STUDENT RELATED FACTORS AND ACADEMIC PERFORMANCE IN PRIVATE INSTITUTIONS OF HIGHER LEARNING IN UGANDA. A CASE STUDY OF UGANDA CHRISTIAN UNIVERSITY (MAIN CAMPUS) AND INTERNATIONAL HEALTH SCIENCES UNIVERSITY (IHSU)

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DECLARATION

I, Patricia Atwongyeirwe declare that to the best of my knowledge, this dissertation is my original work and has never been presented to any university or institution, or any other authority for the award of a degree or any other award and, where the work of others has been used, due acknowledgment has been made.

Signature ---------- Date ----------

APPROVAL

This dissertation is submitted for examination with our approval as supervisors

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DEDICATION

This research is dedicated to my late dad Mr. John Barigye Elijah who was so passionate about educating me and guiding me in the right ways, to my loving mother Mrs. Connie Barigye who has always been on my side, my guardian Mr. Moses Kamabare who sponsored this programme and spoke words of wisdom to my life, and my guardian Dr Edward Kanyesigye who supported me throughout this whole period in so many ways that words cannot express.

May the Almighty reward them abundantly.

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ABBREVIATIONS/ ACRONYMS

CGPA-Cumulative Grade Point Average

GRE- Gross Enrollment Ratios

IHSU-International Health Sciences University

NCHE-National Council of Higher Education

NGO-None Government Organizations

PGD-Post Graduate Diploma

SPSS-Statistical Package for Social Scientists

UCU – Uganda Christian University

UMI –Uganda Management Institute

ABSTRACT

This study was designed to establish whether there was a relationship between the undergraduate students related factors and academic performance in selected private universities. The researchers motivation for this study was the various students related factors that were associated to academic performance by scholars like Tinto (1975). Uganda Christian University (UCU) was selected to represent private higher Institutions of learning that had been long in existence while International Health Sciences University (IHSU) was selected to represent private higher Institutions of Learning that had not been long in existence. The study used crossectional survey design which was descriptive in nature where purposive and simple random sampling techniques were used to draw a sample size of 435 respondents from the accessible population of 2338 in the two respective universities. The study collected both quantitative and qualitative data using questionnaires, interviews, and documentary reviews. Descriptive statistics described the sample characteristics while correlation analysis determined the relationship between student related factors and academic performance. Correlations and cross tabulations were all run and data processed using descriptive tables. Univeriate analysis was limited to usage of frequency tables while bi-variate analysis to descriptive statistics which were presented in form of contingency tables and correlations. The findings revealed the existence of a positive significant relationship between the students demographic, socio-economic, academic discipline variables and academic performance with the exception of age that was negatively related to academic performance and religion that did not have a relationship at all with students' academic performance. It was recommended that a similar study be conducted utilizing a sample of government sponsored students in government higher institutions of learning to provide an opportunity for a deeper understanding of the relationship between students related factors and academic performance.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This study investigated whether there was a relationship between students factors and academic performance in selected private higher institutions of learning (HIL) with specific reference to undergraduate students at Uganda Christian University (UCU) main campus Mukono and International Health Sciences University (IHSU) Kampala-Uganda. This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses of the study, conceptual framework, significance of the study, justification of the study, scope of the study and, operational definitions.

1.1 Background to the Study

1.1.1. Historical Background

Globally, in recent decades, most higher education systems have experienced an overall trend of expansion, which in many instances has been due to the growing demand for higher education. The number of people attending tertiary institutions in the world has doubled and the growth of enrollment has been spectacular in developing countries, where enrollment in these countries has increased from 28 million in 1980 to over 47 million (World Bank Report, 2000) as cited by Kasozi (2003).

The significance of higher education has become paramount as knowledge increasingly plays a key role in fostering economic and social development. The expansion of secondary education has increased the number of people seeking a university degree, putting pressure on the higher education sector to expand .In the developing world, market friendly reforms in the public

universities and the encouragement of private sectors have contributed to the revival of the higher education sector (Bloom 2005).

Uganda's higher education, particularly university education has grown very rapidly since the 1970's. Enrollment has increased from about 2000 students' in 1960 to a total of 108,000 in 2010; Higher Education in Uganda, Handbook (May 2011).

Important to note is that when students are admitted to higher education institutions, there is a tacit assumption that they will automatically be capable of successfully completing the course in which they are permitted to enroll. However, there can be no guarantee that these students will eventually satisfy the requirements for graduation.

The findings of a number of studies have asserted that students' academic performance is attributed to factors such as learning abilities yet the new paradigm in regard to learning assumes that all students can and should learn at higher levels, however, this has been constrained by factors like race, gender, sex that can affect students academic performance (Hansen 2000). Meanwhile, other researchers have gone further to explain the link between students' achievements with socio-economic circumstances and the risk of becoming a dropout that have proved to be positive. Levin (1986) as cited by (Tahir &Naqvi 2008).

Yvonne Beaumont (1998) elaborated that student performance is very much dependent on socio-economic background as per their assertion that high school students level of academic performance is with statistically significant differences, linked to their gender, grade level, school location, school type and socio-economic background

Meanwhile, Killen (1994) points out other factors like students' interest in the course, motivation, self discipline and effort. McKenzie & Schweitzer (2001) concludes that students'

perceptions can either help or hinder their progress. He continues by arguing that if students believe that attending lectures contributes to success, they will probably attend regularly and thus increase their chances of being successful. On the contrary, if students believe that academic success could be achieved without attending lectures then they will probably not attend lectures on a regular basis and hence diminish their chances of success.

The study conducted by Allen (2008) as cited by Jensen (2011) found that academic achievement of freshmen was influenced by academic self-discipline hence concluding that academic self- discipline was a very strong predictor of college retention for both under and upper class men in college.

This study therefore sought to establish whether there was a relationship between student related factors specifically students demographics, socio-economic factors and the academic discipline with academic performance in private higher institutions of learning in Uganda as was the case on the international scene in the various studies reviewed which offered a historical background of this study.

1.1.2. Theoretical Background

Tinto's (1975) student attrition model specifies that students entering college bring with them a variety of attributes or pre-college experiences and background characteristics which impact on educational expectations and commitments. Tinto states that these educational expectations and commitments represent initial goal commitments by students when they first enter college, however that these initial commitments change during a student's stay in college as a result of a number of student related factors that he mentioned such as students' demographic factors like religion, gender, age, marital status, socio-economic background where finance was a factor.

Tinto proposes finances since he believes that some students may have limited budgets and hence be very vulnerable to experiencing financial crises when exposed to what may seem to be relatively small additional costs. That the degree to which students can integrate into the academic and social systems on campus will determine the final commitments towards the institution and completing their objectives. Tinto also points out parents' educational background and encouragement given by “significant others”, to mean teachers and counselors, relatives, which he said represented an attitudinal variable found to have direct effects on students academic performance. In his study, Tinto also advances a model of student attrition on Chicano two-year college student population where student background characteristics were examined to determine the direct effects and indirect effects influencing students’ academic performance. Therefore this study was anchored on Tinto’s students’ Retention Theory (1975).

In support of Tinto's theory (1975) is Lenning's overview based on research conducted by Cope and Hannah (1975) where a number of factors such as student demographic factors and socio-economic background factors had a direct or indirect relationship with students’ academic performance. Similarly, Terenzini and Pascarella (1980) as cited by Tinto (1975) stated that students’ educational goals and their parent attributes and background had greater influence than peer or faculty interactions. That the background of parents and characters of students had a contribution to students’ academic performance.

No single theory therefore, can be associated to student learning but rather a combination of models, assumptions, principles, theories and explanations that make adult learning a knowledge base.

1.1.3. Conceptual Background

Conceptually, this study examined mainly two broad concepts "students' related factors and students' academic performance.'' Students' related factors form the Independent Variable (IV) and then students' academic performance the dependent variable (DV). What exactly does one mean when they talk about students' related factors and students' academic performance? Students related factors/characteristics are students' attributes like socio-economic factors and personal characteristics like demographics, financial support, motivation and ability that contribute a lot to successful completion of doctoral degrees in a relatively short time (Benkin, 1987; Berg& Ferber 1983). These factors are not only important to successful completion of doctoral degrees but also to the general students' academic performance. Similarly in this study, students related factors were perceived as students' demographic factors, socio-economic factors and students' academic discipline factors. Depending on how various students related factors manifest themselves while students study will definitely contribute to students' academic performance. Students in this study referred to the undergraduate students pursuing different programs leading to the award of bachelors' degrees in various disciplines.

Demographic factors have been described in Tinto's (1975) Learning theory as being characterized by a number of individual factors as age, sex, marital status, and religion which he opined as influencing students' academic performance both directly and indirectly. Likewise in this study demographic factors considered were the aforementioned factors.

Social economical status/factors (SES) according to Considine and Zappala (2002) is another student related factor which has been defined as a person's overall social position to which attainments in both the social and economic domain contribute. They add that the social

economic status of a person is determined by an individual's achievements in education, employment, and income status. In this study, social economic status/factors were characterized by students/parents financial status, students' employment status, students' language background and parents' education. Graetz (1995) argued that children from high social economic status families usually performed much better in school compared to children from low status families.

Student academic discipline in this study was adapted from Mafabi (1993) and modified by the researcher to include students lecture attendance, time keeping, timely delivery of coursework, and time allocated to personal study. "Academic discipline has been defined as the amount of effort a student puts into schoolwork and the degree to which a student is hardworking and conscientious" (see www.act.org/sri/components.html). In support of this, Moore (2006) as cited by Arulampalam (2007) indicated that class attendance enhanced learning and that on average students who attended most classes made the highest grades despite the fact that they received no points for coming to class. Arulampalam (2007) found that there was a causal effect of absence from class on students academic performance. That missing class leads to poorer academic performance.

Academic performance which was the dependent variable according to the Cambridge University Reporter (2003) as cited by Kyoshaba (2009) had been frequently defined in terms of examination performance. In this study, academic performance was characterized by performance in tests, performance in course work and performance in final examinations of undergraduate students both at UCU and IHSU. Academic performance according to Allen (2008) does not simply refer to Grade Point Average (GPA) but also to academic discipline.

In conclusion, this study focused mainly on a number of authors that wrote about students learning or contributed to learning theories like Tinto (1975), who reviewed student demographic

factors, socio-economic factors and student academic discipline factors just like Wright and Cochrane (2000) did when they cited age as a demographic factor. These factors were considered because of their unique ability to explain and understand the phenomenon of students academic performance in Higher Institutions of Learning.

1.1.4. Contextual Background

Higher educational institutions in both developed and developing countries are being challenged by new demands, processes and competition signifying a departure from the traditional bureaucratic higher education system to a flexible collegial based approach to management. It is therefore, no wonder that educators are increasingly paying attention towards students academic performance in relation to inhibiting or enhancing factors to student academic success (Lasen, Martin & Morris 2002). As a result of forces generated from the global and domestic environments, higher education the world over is experiencing serious challenges and the sub sector has received its stiffest pressure for reform than was the case a few years ago (Altbach, 2000, Buchen, 2005, Hill, 2003, Leher, 2004, OECD, 2004) as cited from Basheka (2009). Whereas the challenges facing students academic performance seem clear within the literature, what remains a challenge is on how to tackle them. The majority of African countries made a reform programme of their higher educational systems. This study was part of the efforts in obtaining a deeper understanding of higher education in the context of establishing the relationship of students related factors with academic performance.

Academic performance has been reviewed in a number of studies as influenced by varying student attributes like pre-college experiences and background characteristics. (Tinto 1975); Similarly this study focused on students demographic factors, social economic factors and

student academic discipline factors. In support of this, Graetz (1995) opines that one's educational success depends very strongly on the social economic status of parents/students. Similarly, Considine and Zappala (2002) argued that families of parents who are advantaged socially, educationally and economically foster a high level of achievement in children.

Meanwhile Sentamu (2003), Kwesiga (2002) and Portes and Macleod (1996) as cited in Considine and Zappala (2002) argue that the type of school a child attends influences academic achievement. According to Minnesota measures (2007), a report on higher education performance which was produced by the University of Minnesota revealed that the most reliable predictor of student success in college is the academic preparation of students in high school.

According to Mutula, (2000), Uganda like any other country in the Sub-Saharan region has also been affected by challenges in its education system and educational reforms. For instance, as a result of liberalization of the education sector, there has been an increase in the number of privately owned institutions of higher learning which are all competing for the same audience and yet have to ensure that high quality services and standards are maintained if they are to stand the competition. For instance, since 1988, when the first Private University opened in Mbale about twenty two private universities and two private college universities are the recognized tertiary institutions in Uganda. They include Islamic University in Uganda, Ndejje University, Uganda Martyrs University, Bugema University, Busoga University, Nkumba University, Uganda Christian University, Kampala University, Kampala International University, Kumi University, Kabale University, Mountains of the Moon university, African Bible University, Uganda Pentecostal University, Fairland University, Bishop Stuart University, St. Lawrence University, Muteesa 1 Royal University, All saints University Lango, International Health

Sciences University, Cavendish University, Bishop Barham University College and Kisubi Brothers University College (Higher Education Handbook, May 2011).

Uganda Christian University started with degree courses in Business Administration, Education, Social Work & Social Administration and Divinity. Bachelor of Laws was started in 1998, Mass Communication in 2001, Development Studies in 2001 and Bachelor of Science in Information Technology in 2003. By 2000, the University grew from a mere 120 students in 1997 to about 1100. Today the student population at the main campus has already reached 7000 students. The number of academic staff (full time and part-time staff has grow from a mere 20 in 1997 to over 100 staff to date. Students admitted are from various family backgrounds, therefore have different characters, and are of diverse demographics. Uganda Christian University (UCU) has a merit-based system of admissions. (UCU Prospectus); It admits students following the minimum requirements as provided for by the Uganda Universities and Other Tertiary Institutions Act of 2001. UCU main campus Mukono is located 23 kilometers from Kampala in Mukono town, on the main road to Jinja. It is a private University, chartered and fully accredited by the president of the Republic of Uganda through the Ministry of Higher Education and Sports and the National Council for Higher Education. It is owned by the Province of the Church Of Uganda and has other campuses in Eastern, Western and Northern Uganda. The University was born out of Bishop Tucker Theological College. The college was founded in 1913 in response to a growing need of pastors in the Church. UCU had a student population of 7000 students by the time of the study. (http://ucu.ac.ug/content/blogcategory/7/56.)

International Health Sciences University is yet another private University that this study focused on and is located in the southeastern section of Kampala Uganda's capital. It is approximately 6

kilometers from Kampala. IHSU specializes in health related courses and was established and admitted its first students in August 2008. Its students are of diverse backgrounds and are admitted following the minimum requirements as provided for by the Uganda Universities and Other Tertiary Institutions' Act. According to the IHSU Registrars and Human Resources records (2008), IHSU started with a student number of 165 students and 13 Lecturers respectively however had a student number of about 600 students' and about 30 lecturers at the time of the study.

In both Universities, students are privately sponsored and are characterised by varying demographic factors, social economic factors and have different characters, For instance where as some are from medium backgrounds others are from better social -economic backgrounds. This implies that their academic performance may be affected differently yet they are exposed to similar academic environments.

The students academic performance is assessed by use of tests, coursework and examinations and finally by the nature of degree. Much as it is normal for students in an educational institution to perform well and others poorly even after receiving the same services, the researcher was curious to establish whether there was a relationship between students' related factors and academic performance while studying at the university. This is illustrated in the Table 1 below that contains a sample of the some students' academic performance at UCU that graduated in 2007.

Table 1: Admission points and academic performance of some students who graduated in 2007 at UCU Mukono

	Bsc in Information Technology		Bachelor of Arts in Mass Communication		Bachelor of Business Administration		Bachelor of Arts in Education	
Student	**A'level Points**	**CGPA**	**A'level Points**	**CGPA**	**A' Level Points**	**CGPA**	**A' Level**	**CGPA**
1	11	4.76	13	4.96	14	4.42	9	4.43
2	8	4.59	18	4.40	15	4.54	19	4.41
3	13	4.56	Diploma	4.68	6	4.48	11	4.51
4	10	3.02	13	2.97	Diploma	3.03	6	3.15
5	9	2.99	8	2.96	10	3.02	7	3.11
6	**10**	**2.72**	**5**	**2.89**	**Diploma**	**2.92**	**8**	**2.96**

Source: Records from the Central Office at UCU (2007) as cited by Kyoshaba 2009.

Table 1 above shows high performers and low performers that graduated in 2007 in selected courses. For example student 1 and 4 of Bachelor of Arts in Mass Communication were both admitted with 13 points at A' level but student 1 graduated with a CGPA of 4.96 which is a first class degree while student 2 graduated with 2.97 which is a second lower and more still with a track record of some course units that student 2 was asked to retake. Meanwhile student 1 and student 6 of Bachelor of Arts with Education were admitted with 9 and 8 points respectively at A' level but ended up graduating with 4.43 which is a second upper and 2.96 a second lower respectively. This trend was observed in the whole of table 1 and was also emphasized by all the key informants that the researcher interviewed at the time of the study.

