

Factors influencing students academic performance: Case of Mai Idris Aloom Polytechnic Geidam

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Abstract

Purpose: This study aimed to investigate the factors that influence the performance of students in Mai Idris Aloom Polytechnic Geidam Yobe State in the Northeastern Nigeria.

Research methodology: The paradigm of this study is to use the final-year students of Mai Idris Aloom Polytechnic Geidam as independent variables. The dependent variables included factors influencing students' academic performance. Factors included a) personal conditions, b) study habits, c) home-related aspects, d) school-related aspects, and e) lecturer-related factors.

Results: The study identified different factors and the highest impact among the variables that influence the academic performance of students in institutions other than those traditionally studied. Among these five (5) domains, lecturer-related aspects and personal condition factors fall behind school-related factors. Nonetheless, both categories were still deemed highly impactful. Conversely, home-related factors and study habits had little effect on students' academic performance in the case study.

Limitations: The research analysis was limited to a self-report questionnaire gathered from final-year students Mai Idris Aloom Polytechnic Geidam in October 2023.

Contribution: With the outcome of this research, all students, particularly year one prospective students, and those students who are not as academically strong will be informed about the factors that influence their academic performance.

Keywords: Performance, Condition, Skills, Habits, Facilities

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1. Introduction

Globally, education can be used to eradicate illiteracy, raise the social status of human beings, and build a nation (Ajegbomogun & Fagbola, 2015). Therefore, in any educational institute, students are the most important assets. Universities, polytechnics, and colleges have no value in the absence of students. Economic and social development of a country is directly associated with students' academic performance. Students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leaders and manpower for the country, and are thus responsible for the country's economic and social development. The performance of students in polytechnics should be a concern not only to administrators and educators, but also to corporations in the labor market. Academic achievement is one of the main factors employers consider when recruiting workers, especially fresh graduates. Thus, students have to make the greatest effort in their studies to obtain good grades to fulfil the employer's demands.

According to MOHE (2007), higher education performance depends on graduate students' academic performance. Durden and Ellis (1995) quoted Bratti and Staffolani (2013) who observed that "the

measurement of students previous educational outcomes are the most important indicators of students future achievement; this refers that the higher the previous appearance, the better will the student's academic performance in future endeavors will be.

For the last ten years, the academic performance of students in the northeastern part of Nigeria has been challenging, since student performance is the product of socioeconomic, psychological, and environmental factors. Therefore, the scope of this research is to determine the factors that influence student performance. This study investigates the factors influencing the performance of students at Mai Idris Aloomo Polytechnic Geidam Yobe State in the Northeastern Nigeria. A survey was conducted to collect information and responses from students regarding the factors influencing their performance. In the paradigm of this study, the independent variables were final-year students of Mai Idris Aloomo Polytechnic Geidam. The dependent variables included the factors influencing academic performance. Factors included: a) personal conditions, b) study habits, c) home-related aspects, d) school-related aspects, e) lecturer-related factors, and f) environmental factors.

1.1 Problem Statement

Students' academic achievement was measured using the Cumulative Grade Point Average (CGPA). CGPA shows the overall students' academic performance, which considers the average of all examinations' grades for all semesters during the tenure in the polytechnic, but many factors could act as barriers and catalysts to students achieving a high CGPA that reflects their overall academic performance.

The academic performance of students has gained significant attention in previous research. Students' performance is affected by psychological, economic, social, personal, and environmental factors. Although these factors strongly influence the performance of students, the combination of factors that has an impact on the academic performance of students differs from country to country from one cultural setting to another from one academic environment to another. More often than not from person to person.

Many valuable studies have been conducted to develop various models to evaluate students' performance by considering various factors such as family pay, direction from parents, the teacher-student ratio, distance from school, and gender of students; nevertheless, a series of variables still need to be considered when identifying the factors affecting the quality of academic performance of students.

