Factors Affecting Academic Performance among Federal University of Agriculture Students' in Ogun State Nigeria

Abiona, B. G.[1], Fakoya, E.O.[2], and Adeogun, S.O.[1]
1.Department of Agricultural Administration
2.Department of Agricultural Extension and Rural Development
Federal University of Agriculture Abeokuta, P. M. B. 2240, Ogun State, Nigeria
E-maildolace6ng@yahoo.com

Abstract

The study assesses affecting factors academic performance in Federal University of Agriculture, Abeokuta.A simple random technique was used to select the respondents from each college. Questionnaire was used to elicit information from 120 respondents. The results show that more than half 57.5% of the students were male while less than half (42.5) were female. It was also observed that less than half (42.5%) of the respondents falls between the age range of 20-24years, while 20.7% falls between the range of 25-29years. Also, 77.5% of the students stay off the campus and 54.2% reside within the school premises.It was observed that majority (85.0%) of the respondents have access to internet device and 55.8% access the internet through their mobile phone while 36.7% uses computer. Furthermore, majority (85.8%) of the students have social site account in which 44.2% were Facebook user, 7.5% of the students used Yahoo messenger, 2go, Twitter and 27.2% uses all these account. Also, it was also observed that about 50.0% spends 4-6hours of their day browsing. Almost 60.0% perceive attendance as actionthat enhances good academic performance. The results also show factors such as environment 53.3%, romantic or sex relationship 65.8%, social network sites33.3%had major effects on students' academic performance.Significant relationship was found between social factors(r = -0.329, p = 0.000) and academic performance. The study concluded that student waste their precious time attending social events and social network sites. It was recommended that students should cultivate the habit of study always instead of spreading their precious tome attending social sites and events.
Keywords: Social factors, academic performance and students

Introduction

Nigeria students are exposed to several problems which make it difficult for them to attain good performances and capable of bringing about sustainable development to their future. Apart from the federal government inadequate funding in education, low quality and high cost of schooling, there are many problems encountered by universities students and these problems pose negative implication on their academic performance. The effects of these problems on the academic performance of students have negative outcome on the education standard in Nigeria. (Laura, 2010).

Different problems posed threat to student's academic performance. Problems such as time management, social activities, academic dishonesty, financial problem, sleep donations, emotional problems, involvement in part time job, can affect students' academic performance. Many studied have identified study habit, student's self-concept, lecturers qualification, lecturing method, school environment and government factors influencing student's academic performance (Edward,2002; Zsolnai,2002; Gonzalez, Pienda, et al,2002; Aremu and Sokan 2003; Aremu and Oluwole 2001; Aiskhia 2010). However, the influence of family type (monogamy, polygamy and single parenthood) on students' academic performance has been revealed by Akomolafe, Jude and Olorunfemi, Abiola (2011).

These problems can be classified into two categories or factors, which are social factors and stress factors. Problems encountered by students on their academic performance are as a result of social and stress factors.University life can be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical development for both the late adolescents and young adult (Chickering, 1969). Social factors such as social network, organization and club, sport activities, student cults, and dominant relationships have been found to have effects on students' performance. These social factors affect students' performance in term of time demanded and psychological state they may cause. Despite effect of social factors, students still strives to strike balance between the stressful academic attainment and social activities.

A student may be influenced to be involved in any of the social activity, social influence occur when student thoughts, feelings or actions are affected by other people. It may take many forms and can be seen in conforming, peer pressure, leadership and persuasion (Kelman, 1958).Conforming is a type of social influence involving a change in belief or behavior in order to fit in a group. It is the most common and persuasive form of social influence (Frager, R 1970).In case of peer pressure, student is convince to do something which they might not want to do, but which they perceived necessary to keep a positive relationship with their friends or which they do to avoid harmful or threaten act by their friends or other people. Based on this backgroundthe specific

objectives of this study are to:

1. describethe personal characteristics of the students

 2. identify social factor that affect student's academic performance.

3. identify type of stress that affect students' academic performance

4. determine how stress affect students' performance in the study area.

