

Factors Influencing the Academic Achievement of Students' in Colleges of Education in Southwest, Nigeria

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Abstract

The level of success that students achieve from Colleges of Education has far reaching implications in the national development. Yet, students' achievement is becoming low in the Colleges of Education throughout the nation. Researchers have linked poor students achievement to a lot of factors but most of these studies focused on University Education with little attention on Colleges of Education despite its importance in training and producing quality teachers. This study was therefore carried out to determine the factors influencing students' academic achievement in Colleges of Education in Southwest, Nigeria. Four hundred and eighty students from six Colleges of Education were randomly selected for this study. Data collected were analyzed with descriptive and inferential statistics. Results showed that the lecturers' communication was excellent (48.7%) and very good (33.1%), they had excellent subject mastery (47.3%) and classroom management (44.9%). However, water supply (61.1%), electricity (69.5%), playing ground (60.2%), staff offices (58.6%), and hostels (59.4%) were inadequate in the study areas. Majority (64.2%) of the respondents had good academic achievement, CGPA of 3.1 and above. Results of chi-square analysis showed that socio-economic characteristics of the respondents have significant relationship with the students' academic achievement at $p < 0.05$. Similarly, there is significant relationship between parental background and home-related issues and the students' academic achievement at $p < 0.05$. Significant association existed between adequacy and functionalities of school facilities and the students' academic achievement at $p < 0.05$. There is significant relationship between reading habits of the students and the students' academic achievement. Relationships between the teachers' effectiveness and students' academic achievement were also significant at $p < 0.05$. The paper therefore recommended that parents should give moral and financial support to the students, Colleges of education should be supported and well-funded by the government at all level to create conducive environment for teaching-learning process and Government should provide ICT training for all practicing teachers and they should also be taught how they can use internet technology for enhancing teaching-learning process across all levels of Nigeria educational system.

Keywords: Influencing, Achievement, Students, Academics, Factors.

Background to the Study

Education is a vital investment for human and economic development and is influenced by the environment within which it exists (INN 2014). To a very large extent, national development has been pioneered by those who are professionals in their field of practice, and this would not have been possible without the instrumentality of the educational system. Every nation strives towards the provision of quality education for its citizens.

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This is in realisation of the fact that education is indeed necessary to engineer and consolidate any nation's developmental process. It should be noted, however, that the provision of quality education will be in jeopardy if the academic performance of the students are abysmally low because this indicates the poor standard of education sector in Nigeria. Students' academic performance is affected by many factors including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation. Scholars have conducted researches about the factors contributing to student performance in tertiary institutions. It has been reported that a student educational success contingent heavily on social status of student's parents/guardians in the society (Borde, 1998). Parent's income or social status positively affects the student performance in an examination (Considine and Zappala, 2002). Children that come from those families having low income make known more subsequent models in terms of learning outcomes; low literacy level, low retention rate, problems in school behaviour and more difficulty in their studies and mostly display negative attitude towards studies and school. In addition, Eamon (2005) explained that those students usually come out from low socio-economic status show low performance in studies and obtained low scores as compared to their counterparts with good background. Minnesota (2007) is however of opinion that the higher education performance is depending upon the academic performance of graduate students. It is assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. Findings of Woodfeld and Earl-Novell (2006) have shown that students' effort, previous schooling, parent's educational background, family income, self-motivation of students, age of student, learning preferences and entry qualification of students are important factors that have effect on student's academic performance in higher institutions of learning. Also, the children learning outcome and educational performance are strongly affected by the standard and type of educational institutions in which students get their education. The educational environment of the school one attends sets the parameters of students' academic performance. According to Considine and Zappala (2002) schools environment and teachers expectations from their students have strong influence on students' academic performance. Most of the teachers working in poor schools or schools lacking basic facilities often have low performance expectations from their students. This assertion is supported by Harband El-Shaarawi (2006) that performance of the students is influenced by the school in which they studied, number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. School ownership and funding have effect on students' academic performance. This is obvious on the disparity of fund allocation to Colleges of Education by the Federal and State governments in Nigeria. Many state governments in Nigeria are unable to finance their tertiary institutions which often led to industrial actions, crises and disruption of academic calendars. In most cases students are at the receiving end. Cotton and Savard (2004) in their submission argued that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. For instance, private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools. Adequate funding and provision of teaching resources and facilities in private schools enhance academic performance and educational performance of their students.

