Impact of Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye-Ekiti

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Abstract

The study investigated the impact of the lecturer-student relationship on student academic performance at Federal University, Oye-Ekiti, Ekiti state. A descriptive survey design was adopted. The study population comprised all Federal University, Oye-Ekiti undergraduates, totaling 25,000 students. A sample of 250 (10%) undergraduate students at Federal University, Oye-Ekiti, was randomly selected for the study. Three research questions and two hypotheses guided the study. The Lecturer-Student Relationship on Students' Academic Performance Questionnaire was used as an instrument for data collection. Data collected was analyzed using percentage distribution, while the Pearson Product-Moment Correlation Coefficient was conducted to test the research hypotheses that guided the study at a .05 significance level. It was revealed from the analysis that (a) the level of lecturer-student relationship at Federal University, Oye-Ekiti, is high; (b) the analysis revealed that the nature of the lecturer-student relationship on student academic performance in Federal University, Oye Ekiti, was highly interpersonal relationships that bridged the gaps between lecturers and the students as well as lecturers and the community; and (c) the analysis also revealed that the impact of the lecturer-student relationship on the academic performance of men and women in Federal University, Oye Ekiti are improvement in personal growth, values, and attitudes, development of close personal relationships with other students, intellectual growth and interest in ideas, intellectual stimulation, and satisfied intellectual stimulation. It was recommended, among other things, that the university's management should give incentives to lecturers who promote high relationships with students in schools.

Keywords: academic, lecturer, performance, relationship, students

Introduction

Education has always been a significant component of social development and the transmission of knowledge to focused and committed learners. In modern culture, education has been primarily used to advance knowledge and then apply that knowledge to develop and develop humanity. Education investment is significant by encouraging knowledge, skills, and attitudes consistent with sustainable development. The outcome of education seems to be measured through the academic performance of undergraduates in higher educational institutions of learning. Academic performance has always been significantly influenced by students' confidence, inspiration, and determination and has become an important factor in determining educational success over time. According to York et al. (2016), poor academic performance of students or high failure rates have often resulted in decreased performance of university undergraduates in higher institutions of learning.

Academic performance has been explicitly defined in education as information acquired and evaluated through grading students in various subjects and as educational goals to be attained by lecturers within a specific time frame. Students' academic performance has gained importance because it is thought to be a factor in securing jobs in the future, pursuing a suitable career path, and leading a comfortable life. The goals and objectives of any higher institution of learning are to help students acquire intellectual capability through motivation and the establishment of confidence and positive self-esteem in improving academic performance. Academic performance is a crucial component of the education system and the end product of teaching and learning.

According to Akinleke (2017), students who perform better than expected by society are more likely to contribute to its expansion, improvement, and long-term vitality. Rono et al. (2014) noted that academic performance is a major education and national development characteristic. Despite making significant investments in the educational sector, as reported by Adeyemi and Adeyemi (2014) and Onaolapo (2017), the government's efforts to advance students' academic achievements have been fruitless. In Nigerian society, student academic output does not match government spending in quality.

The connection between lecturers and students is a crucial and fundamental aspect of learning. The relationship between a lecturer and a student affects various things, including how lecturers and students develop in a university environment, their engagement in their studies, and academic objectives. In the lecturer-student connection, students are said to believe that lecturers are looking out for their best interests. This procedure appears to prevent students' unfavorable opinions of the university. According to Ayodele et al. (2014), the guiding principle of the lecturer-student relationship is regular and fruitful interaction between lecturers and students, encouraging students to collaborate in group projects and fostering a sense of school belonging. Krstić (2015) posits that relationships between lecturers and students, both inside and outside the classroom, are crucial to inspire students and provide them with the skills they need to respond to a world that is becoming more complicated. Undergraduates' pursuits of academic, personal, and social integration in the university setting are frequently motivated by positive and healthy relationships between lecturers and students.

A good relationship between lecturers and students is vital in the university setting. They encourage undergraduates' assurance of great academic performance because they believe their lecturers are ready to help them. The degree of undergraduates' motivation to learn closely relates to the efficacy of interactions between lecturers and students. According to Roorda et al. (2011), undergraduate students' academic performance has been strongly correlated with the positive relationship between lecturers and students. This is because lecturers' compassion and attention to students' academic demands motivate them to participate fully in class activities. Thus, the effectiveness of students' academic performance appears to be greatly influenced by their emotional connections with their lecturers. However, female undergraduates often have better communication and connections with their lecturers, unlike male students. This can be likely attributed to the personality disposition of female students in forming closer bonds with other people, and therefore good in improving their academic performance.

