

**LECTURER-STUDENT RELATIONSHIP IN TERTIARY
INSTITUTIONS IN NIGERIA: BALANCING THE PENDULUM OF
DISCOURSE**

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ABSTRACT

Lecturer-student relationship in tertiary institutions in Nigeria has become a target of attack by scholars and other stakeholders at various fora. Some are in support of its total condemnation citing arrays of the randy and rapacious lecturers who have ignominiously abused the process. Of course, some see it differently arguing that it necessary for the total development of the students. The paper explored both sides of the arguments. The theoretical basis of the paper was anchored on game theory. However, the researcher carried out a study through a descriptive approach using simple random sample technique and self-administered questionnaires on 600 respondents. The analysis was conducted through SPSS tool for Windows program. The result revealed that lecturer-student had more benefit than the demerits and that the management of institutions should explore the positive aspect of the relationship for the total development of the students.

Keywords: Development, Lecturer, Relationship, Students, Tertiary institutions.

1.0 INTRODUCTION

Over the years this topic has become a highly controversial discourse at different fora. Perhaps it ignites different reactions and perspectives among people. Some people choose to explore the negative aspects of it while others from the positive side. It is therefore imperative to balance the pendulum of the argument hence objectivity in the analysis becomes inevitable.

Similarly, the social interactions which occur between teachers and students are deemed to be important in creating a suitable learning environment and for learners' development (Hall & Verplaetse, 2000). Relationships between lecturers and students are established based on different issues surrounding the relationship, there is certain lecturer-student relationships that are established based on ecology, overlapping nature of the society, blood and so on, but the rationale behind the relationship is the major issue which forms the central concern of this paper.

It does not suffice to say, lecturer- student relationship is good or bad, but it is pertinent to consider other factors/variables associated with Lecturer- Student relationship and taking a

keen look at the correlations and significance of the relationship on students' academic performance and academic standard thereof.

Peterson et al. (1997) on his in part central to many related studies have been the concepts of academic and social integration. Academic integration was considered by them to mean the students' perception of the academic system, which includes classroom interactions with lecturers. On the other hand, social integration is defined as the students' perception of the social system, which includes interactions with peers, informal contacts with lecturers and other personnel within a learning institution.

Some educationists are of the view that there must be a strong tie between the Lecturers and their Students to enhance effective socialization, to enable the Lecturers to understand the student and their challenges, to know the type of counselling required by each student, also to determine the type of teaching method to be adopted in teaching the students. While other educationists have a different perspective on this issue, believing that the relationship between the lecturers and students should be basically official/formal, they stated further that the relationship between mature student and the tutor should have no cordiality.

Higher education is today considered as a business-like enterprise, where the student stands for the consumer seeking for a business-like relationship with the producers (Lecturers) that delivers knowledge, skills and competencies he or she wants and desires (Newton, 2002). Moreover, similar studies on college impact on students clearly demonstrate that students' interpersonal environment, which include interactions with peers and Lecturers have the greatest impact on students' chances in their aspirations, values, attitudes, beliefs and actions (Whitt et al., Nora, 2001; Chepchieng, 2004).

Equally, research by Peterson et al., on student persistence or attrition has postulated that a student's decision to withdraw or persist in a university is more a function of what occurs after entry into that institution than what precedes it (Peterson et al., 1997). In reality, the student's ability to fulfil their educational, research and information functions in the 21st Century centre on tertiary institutions preparedness to recognize the importance of this emerging issue of lecturer-student relationship. (World Bank, 2002). In effect, lecturers are the surrogate parents of students on campus for a short time of the study in the institution.

2.0 STATEMENT OF THE PROBLEM

There have been divergent opinions on the kind of relationships which exist between the lecturers and students has also generated much heat that it viewed the relationship as uncalled for, because they feel the lecturer uses the relationship as an avenue for exploiting the students for economic and social advantages and the student usually uses the relationship to penetrate the lecturers for academic advantages. On the contrary, others viewed the relationship as a basic necessity for academic excellence and moral upholding in the tertiary institution as lecturers perform another unofficial role like counselling, financial support, motivation and father/motherly role to their students and thereby consider nothing evil in Lecturer-Student relationship.