At IHSU, a similar case as that of UCU was commented on by all key informants interviewed as existent amongst the undergraduate students academic performance at the time of the study. For instance student 1 in the School of Nursing initially scored a CGPA of 4.0 in the first year, however by the third year of the first semester the student had a CGPA of 2.97 which is a second lower with a record of a few course units that the student had been asked to retake, while a

student studying for a Bachelors in Public Health was admitted with good grades as reflected on the entry certificate however had a CGPA of 2.5 (which is a second lower) at the time of the study characterised by retakes in some of the course units and with records showing that she was even made to repeat her first year. (Records from the IHSU Registrar's Office 2011).These are just a few examples that were cited as existent by all key informants interviewed amongst a growing number of undergraduate students at IHSU at the time of the study.

This background indicated that there could have been some factors behind the fluctuations in students academic performance that had to be investigated. The researcher therefore set out to establish whether there was a relationship between the undergraduate students related factors and academic performance at UCU main campus and IHSU. The recommendations of this research will go a long way in assisting the policy makers in private universities like UCU and IHSU to come up with appropriate policies and strategies that can be employed to enhance or improve students' academic performance where it has been poor or inconsistent.

1.2. Statement of the Problem

The issue of factors relating to students academic performance in institutions of Higher Learning continues to be of significant concern to administrators and educational researchers. Academic performance, which is measured by examination results is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. At Uganda Christian University (UCU) and International Health Sciences University (IHSU) students academic performance and welfare are taken very seriously.

However, the academic deans and quality assurance committee (management) have noted that while some students academic performance is satisfactory, other's academic performance is not satisfactory despite the fact that these students are exposed to the same academic environment in most cases. A growing number of students' academic performance has been noted to fluctuate in both selected universities where some students are admitted or start their initial years with very good grades but along the way have deteriorated academically characterized by retakes in some of their course units and in extreme cases repetitions of some of their academic years which has immensely affected the nature of their grades as reflected by their cumulative grade point average. Much as it appears normal for some students' in an academic institution to perform well while others poorly, even after receiving the same educational services a cause of concern from the academic deans and quality assurance committee of UCU Mukono and IHSU was on those students whose academic performance had declined, was inconsistent or was below the individual expected optimum level. The cause was thought to be attributed to various students' related factors. It was therefore deemed necessary that a thorough understanding of what could be the driving factors behind this scenario was established since these factors if not investigated could affect the quality of UCU and IHSU under graduates and in the end tarnish the reputation of these respective universities in the competitive university education sector.

More still there seems to be a lot of research on institutional factors like the insufficient lecture room space vis-à-vis student numbers, the lecturer to student ratio to mention but a few and how they relate to academic performance yet little has been done on the relationship of students related factors specifically student demographic factors, students' socio-economic factors and students academic discipline vis-à-vis the academic performance of undergraduate students in

private higher institutions of learning using undergraduate students of UCU and IHSU as a case study which made this study necessary.

1.3. Purpose of the Study

The purpose of the study was to establish whether there was a relationship between the undergraduate students' related factors and academic performance at UCU (Mukono) and IHSU respectively.

1.4. Specific Objectives

The following objectives guided the study:

1. To establish the relationship between students' demographic factors and academic performance.
2. To establish the relationship between students' socio-economic factors and academic performance.
3. To establish the relationship between students' academic discipline and academic performance.

1.5. Research Questions

The following research questions were posed during the study:

1. What is the relationship between students' demographic factors and academic performance of undergraduate students' at UCU main campus and IHSU?
2. What is the relationship between socio-economic factors and academic performance of undergraduate students' at UCU main campus and IHSU?
3. What is the relationship between students' academic discipline and academic performance of undergraduate students' at UCU main campus and IHSU?

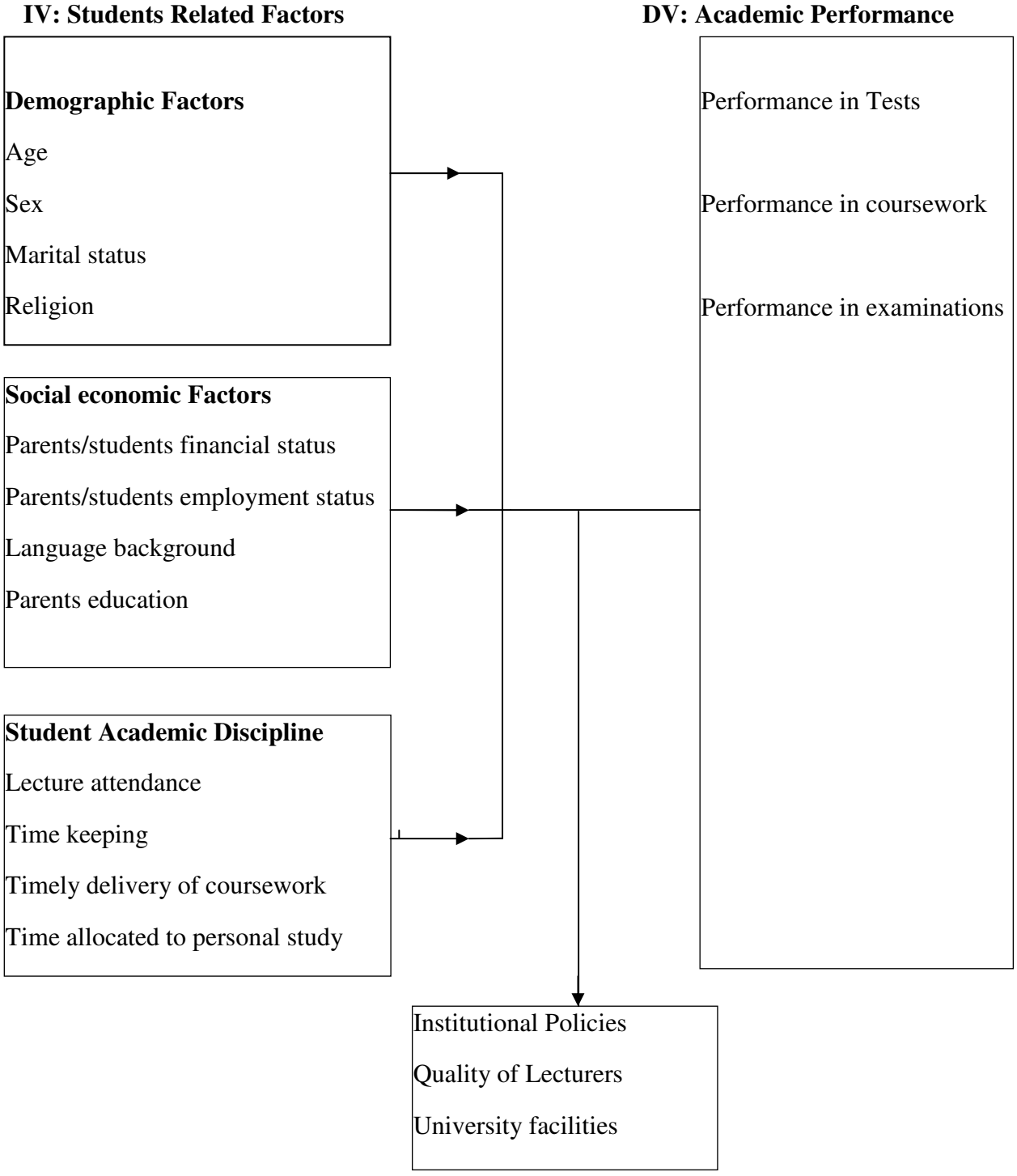
1.6. Hypotheses of the study

The following hypotheses were suggested for the study;

1. There is a significant positive relationship between students' demographic factors and academic performance of undergraduate students.
2. There is a significant positive relationship between students' socio-economic factors and academic performance of undergraduate students.
3. There is a significant positive relationship between students' academic discipline and academic performance of undergraduate students.

1.7. Conceptual framework

Fig. 1.0 Conceptual Framework showing the relationship of undergraduate student related factors and academic performance.



Source: **Adopted from Tinto's Student Retention Theory (1975), related literature and modified by the researcher**

Fig 1 shows the relationship between different students' related factors and academic performance. It shows students' academic performance as the dependent variable as related to the independent variables, which are students' demographic factors, socio-economic factors, and students' academic discipline. According to Fig. 1, students' demographic factors include students' age, sex, marital status and religion and could relate to students' academic performance. This argument is supported by Tinto (1975), and Hansen (2006), whose studies show that there is a relationship between students' demographic factors and academic performance.

Students' socio-economic factors, is conceptualized and related to parents'/student financial status, students' employment status, students' language background, parents' education . Figure 1 illustrates that students' academic performance is dependent on students' social economic status. That is, students from high social economic backgrounds will most likely perform better than their counterparts from low social economic backgrounds as supported by Dills (2006) as cited from kyoshaba (2009), and Owens (1999). It is also in line with Hansen and Mastekaasa (2006) who argued that according to the capital theory one could expect students from families who are closest the academic culture to have the greatest success.

Student Academic Discipline is another independent variable that is perceived in this study as related to students' academic performance**.** Students' lecture attendance, time keeping, timely delivery of coursework, time allocated to personal study is all linked to students' academic performance. That is, students whose academic discipline is good are likely to perform better than those whose academic discipline is poor. This argument is supported by Chaube and Chaube (2000) who opine that if students and teachers in school are not disciplined it will be difficult for the school to realize the goals of education.

Students' academic performance in this study was perceived as the Dependent Variable and was measured basing on students' academic performance in tests, performance in course works and performance in examinations as supported by a Cambridge University Reporter (2003) where academic performance is frequently defined in terms of examination performance as cited by Kyoshaba (2009).

The researcher also identified some extraneous variables which could be related to students' academic performance; these include institutional policies, quality of lecturers and university facilities to mention but a few. These factors could play a vital role in students' academic performance hence if not controlled influence the results of the study. This study was therefore carried out to establish whether students' demographic, socio-economic and academic discipline factors related to academic performance.

1.8. Significance of the Study

The study findings may be used as a framework for policy makers at UCU and IHSU to enhance academic performance .The Government of Uganda, the National Council of Higher Education could also use the study results to make better decisions towards enhanced students' academic performance in private universities. To the students, this study will suggest strategies that would enable them enhance their academic performance or keep their academic performance in check. More so students' ideas are anticipated to be key input to policy makers. The report may be a source of reference for other future researchers intending to study academic performance of Uganda Christian University main campus and International Health Sciences University and other similar universities.

1.9. Justification of the study

A lot of research has been done on factors influencing academic performance of college students yet little has been done on private Higher Institutions Of Learning (HIL) specifically at UCU and IHSU universities respectively hence creating a knowledge gap.

More so, most studies have put emphasis on institutional factors influencing students' academic performance all over the World with few studies looking at the relationship between student related factors on their academic performance specifically demographic, socio-economic and students academic discipline at UCU main campus and IHSU. This research will therefore be highly beneficial not only to these selected universities but other similar HIL. Therefore the objective of this study was to establish whether there was a relationship between student related factors and their academic performance.

1.10. Scope of the Study

1.10.1. Content Scope

The study involved investigating the relationship between the third year undergraduate students' related factors and academic performance at UCU (Main campus) Mukono and IHSU. In this study the variables included student demographic factors, socio-economic factors and students academic discipline and how these variables related to students academic performance.

1.10.2. Geographical Scope

UCU main campus is located in Mukono town which is 23km from Kampala on the main road to Jinja and IHSU which is located 5km from the city center on plot 4686 in Namuwongo Kisugu. (UCU and IHSU university brochures respectively.

1.10.3. Time Scope

The study focused on third year students from all faculties both at UCU main Campus Mukono and IHSU respectively. The findings from this study may be applied to other similar universities. The study covered the period 2007 to 2011.

1.11. Operational Definitions of Terms and Concepts.

Student related factors: In the study was used to mean the student backgrounds, situations and behaviors attributing to their individual performance as supported by Tinto (1975).

Student's academic performance: In this study, was used to mean the general academic performance of students in tests, course works and final examinations as supported by Cambridge University reporter (2003) as cited by Kyoshaba (2009).

Students: The learners pursuing their studies at UCU main campus Mukono, IHSU Namuwongo-Kisugu.

Traditional students- In the study was used to mean the conventional/ old nature of students i.e. direct entrants that are young, not working, no families, no children.

Non- traditional students- In this study was used to mean the new bred/type of students that have emerged to mean mature entrants, working/ employed students, married students with families.

Student Academic Discipline – In this study meant the way students conduct themselves vis-à-vis the set minimum requirements with specific reference to class attendance, time keeping, timely delivery of coursework and time allocated to personal study.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviewed literature related to students' related factors and academic performance. This chapter was arranged according to the study objectives where each objective was given specific themes to include; Demographic factors and Students' Academic factors, Socio-economic Background and Students' Academic Performance, and Students Academic Discipline and Students' Academic Performance. Diverse theories and ideas by different researchers and authors that were related to the field of study were considered.

2.1. Theoretical Review

Mugenda and Mugenda (2003) define a theory as a system explaining phenomena by stating constructs and the laws that interrelate these constructs to each other. It is through these theories that the relationship between the dependent and independent variables are understood.

Tinto (1975) is one of the scholars that was concerned with students learning and the factors that could as a result deter or influence their academic performance. Tinto's theory guided in having an in-depth understanding about the subjects being researched on following the objectives and hypotheses in the study. This was backed up by scholars like Lenning as cited by Cope and Hannah (1975) who presented a number of student related factors like students' demographics and socio-economic factors as mainly influencing students' academic performance. For academic performance to be enhanced, it is important that student related factors be understood in-depth and dealt with accordingly where possible if students' academic performance in higher institutions of learning is to be enhanced. The researcher mainly utilized Tinto's theory to

establish whether the factors as presented in the conceptual framework affected the learning of the students and as a result their general academic performance in the selected private higher institutions of learning.

2.2. Demographic factors and Students Academic Performance in Private Higher Institutions of Learning

Demographic factors have been reviewed by a number of scholars as influencing students academic performance where factors like age, sex, marital status and religion have all to some extent been attributed to influencing academic performance as discussed further. Astin, (1975) asserts that age has significant implications for student's potential to withdraw. Age is associated with various sociological and psychological factors that often contribute to students' withdrawal from college. In fact, non-traditional students, also referred to as older students, have been often noted to have more responsibilities than do younger students (Drew, 1990; McDonald & Hutcheson, 1998; Williams, 1998 as cited in Basheka 2009). These responsibilities include, but are not limited to, having occupations and families, which are not typical characteristics of traditional students. Further, older enrollees are often intimidated by teachers than younger students (Williams, 1998).Drew (1990) opines that most traditional college students persist through their coursework to receive a bachelor's degree where as many non-traditional, or older, students do not.

On the contrary, according to Burley, Turner, and Vitulli (1999) as cited by Basheka (2009), non-traditional students have a clearer understanding of their educational needs and goals than younger students. That non-traditional students tend to be learning oriented where as younger students are more likely to be performance oriented.

The study findings on age in this study revealed that student age was associated with academic performance since the younger students dominated the good and fair grades as compared to the older/ mature students that dominated poor and very poor grades. This concurred with almost all the key informants from UCU and IHSU who opined that mature students were more committed

to their studies as compared to the younger students however that due to a number of distractions like family and job demands and the fact that some of them had joined after being out of the education system. This attributed to fluctuations or poor academic performance among the mature students.

Sex/Gender is another demographic factor that has been debated upon. In a study carried out on gender in Turkey, it was observed that the rather high gender disparity in various spheres of public life and the patriarchal social structure in Turkey may also lead to poorer academic performance among female university students. In terms of educational attainment, women lag behind men in Turkey. According to the 2000 population Census records, the illiteracy rate among men was at 6.1%, while that of women at 19.4% (SIS, 2003).Among the literate population, men's average level of schooling far exceeds that of women though there seems to be a faster improvement among the latter (Dayıo lu and Tunalı, 2002). Mackintosh (1998), on the other hand, claims that there is no sex difference in general intelligence. He advances by defining general intelligence as reasoning ability and that the best measure of this is the Progressive Matrices. Meanwhile Lao (1980) finds female students to obtain higher CGPA compared to males. Examining sex-related difference in classroom grades, Kimball (1989) finds that in contrast to standardized measures of mathematics achievement tests, female students outperform males in math classes. Leonard and Jiang (1999) suggest that females have better study skills

than the male students. Other researchers have argued that women receive higher grades than men because they work harder and attend class more frequently (Wainer and Steinberg, 1992).

