Factors Influencing Students' Success in Academic Performance in Technical Education in Tanzania: Experience from Tanzania Public Service College-Mbeya Campus

Dr. Joseph S. Mbwillo

Abstract

This study assessed the factors influencing students' success in academic performance in technical education in Tanzania using the experience from TPSC Mbeya campus. This study adopted a survey research design to find out the factors influencing student's success in academic performance. The study used quantitative approach whereby the primary data were collected through the use of interviews and questionnaires and secondary data were collected through a critical review of documentary information related to the study. The study found out that among the four broad groups of the factors analyzed, it was revealed that learning facilities, resources and students related factors influenced students' success in academic performance. The study recommends the improvement of learning facilities and resources, especially the library and the need to ensure there are enough student hostels. Emphasis on the attendance of students in lectures as well as completing their assignments and submitting them on time to their lecturers, and linking what students learn in class and their future development are also recommended.

Keywords: Students success,' Academic performance, Technical education, Learning facilities and resources, Students' related factors.

1.0 Introduction

This study investigated the factors influencing students' success in academic performance in technical education in Tanzania, using the experience from Tanzania Public Service College at Mbeya campus. For the students to succeed in their studies or to excel in their academic performance need to make sure that all the requirements are easily accessed and if these requirements are not available can affect their academic performance hence poor performance. Student's academic performance is being contributed by different factors ranging from the learning facilities as well as the roles played by their teachers and students' effort towards their studies and the like. It is argued that many studies which were conducted on that matter aimed at assessing the factors which influenced students' academic performance, analyzed the roles played by different factors influencing students' success in their academic performance in different fields of study and different levels. The factors

analyzed were; economic status of the parents, proper guidance from the parents and teachers, learning facilities, as well as the academic background of the parents (Narad and Abdullah 2016, Farooq,Chandhry & Shafiq, 2011). Other factors analyzed were; school-related factors, students related factors, environmental factors, and socio-economic factors, (Mushtaq & Khan, 2012, Sibanda, Gervas & Olumide, 2015, Mbogo, 2015, Al-shammari, Saguban & Althuban, 2017, Altun, 2017). Most of these studies were conducted in America, Europe and the Far East and very few in Africa, particularly in Tanzania, and the major focus was on universities but not on technical education colleges.

Technical education in this context is defined as the education and training undertaken by students to equip them to play roles requiring higher levels of skills, knowledge and understanding and in which they take responsibility for their areas of specialization. This covers all tertiary education and training institutions other than universities and their affiliated colleges, delivering courses for technician and semi-professional levels leading to awards of certificates, diplomas, degrees and other related awards (NACTE 1997).

Student's success in academic studies is a cornerstone for any student at all levels of education from primary to college or university level. Similarly, students' performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Ali, Nordhidayah, Jussof, Kamanzama & Syukriah, 2009). It is also argued that academic performance is the knowledge obtained by the students in their studies and is assessed by marks given by the lecturers or teachers. It is also agreed by many scholars and researchers that student's success in colleges and universities is measured through continuous or formative assessment (tests, presentations, assignments and the like) and end of semester examinations. There is also the computation of Grade Point Average (GPA) to get the overall performance of the students in each semester and at the end of the programme (Noble, William & Sawyer, 2006).

Despite the broader theoretical supportive and disputed arguments on factors influencing student's success in academic performance in general terms, there is a shred of limited evidence on how these factors influenced student's success in academic performance in technical education in Tanzania. In this regard and by taking into account that most of the studies were conducted in western countries and very little is written about factors influencing students' academic performance in technical education, especially in the southern

highlands in Tanzania. Therefore, this study attempts to assess the factors influencing students' academic performance in technical education in Tanzania by using the experience from Tanzania Public Service College, Mbeya campus. This study concentrated on one specific objective which was to find the factors influencing students' success in their academic performance at TPSC Mbeya. Through this specific objective, the researcher assessed learning facilities and resources, Students' related factors, Lecturers' related factors, and Socio-economic related factors.

Based on these areas of assessment, the researcher came up with a genuine conclusion and impactful way forward.

