

ECONOMIC IMPACT OF STUDENT-LECTURER RELATIONSHIP IN THE FEDERAL POLYTECHNIC MUBI, ADAMAWA STATE

Abubakar Ahmed Bello, Ph.D.
Department of Public Administration
Federal Polytechnic, Mubi, Adamawa State, Nigeria.
Abubakarbello4469@yahoo.com

Abstract

The paper titled Economic impact of student-lecturer relationship in the Federal polytechnic Mubi, Adamawa state. The objectives of the study were to examine the factors that contributed to the student-lecturer relationship and to determine the economic implication of student-lecturer relationship in the study area. The sample size used for the work was 819 respondents and it was sampled through the interview and the questionnaire which is primary data. The technique used to analyse the data was Regression model. The finding of the work is that the major factor that necessitate the student-lecturer relationship is as a result of the low IQ of the students as well as their laziness to study. While in the aspect of the lecturer it was as a result of the low remuneration. The other finding of the study was that the implication of this relationship is sacrifice from both parties which might be either monetary or in kind. The study recommended that the government and other employers of the labour should increase lecturers' remuneration and as well for students to be serious with their study so as not to solely rely on the assistant from the lecturers.

Keywords: Student-Lecturer Relationship; Economic Implications; Lecturer Remuneration; Student Academic Behaviour; Higher Education; Federal Polytechnic Mubi; Nigeria.



Introduction

The relationship between teachers and students is one of the most fundamental and significant aspects of learning. Students' emotions,

behavior, and academic achievement can all be impacted by the relationships they have with their lecturers. If these relationships are positive and beneficial for both teachers and students, it is possible to see and encourage the development of students' emotional and behavioral well-being (Pianta, Hamre, and Stuhlman, 2003).

Through their interactions with students, lecturers have the opportunity to impact their academic, behavioral, and emotional growth on a daily basis. To prevent obstructing the growth of positive relationships with each student, lecturers should be mindful of their interactions with them. Positive or negative relationships between lecturers and students are determined by these interactions. Education has always played a significant role in social development and the dissemination of knowledge to driven and committed students.

The lecturers who are a part of any educational system, whether it is in a developed or developing country, determine whether it succeeds or fails.

Ekechukwu and Ifeanyichukwu (2021) assert that lecturers play a crucial role in shaping a nation's future because they raise the standard of men and women that the general public desires. "No educational system can surpass the quality of its teachers," claims FRN (2000).

In modern culture, the primary goal of education has been to increase knowledge, which is subsequently used to improve humanity. Because they foster the attitudes, skills, and knowledge that support sustainable development, educational investments are crucial (Leonard, Omotoyosi,

Olumide, and Emmanuel, 2024). The growth, development, and long-term health of society are more likely to be supported by students who go above and beyond its expectations. Because it molds the moral values and behavior of its citizens, a country's educational system directly affects its level of prosperity.

Schommer-Aikens, Duell, and Hunter (2005) argued that in order to ensure a bright future for the world, significant investments in education are required. It is widely accepted that education is the most effective means of achieving national goals, integrating individuals into society, and advancing progress, unity, self-actualization, political stability, social evolution, economic welfare, scientific standards, cultural awareness, and technological advancement. Getting a good education is the cornerstone of every person's life, and it is true that all universities strive to be proud of offering excellent instruction and learning opportunities (Akinleke, 2017).

Good lecturer-student interactions motivate students to engage in the classroom and cultivate their curiosity (Rimm-Kaufman & Sandilos, 2019). Camp (2011) asserts that instructors must believe in each student, respect them, and show them their value both orally and physically. Stress and alienation brought on by unfavorable interactions between instructors and students can affect the instructors' practice and general well-being (Varga, 2017).

Universities usually give lecturers more responsibility in subjects that appear to have less impact on their students' development and success, according to research by Ingersoll, Sirinides, and Dougherty (2018). Students' academic performance at Federal Polytechnic Mubi and other Nigerian tertiary institutions is largely determined by the quality of the lecturers and their ability to maintain standards. Some lecturers compromised the standards out of self-interest, which eventually affected the students' academic performance.