The findings from this study revealed that male students were generally found to have better academic performance than the female students from the two respective universities which is contrary to some of aforementioned study conclusions that females on a whole had better performance than male students' and agrees with the 2000 population census report where women were found to lag behind in academic performance as reflected in their literacy levels as compared to male students. This concurs with the findings from the interviews held with the key informants that female students had more distractions like pregnancies, taking care of their homes/ families which probably attributed to rampant fluctuations in academic performance as compared to their male counterparts.

Students' marital status was reviewed in a comparative study of marital status on the academic performance (Egwuatu 2007). Self administered cross sectional questionnaires were distributed to female and male medical students of Ebonyi State University in Nigeria and it was concluded that marriage and child bearing which play a central role in the traditional African culture may serve as an additional burden on the Nigerian female medical student affecting her academic performance .On the contrary Oyinlade (1996) carried out a study among community college students by marital status classifications and concluded that married students were more likely to have higher grade point averages(GPA) and that having dependents was not a significant predictor of student GPA.

The findings of this study revealed that single students had fewer distractions as compared to those that were married, separated or widowed as evidenced in the findings from the study which concurs with Egwuatu (2007) as aforementioned.

Students' religion has been defined to mean various aspects of religious devotion, activity and belief. Much attention has been addressed to delinquency and other forms of deviant behavior such as drug abuse and premarital sexual activity yet few studies have assessed the association between religiosity and academic achievement. In a study by Muller and Ellison(2011), students' religious involvement of adolescents in the 10^{th} grade is consistently and positively associated with subsequent academic achievement. Those adolescents who live with affluent parents are more likely to be religious and have more academic success. There is, nonetheless evidence that fundamentalist affiliation and belief has significant negative influence on educational attainment (Darnell and Sherkat 1997). For instance a study by Oh (1999) found that high school students who had a high level of religiosity were more likely to have a higher GPA than non religious students. On the contrary, a more compelling argument is that the effect of religiosity on academic achievement is explained by variations in family and community capital (Muller and Ellison 2001).

The results of this study showed that students religion presented no relationship with academic performance which concurs with a study on student religion or spirituality vis-à-vis academic performance where it was concluded that the idea of a spurious relationship had been refuted by studies that examined broader measures of academic achievement, family income and neighborhood income levels (Regnerus, Smith and Fritsch 2003).

2.3. Socio-economic Background and Student Academic Performance in Private Higher Institutions of Learning

Socioeconomic status has been seen as a strong predictor of students' performance, it is no wonder therefore that many studies have delved into the question of whether for example, results from multiple studies using students spanning from pre-school to college-age and of various

ethnicities suggest that family income affects students academic performance . (Brooks-Gunn, Linver, & Fauth, 2005; Walpole, 2003), as cited in (Tinto 2008). More so, a number of studies have attributed financial pressures facing college students to poor performance and student attrition. Because student attrition rates have been increasing, the percentage of college students graduating within four years has been at the lowest point in more than 10 years. With insufficient finances being given as the cause, students working to pay tuition required more time to complete coursework for graduation than did students' who did not work to pay tuition. (Edwards, Cangemi, & Kowalski, 1990 as cited in Tino 2008.)

Financial assistance is essential to the enrollment and retention of students from low-income backgrounds in higher education (Nora, 2001). Evidence accumulated over the past decade indicates that financial aid does impact student persistence especially among the economically disadvantaged (Tinto, 1975). The issue of financing college education and its impact on Hispanic students' retention is critical when one considers the national trend of increased student tuition while decreasing financial aid programs. This may result in many Hispanic students being required to work additional hours to defray educational expenses, attending college part-time in order to mitigate college costs, or deferring enrollment in college during the traditional college-age years (Rooney, 2002)

As regards employment status, research has shown that the amount of time a student works might impact on academic performance. That students working twenty or fewer hours per week, tend to have fewer problems arising but for students' working more than twenty hours per week, tend to present more education-related problems where the job takes precedence over school. More so as many as 76% of youth in the United States have been reported as working or having

paid employment by age sixteen. Researchers however differ regarding the impact of employment on students academic performance, some studies conclude that employment provides students with useful skills and attributes among them instilling a sense of responsibility and heightening students sense of self-efficacy and that these have a positive spillover effect in school, however other studies conclude that work is just a distraction for most students since it competes with students' time and attention while in school. (Coleman 1966).The findings of this study revealed that parents'/students' financial status and students' employment status had a bearing on academic performance since some students' had no option but to miss lecturers, tests, course works and exams due to failure of meeting their financial obligations as per the requirement of their respective institutions. More still findings revealed that students had to ensure that they kept in employment so as to fend for their requirements hence infringing on the time allocated to their personal study. This concurs with Tinto (1975) and Coleman (1966) study as aforementioned.

Students' language background as supported by Bitchener & Basturkmen (2006), posit that language is one of the factors that affect students' academic performance. They further observe that in most cases, foreign students' usually find problems expressing themselves both verbally and in writing since they note that students that write their dissertations in English which is their second language usually find difficulties in reviewing literature, analyzing and interpreting data to the extent that their supervisors take a lot of time editing instead of guiding these students in their respective studies.

On the contrary, Bickley (1963) as cited in Orwinyo 2000 says that it is a mistake to imagine that there is a continuum between language competence and literacy competence, the latter being more elaborate than the former goes on to say that one can learn a language at a later stage

without being a fluent speaker of the language in which it is written. However he agrees that something will be missing in such a person. This "something" contributes much to one's academic performance especially in the latter case where a student has to present a critical appreciation of a subject in that language using the very language he knows little about. Many factors indeed contribute to a good linguistic background like an early exposure to the right form of language, sustained practice, quality of teachers and teaching method, availability of appropriate scholastic materials and the cultivation of good reading habits/culture. The study findings revealed that students' language background or English proficiency was associated with students academic performance since students whose English proficiency was good were found to have better academic performance as compared to those whose English proficiency was not good which concurs with some of the aforementioned studies.

Parents' education in a number of studies has been related to students' academic performance for instance King and Bellow (1989) opined that the schooling levels of both parents had a positive and statistically significant effect on educational attainment of Peruvian children. They argue that how much education a child's parents have is probably the most important factor in determining the child' s educational opportunities. They observe that the higher the attainment for parents, the greater their aspirations for children.

In support of King and Bellow (1999), Owens (1999) in her study exploring beliefs about academic achievement studied the relationship between parent/guardian educational attainment to academic achievement and concluded that the educational attainment of parents or guardians does have a relationship with the academic achievement of their children, she argued that the higher the parent or guardian's educational achievement, the higher the academic achievement.

Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create awareness in them. That these differences in home literacy activities where more likely to be reflected in students school achievement. Findings in this study revealed that parents education levels may to a small extent attribute to the nature of their children's education. There seemed to be divided opinion though among respondents regarding this matter which could warrant further study for deeper understanding of this matter.

2.4. Students Academic Discipline and Students Academic Performance in Private Higher Institutions of Learning

Peters (1966) holds that whatever the various connotations given to school discipline, its hallmark is respect for one's superiors within the chain of authority. He further asserts that discipline is positive since it leads individuals and groups to achieve self control, self respect and the good of the society.

According to Mafabi (1993) symptoms of indiscipline include; habitual absenteeism from class and from school as a whole, late coming, telling lies, rudeness, vandalism, aggression, smoking and drinking whilst at school, inattentiveness and causing disruption in class, all evading school activities. He however observes that these forms of behavior have not been further well elaborated upon, since there many students who are involved in this kind of behavior yet still perform well.

Chaube and Chaube (2000) posits that if students and teachers in school are not disciplined it will be difficult for the school to realize the goals of education, which is very relevant since as

mentioned earlier indiscipline manifests itself in aspects like lecture attendance, if the lecturers for instance in Universities keep dodging their students or the students consistently cut classes then the chances that they will perform poorly will be very high.

The Uganda White paper on Education (1992) as cited in Asemenye (2009) clearly spells out discipline as one of the aims and objectives of education at all levels of the education system in Uganda. It is for the purpose of building characters, that is to say producing productive and upright citizens that Scheviakore (1955), & Musaazi (1982) emphasize the need for orderliness in the school. They emphasize that students, teachers, school employees and administrators should all be orderly as school discipline and good academic performance is a collective responsibility and a prerequisite for school success. School discipline and good academic performance therefore is a collective responsibility, he concludes. Positive approach to discipline, as largely supported by Musaazi (1986) in Asemenye (2009), is a desirable thing, a means to an end. There should be faith in the desire and ability of students to do the right and socially acceptable thing. Consequently this improves students' academic performance in the schools.

Its therefore not a surprise that Hoga and Weiss (1974) as cited in a research article by DuckWorth and Seligman found that high self-discipline distinguished Phi Beta Kappa undergraduate students from non Phi Beta Kappa students of equal intellectual ability. In the two large samples of undergraduates, Tangney, Baumeister and Boone (2004) as cited in DuckWorth and Seligman (2006) found that self-discipline correlated positively with self-reported grades, as well as a broad array of personal and interpersonal strengths. Surprisingly on the contrary, it has been observed from some of the preliminary studies that even some disciplined students fail to perform well. The findings in this study revealed that generally all student academic discipline

factors presented a strong positive relationship with academic performance. Majority of the students in the two respective universities that had good academic discipline attributed this to their good academic performance and those whose academic performance was wanting partly attributed it to poor academic discipline as emphasized by all key informants interviewed. The researcher therefore proposes that students endeavor to observe good academic discipline to ensure stable and good academic performance

2.5. Conclusion

This chapter set out to expound on Tinto's (1975) theory and looked at the conceptual review basing on other researchers as illustrated by the conceptual framework illustrated in figure 1 section 1.7. Emphasis was placed on establishing whether students' related factors related to academic performance. It was generally noted that students' demographic factors, socio-economic factors and academic discipline was associated with students' academic performance however had received little attention in Uganda with specific reference to Uganda Christian University Main Campus (UCU) and International Health Sciences University (IHSU) . This section of the study therefore mainly focused on identifying the gaps that were existent in the other past studies that were reviewed. They included lack of a clear approach to link students' demographic factors, socio-economic factors and students' academic discipline to academic performance in private higher institutions of Learning in Uganda. The focus of the literature review was therefore based on students' demographic factors, socio-economic factors and students' academic discipline as reflected in the objectives of this study. The study therefore focused on scientifically establishing whether there was a relationship between students' related factors and academic performance.

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CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the research design, study area, study population, sample size, sampling techniques and procedures, data collection instruments, methods of testing the validity and reliability of instruments, research procedures and analysis techniques.

3.1. Research Design

A research design is the conceptual structure within which research is conducted and it constitutes the collection, measurement and analysis of data. Kothari, (1985). It has been suggested that decisions regarding, where, when, how much, by what means, concerning an inquiry or research study constitute a research design. (Amin 2005). The study followed a correlation research which is sometimes treated as a type of descriptive research. Ahuja (2001) posits that since description is made on the basis of scientific observation, it is expected to be more accurate and precise than casual. According to Sekaran (2003), when the researcher is interested in delineating the important variables associated with the problem, the study is then a correlation study. This was the case in this study since student related factors had different dimensions and the researcher was interested in establishing whether these dimensions were related to academic performance. A triangulation of both the quantitative and qualitative approaches was used. Both approaches complemented each other, in that quantitative methods

gave the numerical data needed to meet the required study objectives and testing of the hypothesis

3.2. Area of Study

The research was conducted at Uganda Christian University (UCU) main campus Mukono - Uganda and International Health Sciences University (IHSU) Kisugu-Namuwongo Kampala-Uganda. UCU is located 23 kilometres from Kampala City in Mukono town, on the main road to Jinja. (http: // ucu. ac.ug/content/blogcategory/7/56/. IHSU is located 5 km from Kampala city plot 4686 on St. Barnabas Road, Kisugu –Namuwongo. (A handbook on Higher Education 2011).

UCU Mukono was selected because it has been long in existence hence could represented similar private institutions that had been long in existence while IHSU was fewer years in existence at the time of the study and therefore represented similar universities that were relatively young, there so many lessons that both institutions could learn from each other.

3.3. Study Population

Population refers to the entire set of individuals, events or objects having a common observable characteristic about which the generalization of research findings was made (Mugenda and Mugenda, 1999). The accessible population from which information was derived at UCU consisted of 2180 third year finalist students of the January and September intake that were pursuing various programmes at the main campus by the time of the study, 1 Deputy Vice Chancellor in charge of academic affairs (DVC), 3 Senior lecturers/Heads of Departments at UCU, from IHSU 150 third year finalist students of the School of Nursing and Institute of Health Policy and Management that pursued various programmes at the time of the study, the Registrar

IHSU (1), Senior Lecturers/Heads of Department (3) altogether totaled to 2184 respondents at UCU Mukono and 154 respondents at IHSU. Third year finalist undergraduate students were selected in both universities for uniformity purposes and since they were considered to have spent almost the longest time in both respective universities which helped capture realistic findings that the study sought. More so the DVC (Academic Affairs) at UCU , the Registrar at IHSU and 6 senior Lecturers from UCU and IHSU were selected as key informants since by the virtue of their positions were knowledgeable of the academic and non- academic affairs pertaining to students academic performance hence were deemed important in providing vital information that the study sought.

3.4. Sample Size and Selection strategies

The study applied probability, non-probability sampling techniques as well as census. In probability sampling, the elements in the population have some known chance of being selected as sample subjects. Simple random sampling was used amongst the student respondents in order to avoid bias and ensure equal chance and representation of each undergraduate student being selected. In this method the researcher trained the research assistants to give a random number to every member of the accessible population at UCU and IHSU, the numbers were then placed in a container and were picked at random and the corresponding subjects were included in the sample. According to Amin (2005) randomization is effective in creating equivalent representative groups.

In non probability sampling, the elements in the population do not have any probabilities attached to their being chosen as sample subjects (Sekaran, 2003). In this study purposive (judgment) sampling was used to select the key informants given that by the virtue of their positions they had vast knowledge of students' academic performance and affairs. The sample

size of 435 was based on a table designed by Krejcie and Morgan (1970) as cited by sarantakos (2005) and was modified as illustrated in the Table 2 below.

Table 2: Sample Size and Sampling Techniques

Category	Target Population	Sample Size	Sampling Technique
Students (UCU)	2180	322	Simple random sampling
Students(IHSU)	150	108	Simple random sampling
DVC(Academic Affairs at UCU)	1	1	Census
Senior Lecturers /Head department (UCU)	3	3	Purposive sampling
Registrar (IHSU)	1	1	Census
Senior Lectures /Heads of department (IHSU)	3	3	Purposive sampling
Total	2338	435	Krejcie & Morgan

Sample size in Table 2 was determined by the Krejice and Morgan (1970) sampling table.

3.5. Data Collection Methods

The choice of a data collection method was determined by the nature of the subject matter, the unit of inquiry and scale of survey (Kalton et al., 1979). Data collection methods included primary and secondary categories entwined in qualitative or quantitative categories. Primary methods are those were first hand data is got from the respondents and these included questionnaires and interviews while secondary data on the other hand are those which have already been collected by someone else and which have already been passed through the statistical process. (Sekeran 2003). This study mainly used questioning, interviewing and review of documents as the methods of data collection.

3.5.1. Questionnaire

A questionnaire on the relationship of student related factors and academic performance in Private Higher Institutions of Learning was used because the respondents could read and write, it's economical and takes a short time to fill. It consisted of carefully prepared and logically arranged questions to which the subjects responded in writing. (Sekaran 2003). The researcher developed closed ended multiple questions and an open ended question to get in-depth information , structured questions ranging from yes, no and I don't know, and in some the 5-point Likert scale form ranging from strongly disagree, disagree, neutral, agree and strongly agree were constructed to seek the opinions of the respondents. The questionnaire was divided into sections delineating personal information, questions about the independent variable and the dependent variable.

3.5.2. Interview Guide

The researcher had face-to-face interviews with key informants guided by structured questions which guided the researcher in the interview process to ensure uniformity and consistency of the data collected. Key informant interviews were undertaken with staff responsible for student academic affairs which helped capture in-depth information around the topic.(Amin, 2005).

3.5.3. Documentary Review Checklist

The study of documents takes the form of a literature review or a more in-depth study of the documents (Sarantakos, 2005). The most common sources of data for secondary analysis are data archives and statistics. The documents may be public documents, administrative documents,

archival records, personal documents, formal studies and reports. In this study documents were obtained mainly from formal channels such as journal libraries, electronic libraries, paper presentations, professional conferences and research dissertations. The review was based on themes that were of particular interest to the research. A checklist that used the items in the questionnaire measuring critical indicators of independent and dependent variables guided

the entire documentary review.

3.6. Validity and Reliability

3.6.1. Validity

Validity is the appropriateness, meaningfulness and usefulness of specific inference made from test scores. Instrument validity in this study was done in a number of ways like discussing the questionnaire and interview guide with fellow MMS participants, IHSU and my supervisors. Grounded on suggestions arising out of these discussions adjustments were made to the instruments.