3.0 RESEARCH OBJECTIVES

3.1 The objectives of this research work are:

- To determine the main reason for Lecturer-student relationship.
- To determine the effect of Lecturer-Student relationship on students' academic Performance
- To consider ways of enhancing effective Lecturer-Student Relationship
- To determine the morality in Lecturer-Student relationship in relation to lecturing profession.
- To determine the effect of Lecturer-Student relation on academic standard in tertiary institution.

3.2 Research Questions

- What are the reasons for Lecturer-Student relationship?
- How does Lecturer-Student relationship affect Students academic performance?
- What impact does Lecturer-Student relationship has on the students in tertiary institutions?
- What is the relevance of Lecturer-Student relationship?
- What is the correlation between Lecturer-Student relationship and lecturing job?

4.0 THEORETICAL ANALYSIS

The relationship between lecturer and student in tertiary education in Nigeria can be understood by means of game theory: a systematic way of studying behaviour in decision-making situations. The theory assumes that all participants strive to optimize their behaviour – each trying to maximize gains and minimize losses within the limits of allowed behavior (hence the analogy with games). The outcome is seen to depend not only on the behavior of anyone participant but on their responses of other participants as well. In the first strategy, is the classic case of a three-person, zero-sum game? The sum of the player's winnings equals the sum of their losing. In-game theory, the second strategy is called a "non-constant - sum game. All participants in this type of game can "win" or make gains (Eneanya, 2012).

Modern game theory as a field owes much to the work of John von Neumann. In 1928, he wrote an important paper on two-person zero-sum games that contained the famous Minimax Theorem, which we'll see later on. In 1944, von Neumann and Oscar Morgenstern published their classic book "Theory of Games and Strategic Behavior", which extended the work on zero-sum games, and also started cooperative game theory. In the early 1950's, John Nash made his seminar contributions to non-zero-sum games and started bargaining theory.

However, John Harsanyi formalized methods to study games of incomplete information, which was crucial for widening the scope of applications. In the 1970s, there was an explosion of theoretical and applied for work in game theory, and the methodology was well along its way to its status as a preeminent tool in not only economics but other social sciences

too. Game theory is the formal study of conflict and cooperation. The concepts of game theory provide a language to formulate structure, analyze, and understand strategic scenarios.

For instance, Two-person general-sum games may be seen in extensive form or in strategic form. The normal or strategic form of a two-person game is given by two sets X and Y of pure strategies of the players, and two real-valued functions $u_1(x, y)$ and $u_2(x, y)$ defined on $X \times Y$, representing the pay-offs to the two players.

If I chooses $x \in X$ and II chooses $y \in Y$, then I receives $u_1(x, y)$ and II receives $u_2(x, y)$.

The theory is generally divided into two branches, the noncooperative theory and the cooperative theory. In the noncooperative theory, either the players are unable to communicate before decisions are made, or if such communication is allowed, the players are forbidden or are otherwise unable to make a binding agreement on a joint choice of strategy. The main noncooperative solution concept is the strategic equilibrium.

In the cooperative theory, it is assumed that the players are allowed to communicate before the decisions are made. They may make threats and counter threats, proposals and counterproposals, and hopefully come to some compromise. They may jointly agree to use certain strategies, and it is assumed that such an agreement can be made binding. (Scott Bierman, 1993).

5.0 CONCEPTUAL CLARIFICATIONS

A relationship connotes the interaction between two individuals, it may be male/female, male/male or female/female affairs, it may also be between superior/superior, superior/subordinates. Relationship occurs at different levels – home, office, school, church/mosque etc.

Oxford Advanced Learner's Dictionary, new 8th Edition.(2010), considered relationship to mean the way in which two people, groups or countries behave towards each other.....a loving and/sexual friendship between two people..... the way in which two or more things are connected....the way in which a person is related to somebody else in a family.

