



## Causes of Low Academic Performance in Adamu Augie College of Education, Argungu Kebbi State

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### ABSTRACT

The study was to find out the causes of low academic performance of students in Adamu Augie College of Education, Argungu in Kebbi State. The population of the study consisted of 400 students of Adamu Augie College of Education, Argungu out of which 120 were randomly selected. A structural questionnaire was used for data collection. The data collected from the respondents were analyzed using frequency counts and mean scores for all the research questions.

The findings revealed that all variable factors are responsible for the low academic performance of students except the involvement of parents in the Parents Teachers Association (P.T.A). Based on these findings, the following recommendations are made: Teachers should employ various teaching strategies as well and the teaching must be from simple to complex for a better understanding of their students, Teachers should develop positive attitudes towards the students under his/her control to ensure effective learning and better performance of their students and Parents should give more attention and proper monitoring to their children education.

## INTRODUCTION

The academic performance of students plays a significant role in both the teaching and learning processes. It is regarded as a crucial factor in evaluating a person's overall potential and abilities. Mendezabal, (2013), which are commonly measured by the examination outcomes. It is employed to evaluate the caliber of instruction provided by academic establishments. Poor academic performance has traditionally been linked to several variables. According to Kafui (2015), a teacher would surely have a detrimental impact on the teaching and learning of his or her subject if they did not possess both academic and professional teaching qualifications. However, he proceeded on to say that a teacher who is academically and professionally qualified but works under adverse conditions will be less dedicated to his work and thus less productive than an untrained teacher who works under favorable settings.

According to Kafui (2015), good monitoring of instruction can raise the standard of education in the classroom. In a study of 60 schools from peri-urban (29 schools) and rural (31 schools) locations in Ghana, Etsey and Edjah (2014) discovered that private schools outperformed public schools in academic achievement due to more efficient work monitoring.

Another factor is motivation. A highly motivated person puts in the maximum effort in his or her job. Several factors produce motivation and job satisfaction. Kafui (2015) examined the job satisfaction of Californian public school teachers in the USA and found that one of the overall job predictors was the salary one earned from it. Studies by Kafui (2015) indicated that lack of motivation and professional commitment produce poor attendance and unprofessional attitudes towards students which in turn affect the performance of students academically. That is why Hall (1989) believes that there is a need to motivate pupils to arouse and sustain their interest in learning. "Motivation raises questions on why people behave in the way they do it". An individual could therefore, from psychologists' point of view, be seen as politically, socially and academically motivated depending on the motive behind his or her activities.

The role and influence of parents in their children's education is critical, as they are one of the stakeholders in education. Even though they are not always visible or audible, parents and families have a significant impact on education and classroom dynamics. They hold a significant position in the staff room and home practices of educators, which frequently stands in stark contrast to the true nature of those parents. In Vathukattu Kurian Joseph (2014), However, one could wonder whether the parents of the students at the township schools are taking any effective role in the education of their children. Unusual situations like extended families, single parenthood, and learners living with step-parents or no parents are common in the township. These social situations prevailing in the community may not allow parents to give enough attention and care that is needed in the education of the learners. These situations eventually lead learners into activities that are other than education. Lack of effective parental

involvement or no involvement in the formation and the education of the learners is evident in the performance and behaviour of most of the learners at secondary schools. From the views above, the study investigates the causes of the low academic performance of students in Adamu Augie College of Education, Argungu in Kebbi State.

### **Objectives of the study**

The study sought to explain some causes of the low academic performance of students in Adamu Augie College of Education, Argungu in Kebbi State. The specific objectives are expected to be achieved in this research:

1. To find out the causes of student's low academic performance.
2. To find out the possible solution to the factors highlighted in the study.

### **Significance of the study**

The study is significant in several ways, including the way it provides parents about their roles in obtaining the psychological and educational resources needed to enhance and improve students' learning, identifies the different factors that can have a positive or negative impact on students' learning, and urges students to adopt a more positive outlook on their academic performance. It also serves as a point of reference for the federal and state governments regarding the need for seminar/workshop programs to raise the quality of teachers in high schools.

### **Research questions**

Specifically, the research sought to answer the two following questions:

1. What are the teachers' contributing factors to the low academic performance of students in the Adamu Augie College of Education, Argungu?
2. What parent support variables cause students to perform poorly in their academics at Adamu Augie College of Education, Argungu?

### **Literature Review (Theoretical framework)**

This study reviewed Martin Ford's Motivational Systems Theory (MST). This framework focuses on the individual as the unit of analysis but embeds the individual in the biological, social, and environmental contexts that are crucial to development. Ford proposed a simple mathematical formula that attempts to represent all these factors in one model. The formula for effective person-in-context functioning is:

### **Achievement = (Motivation x Skill) x Responsive Environment**

The formula proposes that actual "achievement and competence are the results of a motivated, skillful, and biologically capable person interacting with a responsive environment" (Ford, 1992).