2.0 Literature review

2.1. Academic performance

Different scholars defined the meaning of academic performance by taking into account that it is associated with the process and output of the learning process. Pizarro (1985) argues that, academic performance is a measure or result of what a student has learned as a result of a process of education or training. Similarly, Caballero (2007) posited that for academic performance to take place it means that the learning objectives have been achieved. Martinez (2007) noted that academic performance is the output given through marks or grades after students sit for a test or examination or the like. This study, therefore, adopts the definition given by Pizzaro (1985). Pizzaro's main argument states that, for academic performance to be achieved it means the students should achieve the learning objectives and acquiring the competencies needed.

2.2. Students' success

Students' success is defined differently by different scholars. Academic success is defined as a combination of academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance (Kuh, Kuzie, Buckley, Bridges & Hayek, 2006). Also, student success has been defined as academic performance such as grades and continuous assessment such as persistence and retention (Bloemer, Day, & Swan, 2017; Connolly, Flynn, Jemmott, & Oestreicher, 2017). It is argued that a student's success in academic performance is being affected by several factors such as learning facilities and resources, students related factors, lecturer's related factors and socio-economic related factors., therefore you cannot talk about students' success by taking into account the

137

activities which are done in classroom environment only, there are other factors outside the classroom environment which affect students' academic performance. Students' success is also defined as the attainment of knowledge, skills and attributes that will prepare and nurture individuals to become productive, engaged citizens in a democratic society. It is also seen as an action whereby a student passed all courses or subjects in the examinations. In this study, the definition provided by Kuh *et al* (2006) defines student success by taking into consideration several factors such as educational success, commitment to educationally purposeful activities, contentment, attainment of desired knowledge, skills and competencies, achievement of educational outcomes and post-college performance will be adopted. From this definition it is shown that for the student to have success in the studies, the desired knowledge must be obtained, it is not the issue of getting good grades only, you need to translate what you have learned in class into practice. Therefore, it should be born in mind that, satisfaction in what one have learnt and attained as well as acquired necessary competencies is equally important.

2.3. Students' success and academic performance

Several research studies identified several factors that influenced students' success in academic performance. Some of these factors were categorized as internal and external (Mushtaqi & Khan, 2012). These two scholars argued that the internal factors were such as classroom size, test results, learning resources and facilities, the environment of the class, the accomplishment of the assignment, the complexity of the course materials, teacher's roles in the class, technology used and the like. And the external factors were identified as extra-curricular activities, family problems, work and financial and socio-economic factors. There were other studies also analyzed different factors which influence students' success in academic performance, and the factors identified includes; parents' education, family income, self-motivation, age of the students, learning preferences, and class attendance (Sulemana, Ngah & Majid, 2014). Sulemana *et al.,* (2014) argues that the above mentioned factors influenced positively the students' academic performance.

Crosnoe, Johnson and Elders (2002) noted that student's factors, family factors, school factors and peer factors also had an impact on influencing students' academic performance. Similarly, Ballantine (1993) argues that students' academic performance is influenced by socio-economic status, parents' education level, parent's profession, language and income. Conversely, other scholars identified other factors which led to academic success and these

138

were such as achievement (Ackerman & Heggestad, 1997), personality traits (Trappman, Hell & Schuler, 2007) and economic status (McKenzie & Schweitzer, 2001.

Eze and Inegbedion (2015) identified academic preparation, pressure from performance expectations and workload issues, student-teacher relationship, study skills and group work as the factors influencing the students' academic performance. On the other hand, the study conducted by Bavani & Sanjivee (2015) in Malaysia, concluded that the academic performance of the students is being influenced mostly by teaching methods, other factors play insignificant roles. It is argued that teaching methods play a central in the teaching and learning process and other factors have a very minimal role. Another study conducted at Uganda Christian University by Martha (2009) concluded that, the academic performance of the students was affected by parents' social status, economic factors and former school background. But Ali *et al.,* (2009) shows in their study that the academic performance of the students was affected positively by the four broad categories of demographic, active listening, students attendance in class and students' involvement in extra-curricular activities. In assessing the factors influencing students' success in academic performance at the university, another scholar Mohamed (2018) also identified four broad categories of the factors influencing students' success in academic performance. In his study, he noted the studying technique, home-related factors, commitment to the study and physical learning resources.