Statement of the Problem

Lecturers may use harsh disciplinary measures, such as screaming, and their communications may come across as sarcastic or impolite. According to Camp (2011), some instructors don't go above and beyond to assist their students in creating and sustaining relationships that are encouraging and constructive. According to Hagenauer & Volet (2014), the issue of the student-lecturer relationship is not given enough attention by scholars and educators, and negative lecturer-student relationships are often the cause of high failure rates or poor student performance.

Both lecturers and students experience stress when there is a negative student-lecturer relationship (Rimm-Kaufman & Sandilos, 2019). In this regard, they also argue that a number of things, such as the lecturer's frustration and anger, can contribute to a poor lecturer-student relationship. While students in conflict have no relationship to build with their lecturers because of academic merit, weaker students benefit from close, encouraging,

and positive relationships with their lecturers because of favors. Additionally, they proposed that students who have strong, supportive, and close relationships with their lecturers will succeed more than those who have more tense relationships.

Students who get along well with their lecturers feel at ease asking questions and getting answers in class, claim Wanders, Dijkstra, Maslowski, and Van der Veen (2019). This isn't always the case, though, as students who are struggling with their lecturers also inquire about the lecturer's role knowledge. Additionally, every researcher has looked at the relationship between students and lecturers to evaluate their performance; only a few have looked at the interpersonal or financial relationships between the lecturer and students. Given this, the study will consider how the relationship between the student and the lecturer affects the students' academic performance in terms of money.

Research Questions

This study is guided by the following research questions:

1. What are factors leading to economic impact of the student-lecturer relationship?
2. What is the economic implication of student-lecturer relationship on students' academic performance in the Federal Polytechnic Mubi?

Objectives of the study

1. To examine the factors leading to economic impact of the student-lecturer relationship.

2. To determine the economic implication of student-lecturer relationship on students' academic performance in the Federal Polytechnic Mubi.

Justification of the study

In order to observe the effects of students passing or failing exams-which will unavoidably affect the students' enrollment and performance at work due to their interactions with the lecturers during their studies-the study will primarily focus on Federal Polytechnic Mubi lecturers and students. The only sacrifice in this situation is the money given to the lecturer as a bribe or compensation. Strong relationships always require sacrifice.

However, in order to reimburse the student for the gift, the lecturer will check their scripts to make sure they passed. The main factors to be taken into account are intelligence, money, and students' academic performance. On the student's side, it is money, but on the lecturer's side, it is a gift.

Literature review

Positive student-lecturer relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care, and cooperation (Camp, 2011). The first step in helping a student become more motivated and engaged and, ultimately, academically successful is to establish and maintain strong teacher-student relationships (Varga, 2017). Students are more capable and likely to participate in class activities when they perceive their teachers to be understanding, observant, and attentive, claim Wanders, Dijkstra, Maslowski, and van der Veen (2019). Numerous elements, including how both students and lecturers develop in the

classroom, their level of involvement in their studies, and their academic objectives, are influenced by their relationships with one another.

In their relationship with lecturers, students believe that lecturers are looking out for their best interests (Leonard, Omotoyosi, Olumide, & Emmanuel, 2024). According to Ayodele, Oluwakemi and Temidayo (2014) regular and fruitful interactions between lecturers and students form the basis of the lecturer-student relationship and foster group project collaboration as well as a sense of school community. Students learn in a friendly, open setting where their opinions are valued and heard, according to the safe classroom environment as a component of the lecturer-student relationship.

However, when students feel comfortable asking their lecturers questions about challenging class assignments without hesitation or fear, their academic performance improves. Furthermore, creating a secure learning environment improves the ability of the students to learn as well as the relationship between the lecturer and the students (Faremi & Jita, 2018).

It is advantageous for instructors and their students to respect each other's interests in order to foster positive relationships. When students completely trust their instructors and think that support and direction could help them get past their academic challenges, they seem to be academically confident (Nugent, 2019). Therefore, for students and teachers to develop long-lasting relationships, mutual respect and trust are essential. By incorporating an

equal treatment dimension into their interactions with students, lecturers can prevent favoring some over others.

Students' attitudes toward learning will be affected if they believe their lecturers don't value the work they do. The classroom fosters positive relationships between lecturers and students, improves, and shows equal respect for each student's academic needs without favoring some over others (Nurmin, 2016).

