

**FACTORS THAT DETERMINE STUDENT ACADEMIC
PERFORMANCE: AN INVESTIGATIVE STUDY ON STUDENTS IN
FACULTY OF MANAGEMENT SCIENCES, UNIVERSITY OF
BENIN**

BY

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MGS2010132

DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY OF MANAGEMENT SCIENCES

UNIVERSITY OF BENIN,

BENIN CITY

FEBRUARY, 2025

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF BUSINESS
ADMINISTRATION, FACULTY OF MANAGEMENT SCIENCES,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FUFILLMENT
FOR THE REQUIREMENTS FOR THE AWARD OF BACHELOR
OF SCIENCE (B.Sc) DEGREE IN BUSINESS ADMINISTRATION.**

FEBRUARY 2025

DECLARATION

I, **Etsebaghanro Sarah NEWE**, hereby declare I am undertaking that this project is undertaken by me in the department of business administration, faculty of management sciences, University of Benin, Benin City, Edo State under the supervision of Dr. Lawal.

1. This project has not been submitted before for the award of Bachelor of Science degree in business administration.
2. All ideas and views presented are the result of my personal research, as well as the contributions of others, which have been duly referenced, appreciated and acknowledged.
3. Any litigation or liability arising from the work shall be entirely my responsibility and not that of the supervisor.

Etsebaghanro Sarah NEWE

DATE

CERTIFICATION

We certify that **Etsebaghanro Sarah NEWE** with the matriculation number MGS2010132 submitted this research work to the department of Business Administration, Faculty of Management Sciences, University of Benin, Benin City.

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Project Supervisor

Date

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Project Coordinator

Date

DR. O. OMORODION

Head of Department

Date

DEDICATION

I dedicate this project to God who made it possible for me to come this far and to all my loved ones who supported me

ACKNOWLEDGEMENT

I want give all the thanks to God Almighty the beginning and the end and give Him all the glory and honour for His grace and strength in the successful completion of this project. I want to specially thank my project supervisor, Dr. B.A. Lawal for his guidance, corrections patience and wonderful ideas all through this journey. I could not have asked for a better project supervisor.

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ABSTRACT

The study investigated the factors that determine students academic performance with the Faculty of Management Sciences, University of Benin as the geographical scope. The study aimed at investigating how some factors such as socioeconomic factors, instructional quality and teaching methods, motivation and student engagement determine the academic outcome of students. The study sample consisted of one hundred (100) students from the faculty. A survey research design was adopted eliciting the use of a structured questionnaire in obtaining responses from the respondents on the subject. Descriptive statistical method and regression statistical method were applied to analyze the data and investigate the factors that determine students academic performance.

The findings in the study identified that socioeconomic factors has a significant positive effect on academic performance. The study confirms that instructional quality and teaching methods significantly impact academic performance. The study also confirms that student motivation and engagement exert a significant positive effect on academic performance.

CHAPTER 1

INTRODUCTION

1.1 Background to the study

Academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time (Narad & Abdullah 2016). Academic performance is considered an intellectual competence indicator. Academic performance performance is the extent to which a student has achieved their short-term or long-term educational goals (Ward, Stoker & Murray-Wards, 1996). It is a fact that a student's academic performance is one of the most basic and indispensable aims of education institutions and also an expectation from the society. Academic performance serves as a crucial indicator of a student's overall learning experience and their potential for future success (Farley, Swoboda, Chanvisanruk, McKinley, Boards & Gilday, 2019). Academic performance for some researchers is defined by students reporting of past semester CGPA/GPA and their expected GPA for the coming semester Therefore when education systems are setting their goals and objectives, they take academic achievement alongside a number of competencies.

The academic performance of students is a very important factor that determines their career, growth and success in life. Over the years tertiary institutions have been unable to identify the specific factors that affect students academic performance at all

level. Students in Nigerian universities face a whole lot of factors that affect their academic performance such as socioeconomic factors, instructional quality and methods , and individual motivation. Among the important factors affecting students academic achievement are the economic conditions they find their selves in, their habit of studying and for doing homework, their time management skills, their health conditions and their relationship within the family (Munoz & Porte, 2001). The process of grasping the relationship between these factors is very important for developing effective ways to improve students academic performance.It is observed that students academic performance is determined by a number of factors but in this study we will be analyzing the factors mentioned and how these factors influence students academic performance.

1.2 Statement of the Research problem

In the landscape of modern education,the academic performance of students remains so critical concern for educators, policymakers, and parents. Despite the collective effort to improve educational outcomes, there persist a significant gap in understanding the intricate interplay of factors that influence students performance. This gap hinders the development of targeted interventions and strategies aimed at enhancing learning experiences and achieving better academic result. Most research have focused on student and faculty interactions in the classroom context (Astin, 1993,;Kuh & Hu, 2001), but many have not taken into consideration other factors involved. Howard (2019), states that in the pursuit of academic excellence, understanding the multitude of factors that impact students performance has become an imperative concern for educators,

researchers, policymakers and parents alike. In spite of extreme importance of academic performance in determining the career, growth and success in life, a lot of students find it difficult to achieve or attain excellence in their academics. University students are restricted from portraying their academic potentials due to a whole number of factors that hinders their academic activities. Many literatures has not been able to do justice to the underlying issues that involves the academic performance of students. Despite the growing concerns of students academic performance the impact of socioeconomic factors, instructional quality and teaching methods, students motivation and engagement cannot be overlooked.

Sirin (2005) stated that socioeconomic status is a significant predictor of academic achievement, but it's effects can be mitigated through high quality instructions. Hattie (2009), Instructional quality is a critical lever for improving academic outcomes, particularly for students from disadvantaged backgrounds. Student motivation is a multifaceted construct influenced by socioeconomic factors, instructional qualities and individual differences (Pintrich & Schunk, 2002).(Bourdiue & Passer 1997), the interplay between socioeconomic factors, instructional quality, and student motivation is complex and context-dependent, requiring nuanced research approaches. The relationship between socioeconomic factors, instructional quality and student motivation is not well understood which hinders the development of effective ways to improve academic performance. The gaps to be filled in this work are on the intricate interplay of factors that affect students academic performance in universities.

1.3 Research Objectives

The main objectives of this research is to examine the factors that determine the academic performance of university students. Specifically the study would :

1. To identify and analyze the socioeconomic factors influencing the academic performance of Business Education students at the University of Benin.
2. To evaluate the impact of instructional quality and teaching methods on the performance of Business Education students at the University of Benin.
3. To examine the role of students motivation and engagement in determining academic success.

1.4 Research Questions

1. What are the socio-economic factors that affect students academic performance?
2. Does instructional qualities and teaching methods affect students academic performance?
3. Does motivation and engagement of students determines academic success?

1.5 Research Hypotheses

- H1. Socioeconomic factors will affect students academic performance in universities

H2. Instructional quality and teaching methods will have an impact on the academic performance of university students.

H3. Student motivation and engagement will determine academic success.

1.6 Scope of study

This study focuses on the factors that affect the academic performance of students with a case study of the University of Benin, Edo state, Nigeria. In this study we will be focusing mainly on students from the Faculty of Management sciences at the University of Benin. The study will focus on how some factors such as socioeconomic factors, instructional quality and teaching method, student motivation and engagement will affect or have an impact on the academic performance of students in the Faculty of Management Sciences.

