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Lecturer-Student Relationship and Its Influence on Students' Academic Performance among Benson Idahosa University, Benin City, Edo State, Nigeria

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Abstract:

This study investigated the impact of lecturer-students relationship on students' academic performance at Benson Idahosa University, Benin City, Edo State. To guide the study, four research questions were raised and three hypotheses were formulated and tested at 0.05 alpha level of significance. This study employed the ex-post-facto type of correlational research design. The population of the study consisted of all undergraduates in Benson Idahosa University, Benin City, Edo State. The sample of the study consisted of 100 undergraduates from the university. The instrument used for this study was questionnaire titled 'Lecturers-Students Relationship Questionnaire' (LSRQ). This instrument was made up of three sections. Section A consisted of ten (10) items on teacher's level of commitment on a five-point Likert scale of: Very High (VH), High (H), Moderate (M), Low (L) and Very Low (VL). Section B also consisted of ten (10) items on students' attitude and academic performance on a five-point Likert scale of: Often Like Me (OLM), Like Me (LM), Partially Like Me (PLM), Unlike Me (UM) and Never Like Me (NLM) while section C solicited students' last academic session's GPA which was used to measure their academic performance. The instrument was validated by three experts; one in the field of Measurement and Evaluation and the other two from Counselling Psychology. They ascertained the face and content validity of the instrument. The test-re-test method was used to establish the reliability of section B of the instrument and it was found to have a reliability index of 0.72 using Pearson Product Moment Correlation Coefficient. The data collected were analyzed using the descriptive statistics of mean and the Pearson Product Moment Correlation Statistics. The study revealed that there was a significant relationship between lecturer-students relationship and students' academic performance; there was a significant relationship between lecturer job commitment and students' academic performance and there was a significant relationship between students' attitude and students' academic performance in Benson Idahosa University, Benin City. It was, therefore, recommended that lecturers, in universities should have good and appropriate relationship with their students since it was revealed that this relationship facilitated improvements on the students' academic performance. School counsellors should encourage the students to change their attitude towards learning so that they would be able to achieve their maximum potential in life.

Keywords: Lecturer-student relationship, Academic Performance, job commitment and students' attitudes

1. Introduction

The importance of the relationship between students and teachers for students' successful school achievement has been widely recognised in research addressing kindergarten, primary and secondary education (Bernstein-Yamashiro & Noam, 2013). Empirical results from academic researchers indicated that students improve both academically and socially from positive teacher-student relationships (Wentzel, 2003). In other words, a display of support in the learning environment may positively affect academic outcomes. A friendly relationship between teachers and students could encourage learning, academic performance and achievement of students. It could be believed that a commitment on the part of teachers, respect and other cultural values could equally lead to students' high academic achievement because teachers are expected to be role models to their students through whom students could achieve their maximum potentials in life.

However, it is unfortunate today that many universities worldwide have relatively large student drop-out rates, with high human and financial costs (Schneider & Yin, 2011). Teachers' untiring care and coaching of students in order to accomplish success in all aspects is fading away. It is not an overstatement or a gain saying that the relationship between teachers and students in the Nigerian schools, especially, in higher institutions needs thoughtful consideration if any improvement is expected among the students both in their learning process and scholarly transformation. According to Roorda, Koomen, Spilt, & Oort (2011), many students have a negative perception of their teachers and this seems to have a negative influence on their relationship. In the same vein, the non-academic approach of many students towards learning is not reassuring or promising because many of them tend to pay more attention to social activities than their study; some students associate themselves within supportable activities in the school community like cultism, examination

malpractices and other anti-social vices that are against the educational system and the society. These attitudes cannot make up for a healthy relationship between teachers and students.

On the part of the teachers, lack of commitment and negligence of teachers in their methods of teaching and availability to help the students in solving both academic and psycho-social problems could also affect the students' learning outcomes. Teachers' exploitation of students could equally be a factor that could strain a relationship. Sexual assault on female students by male teachers could also be factor straining a sound relationship between lecturers and students and consequently impeding good academic achievement.

In dealing with this all-important issue, Lucian (2017) confirmed that equal treatment, the teachers' patience and availability of extracurricular activities remain important throughout the entire educational process. Also concerning the psycho-social profile of a good teacher, qualities that concern providing emotional comfort have the highest share. In the same vein, Ahamba (2019) carried out a study investigating the impact of lecturer-student relationship on students' academic performance in Oredo Local Government Area of Edo State, and the findings revealed that lecturer-student relationship, student perception of lecturer, lecturer commitment, availability to students and students' attitude have impact on students' academic performance. Against this backdrop, this study investigated the influence of lecturer-students relationship on students' academic performance at Benson Idahosa University, Benin City, Edo State.

