FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN COLLEGES OF EDUCATION IN SOUTHWEST, NIGERIA

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ABSTRACT: *This study was carried out to assess factors affecting students' academic performance in Colleges of Education in southwest, Nigeria. Four hundred and eighty students from six Colleges of Education were randomly selected for this study. Data collected were analyzed with descriptive and inferential statistics. The results obtained showed that 52.4% of the respondents were between 20 – 24 years of age, predominantly female (67.6%), supported by family/guardian (88.9%), stayed off-campus (69.8%), had personal motivation for studying Education (65.8%) and bold (91.1%). Also, results of parental background revealed that the parents were married (63.8%), educated (68.2%), and earned average income of ₦60,604.5/month. The study concludes that students' factors, parental background, school factors, and teachers' factors have serious influence on students' academic performance. It is hereby recommended that school facilities should be adequately provided; Colleges of Education should be given appropriate attention and funding while government should provide alternative power supply by purchasing generator plant for Colleges of Education.*

KEYWORDS: Performance, Factor, Affecting, Academics, Education.

INTRODUCTION

Background to the study

Education is one of the most important aspects of human resource development. The students'performance plays an important role in producing bestquality graduates who will become great leaders and manpower for the country thus responsible for the country'seconomic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates. Thus, studentshave to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand.Academic performance in the Colleges of Education determines whether the students will proceed to university for higher degree or be able to secure a teaching job. Students' performance alsodeterminesquality of education that will be passing to the students by the potential teachers at primary and secondary school levels. Poor performancein Colleges of Education spells doom for the students whose life becomes uncertain and full of misery. Students' academic performance is affected by several factors which include students' learning skills, parental background, peer influence, teachers' quality, learning infrastructure among others. Governmentefforts to improve academic performance have led to series of interventions like scholarship, training of the lecturers, providing of infrastructure and so on. Yet, academic

performance in the Colleges of Education in Nigeria is on the decline going by the low quality of teachers turning out every year.

Alos *et al*. (2015) greatly emphasized the importance of having qualified teachers in the field of teaching, and said thatsuccess of any program is conditioned by the ability of the teacher to teach. If there is failure at this point, the wholestructure fails. Hence, the implementation, selection, preparation and supervision of education will be affected. Moreover, Dewett (2007) mentioned that good teachers are constantly on the alert for methods and instructionalmaterials that will make learning meaningful. With the wise selection and use of a variety of instructional materials or audio-visual materials, experiences may be provided to develop understanding.

Education system in Nigeria has been in crisis for many years largely due to the fact that the sector is poorly funded. This has led to shortage supply of learning materials and human resources being experienced in the system. Inadequate qualified teachers, high turnover rate of teachers, shortage of classroom, and poor remuneration of teachers and a host of other problems abound in the education sector. The economic crisis experienced in Nigeria impacted on the education system and had played a major role in the decline of the quality of Education offered in the country (Olabiyi and Abayomi 2010). Meanwhile, the future of every nation depends largely on the fate of every child that is born into her; most especially those that are privileged to go through the academic walls of the nation starting from the primary level of education to the tertiary institution.Education is an important industry for social, political and economic development and is being affected by the environment within which it exists (Adediran, Ojomo & Adeyanju, 2015).Hence, national development has been founded by those who are experts in their areas of specialization, and this would not have been imaginable without the instrumentality of the educational system. Every countryendeavours to provide quality education for its people. This problem, as a phenomenon, calls for intensive investigation to know the root causes of this poor academic performance in Colleges of Education in Nigeria. This research was conducted to identify the factors that are affecting the academicperformance of students in Colleges of Education in southwest, Nigeria which would help in providing suggestions that would promote a better academic performance in the study area and Nigeria at large.