1.7 Significance of study

This study is significant and important to the following people :

4. Students: This study is very important to students because it concerns how their academic performance and learning experience can be improved. It also increases their self-awareness and self - efficacy which ensures a great measure of motivation and engagement of students which helps in boosting and ensuring academic success.

5. Society : It gives the society a skilled and educated workforce and reduces the crime rate in the society. Good academic performance of students helps in enhancing competitiveness and innovation in a country.
6. Educators: This study helps in enhancing professional credibility and reputations of educators. It also gives the educators more teaching strategies and approaches which they can use in making students understand better.
7. Parents : This study makes parents aware of how some socioeconomic factors such as family income could affect the academic performance of their children. It also creates an avenue for parents to be involved in their children's.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive examination of both theoretical and empirical literature surrounding factors that determine students academic performance. It delves into the literature on academic performance, the factors influence academic performance, the theories of academic performance, the conceptual framework, the research gaps, an empirical review of literatures and a comprehensive summary of the empirical review.

2.2 ACADEMIC PERFORMANCE

According to Kimani, Kara & Njagi (2013), education is determined to help people with knowledge and awareness to reform people in society and eradicate differences. Kimani, Kara and Njagi's study focused on the factors affecting students academic performance, particularly highlighting the importance of teacher characteristics. They emphasized why teachers are often blamed for poor students performance. Education involving both curricular and co-curricular activities is critical for overall development of individual since it plays a vital role in his physical, mental, intellectual and personality development (Farooq & Kai, 2016; Siddiky, 2019). Farooq and Kai's 2016 study investigated the factors influencing academic performance of university students while focusing on key factors such as GPA, parental education, family income, learning strategies, teaching quality, student motivation and social integration. Siddiky's 2019

study investigated the factors affecting students academic performance in universities, focusing on some key areas such as demographic factors, academic factors, psychological factors and environmental factors. According to Islam and Tasnim (2021), the regular attendance, hardwork, regular study, family support, dedication and so on positively influence their academic performance while their lack of interest in subjects and inadequate efforts have negative effect on it.

According to Hijazi & Naqvi (2006), student academic performance in higher education is affected by various socio-economic, psychological and environmental factors. A review of the works have been done related to the present study reveals a wide range of factors including socio-economic, demographic and cultural that vary from one area to another area and one country to another country. According to Minnesota (2007), advanced education accomplishment is liable upon the academic output of students, who observed that the measurement of student preceding educational outcomes is the most important indicator of students future achievement. Marta (2009), finds parent's financial statous, admission fee and school management are leading factors. Metzler and Woessmann (2012),have studied the connections between lecturer outcomes and student's outcomes. They revealed quality education is directly related to the students attainment and teachers need to develop strong teaching proficiencies to transfer the worth of teaching. According to Polirstok (2017), a student's belief in their ability to succeed academically effects their level of effort, persistence and resilience in the face of challenges.

According to Hansen (2000) and Kingdon (2006), academic performance is the measurement of student achievement across various academic subject. It is widely measured in grades and scores. Gratz (1995), said one's academic success depends strongly on the socioeconomic status of the parents. According to Considine and Zappala (2002), families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The study of Ali et.al (2013) children academic performance depends on the social investment in children, and the choices children make given the investment and opportunities available to them. Guimares and Sampaio (2011), found that family background and study environment are key determinant of student performance. Pedro's a et al (2006),in their study on social and educational background pointed out that students who mostly come from deprived socioeconomic and educational background performed relatively better than than those coming from higher socio-economic and educational background.

Even though the studies which are significant, no empirical study has been undertaken so far in order to investigate the multiple factors that affect students academic performance taking into account personal, social, psychological and institutional aspects. In other words the personal factors such as personal interest, regular class attendance, social factors such as family's support, teacher's guidance, psychological factors such as depression, anxiety and institutional factors such as internet facilities and lab facilities have not been taken into consideration so far in empirical research while investigating factors that affect students academic performance. Reviewing various national and

international literatures it is found that factors like gender, location of residence, family income, students physical health condition, educational background of family, teacher student relationship and many other factors affect academic performance of students. In this study we will be looking at socioeconomic factors, instructional quality and teaching methods and motivation and engagement of students and how they affect their academic performance.

2.3 FACTORS THAT INFLUENCE ACADEMIC PERFORMANCE

2.3.1 Socio-economic factors

Socio-economic factors often refer to social and economic situations. Socio-economic status is a term that describes an individual's position in society based on aspects such as their family wealth, political influence, educational setting and professional reputation (Hossain et al., 2022 ; Parson et al., 2001). It refer to the overall measure of an individual or family's financial and social status in relation to others, considering their income and occupation (Carlisle & Maloney, 2023). Previous research has found substantial evidence supporting a direct correlation between family's socioeconomic level and individual academic performance (Caro et al., 2009). The idea of socioeconomic factors lacks a solid concensus. However, it is typically measured by indicators such as parent's level of education, parental professional prestige, and family income (Hauser, 1994; Sirin, 2005). Research conducted by Osonwa et all, (2013) has shown that inadequate parental care, which results in significant deprivation of children's need, is associated with low academic performance. Here are some socioeconomic factors that determine students academic performance.

Family Background

Studies have indicated that parents with higher level of education could motivate the intellectual potential within children that may lead that may lead them to perform better in school and in return strive for further education (Have an & Wolfe, 1995). Holmes, (2003), states that findings with regard to the impact of parent's education on schooling of children shows that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. He further indicate that this impact by gender, the education of the father increases the expected level of school retention of boys, and the mother enhances the educational attainment of girls. The United States department of education, (2000),concluded that poverty is an important factor accounting for differences in performance and achievement across rural, suburban and urban districts.

However, the study concluded that poverty alone does not account for all the differences in the performance of students. Johnson, 1996 (as cited in Muhammed & Akanle, 2008), opined that poverty of parents has elastic effect on their children academic works as they lack enough resources and funds to sponsor their education and good school, good housing facility and medical care and social welfare services.The academic performance of a child is largely influenced by the family background and structure . A child's earliest education is received in the family. The attitudes and behavioral experiences of parents and family environment all influence the child's behavior and attitude, both directly and

indirectly. The responsibility of training a child always lies in the hands of the parents, hence the focus on their status (Ogunshola & Adewale, 2012).

Environmental factors

According to Olufemi, Adediran & Oyediran (2018), student academic performance is affected by several factors which include students learning skills, school environment, parental background, peer influence, teacher's quality learning resources and infrastructure, among others. The environment is critical to the development of individuals in the society. In the school system for instance, the environment will determine if the student will be willing and ready to learn or become a deviant. The school environment, for instance supports the acquisition of academic knowledge. School environment refers to the quality and characteristics of social life, both social and physical aspects of the school which can positively promote behavior, school achievements, and the social and emotional development of students. Environmental factors, including physical social and institutional environment plays an important role in determining students academic success. Proximity, accessibility and the serene nature of the environment of a school can encourage learning. Abdulmalik (2013), contends that inadequate attention to students school work by parents and guardians as well as having the dual activity of teaching and learning in poor school environments contribute to poor academic performance. Fajar, Hussain, Sarwar, Afzal & Gilani (2019), conducted a

cross-sectional study of undergraduate nursing students to identify factors that determine their academic performance using convenient sampling techniques.