The lecturer-student relationship is classified based on their roles in various ways that affect how well students perform academically. There seem to be four components to a successful lecturer-student relationship in the academic setting: open communication, shared trust and respect, a secure learning environment, and fair treatment. When used in an academic setting, clear and effective communication seems to be the most crucial component of a positive lecturer-student interaction. This makes it possible for lecturers to establish a strong relationship with their students. Effective communication between lecturers and their students increases students' likelihood of performing well in the classroom. Because of this, it takes much more than simple observation to help students become academically competent by identifying their academic weaknesses and developing a communication channel with them.

Students study in a friendly, open setting where their thoughts and perspectives are paid attention to and valued, concerning the safe classroom environment as a component of the lecturer-student relationship (Faremi & Jita, 2018). However, when students feel comfortable approaching their lecturers with queries regarding challenging class assignments without hesitation or fear, their academic performance increases. Creating a secure learning environment benefits the student's learning ability and the interaction between the lecturer and the students. It is advantageous for lecturers and their students to respect each other's interests closely to forge a good relationship. When students have complete faith in their lecturers and are convinced that assistance and counseling may help them handle their academic challenges, they look to be academically confident (Nugent, 2019). Therefore, developing a long-lasting relationship between students and teachers requires mutual trust and respect.

Using an equal treatment dimension in the lecturer-student relationship prevents lecturers from treating some students more favorably than others (Nurmin, 2016). A student's attitude toward learning appears negative if they believe their lecturers do not value their efforts. Since there is equal respect for individuals' academic demands without elevating some students above others in the classroom setting, developing good lecturer-student relationships and enhancing students' academic performance is thus achievable.

The strong relationship between lecturers and undergraduates appears to be a catalyst and effective tool in creating an enabling and supportive academic environment. Undergraduates who perceive lecturers to be encouraging when they approach them with difficult academic tasks are more inspired and driven to attain high academic success and performance. Thus, lecturers must actively create a positive academic relationship with undergraduates to promote favorable reading habits and motivation to perform well. Successful relationships between lecturers and students may be a backbone that allows avenues of the academic environment to function effectively. Therefore, it is against the study background that the study intends to investigate the impact of the lecturer-student relationship on student academic performance at the Federal University, Oye-Ekiti.

In recent years, discussions over undergraduate student performance have gained importance in Nigeria due to claims that lecturers were sacked for having unethical relationships with their students. The negative relationship between lecturers and students appears to have led to poor academic performance, failure to meet reasonable academic standards, and the production of undergraduates with poor academic ability. However, it appears that lecturers' strict adherence to ethical rules does not encourage the development of positive lecturer and student relationships. This pattern of relationships seems to have an impact on the academic performance of undergraduates in the university. As a result, undergraduates appear to have trouble approaching their lecturer for guidance relating to difficult academic tasks.

The challenges with lecturers forming a positive academic bond with students in improving academic performance seem to be hanging as lecturers try to avoid the unpleasant emotional attachment with students who use the connection with their lecturers for levity. More worrisome is the fact that most students especially female undergraduates, go to every length to lure their lecturers with sexual advances in an attempt to get an undue advantage over other students, thus leading to a decline in lecturers' relationship with students. However, most lecturers appear to use this academic bond with their female students to assure them of marks and success in their examinations, thus leading to a lack of reading habits and focus on learning by undergraduates with the idea that they will excel after accepting their lecturers' demands. Most undergraduates also seem nonchalant with their studies and see no need to approach lecturers for guidance on difficult academic courses. Therefore, the problem of the study is to investigate the impact of the lecturer-student relationship on student academic performance at Federal University, Oye-Ekiti.

Significance of the Study

The study will immensely benefit all education stakeholders such as the government and its agencies, school administrators, lecturers, parents, students, and prospective researchers. The study findings will allow school administrators and the university management to get informed on the disparities in lecturer-student relationships and find lasting solutions to ensure a favorable and strong relationship between them. Students will find this study useful in building positive relationships with their lecturers and approaching them with difficult academic tasks for more explanation. The findings of this research will benefit lecturers because it will give them the knowledge and abilities they need to teach and inculcate good reading and learning habits among undergraduates in Nigerian universities. The study will be beneficial to lecturers since it would reveal the necessity to exhibit positive behaviors towards their students as it is a prerequisite for good relationships between them and their students in the educational system, particularly about enhancing education. This study will also be extremely helpful to prospective

researchers in investigating and planning educational policies because it will guide the development and carrying out of pertinent educational policies that encourage good school behaviors and relationships.