The empirical evidence on the factors influencing students' success in academic performance indicated that there are different factors that affect the students' academic performance. Other scholars categorized them as internal and external (Mushtaqi & Khan, 2012). Others categorized them as school-related factors, students related factors, environmental factors and socio-economic factors, (2012, Sibanda *et al*., 2015, Mbogo, 2015, Al-shammari *et al.,* 2017, Altun, 2017). Similarly, there are other researchers who identified the factors such as achievement (Ackerman & Heggestad, 1997), personality traits (Trappman, Hell & Schuler, 2007) and economic status (McKenzie & Schweitzer, 2001). It is well argued that student's success on academic performance is being influenced by different factors, whether they are internal or external; students or teacher-related factors; learning facilities and resources; or socio-economic related factors.

2.4. Theoretical Framework

In assessing factors influencing student's success in academic performance different scholars used different theories to suit their purpose and situations. Moloko and Mhlauli (2014) in

their study which was conducted in Botswana applied critical theory to assess the academic performance of students in Junior secondary school. This theory emphasized that students who are in a poor situation with poor academic performance should be guided to get away from this situation. Similarly, Sibanda *et al.,* (2015), used the goal theory in their study which was conducted in South Africa, and this theory posited that students tend to perform better if they are aware of the factors which affect their academic performance. On the other hand, Boa (2014) used the social constructivism theory in his study of assessing the determinants of high academic performance of secondary schools in Tanzania, this theory propounded that students learning and thinking are being influenced and affected by social and cultural context.

This study is guided by two theories which are Welberg's theory of academic achievement and goal theory. These two theories explain the factors which can influence the student's success in academic performance. Welberg's theory of achievement is based on the psychological characteristics of individual students and the instant features of individual students and their immediate psychological environment influence, educational outcomes and its reflections on cognitive, behavioral and attitudinal (Reynolds & Welberg, 1992). This theory assumes that the achievement of students in academic performance is being influenced by different factors such as cognitive, behavioral and attitudinal. This means that students' academic performance is being affected also by students' behaviors and actions.

Similarly, this study is laying its foundation to the goal theory which was proposed by Edwin Locke (1960) and states that people are motivated when they have goals. Therefore it is argued that goals of learning are thought to be the key factors influencing the level of students' inherent motivation. Students tend to perform better if their performance is being linked with their future success, to have a better life in future or in general to have a better life and the like. This theory also suggests that students tend to perform better if they are aware of different factors which affect their performance, for instance, learning facilities and resources, students' related factors, teachers' related factors or socio-economic factors. By knowing these factors they can find strategies on how to improve their academic performance especially if they had a negative impact on their performance.

These two theories are found to be appropriate for this study because they envisaged that students' academic performance depends on different factors whereby some of them are student-centered, lecturer-centered, others related to leaning facilities and resources as well as

140

socio-economic background. Therefore, students' success in academic performance can be seen from different angles and also many actors are involved and can be affected by different factors.

1.0   Methodology

This study adopted a survey research design to assess the factors influencing students' success in academic performance at TPSC Mbeya campus. This study used quantitative approach to analyze the factors influencing students' success hence primary and secondary data were collected. The sample size for this study was 120 respondents who were selected from the general population of students of TPSC Mbeya campus. The stratified sampling procedure was used to select these 120 respondents from the population. First, the researcher divided the population of TPSC Mbeya into two strata, i.e. diploma and certificate students, then purposely selected the sample size of 120 respondents. The primary data for this study were collected through questionnaires, and secondary data were collected through a critical review of documentary information related to the study. The questionnaire was composed of 23 questions classified as learning facilities and resources, students related factors, lecturer's related factors and socio-economic factors. Each factor had subset of variables that were assigned the corresponding ratings by the respondents by using a 4 point Likert scale which requires the respondents to rank each factor from a range as follows 1=not influential, 2=slightly influential, 3=fairly influential and 4=very influential. The collected data were deduced into thematic themes to make it more meaningful and for easy interpretation and analysis. The primary data collected were coded and entered into SPSS version 16 for analysis. SPSS used in producing frequencies for easy interpretation and analysis of the data collected. Tables were used to present the analyzed data.