A similar formula was used by Pinder (1984) and others cited in Nonis & Hudson, (2016) to demonstrate performance as a multiplicative function of both ability and motivation.

### **Performance = Ability x Motivation**

The above formula indicates that a student with very high ability but low motivation is unlikely to perform well, whereas a student with low ability but high motivation is likely to perform well. That is, the variability in motivation across students may dampen associations between ability and performance. In the same vein, one can argue that it is simply the study habits and attitudes that ultimately bring about the desired performance and not students' inner desires or motivations. Therefore, similar to how motivation interacts with the ability to influence academic performance, one can infer that study habits and attitudes interact with the ability to influence student performance in board examinations.

### **Board Exam Performance = Ability x (Study Habits and Attitudes)**

#### **Students' academic performance**

The academic performance of students has been the subject of intensive research over the past years. It has become an issue of standards and quality in education as judged by the performance of students in the West African Examination Council. However, various reports have documented the poor examination performance of students. The result statistics released by the West African Examination Council 2021/2022 revealed the total population of students that sat for the exam to be 22,270 in Kebbi state from which 7,530 of 33.8% have at least five credits including English and Mathematics while 14,740 of 66.2% have low performance. Hence, there is a need to look into the factors that contribute to the academic performance of students.

One review of the literature highlighted the importance of student's study habits and attitudes in their academic performance. According to Mendezabal (2013), many students fail not because they lack ability but because they do not have adequate study skills. Students who have difficulty in secondary schools frequently do not have adequate study habits that affect their academic achievement. A central problem noted was that many of these students had not learned how to take effective notes and manage time for studying cited by Mutsotso and Abenga (2020). Moreover, a study by Nagaraju (2014) found that students usually do not devote sufficient time to their studies and seldom have proper study habits.

#### **Improving Academic Performance**

Efforts to help students deal with specific academic weaknesses (e.g., in English, and Math) can involve improvements in teacher practices in the many schools that offer remedial classes either during the term or vacations. Another approach is to provide two weeks when no classes are held but teachers are available to help students address their weaknesses. Extra inputs could also be provided in more innovative ways, such as:

- Tutorial classes where additional problems are solved and students interact with each other.
- Where there are a large number of weak students who cannot be handled individually, a 'Student Academic Support Program' could systematically provide extra classes, extra notes and extra guidance.

### **Improving Classroom Practices by Teachers**

One of the most crucial requirements is to establish classroom sizes that allow teachers to devote appropriate attention to pupils and engage them in daily lessons. Teachers in the classroom could use one or more of the following strategies to accomplish this.

1. Begin by asking them what they already know. Then, by teaching them some well-known subject and progressively advancing to a new or challenging topic, you can increase their knowledge and confidence.
2. Describe the significance of a subject being taught and how it relates to the "real world" of business.
3. Provide real-world examples, especially when illustrating complex ideas. Students must balance theory and practice, which also entails allocating extra time for projects, lab work, and industrial visits.
4. Organize the lecture into points and include suitable examples in each, using materials other than the textbook!
5. Move throughout the classroom, interacting with pupils as they solve issues or get lessons.
6. Utilize medium that goes beyond just chalk and PowerPoints Charts, models, projectors, and movies can all be used in schools to enhance learning through visual and tactile means.
7. Give pupils feedback on how they performed and suggestions for improvement.
8. Be receptive to student inquiries and comments regarding the subject matter and pedagogy.
9. After class, make yourself reachable both formally and casually.

### **METHODOLOGY**

This study used a survey research design, which was selected because it doesn't require the use of parametric statistics or any experiments. The sample for the study is made up of 120 students from the 400 students enrolled in Adamu Augie College of Education in Argungu, Kebbi State, which represents the study's population.

### **SAMPLING TECHNIQUES**

The sample for the study was selected using the random sampling strategy, which was chosen because it suggests that every member of the population has an equal chance of being chosen to represent the entire population.

### RESEARCH INSTRUMENT

A structural questionnaire was used for data collection. The construction of the questionnaire was based on research questions and a five-point Likert scale was employed (Strongly Agree (5), Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1). The questionnaire was composed of sixteen questions. One hundred and twenty copies were distributed to respondents, and all were properly filled out, returned, and used for data analysis.

### METHOD OF DATA ANALYSIS

The data collected from the respondents were analyzed using frequency counts and mean scores for all the research questions. Any questions with a mean rating equal to or above 3.0 were regarded as accepted while any questions with a mean rating less than 3.0 were regarded as not accepted.

### RESULTS

Research Question: 1. What are the teachers' contributing factors to the low academic performance of students in the Adamu Augie College of Education, Argungu? The questions on the questionnaire from one to eight were utilized to ask respondents to react to answer the first research question. Table 1 shows the analyses of respondents' responses.