Koca (2016) asserts that students who lack motivation are at a disadvantage that is difficult, if not impossible, to overcome with the help of excellent instructors and other resources. He also found that students who lack enthusiasm struggle and often fail exams, regardless of the curriculum or lecturer. Understanding students' needs and beliefs is essential to developing strategies to increase their motivation to learn (Camp, 2011). Students must be actively and genuinely involved if they are to learn the most. Varga (2017) asserts that in order to build and maintain more positive relationships, lecturers should have an obligation to cultivate respect for one another.

Gablinske (2014) contends that by establishing and preserving solid and encouraging relationships with their lecturers, students can feel more competent, feel safer and more secure in the classroom, connect with peers more positively, and succeed academically.

It is the responsibility of lecturers and educators to educate the public, legislators, and decision-makers about the skills required to teach in the contemporary world (Darling-Hammond, 2006). In order to positively

influence the lives of students who are at risk of academic failure, lecturers must find ways to integrate interactions and instructional strategies into their daily work in the classroom (Downey, 2008).

Empirical Review

Ayaz, Shah, and Khan (2013) investigated the impact of the teacher-student relationship on the academic achievement of secondary school pupils in Khyber Pakhtunkhwa. The study examined how Khyber Pakhtunkhwa secondary school students' academic performance was impacted by their relationships with their teachers. The study's population consisted of all the instructors and students at the government secondary schools in Khyber Pakhtunkhwa. All of the teachers and students at the school made up the study's sample size. The study's sample consisted of three hundred respondents, 150 of whom were teachers and 150 of whom were students. The researcher used a stratified random sampling technique to select the respondents. The collected data was imported into SPSS-17 for analysis. Although students seem to disagree, teachers seem to agree that they share personal knowledge with their students. Nonetheless, there were some moderately significant differences between the teacher's and the students' opinions. Grades and the availability dimension are significantly correlated, but grades and the connectivity, communication, and overall score dimensions are only marginally correlated.

The overall score is strongly correlated with availability, connectivity, and communication; the correlation between availability and connectivity is moderate, the correlation between connectivity and the overall score is high, and the correlation between communication and connectivity is low. In their study, Abari and Adejor (2021) examined how the relationship between lecturers and students affected the academic achievement of mathematics students at Joseph Sarwuan Tarka University in Makurdi, Benue State, Nigeria. The study included four specific objectives, four research questions, and two research hypotheses that were designed to be tested at the 0.05 level of significance. One hundred students were selected at random. Descriptive statistics (mean and standard deviation) were used to analyze the data collected from the research questions. The results demonstrated that neither gender's performance in mathematics was significantly impacted by the relationship between lecturers and students at Joseph Sarwuan Tarka University in Makurdi. Furthermore, the T-test analysis shows that the relationship between the lecturer and the students had an impact on student outcomes regardless of the students' academic performance. There, the null hypothesis is not refuted. The study's conclusions indicate that mathematics is essential for determining how to get past obstacles, overcome difficulties, and accomplish goals that are not immediately attainable. As a result, the study suggested that a solid lecturer-student relationship could act as the cornerstone for the other components' success.

Chikendu (2022) conducted research on the relationship between teachers and students as well as academic performance, using data from senior secondary schools in the state of Enugu. The relationship between senior secondary school teachers and students in Enugu State, Nigeria, was ascertained by the study. Two hundred and twenty-nine (229) students from three senior secondary schools made up the study's population. A survey research design was chosen, and the instrument for gathering data was a questionnaire. Simple descriptive statistics which include mean and standard deviation were used to analyze Using information from senior secondary schools in the state of Enugu, the researcher investigated academic performance and the relationship between teachers and students. In Enugu State, Nigeria, the study determined the relationship between senior secondary school teachers and students. In this study, the population consisted of 229 students from three senior secondary schools. A questionnaire was used as the instrument for data collection in a survey research design. The data was analyzed using straightforward descriptive statistics like mean and standard deviation.

The results demonstrated that good teachers treat their students with respect and teach them with passion and zeal, whereas bad teacher-student relationships can lead to unethical attitudes and behaviors, subpar academic performance, and an encouragement of school dropout. Therefore, the study recommended that teachers and the school administration should endeavor to instill the value of teacher-student relationships in order to improve

students' academic performance.