2.0 Results and Discussion

4.1 Characteristics of the respondents
This section presents the demographic data of 120 respondents who were selected for this study.

Table 1: Demographic Data of Respondents (N=120)

Variable	Values	Count	%

Gender	Male	50	41.7
	Female	70	58.3
Age	16-20 years	21	17.5
	20-30 years	98	99.2
	40-50 years	1	0.8
Marital status	Single	99	82.5
	Married	21	17.5
Course	Basic technician certificate	0	0
	Technician certificate	40	33.3
	Diploma	80	66.7

Source: Fieldwork 2021 (Researcher's computation using SPSS)

Table 1 shows the demographic profiles of the respondents, details include; gender, age, marital status and courses taken by the respondents. It was shown in this study that there were more females (58 per cent) than males (41.7 per cent). Regarding the age this was distributed into four groups, the first group comprised of those who have age of between 16-20 years, the second group aged between 20-30 years, the third group aged between 40-50 years and the fourth group aged above 50 years. The majority of respondents in this study were aged 20-30 years which is 98 (99.2 per cent) whereas 21 (17.5 per cent) had the age between 16-20 years and only one (0.8 per cent) had the age between 40 and 50 years, and no one had the age above 50 years. The marital status of the respondents was grouped into three categories: single (never married); married (those in legal marriage partnership or living together and last divorced. The findings show that the majority of respondents were single which is 99 (82.5 per cent), and only 21 (17.5 per cent) were married.

It was indicated in this study that, 40 (33.3 per cent) were certificate students while 80 (66.7 per cent) were diploma students. The researcher decided to use more diploma students than certificate students, because these students had spent more years at the college hence having more information and knowledge as far as the study is concerned and they could be able to analyze the factors affecting their academic performance accordingly.

4.2 Factors Influencing Student's Success in Academic Performance

The objective of this study was to find the factors influencing students' success in their academic performance at TPSC Mbeya Campus.

In analyzing factors that influence students' success in academic performance a total of 23 factors were categorized into four broad factors and presented to the respondents in a Likert type format.

Table 2: Ranking of Factors Influencing Student's Success in Academic Performance

	Not influential (%)	Slightly influential (%)	Fairly influential (%)	Very influential (%)	Ranking
Learning facilities and resources					
Quite and comfortable lecture rooms	-	4 (3.3)	26 (21.7)	90 (75)	1
Presence of hostels	-	9 (7.5)	32 (26.7)	79 (65.8)	3
Presence of library	-	3 (2.5)	35 (29.2)	82 (68.3)	2
Computer laboratories	4 (3.3)	20 (16.7)	60 (50)	36 (30)	17
Typing rooms	3 (2.5)	22 (18.3)	55 (45.8)	40 (33.3)	14
Playground	11 (9.2)	36 (30)	47 (39.2)	26 (21.7)	22
Space for private studies	14 (11.7)	23 (19.2)	48 (40)	35 (29.2)	18
Students related factors					
Regular attendance of lectures	1 (.8)	5 (4.2)	36 (30)	78 (65)	4
Regular attendance of seminar presentations	1 (.8)	3 (2.5)	48 (40)	68 (56.7)	8
Hard work, commitment and dedication	1 (.8)	10 (8.4)	43 (35.8)	66 (55)	9
Self-motivation to become successful in future	-	13 (10.8)	39 (32.5)	68 (56.7)	7
Self-confidence to make presentations in class	5 (4.2)	15 (12.5)	60 (50)	40 (33.3)	15
Assignments completion and submission	-	9 (7.5)	38 (31.7)	73 (60.8)	5
Having own resources e.g. text-books	3 (2.5)	15 (12.5)	71 (59.2)	31 (25.8)	19
Group discussion	3 (2.5)	9 (7.5)	37 (30.8)	71 (59.2)	6
Regular study	1 (.8)	22 (18.3)	58 (48.3)	39 (32.4)	16
Lecturer's related factors					
Motivated and competent lecturers	1 (.8)	11 (9.2)	43 (35.8)	65 (54.2)	10
Information if a class is cancelled	25 (20.8)	31 (25.8)	18 (15)	18 (15)	23
Lecturer and students' relationship	1 (.8)	13 (10.8)	49 (40)	57 (47.5)	13
The use of a participatory approach	3 (2.5)	34 (28.3)	54 (45)	29 (24.2)	20