Objective of the Study

The broad objective of this study is to assess factors affecting academic performance of students in Colleges of Education in Nigeria.However, the specific objectives are to:

1. describe the socio-economic characteristics of the students in the study areas

2. identify parental background and home-related issues of the respondents in the study areas

3. assess the teachers'effectiveness in the study areas

4. examine the adequacy and functionalities of school facilities in the study areas

5. identify various instructional materials used for the respondents in the study areas

6. assess the reading habits of the students in the study areas

7. examine students' academic performance in the study areas

Research Questions

1. What are the personal characteristics of the students in Colleges of Education?

2. Does the parental background and home-related issues affect academic performance of students in Colleges of Education?

3. Does the teachers' effectiveness affect academic performance of students in Colleges of Education?

4. Does availability of school facilities affect academic performance of students in Colleges of Education?

5. Does availability of instructional materials contribute to academic performance of students in Colleges of Education?

6. Does reading habits of the students affect academic performance in Colleges of Education?

METHODOLOGY

The study adopted a survey research design. The population comprised of all final year students who are in the School of Education in Colleges of Education, Southwest, Nigeria.Random sampling technique was used to select 3 out of 6 states in the southwest geo-political zone. (the states selected are Lagos, Ogun and Oyo states). Two (2) Colleges of Education (One Federal and one State) were also chosen at random from each of the selected states in southwest, Nigeria. This gave rise to 6 schools.Simple random sampling technique was used to select 4 departments in each of the selected schools (two from sciences and two from education) making twenty-four departments. Twenty final year students were selected from each of the department. This gave a total of 480 students as the sample size for this study.Data for this study were collected through the use of a well-structured interview guide in addition to class observations. The exercise was carried out with the assistance of enumerators and Head of Department in the selected schools.Relevant information were accessed from past research work. Other relevant materials were gathered from textbooks, journals, magazines, published works and internet. The instrument was constructed on the basis of research objectives. Validation of instrument was done in consultation with research experts in the Department of Education and Social Sciences, Federal College of Education, Abeokuta and Federal University of Agriculture, Abeokuta, their criticisms and suggestions were positively utilized for a more valid instrument. The reliability test for the instrument was conducted using test re-test method. Administration of the instrument was done for 50 students (25 students from Federal and 25 students from State) who are not included in the actual study sample at two weeks interval. Scores were assigned to the responses of the selected respondents. Total scores for each period were computed and split-half will be used to determine the relationship between the two set of scores. The instrument was considered reliable with a reliability coefficient of 0.70 and above. The instrument was personally administered by the researchers and trained enumerators.

DATA ANALYSIS/ RESULTS AND DISCUSSION

Personal characteristics of the respondents

The mean age of respondents was 20.8 years. Above fifty percent (52.4%) of the respondents was between 20 – 24 years of age, 37.3% were 15 – 19 years and 10.3% were above 25 years of age. Oyediran and Omoare, (2014) have reported that most young people in the world are in this age bracket and they are active thus, ability to cope with academic stress. The result showed that 67.6% of the respondents were female while 32.4% were male which indicates that there are more female Colleges of Education than the male. This result is in tandem with the findings of Oyediran *et al.* (2014) in a study conducted at the Federal College of Education, Abeokuta that female were predominant and this may not be unconnected with the mandate of the Colleges of Education to produce qualified young teachers which encourage more young ladies to troop into teaching profession. About 88.9% of the respondents had family/guardian support for their studies. However, 69.8% resided off-campus and the remaining 30.2% stayed in the school hostel. The reason is that the hostel facilities in the schools are very limited hence all the students cannot secure accommodation in the school and it affects students' mobility, school attendance and academic performance.Harb and El-Shaawari, (2006) have reiterated that students perform poorly when the institutions failed to create the environment that is accommodating and conducive to theirlearning and educational needs.Most (82.0%) of the respondents were from Yoruba ethnic group, 16.0% were Igbos, and 2.0% were Hausas. The dominance of Yoruba ethnic is attributed to the southwest region which is the home of Yoruba where this research was conducted. Also, 65.8% of the respondents had personal motivation for studying Education courses, while 26.2% and 4.7% were influenced by parents and friends respectively. It was found that 48.4% of the respondents were very active in class activities, 41.1% active but 10.4% were not active. Above ninety percent (91.1%) were bold while only few (8.9%) were fearful. Illness accounted for forty percent of the absenteeism, 27.8% tiredness and 32.0% boredom. Average absenteeism was 3.4 days. Most (92.7%) of the respondents absent in school for less than 7 days while very few (6.2%) did not go to school for 8 – 15 days.