Student Employment

According to the Human Capital Theory (Berker, 1964), working while studying is seen as a complement to education due to additional skills and knowledge students attain while working. Generally, students seek employment for different purposes, be it financial support, personal reasons, or to have a better career (Curtis & Shani, 2002; Hall, 2010; Scott-Clayton, 2012). Employed students may be termed "students who work" or "employees who study" based on their point of focus, whether their studies or employment (Berker, Horn, & Carroll, 2003; Horn & Malizio, 1998). Although the benefits of working have been remarked on for years, institutions of higher education tend to assume that students should put their academic path over their employment as a priority (Remenick & Bergnam, 2021). From the students perspective they perceive working while studying as a double-edged weapon with both positive and negative outcomes (Robotham, 2012). However, some studies have highlighted that most students who work believe their work interferes with their studies leading to missed classes, late deliverables, and lower grades (Triventi, 2014). According to Antonia and Alessia (2016), if the part-time job is unrelated to the subject, it will have a detrimental effect on school performance, on the other hand, if it is related, it will have a positive effect. Scheofs et al,

(2008); had shown that students employment can lead to feelings of being overwhelmed, as students juggle school,work and home life.

2.3.2 Instructional quality and teaching methods

Instructional quality

According to Elliot & Shin, (2018), the ability for any university to attract and ensure students retention greatly depends on demands, needs and expectations of students. That is why, expectations and needs which cannot be met and provided for by the higher educational institution become major considerations for students withdrawal (Aldridge & Rowley, 2001). Students distinguish universities in terms of their teaching excellence (Mathooko & Ogutu, 2015;Milian, Davies & Zarifa, 2016) which are push factors to consider for enrollment. Since students are the direct recipient of what quality of education and services that higher educational institutions offer, identifying students satisfaction plays an important role in ensuring the universities fulfill their duties (Rodriguez & Abocejo, 2018). It is assumed that students perception towards instructional quality variables are key factors of influencing students academic satisfaction. According to Rutland (1990) of teaching styles influence students assessment, and students favor non lecture forms Smith, (1996). The assessment is influenced by both teaching and learning styles.

Teaching methods

According to Ayeni (2011), learning is a continuous process that involves bringing desirable changes in learners through the use of appropriate methods. Adunola (2011), indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011), sustained that teaching methods work effectively mainly if they suit learner's need since every learner interpretes and responds in a unique way. According to Zeb (2004), alignment of teaching methods with student's need and preferred learning influence student's academic attainment.

1. Teacher centered method : Under this method, students obtain information from the teacher without building their engagement level with subject being taught (Boud & Feletti, 1999). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2000). It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since teachers control the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, China & Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should actively engage students as primary participants.

2. Student centered method : With the advent of the concept of discovery learning, more scholars widely adopt more supple student centered method to enhance active learning (Greitzer, 2002). Most teachers today apply the student centered approach to promote interest, analytical research, critical thinking and enjoyment among students (Hesson & Shady, 2007).The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 1995). The approach also motivates goal oriented behavior among students, hence the method is very effective in improving student achievement (Slaving, 1996).

3. Teacher Student Interactive method : This teaching method applies the strategies used by both teacher centered method and student centered method. The subject information produced by the learner is remembered better than the same information presented to the learners by the lecturer (Jacoby, 1978; McDaniel Friedman and Bourne, 1978; and Slamecka and Graf, 1978). The method encourages the student in search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learner. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students academic performance (Damohdaran & Rengarajan, motivation 199).

2.3.3 Motivation and Student's engagement

Motivation

According to Harin (1972), motivation is difficult to define. The word "motivation" comes from a Latin word "movers" which means to move. Bernard (1983) defines motivation as those phenomena which are involved in the stimulation where there were little or no movement towards goals. So, motivation is one of the influential factors in learning that drives learners to struggle to reach their goals in learning process and can become a stimulus in learning process. According to Sternberg (2005), motivation is essential for academic success, since with it, a student will put out effort to learn. Schunck (2012), believes that motivation is a concept that explains why people act in particular ways and is primarily an internal condition that awakens, guides and sustains behavior. Palmer (2007), stated that student motivation is essential to high quality education. According to McMahon & Kelly (1996), some recurring themes about students motivation drawn from the educational literature are students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure, students perform best when the level of difficulty is slightly above their current ability level, If the task is too easy, it promotes boredom and may communicate message of low expectations or a sense that the teacher believes the student is not capable of a better work, if students can identify with role models, they may be more likely to see relevance in the subject matter. A supportive teaching style that allows students autonomy can foster increased student

interest, enjoyment, engagement and performance. Supportive teacher behavior include listening, giving hints and encouragement, being responsive to students question.

According to Smythe (2008), the various types of motivations are achievement motivation which is the drive to pursue and attain goals. An individual with achievement motivation wishes to achieve objectives and advance up on the ladder of success. Affiliation motivation which is a drive to relate to people on social basis. Persons with affiliation motivation perform work better when they are complemented for their favorable attitudes and cooperation. Competence motivation : it is the drive to be good at something, allowing the individual to perform high quality work. Competence motivated people seek mastery, takes pride in developing and using their problem solving skills and strive to be creative when confronted with obstacle. Power motivation which is the drive to influence people and change situations. Power motivated people wish to create impact on their organization and willing to take risks. Attitude motivation is how people think and feel. It is their self confidence, their belief in themselves, their attitude to life. It is how they feel about the future and how they react to the present. Fear motivation forces a person to act against will. It is instantaneous and gets the job done quickly. It is helpful in the short run.

Student's engagement

.According to Kuh et al., (2006 1), student engagement refers to the degree to which students are involved in academic and non academic activities, and the extent to which they are motivated to learn. According to Schaufeli et al., (2002), the investment students make in school related activities and their want to learn is the examples of the cognitive engagement of students, which is comparable to enthusiasm and inspiration. Research has consistently ly shown that students participation in classroom learning activities is strongly related to academic achievement (Chen et all., 2005). Students who are more engaged in academic and non-academic activities tend to have higher level of academic achievement, including higher grades and higher level of degree completion (Astin, 1993).In addition students who report high level of engagement are more likely to attend class regularly and get higher grades than those who report lower level of engagement.

According to Klem & Connell, (2004) found that engaged students were 75% more likely to get higher grades and attend class regularly than disengaged students. Engaged students are mindful, participate in class conversations, apply exertion in class exercises and and display learning interest and motivation. It was found out that students with high level of engagement have high test scores and GPAs and are also less likely to drop out. Rosario et all (2017) found out that while there was a correlation between student engagement and academic achievement, the relationship was weaker than previously thought. The author suggests this could be because student engagement is not

always a direct predictor of academic performance and other factors may be more critical. The engagement of students has developed into a learning strategy with accountability as a by product. Student engagement is a very important factor that determine students academic performance in universities.