143

Socio-economic related factors					
Lecturer-students' ratio	7 (5.8)	32 (26.7)	52 (43.3)	29 (24.2)	21
Parent/ guardians' monitoring on student progress	5 (4.2)	15 (12.5)	42 (35)	58 (48.3)	11
The financial problem harms student's performance	3 (2.5)	26 (21.7)	34 (28.3)	57 (47.5)	12
Likert scale: 1=Not influential, 2=Slightly influential, 3=Fairly influential, 4=Very influential					

Source: Fieldwork 2021 (Researcher's computation using SPSS)

4.2.1 Learning Facilities and Resources

Results revealed that among the four given factors, learning facilities and resources have the greater impact on academic performance as 90 (75 per cent) of respondents agreed that quiet and comfortable lecture rooms are very important for their academic performance (Table 2). Similarly, 82 (68.3 per cent) of respondents support the view that the presence of libraries had an impact on students' success because after attending lectures, students need to complete their assignments, revise and make their private studies in the libraries hence the presence of libraries is very important.79 (65.8 per cent) of respondents revealed from the findings that the presence of hostels contributed also to academic success because students will have enough time to concentrate on their studies instead of using much time to travel from home to hostels and back. Therefore from the above study findings, it is clear that the learning facilities have a very important role to play in influencing student's success in their academic performance. The findings in this study support the result of the study conducted by Noble *et al*., (2006) and Mushtaq and Khan (2012) which concluded that learning facilities and resources were marked as very important in their findings. In relation to that, Sulemana *et al.,* (2014) in a study conducted in Ghana found that inadequate infrastructures was identified as the number one factor affecting students' performance in Ghana universities and if the infrastructures are not enough the students' academic performance is affected.

Similarly, the findings in this study tally with the findings of the study conducted by Karemera (2003) who concluded that students' performance is significantly correlated with the satisfaction of learning facilities such as the library, hostels, computer laboratories and the like. In discussing the same issue, Young (2003) found that students' performance is linked with the use of learning facilities such as libraries and other facilities. Young (2003) concluded that the use of the library positively affected the student's performance in their studies. But the study's findings were contrary to the study conducted by Al-shammari *et al.,*

(2018) who found that teacher-related factors had a big impact on students' academic performance than students' related factors and learning facilities and resources. This implied that teachers or lecturers influenced the academic development and performance of the students. On the other hand, this study was also contrary to the study conducted by Alos *et al.,* (2011) who concluded that teacher or lecturer's related factors had a great impact on students' academic performance. They argues that teachers or lecturers play a very important role in students' performance and they are responsible for both good and poor performance. Lecturers have different responsibilities or roles to the students including creating a conducive learning environment for the students to learn and even sometimes act as psychologists or counselors for helping students control themselves emotionally. Lecturers also had the responsibility of creating students future life or giving them direction on what to do in the future.

4.2.2 Students Related Factors
Apart from learning facilities, there were also students' related factors that had an impact on students' academic performance. It was indicated in this study that, regular attendance of lectures, assignments completion and submission, group discussion, self-motivation to become successful in future and hard work and commitment are also very influential in students' academic performance. It was revealed that 78 (65 per cent) of the respondents agreed on the influence of regular attendance of lectures on students' success, similarly, 73 (60.8 per cent) argued that assignments completion and submission were very critical and 66 (55 per cent) commented that hard work and commitment had a role to play on students success on academic performance, students need to work hard if at all they need to perform better. The findings in this concur with the study by Fraser and Killen (2003) who concluded that class attendance is very crucial for students' academic performance. It was further argued that students who do not attend classes are not aware of what was taught in class and they may fail to provide the relevant and correct answers during formative assessments such as class tests and the like. This also was confirmed by the studies by Zang and Asheim (2011) who argues that regular attendance of lectures, assignment completion and submission, commitment and dedication to studies as a very important factor influencing students' success. Students' success in academic studies is influenced by the commitments on his side as well as participating actively in all assessments conducted in class whether they are formative or summative because at the end of the semester or year these contributed a lot to

145

his or her GPA. On the other hand, Fraser and Killen (2005) argued that self-motivation to become successful in future is a crucial factor influencing a student's success and more than 66 per cent of the respondents perceived this factor to be highly influential toward students' success.