Many studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide and most of these studies have focused on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors) (Diaz, 2003). The combination of factors influencing academic performance, however, varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another. Furthermore, most of these studies did not empirically look into these factors as they affect academic activities in the Colleges of Education and students' performance in particular. It is in view of this background that this study focuses on Colleges of Education in southwest, Nigeria going by its mandate to produce quality teachers for the nation in a serene learning environment. It is based on the premise that poor teachers, unhealthy environment and inadequate funding will undermine students' potentials. So, the importance of this study lies on the need to undertake corrective measures that will improve the academic performance of students in Colleges of Education in Nigeria. Despite all the benefits that may accrue from Colleges of Education as stated above and the commitments made by the government of Nigeria to achieve improve quality of education through intervention funding, there is still poor performance of students characterized by low enrolment of students and high dropouts. Consequent upon these, the study will assess the causes of the high failure rates and low quality students that led to poor academic performance in Colleges of Education in the southwest, Nigeria. Consequent upon these, the study will assess the causes of the high failure rates and low quality students that led to poor academic performance in Colleges of Education in the southwest, Nigeria.

Objectives of the Study

The broad objective of this study is to assess factors affecting academic performance of students in Colleges of Education in Nigeria. However, the specific objectives are to:

1. describe the socio-economic characteristics of the students in the study areas
2. identify parental background and home-related issues of the respondents in the study areas
3. examine the adequacy and functionalities of school facilities in the study areas
4. assess the reading habits of the students in the study areas
5. examine teachers' effectiveness and students' academic performance in the study areas

Research Hypotheses

H₀₁: There are no significant relationships between the socio-economic characteristics and students' academic performance

H₀₂: There are no significant relationships between parental background and home-related issues and students' academic performance

H₀₃: There are no significant relationships between adequacy and functionalities of school facilities and students' academic performance

H₀₄: There are no significant relationships between reading habits of the students and students' academic performance

H₀₅: There are no significant relationships between the teachers' effectiveness and students' academic performance

Methodology

The study adopted a survey research design. The population comprised of all final year students who are in the School of Education in Colleges of Education, Southwest, Nigeria. Random sampling technique was used to select 3 out of 6 states in the southwest geo-political zone. (the states selected are Lagos, Ogun and Oyo states). Two (2) Colleges of Education (One Federal and one State) were also chosen at random from each of the selected states in southwest, Nigeria. This gave rise to 6 schools. Simple random sampling technique was used to select 4 departments in each of the selected schools (two from sciences and two from education) making twenty-four departments. Twenty final year students were selected from each of the department. This gave a total of 480 students as the sample size for this study. Data for this study were collected through the use of a well-structured interview guide in addition to class observations. The exercise was carried out with the assistance of enumerators and Head of Department in the selected schools. Relevant information were accessed from past research work. Other relevant materials were gathered from textbooks, journals, magazines, published works and internet. The instrument was constructed on the basis of research objectives. Validation of instrument was done in consultation with research experts in the Department of Education and Social Sciences, Federal College of Education, Abeokuta and Federal University of Agriculture, Abeokuta, their criticisms and suggestions were positively utilized for a more valid instrument. The reliability test for the instrument was conducted using test re-test method. Administration of the instrument was done for 50 students (25 students from Federal and 25 students from State) who are not included in the actual study sample at two weeks interval. Scores were assigned to the responses of the selected respondents. Total scores for each period were computed and split-half will be used to determine the relationship between the two set of scores. The instrument was considered reliable with a reliability coefficient of 0.70 and above. The instrument was personally administered by the researchers and trained enumerators.

Data Analysis/ Results and Discussion of Findings

Test of Hypotheses

Relationships between the socio-economic characteristics and students' academic performance

The result of chi-square analysis showed that significant relationship did not exist between the age ($\chi^2 = 5.40$, $p = 0.25$), gender ($\chi^2 = 1.04$, $p = 0.60$), residence proximity ($\chi^2 = 0.04$, $p = 0.97$), department ($\chi^2 = 0.12$, $p = 0.94$) and students' academic performance at $p < 0.05$ level of significance. It implies that the age, gender, residence proximity, and department have no influence on the students' academic performance. Meanwhile, motivation ($\chi^2 = 29.23$, $p = 0.01$), involvement ($\chi^2 = 10.26$, $p = 0.04$), ethnicity ($\chi^2 = 13.53$, $p = 0.04$), best subjects ($\chi^2 = 57.99$, $p = 0.01$), absenteeism ($\chi^2 = 23.03$, $p = 0.01$), self-confidence ($\chi^2 = 34.39$, $p = 0.00$)

Have significant relationship with the students' academic performance at $p < 0.05$. It means that motivation, best subjects and self-confidence contribute to the students' academic performance. Thus, the null hypothesis that "there is no significant relationship between personal characteristics of the respondents and the students' academic performance" is rejected.