3.6.2. Reliability

Reliability is the consistency of a measurement, or the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects (Trochim, 2002) as cited from Basheka (2009). To ensure reliability of the instruments, the test-retest method was done through the pilot administration of the instruments to the respondents at UCU Main campus and IHSU. Reliability in this case implies dependability and stability of the instrument so as to ensure that it provides consistent results each time results are presented using the same tool under the same conditions. In this study, a pilot study was done on 10 and 15 students from IHSU and UCU respectively. Cronbach alpha test for reliability was computed by a statistical package (SPSS). The coefficient states how variables are positively and inversely

related besides showing the degree of reliability that proves validity of the instrument. According to Sekaran, (2003), the closer the alpha to 1, the higher the level of consistency and reliability of the instrument. Cronbach alpha's tests for all variables were high and meant that all variables tested gave consistent and valid results with Students demographic factors at 0.711, Socio-economic factors at 0.809 and Students' academic discipline at 0.921 **(see Appendix 5)**. The Overall alpha for the research instrument was 0.921, which is very high and hence indicated strong internal consistency among the items in the variables under study. This meant that respondents that tended to select high scores for one item also tended to select high scores for others; similarly, respondents who selected low scores for one item tended to select low scores for the other items. Thus, knowing the score for one variable value item enabled the researcher predict with some accuracy the possible scores for the other variable value items

3.7. Data Collection Procedure

An introductory letter was obtained from Uganda Management Institute to allow the researcher to go to the field and collect data. Permission was sought from the respective university management at UCU and IHSU before the researcher continued with data collection in the respective universities. The next step was to administer the already pre-tested instruments to the sample with the help of research assistants. A one day training of the research assistants was done and this helped in collection of reliable data. The responses from the questionnaires were collected within a period of two weeks from the two respective universities. The researcher made appointments to have the respective key informants interviewed by organizing face to face interviews to generate qualitative data from key informants which helped supplement on the quantitative data.

3.8. Data Analysis

3.8.1. Quantitative Data

Data from questionnaires was compiled, edited, sorted, classified and coded to simplify analysis and minimize errors that could arise from entry and responding to the questionnaires. The data was analyzed using a computerized data package known as Statistical Package for Social Scientists-version 16.0. Correlations and cross tabulations, were all run and the processed data presented using descriptive tables.

Univeriate and bi-veriate levels of analysis were used. In both, descriptive statistics were used to describe characteristics of respondents; however, the univeriate analysis was limited to usage of frequency tables. At bi-variate level, descriptive statistics were presented in form of contingency tables and correlations all played a part in the development of conclusive relationships.

3.8.2. Qualitative Analysis

The questionnaire had one open ended question. This was intended to seek further opinion of respondents regarding students' suggestions for Personal Academic Improvement which was in line with students' related factors and academic performance. The views obtained from the different respondents were compiled, edited, sorted and corded by tallying and determining percentages which were represented in tabular form. (**See section 4.4. table 31**)

3.8.3. Limitations

The researcher was challenged with insufficient funding given the fact that frequent trips had to be made to the field for purposes of data collection and facilitation of the research assistants.

There was also the time factor constraint since the researcher could not take study leave but rather use every single free time to concentrate on this research.

Students' academic performance is sensitive so it was not easy accessing some vital data. However within those limitations the researcher endeavored to select a sample representative of the study population which provided relevant information to the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0. Introduction

This chapter presents results of the study in line with the stated objectives, research questions and hypotheses. In this regard, some general sample back ground characteristics (demographic) of respondents are presented at univeraiate level while the relationships between the demographic, social-economic, student academic discipline and academic performance are presented at biveriate level as arranged in the sections A, B, C, and D in the questionnaire.

4.1. Response Rate

The response rate refers to the actual number of respondents that returned answered questionnaires compared to the number of the respondents sampled. The response rate according to Sekeran should be 80% if the views raised are to be representative of the area of study .The response rate in this study was 96%.

$$\text{Total response rate} = \frac{\text{Total number of respondents}}{\text{Total number in the sample (ineligible)}} \times 100$$

Total response rate = (416 / 435) x 100 = 96%

4.2. Sample characteristics at univeriate level analysis

4.2.1. Distribution of respondents by Age

Table 3: Frequency Distribution of Respondents by Age

	University				Total	
Age Groups	**IHSU**		**UCU**			
	Freq	**Percent**	**Freq**	**Percent**	**Freq**	**Percent**
20 years and Below	1	1.0%	5	1.6%	*6*	*1.4%*
21-25 yrs	37	38.1%	205	64.5%	*242*	***58.2%***
26-30 yrs	36	37.1%	100	31.4%	*136*	*32.7%*
31-35 yrs	13	13.4%	7	2.2%	*20*	*4.8%*
36 yrs and above	10	10.3%	2	0.6%	*12*	*2.9%*
Total	**97**	**100.0%**	**319**	**100.3%**	**416**	**100.0%**

Source: Primary Data

Table 3 shows that 58.2% of the respondents that participated in the study were aged between 21- 25, followed by those between 26-30, 31-35 and 36 years above, with the least as 20 years and below. These findings indicate that students admitted in higher institutions of learning are of differing age groups which could partly be associated to their commitment and academic performance given the responsibilities that come with age therefore policies to enhance academic performance should put this into consideration.

4.2.2. Distributions by Sex

Table 4: Frequency Distribution of Respondents by Sex and University

	University				Total	
	IHSU		UCU			
	Freq	Percent	Freq	Percent	Freq	Percent
Female	69	71.1%	143	45.0%	212	51.0%
	28	28.9%	176	55.3%	204	49.0%
	97	100.0%	318	100.0%	416	100.0%

Source: Primary Data

Findings from Table 4 indicate that there was almost equal representation of respondents that took part in the study. The females were the slight majority with (51.0%) while males accounted for 49% as shown in table 4. At UCU, majority (55%) were males while 45% were females. The emergent results on the gender distribution in the respective universities was suggestive that there was no significant gender gaps in the education of boys and girls at UCU and IHSU which could probably be attributed to the simple random sampling method used on the respondents to ensure equal representation however the study specifically sought to establish whether students sex was associated to academic performance which was further presented in the study.

4.2.3. Distribution by Marital Status

Table 5: Frequency Distribution of Respondents by Marital Status and University

	University			
Religion	**IHSU**		**UCU**	
	Freq	***Percent***	***Freq***	***Percent***
Divorced	0	0.00%	*2*	*0.60%*
Married	35	36.10%	*52*	*16.30%*
Separated	1	1.00%	*4*	*1.30%*
Single	61	62.90%	*260*	*81.50%*
Widow/Widower	0	0.00%	*1*	*0.30%*
Total	**97**	**100.00%**	**319**	**100.00%**

Source: Primary Data

Table 5 displays respondents by marital status and university. The single students were majority in IHSU with (62.9%) and UCU (81.5%). The married in IHSU and UCU were 36.1% and 16.3% respectively with the least as divorced and widowed. This reflects the new nature of students that has emerged in higher institutions of learning. Findings revealed that the single students were the majority and the other categories of married, separated, and widow/widower as the minority in distribution which could imply that single students in this study performed better than the other mentioned categories of students since the respective university management could have probably not put

emphasis on tailoring programmes or policies that could have boasted the academic performance of the married students, separated , widows/widowers given the fact that they could be having special needs.

4.2.4. Distributions by Religion

Table 6: Frequency Distribution of Respondents by Religious Affiliations

	University				Total	
Religion	**IHSU**		**UCU**			
	Freq	***Percent***	***Freq***	***Percent***	***Freq***	***Percent***
Catholic	41	42.3%	89	28.0%	*130*	*31.3%*
Islam	9	9.3%	34	10.7%	*43*	*10.3%*
Others	9	9.3%	5	1.6%	*14*	*3.4%*
Pentecostal	9	9.3%	65	20.4%	*75*	*18.0%*
Protestant	29	29.9%	125	39.3%	*154*	*37.0%*
Total	**97**	**100.0%**	**318**	**100.0%**	**416**	**100.0%**

Source: Primary Data

Table 6 shows that majority (37.0%) of the respondents interviewed were Protestants followed by 31.3% of the Catholics from both institutions combined. At IHSU, majority (42.3%) of the respondents interviewed were Catholics followed by Protestant (29.9%). At UCU, majority (39.9%) of respondents were Protestants while the Catholics and Pentecostals came second and third with 28.0% and 20.4% respectively. Student distributions in regard to religion did not have wide distinctions which implied that student religion had no relationship with academic performance.

4.3. Relationships at bi-veriate level analysis.

4.3.1. Demographic Factors

Table 7: Response rate on perception of demographic factors and academic performance of students from UCU and IHSU

UCU	Response						
	Strongly Disagree	**Disagree**	**Neutral**	**Strongly agree**	**Agree**	**Non response**	**Total**
Students age has an influence on students academic performance	96(30.1%)	92(28.8%)	73(22.9%)	29(9.2%)	26(7.2%)	6(1.9%)	100.0%
Students sex has an influence on students academic performance	69(21.6%)	44(13.8%)	81(25.4%)	102(32.0%)	17(5.3%)	6(1.9%)	100.0%
Students marital status has an influence on students academic performance	15(4.7%)	37(11.6%)	72(22.6%)	117(36.7%)	73(22.9%)	5(1.6%)	100.0%
Religion has an influence on students academic performance	60(18.8%)	16(15.7%)	98(30.7%)	60(18.8%)	45(14.1%)	6(1.9%)	100.0%
IHSU							
	Strongly Disagree	Disagree	Neutral	Strongly agree	Agree	Non Response	Non Response
Students age has an influence on students academic performance	14(14.4%)	6(16.5%)	14(14.4%)	18(18.6%)	31(32.0%)		100.0%
Students sex has an influence on students academic performance	29(29.9%)	25.8%)	18(18.6%)	5(5.2%)	17(17.5%)		100.0%
Students marital status has an influence on students academic performance	11(11.3%)	12(13.4%)	5(5.2%)	31(32.0%)	35(36.1%)		100.0%
Religion has an influence on students academic performance	54(55.7%)	16(16.5%)	9(9.3%)	7(7.2%)	6(6.2%)	5(5.2%)	100.0%

Source: Primary Data

Table 7 indicates that majority (58.9%) of respondents disagreed that their age influenced academic performance while only 7.2% agreed, majority (54.4%) disagreed that sex influenced academic performance while 5.3% agreed, majority (59.6%) agreed that marital status influenced their academic performance while 16.3% disagreed. 34.5% as majority disagreed that their respective religious affiliations influenced their academic performance while 32.9% agreed. At IHSU however, majority (50.6%) of students agreed that age influenced academic performance and 30.9% disagreed, 43.2% agreed that sex influenced academic performance while majority 55.7% disagreed, 68.1% agreed that marital status influenced their academic performance while 24.7% disagreed, 72.2% disagreed that their religious affiliations influenced their academic performance while only 13.4% agreed. In regard to religion the findings at UCU and IHSU revealed that majority of students disagreed that their respective religious affiliations influenced academic performance. For the case of age, majority (58.9%) of UCU students disagreed that it influenced academic performance while majority (50.6%) in IHSU agreed that it influenced academic performance.

Table 8: Summary cross tabulation between distributions on Age and academic performance of students in UCU and IHSU

		Academic Performance (CGPA)						
		None Response	Very Poor	Poor	Fair	Good	Very good	Total
Age	20 years and Below	1	0	0	1	4	0	6
		12.5%	.0%	.0%	1.0%	1.5%	.0%	1.4%
	21-25 yrs	5	0	1	57	155	21	242
		62.5%	.0%	33.3%	55.9%	57.6%	67.7%	58.2%
	26-30 yrs	2	3	2	38	87	7	136
		25.0%	100.0%	66.7%	37.3%	32.3%	22.6%	32.7%
	31-35 yrs	0	0	0	4	13	3	20
		.0%	.0%	.0%	3.9%	4.8%	9.7%	4.8%
	36 yrs and above	0	0	0	2	10	0	12
		.0%	.0%	.0%	2.0%	3.7%	.0%	2.9%
Total		8	3	3	3	102	269	31
		100.0%	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Primary Data

Findings from Table 8 indicate that the younger students performed better than the older students in tests and exams. Among students that scored very good grades, majority (67.7%) were aged between 21-25 followed by those aged 26-30 and 31-35 with 22.6% and 9.7% respectively. Majority (57.6%) of students that had good grades (performance) were aged 21-25, 32.3% were aged 26-30, 4.8% were aged 31-35 and 3.7% were aged 36 plus. This concurs with some of the key informants' remarks regarding the relationships between age and academic performance. In an interview held with them from both universities, there was a general view that mature students were more committed than the younger students but that they did not score better grades as compared to the younger students. The key informants attributed this to less responsibilities among the younger students as compared to the mature students and the fact that they were fresh from school unlike the mature students.

Table 9: Summary cross tabulation between sex and academic performance of students in UCU and IHSU

		Academic Performance (CGPA)						
		None Response	Very Poor	Poor	Fair	Good	Very good	Total
Sex		0	0	0	0	1	0	1
		.0%	.0%	.0%	.0%	.4%	.0%	.2%
	Female	6	3	3	49	136	15	212
		75.0%	100.0%	100.0%	48.0%	50.6%	48.4%	51.0%
	Male	2	0	0	53	132	16	203
		25.0%	.0%	.0%	52.0%	49.1%	51.6%	48.8%
Total		8	3	3	3	102	269	31
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary Data

Summary Table 9 shows that the males performed better than the females in tests and exams at UCU and IHSU. The findings revealed that Majority (51.6%) of males had very good grades compared to 48.4% of females, 52.0% of males had fair grades compared to 48.0% of females, 100% of females were concentrated around poor and very poor grades respectively and no male had such grades. Sex related comments presented by most of the key informants in both respective Universities were that female students were most of the time distracted by family responsibilities like raising their children, home chores, pregnancies to mention but a few hence the lower academic performance as compared to the male students. Meanwhile these findings deferred from what Leonard and Jiang (1999) who suggested that females had better study skills than the male students therefore tended to perform better

.

One of the key informants at UCU commented

> " *that most females were challenged during their course of study by factors like pregnancies, having to attend to sick children, having to take maternity leave on delivery all of which resulted into having to miss some exams or in extreme cases having to take dead year"*

Table 10: Summary cross tabulation between marital status and academic performance of students in UCU and IHSU

		None Response	Very Poor	Poor	Fair	Good	Very good	**Total**
Marital Status	Divorced	0	0	0	1	1	0	2
		0.0%	0.0%	0.0%	1.0%	0.4%	0.0%	0.5%
	Married	1	0	3	23	57	6	87
		12.50%	0.0%	100.0%	22.5%	21.2%	19.4%	20.9%
	Separated	0	0	0	1	3	1	5
		0.0%	0.0%	0.0%	1.0%	1.1%	3.2%	1.2%
	Single	7	2	0	77	208	24	321
		87.5%	66.7%	0.0%	75.50%	77.3%	77.4%	77.2%
	Widowed/Widower	0	1	0	0	0	0	1
		0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	0.20%
Total	8	3	3	3	102	269	31	
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Source: Primary Data

Summary table 10 shows that the single students performed better than the married students in tests and exams. Among students that scored very good grades, majority (77.4%) were single followed by 19.4% married and 3.2% separated. Majority (77.3%) of students that had good grades were single while 21.2% were married. All (100%) of students with poor grades were married. The findings agree with the majority of key informants' comments that married students had more responsibilities hence insufficient time to concentrate on their studies as compared to

the unmarried students. The Deans in the respective universities mentioned that married students most of the time had to juggle between family and their studies which concurs with Egwuatu (2007) study on female and male medical students of Ebonyi State University in Nigeria, the revelations were that marriage and child bearing played a central role in the traditional African culture, and could serve as an additional burden on the Nigerian female medical students hence affecting their academic performance.