Purpose of the Study

The major purpose of the study is to investigate the impact of the lecturer-student relationship on student academic performance at Federal University, Oye-Ekiti. Specifically, the study will:
1. Investigate the level of lecturer-student relationship at Federal University, Oye-Ekiti.
2. Examine the nature of the lecturer-student relationship on student academic performance at Federal University, Oye-Ekiti.
3. Investigate the impact of the lecturer-student relationship on the academic performance of man and woman students at Federal University, Oye-Ekiti.

Research Questions

The following research questions are raised to guide the study:
1. What is the level of lecturer-student relationship at Federal University, Oye-Ekiti?
2. How does the lecturer-student relationship affect student academic performance at Federal University, Oye-Ekiti?
3. How does the lecturer-student relationship impact the academic performance of man and woman students at Federal University, Oye-Ekiti?

Hypotheses

The following research hypotheses are formulated to pilot the study
1. There is no significant relationship between the lecturer-student relationship and student academic performance at Federal University, Oye-Ekiti.
2. There is no significant relationship between the impact of the lecturer-student relationship and the academic performance of man and woman students at Federal University, Oye-Ekiti.

Methodology

Design

The co-relational survey research design was employed for this study. According to Mishra and Alok (2022), co-relational survey research design is used to discover the interrelationship of certain variables among two factors. The descriptive survey research design is thus adopted in this study to investigate the impact of the lecturer-student relationship on student academic performance at Federal University, Oye-Ekiti.

Population and Sample

The study population consists of all undergraduates at Federal University, Oye-Ekiti, of 25,000 students. The sample comprised 250 (10%) undergraduate students at Federal University, Oye-Ekiti. This enables the students to express their relationship with their lecturers and how it affects their academic performance. The purposive sampling technique was adopted for the study due to the proximity of the researcher to the university selected for the study.

Tool

The instrument for data collection for the study was a self-designed questionnaire titled Impact of Lecturer-Student Relationship on Students' Academic Performance Questionnaire. Questions were structured and close-ended. The instrument was developed and modified to the study's needs concerning the study's research questions. The instrument was made up of three sections. Section A was used to collect data on the personal characteristics of the study participants; Section B measured the nature of the lecturer-student relationship on student academic performance, while Section C measured the impact of the lecturer-student relationship on the academic performance of man and woman students. Individuals' responses were measured using a four-point modified Likert scale ranging (agreement) from 4= *strongly agree*, 3 = *agree*, 2 = *disagree*, and 1= = *strongly disagree*. The researchers self-administered the questionnaire with the help of research assistants to undergraduates in their regular classroom settings. The privacy and confidentiality of the respondents were ensured throughout the data collection process. After gathering and compiling all questionnaire booklets, the participants' responses were then scored by the researcher and placed into the computer for statistical analysis.

Data Analysis

Data collected for the study through the questionnaire were collated, coded, and analyzed using a statistical package for the social sciences (SPSS). Descriptive statistics such as the percentage distribution were conducted to analyze the research questions, while the Pearson Product-Moment Correlation Coefficient was conducted to test the research hypotheses that guided at a .05 significance level.

Results

Research question 1: What is the level of lecturer-student relationship at Federal University, Oye-Ekiti?

Table 1

Frequency and Percentage of the Level of Lecturer-Student Relationship in Federal University, Oye-Ekiti

Items	SA		A		D		SD	
	f	%	*f*	%	*f*	%	*f*	%
I am satisfied with the extent of my relationship with my lecturer since enrolling in this university.	56	28	74	37	45	22.5	25	12.5
I am confident I made the right decision to attend this university.	82	41	62	31	34	17	22	11
The lecturers I have had contact with are generally outstanding and superior teachers.	132	66	54	27	9	4.5	5	2.5
As a lecturer, I have had contact with students willing to spend time outside of class to discuss issues of interest and importance to students.	110	55	73	36.5	12	6	5	2.5
The friendships I have developed at the university with my lecturers have been personally satisfying.	103	51.5	84	42	4	2	9	4.5

Note. Data collected by authors in 2023.
N = 200. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.