2.4 Theoretical Framework

This study is based on three theoretical framework which gives a comprehensive explanation on the factors affecting students academic performance

Theory of performance

The theory of performance (Top) was developed by Elger (2007). The theory emphasizes six foundational concepts to form a framework that can be used to explain as well as performance improvement. To perform is to produce valued result. A performer can be an individual or a group of people engaging in a collaborative effort. Developing performance is a journey, and level of performance describes location in the journey. Current level of performance depends holistically on six component context, level of knowledge, level of skills, level of identity, personal factors and fixed factors. Three axioms are proposed for effective performance improvement which are ability, motivation, and opportunity. These involves a performer's mindset, immersion in an enriching environment, and engagement in reflective practices. The theory of performance is a challenge to educators: by proving our own performance, we empower ourselves to help others learn and grow. When people learn and grow they are

empowered to create results that make a difference. Working and learning together in ways that make the world better has been a primary goal of higher education throughout the ages.

Elger's theory proposes that there are three components of performance which are ability, motivation, and opportunity, and that the interplay of these components determines an individual's performance. Ability has to do with an individual's capabilities that enable them to perform tasks and in the context of academic performance ability encompasses cognitive ability, emotional ability, and physical ability. Motivation is the driving force that initiates and sustains an individual's behavior and in the context of academic performance motivation comprises of intrinsic motivation, extrinsic motivation, and self-efficacy. Opportunity has to do with factors in the environment that facilitate or hinders individual's performance and in the context of academic performance opportunities comprises of environmental opportunity, social opportunity, organizational opportunity. Elger's theory of performance provides a comprehensive framework for understanding the interplay of some factors that affect students academic performance

Wallberg's theory of educational productivity

Wallberg's (1981) theory of educational productivity, is one of the few empirically tested theories of school learning based on an extensive review and integration of over 3,000 studies (DiPerna, Volpe & Stephen, 2002). Wang, Haertel and Wallberg's (1997) analyzed the contents of 179 handbook chapter and reviews and 91 research synthesis

and surveyed educational researchers in an effort to achieve some consensus regarding the most significant influences on learning (Greenberg, et al. 2003). Using a variety of methods Wang, et al. 2003) identified 28 categories of learning influence. Of the 11 most influential variables eight involves socio-emotional influence: classroom management, parental support, student-teacher interactions, social-behavioral attributes, motivational-effective attributes, the peer group, school culture and classroom climate (Greenberg, et al, 2003). Wang et al, (1997) concluded that "the direct intervention in the psychological determinant of learning promise the most effective avenues for reform. Wang et Al's research review targeted students learning characteristics i.e social, behavioral, motivational, affective, cognitive, and meta cognitive as set of variables with the most potential for modification that could, in turn, significantly and positively affect students outcomes.

More recently, Zins, Weissberg, Wang and Wallberg, (2004) demonstrated the importance of domains of motivational orientations, self-regulated learning strategies, and social/interpersonal abilities in facilitating academic performance. Zins et al, reported, based on large scale implementation of a social-emotional learning (SEL) program, that students who became more self-aware and confident regarding their learning abilities, who were more motivated, who set learning goals and who were organized in their approach to their work performed better in school. Zins et al, (2004) research linking social, emotional, and academic factors are sufficiently strong to advance the new term social, emotional and academic learning (Seal). A central challenge for researchers,

educators, and policymakers is to strengthen this connection through coordinated multi year programming. Walberg's theory proposes that student performance is influenced by nine factors which are aptitude, motivation, perseverance quality of instruction, curriculum, time, home environment, classroom environment, and peer influence. These nine factors were categorized into three which are student factors, instructional factors and environmental factors.

Motivational Systems Theory

A direct offspring or subset of Sigmund Freud's theory is Martin Ford's motivational systems theory (MST). This framework focuses on the individual as the unit of analysis, but embeds the individual in the biological, social and environmental contexts that are crucial to development. MST attempts to describe the development of the whole person in context, in much the same way a biologist might describe an individual plant and its relation to its immediate ecological niche, as well as the larger ecosystem in which it resides. The motivational system theory does not attempt to replace or supersede any of the existing theories. Instead, it attempts to organize the various motivational constructs from different theories into one model. The main constructs are self-efficacy beliefs, the role of expectancy, and goal orientation. The formula suggests that in any behavior episode, there are four major prerequisite for effective functioning :

8. The person must have the motivation needed to initiate and maintain the activity until the goal directing the episode is attained.

9. The person must have the skill necessary to construct and execute a pattern of activity that will produce the desired results.
 10. The person's biological structure and functioning must be able to support the operation of the motivation and skill components.
4. The person must have the cooperation of a responsive environment that will facilitate progress towards growth.

This model attempts to provide a comprehensive theory of motivation and proposes that actual achievement and competence are results of a motivated, skillful, and biological capable person interacting with a responsive environment. From available research on motivation and academic performance, it became quite evident that motivational constructs do in fact impact the academic performance of students. The Motivation systems theory (MST) is a comprehensive framework that focuses majorly on motivation and how it influences behavior. The theory proposes that motivation is a complex system consisting of three interacting components which are the person system which consists of personality traits, cognitive abilities and emotional intelligence, behavior system which has to do with an individual's engagement in academic tasks, persistence in the face of challenges, seeking help and feedback, environment system which comprises of the classroom environment, family environment, and cultural environment. This theory also recognized the interplay of the person, behavior, and environmental systems.

Theory of performance (Top) by Elger (2007) is a relevant theory to this study because it comprises of both motivation and social factors which are one of the factors mentioned in this study. In motivation it the theory explains on how motivated students are more likely to excel academically and how social factors such as parental support helps in boosting academic performance. It also reveals the interplay of these factors and how they determine the academic outcomes of students. Walberg theory of educational productivity is also another relevant theory to this study because it recognizes all the factors that affect students academic performance mentioned in these study which comprises of motivation, quality of instruction and teaching methods, and the home environment which is a socio-economic factor. Motivation systems theory is another relevant theory which recognizes both motivation, student's engagement in academic tasks and also the family environment.

2.5 Conceptual framework

The conceptual framework of this study is focused on proving a point and understanding that students academic performance in universities is determined by a combination of socio-economic factors, instructional quality and teaching methods and motivation and student engagement.

Independent variables

4. Socioeconomic factors : Parental level of education, family structure, parent income, environmental factors, and student employment.

2. Instructional quality and teaching methods : Teachers qualifications and teaching methods such as teacher-centered method, student-centered and teacher-students centered method.

3.Motivation and student engagement :Self efficacy, student participation, and engagement in academic activities.

Dependent variable

Academic performance : Students grades, GPA, academic achievement and progress

2.6 Empirical review

This section presents an overview of previous empirical studies concerning Factors affecting the academic performance of university students.

Kimani, Kara and Njagi (2013) focused on the factors affecting students academic performance, particularly highlighting the importance of teacher characteristics. They emphasized why teachers are blamed for poor students performance. In another study of Minnesota (2007) was a study based on students engagement and student learning outcomes with a population of students of University of Minnesota. The study involved using a mixed- method approach, combining both quantitative and qualitative data collection and analysis methods. The study surveyed over 1000 University of Minnesota students (sample size). The findings of this study suggests that students engagement, faculty-students interaction, campus resources, student motivation and diversity inclusion are all important factors that determine students academic performance. In another study,

Marta (2009) investigated the factors that affect students academic performance. The study used a literature review approach, analyzing existing studies on the factors that affect students academic performance. Marta suggested that a range of factors, including prior academic achievement, motivation, learning strategies, teacher-students interaction and family and socio-economic factors can impact students academic performance.