Table 11: Summary cross tabulation between religion and academic performance of students in UCU and IHSU

		Academic Performance (CGPA)						
		None Response	Very Poor	Poor	Fair	Good	Very good	**Total**
Religion	Catholic	25.0%	33.3%		33.3%	29.7%	41.9%	31.2%
	Islam	12.5%			10.8%	11.2%	3.2%	10.3%
	Others		33.3%	33.3%	3.9%	2.2%	6.5%	3.4%
	Pentecostal	25.0%		33.3%	15.7%	19.7%	9.7%	18.0%
	Protestant	37.5%	33.3%	33.3%	36.3%	37.2%	38.7%	37.0%
Total		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Primary Data

Table 11 shows distributions without clear trends. The distributions indicated that the Catholics and Protestants seemed to perform better in all categories of grades. Majority (41.9%) of the Catholics had scored very good grades compared to 38.7% protestants. Again, majority (38.2%) of protestants had good grades compared 29.7% of the Catholics. Majority of key informants equally felt that religion did not have any influence on students' academic performance in the two universities. The Dean in the Faculty of Social Sciences at UCU however commented that

> *" students who were more religious tended to take their studies and life more seriously though she was also quick to add that she had not done a study on her students in this regard therefore her comments were not conclusive".*

Table 12: Correlation matrix between demographic factors and academic performance of students from UCU and IHSU

	Age	Sex	Marital status	Religion	Academic Performance
Age	1				
Sex	.312** (p<0.01)	1			
Marital Status	.411** (p<0.00)	.312** (p<0.00)	1		
Religion	.334** (p<0.01)	.342** (p<0.01)	.301** (p<0.01)	1	
Academic Performance	-.371** (p<0.01)	.531** (p<0.01)	.632** (p<0.01)	.332** (p>0.05)	1

Sources: Primary Data

Results from table 12 indicated that there was a low and significant negative relationship between age and academic performance (r=-0.371, p<0.01) of students from both UCU and IHSU. This meant that the younger students at UCU and IHSU performed better than the older students. Table 12 also indicated that there was a strong and significant positive relationship between sex and academic performance (r=0.531, p<0.01) of students from both UCU and IHSU.

Results from table 12 show that there was a strong and significant positive relationship between marital status and academic performance (r=0.632, p<0.01) of students from both UCU and IHSU. That meant, marital status influenced students' academic performance when other factors are held constant.

Religion and academic performance were also found to be not significantly related. With the Pearson correlation r=0.332, p>0.05, it meant that students religious affiliations did not significantly have any influence on their academic performance.

Table 13: correlation coefficient showing the relationship between demographic factors and academic performance of students from UCU and IHSU

Table 13 summarizes the general relationship that existed between all the demographic factors combined and academic performance of students from both universities.

Correlations			
		Demographic factors	Academic Performance
Demographic factors	Pearson Correlation	1	.517**
	Sig. (2-tailed)		.000
	N	377	377
Academic Performance	Pearson Correlation	.517**	1
	Sig. (2-tailed)	.000	
	N	377	*415*
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data

The results in table 13 gave a Pearson correlation coefficient of 0.517 and p-value of 0.000. This implied that there was a strong and significant positive correlation between most of the demographic factors and academic performance of students in both institutions.

Summary Verification of Hypotheses one

Null hypotheses (Ho): There is a positive relationship between students' demographic factors and academic **performance** of undergraduate students at UCU and IHSU.

The null hypothesis was accepted because study findings showed that there was a strong and positive significant relationship between most of the demographic factors and academic performance of students in both UCU and IHSU. This was after an assessment of what relationship each demographic factor had with academic performance. Apart from age that showed a low negative relationship and religion that had no relationship at all, all the other factors revealed strong positive significant relationships with the academic performance of students as presented in the correlation matrix in Table 12

4.3.2. Social Economic Factors

4.3.2.1. Financial Status

Table 14: Response rate on perception of Financial Status and academic performance of UCU and IHSU students

UCU	Yes	No	I don't Know	None Response	Total
My academic performance is not as good as I would expect it to be due to financial struggles that have affected my concentration in class	66(20.7%)	221(69.3%)	28(8.8%)	4(1.3%)	319(100.0%)
I have had to miss some classes because of failure to meet some of my financial obligations which has affected my academic performance	70(21.9%)	206(64.6%)	39(12.4%)	4(1.3%)	319(100.0%)
I have had to miss some tests because of failure to meet some of my financial obligations which has affected my academic performance	54(16.9%)	229(69.9%)	36(11.3%)	6(1.9%)	319(100.0%)
IHSU					
My academic performance is not as good as I would expect it to be due to financial struggles that have affected my concentration in class	37(38.7%)	50(51.5%)	7(7.2%)	3(3.1%)	97(100.0%)
I have had to miss some classes because of failure to meet some of my financial obligations which has affected my academic performance	32(33%)	57(58.8%)	1(1.1%)	7(7.2%)	97(100.0%)
I have had to miss some tests because of failure to meet some of my financial obligations which has affected my academic performance	16(16.5%)	73(75.3%)	1(1.0%)	7(7.2%)	97(100.0%)

Source: primary Data

From Table 14, findings revealed that minority (20.7%) of respondents in UCU said their academic performance was not as good as they would expect due to financial struggles that had affected their concentration in class while 69.3% disagreed. Only 21.9% said that they had no option but rather miss some classes attributed to inability of meeting their financial obligations which affected their academic performance whereas 69.9% disagreed. Similar findings were noted among IHSU students. Majority (51.5%) did not agree that their academic performance was not as good as they would expect it to be due to financial struggles that had affected their concentration in class, 58.8% did not agree that they had to miss some classes because of failure to meet some of their financial obligations while 75.3% of the students disagreed that they had to miss some tests because of failure to meet some of their financial obligations which affected their academic performance.

The findings from Table 14 indicated that majority of students in both institutions did not seem to believe that their financial struggles affected their academic performance. On the contrary, the key informants at UCU and IHSU generally felt that students that struggled financially had to miss some classes, tests and final exams in extreme cases which greatly influenced their academic performance

4.3.2.2 Employment status

Table 15: Response rate on perception of employment status and academic performance of students from UCU

UCU	Yes	No	I don't Know	Total
Is your boss aware that you are a student?	77.3%	13.6%	9.1%	100.0%
Does your nature of job give you ample time to concentrate on your studies?	41.7%	50.0%	8.3%	100.0%
Do you always take leave during the examination period?	69.6%	26.1%	4.3%	100.0%
Do you at times miss some of your classes because of the demands of your job?	75.0%	25.0%	0.0%	100.0%
Do you at times arrive late for your classes because of the demands of your job?	66.7%	33.3%	0.0%	100.0%
Do you have limited time allocated to your personal study because of the demands of your job?	65.2%	0.0%	34.8%	100.0%
Have you had to retake a course because of the demands of your job?	4.3%	95.7%	0.0%	100.0%
Have you at anytime declined in your academic performance because of the demands of your job?	60.9%	34.8%	4.3%	100.0%
Do you feel that if you are not working while studying you would have more time to concentrate on your studies and perform better?	87.0%	4.3%	8.7%	100.0%

Source: Primary Data

From Table 15, findings reveal that majority (77.3%) of UCU respondents said their bosses were aware that they were students while 9.1% did not know. Majority (50.0%) of them said their jobs did not allow them ample time to concentrate while 41.7% said they did. Majority (54.5%) said their bosses had not granted them study leave, 69.6% said that they take leave during the examination while 26.1% said they don't, majority (75.0%) claimed that they at times missed some classes because of the job demands while 25.0% did not, 66.7% said they at times arrived late for classes while 33.3% said they arrived early. Majority actual figure (65.2%) said they had limited time allocated to personal study because of the job demands while 34.8% did not know. It is not surprising when majority (60.9%) said they had declined in academic performance because of the job demands. On the other hand, 87.0% said that they

felt they would perform better if they were not working while studying because they would have more time to concentrate on their studies.

Table 16: Response rate on perception of employment status and academic performance of students from IHSU

IHSU	Yes	No	I don't Know	Total
Is your boss aware that you are a student?	87.3 %	10.9 %	1.8%	100.0%
Does your nature of job give you ample time to concentrate on your studies?	40.0 %	58.2 %	1.8%	100.0%
Do you always take leave during the examination period?	65.5 %	34.5 %	0.0%	100.0%
Do you at times miss some of your classes because of the demands of your job?	61.8 %	38.2 %	0.0%	100.0%
Do you at times arrive late for your classes because of the demands of your job?	63.2 %	35.1 %	1.8%	100.0%
Do you have limited time allocated to your personal study because of the demands of your job?	71.4 %	28.6 %	0.0%	100.0%
Have you had to retake a course because of the demands of your job?	7.3%	92.7 %	0.0%	100.0%
Have you at anytime declined in your academic performance because of the demands of your job?	61.4 %	38.6 %	0.0%	100.0%
Do you feel that if you are not working while studying you would have more time to concentrate on your studies and perform better?	85.7 %	12.5 %	1.8%	100.0%

Source: Primary Data

Similar to the discussions presented in Table 15, findings in table 16 indicated that among IHSU students, majority (87%) agreed that their bosses were aware that they were working while 10.9% said they did not know. Majority (58.2%) of them disagreed that the natures of their jobs was not giving them ample time to concentrate while 40.0% agreed. Majority (61.8%) said that they take leave during the examination while 38.2% did not; majority (63.2%) claimed that they at times missed some classes

because of the job demands while 35.1% did not, 71.4% said they had limited time allocated to personal study, 63.2% said they at times arrived late for classes while 35.1% said they arrived early for classes. However, majority (92.7%) disagreed to have retaken a course because of their demands. It is equally not surprising when majority (61.4%) said they had declined in academic performance because of the job demands, 85.7% as majority however said that they felt they would perform better if they were not working while studying because they would have more time to concentrate on their studies

The perceptions discussed in table 15 and 16 relate to key informants arguments from IHSU and UCU. They all revealed that employment status of students was related to academic performance because of job commitments. One key informant at IHSU and UCU respectively commented that

> *"Working students sometimes take field trips and as a result end up missing some coursework, tests and exams"*
>
> .

Another Dean of students in one of the departments commented that,

> *"Sometimes students do not admit to their bosses that they are studying because of fear of being terminated hence insufficient time for ample study which I feel greatly affects students academic performance."*

This could partly explain why findings revealed that working/employed students generally opined that they were not performing to their optimum levels as compared to the students that were not working /employed.

Table 17: Summary Cross-tabulation results between employment status and academic performance of students from both UCU and IHSU

	Academic Performance(CGPA)			
Employment Status				
	Very Poor	**Fair**	**Good**	**Very Good**
Freelance	0.0%	23.8%	27.6%	0.0%
Full-time	100.0%	19.0%	6.9%	33.3%
Part-time	0.0%	57.1%	65.5%	66.7%
	Below 2.00	***100.0%***	***100.0%***	***100.0%***

Source: Primary Data

Summary Table 17 generally presents students employment status vis-à-vis academic performance. Among those that attained very good grades, majority (66.7%) were on part time employment basis compared to 33.3% on fulltime. Among students that scored good grades (3.60-4.39), 65.5% claimed to be doing part time work, 27.6% were on freelance while 6.9% were on full time. Majority (57.1%) of students with fair performance were on part time work compared to 19.0% on full time. The distributions showed that full time students did not perform as well as the part time students. All students (100%) that presented very poor grades were those that were in full-time employment. This concurs with some studies like that of Coleman 1966 who postulated that researchers differ regarding the impact of employment on students performance, he mentioned that some studies conclude that employment provides students with useful skills and attributes hence instilling a sense of responsibility and heightening students sense of self-efficacy and that these have a positive spillover effect in school, however that other researches conclude that work is just a distraction for most students in that it competes with school for students time and attention. (Coleman 1966).

4.3.2.3. Students Language Background

Table 18: Response rate on perception of students' Language back ground and academic performance

UCU	**Perceptions**						
	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	None Response	
Insufficiency in English language proficiency causes difficulties in learning/ studying	4.1%	8.5%	12.2%	21.9%	52.0%	1.30%	100.0%
Most students in my course that struggle with English language perform poorly	3.1%	11.6%	38.2%	15.4%	29.8%	1.9%	100.0%
Students English Language proficiency influences students academic performance	1.3%	10.0%	27.0%	22.6%	37.9%	1.30%	
							100.0%
IHSU							
	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	Missing	Missing
Insufficiency in English language proficiency causes difficulties in learning/ studying	6.2%	10.3%	3.10%	47.4%	29.9%	3.1%	3.1%
Most students in my course that struggle with English language perform poorly	5.2%	16.5%	30.9%	10.3%	30.9%	6.2%	100.0%
Students English Language proficiency influences students academic performance	5.2%	9.3%	11.3%	27.8%	41.2%	5.2%	100.0%

Source: Primary Data

The findings in Table 18 indicate that at UCU, majority (73.9%) of respondents agreed that limitations in English language proficiency caused difficulties in learning/studying while 12.6% disagreed, majority (45.2%) students agreed that those whose English language proficiency was wanting performed poorly while 14.7% of the students disagreed, 38.2% were neutral whereas majority (60.5%) agreed that students English Language proficiency influenced students

academic performance. Among IHSU students, majority (77.6) agreed to be having difficulties in studying since their English proficiency was lacking while 16.5% disagreed, 41.2% agreed that most students that struggled in English language performed poorly while 69% agreed that English Language proficiency influenced students' academic performance.

It is therefore clear that there was generally better academic performance amongst students that had good and very good English language proficiency as compared to those that rated as fair and poor in regard to English Language Proficiency. In comparison with the key informant views, all pointed out that students whose English proficiency was poor usually faced difficulties while expressing themselves in both oral and written examinations, tests and course works. A number of key informants attested to this when they mentioned that international students that came from countries where English was used as a second language and even local students from up country schools struggled expressing themselves in tests, course work and even the final exams and that these were some of the leading factors to their poor academic performance.

Table 16: Summary Cross-tabulation results between language back ground and academic performance of students from both UCU and IHSU

		A academic Performance (CGPA)						
		None Response	Very Poor	Poor	Fair	Good	Very good	Total
Proficiency in English Language	Response	3	1	0	10	21	4	39
		37.5%	33.3%	.0%	9.8%	7.8%	12.9%	9.4%
	Very Poor	0	1	0	0	0	0	1
		.0%	33.3%	.0%	.0%	.0%	.0%	.2%
	Poor	0	1	0	0	1	0	2
		.0%	33.3%	.0%	.0%	.4%	.0%	.5%
	Fair	1	0	1	19	22	1	44
		12.5%	.0%	33.3%	18.6%	8.2%	3.2%	10.6%
	Good	2	0	2	62	184	14	264
		25.0%	.0%	66.7%	60.8%	68.4%	45.2%	63.5%
	Very Good	2	0	0	11	41	12	66
		25.0%	.0%	.0%	10.8%	15.2%	38.7%	15.9%
Total		8	3	3	3	102	269	31
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary Data

Table 19 shows that majority (83.9%) of students that had very good grades were generally good (good and very good) at English while only 3.2% were not, 83.6% of students that admitted as having good grades were students that admitted to have good English proficiency, while majority 66.6% that attained very poor grades admitted to fall in the category that had poor and very poor English respectively. These findings relate with key informants' revelations from both institutions, they said that students that struggled with English did not perform as well because they found it very hard expressing themselves in English both in their oral and written tests, course work and the final examinations. This concurs with Bitchener & Basturkmen (2006) who posited that language was one of the factors that affected students' academic performance. They further observed that foreign students usually found problems expressing themselves both verbally and in writing and gave an example where students that wrote their dissertations in

English found difficulties in reviewing literature, analyzing and interpreting data to the extent that their supervisors took a lot of time editing instead of guiding these students in their respective studies.

4.3.2.4 Parents Education Level

Table 20: Showing response rate on perception of Parents' Education Level and academic performance

	Perceptions					
UCU	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree	None Response
Parents' education level influences students' academic performance	12.50%	8.20%	16.30%	34.80%	26.30%	1.90%
IHSU						
Parents' education level influences students' academic performance	24.70%	7.20%	13.40%	30.90%	19.60%	4.10%

Sources: Primary Data

Findings from Table 20 indicate that majority (61.1%) of UCU respondents agreed that their parents' education level influenced students' academic performance while 20.7% disagreed. At IHSU, 50.5% agreed that parents' education level influenced students' academic performance while 31.9% disagreed. From the key informants' point of view, parents' education back ground influenced the academic performance of students though a number of key informants in the two respective universities presented divided perspectives.