To guide this study, four research questions were raised and three hypotheses formulated. The research questions were answered while the hypotheses were tested at 0.05 alpha level of significance.

- What is the level of lecturer-student relationship at Benson Idahosa University?
- To what extent does the lecturer-student relationship influence students' academic performance at Benson Idahosa University?
- To what extent does lecturer's commitment influence students' academic performance?
- To what extent does students' attitude influence their academic performance?

2. Hypotheses

- H₀₁: There is no significant relationship between lecturer-student relationship and students' academic performance at Benson Idahosa University
- H₀₂: There is no significant relationship between lecturer's job commitment and students' academic performance.
- H₀₃: There is no significant relationship between students' attitude and academic performance.

3. Methodology

This study employed the *expost-facto* type of correlational research design. This design was chosen because all the needed information as regards the study was already available and the researcher needed not to manipulate any variable(s) under study.

3.1. Population

The population of the study consisted of all undergraduate students of Benson Idahosa University, Benin City, Edo State. There are 7 faculties in the University with about 6,761 undergraduate students. However, 5 faculties were randomly selected for the study.

3.2. Sample and Sampling Technique

The sample of the study consisted of 100 undergraduate students from the university. A total number of twenty (20) students were drawn from each of the five faculties randomly selected for the study. Both the faculties and the students were randomly selected using the simple random sampling technique. The total of one hundred (100) undergraduate students selected became the sample for the study.

3.3. Research Instrument

The instrument used for this study was a questionnaire titled 'Lecturer-Student Relationship Questionnaire (LSRQ)'. This instrument was made up of three sections. Section A consisted of ten (10) items on teacher's level of commitment on a five-point Likert scale of; Very High (VH), High (H), Moderate (M), Low (L) and Very Low (VL); section B also consisted of another ten (10) items on students' attitude and academic performance on a five-point Likert scale of; Often Like Me (OLM), Like Me (LM), Partially Like Me (PLM), Unlike Me (UM) and Never Like Me (NLM) while section C solicited students' last academic session's GPA which was used to measure their academic performance.

3.4. Validation of Instrument

The instrument was constructed by the researchers and was validated by three experts; one in the field of Measurement and Evaluation and the other two from Counselling Psychology. The instrument was subjected to content and construct validity. This was done to ascertain the appropriateness of language and coverage of the variables the researchers set out to investigate. Simply, to ensure the instrument measured what it supposed to measure. Suggestions made by these experts were incorporated into the final instrument and hence, the validity of the instrument was established.

3.5. Reliability of the Instrument

The test-re-test method was used to establish the reliability of the section B of the instrument and it was found to have a reliability index of 0.72 using Pearson Product Moment Correlation Coefficient. This reliability index was high enough to put confidence in the instrument.

4. Data Analysis

Scoring of the data collected followed thus: positively worded items in the instrument were scored 5.4.3.2.1 on the scale, while negative worded items were scored 1.2.3.4.5 respectively. There were twenty (20) items on the scale. If a respondent rated 5 on every item, the maximum of one hundred (100) scores would be recorded and this represented the highest level of students-lecturers' relationship. Scores of 49 and below indicated low level of relationship, while scores of 50 and above indicated high level of relationship. Data generated from the study were analyzed to test the hypotheses formulated for the study using the Pearson Product Moment Correlation statistics to determine if there was a significant relationship between lecturer-student relationship and students' academic performance; to ascertain if there was a significant relationship between lecturer's level of commitment and students' academic performance and to establish if there was a significant relationship between students' attitude and their academic performance.

5. Results and Discussion

The analysis of the data generated from the respondents through the Lecturer-Student Relationship Questionnaire (LSRQ) was conducted and the results were used to test the hypotheses raised for the study as shown below:

5.1. Research Question One

What is the level of lecturer-student relationship at Benson Idahosa University?