Arijaq, Silva, and Denisa (2021) investigated the effects of teacher-student interactions on the academic achievement of 12 to 15-year-old students. 121 pupils from three nine-year schools in Tirana made up the sample. It was found that individual traits like temperament, personality, ability, and psychological effects were linked to internal factors affecting the teacher-student relationship.

Chukwu and Deba (2020) investigated the effects of student-teacher relationships on students' academic performance in Bauchi State's education colleges. The study population is made up of students from the two educational institutions in Bauchi State, Adamu Tafawa Balewa College of Education, Kangere, and Aminu Saleh College of Education Azare. Of this group, sixty (60) teachers and thirty (30) students were chosen at random from the aforementioned institutions; each institution received a sample of sixty (60) teachers and thirty (30) students. The data was gathered using a closed-ended structured questionnaire, and the results were analyzed using the mean average. The study's recommendation showed that teacher-student relationships had a moderate effect on students' academic achievement in Bauchi State's educational institutions.

Using Magu District as a case study, Mahona and Demetria (2020) investigated how teacher-student relationships affect Tanzanian students' academic performance. The study was carried out as a descriptive survey. The results of the study indicate that in Tanzanian public secondary schools,

student-teacher interaction is an important element and a boost to academic performance.

The findings demonstrated that, despite both groups' awareness of the characteristics of such relationships, the bonds between teachers and students were weak. The effects of schools maintaining strong and constructive relationships between principals and teachers, as well as the elements that support and improve student academic performance in senior secondary schools in Lagos State, Nigeria, were investigated by Mohammed, Edu, and Etoh (2020). The data was analyzed using both descriptive and inferential statistical methods. Therefore, regression analysis was employed to look into the previously mentioned hypotheses. The results demonstrated that the principal's interpersonal interactions with teachers have a weakly significant positive impact on students' academic achievement.

The study by Nadeem, Naseem, Salman, and Ali (2023) looks at how students' academic performance is impacted by their relationship with their teachers. The study, which included 200 students from the Pakpattan district, aimed to ascertain whether good teacher-student relationships were associated with academic performance, motivation, and engagement. Using a random sampling technique, the study found that a significant majority of participants (70.5%) said that developing strong relationships with their teachers improved their academic performance.

Furthermore, 30.5% of respondents strongly agreed that improved teacher-student relationships directly led to improved academic performance. With

72.5% of respondents reporting higher motivation, positive teacher-student relationships also had a positive impact on motivation and engagement. Surprisingly, negative relationships had a significant impact on students' motivation (54.5%), emphasizing the importance of using positive language and tone to steer clear of conflict (31.5%). Insightful information from these findings motivates educators in Pakpatan and elsewhere to prioritize relationship-building strategies in order to foster a supportive learning environment.

Sundani and Mamokhere (2022). In their study on the impact of the student-lecturer relationship on sound judgment and quality advancement in Higher Education and Training (HET) institutions. The study determines the impact of the student-lecturer relationship on wise decision-making and quality promotion in the context of South African HET institutions. The interaction between the lecturer and the students has a big impact on the academic achievement of the students in HET. Similarly, students' academic, social, and emotional development greatly depends on their relationship with their lecturers. The study has adopted a qualitative research approach through document analysis. Secondary data sources that addressed the interaction between students and lecturers in terms of decision-making and quality promotion were critically reviewed and synthesized. They added that the rapport between instructors and students enhances current educational initiatives and is essential for making informed decisions in HET. They discovered that having a good rapport with their lecturers can boost students'

competency. Low student motivation, disengaged students, and disorganized lecturers are common problems that affect the relationship between students and lecturers.

Methodology

Study area

Decree No. 33 of 1979 established seven (7) Federal Polytechnics, including the Federal Polytechnic, Mubi. Following a presidential order, the Polytechnic relocated to Mubi in October 1982 after spending roughly three years in Yola, the capital of Adamawa State. In Yola, a Polytechnic campus still stretches out on the jagged banks of the Benue River. The buildings of the now-defunct Federal School of Arts and Science in Mubi were passed down to the institution. The infrastructure that was inherited has been updated to meet the needs of the polytechnic. But more recently, brand-new engineering and science labs, workshops, and studios have appeared, complete with massive machinery that tells the stories of contemporary technology.