MATERIALS AND METHOD

Federal University of Agriculture Abeokuta (FUNAAB) is one of the third generation Universities in Nigeria which aim to imbibe agricultural knowledge and skills, to improve agricultural sector in the country. It was established on January 1, 1988 in Ogun state by the Federal Government when four universities of technology earlier merged in 1984 were demerged. The demerged led to the creation of the first two Universities of Agriculture in Abeokuta and Markurdi.

Multi-stage and simple random sampling techniques were used for the study. The first stage was the selection of colleges in the university. The second stage was selection of 2 departments from each college and the final stage involved selection of 10 students from each department. This gave a total of 120 students. Primary data for the study were collected using questionnaire. Variables were subjected to face validity. A realibitycoeffeicent (r) of 0,78was obtained, usind test retest method. Analyses of data involved descriptive tools such as frequency counts and percentages scores.

RESULT AND DISSCUSSIONS

Personal Characteristics of Respondents

It was discovered that majority (57.5%) of the respondents were male while less than half (42.5) were female. It was also observed that less than half (40%) of the respondents falls between the age range of 20-24years, while 20.8% falls between the range of 25-29years.

Table 1: Distribution of Respondents by their Personal Characteristics

Variables	Frequency	Percentage	Mean	SD
Sex				
Male	69	57.5		
Female	51	42.5		
Age (years)				
Less than 20	23	19.2		
20-24	48	40.0	21.16(years)	1.096
25-29	25	20.8		
Above 29	9	7.5		
Students Level				
300	9	7.5		
400	9	7.5		
500	93	77.5		
FNG	9	7.5		

Source: Field survey, 2012

Distribution of Respondents by their Social Factors

Table 3a shows that majority (51.7%) of the respondent's lives in town while 48.3% were from the city. Also, the larger percentages (65.8) were from monogamy family and 79.2% of respondents have intact family structure while 50% of their mothers possess tertiary education and 38% with secondary education while 55.8% of the respondent father has tertiary educational background.

It was discovered that majority (53.3%) of the students agreed that the environment they come from have effect on their academic performance and 31.7% disagreed with this statement. Also 35.8% of the respondents agreed that their family type and structure also affect their performance with 32.5% & 30.8% of the respondents respectively agreed and strongly agreed with this. Also 49.2% of them did not agree that their parent education has any effect on their academic performance while 43.3% of the respondents concur to this.

According to Ichado (1998) which concluded that environment in which students come from can greatly influence their academic performance. Base on this, home environment and family structure has also been recognized having a lot of influence on the academic performance of the students (Nzewuvawah 1995; Ajala and Olutola 2000)

Table 2a Distribution of respondents by their family structure and environment

Variables	Frequency	Percentage
Environment		
Town	62	51.7
City	58	48.3
Family Type		
Polygamy	41	34.2
Monogamy	79	65.8
Family Structure		
Intact	95	79.2
Broken	25	20.8
Mother Education		
No Formal Education	14	11.7
Secondary	46	38.3
Tertiary	60	50.0
Father Education		
No Formal Education	14	11.7
Secondary	39	32.5
Tertiary	67	55.8
Environment Effect on Academic Performance		
Strongly Agree	9	7.5
Agree	64	53.3
Not Agree	38	3.7
Effect of Family Structure		
Strongly Agree	37	30.8
Agree	43	35.8
Not Agree	39	32.5
Effect of Parent Education		
Strongly Agree	9	7.5
Agree	52	43.3
Not Agree	59	49.2

Source: Field survey, 2012

From table 2b, it was deduced that 65.8% of the respondent has a romantic relationship and every one of them (65.8%) were devoted to it while larger percentage (59.2%) has their partner to be a student of FUNAAB and about (44.2%) of them spent more than 6hours of per day with their partner while 20.8% spent 3-5hours per day with theirs. This is supported by Paul and White (1990) who observed that being in intimate relationship involve commitment and its time consuming and concluded that having sex or romantic life take away valuable time that students spends on study or attend lectures. This factor could attribute be attributed to low GPAs of most students

Table 2b   Distribution of Respondents by their Romantic Relationships and Emotion

Variables	Frequency	Percentage
Romantic Relationship		
Yes	79	65.8
No	32	27.6
Is your Partner a Student of this University		
Yes	71	59.2
No	31	25.8
If yes how often		
3.5 hours/day	25	20.8
5.6 hours/day	16	13.3
More than 6 hours/day	53	144.2

Source: Field survey, 2012

It was also observed (Table 3c) that majority (65.8%) of the respondents were not member of any organization or club in the school while 26.7% agreed to be a member which are active in the organization or club and the lower percentage (7.5%) attends almost all the organization or club events while 50.8% does not attend at all. About (27.5%) of respondents attend the organization events on religion purpose and 26.7% perceived the organization event been beneficial and 15.0% agreed that being a member has on effect on their academic performance. Also

35.8% of respondents agreed that participation in the organization event could affect their academic performance while 35.8% disagree with this position.Only5.8% strongly agreed with this statement.