The data in Table 1 were used to answer research question one as shown below:

Levels of Relationship Between Students and Lecturers	Freq.	%
LOW	19	19
MODERATE	26	26
HIGH	55	55
TOTAL	100	100%

Table 1: Showing the Descriptive Statistics of the Level of Lecturer-Student Relationship at Benson Idahosa University

Data from Table 1 showed that out of the 100 students used for the study, 19 (19%) had a low relationship with lecturers, 26 (26%) students had a moderate relationship with lecturers while 55 (55%) students had a high level of relationship with their lecturers. From the table, it is shown that most students at Benson Idahosa University had a high level of cordial relationship with their lecturers.

5.2. Research Question Two

To what extent does lecturer-student relationship influence students' academic performance at Benson Idahosa University?

The analysis of research question two is presented in Table 2

Variables	\bar{X}	Std. Dev.	n = 100		
			r	r ²	%
Relationship Score	1.36	0.48	0.45	0.20	20%
Academic performance	1.13	0.33			

Table 2: Descriptive Statistics Showing the Extent Lecturer-Student Relationship Influences Students' Academic Performance at Benson Idahosa University
 r^2 = Coefficient of Determination

An investigation into the data in Table 2 revealed that lecturer-student relationship had a mean score of 1.36 with a standard deviation of 0.48 while the students' academic performance had a mean score of 1.13 with a standard deviation of 0.33. The table also showed that there was a moderate positive relationship (0.45) between lecturer-student relationship and students' academic performance. The coefficient of determination (r^2) associated with the correlation

coefficient of 0.45 was 0.20. The coefficient of determination (r^2) indicated that, 20% of the students' academic performance was influenced by the level of relationship that exists between lecturers and their students.

5.3. Research Question Three

To what extent does lecturer's job commitment influence students' academic performance? The analysis of research question two is presented in Table 3

n =100					
Variables	\bar{X}	Std. Dev.	r	r^2	%
Commitment Score	1.51	0.77	0.40	0.16	16%
Academic performance	1.13	0.33			

Table 3: Descriptive Statistics Showing the Extent Lecturer's Job Commitment Influences Students' Academic Performance
 r^2 = Coefficient of Determination

An examination of Table 3 revealed that lecturers' job commitment had a mean score of 1.51 with a standard deviation of 0.77 while the students' academic performance had a mean score of 1.13 with a standard deviation of 0.33. The table also showed that there was a moderate positive relationship (0.40) between lecturers' job commitment and students' academic performance. The coefficient of determination (r^2) associated with the correlation coefficient of 0.40 was 0.16. The coefficient of determination (r^2) indicated that, 16% of the students' academic performance was influenced by the lecturers' job commitment.

5.4. Research Question Four

To what extent does students' attitude influence their academic performance? The analysis of research question two is presented in Table 4

n =100					
Variables	\bar{X}	Std. Dev.	r	r^2	%
Attitude Score	1.33	0.47	0.48	0.23	23%
Academic performance	1.13	0.33			

Table 4: Descriptive Statistics Showing the Extent Students' Attitude Influences Their Academic Performance
 r^2 = Coefficient of Determination

A critical look into the data in Table 4 revealed that students' attitude had a mean score of 1.33 with a standard deviation of 0.47 while students' academic performance had a mean score of 1.13 with a standard deviation of 0.33. The Table also showed that there was a moderate positive relationship (0.48) between students' attitude and their academic performance. The coefficient of determination (r^2) associated with the correlation coefficient of 0.48 was 0.23. The coefficient of determination (r^2) indicated that 23% of the students' academic performance was influenced by their attitude.

6. Testing of Hypotheses

- H_{01} : There is no significant relationship between lecturer-student relationship and students' academic performance at Benson Idahosa University

The summary of the test of hypothesis one is presented in Table 5.

n =100						
Variables	\bar{X}	Std. Dev.	r	r^2	Sig. (2-tailed)	Decision
Relationship Score	1.36	0.48	0.45	0.20	0.00	Significant
Academic performance	1.13	0.33				

Table 5: Showing the Significant Level of the Pearson Product Moment Correlation Coefficient of Relationship between Lecturer-Student Relationship And Students' Academic Performance at Benson Idahosa University
 r^2 = Coefficient of Determination

The information in Table 5 showed that relationship between lecturer and students had the mean score of 1.36 with a standard deviation of 0.48 while students' academic performance had the mean score of 1.13 with a standard deviation of 0.33. The table also showed that there was a moderate positive relationship (0.45) between lecturer-students relationship and students' academic performance. The coefficient of determination (r^2) associated with the correlation coefficient of 0.45 was 0.20. The coefficient of determination (r^2) indicated that 20% of the students' academic performance was influenced by the level of relationship that exists between lecturers and their students and the relationship is statistically significant at 0.00 since this significant value is lower than 0.05 alpha level of significance. The hypothesis which states, therefore, that there is no significant relationship between lecturer-student relationship and students' academic performance at Benson Idahosa University is not retained.