Table 1: Distribution based on socio-economic characteristics of respondents (n = 480)

Socio-economic variables	Frequency	Percentages	Mean
Age			
15 – 19	168	37.3	
20 – 24	236	52.4	20.8
25 and above	46	10.3	
Gender			
Male	146	32.4	
Female	304	67.6	
Family/guardian support			
Yes	400	88.9	
No	50	11.1	
Residence proximity to school			
School hostel	136	30.2	
Off-campus	314	69.8	
Ethnicity			
Yoruba	369	82.0	
Hausa	09	2.0	
Igbo	72	16.0	

Motivation for studying Education courses			
Personal	296	65.8	
Parents	118	26.2	
Friends	21	4.7	
School Councillors	08	1.8	
Frustration	04	0.9	
I don't know	03	0.7	
Involvement in class activities			
Very active	218	48.4	
Active	185	41.1	
Not active	47	10.4	
Self-confidence			
Bold	410	91.1	
Fearful	40	8.9	
Absenteeism			
Illness	181	40.2	
Tiredness	125	27.8	
Boredom	144	32.0	
Number of day you have absent in school (days)			
Less than 7	417	92.7	3.4
8 – 15	28	6.2	
25 and above	05	1.1	

Source: Field Survey, 2018

Parental background

The results on parental background revealed that 63.8% were married, 33.8% were single parents, while 2.4% were separated. Also, 68.2% had tertiary education, 19.1% had primary education, 9.3% had secondary education but only very few (3.3%) did not have formal education. This is an indication that majority of the parents of the respondents are literate. The mean household size was 6 people with many (66.4%) of the respondents having 5 – 9people in their households, and 26.2% had more than 10 people. The choice of allowing the children to go to Colleges of Education by the parents could not be unconnected with their level of literacy and passion for higher education. This indicates a relatively large household size going by the recommendation of Federal Government of Nigeria in 1986/87 that a family should not have more than 4 children. The mean income was ₦60,604.5/month. Above fifty percent (56.2%) realized less than ₦50,000/month and 37.6% realized ₦51,000 – 100,000/month. It implies that the parents realized substantive income to cater for their children education. Family income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, have reduced achievement motivation and much higher risk of educational failure. In addition, most (82.7%) of the parents had spent less than 10 years in their primary occupation, 11.8% were 11 – 20 years and 5.6% were above 21 years. The mean year of working experience was 7.4 years.

Table 2: Distribution based on Parental background (n = 480)

Parental background	Frequency	Percentages	
Marital status			
Single	152	33.8	
Married	287	63.8	
Separated	11	2.4	
Educational status of your parents			
No formal education	15	3.3	
Primary education	86	19.1	
Secondary education	42	9.3	
Tertiary education	307	68.2	
Household size (people)			
Less than 4	118	26.2	
5 – 9	299	66.4	6
10 and above	33	7.3	
Parental income (₦)			
Less than 50,000	253	56.2	
51,000 – 100,000	169	37.6	60,604.5
101,000 – 150,000	15	3.3	
151,000 and above	13	2.9	
Years of experience in primary occupation			
Less than 10	372	82.7	7.4
11 – 20	53	11.8	
21 and above	25	5.6	

Source: Field Survey, 2018

Peer/Friends characteristics

Results of peer/friends characteristics in Table 4 showed that 63.6% were female and 36.4% were male and 73.8% were in the same department with the respondents while 26.2% had friends in another department. This is expected since majority of the respondents were female according to the result in Table 3. Respondents indicated their friends' best subject were English Language (25.6%), Mathematics (14.0%), Political Science (12.4%), Biology (10.7%), Social Studies (10.7%) and Chemistry (8.7%). Above sixty percent (64.0%) had CGPA of 3.1 and above revealing that they are very brilliant and in good academic stand. Moreover, 45.3% of the respondents indicated that they had 3 – 5 friends, 37.8% had 1 – 2 friends and 16.9% had more than 6 friends. The average number of friend was 4 people.

