

**STUDENTS/LECTURERS RELATIONSHIPS AND ACADEMIC WELL BEING OF
LIBRARY AND INFORMATION SCIENCE STUDENTS IN UNIVERSITY OF
CALABAR, CROSS RIVER STATE.**

By

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Abstract

The study examined Students/Lecturers relationships and academic performance of Library and Information Science students in University of Calabar. To achieve this purpose, three research objectives were formulated and three research questions were raised to guide the study. The population of the study was 400 undergraduate students of Library and Information Science (LIS) with sample of 300 LIS undergraduate students representing 75% of the total population. Simple random and accidental sampling techniques were used in the selection of sample population. Data obtained were analyzed using simple percentage. The results revealed that student/student relationship, student/lecturer relationship and lecturer/lecturer relationship significantly influence academic performance of LIS undergraduate students in University of Calabar. Based on the findings, it was recommended among others that lecturers should strive as much as possible to be kind, friendly, cheerful, helpful, fair, have sense of humour, show an understanding on students problems, allow plenty of student activity and at the same time maintain order.

Keywords: Academic performance, Students, School Environment and University

Introduction

Academic performance and school environment have often been seen as the student's most crucial support system. Academically challenged students are often more likely to abandon school and eventually drop out than successful students (Kamran, Afzal & Rafiq, 2022). The ideal school environment is one where students feel competent and accomplished since this fosters drive and self-assurance. However, school is often a location that merely helps to reinforce the already poor self-esteem of the struggling students. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, lecturers and even students themselves. School with adequate learning environment contributes

to stir up expected outcomes of learning that will facilitate good academic performance, by encouraging effective teaching and learning.

The school environment has broad influence on students' academic performance, including a significant aspect of their social, emotional and ethical development. When students find their school environment conducive and caring, they are less likely to become involved in substance abuse, violence and other problem conduct. The conducive schools environment fosters these positive outcomes by promoting students sense of belongingness. Therefore, building in a school environment is a means of encouraging academic success. Students who experience their school as a caring environment become more motivated, ambitious and engage in their learning. In particular, students' active relationship with lecturers and their perceptions that lecturers care about them are what stimulate their effort and engagement. School environment includes the lecturers, peers, cohesiveness, the subjects/courses and method of teaching.

Student/student relationship plays an important role in the student's academic performance (Mirowsky & Ross, 2013). The peer group is seen to be an influential group consisting of members who have similar traits and characteristics, could be of the same age range or mixed group. The interactions among students in the classroom are a normal and essential part of the learning process that influences the lifelong learning habits of students. The potential effects of student relationships are reciprocal. Some students are more receptive than others. On one extreme, for example, is the student who values and seeks peer input on every decision; on the other is the social isolate who avoids interaction in and out of the classroom.

Lecturer-student relationship is fundamental to the development of students in schools, especially to the students' self-esteem. The academic performance of students at school is

influenced by schools and lecturers. Students, lecturers or schools could all be to blame for a student's low academic performance. This is supported by Egbokhan (2016) that found a positive interaction between professors and students, which has the potential to affect students' academic performance. The best lecturer is a strong leader, friendly, understanding, considerate, less uncertain, less dissatisfied, and less admonishing than other lecturers on the average. The type of relationship between the lecturer and the student can greatly influence the student's conduct, academic performance and overall sense of social acceptance in the school. Lecturer relationship quality is especially useful to students with behaviour difficulties or learning problems. A close relationship of these students with their lecturers showed significant improvement in their scholastic achievements compared to similar classmates without such relationships.

Lecturer/lecturer relations are important to students' academic performance as the work of the school. Those relationships affected student academic performance. If education is the major foundation for the future strengths of country, then lecturers as they come from various backgrounds must be the corner stone. The obvious difference in age, academic qualification, sex, marital status, religious differences and cultural background have some effect on students' academic performance. Essential to keep in mind is the fact that lecturers are the instructional leaders of their schools. In a school where there is high degree of consensus among lecturers or conflicts among different groups teaching behaviour and lecturers' relationship with students is likely to be influenced. The focus of this study is to determine the influence of students and staff relationships on academic performance of library and information science students in University of Calabar, Calabar.

Statement of the problem

Schools should be known to be channels for the importation of knowledge and for the dissemination of vital and valuable information on academic for the benefit of students studying in those schools. These knowledge and information are meant to sharpen the students' academic performance and modify their behaviour or vices, where necessary, in order to bring them to a state of where they can be sound enough to enjoy learning and perform highly academically.

