	62(31.3%)	68(34.3%)	37(18.7%)	22(11.1%)	9(4.5%)
I prefer to attend lecture of lecturers that are friendly	61(30.8%)	63(31.8%)	26(13.1%)	31(15.7%)	17(8.6%)
I am psychologically disturbed when some lecturers call me to answer questions during their lectures	32(16.2%)	52(26.3%)	46(23.2%)	48(24.2%)	20(10.1%)
I keep some of my lecturers at arm length within and outside the campus	36(18.2%)	74(37.4%)	46(23.2%)	28(14.1%)	14(7.1%)
Students that are well motivated by their lecturers perform better than those that are not motivated	67(33.8%)	87(43.9%)	18(9.1%)	19(9.6%)	7(3.5%)

Source: Field Work, 2015

Table 4.9 is on the nature of lecturer-student relationship. The above table shows that 43.9% of the respondents agreed that students that are well motivated by their lecturers

perform better than those that are not motivated, 34.9% of the respondents agreed that the disposition of some lecturers scare me in class, 31.8% agreed that I prefer to attend lecture of lecturers that are friendly, 26.3% agreed that I am psychologically disturbed when some lecturers call me to answer questions during their lectures while 37.4% of the respondents agreed that I keep some of my lecturers at arm length within and outside the campus. From the above table, it means some lecturers are not in good relationship with the students. The nature of lecturer-students relationship as displayed by the respondents was as a result of their experience with such lecturers. This will no doubt affect the academic performance of the students negatively because the lecturers are supposed to be the guardians and parents that they can confide in any time they are in distress. The implication is that students may take to wrong and costly advice from wrong set of people outside the campus. This assertion is a truism as socially supportive relationships can have powerful and lasting effects on the lives of students (Cassidy & Shaver, 1999).

4.6 Effect of Student-Lecturer Relationship on Academic Performance

This area looks at the effects of student-lecturer relationship on academic performance of the respondents as perceived by the respondents.

Table 4.10: Effects of Students-Lecturer Relationship on Academic Performance

Items	SA	A	N	D	SD
Students do well overwhelmingly when lecturer are more friendly with them	94(47.5%)	88(44.4%)	10(5.1%)	5(2.5%)	1(0.5%)
Academic performance of students becomes easy when	92(46.5%)	84(42.4%)	6(3.0%)	14(7.1%)	2(1.0%)

lecturers comes to student's aid any time					
There is need for periodic assessment of students by their lecturers	69(34.8%)	103(52.0%)	13(6.6%)	8(4.0%)	5(2.5%)
Apart from the classroom, students should have access to their lecturers	68(34.3%)	103(52.0%)	5(2.5%)	16(8.1%)	6(3.0%)
A good student-lecturer relationship enhances good academic performance of students	100(50.5%)	80(40.4%)	11(5.6%)	7(3.5%)	-

Source: Field Work, 2015

In respect to effect of lecturer-student relationship on academic performance of the respondents, 52.0% of the respondents agreed that there is need for periodic assessment of students by their lecturers and apart from the classroom, students should have access to their lecturers, 47.5% of the respondents strongly agreed that students do well overwhelmingly when lecturer are more friendly with them, 46.5% strongly agreed that academic performance of students becomes easy when lecturers comes to student's aid any time while 50.5% of the respondents strongly agreed that a good student-lecturer relationship enhances good academic performance of students. It simply means a good lecturer-student relationship do not have any alternative as good human relations are important to teachers and students' wellbeing as well as effective learning (Asuquo and Inaju, 2010). This is because of its long term effect on the life of the respondents via their academic performance while in school. Lecturers should endeavour to develop a large heart to accommodate the students/respondents not minding

their nature. They should use their wealth of experience to deal with the students accordingly such that they realized their mistake anytime it is committed and bring them to their knees such that it does not in any way affect their primary aim of leaving their parents or comfort zone to Oye-Ekiti to acknowledge for a better future. Birch and Ladd (1997) found that students who had closer relationships with teachers were better adjusted academically than students with conflicted teacher-student relationships.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter is divided into three main parts which include summary of the entire study from chapter one through to chapter four which is findings, it also include conclusion of the study by the researcher and lastly, the recommendations drawn for this study base of the findings of the study.

5.1 Summary

Starting from chapter one, the chapter focus on the following issues such as background of the study, statement of the problem of the study, significance of the study, research questions and objectives of the study and study hypotheses. In chapter two, several relevant and current past empirical studies were reviewed to suit the study. In chapter three, issues such as history of the study area was documented, research design, population of study, sample size and sampling technique, reliability and validity of the instruments, method of data analysis and ethical consideration were looked at. Chapter four focused on the findings of this study. This include

5.2 Conclusion

Teacher or lecturer-students' relationship is a very sensitive issue between two parties and the institution at large. This afforded the opportunity to gain full or an in-depth knowledge of lecturers-students' social interaction. As Sarason (1999) said, "the starting point of all learning is to know the minds and hearts of your learners". This case study provided teacher-student relationship strategies that, when incorporated into a learning environment like FUYOYE, support the value of knowing the hearts and minds of your

students in such a way that lecturers will know the right step to take whenever anything goes wrong with any student so that their academic performance will be in good standing. The purposeful design of a teacher-student interactive learning environment enhances the educational experience for students.