Table 3: Distribution according to Peer/Friends characteristics (n = 480)

Peer/Friends characteristics	Frequency	Percentages	Mean
Gender			
Male	164	36.4	
Female	286	63.6	
Department			
Same department	332	73.8	
Another department	118	26.2	
Best subject of your friend			
English	115	25.6	
Biology	48	10.7	
Political science	56	12.4	
Computer	26	5.8	
Mathematics	63	14.0	
Social Studies	48	10.7	
Chemistry	39	8.7	
Accounting	31	6.9	
Economics	24	5.3	
Current CGPA of your friend (2015/2016 academic session)			
Less than 2.0	65	14.4	
2.1 – 3.0	97	21.6	
3.1 and above	288	64.0	
Number of friends you have (people)			
1 – 2	170	37.8	
3 – 5	204	45.3	4
6 and above	76	16.9	

Source: Field Survey, 2018

Lecturers' effectiveness in the classroom

Results in Table 5 showed that the lecturers' communication was excellent (48.7%) and very good (33.1%), they had excellent subject mastery (47.3%) and classroom management (44.9%). This implies that the lecturers are very effective in discharging their academic responsibilities in the Colleges of Education. Engin-Dermir (2009) explained that lecturers play crucial rolesin promoting educational growth and performance, and that teacher's qualification, knowledge of thesubject matter, enthusiasm, interaction with students, method of lecture delivery and encouraging participation indiscussions have positive and significant impact on students' achievements.Heinesen (2010) maintained that teachers' ability and competence prove significant in improving students' performance andthat instructors' teaching style enhances understanding of concepts taught.Abbasi and Mir (2012) physical resources and staff competence are important in determining theperformance of students.

Table 4: Distribution based on Lecturers' effectiveness (n = 480)

Lecturers' effectiveness	Excellent	Very good	Good	Poor
Communication	219(48.7)	149(33.1)	74(16.4)	08(1.8)
Subject mastery	213(47.3)	188(41.8)	49(10.9)	0(0.0)
Classroom arrangement	202(44.9)	157(34.9)	80(17.8)	11(2.4)

Source: Field Survey, 2018

Effectiveness in the use of instructional materials

Results showed that lectures were held regularly (86.9%) while 13.1% were irregular. The lesson note was comprehensive (81.6%) and scanty (12.4%). Similarly, 81.6% indicated that the handouts/text books are often used. The lecturers were reported to be friendly (58.7%) and calm (24.9%) while 16.4% easily get upset.

Table 5: Distribution based on the effectiveness in the use of instructional materials (n = 480)

Lecturers' effectiveness	Frequency	Percentages
Lectures		
Regular	391	86.9
Irregular	59	13.1
Lesson note presentation		
Comprehensive	367	81.6
Scanty	56	12.4
No note	27	6.0
Use of handouts/Text books		
Often	321	71.3
Seldom	111	24.7
Never	18	4.0
Emotional stability		
Easily get upset	74	16.4
Calm	112	24.9
Friendly	264	58.7

Source: Field Survey, 2018

School characteristics

Results revealed that the classrooms were inadequate (52.2%) but the available ones are functioning well (68.0%); Libraries were adequate (53.3%) and somehow functioning (45.3%), whereas laboratories were inadequate (59.5%) but functioning well (54.2%). In the same vein, water supply was inadequate (61.1%) but functioning well (50.2%), electricity was inadequate (69.5%) but functioning well (58.0%); playing ground was inadequate (60.2%) but functioning well (46.4%); staff offices were inadequate (58.6%) but functioning well (52.9%); and hostels were inadequate (59.4%) but functioning well (46.0%). These findings indicated that though the school facilities are inadequate, they are in good order and functioning well.These findings support the position of Lizzio, Wilson and Simons (2002) who noted that

institutionalenvironment and facilities have significant impact on students' performance. Also, Ogbogu, (2011) identified poor funding, lack of frequent curricular review, overpopulation, students' unrest, staffstrikes, poor infrastructure, poor relations between the university and government and inadequate teaching andresearch facilities as factors which affect students'performance.