Among other things, there is now a standard lecture hall, a library complex, a duplex office block for the Business and Management Technology School, a complex for agricultural science, a complex for food science and technology, and another hostel block for women. Agricultural, Business and Management Technology, Communication and Information Technology, Engineering Technology, Environmental Science Technology, Humanities and Creative Arts Technology, and School of Science Technology are the seven administrative schools that make up the

Polytechnic. The Polytechnic offers programs that have been accredited by the National Board for Technical Education (NBTE), ranging from Higher National Diploma (HND) to National Diploma (ND). The Polytechnic also offers preliminary courses in science, engineering, and management. With just 138 students enrolled when it first opened in 1979, the institution has expanded rapidly. There are currently more than 7,000 students enrolled in different subjects at different levels of National and Higher National Diploma and Certificate programs.

Population of the study

The total number of the students in the Federal Polytechnic Mubi is seven thousand four hundred and seventy-seven (7477) as at 2024 while the number of the lecturers are seven hundred and two (702).

Sample size and Sampling Technique

The sampling technique of this work is stratified random sampling and the sample size is 10% of the total number of students and the lecturers. That is 748 for the students and 71 for the lecturers which means the total sample size for the study is 819.

Data analysis and Technique

The study sampled information from the respondents using primary data, which included structured questionnaires and interviews. Regression modeling is the technique adopted for the research.

Model Specification

The work's model specification focuses on how students' academic performance is influenced by their interactions with their lecturers. The student's performance, or CGPA, which is made up of Distinction, Upper Credit, Lower Credit, and Pass, is the dependent variable. The values for distinction are 1, 2, 3, and 4, in that order. Exam malpractice, the amount of money paid to the instructor, and the student's IQ-which is represented by a dummy variable with values of 1 and 0-are the independent variables.

Academic Performance= $f(\text{Exam malpractice, Money, IQ})$

$CGPA = f(\beta_0 + \beta_1 EM + \beta_2 M + \beta_3 IQ + \mu)$

Where CGPA= Academic Performance of student

EM= Examination Malpractice

M= Money given to the lecturer

IQ= Intelligent of the student

F= Function

$\beta_0, \beta_1, \beta_2, \beta_3$ are the parameters

μ is the error term

Question 4 in the questionnaire is used for dependent variable while question 8, 9 and 10 are used for independent variable.

Data Analysis

The data gotten from the respondents is being analysed below without considering the other questions in the questionnaire.

Dependent Variable: CGPA
Method: Least Squares

Variable	Coefficient	Std. Error	t-Statistic	Prob.
----------	-------------	------------	-------------	-------

C	0.824222	0.194489	4.237879	0.0000
EM	-0.246283	0.081694	-3.014708	0.0027
IQ	0.665084	0.122445	5.431697	0.0000
M	1.058593	0.053533	19.77472	0.0000
R-squared	0.645034	Mean dependent var	2.875458	
Adjusted R-squared	0.643728	S.D. dependent var	0.989738	
S.E. of regression	0.590760	Akaike info criterion	1.790059	
Sum squared resid	284.4330	Schwarz criterion	1.813053	
Log likelihood	-729.0290	Hannan-Quinn criter.	1.798882	
F-statistic	493.6651	Durbin-Watson stat	0.020195	
Prob(F-statistic)	0.000000			

From the table above, holding every other variable constant an increase in the Examination Malpractice by 1% it will lead to a decrease in the academic performance of the students (CGPA) by 25% and it is statistically significant at 5% level of significant. The reason why the exam malpractice reduce the CGPA of students despite its availability was that there is a penalty for being caught. And the penalty is either expel or one academic session suspension depend on the severity of the misconduct. And for that students have to be careful including the lecturers so as not to be involved in it which may lead to dismissal or termination of lecturer's appointment.

Holding every other variable constant, an increase in the IQ of the students by 1% it will lead to an increase in the students' academic performance by 67% and it is statistically significant at 5% level of significant.

Holding every other variable constant, an increase in the Money or Gift giving to the lecturer by the students by 1% it will lead to an increase of the academic performance of the student by 105% and it is statistically significant at 5% level of significant.