Hansen (2000) researched on the topic "Factors influencing Academic performance in higher education". The study used a quantitative approach, analyzing data from a survey of 1,000 university students. The study from Hansen's study suggests that a range of factors including prior academic achievement, student motivation, learning environment, student-faculty interaction and demographic factors can make an impact on the academic performance of university students. In another study of Kingdon (2006), researched on the topic "The impact of student background characteristics on academic performance in higher education". The study used a quantitative approach, analyzing data from a large scale survey of University students in the United Kingdom. The key findings of Kingdon's study include socioeconomic status, prior academic achievement, student motivation and how these factors will influence or determine the academic performance of university students.

Islam and Tasnim (2021) conducted a research to identify the factors that influence the academic performance of undergraduate students at Rabrinda University of Bangladesh. In their research they revealed that several factors contribute to students

academic success. They divided these factors into the positive influencer and the negative influencer. Polirstok (2017) categorized the factors affecting students academic performance into several groups which included personal factors such as motivation, academic factors such as course difficulty, environmental factors such as family support, and psychological factors such as stress and anxiety. Ali's (2013) study on factors affecting students academic performance in universities revealed some interesting insights. According to the study socio-economic status play a significant role in determining academic performance. Ali's study also identified age as a factor that can influence students academic performance with older students performing better due to increased maturity and focus.

2.7 Summary of Emperical review

The research conducted by Kimani Kara and Njagi (2013), were mainly focusing on the factors affecting students academic performance, particularly focusing on teacher characteristics and why teachers are blamed for poor students performance. Minnesota (2007), was mainly focused on the students of the University of Minnesota but with a sample size of 1,000 students and highlighted some factors such as student engagement, faculty-students interaction, campus resources, student motivation and diversity inclusion. In Marta (2009), the research conducted made use of a literature review approach i.e using previous research works on factors that affect students academic performance. The research conducted by Hansen (2000) used a quantitative approach by analyzing the data of 1,000 students. The study also took into consideration some factors that affect students

academic performance performance such as prior academic achievement. In the research conducted by Kingdon (2006), the focus of the study was not mainly on only one university but on several universities in the United Kingdom which made it a large scale survey. Islam and Tasnim's (2021) study highlights the importance of a combination of personal, social and environmental factors in influencing students academic performance in universities. Polirstok's (2017) highlights the complex interplay of various factors that influence students academic performance in universities. Ali (2013) focused on some factors such as socio-economic status, age, and the importance of daily study hours and how they affect university students academic performance.

2.8 Research Gaps

The academic performance of university students compound and complex phenomenon that is determined by a wide range of factors. In spite of the numerous research on this topic there remains a significant research gap in grasping the intricate interplay between these factors. This gap is mostly found in the context of universities where students from various socio-economic backgrounds communicate with instructional quality, teaching methods, motivation, and student engagement. Socio-economic factors such as parent income, parents level of education and family structure play a very important role in determining the outcome of students academic performance. Students from lower socio-economic backgrounds are often faced with different challenges such as financial constraints and inadequate access to resources. These

challenges can create a negative impact on their academic motivation, engagement and ultimately their academic performance.

Instructional quality and teaching methods are also seen as an important factor that determine students academic performance. High quality instruction that incorporates effective teaching methods, such as teacher-centered method, student-centered method and teacher-students centered method can enhance students learning. Nevertheless, the quality of instruction and teaching methods can be diverse across universities, faculties, departments and even lecturers/instructors which may lead to disparities in the academic performance of students. Motivation and student engagement are also crucial factors that influence the academic performance of students. It has been discovered that students who are motivated and engaged in their academic tend to perform excellently well than those who are not. Yet, it can be seen that the motivation and engagement a student exude can also be influenced by their socio-economic backgrounds, instructional quality and teaching methods.

The interplay among these factors are very diverse and compound. For example, instructional quality and teaching methods can determine how motivated and engaged a student will be which will also determine the academic performance of the student. Also, socio-economic factors can affect how motivated and engaged a student will be which will in turn determine their academic performance or outcomes. In spite of these factors, there is a remarkable research gap in understanding the interplay of these factors and how

they influence students academic performance. Many existing studies have only investigated these factors without focusing on the complex interplay. To address this research gap future studies should put into use a more holistic approach in studying the intricate interplay between socio-economic factors, instructional quality and teaching methods, and motivation and student engagement.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter encompasses the following components : the research design, the population under study, the strategy size of the sampling, methods of data collection, the operationalisation of variables, the research validity and reliability, the model specification, instruments used in research, and the method used in analyzing the data

3.2 Research Design

The research design serves as a rational framework enabling the researcher to ascertain the impact of the relationship among the variables being studied. In this study the type of research design used was a survey research design. A survey research design is a quantitative research method used to collect data from a sample of participants through self report measures, such as questionnaires, interview, or online survey.

3.3 Population of study

In statistical terms, population refers to the entire group of individuals from which a sample is selected for research purpose. In this study, the population comprises all the students at the Faculty of Management Sciences of the University of Benin, Benin city, Nigeria. The population for this study consists of 100 students in the Faculty of Management Sciences which will help in ensuring a high degree of accuracy in the results.

3.4 Sample size and Sampling Techniques

The simple random sampling techniques was used to select respondents for the administration of the questionnaire in the various departments. The simple random sampling techniques is a type of probability sampling technique. The questionnaire was administered on a sample size 100 of the students from the Faculty of Management Sciences of the University of Benin. The sample size will be 100 same as the population size ,since it will be possible to collect data from the entire population.

$$P(E) = 1/N$$

3.5 Method of Data Collection

The study employed primary data sources to establish a statistical academic performance and some factors that determine it. Data collection will focus on the target population, namely all students of the Faculty of Management Sciences at the University of Benin. The primary data for this research will be derived from responses gathered through administered questionnaires distributed to students across various departments in the faculty.

3.6 Operationalisation of Variables

This research aims to investigate the factors that determine students academic performance in the Faculty of Management Sciences, University of Benin. The scale comprises of close-ended questions structured in a five-point Likert format.

S/N	Variables	Definition	Measurement	NO
1.	Gender	Male and Female	Two scale	1
2.	Age	18 years and below	Four scale	2
3.	Level	100-400	Four scale	3
4.	Socioeconomic factors	Likert scale format	Five scale	4-9
5.	Instructional quality and teaching methods	Likert scale format	Five scale	10-15
6.	Motivation and student engagement	Likert scale format	Five scale	16-21

3.7 Research Instrument

A structured questionnaire will serve as a research tool to gather information from the participants,. The questionnaire will be divided into 2 sections. Section A will focus on obtaining demographic information from respondents, while Section B will consist of eighteen (18) items represented on a five-point Likert scale, ranging from Strongly Agree (SA) to Strongly Disagree (SD).