Table 6: Distribution based on Facilities in the school (n = 480)

Facilities	Adequacy		Functionality		
	Adequate	Inadequate	Functioning well	Somehow Functioning	Not functioning
Classrooms	215(47.8)	235(52.2)	306(68.0)	122(27.1)	22(4.9)
Libraries	240(53.3)	210(46.7)	210(46.7)	204(45.3)	36(8.0)
Laboratories	182(40.4)	268(59.5)	244(54.2)	166(36.9)	40(8.9)
Water supply	175(38.9)	275(61.1)	226(50.2)	163(36.2)	61(13.6)
Electricity	137(30.4)	313(69.5)	261(58.0)	125(27.8)	64(14.2)
Playing ground	179(39.8)	271(60.2)	209(46.4)	197(43.8)	44(9.8)
Staff offices	186(41.3)	264(58.6)	238(52.9)	180(40.0)	32(7.1)
Hostels	183(40.7)	267(59.4)	207(46.0)	194(43.1)	49(10.9)

Source: Field Survey, 2018

Instructional materials

Charts and drawings were always used by 29.8%, occasionally used by 46.0% and not used by 24.2%. Also, objects were always used by 25.3%, occasionally used by 51.1% and not used by 23.6%. This implies that the instructional materials were not effectively used in teaching by the lecturers in Colleges of Education.

Table 7: Distribution according to instructional materials (n = 480)

Instructional materials	Always used	Occasionally used	Not used
Charts/Drawings	134(29.8)	207(46.0)	109(24.2)
Objects	114(25.3)	230(51.1)	106(23.6)

Source: Field Survey, 2018

Students' academic performance

Majority (64.2%) of the respondents had CGPA of 3.1 and above indicating a brilliant performance and good academic achievement but 23.1% had CGPA of 2.1 – 3.0 and 12.6% had CGPA of below 2.0. This result reveals that the students' academic achievement was good in 2016/17 academic session in the selected Colleges of Education in Southwest, Nigeria. Since majority of the respondents are female Woodfeld and Earl-Novell (2006) reported that female students outperformed male students and attributed this partly to female students being more conscientious and thus less likely to miss lectures. In contrast, Newman-Ford, Lloyd and Tomas (2009) opined that gender hadonly minor impacts upon educational achievement.Abbasi and Mir (2012) posited that students themselves play critical roles in gettinggood grades and must therefore explore all opportunities available within their academic environment.

Table 8: Distribution according to students' academic performance (n = 480)

CGPA	Frequency	Percentage
Less than 2.0	57	12.6
2.1 – 3.0	104	23.1
3.1 and above	289	64.2

Source: Field Survey, 2018

Last Examination

More than sixty percent (63.3%) of the respondents was above average, 35.4% were average students and very few (1.3%) were below average. The result indicates that students performed very well during the last examination.

Table 9: Distribution according to students' last examination (n = 480)

Last exams	Frequency	Percentage
Below average	06	1.3
Average	159	35.4
Above average	285	63.3

