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CONTRIBUTING FACTORS TO UNDERGRADUATE ACCOUNTING STUDENTS' ACADEMIC PERFORMANCE IN
BOWEN UNIVERSITY

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ABSTRACT

Academic performance is rated important by stakeholders. This is with the view that there is an expectation that when investment is made there is the expectation for quality returns and quality education requires some form of investment. For this study the survey research design and convenience sampling were employed. The data for the study was analysed using Chi-square and Pearson Moment correlation. The findings of the study revealed that teaching method, library usage, family background, educational background and academic stress are factors that can affect academic performance. Cumulative Grade Point Average (CGPA) is considered best to ascertain success of study. Furthermore, the findings of the study revealed that teaching method, time management and class attendance have a significant relationship on academic performance. The result showed a significant chi-square value of $\chi^2=43.544$, $P<0.05$ for teaching method, time management and class attendance. However, there was no significant relationship between family background and academic performance this could be because without necessary financial support from the family a student can still perform well academically. Thus, the study recommends that improvement in teaching methods, academic environment could help improve students' academic performance thus increase students' success.

Keywords: Academic performance, Education, Accounting Students, Nigeria, University

INTRODUCTION

Globally, fortunes are spent to enhance education by stakeholders ranging from parents, guardians, states to governing bodies of countries. According to Koba (2015) the venture funding for American education was estimated at \$1.87 billion dollars as of 2014. The huge sums channelled towards education could be associated with the fact that education plays a critical role in human capital development and in some way provides more opportunities for better living. Similarly, education is considered a very important yardstick of the society for eradicating poverty and idleness. Students' performance varies and is not limited to the students alone but could be influenced by various other factors which could be demographic factors, economic factors, peer influences, extra curriculum activities, course assessments and socioeconomic status to mention a few (Essays, UK. 2016). These factors could affect their self-esteem and cause environment deficiency or a poor output in the society. Quality education is critical to enhance academic performance which in turn can help to improve manpower output and help to contribute positively to a nation's development (Ali, Jusoff, Ali, Mokhtar, & Salamt, 2009). Therefore, academic performance is considered critical by stakeholders because students upon becoming graduates will function in various capacities for the development of the nation. The knowledge from their education could equally play a part in their output. According to Osaikwuhu (2014) educational institutions play a critical role for a foundation in developing a skilled workforce.

Also, students' performance at the secondary level cannot be separated from university performance as in most cases the performance at secondary level is reflected in the academic performance at the higher institution

level. Kyoshiba (2009) conducted a study on entry requirements for students to higher institutions and whether meeting or not meeting the entry requirement had any influence on students' academic performance. One of the entry requirements was previous academic results. The study revealed that previous academic results had influence on students' current academic performance. The findings of Kyoshiba's study are supported by Ali, Haider, Munir, Khan, & Ahmed (2013) who note strongly in their study that performance of students with reference to their academics are greatly affected by the foundational institutions of learning. In addition, Mosha (2004) in his study on performance of African students in English language noted lack of adequate teachers, training, learning materials affected students' overall performance. Similarly, (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008; Nakhanu 2009; Ushie, Emeka, Ononga, & Owolabi, 2012) identified time management, class attendance, previous academic records, parents' education, family earnings, age and learning factors as critical to academic performance of students.

For this study, Cumulative Grade Point Average (CGPA) was used. CGPA shows the average of overall grades students achieve in all the semester in the university and the Cumulative Grade Point Average shows how well students meet the standards set out by the local government and the institution itself (Bell, 2011). As stakeholders consider academic performance to be critical. The onus lies on educational institutions to improve students' academic performance. Improving students' low academic performances is a great challenge for schools. As of April 2018, according to Punch Nigeria, the University of Ibadan asked 408 students who could no longer meet the academic requirement of the university due to failure to withdraw (Atoyebi, 2018). Social and economic mobility is a function of a good educational qualification of which an effective.