Regrettably, this is far from being the situation in our schools today. Today, students in universities and other institutions of learning lack conducive environment and relationships. This has caused a lot of physical, mental, social and academically problems to some students, resulting in the overall falling standards in our educational system. Therefore, it become very necessary to examine the influence of school environment on academic performance of library and information science students in University of Calabar, Calabar

Research Question

The following research questions were formulated to guide the study.

1. To what extent does student/student relationship affect academic performance of library and information science students in University of Calabar?
2. Does lecturer/student relationship influence academic performance of library and information science students in University of Calabar?
3. What effect has lecturer/lecturer relationship on academic performance of library and information science students in University of Calabar?

Literature Review

The peer group is seen to be an influential group consisting of members who have similar traits and characteristics, could be of the same age range or mixed group (Anakwue, Ntamu, Udosen & Orji, 2021). They also set goals for themselves which they strive to achieve

for the survival of the group. In striving to achieve the standards they set for themselves they tend to bond stronger, many a time believing in one another more than their parents or lecturers.

The interactions among students in the classroom are a normal and essential part of the learning process that influences the lifelong learning habits of students. The potential effects of student relationships are reciprocal. Some students are more receptive than others. On one extreme, for example, is the student who values and seeks peer input on every decision; on the other is the social isolate who avoids interaction in and out of the classroom. According to Koen (2018) the development of interpersonal relationships, either between student and lecturer or between students and students, is simply the keystone in building what individual learners want to achieve in both the classroom and life itself.

Lecturer-student relationship is fundamental to the development of students in schools, especially to the students' self-esteem. According to Adeoye, (2013), the importance of developing lecturer/student relationships includes increased student interest in learning, improved student academic achievement, and more motivated students. The academic performance of students at school is influenced by schools and lecturers. Student-teacher relationships form the basis of the social context in which learning takes place (Spilt, Koomen & Thijs, 2011). Students, lecturers or schools could all be to blame for a student's low academic performance. This is supported by Nurmin (2012) who found that lecturers ensure more close relationships with highly engaged students.

Spilt, Hughes, Wu and Kwok (2012), argue that conflicting relationships with lecturers cause feelings of distress and in security in students, there by restricting their ability to concentrate on learning. The best lecturer is a strong leader, friendly, understanding, considerate, less uncertain, less dissatisfied, and less admonishing than other lecturers on the

average. Lecturers' relationships with students are equally beneficial to lecturers, good lecturer-student relationships are positively correlated to lecturers' job satisfaction and effectiveness (Day & Gu, 2009). The type of relationship between the lecturer and the student can greatly influence the student's conduct, academic performance and overall sense of social acceptance in the school. Lecturer relationship quality is especially useful to students with behaviour difficulties or learning problems. A close relationship of these students with their lecturers showed significant improvement in their scholastic achievements compared to similar classmates without such relationships.

Methodology

The design adopted for this study was descriptive survey research design. The research was conducted in one University. The population of this study constituted all 400 regular undergraduate students of the Department of LIS, University of Calabar. The simple random and accidental sampling techniques were used for this study. The sample of 300 was used for this study. The instrument used for data collection was the questionnaire. The questionnaire had two sections, section A which contained items that source for information on demographic data on the respondents and section B which comprised of items that measure the sub-variables in the study. The questionnaire was constructed after the two-point alternative responses ranging from Agree (A) and Disagree (D). Section B was made up of 15 items measuring student/student relationship, lecturer/student relationship and lecturer/lecturer relationship.

Results

Research question 1: To what extent does student/student relationship affect academic performance of library and information science students in University of Calabar?

To answer this research question, responses to items 1-5 of section B on the questionnaire were analyzed. The result of the analysis is presented in Table 1.

Table 1: Influence of **Student/student relationship on academic performance of library and information science students in University of Calabar.**

S/N	ITEMS	RESPONSES				Total %
		A		D		
		f	%	f	%	
1.	Relationship between students in the class improve student performance.	203	68	97	32	300 100
2.	Self-dependent is not the best way of learning in the class.	191	64	109	36	300 100
3.	Communications with students in my class has really helped me to improve in school.	198	66	102	34	300 100
4.	There is need to have a friend in the class.	205	68	95	32	300 100
5.	Students understand themselves better when they are close to one another in the class	250	83	50	17	300 100

From table 1, it can be observed that 203 representing (68%) of the total respondents agreed that relationship between students in the class improve student performance, while 97 (32%) disagreed. Also, 191 (64%) agreed that self-dependent is not the best way of learning in the class, while 109(36%) disagreed. Again, 198(66%) agreed that communications with students in the class really helped to improve in school, while 102(32%) disagreed. Also, 205(63%) agreed that there is need to have a friend in the class, while 95(32%) disagreed. Also, 250(83%) agreed that students understand themselves better when they are close to reach other in the class, while 50 (17%) do not.