3.8 Method of Data Analysis

This study will utilize descriptive statistics, regression analysis to empirically examine factors that determine students academic performance in the Faculty of Management Sciences. Descriptive statistics provides a concise summary of the data, helping to understand the distribution of values, central tendency, and variability. Regression analysis is a statistical method used to establish a relationship between two or more variables.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the empirical analysis of the data retrieved from respondents in the field survey. Specifically, the questionnaire was distributed to management sciences students of University of Benin. A total response of 100 was targeted, out of which same number of responses were completely submitted by the respondents. The data from the responses were retrieved, cleaned and used for this analysis indicating a response rate of approximately 100%.

4.2 Demographic Analysis

Gender, age, and class level were all evaluated in the demography data.

Table 4.1: Demographic Profile of the Respondents

S/N	Variables	Frequency (N)	Percentage (%)
1	Gender		
	Male	48	48.0
	Female	52	52.0
	Total	100	100.0
2	Age		
	18 years and below	20	20.0

	19–23 years	45	45.0
	24–28 years	25	25.0
	29 years and above	10	10.0
	Total	100	100.0
3	Class Level		
	100 Level	15	15.0
	200 Level	25	25.0
	300 Level	30	30.0
	400 Level	30	30.0
	Total	100	100.0

Source: Author's Compilation (2025)

Gender

The sample comprises 48% male and 52% female respondents, indicating a slight female predominance in the Faculty of Management Sciences.

Age

The age distribution reflects a youthful student population, with 45% of respondents falling within the 19–23 years age group—the typical range for undergraduate students. Additionally, 20% are 18 years and below, suggesting fresh entrants, while 25% fall

within 24–28 years, possibly indicating delayed academic progression or part-time studies. Only 10% are aged 29 years and above.

Class Level

The data shows an almost even distribution among the upper-level classes, with 30% each in 300 and 400 levels, indicating a significant proportion of students nearing graduation. The 200 level accounts for 25% of respondents, while the 100 level comprises 15%.

4.3 Descriptive Analysis

This section presents the descriptive analysis on factors that determine students academic performance in the faculty of management sciences.

Key: SA(Strongly Agree), A(Agree), N(Neutral), Disagree, SD(Strongly Disagree)

Table 4.2: Descriptive Analysis of Socioeconomic Factors

S/N	Item	SA (5) f/(%)	A (4) f/(%)	N (3) f/(%)	D (2) f/(%)	SD (1) f/(%)	Mean (\bar{x})
4	Educated parents influence the academic performance of their children positively	42 (42.0%)	16 (16.0%)	14 (14.0%)	19 (19.0%)	9 (9.0%)	3.63
5	Receiving financial support from parents helps in boosting academic performance	46 (46.0%)	37 (37.0%)	12 (12.0%)	1 (1.0%)	4 (4.0%)	4.23
6	Parents with high level of income has a significant impact on academic performance of students	42 (42.0%)	33 (33.0%)	14 (14.0%)	10 (10.0%)	1 (1.0%)	4.05
7	School environment	54	37	6	3	0	4.42

	has an impact on the academic performance of students	(54.0%)	(37.0%)	(6.0%)	(3.0%)	(0.0%)	
8	My school environment is very conducive for learning	4 (4.1%)	19 (19.4%)	23 (23.5%)	20 (20.4%)	32 (32.7%)	2.42
9	Student employment affects academic performance of students negatively	38 (38.0%)	34 (34.0%)	15 (15.0%)	7 (7.0%)	6 (6.0%)	3.91
Average		37.7 (37.7%)	29.3 (29.3%)	14.0 (14.0%)	10.0 (10.0%)	8.7 (8.7%)	3.78

Source: Field Survey (2025)

The descriptive analysis in Table 4.2 reveals that socioeconomic factors significantly influence the academic performance of students in the Faculty of Management Sciences, University of Benin. The highest mean score (4.42) was recorded for the impact of the school environment, indicating that students perceive their academic success as strongly linked to the quality of their learning environment. Similarly, parental support, particularly financial assistance (4.23) and high parental income (4.05), were identified as

key contributors to improved academic outcomes. While most respondents agreed that educated parents positively influence academic performance (3.63), there was notable dissatisfaction regarding the conduciveness of the learning environment (2.42), suggesting room for improvement. Additionally, student employment was perceived as having a moderately negative impact on academic performance (3.91). The overall average mean score of 3.78 underscores the critical role socioeconomic factors play in shaping students' academic success.

Table 4.3: Descriptive Analysis of Instructional Quality and Teaching Methods

S/N	Item	SA (5) f/(%)	A (4) f/(%)	N (3) f/(%)	D (2) f/(%)	SD (1) f/(%)	Mean (\bar{x})
10	Effective teaching methods help in improving academic performance	66 (66.7%)	33 (33.3%)	—	—	—	4.67
11	My instructor's/lecturer's teachings are very effective	6 (6.1%)	14 (14.1%)	40 (40.4%)	23 (23.2%)	16 (16.2%)	2.71
12	My instructor's/lecturer's	6 (6.0%)	18 (18.0%)	46 (46.0%)	20 (20.0%)	10 (10.0%)	2.90

	make use of real-world examples and case studies in teaching						
13	My instructors/lecturers provide clear explanation of course materials	4 (4.0%)	19 (19.0%)	41 (41.0%)	23 (23.0%)	13 (13.0%)	2.68
14	Good quality of instructions influences academic performance positively	62 (62.6%)	32 (32.3%)	5 (5.1%)	–	–	4.58
15	The overall quality of instruction in my department is excellent	7 (7.0%)	13 (13.0%)	33 (33.0%)	23 (23.0%)	24 (24.0%)	2.56
Average		25.2 (28.1%)	21.5 (21.6%)	27.8 (27.6%)	14.8 (14.9%)	10.5 (10.5%)	3.35

Source: Field Survey (2025)

The descriptive analysis in Table 4.3 highlights students' perceptions of instructional quality and teaching methods in the Faculty of Management Sciences. The statement "Effective teaching methods help in improving academic performance" recorded the highest mean (4.67) with 66.7% strongly agreeing, underscoring the importance students place on effective pedagogy. Similarly, "Good quality of instructions influences academic performance positively" had a high mean of 4.58, with over 94% agreeing or strongly agreeing. Conversely, perceptions about the actual delivery of teaching were less favorable; "My instructor's/lecturer's teachings are very effective" and "My instructors provide clear explanation of course materials" had lower means of 2.71 and 2.68, respectively, indicating a mixed or negative perception of teaching effectiveness. Additionally, the statement "The overall quality of instruction in my department is excellent" scored the lowest mean (2.56), with a significant 47% of respondents disagreeing or strongly disagreeing. The overall average mean of 3.35 reflects a moderate perception of instructional quality, suggesting room for improvement in teaching methods and course delivery.