Equally, this was also confirmed by the findings of the study by Steenkamp, Baard & Frick (2009) who found that regular attendance of lectures complemented by study effort and long hours spent studying led to students' success. In addition to that, Steenkamp *et al.*, (2009) commented that class attendance can be linked to motivation to do well at school hence the need for achievement could lead to the students attending lectures. Therefore, it can be argued that one's effort is very important when it comes to success in academic studies and similarly, the learning facilities are the key to good academic performance because the conducive environment contributed to academic success. In this study, it was emphasized that for students to perform well academically, need to attend classes, working hard on the given assignments and also be committed to whatever they are doing, contrary to that their academic performance will be affected. Similarly, their academic performance is influenced by the learning facilities and resources available. On the other hand, for them to do properly in their examinations and presentations, they need to relate what they learn in class and their future occupations. This study's finding is also consistent with the study of Kursukur, Ten & Vos (2012) who argues that highly motivated students have a good chance to perform well compared to those who are not motivated.

The findings in this study were also similar to the study by Raychaudhuri, Debnath & Braja (2010) who assessed the factors influencing academic performance. In that study, it was found that students' academic performance was affected by numerous students' related factors such as student's attendance in the class, family income, mothers, teacher's-students ratio, presence of the trained teachers in school etc.

4.2.3 Lecturer's Related Factors

Students' success in academic performance was also affected by lecturer's related factors whereby motivated and competent lecturers contributed highly to student's success in their academic performance. Even though in this study it was revealed that only 65 (54.2 per cent) of the respondents agreed on the role of the lecturers, for the students to perform well in their studies, they need to have motivated and competent lecturers as well as to have a good lecturer-students relationship. On lecturer-students relationships, only 57 (47.5 per cent) of

146

the respondents agreed that it was very influential. This research supports the research findings of Azer (2005) who argues that teachers need to help students to learn good things from them and also to pass positive qualities of commitment and passion to them so that it can help them to achieve better academic performance. Similarly, teachers or lecturers had the responsibilities of providing positive feedback, creating a conducive and meaningful environment which will be characterized by effective communication, enabling students to have teamwork and even demonstrating leadership. Therefore, it is concluded that the lecturer-students relationship is very critical and had a big impact on students' academic performance.

This study also supported the study conducted by Ganyaupfu (2013) who argued that a teacher is responsible for creating a conducive learning environment which can influence the good performance of the students. Similarly, it was argued that if a lecturer or teacher is not competent and motivated hence this can affect the student which led to poor performance (Richardson and Varona, 2001). Teaching methods also had a greater impact on students' academic performance. The use of participatory methods in teaching is a key to students' understanding and performance but this study revealed that very few respondents 29 (24.2 per cent) agreed on the influence of participatory methods on students' academic performance. These findings are contrary to the study findings of Al-shammari *et al*., (2017) which concluded that the use of participatory methods in teaching resulted in efficiency and effectiveness in the teaching process hence a greater possibility for better academic performance. It was further argued that teaching quality is critical to student's success and teaching quality is all about activating and intensive teaching, differentiating learning and instruction strategies, providing clear and structured instructions, creating a safe and stimulating learning environment and monitoring students' achievement (Muijs & Reynolds, 2011).

Similarly, Alos, Carot & David (2011) noted that lecturer-students relationship had a key role to play on students' performance. This was also supported by the results of Alshammari *et al.,* (2017) who concluded that teachers play a very significant role in students and are greatly responsible for the good or poor performance of the students. Students' academic performance depends largely on the roles played by lecturers because they are the source of students' knowledge hence if they fulfil their role this will enhance students' performance.