Table 1 shows that 38% and 37% of the respondents *strongly agreed* and *agreed* that they are satisfied with the extent of their relationship with the lecturer since enrolling in this university, while 22.5% and 12.5% of the respondents *disagreed* and that

they are satisfied with the extent of their relationship with the lecturer since enrolling in this university. It was revealed that 41% and 31% of the respondents *strongly agreed* and *agreed* that they are confident they made the right decision in choosing to attend this university while 17% and 11% of the respondents *disagreed* and strongly *disagreed* that they were confident that they made the right decision in choosing to attend this university. The analysis revealed that 66% and 27% of the respondents *strongly agreed* and *agreed* that the lecturers they have had contact with are generally outstanding and superior teachers, while 4.5% and 2.5%. The respondents *disagreed* and *strongly disagreed* that the lecturers they have had contact with are generally outstanding and superior teachers. It was also revealed that 55% and 36% of the respondents stated that, as a student, they have had contact with lecturers who are willing to spend time outside of class to discuss issues of interest and

importance to students, while 6% and 2.5% of the respondents *disagreed* and *strongly disagreed* that As a student I have had contact with those lecturers that are willing to spend time outside of class to discuss issues of interest and importance to students. Finally, the analysis revealed that 51.5% and 42% of the respondents *strongly agreed* and *agreed* that the friendships they have developed at the university with their lecturers have been personally satisfying. In comparison, 2% and 4.5% of the respondents *disagreed* and *strongly disagreed* that the friendships they have developed at the university with my lecturers have been personally satisfying. The analysis deduced from the above that the level of lecturer-student relationship at Federal University, Oye-Ekiti, is high.

Research question 2: How does the lecturer-student relationship affect student academic performance at Federal University, Oye Ekiti?

Table 2

Frequency & Percentage of the Nature of Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye Ekiti

Items	SA		A		D		SD	
	f	%	*f*	%	*f*	%	*f*	%
My lecturers are more concerned with the welfare of students.	102	51	86	43	6	3	6	3
My lecturers do not show favoritism to some students.	106	53	80	40	7	3.5	7	3.5
I prefer to show my lecturers how I truly think or feel.	98	49	74	37	28	14	-	-
I feel comfortable opening up to my lecturers.	118	59	50	25	23	11.5	9	4.5
If I were to get into trouble in my class, I think my lecturers would be very motivated to help me.	94	47	60	30	16.5	13	6.5	
I'm free to show my thoughts to my lecturers; I think they will think more of me.	86	43	67	33.5	39	19.5	8	4
My lecturers do not really like me.	96	48	58	29	33	16.5	13	6.5
I have no worries about my interactions with my lecturers.	94	47	78	39	24	12	4	2
My lecturers seem uncomfortable interacting with students	84	42	72	36	32	16	12	6
I am worried about losing my lecturer's respect.	103	51.5	61	30.5	30	15	6	3

Note. Data collected by authors in 2023.
N = 200. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.

Table 2 reveals that 51% and 43% of the respondents *strongly agreed* and *agreed* that their lecturers are more concerned with the welfare of students. In comparison, 3% and 3% *disagreed* and strongly *disagreed* that their lecturers are more concerned with the welfare of students. It also revealed that 49% and 37% of the respondents *strongly agreed* and *agreed* that My lecturers do not show favoritism to some students. In comparison, 7% and 7% *disagreed* and strongly *disagreed* that their lecturers do not show favoritism to some students. It was also revealed that 49% and 37% of the respondents *strongly agreed* and *agreed* that they prefer to show their lecturers how they truly think or feel, while 14% and 0% *disagreed* and *strongly disagreed* that they prefer to show their lecturers how they truly think or feel. It was equally revealed that 59 % and 25% of the respondents *strongly agreed* and *agreed* that they feel comfortable opening up to their lecturers, while 11.50% and 3-50% of the respondents *strongly disagreed* and *disagreed* that they feel comfortable opening up to their lecturers. Similarly, it was revealed that 47% and 30% of the respondents *strongly agreed* and *agreed* that If they were to get into trouble in their class, they think their lecturers would be very motivated to help them. In comparison, 13% and 1% of the respondents stated that if they were to get into trouble in their classes, they think their lecturers would be very motivated to help them. Analysis revealed that 43% and 33.5% of the respondents *strongly agreed* and *agreed* that they are free to show their thoughts around their lecturers; they think they will think more of them, while 19.50% and 4% of the respondents *disagreed* and *strongly disagreed* that they are free to show their thoughts around their lecturers; they think they will think more of them.