Table 4.4: Descriptive Analysis of Motivation and Student Engagement

S/N	Item	SA (5) f/(%)	A (4) f/(%)	N (3) f/(%)	D (2) f/(%)	SD (1) f/(%)	Mean (\bar{x})
16	Motivated students perform better in their academics	40 (40.0%)	44 (44.0%)	10 (10.0%)	5 (5.0%)	1 (1.0%)	4.17
17	Engaging in classroom activities helps in improving academic performance	38 (38.4%)	52 (52.5%)	6 (6.1%)	2 (2.0%)	1 (1.0%)	4.25
18	Seeking assistance from peers and instructors helps in improving academic performance	49 (49.0%)	46 (46.0%)	5 (5.0%)	–	–	4.44
19	My instructors motivate me to learn	5 (5.0%)	10 (10.0%)	25 (25.0%)	31 (31.0%)	29 (29.0%)	2.29
20	I am motivated to learn because I want	52 (52.0%)	34 (34.0%)	11 (11.0%)	3 (3.0%)	–	4.35

	good grades						
21	I regularly attend classes and participate in discussions	20 (20.2%)	37 (37.4%)	27 (27.3%)	10 (10.1%)	5 (5.1%)	3.57
Average		34.0 (34.1%)	37.2 (37.3%)	14.0 (14.1%)	8.5 (8.5%)	6.0 (6.0%)	3.85

Source: Field Survey (2025)

The descriptive analysis in Table 4.4 highlights the role of motivation and engagement in academic performance. The statement "Seeking assistance from peers and instructors helps in improving academic performance" recorded the highest mean (4.44), with 95% of respondents agreeing or strongly agreeing, reflecting a strong acknowledgment of collaborative learning's benefits. Similarly, "I am motivated to learn because I want good grades" had a high mean (4.35), emphasizing intrinsic motivation linked to academic success. "Engaging in classroom activities" also scored highly (4.25), underlining the positive impact of active participation. Conversely, "My instructors motivate me to learn" had the lowest mean (2.29), suggesting a significant gap in instructor-driven motivation, with 60% of respondents disagreeing or strongly disagreeing. The overall mean of 3.85 indicates that while students are generally self-motivated and engaged, there is room for improvement in how instructors foster motivation and participation in the learning environment.

4.4 Correlation Analysis

The correlation matrix is presented in Table 4.6. Essentially, the result reveals the pairwise relationship among the variables used in the study. Principally, Correlation analysis is used to examine the strength (strong or weak) and direction (positive or negative) of relationship that occurs between two or more variables.

Table 4.5. Correlation Analysis

		Correlations			
		ACP	SF	IQT	SME
ACP	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	100			
SF	Pearson Correlation	.408**	1		
	Sig. (2-tailed)	.000			
	N	100	100		
IQT	Pearson Correlation	.410**	.473**	1	
	Sig. (2-tailed)	.000	.000		
	N	100	100	100	
SME	Pearson Correlation	.411**	.499**	.593**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

SPSS output, Version 22

The correlation analysis in Table 4.5 reveals significant positive relationships between academic performance (ACP) and the examined factors: socioeconomic factors (SF), instructional quality and teaching methods (IQT), and student motivation and engagement (SME). SME shows the strongest correlation with ACP ($r = .411, p < .01$), suggesting that higher motivation and engagement levels are associated with better academic outcomes. Similarly, IQT ($r = .410, p < .01$) and SF ($r = .408, p < .01$) also

exhibit moderate positive correlations with academic performance, highlighting the importance of effective teaching methods and supportive socioeconomic backgrounds. Moreover, strong inter-correlations exist among the independent variables, with the highest observed between IQT and SME ($r = .593, p < .01$), indicating that quality instruction is closely linked to higher student motivation and engagement. All correlations are significant at the 0.01 level, underscoring the interconnectedness of these factors in influencing academic performance.

4.5 Test of Hypotheses

The research hypotheses were tested utilising regression analysis in order to achieve the current study's objectives. The hypotheses were evaluated with an Alpha level of significance of 0.05 (Decision rule: computed level of significance <0.05 , reject null hypothesis; computed level of significance >0.05 , accept null hypothesis).

Table 4.6a Model Summary of Factors that determine students academic performance in the Faculty of Management Sciences.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin - Watson
					R Square Change	F Change	df 1	df 2	Sig. F Change	
1	.497 ^a	.247	.234	.41562	.247	19.534	3	96	.000	2.014

a. Predictors: (Constant), SF, IQT, SME

b. Dependent Variable: ACP

Source: Field Survey (2025)

The model summary in Table 4.6a indicates that the combination of socioeconomic factors (SF), instructional quality and teaching methods (IQT), and student motivation and engagement (SME) explains approximately 24.7% of the variance in academic performance (ACP) ($R^2 = .247$, Adjusted $R^2 = .234$). The R value of .497 suggests a moderate positive relationship between the predictors and academic performance. The model is statistically significant ($F(3, 96) = 19.534$, $p < .001$), indicating that the independent variables collectively contribute meaningfully to predicting academic performance. The Durbin-Watson statistic of 2.014 falls within the acceptable range (1.5–

2.5), suggesting no significant autocorrelation in the residuals, and the standard error of the estimate (.41562) reflects a reasonable level of accuracy in the model's predictions. Overall, while the model explains a moderate portion of the variance, it highlights the importance of these factors in shaping academic outcomes within the Faculty of Management Sciences.

Table 4.6b Analysis of Variance (ANOVA) of Factors that determine students academic performance in the Faculty of Management Sciences.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.123	3	3.374	19.534	.000 ^b
	Residual	30.920	96	.173		
	Total	41.043	99			

a. Dependent Variable: ACP

b. Predictors: (Constant), SF, IQT, SME

Source: Field Survey (2025)

The ANOVA results in Table 4.6b assess the overall significance of the regression model examining factors that determine students' academic performance (ACP) in the Faculty of Management Sciences. The analysis shows that the model is statistically significant ($F(3, 96) = 19.534, p < .001$), indicating that the combined predictors—socioeconomic factors (SF), instructional quality and teaching methods (IQT), and student motivation and

engagement (SME)—significantly explain variations in academic performance. The regression sum of squares (10.123) accounts for a substantial portion of the total variance (41.043), while the residual sum of squares (30.920) represents the unexplained variance. The significant p-value (.000) confirms that the predictors collectively have a meaningful impact on academic performance, supporting the validity of the regression model.

Table 4.6c Regression Output of Factors that determine students academic performance in the Faculty of Management Sciences.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 (Constant)	1.649	.320		5.151	.000	1.017	2.281		
SF	.205	.071	.224	2.892	.004	.065	.345	.703	1.423

IQT	.197	.084	.196	2.34	.02	.031	.363	.606	1.64
				7	0				9
SME	.198	.092	.183	2.16	.03	.017	.379	.587	1.70
				3	2				4

a. Dependent Variable: ACP

Source: Field Survey (2025)

The regression analysis in Table 4.6c reveals that socioeconomic factors (SF), instructional quality and teaching methods (IQT), and student motivation and engagement (SME) all have significant positive effects on students' academic performance (ACP) in the Faculty of Management Sciences. SF ($B = .205$, $p = .004$) has the strongest standardized impact ($\beta = .224$), followed by IQT ($B = .197$, $\beta = .196$, $p = .020$) and SME ($B = .198$, $\beta = .183$, $p = .032$). The model's constant ($B = 1.649$, $p < .001$) is significant, indicating a positive baseline performance. Low VIF values (≤ 1.704) and acceptable tolerance scores ($\geq .587$) confirm no multicollinearity issues. These results suggest that improvements in socioeconomic conditions, instructional quality, and student motivation significantly enhance academic performance.

Hypothesis 1

H₀₁: Socioeconomic factors do not significantly affect students' academic performance in universities.