The combination of factors influencing students' academic performance varies from one academic environment to another, from one cultural setting to another, and from one set of students to the next. Several studies have been conducted to identify the factors that influence students' academic performance (A.-M. Abdullah, 2011; A. Abdullah, 2005; Al-Rofo, 2010; Applegate & Daly, 2006; Geremew & Abdissa Gurmesa, 2015; Hejazi & Omid, 2008; Hijazi & Naqvi, 2006; Mushtaq & Khan, 2012; Naser & Peel, 1998; Ramadan & Quraan, 1994). All of these studies used the Grade Point Average (GPA) as a common indicator of student performance. However, as stated by Adamu, Olayinka, and Ahmed (2022), education does not put knowledge in a person's soul as one puts water into an empty pot. On the other hand, it involves throbbing an individual to ascertain knowledge through reasoning processes. This process may sometimes require the exploration or investigation of factors that can affect academic achievement. This study attempted to identify factors other than those traditionally studied. However, many studies on the academic performance of students have focused on factors such as teacher education, class environment, gender differences, teaching style, family educational background, and socioeconomic factors, showing that these factors strongly influence the performance of students, but these factors differ from country to country, school to school, and person to person.

1.2 Objective of the Study

The objective of this research is to critically assess the following:

1. The level of influence of the different factors on the academic performance

2. Which indicator/variables among each of the five (5) categories have the highest influence on academic performance?
3. Which set of factors has the greatest influence on students' performance?

2. Literature Review

Several studies have been conducted to determine the determinants of student academic performance (A. Abdullah, 2005; Al-Rofo, 2010; Applegate & Daly, 2006; Hejazi & Omid, 2008; Hijazi & Naqvi, 2006; Naser & Peel, 1998; Ramadan & Quraan, 1994; Torki, 1988). All these studies used the Grade Point Average (GPA) as a common indicator of the performance of the students, and also supported the argument of Hijazi and Naqvi (2006) that student performance depends on different socioeconomic, psychological, and environmental factors. The findings of research studies have focused on the hypothesis that student performance is influenced by different factors, such as personal conditions, study habits, home-related aspects, school-related aspects, lecturer-related factors, and environmental factors.

The most frequently cited theories define student success in college as persistence and educational attainment or achieving the desired degree or educational credentials. These perspectives emphasize to varying degrees the importance of academic preparation and the quality of student experience during college. This section is organized around the theoretical perspectives of demographic, sociological, organizational, psychological, cultural, and economic perspectives, all of which contribute to our understanding of student success in college.

Taken together, the different theoretical perspectives on student success and departure provide a holistic account of many of the key factors that come into play to shape what students are prepared to do when they reach high institutions and influence the meanings they make of their experiences. In addition to other factors, socioeconomic status is one of the most researched and debated factors among educational professionals that contribute to the academic performance of students.

The most prevalent argument is that learners' socioeconomic status affects the quality of their academic performance. Most experts argue that low socioeconomic status hurts the academic performance of students because their basic needs remain unfulfilled; hence, they do not perform better academically (Adams, 1996). Agus and bin Mohamed Makhbul (2002) argued that students from rich parents performed better than those from poor parents did. Checchi (2000) argued that family income and family educational level provide an incentive for better student academic performance. Agus and bin Mohamed Makhbul (2002) argued that the mother's education level has a stronger influence on the academic achievement of the student as compared to that of the father, an indication that parents' education level influences the academic achievement of the students.

Raychaudhuri, Debnath, Sen, and Majumder (2010) concluded that various studies have revealed those variables which are influencing the academic performance of the students. Caratiquit and Caratiquit (2023) argued that motivation has a stronger influence on students' academic achievement when they are motivated to acquire knowledge; they exhibit elevated levels of active involvement, tenacity, and exertion, all of which contribute to their academic achievement. (Caratiquit & Caratiquit, 2023). The academic performance of students relies on various socioeconomic variables such as students' participation in the class, family pay, teacher-student ratio, presence of qualified teachers in school, and gender of the student.

Williams and Burden (1997) found that language classrooms inculcate confidence among students to use the new language to communicate, discuss, and try new ways of conveying meanings and to be trained from failures and successes. Asif, Bashir, and Zafar (2018) studied, factors affecting the use of English in English-only classrooms and revealed that students' attitudes, beliefs, perceptions, and emotions towards English language and culture significantly impacted their language usage and their academic achievement. Thus, it can be concluded that the use of English is a personal factor that has an impact on students' academic achievement. A study by Muslim (2023) on the impact of personal, psychological, and social factors on English language learning also emphasized the importance of

personal, psychological, and social factors on student academic achievement. Therefore, the use of a foreign language can be a challenging experience, and personal factors can affect an individual's learning procedure.