Table 21: Summary Cross-tabulation results between fathers' and mothers' education back ground and academic performance of students from both UCU and IHSU

		Academic Performance (CGPA)					
Father's Education level	Education Levels	None Response	Very Poor	Poor	Fair	Good	Very good
		25.0%			5.9%	2.6%	3.2%
	None				12.7%	9.7%	3.2%
	Primary		66.7%	33.3%	2.9%	4.8%	
	Secondary	25.0%		66.7%	28.4%	21.9%	22.6%
	Tertiary	50.0%	33.3%		50.0%	61.0%	71.0%
Total		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**
Mother's Education level		50.0%	33.3%		6.9%	3.0%	3.2%
	None	12.5%			18.6%	17.8%	6.5%
	Primary	12.5%	33.3%	66.7%	13.7%	13.8%	9.7%
	Secondary				33.3%	27.5%	24.2%
	Tertiary	25.0%	33.3%		33.3%	41.3%	74.2%
Total		**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Sources: Primary Data

Table 21 shows that majority (71.0%) of students whose fathers had acquired tertiary level education had very good grades as compared to 22% whose fathers had gone up to secondary. Among students that were revealed to score good grades, majority (61.0%) had fathers that had gone up to tertiary level as compared to 21.9% whose fathers went up to secondary, 50.0% of students with fair grades had fathers that had gone up to tertiary level compared to 28.4% whose fathers had acquired secondary education. While looking at the distributions in the regard to mothers' education as reflected in Table 21, majority (74.2%) of students that had very good grades were from mothers that went up to tertiary level followed by 24.2% whose mothers had gone up to secondary. Also, majority (41.3%) of those that scored good grades were mothers that had gone up to tertiary level followed by 27.5% whose mothers went up to secondary. From the findings as reflected in Table 21 the education level of parents was associated to the academic performance of students from both institutions. Generally majority of students whose parents had

at least acquired tertiary level education had better performance compared to those whose parents had acquired lower level education. These findings imply that parents' level of education enhances students' academic performance since majority of students that had good academic grades had parents that had at least acquired secondary education

Table 22: Correlation matrix between socio economic factors and academic performance of students

	Parents/students' Financial status	Parents/Students employment status	Language background	Parents' education	Academic Performance
Parents/students' Financial status	1				
Parents/Students employment status	.702** (p<0.01)	1			
Language background	.716** (p<0.00)	.711** (p<0.00)	1		
Parents' education	.677** (p<0.01)	.701** (p<0.01)	.678** (p<0.01)	1	
Academic Performance	.699** (p<0.01)	**.703** (p<0.01)**	.789** (p<0.01)	.499**(p<0.01)	1

Sources: *Primary Data*

Results from Table 22 show that there was a strong and significant positive relationship between parents/students' financial status and academic performance as shown by the Pearson correlation coefficient r=0.699, and p<0.01. This implies that a stable students/parents financial back ground enhances students academic performance. This can partly be attributed to the fact that students that have a stable financial back ground have fewer distractions as they learn and ample time to

concentrate hence higher chances of better academic performance. On the contrary when the students where interviewed in relation to this they generally felt that finances did not influence their academic performance.

Table 22, reflected that there was a strong and significant positive relationship between Parents/Students employment status and academic performance ($r=0.703$, $p<0.01$) of students from both UCU and IHSU. This meant that the fully employed students did not perform better than the freelance and part time students. This can also be supported by the findings in Table 17 where majority (65.5%) of students that were doing part time work attained good grades compared to 6.9% that were on full time employment.

From Table 22, Language background was found to have a strong and positive significant relationship with academic performance ($r=0.789$, $p<0.01$) of students from both UCU and IHSU. That implies that students with better English language proficiency performed better than students that struggled with English in tests, coursework and final examinations.

Table 22 also shows that there was a low and positive relationship between parents' education and academic performance ($r=499^{**}$ $p<0.01$) of students from both UCU and IHSU to mean that, higher education attainment by the parents did not significantly influence academic performance of students in tests and final exams in both IHSU and UCU as indicated by the correlation coefficients $r=0.499$ and $p<0.01$.

Table 23: Correlation coefficient showing the relationship between Socio-economic factors and academic performance of students from UCU and IHSU

Correlations			
		Social economic factors	**Academic Performance**
Social economic factors	Pearson Correlation	1	.727**
	Sig. (2-tailed)		.000
	N	389	389
Academic Performance	Pearson Correlation	.727**	1
	Sig. (2-tailed)	.000	
	N	415	*415*
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data

Results in Table 23 indicate that there is a strong and significant positive relationship between social-economic factors and academic performance of students in UCU and IHSU (r=0.727, p-value=0.000). This implies that students that had good financial and employment status, English Language and Parents' education back ground performed better academically Vis -a -vie those that did not. All the socio-economic factors presented a positive relationship with the academic performance of students in UCU and IHSU respectively.

Summary Verification of Hypothesis Two

Null hypothesis (Ho): Null hypothesis (Ho)**:** There is a positive relationship between students' socio-economic factors and academic performance of undergraduate students at UCU and IHSU respectively. From the study findings, the null hypothesis was accepted. There is a strong and positive significant relationship between socio-economic factors and academic performance of students in both UCU and IHSU. The researcher's conclusion is based on the strong significant and positive relationships that almost all of the social economic factors presented in the correlation matrix Table 22 with an exception of parents educational levels that presented a weak positive relationship.

4.3.3. Students Academic Discipline

Table 24: Showing response rate on perception of Students' Academic Discipline and academic performance of students from UCU and IHSU

	Perception						
UCU	*Strongly Disagree*	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*	*Non response*	**Total**
Whenever I endeavor to attend classes regularly I perform well in those course units	1.6%	4.1%	19.1%	53.9%	20.7%	0.6%	100.0%
When I endeavor to attend my classes in time I normally perform well in those course units	1.3%	4.1%	20.4%	54.2%	19.4%	0.6%	100.0%
The time I allocate to my personal study normally influences my academic performance	0.9%	1.3%	5.0%	56.4%	35.7%	0.6%	100.0%
Class attendance influences students academic performance	0.6%	0.9%	7.9%	57.9%	31.6%	0.9%	100.0%
Time keeping influences students academic performance	0.7%	3.7%	3.7%	52.8%	37.5%	1.7%	100.0%
The time students deliver their coursework influences students academic performance	0.9%	3.4%	15.7%	45.8%	33.5%	0.6%	100.0%
The time students allocate to personal study influences students academic performance	0.3%	0.9%	4.4%	43.3%	50.2%	0.9%	100.0%
IHSU							
Whenever I endeavor to attend classes regularly I perform well in those course units	3.1%	6.2%	10.3%	38.1%	41.2%	1.0%	100.0%
When I endeavor to attend my classes in time I normally perform well in those course units	3.1%	7.2%	17.5%	34.0%	37.1%	1.0%	100.0%
The time I allocate to my personal study normally	2.1%	3.1%	8.2%	33.0%	51.5%	2.1%	100.0%

influences my academic performance							
Class attendance influences students academic performance	2.1%	5.2%	8.2%	37.1%	45.4%	2.1%	100.0%
Time keeping influences students academic performance	2.1%	10.3%	12.4%	38.1%	32.0%	5.2%	100.0%
The time students deliver their coursework influences students academic performance	7.2%	18.6%	19.6%	34.0%	19.6%	1.0%	100.0%
The time students allocate to personal study influences students academic performance	1.0%	3.1%	4.1%	30.9%	59.8%	1.0%	100.0%

Source: Primary Data

Findings in Table 24 indicate that majority (74.6%) of UCU students said that they performed well in course units that they endeavored to attend regularly in class while only 5.7% disagreed, 73.7% agreed that when they endeavored to attend their classes in time, they normally performed well in those course units while minority (5.4%) disagreed, 92.2% said that the time they allocated to their individual personal study normally influenced their academic performance, 89.6% agreed that class attendance influenced their academic performance and only 1.5% of the students disagreed, 90.3% agreed that time keeping influenced their academic performance while 4.4% disagreed, 79.3% agreed that the time students delivered their coursework influenced their academic performance while 4.3% disagreed, 93.4% agreed that the time students allocated to personal study also influenced students academic performance while minority (1.2%) disagreed. In IHSU, majority (79.4%) of respondents agreed that they performed well in course units that they endeavored to attend regularly while 9.3% disagreed, 71.1% agreed that when they endeavored to attend their classes in time, they normally performed better in those course units but 10.3% disagreed, 84.5% said that the time they allocated to their individual personal study normally influenced their academic performance and 5.2% of them disagreed, 82.5%

agreed that class attendance influenced students academic performance, 70.1% agreed that time keeping influenced students academic performance, 53.6% agreed that the time students delivered their coursework influenced students' academic performance, majority (90.7%) agreed that the time students allocated to personal study also influenced students academic performance while minority (4.1%) disagreed. Findings indicate that if each of the sub-disciplines is well observed, students are likely to perform better. All the arguments raised by the students concurred with the key informants comments. In both UCU and IHSU, all Heads of Department said that the level of students' academic discipline (class attendance, keeping time, delivering coursework and allocating time to personal study) affected academic performance in one way or another

4.3.3.1. Summary presentation of class attendance

Table 27: Summary cross tabulation Results for Class Attendance and academic performance of students' from both UCU and IHSU

	Academic performance (CGPA)				
	Very Poor	**Poor**	**fair**	**Good**	**Very Good**
Response					
Very Poor	33.3%			1.0%	
Poor	33.3%			1.9%	0.00%
Fair	0.0%	66.7%	66.7%	21.4%	7.30%
Good			33.7%	58.3%	15.70%
Very Good	33.3%	33.7%		17.5%	77.00%

Source: Primary Data

Table 25 shows that majority (92.7%) of students that stated as having very good grades had generally maintained a good (good and very good) class attendance discipline, 78.5% that had good grades had maintained a very good and good class attendance discipline while 66.7% that

had poor grades equally presented a fair class attendance discipline in both institutions. The findings agree with the opinions presented by the Senior Lecturers interviewed at UCU and IHSU that some students were not performing at their optimum levels or had inconsistent academic performance partly because they did not observe self discipline such as regular lecture attendance, good time keeping, timely delivery of course work and allocating ample time to personal study.

4.3.3.2. Summary presentation of Timekeeping

Table 26: Summary Cross tabulation Results between time keeping and students' academic performance in both UCU and IHSU

		Academic Performance (CGPA)					
		None Response	Very Poor	Poor	Fair	Good	Very good
Time Keeping	Response	1	1	0	1	7	0
		12.50%	33.30%	0.00%	1.00%	2.60%	0.00%
	Very Poor	2	2	0	6	13	0
		25.00%	66.70%	0.00%	5.90%	4.80%	0.00%
	Poor	1	0	0	2	1	0
		12.50%	0.00%	0.00%	2.00%	0.40%	0.00%
	Fair	3	0	2	9	29	3
		37.50%	0.00%	66.70%	8.80%	10.80%	9.70%
	Good	0	0	1	53	123	15
		0.00%	0.00%	33.30%	52.00%	45.70%	48.40%
	Very good	1	0	0	31	96	13
		12.50%	0.00%	0.00%	30.40%	35.70%	41.90%
Total		**8**	**3**	**102**	**3**	**102**	**269**
		100.00%	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Source: Primary Data

Table 26 shows that majority (90.3%) of students that had very good grades were very good at time keeping. 81.4% of those that scored good grades were students that observed good time keeping while, 82.4% that presented fair academic performance had equally maintained a fair

discipline in time keeping, majority 66.7% of the students that scored very poor grades were also characterized as having very poor discipline in keeping time. This can be barked up by the interviews held with the key informants at IHSU who emphasized that students whose academic discipline in time keeping was good most times scored good grades and were consistent in their academic performance.

4.3.3.3. Summary presentation of course work delivery

Table 17: Cross tabulation results for Discipline in Course work delivery and academic performance of students from both UCU and IHSU.

	Academic performance (CGPA)				
Response	Very Poor	Poor	Fair	Good	Very Good
Very Poor	33.3%			0.4%	
Poor	33.3%	66.7%	8.8%	2.2%	
Fair		33.3%	50.0%	40.3%	14.7%
Good			31.4%	43.2%	38.2%
Very Good	33.3%		9.8%	13.9%	47.1%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Primary Data

From summary Table 27, findings revealed that 85.3% of the students that obtained good and very good grades admitted to promptly deliver their coursework in time as compared to 14% of students that were rated as fair in this regard. Majority (57.1%) of students stated that they had (good and very good) discipline in delivering course work compared to 40%, 2.2% and 0.4% whose discipline was rated as fair, poor and very poor respectively. The table also shows that majority (50.0%) of students that had fair grades had observed a fair discipline, 66.7% that scored poor grades indicated that they observed poor academic discipline while majority (66.6%) that scored very poor grades were also poor and very poor at delivering course work. The discussions held with the key informants rhymed with findings in Table 27 specifically students

late delivery of coursework which was associated to academic performance. Most of the key informants were quick to add that they occasionally deducted marks from students that did not submit their coursework in the stipulated time without proper explanation, and that this also influenced their academic performance.

4.3.3.4. Summary presentation of Time Allocation to Personal Study

Table 28: Cross tabulation Results for Time Allocation to Personal Study and Academic Performance of students in both UCU and IHSU.

Time Allocation to Personal Study	**Academic performance (CGPA)**				
Response	*Poor*	*Poor*	*Fair*	*Good*	*Very Good*
Very Poor	33.3%	33.3%	2.9%	2.2%	
Poor		33.3%	12.7%	5.9%	2.9%
Fair	66.7%	33.3%	55.9%	44.8%	26.5%
Good		0.1%	24.5%	40.6%	44.1%
Very Good			3.9%	5.1%	26.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Primary Data

Table 28 indicates that majority (70.6%) of students who revealed as allocating ample time to their personal study also revealed as scoring good and very good academic performance as compared to 2.9% who were poor in this aspect, majority (45.7%) that had good grades were equally those with good discipline of time allocation to personal study while 44.8%, 5.9% and 2.2% revealed to have had fair, poor and very poor academic discipline respectively. Majority (55.9%) that had fair grades said that they fairly allocated time to personal study and 66.6% of students that attained poor grades were generally poor at allocating time to personal study. There was no student revealed as having very good academic performance that was rated as poor in terms of time allocated to personal study.

Table 29: Summary Correlation matrix between students discipline factors and academic performance of students in UCU and IHSU

	Class attendance	Time keeping	Timely Delivery of coursework	Time allocated to personal study	Academic Performanc e
Class attendance	1				
Time keeping	.701** (p<0.01)	1			
Timely Delivery of coursework	.734** (p<0.00)	.721** (p<0.00)	1		
Time allocated to personal study	.677** (p<0.01)	.731** (p<0.01)	.678** (p<0.01)	1	
Academic Performance	.681** (p<0.01)	.751** (p<0.01)	.682** (p<0.01)	.677**(p<0.01)	1

Sources: Primary Data

Study findings from Table 29 show that there is a strong and significant positive relationship between class attendance and academic performance as shown by correlation coefficient r=0.681, and p<0.01. Results in table 29 also indicate that there was a strong and significant positive relationship between time keeping and academic performance (r=0.751, p<0.01) of students from both UCU and IHSU. This implied that students that were better at keeping time generally performed better than those that were poor at time keeping. A good academic performance was attained as ones time keeping disciple improved where as it worsened where time keeping was not observed. The results also show that there was a strong and positive significant relationship between timely delivery of coursework and academic performance (r=0.682, p<0.01) of students from both UCU and IHSU.

Also, results indicated that there was a strong and significant positive relationship between time allocated to personal study and academic performance (r=677** p<0.01) of students from both

UCU and IHSU. This implied that the more students invested time to their personal study the more the chances that they would perform better in tests, course work and exams. There was a correlation between students' academic discipline and academic performance in private Higher Institutions of Learning (HIL) in Uganda. In this study, a positive and strong significant relationship was observed to exist between academic performance of students and time allocated to personal study.

Table 30: Correlation coefficient showing the relationship between students discipline and academic performance of students from UCU and IHSU

Correlations			
		Students' Discipline	Academic Performance
Students' Discipline	Pearson Correlation	1	.766**
	Sig. (2-tailed)		.000
	N	415	415
Academic Performance	Pearson Correlation	.766**	1
	Sig. (2-tailed)	.000	
	N	415	415
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data

Results in Table 30 indicate that there was a strong and significant positive relationship between students' academic discipline and academic performance at UCU and IHSU (r=0.766, p-value=0.000). This implied that students whose academic performance was good most likely

observed good academic discipline in class attendance, time keeping, and timely delivery of course work and time allocated to their personal study.

Summary Verification of Hypothesis three

Null hypothesis (Ho): There is a positive relationship between students' academic discipline and academic performance of undergraduate students. From the study findings, this hypothesis was accepted because of a strong and positive significant relationship between students academic discipline factors and academic performance of students in both UCU and IHSU was found *(r=0.766, p-value=0.001).* The researcher's conclusion is based on the strong significant positive relationships that each of the academic discipline factors presented in the correlation matrix Table 29.

4.4. Summary of student's suggestions for personal Academic Improvement

Table 31 displays the suggestions made by the students in both universities so as to have their academics improve. This follows the qualitative question that was asked in the questionnaire (Question 52) seeking students opinions about what they felt as students could be done to improve on their academic performance and what the university can equally do to help them improve their academic performance. These were the multiple suggestions given by students as mentioned below.