The independent variable accounted for 65% variation in explaining dependent variable. The F-statistics is highly significant at 5% level of significant which means that there is great economic implication between the students and the lecturer relationship, for the two parties must be ready to sacrifice. According to the study, some students' low IQs and laziness about reading were the main causes of the student-lecturer relationship. Low remuneration is the main factor in the lecturer's aspect. This result contradicts the findings of Rimm-Kaufman & Sandilos (2019), who claim that if one party is unwilling to make a sacrifice, the relationship between the student and the lecturer may become harsh.

Conclusion

The study looked at how the student-lecturer relationship affects the economy and found that a friendly relationship can only exist if both parties are willing to make material or in-kind sacrifices. According to the study's findings, a student-lecturer relationship exists when both parties are in need of one another and the lecturer supports the relationship when the student is willing to make sacrifices. The study suggested that the student should be prepared to learn and that the lecturer should receive fantastic rewards for their efforts.

Recommendations

1. **Promote Professional Student-Lecturer Relationships:** Higher education institutions should establish and enforce policies that encourage respectful, ethical, and professional interactions between students and lecturers, ensuring that relationships are built on academic mentorship rather than personal or material interests.

2. **Improve Lecturer Welfare and Motivation:** Governments and institutional management should provide competitive remuneration, incentives, and improved working conditions for lecturers to enhance job satisfaction, reduce financial pressures, and strengthen their commitment to teaching and mentoring students.
3. **Encourage Student Commitment to Learning:** Students should be encouraged to focus on their academic responsibilities by actively participating in lectures, completing assignments, and engaging constructively with lecturers to foster a healthy learning environment.
4. **Strengthen Ethical Standards:** Universities should regularly organize ethics and professional conduct training for both lecturers and students to reinforce appropriate boundaries, mutual respect, and integrity in academic relationships.
5. **Establish Effective Support and Reporting Mechanisms:** Institutions should create confidential and accessible channels through which students and lecturers can report unethical practices, exploitation, or misconduct without fear of victimization.
6. **Enhance Academic Mentorship Programs:** Universities should institutionalize formal mentorship programs that promote positive academic guidance, career development, and mutual respect between lecturers and students, reducing the likelihood of relationships based on material exchange.
7. **Recognize and Reward Teaching Excellence:** Institutions should introduce merit-based recognition and reward systems for lecturers who demonstrate exceptional teaching, mentorship, and ethical conduct, thereby encouraging professionalism and dedication.
8. **Increase Awareness of Academic Ethics:** Regular seminars, workshops, and orientation programmes should be conducted to educate both students and lecturers on the importance of maintaining professional relationships that support academic excellence and institutional integrity.

Acknowledgements



References

- Abari, M. T., & Adejor, O. J. (2021). Impact of lecturer-Student's relationship on academic performance of students in mathematics in Joseph Sarwuan Tarka University Makurdi Benue State, Nigeria. *International Journal of Research Publication and Reviews*, 2(12), 6-9.

- Akinleke, W. O. (2017). Impact of family structure on the academic performance of secondary school students in Yewa local government area of Ogun State, Nigeria. *International Journal of Sociology and Anthropology Research*, 3(1), 1-10.
- Arijana, M., Silva, I and Denisa, G. (2021). Influence of teacher-student relationship on academic performance: the case of Tirana. Center for Open Access in Science ■ <https://www.centerprode.com/ojpr.html> *Open Journal for Psychological Research*,
- Ayaz, M. Shah, R. & Khan, G. A. (2013). Impact of student-teacher relationship on student's academic achievement at secondary level in Khyber Pakhtunkhwa. *International Journal of Learning and Development*, 3(1): 181-189
- Ayodele, K., Oluwakemi, A., & Temidayo, A. (2014). Personality factors, academic emphasis, and students-lecturers' relationship as determinants of undergraduates' academic achievement goal orientation: The Nigeria experience. *IOSR Journal of Humanities and Social Science*, 19(1), 4-11.
- Camp, M. D. (2011). *The power of teacher- student relationships in determining student success*. <https://core.ac.uk/download/pdf/62770657.pdf> (Accessed 19 December 2019).
- Chikendu, R. E. (2022). Teachers- Students Relationship and Academic Performance: Evidence From Senior Secondary Schools in Enugu State *International Journal of Research in Education and Sustainable Development*, 2(2): 1-2
- Chukwu, G.F.& Deba, A.A. (2020). Influence of teacher student relationship on students' academic performances in colleges of education in Bauchi state, Nigeria. *Journal of Science Technology And Education* 8(2)
- Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education*, 57(3): 300-314
- Ekechukwu, P. C. and Ifeanyichukwu, J. M. (2020). Principal-Staff Relationship for Effective Secondary School Administration in South-South Goe-Political Zone of Nigeria. *International Journal of Progressive Sciences and Technologies (IJPSAT)*
- Faremi, A. F., & Jita, L. C. (2018). Assessment of family characteristics and learners' variables in enhancing academic achievement motivation in secondary schools. In M. M. Dichaba & M. A. O. Sotayo (Eds.), *Rethinking teaching and learning in the 21st Century* (pp. 147-161). African Academic Research Forum.
- Gablinske, P. B. (2014). A case study of student and teacher relationships and the effect on student learning. Retrieved 05 Dec 2023,