Roberts and Sampson (2011) found that students who effectively participated in learning procedures had a higher cumulative grade point average (CGPA). Noble, Roberts, and Sawyer (2006) found that students' academic activities, perceptions of their adapting strategies, and background qualities (e.g., family pay, direction from parents, number of negative circumstances in the house, and parents' level of education) were indirectly connected to their compound scores during academic achievement in secondary school.

The presence of many extracurricular activities in schools will be of great benefit in building and strengthening academic achievement, notwithstanding whether the activities are related to the academic curriculum (Marsh & Kleitman, 2002). That is why advocates of extracurricular activities in schools claim that the informal aspect of education has a positive impact on student achievement. Direction is a component through which a student knows how to progress his study approach and study schedule and directly corresponds to academic accomplishment. Students who were appropriately guided by their guardians performed well on the exams. The direction from the educator also influences student performance. Guidance from guardians and educators indirectly influences student performance (Hansen & Mastekaasa, 2006).

Several studies have been conducted on the impact of peer influence on student performance. Goethals (2001); Gonzales, Cauce, Friedman, and Mason (1996); and Hanushek, Kain, Markman, and Rivkin (2003); investigated that peer influence has more influential effects than family. Peer help was positively associated with students' average grades. Beaumont-Walters and Soyibo (2001) found that student performance is dependent on socioeconomic factors such as grade level, school type, and school location. Hijazi and Naqvi (2006) examined the negative correlation between family pay and students' performance; socioeconomic variables such as participation in class, family salary, teacher-student ratio, existence of qualified teachers in school, mother and father's education, distance of school, and gender of students also influence students' performance (Raychaudhuri et al., 2010). Although knowledge does not lose value, the modern world is too dynamic, and information easily becomes outdated; therefore, the availability of up-to-date books and reference materials in the library has a profound influence on students' career academic development.

A series of variables should be considered when identifying factors affecting the quality of academic success. Identifying the variables that contribute the most to the quality of academic performance is one of the focuses of this research.

With the growing interest of stakeholders in the education sector in the factors predicting the academic performance of students, this study is a prospective investigation of the factors influencing the academic performance of students in Mai Idriss Aloomaa Polytechnic Geidam.

3. Research Methodology

Research Design: Quantitative research was conducted in this study. The researcher used the descriptive survey method on the research in the conduct of the study.

Locale of the Study: This study was conducted in Mai Idriss Aloomaa Polytechnic Geidam Yobe State, North-Eastern Nigeria.

Respondents of the Study: Respondents were final-year students from the School of Engineering, School of Science, School of Administrative and Business Studies, and School of Environmental Studies, consisting of ordinary diplomas, national diplomas, and higher national diploma students.

Instrumentation: Total enumeration sampling was conducted. A self-report questionnaire was used to gather data on factors influencing students' personal conditions, study habits, home-related aspects, school-related aspects, and teacher-related aspects of final-year students.

The instrument is considered valid and reliable since it was already used by Bastian and Park (1995), used as a reference by Chadya and Basilia (2008) with the research entitled, "Factors affecting the academic performance of the intermediate grade pupils in Filipino at Easter College, Baguio City", and also use by Alos, Caranto, and David (2015) in the research entitled, Factors Affecting the Academic Performance of the Student Nurse of BSU.

Data collection techniques and instruments: Self-administered questionnaires were used to collect data from students, and experienced enumerators were arranged to facilitate the distribution and collection of hard copies of the questionnaire from participants.

Methods of Data Processing and Analysis: Before the actual data analysis, the questionnaires were checked for completeness and consistency. Data were analyzed using descriptive statistical techniques such as frequency distributions and percentages. The results of the analysis are presented in the tables. The Statistical Software Package for Social Sciences (SPSS) was used to generate descriptive statistics, and student performance remained a top priority for educators. This is meant to make a difference locally, regionally, nationally, and globally. It is expected that school administrators and teachers will plan for a more conducive atmosphere and meaningful learning activities.

Generally, many studies on student academic performance support the hypothesis that student performance depends on different socio-economic, psychological, and environmental factors. Other studies like Sama, Adegbuyi, and Ani (2021), Ganzon and Edig (2022), Rahman and Al Amin (2023) and Muslim (2023) focus on some specific factors that influence student academic achievement. This research focused on some variables under the general factors that have an impact on student performance and identified different variables and those with the highest impact or the most contributing variables in the quality of academic achievement, among the factors that influence the academic performance of students in higher institutions other than traditionally studied. Therefore, all students, particularly year one prospective students and those students who are not as academically strong, will be informed about the factors that have influenced their academic performance.