5.3 Recommendation

The recommendations were drawn as a result of the findings of this study. They are as follows:

- i. Experience lecturers should always be employed especially those who can study and relate with the students very well irrespective of their socio- economic, religious and political background;
- ii. The management of FUOYE should endeavour to orientate new students on the need for student-lecturer good relationship because of its multiplier effects;
- iii. Management of FUOYE should create an enabling environment for an all-inclusive sustainable student-lecturer relationship such that students will see their lecturers as guardians or social parents;
- iv. Lecturers should always be reminded of their commitment and responsibilities in caring for students in all rational areas in order to build an all -round future leaders, most especially during lecturers retreat at the beginning of the academic session or calendar
- v. Since all fingers are not equal, lecturers should design techniques of dealing with all students base on their different personalities

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APPENDIX

**FEDERAL UNIVERSITY OF OYE, OYE-EKITI, EKITI STATE, FACULTY OF
HUMANITIES AND SOCIAL SCIENCES, DEPARTMENT OF SOCIOLOGY.**

**“The Effects of Staff -Students Relationship on Academic Performance among FUOYE
Students”**

This questionnaire is designed to obtain data on “**The Effects of Staff Students’ Relationship on Academic Performance in FUOYE**”. The information provided shall be used for research purpose only. Your prompt and honest response to the questions raised shall be appreciated. Thanking you for your anticipated co-operation.

Instruction: Tick (√) where appropriate

Section A: Socio-Demographic Characteristics of Respondents

1. Respondent’s age (as at last birthday)
 - i. 15-18 years []
 - ii. 19-22 years []
 - iii. 23-26 years []
 - iv. 27 years and above []
2. Sex of Respondent
 - i. Male []
 - ii. Female []
3. Marital Status
 - i. Single []
 - ii. Married []
 - iii. Divorced/Separated []

4. Religious Affiliation

- i. Christianity []
- ii. Muslim []
- iii. Traditional []

5. Level of Respondents

- i. 100 level []
- ii. 200 level []
- iii. 300 level []
- iv. 400 level []

6. Faculty

- i. Humanities and Social Sciences []
- ii. Sciences []
- iii. Agriculture []
- iv. Engineering []

7. What is your relationship with FUOYE lecturers

- i. Very Good []
- ii. Good []
- iii. Fair []
- iv. Poor []

Section B: Understanding of Student-Lecturers relationship

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Understanding of Students-Lecturers Relationship	SA	A	N	D	SD
1	Student-Lecturers relationship should be encouraged					
2	Students should visit their lecturers in the office for advice, counseling and further explanations of topic taught in the class					
3	All lecturers in the school are hospitable/friendly					
4	Students- lectures relationship have more positive results than negative results					
5	Students-lecturers relationship build student confidence					

Section C: Competence and Behaviours of the Lecturers

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Competence and Behaviours of the Lecturers	SA	A	N	D	SD
1	Lecturers in the school are competent, well-coordinated and behaved when teaching their students					

2	Lecturers in the school comply with the departmental lectures timetable and come to class regularly and delivered impactful lectures					
3	Lecturers friendly disposition influences my academic performance					
4	Experienced lecturers are more understanding in dealing with students than younger lecturers					
5	With my interactions/relationship with lectures so far, I am looking forward to be a lecturer in the future					

Section D: Academic Performance of FUOYE Students

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Academic Performance of Students	SA	A	N	D	SD
1	Students' academic performance reflects the quality of lecturers in the school					
2	Students in this school influences their lecturers to obtain marks					
3	Students-Lecturers relationship improve students' academic performance					
4	My relationship/interactions with lecturers has made me to develop a personal reading timetable					

Section E: Factors that enhance or hinder outstanding Academic performance

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Factors that enhance or hinder outstanding Academic Performance	SA	A	N	D	SD
1	The disposition of some lecturers scare me in class					
2	I prefer to attend lecture of lectures that are friendly					
3	I am psychologically disturbed when some lecturers call me to answer questions during their lectures					
4	I keep some of my lectures at arm length within and outside the campus					
5	Students that are well motivated by their lecturers perform better than those that are not motivated					

Section F: Role of Lecturers in the University Environment

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Responsibilities of Lecturers	SA	A	N	D	SD
1	Teaching/Lecturing					
2	Research					
3	Student Motivation					
4	In loco parentis/steward					
5	Financial assistance to indigent students					

Section G: Ways of enhancing Student-Lecturer relationship for better Academic Performance

Instruction: Tick (√) where appropriate (1) SA= strongly agree, (2) A= agree, (3) N= Nil, (4) D= disagree, (5) SD= strongly disagree

SN	Responsibilities of Lecturers	SA	A	N	D	SD
1	There should be check and balance in student-lecturers relationship					
2	Lecturers who influences their student to perform creditably well in internal and external exams should be rewarded					
3	There is need for periodic assessment of lecturers by students					
4	Apart from the classroom, students should have access to their lecturers					
5	Any students or lecturers that try to abuse this access should be sanctioned					