Relationship could also mean the way in which two or more concepts, objects or people are connected or the state of being connected. The state of being related by blood or marriage or the condition or fact of being related, connection or association.

Oxford Advanced Learner's Dictionary, new 8th Edition.(2010), consider lecturer to me a person who gives lecture or a person who teaches who teaches at a university or college.

A lecturer is an individual, a cerebral individual who gives lectures in a tertiary institution. In a broad sense, a lecturer is a person who gives lectures or other public speeches. His major activities involve carrying out both teaching and researches in tertiary institutions. The term is used at different point to suit the situation of description in question.

However a student is a learner or someone who attends an academic institution. A student is any person taking a course at a prescribed educational establishment or institutions. Cambridge Advanced Learner's Dictionary 3rd Edition, define student as a person who is learning at a college or university, or sometimes at a school.

6.0 ISSUES INVOLVED

Having established the major concepts, there is a need to highlight some of the salient issues involved.

- I. Teaching and Learning for a sustainable future
- II. Leader-follower pattern- role-modelling, sufficiency in moral, academic and producing future leaders. Here, some necessary qualities include emotional stability, capacity and capability to generate self-control, professionalism, eruditeness and Godliness. Therefore a lecturer is a leader who is expected to be a highly morally wired person.
- III. Followers (students)- They are expected to level-minded, disciplined, law-abiding, amenable, hardworking, courageous and respectful.
- IV. Negative Behaviour - Examination malpractice, drug abuse, hooliganism, alcoholism, prostitution, cybercrimes, indolence, arrogance, cultism, sexual harassment, truancy, lobbying for marks certificate forgery etc.

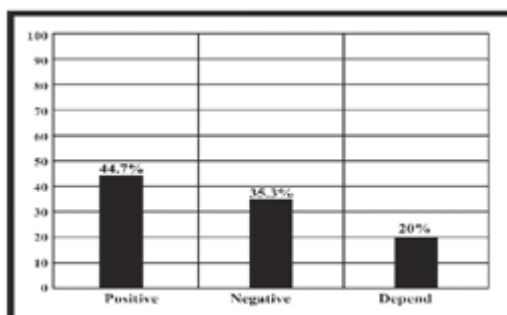
Some of the causes of these negative behaviours include;

- Rising expectations
- Restiveness
- Youthful exuberance
- Collapsed or cracking family institutions
- Broken homes
- Moral decadence and cultural bastardization
- Economic and political maladies.

7.0 DATA ANALYSIS AND INTERPRETATION

What is the effect of lecturer/student on the student's academic performance?

Table and Figure1



	No of Respondent	%
Positive	268	44.7
Negative	212	35.3
Depend	120	20
Total	600	100

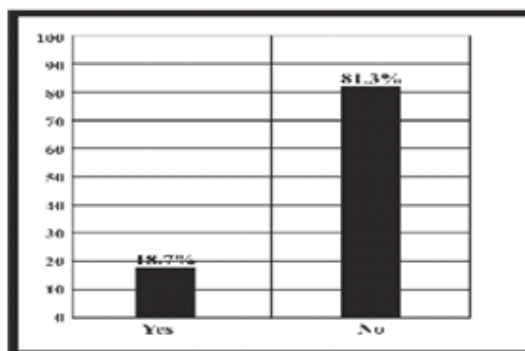
Source: Field Survey, May 2018

Analysis: from the table and figure 1 above, 44.7% of the respondents are of the view that there is positive effect in lecturer student relationship, while 35.3% of the respondents believed that there is lecture/student relationship has a negative effect on student academic performance and 20% of the respondents are of the opinion that it depends on the relationship that exists between the lecturer and the student. In view of this, it will be agreed that the Lecturer/Student relationship had a positive effect on academic performance.

Does lecturer/student relationship affect academic standard in Tertiary Institutions?