This study is predicated on the need to understand factors which influence academic performance of students if they can be attributed to secondary education alone or are influenced by other factors. Not all students perform well, and this is alarming because the school's reputation is at stake which will in turn affect graduates from the university if bad performances are not looked into. This study therefore seeks to identify factors influencing students' performance of undergraduates and why some perform well and others poorly in Bowen University, Iwo Osun State, Nigeria with specific attention to Accounting and Finance Department. The success of students in their academic journey is considered important in their ability to gain employment upon graduation from higher institutions. This study is premised on the downward trend in the academic performance of students in tertiary institutions. Hence, the need to identify and examine factors which affect students' academic performance.

One research question was answered by this research:

RQ1: What factors affect students' performance of Accounting and Finance students? This was hypothesised as:

H₀: There is no significant relationship between students and factors affecting their performance.

Tsinidou, Gerogiannis, and Fitsilis, (2010), the output of educational services is difficult to measure owing to its intangible nature. However, the results of quality education can be seen in form of knowledge transformation, enhanced life skills and behaviour modification of students. Success in academics is measured by the student's mastery of the subject taught based on performance measured by CGPA. This is equally measured by students' performance in assignments, tests, and examinations (Tan & Yates, 2007). Scholastic achievement is significant because it is firmly connected to positive results. Of course, research shows that adults who excel in academic endeavours with significant results to show have a greater chance for employment which in turn would contribute to economic growth (National Center for Education Statistics, 2001). Scholastic achievement is significant since there is a need for technical expertise to function effectively in gainful employment (Brown, 1999). Those who are well educated have greater chances for better jobs

against those who are not educated when it comes to the job market. Scholarly execution can be estimated in more than one way. Martha (2010) analysed the elements influencing learners in higher institutions performance. The examination was targeted at Uganda's scholars in higher institution in the execution of tests and course work. The hypothetical model utilised in the research was the Production Function Approach (PFA). As indicated by Gordon and Hafer (2007), this model is valuable to decide the measure of a yield that can be produced dependent on the blend of specific information sources. The model spotlights on the change of contribution to yield. Moreover, normal data sources are school assets, school quality, and family ascribes, while the yield is the learner's result. In this review, the information sources are teaching technique, using time effectively, class participation, family foundation while the yield is the apparent learner's performance.

Various research identifies varying factors that affect academic performance such as race, gender, learning facilities and teachers to mention a few. Fig 1 shows the linkage between various elements and scholarly execution. The response variable which is academic performance in this study is impacted by autonomous factors of family foundation, mode of delivery of lecture, library utilization, scholastic pressure, and instructive foundation. Family background, which was conceptualized as guardians training, guardians' earnings and guardians' occupation and was connected to scholastic execution. The figure shows that scholastic exhibition could be impacted by family foundation. This could infer that learners from high friendly financial foundations could perform better compared to their partners from low friendly monetary foundations as talked about. The position is upheld by Hansen and Mastekaasa (2006) who contended that as indicated by the social capital hypothesis one could expect learners from families who are nearest to the scholarly culture to have most prominent achievement. Another variable which could influence scholarly execution is instructing strategy in other words the mode of teaching. In the view of Smith, Lee and Newmann (2001) a positive relationship exists

Figure 1: Conceptual framework of the factors affecting academic performance

Adapted from: Martha (2010)

between showing strategy and scholastic execution of learners is dependent on a review they did, on Instruction and accomplishment as observed in Chicago primary schools. They recognised that intuitive showing technique could prompt better execution.

Similarly, academic stress is another factor that can affect success. Wong, Wong & Scott, (2006), note that it is viewed as a major issue across countries, cultures, and ethnic groups. It is notably considered as a lifestyle crisis. Library usage on the other hand is considered to have influence on performance. Early studies in the millennium by Barkey (2002) conclude that there exists a significant relationship between student library usage and CGPA in universities.