4. Results and Discussions

4.1 Factors Affecting the Academic Performance of Students at Mai Idris Aloom Polytechnic Geidam

Table 1 shows a set of five (5) factors and their indicators. The indicators for each category are listed along with their means.

Personal Condition: In the subset personal condition, the indicator with the highest mean was 'Difficulty in understanding the English Language' with a very high impact (VHI) of 7.5, while the indicator with the lowest mean was 'I don't have Android Phone' which was found to have a very low impact on the academic performance of the student. The general weighted mean for this category shows a High impact of 5.5

Study Habits: All the indicators in the study habits category were found to have low impact, particularly the indicator 'I am lazy to study' and 'I copy the assignments of friends, having a very low impact, the general weighted mean for this category show low impact of 3.8

Home-related Aspect: One of the home-related factors was discovered to have a very high impact, while four (1) four (4) were found to have a high impact on the academic performance of students. Out of the remaining five (5) indicators, two (2) were found to have very low impact and three with low impact on the academic performance of the student The indicator with the highest mean in this subset was 'I sponsor myself' while the general weighted mean for this category show low impact of 5.2

School-related Aspect: One of the school-related factor indicators (Classroom is comfortable enough) fell in the range of very high impact, while four (4) were found to have a high impact. However, two indicators were found to have a low impact, while the other had a very low impact. The general weighted mean for this category has a high impact of 5.9.

Lecturer-Related Aspect: In the lecturer-related aspects, seven (7) out of the ten (10) indicators were found to have a high impact, while the remaining three (3) were found to have a low impact on the academic performance of the student, general weighted mean for this category show high impact of 5.5

Table 1. Factors Affecting the Academic Performance of Students at Mai Idris Aloomaa Polytechnic Geidam

	Mean	Descriptive equivalent
Personal Condition		
1. Feeling sleepy in class	5.5	HI
2. Feeling hungry in class	6.0	HI
3. Difficulty in seeing	6.0	HI
4. Difficulty in understanding English Language	7.5	VHI
5. Difficulty in breathing	5.0	LI
6. I don't have Android Phone	3.0	VLI
Gen. Wtd. Mean	5.5	HI
Study Habits		
1. I study only when there is a test or examination	4.0	LI
2. I feel tired, bored and sleepy	5.0	LI
3. I prefer watching football, playing games etc.	4.0	LI
4. I am lazy to study	3.0	VLI
5. I am disturbed when studying	4.0	LI
6. I have no time to study at home	4.5	LI
7. I study only when I like	4.0	LI
8. I don't have a comfortable place to study	3.5	LI
9. I copy the assignments of friends	2.5	VLI
Gen. Wtd. Mean	3.8	LI
Home-Related Aspect		
1. I live far from school	6.0	HI
2. I live near the school	5.5	HI
3. I live in the school	6.5	HI
4. I don't live with my parents	5.5	HI
5. Both my parents are illiterate	2.5	VLI
6. Both my parents are poor	5.0	LI
7. Both my parents are working	5.0	LI
8. I sponsor myself	7.5	VHI
9. I do too much work outside school	3.0	VLI
10. I have dependents and relatives to take care of	5.0	LI
Gen. Wtd. Mean	5.2	LI
School-Related Aspect		
1. The academic schedule is followed	7.0	HI
2. There are other extra-curricular activities in the school	4.5	LI
3. There are available library references	6.5	HI
4. There are enough classrooms in the school	6.5	HI
5. The Classroom is comfortable enough	7.5	VHI
6. There is fast internet access in the Library	6.0	HI
7. There is enough space in the library	7.0	HI
8. The Location of classrooms are convenient	5.0	LI
9. There is insecurity within the school environment	3.0	VLI
Gen. Wtd. Mean	5.9	HI

Table 1. Continues

Lecturer-Related Aspect		
1. Lecturers have mastery of the subject matter	6.5	HI
2. Lecturers cover many topics in a short period	6.0	HI