Table and Figure 2

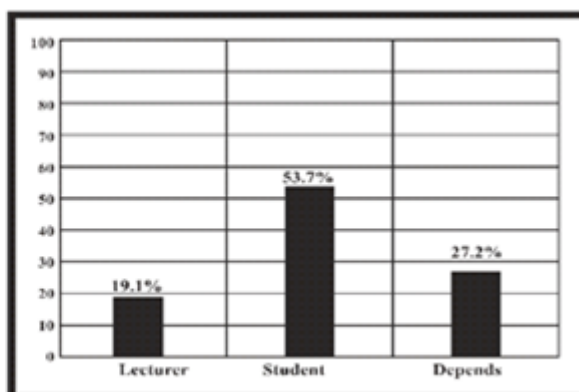
	No of Respondent	%
Yes	112	18.7
No	488	81.3
Total	600	100



Analysis: Towhosebenefitislecturer/student relationship?

Table and Figure3

	No of Respondent	%
Lecturer	115	19.1
Student	322	53.7
Depends	163	27.2
Total	600	100

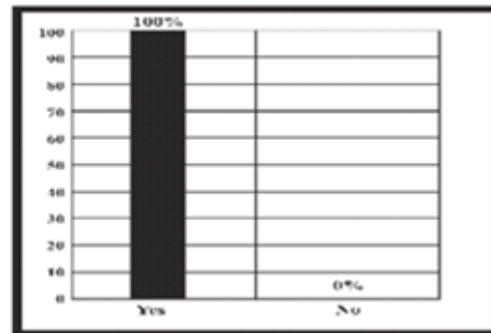


Source: Field Survey, May 2018.

Analysis: On the above question, 19.1% of the respondents affirmed that Lecturer/Student relationship is to the benefit of the Lecturer, while 53.7% agreed that it is to the benefits of the Student and 27.2% are of the view that it depends on the kind of the relationship that exists between the Lecturer and the Student Doyouthinklecturer/student relationship is ethical in lecturing profession?

Table and Figure 4

	<i>No of Respondent</i>	<i>%</i>
<i>Yes</i>	<i>600</i>	<i>100</i>
<i>No</i>	<i>0</i>	<i>0</i>
<i>Total</i>	<i>600</i>	<i>100</i>



Source: Field Survey, May 2018.

Analysis; All the respondents agreed that the Lecturer/Student relationship is ethical in lecturing Profession.

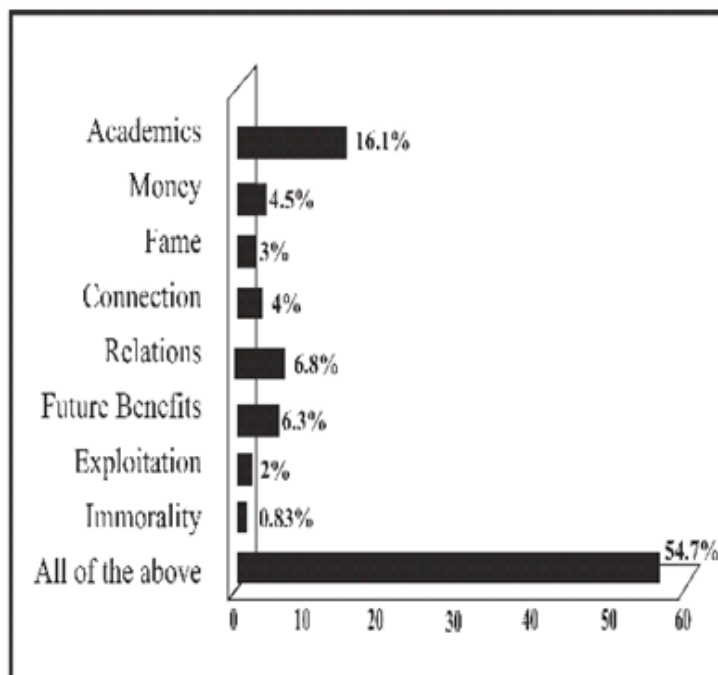
Which of the following is /are reason(s) for lecturer/student relationship in tertiary institution?