- Hagenauer, G. & Volet, S. E. (2014). Teacher-student relationship at university: An important yet under- researched field. *Oxford Review of Education*, 40(3): 370-388.
https://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1284&context=mdsoar.org/bitstream/handle/11603/3893/VargaMeagan_paper.pdf?sequence=1&isAlloARGA
- Koca, F. (2016). Motivation to learn and the teacher-student relationship. *Journal of International Education and Leadership*, 6(2): 1-20.

- Leonard, S. Omotoyosi, O. F., Olumide, A. B. & Emmanuel, S. (2024). Impact of Lecturer-Student Relationship on Student Academic Performance in Federal University, Oye-Ekiti. *Innovare Journal of Education*, 12(1):10-1
- Mahona, J.P. & Demetria, G. M. (2020). Teacher-Students' Relationship and Students' Academic Performance in Public Secondary Schools in Magu District, Tanzania. *Journal of Research in Education and Society*, 11(1); ISSN: 2141-6753.
- Mohammed, M.O.B, Edu, A.O. and Etoh, L.C. (2020). Principals' Working Relationship with Teachers and Students' Academic Performance in Lagos State, Nigeria. *Journal of Research in Educational and Business Studies* 5(2), 1-15.
- Nadeem, M. Naseem, T. Salman, M. & Ali, S. (2023). Teacher Students Relation and Its Impact on Academic Performance of the Students. *Jahan Tahgeed Journal*, 6(4):604-618
- Nugent, T.T. (2009). The impact of Teacher- Students interaction on student motivation and achievement (Doctoral Dissertation). University of General Florida, Orlando, pp. 1-129
- Nurmin, J. E. (2017). Students' characteristics and teacher-child relationships in instruction: A meta-analysis. *Educational Research Review*, 7(30), 177-179.
- Pianta, R. C, Hamre, B., & Stuhlman, M. (2003). Relationships between teachers and children. In W. Reynolds & G. Miller (Eds.), *Comprehensive handbook of psychology: Educational psychology* (pp. 199-234). Hoboken, NJ: Wiley & Sons, Inc.
- Rimm-Kaufman, S. & Sandilos, L. (2019). *Improving students' relationships with teachers to provide essential supports for learning*. Retrieved 17
- Schommer-Aikens, M. Dwell, O. K. & Hunter, R. (2005). Epistemological beliefs: Mathematical problem-solving beliefs and academic performance of middle school students. *The Elementary school Journal*, 105(3): 289-304
- Sundani, N. D. & Mamokhere, J. (2022). The Impact of Student-Lecturer Relationship on Good Decision- Making and Quality Promotion in the Institutions of Higher Education and Training. *Journal of African Perspectives of Research in Teaching & Learning*, 5 (2): 136- 147

- Varga, M. (2017). *The effect of teacher- student relationships on the academic engagement of students*. Retrieved 18
- Wanders, F., Dijkstra, A.B., Maslowski, R. & Vander Veen, I. (2019). The effect of teacher-student and student-student relationship on the societal involvement of students. *Research papers in education*, 35(2):1-21