Educational background, referring to previous educational history with reference to primary and secondary education are all linked to academic performance of students. That is the type of school a student attended that

is Primary and Secondary are likely to contribute to their academic performance of the student in future. Students from high-class schools are likely to perform well because they attended those schools. According to figure 1, Family Background, which was conceptualized as parents' education, parents' income and parents' occupation and was linked to academic performance. The figure shows that academic performance could be influenced by family background. That is students from high social economic backgrounds will perform better than their counter parts from low social economic backgrounds as discussed. This is in line with a study by Hansen and Mastekaasa (2006) who argued that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. Another factor which could affect academic performance is teaching method. According to by Smith, Lee and Newmann (2001) a positive relationship exists between teaching technique and academic performance of students based on a study they carried out, on Instruction and achievement in Chicago elementary schools. They identified that; interactive teaching method could lead to better performance. Similarly, another factor which affects academic performance is academic stress. For the longest time, people assumed that the student population was the least affected by any sort of stress or problems. Stress is now understood as a lifestyle crisis (Masih & Gulrez, 2006). Academic stress has become a pervasive problem across countries, cultures, and ethnic groups (Wong, Wong & Scott, 2006). The fourth factor is library usage. Mainly in Australia, Great Britain, Germany and the USA, researchers have measured the correlation between the library use and educational performance. An early study was that of Barkey (2002) who concluded that there is a relationship between students borrowing books and their grade point average at universities. The last factor is educational background, which was conceptualized as location of the former school (urban or rural); ownership of former school (public or private) academic status of the former school, admission point is all linked to academic performance of students. That is the type of school a student attended that is Primary and Secondary are likely to contribute to their academic performance of the student in future. Students from high-class schools are likely to perform well because they attended those schools. This argument was supported by Considine and Zappala (2002) in Influence of social and economic disadvantage in the academic performance of school students.

METHODS

The population of the study is the entire students of the accounting and finance programme Bowen University Iwo, at 2019/2020 academic session. From the population a sample size of 200 were chosen based on convenience sampling. The review research configuration was taken on using survey. An aggregate of 200 duplicates of the questionnaire used for the survey were controlled to respondents out of which 156(78%) were returned. The review zeroed in on college learners of the Faculty of Social and Management Sciences in the Department of Accounting and Finance as of 2018. Likewise, the review saw factors influencing the scholastic exhibition of 100, 200, 300 and 400 level learners. The method of data analysis used for the information was done through subsequent analysis of data using descriptive statistics and inferential statistics. Descriptive analysis are numbers that summaries the data with the purpose of describing what occurred in the sample. (Thompson & Panacek, 2008). Descriptive statistics such as simple percentage and frequency count were used in analysing the demographic information of the respondents as well as the research objectives, while chi-square will be used to test hypothesis one. Chi Square is a statistical test of association, it is used to measure and analyse categorical data. That means, the data has been counted and divided into categories. The data used in Chi Square technique was drawn from the information obtained.

RESULT AND DISCUSSION

Response statistics

Two hundred (200) copies of the questionnaire were prepared and distributed. However, only 156 were returned and found usable for analysis, which is approximately 78%. It is important to state that the questionnaire was ethically administered and that some respondents did not respond to all questions, leaving a total of 156 copies of the questionnaire usable for analysis.

Table 1: Demographic statistics

Demographic profile of respondents n=156

| Profile | Frequency(n) | Percent (%) |
|-----------------------|--------------|-------------|
| Gender | | |
| Male | 60 | 38.5 |
| Female | 96 | 61.5 |
| Age(years) | | |
| <15 | 3 | 1.9 |
| 15-25 | 118 | 75.6 |
| 20-25 | 35 | 22.4 |
| Mode of Entry | | |
| A'level | 11 | 7.1 |
| Diploma | 17 | 10.9 |
| JAMB | 128 | 82.1 |
| Level | | |
| 100 | 40 | 25.6 |
| 200 | 39 | 25 |
| 300 | 45 | 28.8 |
| 400 | 32 | 20.5 |
| Family monthly Income | | |
| <N50,000 | 13 | 8.3 |
| N100,000-N150,000 | 8 | 5.1 |
| N150,000-N300,000 | 25 | 16 |
| N300,000-N500,000 | 19 | 12.2 |
| >N500,000 | 91 | 58.3 |
| Academic Performance | | |
| First class | 27 | 17.3 |
| Second class upper | 68 | 43.6 |
| Second class lower | 47 | 30.1 |
| Third class | 14 | 9.0 |

FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE

Table 2: Factors affecting students' academic performance

| Statements | SA | A | U | D | SD |
|--|------------|-----------|-----------|-----------|-----------|
| I study ahead for each semester before it begins | 13(8.3%) | 39(25.0%) | 13(8.3%) | 54(34.6%) | 37(23.7%) |
| I give each class 100% attention | 22(14.1%) | 55(35.3%) | 27(17.3%) | 38(24.4%) | 14(9.0%) |
| I engage my lecturer where I am not clear and ask colleagues for further explanation | 45(28.8%) | 62(39.7%) | 20(12.8%) | 14(9.0%) | 15(9.6%) |
| Doing assignments properly are important to enhance my academic performance | 91(58.3%) | 62(39.7%) | 3(1.9%) | - | - |
| Performing well in tests will help enhance my academic performance | 111(71.2%) | 38(24.4%) | 4(2.6%) | 3(1.9%) | - |
| I prepare in advance for examinations to ensure improved performance | 68(43.6%) | 58(37.2%) | 13(8.3%) | 12(7.7%) | 5(3.2%) |
| I take time to do extra study on new topics by utilising the library | 18(11.5%) | 15(11.5%) | 33(21.2%) | 29(18.6%) | 58(37.2%) |
| I have more understanding when I solve complex problems relating to the course | 29(18.6%) | 72(46.2%) | 28(17.9%) | 22(14.1%) | 5(3.2%) |
| Assignments help me understand the course better | 46(29.5%) | 76(48.7%) | 22(14.1%) | 6(3.8%) | 3(3.8%) |

Source: Field Survey, 2019

Table 2 shows the factors affecting student's performance. Where 13(8.3%) strongly agreed that they study ahead for each semester before it begins, 39(25.0%) agreed, 13(8.3%) undecided, 54(34.6%) disagreed, while 37(23.7%) strongly disagreed. This implies that majority 91(60.1%) of the respondents do not study ahead for each semester before it begins. This could be because most students are not aware of what is ahead in term of courses. 22(14.1%) strongly agreed that they give each class 100% attention, 55(35.3%) agreed, 27(17.3%) undecided, 38(24.4%) disagreed, while 14(9.0%) strongly disagreed. This implies that majority 77(49.4%) of the respondents give each class 100% attention. This could be because students are forced to attend classes in Bowen University. 45(28.8%) strongly agreed that they engage their lecturer where they are not clear and ask colleagues for further explanation, 62(39.7%) agreed, 20(12.8%) undecided, 14(9.0%) disagreed, while 15(9.6%) strongly disagreed.

This implies that majority 107(68.5%) of the respondents engage their lecturer where they are not clear and ask colleagues for further explanation. This is because it is a private university where students are allowed to walk up to lecturers when they are not clear about a topic or the course in general. 91(58.3%) strongly agreed with the statement that doing assignments properly are important to enhance their academic performance, 62(39.7%) agreed, 3(1.9%) undecided, while none of the respondents disagreed as well strongly disagreed. This implies that majority 153(98.0%) of the respondents supports that doing assignments properly are important to enhance their academic performance. This could be because assignments are usually linked with tests and examinations on the score sheets. 111(71.2%) strongly agreed with the statement that performing well in tests will help enhance their academic performance, 38(24.4%) agreed, 4(2.6%) undecided, 3(1.9%) disagreed while none of the respondents strongly disagreed. This implies that majority 149(95.6%) of the respondents supports that they need to perform well in their tests, as this will help enhance their academic performance. This could be because tests assess a students' knowledge about the course. If students perform well in their tests, it goes a long way in affecting their academic performances. 68(43.6%) strongly agreed with the statement that they prepare in advance for examinations to ensure improved performance, 58(37.2%) agreed, 13(8.3%) undecided, 12(7.7%) disagreed while 5(3.2%) strongly disagreed.