Academics () Money () Fame () Connection () Relations () Future Benefits ()

Exploitation () Other Immoralities ()

Table and Figure 5

Reasons	Frequency	%
<i>Academics</i>	<i>97</i>	<i>16.1</i>
<i>Money</i>	<i>27</i>	<i>4.5</i>
<i>Fame</i>	<i>18</i>	<i>3</i>
<i>Connection</i>	<i>24</i>	<i>4</i>
<i>Relations</i>	<i>41</i>	<i>6.8</i>
<i>Future benefits</i>	<i>38</i>	<i>6.3</i>
<i>Exploitation</i>	<i>12</i>	<i>2</i>
<i>Immoralities</i>	<i>5</i>	<i>0.83</i>
<i>All of the above</i>	<i>328</i>	<i>54.7</i>
<i>Total</i>	<i>600</i>	<i>100</i>



Source: Field Survey, May 2018.

Analysis ; 16%, 4.%,3%, 4%, 6.8%, 6.3%, 2%,0.83% and 54.7% of the

respondents are of the view that academics, money, Fame, connection, relations, future benefits, exploitation and immoralities are the reasons for lecturer/student relationship, while 54.7% of the respondents are of the view that all of the above reasons are the causes of Lecture/student relationship. As a result of this, it will be agreed that all the above-mentioned reasons are the reasons for Lecturer/Student relationship in tertiary institutions.

8.0 SUMMARY AND CONCLUSION

Obviously, in the course of weaving all these together, there is bound to be a student- lecturer relationship. The critical question here is what kind of relationship? There is great diversity in terms of relationship between the students and lecturers. According to Tega Daniel (unpublished) students nurture and keep different types of relationships as they tread down the road of academics, one of such is a student-lecturer relationship.

Reasonably, students will try to do all it takes to boost their academic performance in whatever (whether Machiavelli or Platonian) way they deem necessary or applicable, while some deploy valuable resources within their reach, others turn against their lecturers. The male sometimes intimidates their lecturers through their cult groups; the females use their bodies, money, gift items and in extreme cases employ their cult groups too. It must be emphasized here that sexual harassment is not peculiar to the lecturers alone; students also harass their lecturers sexually too.

Some students spend time developing a cordial relationship with their lecturers because of the fact that it provides a link that elicits more ventures for them, others choose to take it further bearing in mind that the benefits are not immediate but for the sake of future or

posterity. Suffice to say that most students keep relationship with lecturers for diverse reasons. Male and female students have different approaches to Lecturers Company while only a few make judicious use of it. Students benefit academically, morally socially and generate returns in future; such students can easily dissect issues that his counterpart may find difficult. This is a positive lecturer-student relationship.

9.0 RECOMMENDATIONS

If amorous/family relationship does occur or has existed or is to be between Academic Staff and student whom they teach, examine or assessed, the Lecturer should inform the Dean of Students Affairs or the Dean of their school for an alternative arrangement, to protect the interest of the Lecturer and the Student.

Effective Class management should be adhered to by all Lecturers so to avoid hotchpotch relationship other than the formal relationship. Effective teaching should also be ensured by Lecturer in the course of discharging their duties. Discipline should be upheld in tertiary institutions and should be a watchword for Lecturer and the lecturer should instil and indoctrinate same to the student

There should be an adaptable and effective legal framework to guide and regulate lecturer/student relationship in tertiary institutions. Counselling of students on morality, self-dependence academically and rewards associated with such should be made available by the management in tertiary institutions to allay the fear of failure which makes some students misuse the relationship. Seminar/workshop should be organized for lecturers periodically to re-ignite them on their service delivery Extracurricular activities such as sporting events, excursion, literary and debate competitions should be organized for students which will be coordinated by lecturers to explore the positive side of the relationship.

The conducive learning environment should be made available in tertiary institutions to enable students to harness their academic potentials without looking for Machiavelli means to academic survival. Lecturers should also be motivated by management in tertiary institutions through prompt and regular payment of salaries and allowances, provision of conducive working milieu, and regular training and development programmes amongst others.

Parents and guardians should instil discipline and not neglect their responsibilities as parents especially when their ward/child is enrolled in tertiary institution to avoid immoral behaviour of such ward.

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