3. Lecturers use audio/visual as teaching aids	4.5	LI
4. Lecturers gives lecture note in soft copy	5.5	HI
5. Lecturer gives too many assignments	6.5	HI
6. Lecturers provide varied activities	5.5	HI
7. Lecturers use the lecture method only	4.0	LI
8. Lecturers always scold students	6.0	HI
9. Lecturers are frequently out/absent from lectures	5.5	HI
10. Lecturers are always late	4.0	LI
Gen. Wtd. Mean	5.5	HI

Statistical Limit Description

7.5-10 Very High Impact (VHI)

5.5-7.4 High Impact (HI)

3.5- 5.4 Low Impact (LI)

1.5-3.4 Very Low Impact (VLI)

>0.0-1.4 No Impact (NI)

0.0 Not Significant (NS)

Onyeachu (1996) argued that teachers' effectiveness has been accepted as a multidimensional construct because it measures a variety of different aspects of teaching, such as subject mastery, effective communication, lesson preparation, and presentation. According to Geremew and Abdissa Gurmesa (2015), teacher absence from school contributes to poor academic performance of students, higher teaching load contributes to poor performance of students, and teachers who cover their curriculum on time enhance their performance. Teachers' lack of seriousness can have a profound negative influence on their students' academic achievement (Harb & El-Shaarawi, 2006). Thus, teacher-related variables can influence student academic performance. Considine and Zappalà (2002) supported Sparkes (1999) findings and both concluded that school-related conditions and teachers' expectations of their students also have a significant impact on student's academic performance. Their conclusion is also reflected in the findings of Alos et al. (2015), who argued that several factors have a high impact on the academic performance of students in their case study, with school and teacher-related factors topping the list. The above findings are consistent with those of the present study, whereby school-related aspects and lecturer-related aspects were all deemed to have a high impact on students' academic performance. Factors such as the academic calendar, availability of library, and sufficient and comfortable lecture rooms are notable factors in school-related aspects of high impact on students' academic performance. Similarly, the availability of experienced lecturers, speed of coverage of the curriculum, use of e-learning, and engagement of students academically are notable factors in lecturer-related aspects with a high impact on students' academic performance. Student performance should be improved if school administrators provide proper learning facilities to students and improve the school environment (Geremew & Abdissa Gurmesa, 2015).

Rock (2005) argued that for students to perform well academically the major prerequisites is that their teachers must know them and have profound knowledge of their state of physical, intellectual and psychological readiness. Learning preference as defined by Reid (1995) "is a person's natural, habitual, and preferred way of assimilating new information". Scholars who promote the learning preferences approach to learning agree with the quote that "*What I hear, I forget. What I see, I remember. What I do, I understand.*" Pashler, McDaniel, Rohrer, and Bjork (2008) in their studies Learning Styles; Concepts and Evidence, declared that effective instruction can only be undertaken if the student's learning preferences are diagnosed and the instruction is tailored accordingly by the teacher. This is in line with Akiri and Ugborugbo (2009) study on teachers' effectiveness and students' academic performance, which concluded that better-performing students are a product of teachers' effectiveness. It can therefore be accepted that teachers' effectiveness is a multidimensional construct that evaluates teaching methodology and learning processes such as subject mastery, effective communication, time management, lesson preparation, and individual student learning preferences. Bangbade (2004) stated that teachers' attributes are significantly related to students' academic performance. Teachers' knowledge of subject matter, communication ability, emotional stability, good human relationships, and

interest in the job are factors deemed to have a high impact on students' academic performance (Bangbade, 2004). The findings of this study also showed that teacher-related factors were deemed to be a high-impact category of factors that have an impact on student academic performance. These findings are also consistent with Harb and El-Shaarawi (2006) study of the Factors Affecting Student Performance, which reported a strong relationship between students' learning preferences and teachers' teaching styles. They further argued that this relationship demonstrated a positive effect on students' performance.

Kwesiga (2002) concluded that the performance of the students can be influenced by the school in which they studied; He argued further that the number of facilities a school offers usually determines the quality of the school, which in turn affects the performance and accomplishment of its students. Sentamu (2003) argued that school factors influence the process of teaching and evaluation. Abubakar, Abubakar, and Itse (2017) argued that school administrators and teachers plan for a conducive atmosphere and meaningful learning activities that influence students' achievement, and Baron (2023) argued that changes in the teaching and learning environments result in a slew of new personalities and characteristics. All the aforementioned educationists and researchers agreed that schools and teachers have a high impact on students' academic performance and educational attainment.