Table 1: Relationships between the socio-economic characteristics and students' academic performance

Variable	χ^2	df	p-value	Decision
Age	5.40	4	0.25	Not Significant
Gender	1.04	2	0.60	Not Significant
Residence proximity	0.04	2	0.97	Not Significant
Motivation	29.23	10	0.01	Significant
Involvement	10.26	4	0.04	Significant
Department	0.12	2	0.94	Not Significant
Ethnicity	13.53	6	0.04	Significant
Best subject	57.99	6	0.00	Significant
Absenteeism	23.03	6	0.01	Significant
Self-confidence	34.39	4	0.00	Significant

Source: Field Survey, 2018. df- degree of freedom; Significant at $p < 0.05$ significance level

Relationships between parental background and home-related issues and students' academic performance

Results of chi-square analysis revealed a significant association between marital status ($\chi^2 = 46.48$, $p = 0.00$), educational status ($\chi^2 = 66.06$, $p = 0.00$), household size ($\chi^2 = 28.04$, $p = 0.00$), years of experience ($\chi^2 = 18.04$, $p = 0.01$), monthly income ($\chi^2 = 21.97$, $p = 0.01$) and students' academic performance at $p < 0.05$ level. It is an indication that parental and home-related background influences the students' academic performance. Social economic status is related to academic performance, whether one studies social economic status as a whole or with distinct dimensions, there is considerable support to hypothesize that parents' social economic status affects academic performance of students (Eamon 2005; Considine and Zappala 2002; Hansen and Mastekaasa 2006). Students who come from low social economic backgrounds earn lower examination scores compared to their counter parts from high social economic backgrounds (Eamon, 2005). According to Sirin (2005) socio-economic status of students and their families show moderate to strong relationship with academic performance. It is believed that low social economic status of parents negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home (Eamon, 2005). Also, Considine and Zappala (2002) in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. Dills (2006) found that students from the bottom quartile consistently perform below students from the top quartile of socio-economic status. Hansen and Mastekaasa (2006) reported that students originating in classes that score high with respect to cultural capital tend to receive the highest grades. Therefore, the null hypothesis that "there is no significant relationship between parental background and home-related issues and the students' academic performance" is rejected.

Table 2: Relationships between parental background and home-related issues and students' academic performance

Parental characteristics	χ^2	df	p-value	Decision
Marital status	46.48	6	0.00	Significant
Educational status	66.06	6	0.00	Significant
Household size	28.04	4	0.00	Significant
Years of experience	18.04	4	0.01	Significant
Monthly income	21.97	6	0.01	Significant

Source: Field Survey, 2018. df- degree of freedom; Significant at $p < 0.05$ significance level

Relationships between adequacy and functionalities of school facilities and students' academic performance

Results of chi-square analysis showed that classrooms ($\chi^2 = 4.89$, $p = 0.29$), libraries ($\chi^2 = 0.68$, $p = 0.95$), laboratories ($\chi^2 = 4.66$, $p = 0.32$), and hostels ($\chi^2 = 5.77$, $p = 0.21$) did not have significant association to the students' academic performance at $p < 0.05$ level.

He implication of this finding is that classroom, libraries, laboratories and hostels did not affect students' academic performance. Conversely, significant association existed between water supply ($\chi^2 = 11.04, p = 0.03$), electricity ($\chi^2 = 13.11, p = 0.01$), playing ground ($\chi^2 = 16.06, p = 0.03$), staff offices ($\chi^2 = 10.39, p = 0.03$) and students' academic performance at $p < 0.05$ level. It implies that water supply, electricity, playing ground, and staff offices have bearing on the students' academic performance. Hence, the null hypothesis that “*there is no significant relationship between adequacy and functionalities of school facilities and the students' academic performance*” is rejected.

Table 3: Relationships between adequacy and functionalities of school facilities and students' academic performance

Functionalities of school facilities	χ^2	df	p-value	Decision
Classrooms	4.89	4	0.29	Not Significant
Libraries	0.68	4	0.95	Not Significant
Laboratories	4.66	4	0.32	Not Significant
Water supply	11.04	4	0.03	Significant
Electricity	13.11	4	0.01	Significant
Playing ground	16.06	4	0.03	Significant
Staff offices	10.39	4	0.03	Significant
Hostels	5.77	4	0.21	Not Significant

Source: Field Survey, 2018. df- degree of freedom; Significant at $p < 0.05$ significance level

Relationships between reading habits of the students and students' academic performance