The analysis also revealed that 48% and 29% of the respondents revealed that their lecturers do not like them, while

16.5% and 6.5% *disagreed* and *strongly disagreed* that their lecturers do not like them. The analysis revealed that 47% and 39% *strongly agreed* and *agreed* that they have no worries about their interactions with their lecturers, while 12% and 2% of the respondents revealed that they have no worries about their interactions with their lecturers. Analysis also shows that 42% and 36% of the respondents stated that their lecturers seemed uncomfortable interacting with students, while 16% and 6% of the respondents revealed that their lecturers seem uncomfortable interacting with students. Finally, the analysis revealed that 51-5% and 30.5% of the respondents revealed that they are worried about losing their lecturer's respect, while 15% and 3% of the respondents revealed that they are worried about losing their lecturer's respect. The weight of responses from the analysis revealed that the nature of the lecturer-student relationship on student academic performance at Federal University, Oye Ekiti, was highly interpersonal relationships that bridged the gaps between lecturers and the students as well as lecturers and the community.

Research question 3: How does the lecturer-student relationship impact man and woman academic performance at Federal University, Oye Ekiti?

Table 3 shows that 48% and 33% of the respondents *strongly agreed* and *agreed* that their non-classroom interactions with lecturers had had a positive influence on their personal growth, values, and attitudes, while 17.5% and 1.5% of the respondents *disagreed* and *strongly disagreed* that their non-classroom interactions with lecturers have had a positive influence on their personal growth, values, and attitudes. It was revealed that 43% and 37% of the respondents *strongly agreed* and *agreed* that since they came to this university, they have developed close personal relationships with other students, while 18% and 2% of

the respondents *disagreed* and *strongly disagreed* that since they came to this university, they have developed close personal relationships with other students. It was revealed that 47.5% and 30.5% of the respondents *strongly agreed* and *agreed* that their academic experience has had a positive influence on their intellectual growth and interest in ideas, while 19.5% and 2% of the respondents *disagreed* and *strongly disagreed* that their academic experience has had a positive influence on their

intellectual growth and interest in ideas. It was also revealed that 52.5% and 31.5% of the respondents said that many of my courses this year have been intellectually stimulating, while 15% and 1% of the respondents revealed that many of their courses this year have been intellectually stimulating. The analysis also shows that 51,5% and 31.5% of the respondents revealed that they are satisfied with the extent of their intellectual development since enrolling in this university.

Table 3

Frequency & Percentage of the Impact of Lecturer-Student Relationship on Academic Performance of Man and Woman Students in Federal University, Oye Ekiti

Items	SA		A		D		SD	
	ƒ	%	ƒ	%	ƒ	%	ƒ	%
My non-classroom interactions with lecturers have positively influenced my personal growth, values, and attitudes.	96	48	66	33	35	17.5	3	1.5
Since coming to this university, I have developed close personal relationships with other students.	86	43	74	37	36	18	4	2
My academic experience has had a positive influence on my intellectual growth and interest in ideas	95	47.5	61	30.5	39	19.5	5	2.5
Many of my courses this year have been intellectually stimulating	105	52.5	63	31.5	30	15	2	1
I am satisfied with the extent of my intellectual development since enrolling in this university	103	51.5	63	31.5	33	16.5	1	0.5
I am confident that I made the right decision in choosing to attend this university	89	44.5	74	37	28	14	9	4.5
My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas	56	28	85	42.5	34	17	25	12.5
The lecturers I have had contact with are willing to spend time outside of class to discuss issues of academic interest and importance to students	79	39.5	98	49	18	9	5	2.5

Note. Data collected by authors in 2023.

N = 200. SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.

In comparison, 16.5% and 0.5% of the respondents revealed that they are satisfied with the extent of their intellectual development since enrolling in this university. Analysis also revealed that 44.5% and 37% of the respondents were confident that they made the right decision to attend this university. In comparison, 14% and 4.5% of the respondents disagreed and strongly disagreed that they are confident that they made the right decision to attend this university. The analysis also revealed that 28% and 42.5% of the respondents strongly agreed and agreed that their non-classroom interactions with faculty have positively influenced their intellectual growth and interest in ideas.