Source: Field Survey, 2018

Factors affecting the Academic Performance

A number of studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide. Diaz (2003) reported that most studies focus on the three elements that intervene, that is, parents (family causal factors), teachers (academic causal factors), and students (personal causal factors), though the influence on academic performance varies from one academic environment to another, from one set of students to the next, and indeed from one cultural setting to another.Results on students' personal condition in Table 9 revealed that 42.9% of the respondents agreed that they are feeling sleepy in class while 29.3% disagreed; 35.3% agreed that they are feeling hungry in class while 25.6% disagreed. But, 33.3% disagreed that it was difficulty in seeing and 31.1% strongly disagreed. Similarly, 26.7% disagreed that it was difficulty in hearing and strongly disagreed to 31.1%; 35.1% disagree that it was difficulty in breathing and 44.4% strongly disagreed.In a similar dimension, study habits of the students showed that 32.4% disagreed with the statement that "I study only when there is test" and 25.6% strongly disagreed. James (2009) pointed out that a student who issuccessful in his desired career has good study habits. On the other hand Kornell and Bjork's studies suggest thatonly about 2/3 of college students routinely quiz themselves, and a majority of students study only one time for upcomingexams (Baker, 2012).About forty percent (37.1%) disagreed with the statement that "I feel tired, bored and sleepy" but 26.4% agreed to the statement; 33.6% disagreed with the statement that "I prefer listening to radio, watching TV" but 25.3% agreed to the statement; 30.7% disagreed with the statement that "I like pressing phones, chatting and playing games but 29.6% agreed to the statement;38.9% strongly disagreed with the statement that "I am lazy to study" and 36.0% disagreed to the statement; 32.2% agreed with the statement that "I am disturbed when studying" but 30.7% disagreed; 30.4% strongly disagreed with the statement that "I have no time to study at home" and 27.6% disagreed; 38.7% disagreed with the statement that "I study only when I like" and 27.3% agreed to the statement; 34.9% disagreed with the statement that

"I don't have a comfortable place to study" and 30.0% agreed to the statement; 39.3% strongly disagreed with the statement that "I copy the assignments of friends" and 33.8% disagreed to the statement.

Furthermore, results on home-related factor showed that 31.3% agreed with the statement that "I live far from school" and 26.4% disagreed to the statement; 34.7% agreed with the statement that "I don't live with my parents" and 23.8% strongly disagreed to the statement; 36.7% strongly agreed with the statement that "both my parents are working" and 30.2% agreed to the statement; 32.7% disagreed with the statement that "I do too much domestic works" and 25.3% strongly agreed to the statement; 36.2% disagreed with the statement that "I have many brothers and sisters" and 28.9% strongly agreed to the statement.

The results on school related factor revealed that 47.6% agreed with the statement that "the time schedule is followed" and 25.6% strongly agreed to the statement; 35.6% agreed with the statement that "Classroom is comfortable enough" and 33.1% disagreed to the statement; 30.2% disagreed with the statement that "there is fast internet access in library" and 29.6% strongly agreed to the statement; 31.6% agreed with the statement that "location of classrooms is very far to the residence" and 28.4% disagreed to the statement.Zappala (2002) found out that school environment and teachers' expectations from their students have strong influence on studentperformance.Lecturer factor showed that 32.7% disagreed with the statement that "Teachers discuss many topics in a short period of time" and 29.8% agreed to the statement; 35.3% agreed the statement that "Lecturers give too much memory work" and 33.3% disagreed to the statement; 40.2% disagreed with the statement that "Lecturers always scold students" and 27.1% agreed to the statement; 38.7% disagreed with the statement that "Lecturers are always late to the classes" and 24.9% agreed to the statement; 42.0% disagreed with the statement that "Lecturers are frequently absent from classes" and 26.4% strongly agreed to the statement; 33.1% agreed with the statement that "Lecturers use lecture method" and 30.9% strongly agreed to the statement.

Table 10: Distribution based on Factors affecting the Academic Performance (n = 480)