The results of the analysis indicate that the percentage of agreement for all the five items are higher than 50. This implies that Student/student relationship significantly influence academic performance of library and information science students in University of Calabar.

Research question 2:

Does lecturer/student relationship influence academic performance of library and information science students in University of Calabar?

To answer this research question, responses to items on the questionnaire were analyzed. The result of the analysis is presented in Table 2.

Table 2: Lecturer/students relationship and academic performance of library and information science students in University of Calabar.

S/N	ITEMS	RESPONSES				Total %
		A		D		
		f	%	f	%	
1	My lecturers help me a lot to overcome some challenges in school.	250	83	50	17	300 100
2	In my class, lecturers create a conducive atmosphere for effective interaction.	210	70	90	30	300 100
3	It is good for the lecturers to relate well with the students	192	64	108	36	300 100
4	When a lecturer is friendly with the student, they are always happy	202	67	98	33	300 100
5	Flexible, adaptive and friendly lecturer encourages students to join in classroom interaction.	255	85	45	15	300 100

From table 2, it can be observed that 250 representing (83%) of the total respondents agreed that lecturers help a lot to overcome some challenges in school, while 50 (17%)

disagreed. Also, 210 (70%) agreed that lecturers creates a conducive atmosphere for effective interaction, while 90 (30%) disagreed. Again, 192 (64%) agreed that it is good for the lecturers to relate with the student, while 99(33%) disagreed. Also, 205 (68%) agreed that when a lecturer is friendly with the student, they are always happy, while 95 (32%) disagreed. Also, 210 (70%) agreed that flexible, adaptive and friendly lecturer encourages students to join in classroom interaction, while 45 (15%) do not.

The results of the analysis indicate that the percentage of agreement for all the five items are higher than 50. This implies that lecturer/student relationship significantly influence students' academic well being of library and information science students in University of Calabar.

Research question 3:

What effect has lecturer/lecturer relationship on academic performance of library and information science students in University of Calabar?

To answer this research question, responses to items on the questionnaire were analyzed. The result of the analysis is presented in Table 3.

Table 3: Lecturer/Lecturer Relationship and Academic Well Being of Library and Information Science Students University of Calabar.

S/N	ITEMS	RESPONSES				Total %
		A		D		
		f	%	f	%	
11	In schools where there is good relationship among lecturers, there is cooperation and unity.	188	63	112	37	300 100
12	The school organization can also facilitate and promote social relationship.	216	72	84	28	300 100

13	Lecturer/lecturer relationship influence the students' academic performance.	201	67	99	33	300	100
14	Formal group are formed because of lecturer/lecturer relationship.	205	68	95	32	300	100
15	A lecturer is a model to his students.	210	70	90	30	300	100

From table 3, it can be observed that 188 representing (63%) of the total respondents agreed that in schools where there is good relationship among lecturers, there is cooperation and unity, while 112 (37%) disagreed. Also, 216 (72%) agreed that the school organization can also facilitate and promote social relationship, while 84(28%) disagreed. Again, 201(67%) agreed that lecturer/lecturer relationship influence the students' academic performance, while 99(33%) disagreed. Also, 205(70%) agreed that formal group are formed because of lecturer/lecturer relationship, while 95(32%) disagreed. Also, 210(70%) agreed that a lecturer is a model to his students, while 90 (30%) do not.

The results of the analysis indicate that the percentage of agreement for all the five items are higher than 50. This implies that lecturer/lecturer relationship significantly influences students' academic well being of library and information science students in University of Calabar.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. There is need for enhanced supervision of instruction as it is also fundamental for positive student-student relationship. In this regard, the school management should also intensify supervision of students and instructional process as regards student's academic needs and performance.

2. Effort should be made to build a better and stronger lecturer-student relationship in Department of Library and Information Science, University of Calabar.
3. Lecturers should exhibit high sense of leadership by relating even better with other lecturers rather than scorning the base from where they ascended. The younger lecturers learn from and respect the older ones who in return help them. The relationship existing between lecturer-lecturer influence student academic performance because lecturers are their role model.

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