In comparison, 17% and 12.5% of the respondents *disagreed* and *strongly disagreed* that their non-classroom interactions with faculty have positively influenced their intellectual growth and interest in ideas. Finally, it was revealed that 39.5% and 49% of the respondents *strongly agreed* and *disagreed* that the lecturers they have had contact with are willing to spend time outside of class to discuss issues of academic interest and importance to students, while 9% and 2.5% of the respondents *strongly disagreed* and *disagreed* that the lecturers they have had contact with are willing to spend time outside of class to discuss issues of academic interest and importance to students. The weight of response was on the side of acceptance, which revealed that the impact of the lecturer-student relationship on the academic performance of men and women in Federal University, Oye Ekiti, is improvement in personal growth, values, and attitudes, development of close personal relationships with other students, intellectual growth and interest in ideas, intellectual stimulation, and satisfied intellectual stimulation.

Hypothesis 1: There is no significant relationship between the lecturer-student relationship and student's academic performance at Federal University, Oye Ekiti. Table 4 shows that r$_{calculated}$ (.896) is greater than r$_{table}$ (.195) at a .05 significance level. The null hypothesis was rejected. This implies a significant

relationship between the lecturer-student relationship and student's academic performance at Federal University, Oye Ekiti.

Table 4

Pearson Correlation of Lecturer-Student Relationship and Student's Academic Performance in Federal University, Oye Ekiti

Variable	*M*	*SD*	r$_{cal}$	r$_{tab}$
Lecturer- students relationship	49.10	5.11		
			.896*	.195
Academic performance	32.90	3.80		

Note. *significant < .05.

N = 200.

Hypothesis 2: There is no significant relationship between the impact of the lecturer-student relationship and student's academic performance at Federal University, Oye Ekiti. Table 5 shows that r$_{calculated}$ (.379) is greater than r$_{table}$ (.195) at a .05 significance level. The null hypothesis was rejected. This implies a significant relationship between the impact of the lecturer-student relationship and student's academic performance at Federal University, Oye Ekiti.

Table 5

Pearson Correlation of Lecturer-Student Relationship and Student's Academic Performance in Federal University, Oye Ekiti

Variable	*M*	*SD*	r$_{cal}$	r$_{tab}$
Impact lecturer- students relationship	25.74	2.69		
			.379*	.195
Academic performance	32.90	3.80		

Note. *significant < .05.

N = 200.

Discussion

The Level of Lecturer-Student Relationship was High at Federal University, Oye-Ekiti.

The first finding revealed that the level of lecturer-student relationships in the university was high. This finding agrees with Hamre et al. (2013), who assert that lecturers (teachers) should actively interact with their students for learning to occur; among the most influential factors that an individual interacts with, parents and lecturers are pivotal and play a significant role in developing the mental picture of self-image. Based on theories of interpersonal relationships, it is argued that lecturers have a fundamental quest for relatedness with the students in their class, which can play a significant role in students' self-concept and expectations regarding scholastic achievements and how to make meaningful life after school.

Nwosuji (2015) buttressed the finding that "an effective lecturer-student relationship may be the keystone that allows the other aspects to work well." Hence, a greater depth of research on lecturer-student relationships and academic performance must be made available to guide behaviors within the academic environment for optimum instructional outcomes.

Abari and Adejor (2021) also corroborated that student academic achievement is affected by personal characteristics, study methods, and the relationships established with teachers. Schools are institutions where human relations are intense. The authors added that for this reason, relationship management is becoming increasingly important in schools. The teacher's relationship is central to basic human relations in schools. They added that teachers' relations with themselves and school stakeholders, including students, teachers, colleagues, and principals, are crucial for school performance. Teachers' relationships with students, colleagues, administrators, and parents affect educational processes due to their quality.

Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye Ekiti Was Highly Interpersonal Relationships

The second finding revealed that the nature of the lecturer-student relationship on students' academic performance in the university was highly interpersonal. This is possible considering the finding of Chhuon and Wallace (2014), who discovered that in the school context, the teacher-student relationship effectively affects students' civic learning and becoming democratic citizens. Students' happiness and well-being with the relationship are critical to developing a positive identity. The authors added that the effects of teacher-student relationships can be positive or negative on achievement. Positive teacher-student relationships are described as high intimacy and low conflict and dependency.

Conversely, negative relationships are described as low intimacy and high conflict and dependency. Establishing positive relationships becomes easier when teachers pay close attention to their students. Negative relationships develop when they do not take care of their students properly. Emotionally supportive teacher–student interactions help students to express their social, sentimental, and academic needs. Finding effective classroom organization and management of classroom circumstances is related to this type of interaction and practice (Allen et al., 2013; Hafen et al., 2015).