147

4.2.4 Socio-Economic Related Factors

This study also assessed the influence of socio-economic factors on students' academic performance. The factors assessed were facilitator-students ratio, parents/guardian monitoring of students' progress and the impact of financial problems. The findings in this study revealed that 58 (48.3 per cent) of respondents agreed on the role played by parents and guardians. It was further indicated in this study that, 57 (47.2 per cent) and 29 (24.2 per cent) of respondents commented that financial problems and facilitator-students ratio respectively influenced students' academic performance. Therefore, from the study findings above it was shown that socio-economic factors had a very limited role to play in influencing students' academic performance. The findings were contrary to the study conducted by Raychaudhuri *et al.,* (2010) who argued that socio-economic factors like family income, teacher-students ratio, and mother and father's education influenced students' academic performance, therefore, if the students' income is poor hence it can influence his performance. Similarly, if the facilitator-students ratio is beyond the standard which is accepted then students' performance will be affected. Similarly this study was contrary to the study findings of Al-shammari *et al., (*2017) who concluded that socio-economic factors had a big role to play in influencing students' academic performance.

Contrary to this study, the studies, mentioned above concluded that socio-economic factors had a very significant influence on students' academic performance because students need financial resources and support from their parents and the like. Conversely, Farooq (2011) argues that besides other factors, socio-economic status is the most researched factor among other factors affecting students' academic performance. It is argued that the low socio-economic status of parents affects students' performance because the basic students' needs remain unfulfilled hence poor performance.

3.0 Conclusion and Recommendations

The main objective of the study was to find out factors influencing students' academic performance so that we can propose strategies to address those factors which negatively affected the student's performance. It was revealed from this study that among the four major factors affecting students' academic performance the two factors which are learning facilities and resources and student's related factors had a greater impact and contributed positively to academic performance. It can be concluded that the academic performance of the students is influenced by learning facilities and resources, students need to have comfortable lecture

rooms, hostels and libraries. With these facilities at hand, the students may find it easier to use them hence improving their academic performance. It would therefore not be an overstatement to say that regular attendance of lectures, hard work and commitment and self-motivation, to become successful in the future and assignments completion and submission also contributes to academic performance. Students' academic performance depends on several factors, but what is important is the availability of learning facilities and resources as well as the readiness of the students to study hard, be committed and also to associate their current studies with their future life. Academic performance can be achieved if there is an availability of learning facilities and resources and also the commitment of the students to complete their assignments and other pieces of work on time. The reason behind is that, these assignments and other pieces of work are the ones which will be evaluated and determine the performance of the students.

It is recommended that students' performance should be improved if the learning facilities such as hostels will be provided to the students. It is also recommended that the college should consider having its hostels for students to improve the learning environment hence improving students' academic performance. Similarly, the student's performance should be improved if there are a modern library with the required books, qualified library staff and other resources, the college needs to make sure that the library is improved by ensuring that the available materials and other library resources are available and accessed by the students. It is also recommended that the emphasis should be given to the attendance of students in lectures as well as completing their assignments and submitting them on time to their lecturers, the college should strictly continue following the internal mechanisms of ensuring that the students' attendance in class is closely followed and observed. Similarly, it is also suggested that to bring about commitment to their studies and link their current performance and future life and bring about National development, it is important to emphasize to the students the need to work hard and be committed to their studies. This will easily be achieved through creating awareness to the students on the role and importance of learning in their life and to the nation at large.

149

References

Alshammari, F., Saguban, R., Passay, E., Altheban, A., & Al-shammari, L. (2017)."Factors affecting academic performance of student nurses: A cross sectional study."*Journal of Nursing Education and Practice*, 8 (1), 60-67.

Ali, Norhidayah, Jusoff, Kamaruzama, Syukriah, Mokhtar. (2009). "The factors influencing students' performance at university teknolog."*Canadian Research and Development Centre for Sciences and Cultures,* 3 (4).

Alos, S.B., Caranto, L.B., David, J.J.T. (2011). "Factors affecting academic performance of student nurses of BSU".

Altun, M. (2017). "The effects of teacher commitment on student's achievement: a case study In Iraqi."*International Journal of Academic Research in Business and Social Science*, 7 (11), 417-424.

Azer, S. (2005). "The qualities of a good teacher: how can they be acquired and sustained? *Journal of Royal Society of Medicine,* 98 (2), 67-69.

Ballatine, J.H. (1993). The sociology of education: A systematic analysis, Englewood cliffs: Prentice Hall.