Table: 1

S/N	Question	SA	A	UD	D	SD	Mean	Ranking
1	Teachers' interactions with students affect academic performance.	80	20	10	8	2	4.4	1 <sup>st</sup>
2	Teachers' teaching methodologies have a great effect on academic performance.	80	21	10	5	4	4.4	1 <sup>st</sup>
3	The use of recent and relevant materials to teach students affects academic performance.	74	20	10	7	9	4.2	3 <sup>rd</sup>
4	Teachers' professional qualifications affect academic performance.	71	20	13	10	6	4.1	4 <sup>th</sup>
5	Completion of syllabuses affects academic performance	69	20	10	12	9	4.1	4 <sup>th</sup>
6	The readiness of teachers affects academic performance	69	13	20	10	8	4.0	6 <sup>th</sup>
7	Teachers' personalities such as dressing, talking, walking e.t.c have negative effects on academic performance.	67	20	13	10	10	4.0	6 <sup>th</sup>

8	The attitude of teachers affects academic performance	52	41	10	12	5	4.0	6 <sup>th</sup>
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Source field survey 2024

Table 1 shows that the contributing factors to the low academic performance of students in the Adamu Augie College of Education, Argungu were ranked according to the mean score, which shows that all the responses are equal to and above the mean score of 3.0.

The first and second-factor Teachers' interactions with students affect academic performance and Teachers' teaching methodologies have a great effect on academic performance has a mean of (4.4), the third factor The use of recent and relevant materials to teach students affects academic performance has a mean of (4.2) the fourth and fifth-factor Teachers' professional qualifications affect academic performance and Completion of syllabuses affect academic performance has mean of (4.1). the sixth. seventh and eighth factors The readiness of teachers affects academic performance, Teachers' personalities such as dressing, talking, walking, etc. harm academic performance and the Attitude of teachers affects academic performance has a mean of (4.0).

## RESEARCH QUESTION 2

What parent support variables cause students to perform poorly in their academics at Adamu Augie College of Education, Argungu? The respondents were asked to respond to questions 1-8 of the questionnaire to offer answers to research question number two. Table 2 below shows the analyses of the respondents' answers.

Table: 2

S/N	Question	SA	A	UD	D	SD	Mean	Ranking
1.	Lack of provision of basic needs such as (school uniforms, school bags, exercise books, pencils, rulers and pens affects academic performance	70	21	15	10	4	4.19	1 <sup>st</sup>
2.	Parental responsibility to provide a conducive learning environment for their wards	72	20	10	11	7	4.15	2 <sup>nd</sup>

	Parental interest in education affects academic performance	70	21	10	5	14	3.95	3 <sup>rd</sup>
3.	The socioeconomic status of parents affects academic performance	40	50	17	6	7	3.91	4 <sup>th</sup>
4.	Motivation from parents affects academic performance	50	40	10	10	10	3.91	4 <sup>th</sup>
5.	The unavailability of recent and relevant textbooks provided by parents affects academic performance	42	41	10	12	15	3.69	6 <sup>th</sup>
6.	The presences of marital problems like divorce and separation negatively affect educational attainment	48	36	10	8	18	3.65	7 <sup>th</sup>
7.	The involvement of parents in the Parents Teachers Association (P.T.A) affects academic performance	4	12	15	58	31	2.16	8 <sup>th</sup>

Source field survey 2024

Table 2 showed that the parent's support variable factors contributing to low academic performance of students in the Adamu Augie College of Education, Argungu causing students to perform poorly in their academic were ranked according to their mean score. The first variable factor lack of provision of basic needs such as (school uniforms, school bags, exercise books, pencils, rulers and pens) affects academic performance and has a mean of 4.19, the second

variable factor Parental responsibility to provide a conducive learning environment for their wards has mean of 4.15 while the last variable factor The involvement of parents in Parents Teachers Association (P.T.A) affect academic performance has a mean of 2.16 and was ranked last.

The finding revealed that all the variable factors listed are causes of the low academic performance of students by the teachers/lecturers in high schools. Also, the result in Table two reveals that all the variable factors listed except the involvement of parents in the Parents Teachers Association (P.T.A) which respondents disagree upon are parents' support factors that contribute to the low academic performance of students in Adamu Augie College of Education, Argungu in Kebbi State.

## CONCLUSION

Based on the findings of the research it was concluded that all variable factors are responsible for the low academic performance of students except the involvement of parents in Parents Teachers Association (P.T.A) which the respondents disagree upon as variable factors that contribute to the low academic performance of students in Adamu Augie College of Education, Argungu in Kebbi State. Based on these findings, the following recommendations are made: Teachers should employ various teaching strategies as well and the teaching must be from simple to complex for a better understanding of their students, Teachers should develop positive attitudes towards the students under his/her control to ensure effective learning and better performance of their students and Parents should give more attention and proper monitoring to their children education.

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