Table 31: Students suggestions for personal Academic Improvement

Response	Percent
Relaxing Tuition Related Policies	14.60%
Time considerations (personal study)	30.90%
Communication about Tests as opposed to surprises	9.9%
Bridge Lecturer and Students Relations	5.60%
Professional Lecturer considerations	5.10%
Equipping Libraries with relevant books	16.30%
Full coverage of Syllabus	0.60%
Conducive Learning Environment	2.80%
Emphasis on group Discussions	6.70%
Increase Research Related Assignments	1.10%
Weekend programs for Employed this was mainly at IHSU	1.70%
Commitment to submit assignments on time	1.10%
Develop programs for all semester activities	2.20%
Reducing Assignments	1.10%
Some students talked about having to leave working and concentrate	1.10%
on studying first	

Source: Primary Data

Majority (30.9%) of student's responses were centered on time considerations. They suggested that they had realized over time that it was high time they invested more time in their individual personal study if they were to score consistently well in tests, course works and exams. They also suggested that their respective institutions needed to allocate more time to their personal revision while scheduling the timetables as compared to what was currently been allocated. This was followed by 16% of the responses seconding the university to re-stock the respective university libraries with relevant academic books. At IHSU a system of uploading some reading material on the intranet was currently being done to supplement available books which could also be employed by other institutions. Another 14% were of the opinion that the respective university management relaxes tuition related policies. These included doing away with the deadlines that caused pressure on the students and considering broadening scholarship schemes for the financially disadvantaged students. They suggested that since students had to pick results at a later stage, students could be allowed to sit for exams and the fees be demanded at the point

of collecting the results. In this study, tuition related problems were highly considered as it ranked third among the burning issues that influenced the academic performance of the students.

Making prior communication about tests was also highly emphasized by the students in both respective universities. According to the students, it was discovered that the abrupt style of giving tests affected their performance and they argued the lecturers to communicate prior for better preparation. While 5.6% called for bridging relationships between lecturers and students. They raised the issue of some lecturers being unapproachable and requested that some of these lectures change their approach for smoother student-lecturer interactions which they felt was very vital if rapport was to be developed and as a result good academic performance.

A significant percentage (6.7) of responses in both universities was for the idea of group discussions. The students opined that if they got more involved in personal discussions then their academic performance would be enhanced. More so as a university the students felt that lectures could further encourage student discussions by group based assignments where every individual could be expected to present to ensure active participation of every group member.

In both universities more professional lecturers were suggested as indicated by 5.1% responses. This is to do with more competent, knowledgeable and skilled lectures that were able to solve not only academic issues but also issues to do with career guidance and development.

At IHSU students suggested better conducive learning environment such as spacious class rooms and hostels for accommodation, weekend programs for the employed students, developing a comprehensive student schedule for all semester activities, since they felt that at the time of the

study some activities like practicum for the nursing students had been introduced without sufficient planning.

About 1.1% of the students felt that if they devoted more time to their personal study they would Perform better while others felt that if they first resigned from their jobs or were granted study leave then they would be in position to perform better since their jobs were demanding.

All these suggestions in one way or another, affected or were associated with the academic performance of the students and if dealt with by both the students and university management better academic performance amongst the undergraduate students in the two respective universities would be obtained.

Table 32: Distribution of respondents by grade score and Suggestions for academic improvement

Response	Academic Performance			
	Poor	**Fair**	**Good**	**Very Good**
Relaxing Tuition Related Policies	50.0%	20.3%	13.6%	33.3%
Time considerations (personal study)	.0%	32.8%	39.5%	33.3%
Communications about Tests and Exams	.0%	12.5%	7.4%	.0%
Bridge Lecturer and Students Relations	.0%	6.2%	7.4%	.0%
Professional Lecturer considerations	.0%	6.2%	6.2%	.0%
Equipping Libraries with relevant books	50.0%	17.2%	18.5%	33.3%
Full coverage of Syllabus	.0%	.0%	1.2%	.0%
Conducive Learning Environment	.0%	.0%	4.9%	16.7%
Emphasis on group Discussions	.0%	10.9%	6.2%	.0%
Increase Research Related Assignments	.0%	1.6%	1.2%	.0%
Weekend programs for Employed	.0%	1.6%	2.5%	.0%
% within N47whatIsY	.0%	1.6%	1.2%	.0%
Submitting Assignments on time	.0%	3.1%	.0%	.0%
Develop programs for all semester activities	.0%	1.6%	3.7%	.0%
Reducing Assignments	.0%	1.6%	1.2%	.0%
Leaving the jobs	.0%	.0%	2.5%	.0%

Source: Primary Data

Table 32 shows that among the poor performers, an equal percentage (50%) said they lacked tuition and also felt that their libraries were lacking relevant literature. Among those that were in the range of fair i.e. (32%) suggested that the university extends time for personal reading i.e. reading week before exams while 20.3% suggested that financial policies be adjusted.

CHAPTER FIVE
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5. 0. Introduction

This chapter presents the discussion of the findings which were generated from the previous chapter. The first section presents the summary and discussion of the findings relative to what other scholars have discovered. The second section presents the recommendations while the third and final section presents the areas for further research. This chapter presents the interpretations and the discussions relative to the research objectives of the study which are presented together with the recommendations. Finally conclusions are drawn derived from the interpretations and the discussions

5.1. Summary of Findings

The purpose of the study was to establish whether there was a relationship between the undergraduate students' demographic, socio-economic and students' academic discipline factors and their academic performance at UCU (Mukono) and IHSU respectively. A conceptual framework was formulated to establish the relationship between the independent and dependent variables. The findings indicated that majority of demographic, socio-economic and student academic discipline factors were in one way or another positively and negatively related to academic performance of students in both institutions. It is only one demographic variable (religion) that did not have an association with the students' academic performance.

The first objective was to establish the relationship between student demographic factors and their academic performance at UCU main campus and IHSU. Results from correlation analysis indicated that there was a strong and significant positive relationship between demographic factors and academic performance of students in both institutions ($r= 0.517$, $p< 0.01$). Results

indicated that age had a weak negative relationship with academic performance. That meant that younger students performed better than the older students. Among other demographics that reflected strong and positive relationships were sex and marital status. Religion did not present any relationship with academic performance of the students.

The second objective was to establish the relationship between student socio-economic factors and their academic performance at UCU main campus and IHSU. Results indicated that there was a strong and significant positive relationship between students' socio-economic factors and their academic performance in both institutions. Parents'/students' financial status, Parents/Students employment status and Language background had strong and positive significant relationship with academic performance while parents' education presented a weak positive relationship with academic performance.

The third objective was to establish the relationship between students' academic discipline and their academic performance at UCU main campus and IHSU. Results in table 30 indicate that there was a strong and significant positive relationship between students' academic discipline and their academic performance at UCU and IHSU. This implied that students whose academic performance was good are those that observed good academic discipline in as far as class attendance, time keeping, timely delivery of course work and time allocated to their personal study are concerned.

5.2 Discussion of the findings

5.2.1 Relationship between students' demographic factors and academic performance at UCU main campus and IHSU.

Correlation results (0.517 and $p< 0.01$) indicated that there was a strong and significant positive relationship between demographic factors and academic performance of students in both institutions. This implies that age is positively related to academic performance and the question that seeks to find out if demographic factors are related to academic performance of students Results from table 12 indicated that there is generally a moderate and significant negative relationship between age and academic performance ($r=-0.371$, $p<0.01$) of students from both UCU and IHSU. The findings revealed that younger students performed better than the older students. This is also supported respondent findings in table 8 where majority (57.6%) of young students had better performance compared to the older students. The findings concur with the findings of (Astin, 1975), (Drew, 1990; McDonald & Hutcheson, 1998; Williams, 1998 as cited in Basheka 2009). As much as they all agree that age has a significant implication on academic performance of students, they attributed this to older students having more responsibilities than younger students in terms of occupational demands and family responsibilities which as a result influenced academic performance hence living them at a disadvantage.

The results also revealed that there was a strong and significant positive relationship between sex and academic performance of the students at UCU and IHSU($r=0.531$, $p<0.01$). Summary Table 12 showed that the males performed better than the females in tests and exams in each category of grades. In Table 9, results also indicated that majority (51.6%) of males had very good grades compared to 48.4% of females, 52.0% of males had fair grades compared to 48.0% of females while 100% of females were concentrated around poor and very poor grades. The findings however do not concur with the findings of Lao (1980) who postulated that female students had

better grades as compared to male students. Wainer and Steinberg (1992) have also argued that women receive higher grades than men because they work harder and attend class more frequently (Wainer and Steinberg, 1992).

Marital status and academic performance of the student were also found to be related. Results from Table 12 showed that there was a strong and significant positive relationship between marital status and academic performance ($r=0.632$, $p<0.001$) of students from both UCU and IHSU. That means that marital status significantly influenced students' academic performance. Single students were found to be performing better than the married students in tests and exams. Results in Table 10, also indicated that among those that scored very good grades, majority (77.4%) were single followed by 19.4% married and 3.2% separated. Majority (77.3%) of those that had good grades were single, 21.2% were married and 100% of those with poor grades were married students only. In a study carried out by (Egwuatu 2007), students' marital status was reviewed in a comparative study of marital status against academic performance in Ebonyi State University in Nigeria and it was concluded that marriage and child bearing played a role since it in a way served as an additional burden on the Nigerian female medical student and thus affecting their academic performance. This matches with the researcher's hypothesis and findings as reflected among the respondents at UCU main campus

Religious affiliations and academic performance were found to be unrelated. With the correlation $r=0.332$, $p<0.01$, which meant that students' religious affiliations did not significantly influence their academic performance. Table 11 presents uncoordinated percentage distributions although Catholic and Protestant students seemed to perform better than the students that mentioned were from other religious affiliations. The findings however do not concur with the discoveries of

other writers. Writers like Oh (1999) found that high school students who had a high level of religiosity were more likely to have a higher CGPA than non religious students. Muller and Ellison (2001) on the contrary postulated that the effect of religiosity on academic achievement is explained by variations in family and community capital which could agree with the researchers' findings on students' socio-economic factors like financial status vis-à-vis their academic performance.

5.2.2 Relationship between students' socio-economic factors and academic performance at UCU main campus and IHSU

In the second objective, the findings revealed that socio-economic factors significantly influenced academic performance of students ($r=0.727$, p-value=0.000). These values reflect that there is a positive relationship between undergraduate students at UCU and IHSU and implies that as students socio-economic factors improve, their academic performance is likely to improve.

This study sought to establish whether there was a relationship between socio-economic factors and academic performance. Each independent variable was examined independently against the dependents variable (academic performance).

Parents'/students' financial status and academic performance of the students were found to be related. Findings from both institutions revealed that students/parents' financial status significantly influenced academic performance of the students positively ($r=0.699$, and $p<0.01$). Students that were paying their own tuition were discovered to have performed poorly compared to those whose parents took up part or full responsibility of paying all the student fees and all the other required needs. The findings revealed that students that generally struggled financially stated that they did not perform well due to divided attention and concentration in their studies.

This is because they spent some time doing different things to meet their required financial obligations like tuition fees. These findings agree with Tinto's evidence accumulated over the past decade that financial aid did not impact on students' persistence, especially among the economically disadvantaged (Tinto, 1975). He goes ahead to suggest that when financially disadvantaged students are supported, they are likely to perform better. The findings generally revealed that students that were fending for themselves / paying their own fees registered slightly poorer grades. This is attributed to the fact that students that fended for themselves had to spend extra hours in search for finances for their fees and hence the failure to fully concentrate of their academics. This implies that policies jeered towards improving students socio-economic status regarding students/parents finances, employed students, students English Proficiency, are likely to enhance academic performance.

Pearson correlation results in Table 21 ($r=0.703$, $p<0.01$) indicated that students'/parents employment status had a strong and positive significant relationship with academic performance. In a display of figures presented in summary Table16 students' employment on a part time and free lance basis had better grades compared to those employed on full time basis. For example, Table 17 revealed that (100%) that had very poor grades indicated that they were employed on full-time basis. Coleman's findings concur with this study since he postulates that students employment is another form a distraction for most students since it competes with students' time at school and hence attention. (Coleman 1966)

Findings revealed that language background positively and strongly influenced academic performance of students from both universities ($r=0.789$ p-value=0.000). Table 19 for example shows that majority (83.9%) of students that had very good grades were generally good (good

and very good) at English while only 3.2% were not, 83.6% of students that admitted as having good grades were students that admitted to have good English proficiency, while majority 66.6% that attained very poor grades fell in the category that had poor and very poor English respectively backgrounds respectively. Related findings were also discussed by Bitchener & Basturkmen (2006), who noted that language was one of the factors that influenced students' academic performance. They further observed that in most cases foreign students usually found problems expressing themselves both verbally and in writing and they cited an example of students who were expected to write their dissertations in English which was their second language, however found difficulties in reviewing literature, analyzing and interpreting data to the extent that their supervisors took a lot of time editing instead of guiding these students in their respective studies. This therefore implies that if policies jeered towards improving students English Proficiency are re-visited or strengthened those students whose academic performance has been affected as a result of weak English proficiency are likely to improve.

Mother's/Father's (parents') Education and Academic Performance of students were found to be related. In summary 19 findings presented perceptions where 61.1% and 50.5% of students in UCU and IHSU respectively agreed that parents' education level influenced students' academic performance. In a correlation analysis presented in Table 22, parents education level was found to have a low positive relationship with the academic performance of students, ($r=499^{**}$ $p<0.01$). Therefore students whose parents had high levels of education were revealed to have slightly better academic performance than those whose parents had acquired lower levels of education. In line with this, Sentamu (2003) in his study postulated that rural families and urban families where both parents were illiterate or had inadequate education were not in position to foster a study culture in their children since the parents themselves did not attend school or the

education they received was too inadequate to create awareness in them. That these differences in home literacy activities were more likely to be reflected in students' school achievement. It is thus possible that students' academic performance could be enhanced by parents' education to some extent in Higher Institutions of Learning. These findings imply that those students whose parents have attained a reasonable level of education are likely to have better academic performance since in view of the two respective universities students whose parents were literate reflected better academic performance as compared to those whose parents were totally illiterate or not gone so far in the academic arena.

5.2.3 Relationship between students' academic discipline and their academic performance at UCU main campus and IHSU.

Results revealed that there was a positive relationship between students' academic discipline and academic performance of undergraduate students at UCU and IHSU. Findings revealed that the relationship between class attendance and academic performance of students in UCU and IHSU had a strong positive correlation coefficient of ($r=0.681$, and $p<0.01$) in Table 29. In both institutions, findings revealed that students who admitted as having very good class attendance habits as reflecting better grades compared to their counter parts that did not. Findings in table 25 for example showed that majority (92.7%) of students that had very good grades had generally maintained a good (good and very good) class attendance discipline, majority (78.5%) that had good grades had maintained a very good and good class attendance discipline while majority (66.7%) that had poor grades did not observe a good class attendance discipline in both institutions. The general comment from the key informants interviewed by the researcher from both respective universities was that the attributing factors to students academic fluctuations was partly because they did not observe self discipline such as regular class attendance, good time

keeping, timely delivery of course work and allocating ample time to personal study as represented in Table 29. These findings were in agreement with the postulations of Mafabi (1993) who indicated that symptoms of indiscipline that led to poor academic performance included habitual absenteeism from class and from school which concurred with the factors under students' academic performance in this study. Regarding the relationship between time keeping and academic performance, findings revealed that the two were strongly and significantly related. Students that claimed to be very good at maintaining time keeping admitted better academic performance compared to those that had been poor at keeping time. The Pearson correlation coefficients in Table 29 also revealed a strong and significant positive relationship ($r=0.751$, $p<0.01$). This implied that students that were better at keeping time generally performed better than those that were poor at time keeping. Results from Table 26 also showed that majority (90.3%) of students that had very good grades were very good at time keeping. Majority (81.4%) of those that scored good grades were students that had a good time keeping discipline, majority (82.4%) with fair grades had equally maintained a fair discipline while majority (66.7%) of those with very poor grades were students that had a very poor discipline in keeping time. This is in agreement with the comments from most key informants at IHSU who revealed that students whose academic discipline in time keeping was good most times scored good grades and were consistent in their academic performance.

Findings also revealed that there was a strong positive and significant relationship between timely delivery of course work and academic performance. This is shown by the Pearson correlation coefficient $r=0.682$ in table 29. Meanwhile, results from summary Table 27 also revealed that majority (85.3%) of the students that admitted as scoring good and very good grades also said that they most times delivered their coursework in time as compared to 14% of

students who rated their delivery of course work as fair. Majority (66.7%) that admitted to score poor grades also admitted to falling in the category of poor in regard to the delivery of their coursework while majority (66.6%) that admitted very poor grades also admitted as being very poor at delivering course work. The interview held with the key informants also rhymed with the comments made by most of the key informants at UCU and IHSU that some students' poor academic discipline like late delivery of coursework was strongly associated to fluctuations in academic performance. A Senior Lecturer in the School of Nursing at IHSU was quick to add that

" My lecturers are allowed to deduct marks from students that do not submit their coursework in the expected time without proper explanation".