Bavani, S and Sanjivee, P. (2015). "A study to understand factors contributing towards weak students' academic performance in a private university in Malaysia". International Business and Economy Conference.

Bloemer, W., Day, S. and Swan, K. (2017). Gap analysis: An innovative look at gateway courses and student retention. *Online Learning*, 2(3), 5-4.

Connolly, S., Flynn, E., Jemmott, J. and Oestreicher, E. (2017). First year experience for at risk college students. *College Students Journal*, 5 (1), 1-6.

Crosnoe, R., Johnson, M.K. &Elder, G.H. (2004). School size and the interpersonal side of education: An examination of race/ethnicity and organizational context, Social science quarterly, 85 (5). 1259-1274.

Eze, S.C. &Inegbedian, H. (2015). "Key factors influencing academic performance of international students in UK universities: A preliminary investigation. "British Journal of Education, vol. 3, no.5, 55-68.

Farooq, M.S., Chandhry, A.H. and Shafiq, M. (2011). Factors affecting student's quality of academic performance: A case of secondary school level. Journal of Quality and Technology Management.

Fraser, W.J. & Killen, R. (2003). Factors influencing success or failure of first year and senior university students: do education students and lecturers perceive things differently? *South African Journal of Education,* 23(4), 254-260.

Ganyaupfu, E.M. (2013)." Teaching methods and students' performance". *International Journal of Humanities and Social Science Invention*, 2 (9), 29-35.

Kuh, G., Kuzie, J., Buckley, J., Bridges, B & Hayek, J. (2006). What matters to student's success: A review of the literature. Commissioned report for the National Symposium on post-secondary students success. *Washington National Postsecondary Education Cooperative*.

Kursukur, R., Ten, C., Vos, C. (2021). "How motivation affects academic performance: A structural equation modelling analysis". *Advances in Health Sciences Education*, 18 (1), 57-69.

150

Mujis, D. & Reynolds, D. (2011). *Effective teaching: Evidence and practice* (3rd Ed.).London,
        Sage.

Mushtaq, I., & Khan, S.N. (2012). "Factors affecting student's academic performance in
 Pakistan". *Global Journal of Management and Business Research*, 12 (9), 18-22.

Mbogo, R. (2016). "Antecedent Factors Affecting academic performance of graduate students at
the evangelical graduate student's school of theology". *Journal of Education and Practice*, 7(18), 128-141.

Mckenzie, R & Schweitzer, M. (2001). Who succeeds at university? Factors predicting academic
performance in first year Australian university students, Higher Education,*Research and Development,* 20 (1), 21-23.

Noble, J.P., William, L. & Sawyer, R. (2006). Students Achievement Behaviour, Perceptions and
        other Factors Affecting CT Scores. ACT Report Series.

Raychaudhury, A., Debnath, N., Sen, S., &Braja, G. (2010). "Factors affecting students'
academic performance: A case study in Agartala municipal council area, Bangladesh." *Journal of Sociology, 7 (2).*

Richardson, V., & Fallona, C. (2001)."Classroom management as method and manner". *Journal*
of Curriculum Studies, 6, 705-728.

Sibanda, L., Gervase, C., Olumide, H. (2015). "Factors Influencing University Students."*Journal*
        of Demography and Social Economy, 2 (24), 105-113.

Sulemana, S., Ngah, I.B. & Majid, M.R. (2014). The perspective of students' academic
performance at the tertiary level. *British Journal of Education, Society and Behavioral Science*, 4(8), 1021-1027.

Steenkemp, L.P., Baard,R.S. & Frick, B.L. (2009). Factors influencing success in first year
 accounting at a South African university: A comparison between lecturer's assumptions ands student's perceptions. *South African Journal of Accounting Research*, 23 (1), 113-140.

Trappman, R., Hell & Schuler. (2007). Meta-analysis of the relationship between the big five and
        academic success at university, *Journal of Psychology*. 215, 132-151.

URT (1997).National Council for Technical Education Act No. 9 of 1997. Government Printer,
        Dar-es-salaam.

Zang, A. & Aasheim, C.L. (2011). Academic success factors: An IT student perspective. *Journal*
        of Information Technology Education, 10, 309-331.