In addition, the findings of this study also revealed that the personal condition of students and home-related aspects also had a high impact on students' academic performance. Students' background in the English language and health condition are notable personal factors, while student accommodation and sponsorship are notable home-related factors that have a high impact on students' academic performance.

Many studies have revealed that student performance depends on several factors, such as learning facilities, age, and gender. However, one of the most significant factors with a positive outcome on students' performance is their competence in English. Singh, Malik, and Singh (2016) stated that students' performance can be improved by providing them with appropriate learning facilities and management taking steps to organize classes for the English language. They further argued that there is a positive and statistically significant impact of learning facilities, communication skills, and proper guidance from parents on student academic performance. These findings align with the findings of the present study, in which students' background in the English language is deemed to have the most impact on academic performance among the personal conditions category.

According to A.-M. Abdullah (2011), students having good communication skills performed better academically, this argument is consistent with William and Burden's (1997) findings that language classrooms have a high impact on the academic performance and educational attainment of students and also consistent with this study that students' background in the English language put a very high impact on academic performance of students.

4.2 Summary of Factors Affecting Academic Performance Case Study's Student

A summary of the factors affecting the academic performance of case study students is presented in Table 2. The results show that the set of factors with the highest influence on the academic performance of students were school-related aspects, with the highest mean of 5.9. It is followed by Lecturer-Related Aspects and personal condition with a mean of 5.5 each, both of which are equally rated as highly impactful. Conversely, the set of factors with low impacts is home-related aspects with a means of 5.2 and study habits with a mean of 3.8. School-related aspects are important. This is the most important factor that influences students' academic performance. Moreover, teacher-related aspects and students' personal conditions are also significant factors that influence students' academic performance.

Table 2. Summary of factors affecting the Academic Performance of students at Mai Idris Aloomo Polytechnic

	Yes	Descriptive equivalent
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School-Related Aspect	5.9	HI
Lecturer-Related Aspect	5.5	HI
Personal Condition	5.5	HI
Home-Related Aspect	5.2	LI
Study Habits	3.8	LI

5. Conclusion

Based on the outcome of this study, it was concluded that although several factors have a high impact on the academic performance of students, there are other variables in each of those factors that can explain further the level of influence of those factors on the academic achievement of students. An analysis of the results of this study revealed the following. The first four (4) items in the personal condition category had a high impact. Meanwhile, the last two (2) items in the same subset fell within a low range. However, all indicators included in the category of study habits were ranked lower.

Although home-related factors were ranked as low impact with a mean of 5.2, the first four (4) factors had a high impact, while sponsorship was rated as very high impact. Regarding school-related aspects, six (6) items had a high impact; conversely, three (3) indicator were rated low. Among the lecturer-related factors, seven (7) item were established to have a high impact, while the remaining three (3) posed a low impact.

In the subset of personal condition, difficulty in understanding the English Language was rated as having a very high impact. The indicator 'I don't have an Android Phone' was determined to have a very low impact. Meanwhile, among home-related aspects, 'I sponsor myself' was found to have a very high impact.

Based on these findings, the availability of comfortable lecture rooms was found to have a very high impact, while insecurity within the school environment was determined to have a very low impact. Finally, several factors affected the academic performance of the case study students, with school-related factors topping the list.

Among these five (5) domains, lecturer-related aspects and personal condition factors fall behind school-related factors. Nonetheless, both categories were still deemed highly impactful. Conversely, home-related factors and study habits had little effect on students' academic performance in the case study.

5.1 Recommendations

Students are key assets of an institution of learning, and their performance plays a valuable role in producing qualified and quantifying graduates who will become future leaders and manpower for national development. Similarly, academic achievement is one of the criteria or prerequisites employers consider to engage workers, particularly fresh graduates. Therefore, to prepare students for future opportunities in their careers, the following are recommended:

1. School authorities should provide an enabling environment for appropriate teaching and learning activities to take place.
2. Lecturers should use various strategies to improve their academic performance
3. Lecturers should use simple English and explain in detail any difficult words in the local language for proper understanding
4. Lecturers should undergo conferences and seminars on teaching strategies to improve their classroom instruction.
5. The researcher suggests research specifying a subject in determining the factors affecting the academic performance of students/pupils within the case study locality/catchment area, adding respondents from senior secondary schools.

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