S/N	Factors	SA	A	D	SD
	Personal condition				
1.	Feeling sleepy in class	46(10.2)	193(42.9)	132(29.3)	79(17.6)
2.	Feeling hungry in class	77(17.1)	159(35.3)	115(25.6)	99(22.0)
3.	Difficulty in seeing	76(16.9)	84(18.7)	150(33.3)	140(31.1)
4.	Difficulty in hearing	77(17.1)	113(25.1)	120(26.7)	140(31.1)
5.	Difficulty in breathing	45(10.0)	47(10.4)	158(35.1)	200(44.4)
	Study habits				
6.	I study only when there is test	78(17.3)	111(24.7)	146(32.4)	115(25.6)
7.	I feel tired, bored and sleepy	59(13.1)	119(26.4)	167(37.1)	105(23.3)
8.	I prefer listening to radio, watching TV	81(18.0)	114(25.3)	151(33.6)	104(23.1)
9.	I like pressing phones, chatting and playing games	77(17.1)	133(29.6)	138(30.7)	102(22.7)
10.	I am lazy to study	39(8.7)	74(16.4)	162(36.0)	175(38.9)
11.	I am disturbed when studying	47(10.4)	145(32.2)	138(30.7)	120(26.7)
12.	I have no time to study at home	72(16.0)	117(26.0)	137(30.4)	124(27.6)
13.	I study only when I like	66(14.7)	123(27.3)	174(38.7)	87(19.3)
14.	I don't have a comfortable place to study	51(11.3)	135(30.0)	157(34.9)	107(23.8)
15.	I copy the assignments of friends	53(11.8)	68(15.1)	152(33.8)	177(39.3)

	Home-related factor				
16.	I live far from school	102(22.7)	141(31.3)	119(26.4)	88(19.6)
17.	I live near the school	82(18.2)	156(34.7)	105(23.3)	107(23.8)
18.	I don't live with my parents	124(27.6)	136(30.2)	92(20.4)	98(21.8)
19.	Both my parents are working	165(36.7)	136(30.2)	89(19.8)	60(13.3)
20.	I do too much domestic works	114(25.3)	113(25.1)	147(32.7)	76(16.9)
21.	I have many brothers and sisters	85(18.9)	130(28.9)	163(36.2)	72(16.0)
	School related factor				
22.	The time schedule is followed	115(25.6)	214(47.6)	99(22.0)	22(4.9)
23.	Classroom is comfortable enough	85(18.9)	160(35.6)	149(33.1)	56(12.4)
24.	There is fast internet access in library	94(20.9)	133(29.6)	136(30.2)	87(19.3)
25.	Location of classrooms is very far to the residence	104(23.1)	142(31.6)	128(28.4)	76(16.9)
	Lecturer factor				
26.	Teachers discuss many topics in a short period of time	108(24.0)	134(29.8)	147(32.7)	61(13.6)
27.	Lecturers give too much memory work	60(13.3)	159(35.3)	150(33.3)	81(18.0)
28.	Lecturers always scold students	58(12.9)	122(27.1)	181(40.2)	89(19.8)
29.	Lecturers are always late to the classes	55(12.2)	109(24.2)	174(38.7)	112(24.9)
30.	Lecturers are frequently absent from classes	29(6.4)	113(25.1)	189(42.0)	119(26.4)
31.	Lecturers use lecture method	139(30.9)	149(33.1)	99(22.0)	63(14.0)

Source: Field Survey, 2018. SA – Strongly Agree, A – Agree, Disagree, SD – Strongly Disagree

CONCLUSION

The students interviewed were very young, active, and between age of 15 – 25 years, predominantly female, supported by parents/guardians, resided off-campus, Yoruba ethnic, have personal motivation for education and very active in class activities.Their parents were mostly married, literates, had 5 – 9 people in their households and earned average monthly income of ₦60,604.5. The friends are predominantly female, from same department, English Language as best subject, and had good academic performance (3.1 and above CGPA). Lecturers are effective in communication, subject mastery and class management. Lectures are regular in the classrooms with comprehensive lesson note. Classrooms, laboratories, electricity, water supply, playing ground, staff offices and hostels were inadequate. But, the few available ones are functional. Instructional materials were occasionally used for the teaching.

Recommendations

Based on the findings of this study, the following recommendations were made in order to improve and sustain the students' academic performance in Colleges of Education in the study areas:

1. More classrooms and laboratories should be provided and equipped to standard in Colleges of Education;

2. Colleges of Education should be given appropriate attention and funding

3. Provision of essential teaching and instructional materials for effective teaching and learning process.

4. Lecturers should be enforced to use theavailable instructional materials during classroom instruction.

5. Government should provide alternative power supply by providing generator plant for the Colleges of Education in the study areas.

Appreciation

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