Table 2c   Distribution of Respondents by their Involvement in Club and Organization

Variables	Frequency	Percentage
Member of any Club/Organization		
Yes	32	26.7
No	79	65.8
Active Member		
Yes	32	26.7
No	79	65.8
How Often do you Attend		
Amount all event	9	7.5
Not usually	23	19.2
Not at all	61	50.8
Purpose of Attending		
Academic	16	13.3
Social	7	5.8
Religion	33	27.5
Description of the Event		
Beneficial	32	26.7
Non-beneficial	24	20.0
Effect of Being a Member		
Agreed	18	15.0
Not Agree	52	43.3
Effect of Participation on Academic Performance		
Strongly Agree	7	5.8
Agree	42	35.8
Not Agree	43	35.8

Source: Field survey, 2012

It was also discovered that 56.7% of the respondents does not take alcohol and only 20.8% take it on social basis while 15.0% and 13.0% take it occasionally and frequently respectively (table 3d). Also, 7.5% of the respondents exhibit the habit of smoking frequently and occasionally while larger percent(71.7%) does not smoke. In addition 13.3% agreed that their reason for drinking and smoking is due to their family background and parents' behaviour.Less than half (28.3%) concluded that boldness and social recognition was one of the benefits derived from smoking and drinking while 13.3% concluded that it make them feel less intimidated. Also, 28.3% and 15.0% of the respondents strongly agreed that drinking and smoking respectively posed threat on their academic performance while 21.7% and 20.0% agreed and disagreed respectively with this.

Table 2d   Distribution of Respondents by their Consumption of Alcohol and Smoking

Variables	Frequency	Percentage
Do you Drink		
Yes	34	28.3
No	68	56.7
How often do you Drink		
Frequently	16	13.3
Social	25	20.8
Occasionally	18	15.0
Do you Smoke		
Yes	9	7.5
No	86	71.7
How often do you Smoke		
Frequently	9	7.5
Social	9	7.5
Occasionally	7	5.8
Reason for Smoking and Drinking		
Family	16	13.3
Social affliction	9	7.5
Perceived norms	9	7.5
Derived Benefit		
Less intimidation	16	13.3
Boldness/social recognition	34	28.3
Effect of Smoking on Academic Performance		
Strongly Agree	34	28.3
Agree	26	21.7
Effect of Smoking on Academic Performance		
Strongly Agree	18	15.0
Agree	9	7.5
Not Agree	24	20.0
Assimilation after Smoking or Drinking		
Strongly Agree	9	7.5
Agree	42	35.0

Source: Field survey, 2012

In table 3e, it was observed that majority (85.0%) of the respondents has internet access devices and 55.8% access the internet through their mobile phone device while 36.7% uses computer. Majority(85.8%) of the respondents have social site account in which 44.2% were on Facebook users, 7.5% of the students used Yahoo messenger, 2go, Twitter and 27.2% uses all these account but 6.7% uses only Facebook, Yahoo messenger and Twitter. Less than half 27.5% and 43.3% used these social accounts for the purpose of chatting and meeting people respectively. It was also observed that 50.0% spends 4-6hours of their day browsing while 20.8% were always online all through the day. Also 33.3% agreed that social site could have effect on their academic performance while 15.0% strongly agreed with this statement.