The regression results in Table 4.6c show that socioeconomic factors (SF) have a positive and significant effect on academic performance ($B = .205$, $p = .004$). Since the p-value

(.004) is less than the significance level (0.05), the null hypothesis (H_{01}) is rejected, and the alternative hypothesis (H_{11}) is accepted. This indicates that socioeconomic factors significantly influence students' academic performance in universities.

Hypothesis 2

H₀₂: Instructional quality and teaching methods do not significantly impact the academic performance of university students.

According to Table 4.6c, instructional quality and teaching methods (IQT) significantly influence academic performance ($B = .197$, $p = .020$). The p-value (.020) is below 0.05, leading to the rejection of the null hypothesis (H_{02}) and acceptance of the alternative hypothesis (H_{12}). This confirms that instructional quality and teaching methods have a significant positive impact on university students' academic performance.

Hypothesis 3

H₀₃: Student motivation and engagement do not significantly determine academic success. The regression analysis in Table 4.6c indicates that student motivation and engagement (SME) have a significant positive effect on academic performance ($B = .198$, $p = .032$). Since the p-value (.032) is less than 0.05, the null hypothesis (H_{03}) is rejected in favor of the alternative hypothesis (H_{13}). This suggests that student motivation and engagement play a significant role in determining academic success.

4.6 Discussion of Findings

The findings indicate that socioeconomic factors have a significant positive effect on academic performance ($B = .205$, $p = .004$), meaning that students from more favorable

socioeconomic backgrounds tend to achieve better academic results. This is consistent with previous research that emphasizes the strong link between family background and academic success. For instance, studies by Caro et al. (2009) and Hossain et al. (2022) have demonstrated that higher parental education, better family income, and overall social standing contribute positively to a student's learning environment and motivation. Furthermore, the work of Sirin (2005) and Hauser (1994) suggests that key indicators such as parental education and occupational prestige are critical in shaping educational outcomes. These evidences support the current study's findings and underscore the importance of addressing socioeconomic disparities to improve academic performance, reinforcing the argument that socioeconomic status is not merely a background characteristic but a pivotal influence on educational achievement.

The regression analysis ($B = .197$, $p = .020$) confirms that instructional quality and teaching methods significantly impact academic performance. This result aligns with the academic literature that emphasizes the importance of effective teaching in higher education. For example, Elliot and Shin (2018) stress that student satisfaction and retention are closely tied to the quality of instruction, while Mathooko and Ogutu (2015) highlight how teaching excellence influences enrollment decisions. Moreover, research by Ayeni (2011) and Zeb (2004) suggests that the alignment of teaching methods—whether teacher-centered, student-centered, or a hybrid approach—with students' learning needs enhances understanding and retention of course material. This finding is also supported by the works of Jacoby (1978) and McDaniel, Friedman, and Bourne

(1978), who argue that interactive teaching methods promote better recall and engagement. Overall, the significant relationship observed in this study reinforces the need for continuous improvement in instructional practices, echoing the literature's call for pedagogical strategies that foster active learning and deeper cognitive engagement.

The study reveals that student motivation and engagement exert a significant positive effect on academic performance ($B = .198, p = .032$). This finding resonates with a substantial body of research that links motivation directly to academic success. Theoretical frameworks such as the Motivation Systems Theory and the Theory of Performance (Elger, 2007) emphasize that intrinsic motivation, self-efficacy, and the degree of student engagement are critical determinants of effective learning. Empirical evidence by Kuh et al. (2006) and Schaufeli et al. (2002) further supports the notion that active student participation in both academic and extracurricular activities can lead to higher grades and overall academic achievement. Additionally, studies by Klem and Connell (2004) have found that students who exhibit high levels of engagement are more likely to attend classes regularly and perform better academically. These findings highlight the importance of creating a supportive educational environment where student autonomy, interactive learning, and motivational strategies are prioritized to enhance academic outcomes.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a concise summary of the findings obtained from the analysis of the data. The chapter is structured as follows; the summary of findings, the conclusion of the study, the recommendation of the study, the contribution to knowledge and the researcher's suggestions for further research

5.2 Summary of findings

The study focused on the factors that determine the academic performance of students in the Faculty of Management Sciences, University of Benin. To guide the study 3 research questions were raised and 3 hypotheses were generated. The study population comprised of students in the Faculty of Management Sciences of the University of Benin, of which a sample of 100 respondents were conveniently selected. A survey design was adopted which entailed the use of a structured questionnaire to obtain opinions of the respondents on the subject matter. A total of 100 copies of questionnaire were sent out and was duly retrieved and used for analysis.

The summary of the findings arrived at after due analysis indicated that:

1. Socioeconomic factors have a significant positive effect on academic performance
2. Instructional quality and teaching methods significantly impact academic performance
3. Student motivation and engagement exert a significant positive effect on academic performance

4. rmance.

5.3 Contribution to knowledge

This study adds a valuable contribution to the in depth understanding of factors that determine the academic performance of students. It provides a background in understanding the nature of factors that determine academic performance which is needed for tailoring interventions that could help in boosting the academic performance of students. It contributes significantly to existing literature by highlighting the importance of socioeconomic factors, instructional quality and teaching methods and student motivation and engagement in determining the academic outcome.and success of students. The findings offer practical implications to foster the need to consider these factors when evaluating students performance.

5.4 Conclusions

Based on the findings of the study, the researcher concludes that socioeconomic factors such as parent education, instructional quality and teaching methods, motivation and student engagement play a significant role in determining how students perform academically as it affects them psychologically, educationally and even in the learning and monetary aspects of their student life. Tertiary institutions overtime have failed to understand that even in the aspect of their teaching methods and the quality of instructions they give out goes a long way in influencing the academic outcomes of their students.

5.5 Recommendations

Based on the findings of this study the following recommendations are made:

5. Universities and schools should invest in setting up training and programs for the instructors that would help in improving the quality of instructions they give to their students.

6. Universities and even the instructors should focus on making the learning environment conducive for the students which could in turn help in motivating them to be engaged academically.
7. Instructors/lecturers should come up with new teaching methods and strategies to foster student motivation and engagement
8. Employed students should ensure they are able to balance both work and academics.
9. Parents should try their best in providing the necessary things their children needs, mainly in the aspect of finances.
10. Lecturers and instructors should try as much as possible to ensure that they provide clear explanation of courses using real-world examples.

5.6 Suggestions for Further Research

Given the impracticability of exhausting all the factors that determine student academic performance, it is suggested that further studies be carried out to cover some other intricate and important factors not mentioned in this scope of work. Firstly, further research should explore other various factors the determine academic performance and also explore more socioeconomic factors apart from the ones mentioned in this study. Also, further studies could undertake longitudinal studies to investigate the long-term effect of these factors on the well-being and success of the students. Study how study react and adjust to these factors.

Given the limited scope of the study in terms of geographical location and sample size, further studies could expand their research scope by conducting cross-faculty studies that deals with factors that determine student academic performance in other faculties in the University of Benin. This can provide an insight on the kind of factors that influence

academic performance in other fields of study. Again other studies should focus on a larger number of students so as to come to a concrete conclusion. Lastly, further studies should explore the effectiveness of certain teaching that could facilitate proper learning and understanding of courses.

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