The emotional dimension should not be missing in teacher-student interactions. Students should be able to receive messages of love, appreciation, and value from their teacher. School principals manage school personnel and foster a positive school climate. The principal can encourage and support teacher cooperation in the school as a manager. Creating supportive conditions such as steady and adequate time of coercion, trust, and a positive ambiance can nurture teachers' motivation to cooperate (Vangrieken et al., 2015). School principals can lead teachers and students to be successful by establishing positive learning environments and effective educational management behaviors.

Lecturer-student relationship Impacted the Academic Performance of Men and women in Areas of Improvement in Personal Growth, Values, and Attitudes, Development of Close Personal Relationships with Other Students, Intellectual Growth and Interest in Ideas, Intellectual Stimulation, and Satisfied Intellectual Stimulation

According to Göncz et al. (2014), these findings point to the fact that parents and teachers or lecturers are pivotal and very important in developing the mental picture of one's self. These authors averred that based on theories of interpersonal relationships, it is postulated that teachers have a basic need for relatedness with the students in their class, which can play a significant role in students' self-concept and expectations regarding scholastic achievements and how to make meaningful life after school (Nwosuji, 2015).

Hooper (2018) revealed that when the discrepancy is large, the person sees himself as failing to live up to his own goals or values, hence lowering self-esteem. Self-esteem is developed at an early age through the influences of the parents or guardians and lecturers in particular in higher education. Hascher and Waber (2021) substantiated that the relationship between instructors and parents greatly influences self-esteem and academic performance. Hascher and Waber (2021) also supported that because instructor-student relationships are essential to one's social and emotional development, they have the potential to influence how a student succeeds in school. Funder and Ozer (2019), a prominent philosopher of the school of educational thinking, substantiated this finding when averred that one of the finest teaching techniques is to make pupils feel free, consistent, and disciplined. Given that teachers and students spend around 5-6 hours each day for more than eight months of the year, there is a strong possibility that this link will exist. Hascher and Waber (2021) also buttressed the finding when they stated that children spend around a quarter of their time at school, with the majority of that time spent in the classroom, and that for pupils to perform well in school, they need to have a positive relationship with their instructors.

Danişman (2017) supported that a healthy connection between students and instructors must permit full engagement in school issues as this will allow students to express their thoughts and have their beliefs weighed and corrected if they are incorrect. Göktaş and Kaya (2023) averred that the interaction between students and professors should be warm and cordial for smooth information transfer and effective student performance. The self-concept of one of the parties drives the interaction between them. As a result, a positive relationship between a student and his instructor will aid in developing that student's self-concept and perception. In essence, a healthy interaction between students and teachers is required. It is consequently incumbent on the larger party, namely the instructor, to demonstrate attributes that will interest his students and a desire to learn. This takes researchers to efficient communication between the two sides, equally important in building positive student-teacher relationships (Tyoakaa, 2014).

Conclusion

The study concluded that the lecturer-student relationship is significant to qualitative students' academic performance and managerial realization of school education objectives. In addition, the study also made the following conclusions based on the findings:

1. There is a significant relationship between the lecturer-student relationship and students' academic performance at Federal University, Oye Ekiti. This is because the student's academic performance was observed to be somewhat appreciative.
2. There is a significant relationship between the impact of the lecturer-student relationship and students' academic performance at Federal University, Oye Ekiti. This is because the appreciative student's academic performance was linked to the practice of the interpersonal nature of the lecturer-student relationship in the school.

Recommendations

The following recommendations were made in line with the findings of the study:

1. The university's management should give incentives such as prompt promotion and trophies to lecturers who promote high relationships with students in schools. This will encourage them to keep such practice and students to have an esteemed sense of belonging that will make them at peace with their studies in school.
2. School management should reward lecturers who promote interpersonal relationships in school. This act will help students in their academic performance and the entire school community will see schools as homes of their wards where moral impartation can be obtained.
3. Lecturers should do their best to promote intrapersonal and interpersonal relationships that will improve students' personal growth, values, and attitudes, develop close personal relationships with other students, develop intellectual growth and interest in ideas, intellectual stimulation, and satisfy intellectual stimulation.
4. Students should be trained to see lecturers' loco-parents in their relationships. This will give them the confidence to ask questions in class or outside the classroom, teaching and learning when needed.

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