Table 2e   Distribution of Respondents by their Involvement in Social Networking

Variables	Frequency	Percentage
Browsing Device		
Yes	111	92.5
No	9	7.5
ways of Access		
Phones/mobile	76	63.3
Laptop/desktop	44	36.7
Do you have Social Site Account		
Yes	111	93.3
No	8	6.7
Site Account		
1. Facebook	53	44.2
2. Yahoo messenger	9	7.5
3. 2go	9	7.5
4. Twitter	9	7.5
5. All	32	27.2
1,2,4	8	6.7
Purpose of Social Site Account		
Chatting	33	27.5
Meeting people	53	43.3
Flirting	18	15.0
Relationship	16	13.3
How often do you Log on		
Less than 2 hours/day	17	14.2
2-3 hours/day	18	15.8
4-6 hours/day	60	50.0
Always online	25	20.8
Social Network affect Academic Performance		
Strongly Agree	18	15.0
Agree	40	33.3
Not Agree	62	51.7

Field survey, 2012

Distribution of Respondents by their Stress Factors

It was also observed (Table 4b) that almost (77.5%) all the respondents sleep fewer hours during examination and 65.8% submitted that they did not use caffeine to encourage their body during examination while 11.7% agreed that they take caffeine every night and 35.0% agreed that taken caffeine does not affect their body. 59.2%of the respondents strongly agreed that caffeine pose threat on their academic performance and 40.8% also agreed with this. Also, 20.8% strongly agreed that pulling all night pose effect their academic performance, and 20% of the respondents also agreed with this above mentioned statement.

Table 3a   Distribution of Respondents by their Attendance of Lectures

Variables	Frequency	Percentage
Attendance by Lecturer		
Frequently	75	62.5
Occasionally	18	15.0
Not at all	9	7.5
Course Attendance		
Frequently	77	64.2
Occasionally	27	22.5
Not at all	16	13.3
Attendance as Requirement to Pass a Course		
Yes	35	29.2
No	69	57.5
Others	16	13.3
Perception about Attendance		
Serve or motivation	72	60.0
Serve as disturbance	7	5.8
Serve as an early way for student	16	13.3
Serve as a way to threaten and enhance	9	7.5
Others	7	5.8
I and III	9	7.5
Perception on the effect of Attendance		
Missing Attendance affect Academic Performance		
Strongly Agree	16	13.3
Agree	40	33.3
Not Agree	64	53.3
Enhance Good Academic Performance		
Strongly Agree	16	13.3
Agree	64	53.3
Not Agree	24	20.0

Source: Field survey, 2012

It was shown in table xx that majority (73.3%) of the respondents participate in sport activity and almost all (94.2%) were not part of school team. More than half 71.7% of the respondent agreed that there are no criteria for being a member of school sport team but may be because there is no back up for academic activity prior participation in sport activity and 34.2% of the respondents agreed to this fact.

It was also observed that 30.8% and 30.0% of the students exercise their body daily and weekly respectively, and 28.3% exercise 3- 4 hour per week.

Table 3b   Distribution of Respondents by the Time Spent on Sleeping and Pulling "All- Nighters"

Variables	Frequency	Percentage
Pulling "ALL- NIGATERS" and Too much Caffeine		
How often do you Sleep during upcoming Examination		
Fewer hours	93	77.5
7-8 hours	9	7.5
9 hours or more	18	15.0
Encourage of Body by Caffeine		
Yes	32	26.7
No	88	88.3
How often do you take Caffeine		
Every night of study		
Every three days of night of study	14	11.7
Not at all	8	15.0
	9	7.5
Does Caffeine Encourage your Body All Night or Fewer Hours		
Yes	23	19.2
No	88	73.3
Does Caffeine affects your Academic Performance		
Strongly Agree	71	59.2
Agree	49	40.8
All- Nighter affect Academic Performance		
Strongly Agree	25	20.8
Agree	24	20.0
Not Agree	9	7.5

Source: Field survey, 2012

It was observed from table xx that majority (77.5%) of the respondents stays off the campus and 54.2% does because off campus hostel is conducive and 38.3%does because it is cheap. 21.7% and 19.2% of the respondent refer hostel fees to be cheap and normal respectively while 20.0% and 26.7% of the respondent rates off campus hostel fee to be normal and high respectively.