This implies that majority 126(80.8%) of the respondents supports that they prepare in advance for examinations to ensure improved performance. This could be due to the fear of failing in their examinations. 18(11.5%) strongly agreed with the statement that they take time to do extra study on new topics by utilising the library, 15(11.5%) agreed, 33(21.2%) undecided, 29(18.6%) disagreed while 58(37.2%) strongly disagreed. This implies that majority 87(55.8%) of the respondents were against taking time to do extra study on new topics by utilising the library. This could be because the lecturer had limited time in the lecture hall. 29(18.6%) strongly agreed with the statement that they have more understanding when they solve complex problems relating to the course, 72(46.2%) agreed, 28(17.9%) undecided, 22(14.1%) disagreed while 5(3.2%) strongly disagreed. This implies that majority 101(64.8%) of the respondents supports that they have more understanding when they solve complex problems relating to the course. This could be because complex problems are tasking, and it requires concentration and optimum attention which they might not give in class. 46(29.5%) strongly agreed with the statement that assignments help them understand the course better, 76(48.7%) agreed, 22(14.1%) undecided, 6(3.8%) disagreed while 3(3.8%) strongly disagreed. This implies that majority 122(78.2%) of the respondents support that assignments help them to understand their courses better. This could be because they try to apply the knowledge gotten which aids remembrance.

TEST OF HYPOTHESIS

Ho: There is no significant relationship between students and factors affecting their performances.

Table 3: Chi-square result for hypothesis

| | |
|------------------|--------|
| Chi-Square | 43.544 |
| Df | 8 |
| Asymp. Sig | 002 |

The table 3 above shows a significant chi-square value of 43.544, $P < 0.05$, where $p = 0.002$. Thus, the null hypothesis is rejected and the alternative accepted. This implies that there is a significant relationship between students and factors affecting their performances.

CONCLUSION AND RECOMMENDATIONS

From this work it could be concluded that academic performance is an issue of concern. The importance of academic performance cannot be overstated. Based on the information obtained from the analysis, the results showed that, teaching method, class attendance and time management can affect Students' academic performance. While family background had a negative relationship with academic performance. This is because the family income of most respondents was ₦500,000 and above. The findings indicate that the higher the income of a family is, the lesser its effect on academic performance. This research work will help the students to improve their academic performances. Also, the findings for this research, can aid universities to structure their delivery of lectures and teaching facilities. Accordingly, institutions can provide a superior and conducive academic environment to aid improved performance. They can set up improved and conducive offices for students as far as workshops that will accentuate on the most proficient method and reduce time wastage by students on unnecessary things, where students can learn time management. This will have huge and beneficial outcomes in improving performance.

In this way, instructors can further develop their conveying mode, addressing style and be completely ready after going to classes. They can likewise utilize huge use of innovation to convey addresses and furthermore speak with learners. This will assist with accomplishing much better outcomes. Along these lines, this study can help the teachers, the executives and furthermore colleges, Tertiary institutions to mention a few. Similarly, it may be utilised by future analysts and learners for reference reason. Most definitely, class participation positively affects learners' scholastic execution and thus a compulsory participation strategy is significant. In view of the examination system, class participation is basic for learning. Also, in view of discoveries, using time productively positively affects learners' scholastic execution. In addition, compelling time usage abilities ought to be instructed to learners to educate them on the need not to neglect time management and manage time effectively. There are past specialists who have concentrated on this specific factor and have observed that it can influence scholarly execution in more ways than one. Consequently, future analysts can contemplate on this element to distinguish its relationship towards tertiary instructive understudy scholarly execution.

Along these lines, this study can help academia, the executives, management, and stakeholders in general. It very well may be utilised by future researchers and students alike for reference reason. Class participation positively affects scholastic execution and consequently an obligatory participation strategy is significant. In view of the study carried out, class participation is basic for learning. Similarly, in view of discoveries, using time productively positively affects scholarly execution accordingly, compelling time usage abilities ought to be educated to undergraduates. There are past specialists who have concentrated on this specific factor and have observed that it can influence scholastic execution in more than one way. Hence, future researchers can

contemplate on this element to distinguish its relationship towards tertiary instructive understudy scholarly execution.

Since this study was limited to accounting undergraduates, future studies could consider other undergraduates from other departments maybe in the sciences or arts. They might have very surprising discernments contrasted with accounting undergraduates. Future studies might incorporate different elements other scholastic execution, showing technique, family foundation, using time productively and class participation to reinforce the discoveries. By investigating more factors and utilising substitute models, a superior agreement can be accomplished. Other than that, a more extensive topographical region can be covered, for example, utilising the government or state colleges as case studies. This could obviously help the result to replicate or represent a wider student community.

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