The researcher from the study got to learn that lecturers at UCU and IHSU deducted marks as a punishment from students that handed in their course work late without prior explanation and that this also influenced their academic performance. This concurs with Chaube and Chaube (2000) argument that if students are not disciplined while at school, it would be difficult for them and the school to realize the goals of education.

Time allocation to personal study was equally found to strongly relate to the academic performance of the undergraduate students. After running a correlation between academic performance and time allocation to personal study, findings revealed a strong and a positive significant relationship. This was proved by a Pearson correlation coefficient r=0.677 in table 29. Students who claimed that they were good at allocating time to their personal study performed better than those that did not. Table 28 also illustrated that majority (70.6%) of students who attested as allocating ample time to their personal study had good and very good grades as compared to 2.9% who did not, majority (45.7%) that had good grades admitted to have good

discipline in time allocation to personal study while 44.8%, 5.9% and 2.2% revealed to have fair, poor and very poor academic discipline respectively. This also rhymes with a research article by Duck Worth and Seligman in which they found that high self-discipline distinguished Phi Beta Kappa undergraduate students from non Phi Beta Kappa students of equal intellectual ability. In addition a comparison of sampled undergraduate students found that self-discipline correlated positively with self-reported grades as well as a broad array of personal and interpersonal strengths though some disciplined students failed.

As earlier mentioned in chapter one, the general objective of the study was centered on establishing the relationships that existed between demographic, socio-economic, students' academic discipline and academic performance of under graduate students from UCU main campus and IHSU. The conceptual framework was also established to discuss the relationship between the dependent (academic performance) and independents demographic, socio-economic and students' discipline) variables. The findings generally indicated that there were strong and positive significant relationships between demographic, social economic and academic discipline factors and academic performance of the students from both institutions under study (IHSU and UCU). Such conclusions were made basing on general correlation results in for the respective variables.

5.3. Conclusion

5.3.1. Students Demographic Factors and Academic Performance

Majority of the students were characterized by diverse demographic factors in relation to age, sex, marital status and religion. The correlation results established that there was a relationship between students' age, sex and marital status and academic performance with an exception of

religion. From qualitative findings, the study revealed that students were of various ages, sex there were both male and females at UCU and IHSU and varying marital status with married, unmarried, divorced and separated and that were of different religious sects from Catholic, protestants, Pentecostals . The study confirmed the assertion, that today's academic environment has greatly changed and therefore institutions of higher learning are therefore confronted with increasing demands to transform these institutions as stakeholders demands have risen and resources have diminished.(Randall & Coakley, 2007) as cited by Basheka (2009).

5.3.2. Students Socio-Economic Factors and Academic Performance

The study revealed that students belonged to different financial backgrounds, employment status, language backgrounds and had parents that were at different education levels. The Pearson correlation analysis revealed that there was generally a positive relationship between students' socio-economic factors and their academic performance save for parents' education background that was found not to have a significant relationship with students' academic performance. The key informants interviewed acknowledged that socio-economic factors like financial background, employment status and language background in so many ways were associated to students academic performance though divergent views among the students and key informants pertaining to parents education levels vis-à-vis students academic performance were raised, some of them opined that parents levels of education were related to students academic performance were as others felt there was no relationship statistical findings however revealed that there was a weak relationship between parents level of education and students academic performance.

5.3.3. Students Academic Factors and Academic Performance

The researcher also proved from the findings that all dimensions time class attendance, keeping, time of delivery of course work and time allocation to personal study) had strong and positive significant relationships with academic performance of the undergraduate students at UCU and IHSU. From the study this factor presented the strongest relationship as compared to all the other factors. Generally students admitted that if they became more committed they would perform better which concurred with the qualitative findings that some students at UCU and IHSU had gotten into poor academic discipline which had greatly affected their academic performance. Institutions' of higher learning are therefore challenged with coming up with diverse strategies to ensure that such occurrences are curbed if students academic performance is to be enhanced.

Considering all the factors under study, the dimensions under students academic discipline generally presented the strongest positive relationships with the students academic performance followed by the socio-economic factors and then the demographic factors .

5.4. Recommendations

5.4.1. Objective One: Students' Demographic Factors and academic performance

Students demographics are very important, therefore, both universities should not only keep records of their students bio-data but rather work in consultation with the quality assurance office in understanding the nature of students pursuing various disciplines in their respective universities if appropriate strategies to ensure enhanced students academic performance are to be realized. For instance at Uganda Christian University (UCU) the researcher established that a mature entrance exam is administered specifically to mature students that have been out of the school system for some time. This should continue being done at UCU and be introduced at

International Health Sciences University (IHSU) since such assessments could help identify areas that such students could be helped with if they are to cope in all aspects.

More still programmes tailored to the needs of mature students could be designed and introduced at UCU and IHSU since most mature students are already employed and therefore would want to acquire more knowledge in the various fields where they work other than the younger students who most of the time have never worked and therefore are aiming at acquiring both skills and knowledge.

A counselor and Dean of students should be hired at IHSU just like it is the case at UCU to help students deal with student related issues like marital demands, emotional baggage since the findings revealed that at the time of the study the Registrar at IHSU handled both students admissions and students welfare issues which could probably be handled more efficiently if there was someone specifically handling student affairs.

5.4.2. Objective Two: Students Socio-Economic factors and Academic Performance

Creative options like student loans could be introduced in both universities to help students that are financially struggling to cope. More still student employment could be introduced where a system that identifies needy students is developed and employment given to such students while on holiday in exchange of their tuition fees since this would be beneficial to both the institution and the beneficiary students. At the time of the study this was being practiced at UCU and could be introduced at IHSU with time.

A Stringent policy should be put in place prohibiting students that engage in full-time employment from enrolling on full-time programmes since at the time of the study some

students at UCU and IHSU were revealed to be in this practice yet they admitted that this affected academic performance. Prospective students should be given a week of orientation and induction where various career advice could be given. For instance students employed on full time basis should be encouraged to apply for weekend, on-line or distance education programmes other than enroll on programmes which conflict with their respective work schedules and as a result affecting academic performance . Weekend Courses could also be introduced to cater for such students at IHSU since by the time of the study this was non existent.

UCU and IHSU should maintain the practice of English Literacy Classes, however, could extend the duration of when these classes are held from one semester to one year to provide ample time for all students to catch up.

5.4.3. Objective Three: Student Academic Discipline and Academic Performance

Students are also encouraged to become more committed in terms of attending classes on a regular basis, handing in their course works promptly or endeavoring to give clear explanations to respective lecturers in case of failure to hand in their work in time . Students should also be encouraged to get into the habit of time keeping and devoting more time to their personal study if academic performance is to be enhanced and sustained.

UCU and IHSU should be more vigilant on the policy of class attendance where a certain percentage of classes have to be attended and failure to do so should be accompanied with heavy punishment if this is to be curbed. This would make the students give in their best, which policy should be clearly spelled out prior to admission so that those students that are not able to meet these expectations don't register in the first case.

More so lecturers that are rigid and unapproachable should be helped to loosen up since respondents most especially at UCU complained of some lecturers that were unapproachable and very rigid yet once rapport is broken in any form of communication delivery is affected. This system had just been introduced at IHSU at the time of the study and was promising hence could also be adopted at UCU.

Students should be given timely communication on when tests would be administered since students in both universities raised the concern that some lecturers had the habit of administering abrupt tests without prior communication hence affecting the academic performance of some of these students. Given the changing nature of the students in form of responsibilities and demands UCU and IHSU could borrow a leaf from UMI which provides an outline of the entire programmes per semester clearly indicating the dates when tests would be administered.

5.5. Further areas of research

It is recommended that the same study is conducted utilizing a sample of government sponsored students in government higher institutions of learning since this would provide an opportunity of a deeper understanding of the relationship between students related factors and their academic performance.

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APPENDIX 1
QUESTIONNAIRE FOR STUDENTS

Dear Sir/ Madam,

The purpose of this questionnaire is to establish whether there is a relationship between student related factors and academic performance at Uganda Christian University and International Health Sciences University. This study is part of the requirements for the award of Masters in Management Studies which I am pursing at Uganda Management Institute.

Please answer all questions freely according to your understanding. Your responses will be treated with maximum confidentiality and will only be used for this study.

Your cooperation towards this humble request will be highly appreciated.

Thank you.

Patricia Atwongyeirwe

SECTION A: DEMOGRAPHIC FACTORS

Please tick what is appropriate to you in the space provided.

1. University of study UCU ☐ IHSU ☐

2. Sex Male ☐ Female ☐

3. Mode of study

Part-time ☐ Full-time ☐

4.

4. Age

20 years and Below	
21-25yrs	
26 – 30yrs	
31-35 yrs	
36 yrs and above	

5. Marital status

Single	
Married	
Divorced	
Separated	
Widow/Widower	

6. Religion

Protestant	
Catholic	
Pentecostal	
Islam	
Others	

To what extent do you agree or disagree with the following statements

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

		SD	**D**	**N**	**SA**	**A**
7	Students age has an influence on students academic performance					
8	Students sex has an influence on students academic performance					
9	Students marital status has an influence on students academic performance					
10	Religion has an influence on students academic performance					

SECTION B: SOCIAL ECONOMIC FACTORS

Financial Status

11**. Please tick in the space provided as appropriate.**

a	I personally pay my own fees	
b	My parents/Guardians pay my fees	
c	I partly pay my fees and my parents/ guardians top up	

		Yes	**No**	**I don't Know**
12	My academic performance is not as good as I would expect it to be due to financial struggles that Have affected my concentration in class			
13	I have had to miss some classes because of failure to meet some of my financial obligations which has affected my academic performance			
14	I have had to miss some tests because of failure to meet some of my financial obligations which has affected my academic performance			

Students Employments Status

Please respond to question 15-29 by ticking your most appropriate response only if you are employed.

On what basis are you employed?

15	Full-time	
16	Part-time	
17	Freelance	

		yes	**No**	**I don't Know**
18	Is your boss aware that you are a student?			
19	If your response is yes to question 18, does your boss give you ample time to attend your classes regularly? (If your response No skip to question 21)			
20	If you are on a full-time programme has your boss granted you study leave? (to be answered by students only on the full-time programme)			
21	Does your nature of job give you ample time to concentrate on your studies?			
22	Do you always take leave during the examination period?			
23	Do you at times miss some of your classes because of the demands of your job?			

24	Do you at times arrive late for your classes because of the demands of your job?			
25	Do you have limited time allocated to your personal study because of the demands of your job?			
26	Have you had to retake a course because of the demands of your job?			
27	Have you had to repeat an academic year because of the demands of your job?			
28	Have you at anytime declined in your academic performance because of the demands of your job?			
29	Do you feel that if you are not working while studying you would have more time to concentrate on your studies and perform better?			

Students Language Background

Please rate your level of English proficiency /ability

(Where 5= Very Good 4= Good 3=Fair 2=Poor 1=Very Poor)

5	4	3	2	1

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

To what extent do you agree or disagree with the following statements.

		SD	**D**	**N**	**SA**	**A**
30	Insufficiency in English language proficiency causes difficulties in learning/ studying					
31	Most students in my course that struggle with English language perform poorly					
32	Students English Language proficiency influences students academic performance					

Parents/Guardians Education Level

How would you rate the education level of your parents/guardians

		Primary	Secondary	Tertiary	None
33	Female/male guardian				
34	Mother/Female guardian				

	SD	**D**	**N**	**SA**	**A**
35 Parents education level influences students academic performance					

SECTION C: STUDENTS ACADEMIC DISCIPLINE

Please rate yourself in the following areas

(Where 5= Very Good 4= Good 3=Fair 2=Poor 1=Very Poor)

		SD	**D**	**N**	**SA**	**A**
36	Class Attendance					
37	Time Keeping					
38	Time you deliver your coursework					
39	Time allocated to personal study					

To what extent do you agree or disagree with the following statements

SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

		SD	D	N	A	SA
40	Whenever I endeavor to attend classes regularly I perform well in those course units					
41	When I endeavor to attend my classes in time I normally perform well in those course units					
42	The time I allocate to my personal study normally influences my academic performance					
43	Class attendance influences students academic performance					
44	Time keeping influences students academic performance					
45	The time students deliver their coursework influences students academic performance					
46	The time students allocate to personal study influences students academic performance					

Section D: Students Academic Performance

47. What is your current Cumulative Grade Point Average (CGPA)

4.40-5.00	
3.60-4.39	
2.80-3.59	
2.00-2.79	
Below 2.00	

Please rate your academic performance

No.		Below Average	Average	Good	Excellent
48	In your tests				
49	Course works /Take				
50	Home assignments				

51. Do you feel that your current academic performance is at your expected optimum level? (At its best? Yes No

52. If your response is No, basing on this study what do you think you or the university could do to ensure that your academic performance is enhanced/ gets to its optimum level?

THANK YOU FOR YOUR TIME

APPENDIX 11

Interview Guide for Key Informants at Uganda Christian University (UCU) and International Health Sciences University (IHSU)

Masters in Management Studies (MMS) Degree Programme at UMI.

Dear respondent this interview guide is designed to study aspects of student related factors and academic performance in Uganda. The study is being conducted in selected private universities of Uganda Christian University and International Health Sciences University. You have been selected by virtue of your position and knowledge of students' academic and non academic affairs in relation to academic performance.

Your response will be kept strictly confidential. Thank you for your time and interest in answering the questions.

Researcher

1. Name of University ----------

2. What is your current position at the university?

3. How long have you worked in your current position?

4. In your view how do you see the following factors influencing students' academic performance?

_ Students Demographic factors (to mean age, sex, marital status, religion)

_ Students Social economic factors (to mean financial status, employment, language background, parents education)

_ Students Academic Discipline (to mean class attendance, time keeping, timely delivery of course work, time allocated to personal study)

5. In your view what other student related factors influence academic performance in this university?

6. What recommendations would you give to the university in order to enhance students academic performance?

THANK YOU FOR YOUR TIME

APPENDIX III

A List of Third Year Students At UCU Main Campus 2010/2011	
JANUARY SEMESTER 2010/2011 (CURRENTLY IN FINAL SEMESTER)	
PROGRAMME	**NO. OF STUDENTS**
BACHELOR OF CHILD DEVELOPMENT AND CHILDREN'S MINISTRY	48
BACHELOR OF DIVINITY	51
BACHELOR OF LAWS (SEP INTAKE)	94
BACHELOR OF LAWS (JAN INTAKE)	99
BACHELOR OF AGRICULTURAL SCIENCES AND ENTREPRENEURSHIP	31
BACHELOR OF COMMUNITY HEALTH	48
BACHELOR OF COMPUTATIONAL SCIENCE	17
BACHELOR OF ENVIRONMENTAL SCIENCE	16
BACHELOR OF SCIENCE IN COMPUTER SCIENCE	31
BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY	117
BACHELOR OF COMMUNITY LEADERSHIP AND DEVELOPMENT	25
BACHELOR OF DEVELOPMENT STUDIES (DAY)	120
BACHELOR OF DEVELOPMENT STUDIES (EVENING)	112
BACHELOR OF PUBLIC ADMINISTRATION AND MANAGEMENT	123
BACHELOR OF SOCIAL WORK AND SOCIAL ADMINISTARTION (SEP INTAKE)	130
BACHELOR OF SOCIAL WORK AND SOCIAL ADMINISTARTION (JAN INTAKE)	180
SUB-TOTAL	**1242**
SEPTEMBER SEMESTER 2010/2011 (FINAL SEMESTER IN MAY 2011)	
BACHELOR OF BUSINESS ADMINISTRATION (DAY)	126
BACHELOR OF BUSINESS ADMINISTRATION (EVENING)	111
BACHELOR OF BUSINESS COMPUTING	30
BACHELOR OF ECONOMICS AND MANAGEMENT	97
BACHELOR OF PROJECT PLANNING AND ENTREPRENEURSHIP	142
BACHELOR OF ARTS IN LANGUAGES	19
BACHELOR OF ARTS IN MASS COMMUNICATION	120
BACHELOR OF ARTS WITH EDUCATION	90
BACHELOR OF EDUCATION	40
BACHELOR OF INDUSTRIAL FINE ART AND DESIGN	68
BACHELOR OF LIBRARY AND INFORMATION SCIENCE	95
SUB-TOTAL	**938**
OVERALL TOTAL	**2180**

APPENDIX 1V

	THIRD YEAR STUDENTS AT IHSU UNIVERSITY 2010/2011 CURRENTLY IN THE FINAL SEMESTER	
	INSTITUTE OF HEALTH POLICY AND MANAGEMENT	
1	Bachelor of Public Health	80
	SCHOOL OF NURSING	
2	Bachelor of Nursing	70
	Overall Total	150

APPENDIX V

Cronbach's Alpha tests for reliability of research instruments

	Cronbach Alpha	No of Items
Students' demographic	0.711	26
Socio-economic factors	0.912	20
Academic discipline	0.812	16