Results of chi-square analysis showed that some students study habits like I study only when there is test ($\chi^2 = 27.73, p = 0.00$), I feel tired, bored and sleepy ($\chi^2 = 37.93, p = 0.00$), I prefer listening to radio, watching TV ($\chi^2 = 20.70, p = 0.02$), and I am disturbed when studying ($\chi^2 = 19.69, p = 0.03$), I have no time to study at home ($\chi^2 = 12.91, p = 0.04$), I study only when I like ($\chi^2 = 45.18, p = 0.00$), I don't have a comfortable place to study ($\chi^2 = 12.51, p = 0.04$), and I copy the assignments of friends ($\chi^2 = 36.85, p = 0.00$) have significant association with students' academic performance at $p < 0.05$ level. Meanwhile, no significant association was found between habits like I like pressing phones, chatting and playing games ($\chi^2 = 15.62, p = 0.12$), and I am lazy to study ($\chi^2 = 11.09, p = 0.08$) and students' academic performance at $p < 0.05$ level. A good match between students' learning preferences and instructor's teaching style has been demonstrated to have positive effect on student's performance (Harb and El-Shaarawi, 2006). Thus, the null hypothesis that “*there is no significant relationship between reading habits of the students and the students' academic performance*” is rejected.

Table 4: Relationships between reading habits of the students and students' academic performance

Students Study habits	χ^2	df	p-value	Decision
I study only when there is test	27.73	6	0.00	Significant
I feel tired, bored and sleepy	37.93	6	0.00	Significant
I prefer listening to radio, watching TV	20.70	6	0.02	Significant
I like pressing phones, chatting and playing games	15.62	6	0.12	Not Significant
I am lazy to study	11.09	6	0.08	Not Significant
I am disturbed when studying	19.69	6	0.03	Significant
I have no time to study at home	12.91	6	0.04	Significant
I study only when I like	45.18	6	0.00	Significant
I don't have a comfortable place to study	12.51	6	0.04	Significant
I copy the assignments of friends	36.85	6	0.00	Significant

Source: Field Survey, 2018. df- degree of freedom; Significant at $p < 0.05$ significance level

Relationships between the teachers' effectiveness and students' academic performance

Results of chi-square analysis revealed that communication ($\chi^2 = 13.59, p = 0.03$), subject mastery ($\chi^2 = 9.99, p = 0.04$), classroom arrangement ($\chi^2 = 14.48, p = 0.02$), lectures ($\chi^2 = 11.69, p = 0.03$), lesson note presentation ($\chi^2 = 9.52, p = 0.02$), use of handouts/Text books ($\chi^2 = 9.41, p = 0.05$) and emotional stability ($\chi^2 = 12.19, p = 0.01$) have significant association with students' academic performance at $p < 0.05$ level.

Since there are evidences of significant it can be inferred that significant relationship existed between the teachers' effectiveness and students' academic performance. Bangbade (2004) found that out that teachers' attribute have significant relationship with students' academic performance. The null hypothesis that "*there is no significant relationship between the teachers' effectiveness and the students' academic performance*" is rejected.

Table 5: Relationships between the teachers' effectiveness and students' academic performance

Lecturers' effectiveness	χ^2	df	p-value	Decision
Communication	13.59	6	0.03	Significant
Subject mastery	9.99	4	0.04	Significant
Classroom arrangement	14.48	6	0.02	Significant
Lectures	11.69	2	0.03	Significant
Lesson note presentation	9.52	4	0.02	Significant
Use of handouts/Text books	9.41	4	0.05	Significant
Emotional stability	12.19	4	0.01	Significant

Source: Field Survey, 2018. df- degree of freedom; Significant at $p < 0.05$ significance level

Conclusion

1. Students' academic achievement was very impressive as majority had 3.1 and above CGPA.
2. Majority of the respondents agreed that personal condition, study habits, home-related factors, school factors, and lecturer factors affected students' academic performance.
3. Significant relationship existed between personal characteristics of the respondents and the students' academic performance at $p < 0.05$ level of significance.
4. There is significant relationship between parental background and home-related issues and the students' academic performance.
5. Also, significant association existed between adequacy and functionalities of school facilities and the students' academic performance.
6. Reading habits of the students have significant influence on the students' academic performance.
7. Similarly, there is significant relationship between the teachers' effectiveness and the students' academic performance

Recommendation

1. Parents should give moral and financial support to the students.
2. Students in the Colleges of Education should be encouraged to take their studies very serious and see themselves as the trainers of future leaders.
3. Colleges of Education should be supported and well-funded by the government at all level to create conducive environment for teaching-learning process.
4. College management should motivate lecturers by providing teaching equipment such as laptops, iPads, tablets and other educational gadget as this will encourage them in giving the best.
5. Government should provide ICT training for all practicing teachers and they should also be taught how they can use internet technology for enhancing teaching-learning process across all levels of Nigeria educational system.

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