- H_{02} : There is no significant relationship between lecturer's job commitment and students' academic performance

The summary of the test of hypothesis one is presented in Table 6.

n =100						
Variables	\bar{X}	Std. Dev.	r	r^2	Sig. (2-tailed)	Decision
Commitment Score	1.51	0.77				
Academic performance	1.13	0.33	0.40	0.16	0.00	Significant

Table 6: Showing the Significant Level of the Pearson Product Moment Correlation Coefficient of Relationship between Lecturer's Job Commitment and Students' Academic Performance at Benson Idahosa University
 r^2 = Coefficient of Determination

The data in Table 6 showed that lecturer's job commitment had a mean score of 1.51 with a standard deviation of 0.77 while students' academic performance had a mean score of 1.13 with a standard deviation of 0.33. The table also showed that there was a moderate positive relationship (0.40) between lecturer's job commitment and students' academic performance. The coefficient of determination (r^2) associated with the correlation coefficient of 0.40 was 0.16. The coefficient of determination (r^2) indicated that 16% of the students' academic performance was influenced by the lecturers' job commitment and the relationship is statistically significant at 0.00 since this significant value is lower than 0.05 alpha level of significance. The hypothesis which states, therefore, that there is no significant relationship between lecturer's job commitment and students' academic performance is not retained.

- H_{03} : There is no significant relationship between students' attitude and students' academic performance

The summary of the test of hypothesis one is presented in Table 7.

n =100						
Variables	\bar{X}	Std. Dev.	r	r^2	Sig. (2-tailed)	Decision
Attitude Score	1.33	0.47				
Academic performance	1.13	0.33	0.48	0.23	0.00	Significant

Table 7: Showing the Significant Level of the Pearson Product Moment Correlation coefficient of Relationship between Students' attitude and Students' Academic Performance at Benson Idahosa University
 R^2 = Coefficient of Determination

A critical look into the data in Table 4 revealed that students' attitude had a mean score of 1.33 with a standard deviation of 0.47 while the students' academic performance had a mean score of 1.13 with a standard deviation of 0.33. The table also showed that there was a moderate positive relationship (0.48) between students' attitude and their academic performance. The coefficient of determination (r^2) associated with the correlation coefficient of 0.48 was 0.23. The coefficient of determination (r^2) indicated that 23% of the students' academic performance was influenced by their attitude and the relationship is statistically significant at 0.00 since this significant value is lower than 0.05 alpha level of significance. The hypothesis which states, therefore, that there is no significant relationship between students' attitude and students' academic performance is not retained.

7. Summary of Findings

Based on the analysis of data performed, the following findings were made.

- Most of the students at Benson Idahosa University had a high level of relationship with their lecturers.
- There was a significant relationship between lecturer-student relationship and students' academic performance at Benson Idahosa University.
- There was a significant relationship between lecturer's job commitment and students' academic performance.
- There was a significant relationship between students' attitude and their academic performance.

8. Discussion of Results

From the study, one of the results showed that most of the students in Benson Idahosa University had a high level of relationship with their lecturers. This may be as a result of the leadership style and the core values of the university. The other results obtained in this study revealed that there is a significant relationship between lecturer-students relationship and students' academic performance; lecturer job commitment and students' academic performance; and students' attitude and students' academic performance. These findings are in support of Wentzel (2003) who found that students improve both academically and socially from positive teacher-student relationships. Also, the findings are in agreement with the study carried out by Ahamba (2019) which revealed that lecturer-student relationship, student perception of lecturer, lecturer commitment and availability to student, student attitude have impact on students' academic performance.

9. Conclusion

This study had revealed that there is a significant relationship between lecturer-students relationship and students' academic performance; lecturer job commitment and students' academic performance and students' attitude and students' academic performance in Benson Idahosa University, Benin City.

10. Recommendations

- Lecturers, especially in the universities should have good and appropriate relationship with their students since it has been revealed that this relationship facilitates improvements on the students in all way rounds.
- As far as this study is concerned, school counsellors should encourage the students to change their attitude towards their learning so that they will be able to achieve their maximum potential in life.

11. References

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