Thirty three point three percent of the respondents agreed that staying off campus affects academic performance and 15.0% strongly agreed to this statement while 27.5% agreed that staying in school hostel also affect their academic performance.

www.iiste.org

Table 3c Distribution of Respondents by their Participation in Exercise and Sport Activities

Variables	Frequency	Percentage
Participation in Sport Activity		
Yes		
No	25	20.8
	88	73.3
Member of School Team		
Yes	7	5.8
No	113	94.2
Any Criterion (GP) for Participation		
Yes		
No	16	13.3
	104	86.7
Any Backup for Academic Activity		
Yes		
No	16	13.3
	104	86.7
How often do you Exercise		
Daily	36	30.0
Weekly	37	30.8
Occasionally	29	24.2
How often do you Exercise		
3-4 hours/day	34	28.3
5-7hours/week	17	14.2
7 hours and above	7	5.8

Source: Field survey, 2012

Table 3d Distribution of Respondents by their Environment (Hostel and Accommodation)

Variables	Frequency	Percentage
Where do you Stay		
School hostel	**9**	**7.5**
Off campus	**103**	**77.5**
Both	**9**	**7.5**
Why do you stay in the school Hotel		
Cheap		
Conducive	**9**	**7.5**
No transport stress	**9**	**7.5**
	102	**105**
Why do you stay Off Campus		
Cheap	**46**	**38.3**
Conducive	**65**	**54.2**
No transport stress	**9**	**7.5**
How can you rate the School Hotel fees		
Cheap		
High	**26**	**30.8**
Very high	**18**	**21.7**
Normal	**16**	**15.0**
	23	**13.3**
How can you rate the Off Campus Accommodation fees		
High	**24**	**20.0**
Very high	**18**	**15.0**
Normal	**32**	**26.7**
Effect of Accommodation on academic Performance		
Living off campus		
Strongly Agree	**18**	**15.0**
Agree	**40**	**33.3**
Not Agree	**16**	**13.3**

Source: Field survey, 2012

Distribution of Respondents by their Academic Performance

Table 5 below shows the distribution of respondents by their academic performance in last two semesters which is measure through internal scale of grade point average (GPA). Students that performed above 4.0 have highest percentage (39.2%), 38.3% of the student's falls in between 2.0-3.0 grade point. Also it was observed that (39.2%) of the students acquires above 4.0 in their last semester examination while (28.3%) had 3.0-4.0 grade point. therefore, it was discovered that the percentage of the students performing at minimum was constant during the last two semesters while the percentage of students that falls between 3.0-4.0 grade point increases compares to the last semester of the previous session. (i.e. from 15.0% to 28.3%) .

Table 4: Distribution of Respondents by their Academic Performance

Last GPA				
Less than 2.0	9	7.5		
2.0-3.0	46	38.3	2.85	1.05
3.0-4.0	18	15.0		
Above 4.0	47	39.2		
Current GPA				
less than 2.0	9	7.5		
2.0-3.0	30	25.0	2.99	0.97
3.0-40	34	28.3		
Above 4.0	47	39.2		

Source: Field survey, 2012

Pearson's product moment correlation result showing the social factors against the academic performance of the respondents

Using Pearson's product moment correlation result showing the social factor against the academic performance of the respondents, it was discovered that social factors has significant difference with academic performance of the students. This implies that if the students are involved more in social activities it will affect their academic performance

Table 5: Pearson's Product Moment Correlation Result Showing the Social Factor against the Academic Performance of the Respondents

Variables	r	p	Decision
Social factors VS Academic performance	-0.329	0.000	S

Field survey, 2012

Note: S = Significant at 0.05 level.

REFERENCE

Aremu, S. and Oluwole, D.A. (2001). Gender and Birth order as prediction of Normal pupils Anxiety pattern in examination Ibadan journal of Educational Studies 1(1)

Aremu, A. O., (2003). Assessing the effectiveness of primary school teachers in a multi-crises ridden educational system: Some psycho-educational implication. Sokoto educational Review, 6(1), 89-98

Edward Harris (2002). Workshop, Marketplace and Household. The Nature of Technical specialization in classical Athens and its influence on economy and society. In Money Labour an Land; appropriate to the Economics of Acient Greece Cart ledge, Paul, Cohen, Edward E.& Foxhall, Lin London; Rutledge 67-99

Kelman, H (1958): Compliance, Identifications and Internalization: three processes of attitude change. Journal of conflict resolution 1, 51-60

Luszlo, Z. and Wojciech, W.Gasparsh (2002). Ethics and the Future of capitalism. Transaction Publisher, New Brunswick USA

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar