

FACTORS CAUSING LOW ACADEMIC ACHIEVEMENT AMONG NAJHRAN UNIVERSITY STUDENTS FROM THE FACULTY MEMBERS' PERSPECTIVE

Rula Ali Wahsheh

Assist. Professor of Curriculum and Instruction, College of Education, Najran University, KSA

ABSTRACT: *The study aimed to identify the factors causing the low academic achievement among Najran University students from the faculty members' perspective. Descriptive and analytical approach was adopted. The study population consisted of all faculty members in Najran University in Saudi Arabia numbered (700) members. The sample was randomly selected from the study population, the author has distributed (250) questionnaires, (248) retrieved. The results showed that the means of the factors causing the low academic achievement among Najran University students from the faculty members' perspective were medium. Furthermore, there were no statistically significant differences of the factors causing the low academic achievement among the participants due to gender, educational qualification and years of experience. The study recommended the importance of providing more attention by the parents to their children and encourages them to love learning, and avoid comparing them with peers, furthermore, the need of conducting free training courses and enrichment classrooms for students at the University to improve their academic achievement.*

KEYWORDS: Low Academic Achievement, Najran University, Faculty Members.

INTRODUCTION

Over the past years, there was an increasing interest in developing Universities and improving their learning outcomes because of the great importance of education in the development of culture and society on all levels. Education is the main component of preparing qualified human cadres that keep up with contemporary global changes. In addition, it plays a great role in the development and control of the whole system to meet the needs and desires of the society, and provide and satisfy the increasing requirements. Universities persistently and continuously endeavor to improve students' performance to obtain brilliant results nationally and internationally, and be able to achieve the aspired goals and desires. Accordingly, it is important to provide a healthy environment in Universities that is concerned with offering what students' needs of tools and means that develop their abilities and skills and enhance academic achievement. Consolidating the quality of education and qualifying and training human competencies achieve the competitive advantage and develop strong bases and rules to motivate students to improve and develop academic achievement. This represents a great challenge for universities according to the changes in the educational environment and the impact of international markets' forces (Mlambo, 2012, p. 81).

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Because developing students; improving their abilities, capabilities, experiences; and developing their skills educationally and professionally are the main aim of universities, they aim to draw strategic plans to take care of the talented, develop skills, improve educational performance, and support low- achievers whose existence are a natural phenomenon if their numbers are within the natural rate (Sawalha & Elomary, 2013, p.126).

Low-achievement among students is one of the most significant challenges for universities. Study's routines of the student are negative; procrastination in the assignment, permanent negligence, low control in the educational environment. In addition, the social, psychological, and family factors that face students in society, environment, and home cause low achievement. These causes motivate universities to investigate the causes of students' low achievement and to endeavor to find a radical solution to handle the problem using planned and professional educational methods because of their great effect on students (Baslanti, 2008, p.3).

Low achievement negatively affects the development of societies and directly affects education outcomes in universities, which affects the economy of societies internally and externally. In addition, low achievement affects the student's psychological aspect, decreases the mental abilities, and weakens self-confidence due to inferiority, fear, and anxiety (Saad, 2016, p.3). Accordingly, the potential causes of this phenomenon should be analyzed; trying hard to find a solution and exploiting all available resources that can help enhance the academic achievement of university students (Adenike, 2013, p.153).

Statement of the problem

Because of being a faculty member in Najran University and observing students' low academic achievement and their lack of sensitivity of having high achievement, the author defined the problem of the study. She observed causes that hinder having high academic achievement, the most significant of them are the psychological, economic, and social factors that face the students because most of them have an academic attitude or they prefer the specialization but the surrounding conditions forced them to study. Furthermore, most of them suffer from economic problems related to the high transport fees to University, high university fees, and the required stationery. Additionally, they face family problems and other factors, e.g. frustration and inferiority. This negatively affects their study and causes low- academic achievement. Consequently, the problem of the current study is defined in investigating the factors causing low academic achievement among Najran University students from the faculty members' perspective.

Objectives and Questions

The current study aims to reveal the factors causing low academic achievement among Najran University students from the faculty members' perspective by answering the following questions:

- 1- What are the factors that cause low academic achievement among Najran University students from the faculty members' perspective?

- 2- Are there statistically significant differences in the factors causing low academic achievement among Najran University students from the faculty members' perspective due to gender, years of experience and educational qualification at the level of ($\alpha \leq 0.05$)?

Significance

The current study is significant because:

- 1- It will add to the field of academic achievement a new theoretical literature, as an enrichment of the Arab library, in general.
- 2- Identify the factors that cause low academic achievement among Najran University students from the faculty members' perspective.
- 3- It presents a clear view to officials, especially faculty members, of the factors that cause low- academic achievement, their applicability, and benefit.
- 4- It is hoped to be a basis and reference of other similar studies.
- 5- It can benefit faculty members in identifying the causes of low- academic achievement among students from the perspective of faculty members, consolidating the educational processes and enhancing effectiveness.

Limitations

The current study is limited to the faculty members of Najran University during the second semester, 2017.

THEORETICAL FRAMEWORK

Academic achievement

It is the evaluative system and source for the educational institution. It illustrates students' understanding and comprehension of information learned from the academic programs. It is the educational level of students by obtaining marks and scores in a certain stage. On this level, objectives and aims are achieved and ideas and aspirations for the future and life are developed (Hamada, 2010). Tounesia defines academic achievement as a set of grades that could be obtained from the daily and monthly exams that shows students' abilities of understanding curricula and applying them in daily life (2012). Salar, Baghaei, Ghavami and Zare believe that academic achievement indicates the educational achievements and cognitive objectives of students through passing many exams and measuring marks because it is an indicator of evaluating the educational system and students' achievement in the cognitive aspects (2013). Ndaji, Little and Coe defines it as a set of skills, competencies, and abilities that reveal performance through a set of oral and written exams (2016, p.6).

It is believed that academic achievement is the most important strategy that helps the faculty members in evaluating students; defining their weakness and strengths and trying to solve them; defining methods and tools consolidating academic and scientific performance that serves the educational system, society and individuals; and identifying the effect of

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environmental and external factors on their performance and achievement (Abid, Kanwal, Nasir & Iqbal, 2016).

Hence, the author defines academic achievement as the means of GPA that university students obtain the various courses from enrollment to graduation. It is effected by a set of family, economic, psychological, and social factors.

The importance of academic achievement

Academic achievement is the strong basis required by students to define their attitude in practical life. High achievement contributed to consolidating students' faculties and knowledge, developing personalities, and implementing positive values. It is also the standard indicator of measuring the educational and practical competence and skill in university. In addition, it contributes to developing students' creative and skillful aspects and paves the way to the labor market. The higher academic achievement students have, the more self-confidence and abilities are consolidated and the better creativity and excellence they have (Modqen, 2014, p.22). It is important because:

1. It is the indicator used to measure students' understanding and comprehension of information and knowledge discussed in the educational environment.
2. It is a means of self-achievement and enhancing morals to accomplish the aspired aims and objectives, proving that they can accomplish a better achievement.
3. It creates individuals with high thinking, far from radicalism, religious conflicts, and sectarianism who are aware of the changes of the surrounding environment and analyze them.
4. It is one of the key strategies to develop and improve society to face the continuing challenges.
5. It contributes to the development and progress of the scientific and technological field. It helps develop and flourish the various knowledge and science.
6. It develops students' ability of discovery and innovation and manifests the talented and gifted.
7. It develops student's personality, making him/her more capable of identifying capabilities and skills (Tounesia, 2012, 103- 104).

Causes of low academic achievement

Low academic achievement is an ancient phenomenon. Since the development of education and educational institutions, there was an attitude towards the improvement of the educational outcomes and solving problems that face students, whether psychological, social, or economic. Accordingly, universities looked for the potential causes of low academic achievement, trying to solve them with the help of the competent bodies (Eng & Julaihi, 2010). Family, i.e. the broken family, is one of the most important social causes of low academic achievement. This family is not interested in moral family and negatively affects students' attitudes in university and decreases academic achievement. Family plays a key role in creating the sound environment to develop and improve the practical aspect of children. If the family do not suffer from internal breaking and conflicts, students' ability to

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exert great efforts to improve university performance and raise academic achievement is minimized (Aliyu, 2016).

Additionally, tension and stress are among the most significant psychological causes that play a key role in decreasing academic achievement because they threaten student's performance to be decreased and weakens achievement. They, besides other psychological conditions, transfer creative powers into destructive ones to both students and community. Continuing thinking of the future is one of the most significant factors that foster tension, fatigue, and anxiety among students causing psychological disorders and losing self-assurance that affects their scientific and academic achievement (Veena & Shastri, 2016).

Furthermore, fear of exams plays a role. It causes a strong psychological feeling that hinders the memorization of information during examinations. Accordingly, marks are low. Anxious personality is one of the most significant factors that decrease students' motive to learn new concepts and develop skills and experience. An anxious student may drop-out because of the inability to accomplish a great achievement or excellence. Anxiety and stress decrease student's attention, making him/her perplexed, confused and afraid, affecting achievement and marks (Saehy, 2012). The economic factor also plays a part. The economic conditions of poverty or low-economic life, controls student's life and affects the educational level. While students of families with medium or high income mainly focus on their learning and study and raising their academic achievement, students of poor families suffer from lack of attention and concentration because of the fear of inability to afford university fees. Furthermore, such a student may be obliged to work to earn living for himself and his family. Accordingly, he drops out and affects achievement (Okioga, 2013).

Economic constraints imposed by the external environment on society slows down achieving education aims, decreases learning motives, and weakens the ability to face economic conditions and try to improve and develop educational performance. Such constraints also motivate them to commit crimes, e.g. theft or selling drugs to gain enough money to pay educational fees. Accordingly, the safety of both societies and individuals is affected (Tackey, Barnes & Khambhaita, 2011).

Treatment of low academic achievement

To solve the problem of low academic achievement, the factors of stress and anxiety should be mitigated because they negatively affect student's achievement. Therefore, a sound and comfortable environment that is based on the sound relationship between the faculty members and students, skills, and techniques of self-control to adapt with examination should be learned, and a comfortable and calm environment should be provided in the examination so that students feel comfortable and accomplish the best results. In addition, the teacher plays a great role in mitigating students' stress and anxiety and avoiding coercive and provocative styles by estimating their efforts, raising self-confidence and consolidating competitiveness and achievement's motivation (Dobson, 2012, p.19- 20). It is believed that the following are the most significant methods to handle low academic achievement:

1. Offering appropriate job opportunities for students who suffer from bad economic positions in order not to affect their academic achievement.
2. Motivating students to select the appropriate specialization that matches their attitudes to achieve creativity and enhance skills and capabilities.
3. Supporting the talented and gifted students by offering full scholarships to improve their abilities, motivate them to study, and devote themselves to improve academic achievement.
4. Offering training courses to the faculty members on educational theories, education technology, and skills improvement to offer the best cognitive services to students.
5. Motivating and encouraging students to interact in the lecture by contribution in discussions and asking questions. Accordingly, their ideas are consolidated and information are recalled in exams.
6. Activating family's role by offering a calm and coherent family that avoids conflicts and problems that distort attention and hinder enhancing academic achievement. In addition, a family should meet the students' needs and requirements, whether psychological or financial.
7. Creating an atmosphere of competition, continuously motivating students, and endeavoring to develop the student's creative aspect (French, 2012, pp. 14- 19).

LITERATURE REVIEW

Balduf (2009) aimed to identify the most significant causes of low achievement among university students. The study was conducted using the analytical approach. It concluded that the absence of the key skills and students' engagement in political events greatly affected their low academic achievement. In addition, lack of offering help to low-income students was a direct cause of dropping out and low educational performance.

Hasan and Sobh (2010) aimed to define the level of low academic achievement and its causes among the students of Al-Aqsa University, Gaza and the role of information and communication technology in treatment. It applied the descriptive and analytical approach to a randomly selected sample of (300) students. It concluded that low academic achievement among the students of Al-Aqsa University was not less than (80%), as a hypothetical rate. It was mainly related to study plans. Furthermore, information and communication technology treated more than (80%) of the causes. Elsherief (2014) aimed to investigate the impact of some aspects of social anxiety in decreasing academic achievement among Taibah university students. It was conducted in Kingdom of Saudi Arabia, using the descriptive and analytical method. The sample covered Taibah University students and its campuses, numbered (570) students, aged (17-23). It concluded that there were not statistically significant differences in social anxiety, attributed to social gender and academic specialization. In addition, there were statistically significant differences on self-confidence in favor of males. Social anxiety was large and negative on low academic achievement among university students. Bataina (2014) aimed to investigate the factors causing low academic achievement in Educational Psychology among the students of College of Education, King Saud University from the perspective of students and faculty members. It applied the descriptive and analytical method on a sample of (140) students. It

concluded that the weak motivation to study was the key cause of low academic achievement from the perspective of the faculty member. There were statistically significant differences among the various specializations, in favor of the students of Special Education.

Kármén, Kinga, Edit, Susana, Kinga, and Réka (2015) aimed to identify the association between academic performance, academic attitudes, and procrastination and their impact on academic achievement among university students. It was conducted in Romania, using the descriptive and analytical method on a sample of students and faculty members of the Colleges of Psychology and Educational Sciences, Babes-Bolyai University, numbered (162). It concluded that procrastination and negative academic attitudes largely affect low academic achievement. Students' academic achievement is negatively affected by their bad habits, e.g. procrastination and being behind schedule. In addition, low academic achievement decreases the ability to achieve objectives and aims and decreases motivation and self-organization.

METHODOLOGY

The study adopts the descriptive and analytical method by designing a questionnaire. After that, data were collected, organized, categorized, analyzed using (spss) and displayed in forms and tables. In addition, related literature was reviewed.

Population & Sampling

The study was applied to all faculty members of najran university, ksa; (700) faculty members. A representative sample was randomly selected. The author distributed (250) questionnaires to the faculty members, (248) retrieved (as shown in table below, as follows:

Table (1) Characteristics of the sample

| Variable | Category: | Frequency | Percentage |
|---------------------------|-------------------|-----------|------------|
| Gender | Female | 115 | 46.4% |
| | Male | 133 | 53.6% |
| | Total mark | 248 | 100% |
| Educational qualification | Bachelor | 34 | 13.7% |
| | Master | 62 | 25.0% |
| | Ph.D. | 152 | 61.3% |
| | Total mark | 248 | 100% |
| Years of experience | Less than 3 years | 34 | 13.7% |
| | 3-5 years | 47 | 19.0% |
| | 6-10 years | 72 | 29.0% |
| | 10 years and more | 95 | 38.3% |
| | Total mark | 248 | 100% |

Table (1) illustrates that females rated (46.4%) and males rated (53.6%). It also illustrates that the populations' academic qualifications of Bachelor, Master, and Doctorate rated (13.7%, 25.0%, and 61.3%, respectively). Furthermore, years of experience of (less than 3), (3-5), (6-10), and (more than 10) rated (13.7%, 19.0%, 29.0% and 38.3%, respectively).

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After examining results, in table (1), regarding the demographic properties of the sample, it could be concluded that they totally provide a reliable indicator of the populations' competence to answer the questionnaire's questions. Thus, their answers can be used to generate the results.

Tool

A questionnaire was designed to measure the factors that cause low academic achievement among Najran University students from the faculty members' perspective. The first part is related to basic (demographic) information, such as gender, academic qualification and years of experience. The second part comprised three fields;

- A. psychological factors of (12) paragraphs (1-12).
- B. family factors of (12) paragraphs (13-24).
- C. economic factors of (13) paragraphs (25-37).

Each phrase was given grades to be statistically processed, as follows: totally agree (5) marks, agree (4) marks, neutral (3) marks, disagree (2) marks and totally disagree (1) mark.

The following scale was used to analyze data:

The highest ratio- the lowest ratio/ No. of categories= $5-1/3= 4/3=1.33$ the length of the category. Consequently, categories are classified, as follows: (1- 2.33) low, (2.34-3.67) medium, (3.68-5) high. Marks were divided into three levels, as follows:

- Low level if the arithmetic means ranged (1 - 2.33).
- Medium level if the arithmetic means ranged (2.34 - 0673).
- High level if the arithmetic means ranged (3.68 - 5).

Validity of the tool:

External validity of the tool (i.e., questionnaire) was verified by being reviewed by (10) specialized reviewers of the faculty members. Based on their opinions, some phrases were added, others removed and a third group was modified. Consequently, it was set in its final form.

Reliability of the tool:

To test the questionnaire's reliability to measure and validate the intended factors, the author conducted internal coherence test of its paragraphs, using Cronbach's alpha, concluding that there were cohesion, coherence, and consistency among the paragraphs.

Table (2) Correlation coefficient of the factors causing low academic achievement among Najran University students from the faculty members' perspective

| No. | Field | Cronbach Alpha |
|-----|-----------------------|----------------|
| 1 | Psychological factors | 0.638 |
| 2 | Family factors | 0.738 |
| 3 | Economic factors | 0.766 |
| | Total | 0.751 |

Reliability coefficients illustrated in table (2) indicated the high reliability and ability of performance, in general, to achieve the aims of the study. It illustrates that the high coefficient was (0.766) and the lowest one was (0.638). This reports the stability of results of applying the questionnaire. Values of this coefficient ($\text{Alpha} > 0.60$) are appropriate to applying the questionnaire to the study (Morad and Soliman 2002).

Statistical analysis:

After collecting the required data on the variables of the study, they were encoded to be entered to the computer to extract the statistical results. Statistical methods within the Statistical Package for Social Sciences (SPSS) were used to process data obtained by the field study of the sample. The author used the following statistical methods:

- Cronbach Alpha Test to test reliance on the tool used to collect data in measuring the study's variables.
- Frequencies to identify the distribution of the sample on the demographic variables.
- Descriptive statistics: arithmetic mean, frequencies, and percentages to describe the opinions of the recipients on the variables to define the importance of the questionnaire's phrases.
- (T-Test) to hold a dual comparison in testing the questions of the study to verify the statistical significance of results obtained and determining differences to be attributed to dual variables.
- ANOVA test to test the statistically significant differences of the study's demographic variables.
- Scheffé's test to find post-differences if existed in ANOVA test

RESULTS

The first question: What are the factors that cause low academic achievement among Najran University students from the faculty members' perspective?

To answer this question, the arithmetic means and standard deviations of the factors causing low academic achievement among Najran University students from the faculty members' perspective, in general, and those of each field in the questionnaire were estimated (as shown in table 3).

Table (3): Arithmetic means, standard deviations and ranks of the factors causing low academic achievement among Najran University students from the faculty members' perspective, in a descending order

| No. | Field | Means | Standard deviation | Rank | Significance |
|-------|-----------------------|-------|--------------------|------|--------------|
| 2 | Family factors | 3.35 | 0.36 | 1 | Medium |
| 1 | Psychological factors | 3.01 | 0.49 | 2 | Medium |
| 3 | Economic factors | 2.90 | 0.57 | 3 | Medium |
| Total | | 3.09 | 0.34 | | Medium |

Table (3) shows that factors causing low academic achievement among Najran University students from faculty members' perspective were medium, with an arithmetic mean of (3.09) and a standard deviation of (0.34). All sections were medium, with arithmetic means of (2.90- 3.35). "Family factors" was ranked first, with an arithmetic mean of (3.35) and a standard deviation of (0.36). It was followed, in the second rank, by "psychological factors", with an arithmetic mean of (3.01) and a standard deviation of (0.49). "Economic factors" was ranked last, with an arithmetic mean of (2.90) and a standard deviation of (0.57).

Results of the paragraphs of each field were, as follows:

- *Psychological factors*

Arithmetic means standard deviations and ranks of the psychological factors were estimated, as shown in table (4).

Table (4): Arithmetic means, standard deviations and ranks of the psychological factors in a descending order

| No. | Paragraph | Means | Standard deviation | Rank | Significance |
|-------|---|-------|--------------------|--------|--------------|
| 11 | Evil accompany | 3.99 | 1.05 | 1 | High |
| 2 | Unfeeling of belonging to the university | 3.55 | 0.99 | 2 | Medium |
| 1 | Unfeeling of the desire to study | 3.31 | 1.06 | 3 | Medium |
| 7 | Low self-confidence | 3.22 | 1.06 | 4 | Medium |
| 12 | Stress of examinations in the university | 3.05 | 1.07 | 5 | Medium |
| 6 | Courses do not match students' mental abilities. | 2.96 | 1.18 | 6 | Medium |
| 9 | Ignorance of the importance of time management. | 2.94 | 0.99 | 7 | Medium |
| 3 | Weak adaptation between students and the faculty members. | 2.87 | 1.19 | 8 | Medium |
| 8 | Shyness of asking questions on academic subjects. | 2.87 | 0.99 | 9 | Medium |
| 4 | Courses do not meet students' needs. | 2.55 | 1.14 | 10 | Medium |
| 5 | Students have no desire of studying the specialization. | 2.54 | 1.33 | 11 | Medium |
| 10 | Students' psychological disorders | 2.32 | 1.13 | 12 | Low |
| Total | | 3.01 | 0.49 | Medium | |

Table (4) illustrates that the psychological factors were medium, with an arithmetic mean of (3.01) and a standard deviation of (0.49). The phrases of the section were high, medium, and low, with arithmetic means of (2.32- 3.99). "Evil accompany" was ranked first, with an arithmetic mean of (3.99) and a standard deviation of (1.05), with a high degree. "Students' psychological disorders" was ranked last, with an arithmetic mean of (2.32) and a standard deviation of (1.13), with a low degree.

- *Family factors*

Arithmetic means, standard deviations and ranks of family factors were estimated, as shown in table (5)

Table (5): Arithmetic means, standard deviations and ranks of family factors in a descending order

| No. | Paragraph | Means | Standard deviation | Rank | Sig. |
|-------|--|-------|--------------------|--------|--------|
| 17 | Parents' separation | 4.19 | 0.74 | 1 | High |
| 16 | Inappropriate family environment | 4.13 | 0.91 | 2 | High |
| 19 | Family compares their children with peers. | 4.03 | 0.88 | 3 | High |
| 18 | Students' occupancy with family social events. | 4 | 0.83 | 4 | High |
| 20 | The weak interest of parents in encouraging students to learn. | 3.59 | 1.01 | 5 | Medium |
| 15 | High family ignorance of the importance of academic achievement. | 3.56 | 1.13 | 6 | Medium |
| 14 | Students' families are outside the city of the school. | 3.24 | 1.25 | 7 | Medium |
| 21 | Students' unfeeling of stability and calmness at home. | 3.23 | 1.13 | 8 | Medium |
| 13 | Students' family problems. | 2.92 | 1.05 | 9 | Medium |
| 23 | Low level of following- up and control by the family. | 2.58 | 1.18 | 10 | Medium |
| 24 | Places allocated for studying at home are inappropriate. | 2.52 | 1.15 | 11 | Medium |
| 22 | Bad parental treatment to students. | 2.27 | 1.15 | 12 | Low |
| Total | | 3.35 | 0.36 | Medium | |

Table (5) illustrates that family factors were medium, with an arithmetic means of (3.35) and a standard deviation of (0.36). The phrases of the section were high, medium, and low, with arithmetic means of (2.27- 4.19). "Parents' divorce" was ranked first, with an arithmetic mean of (4.19) and a standard deviation of (0.74), with a high degree. "Bad parental treatment to students" was ranked last, with an arithmetic mean of (2.27) and a standard deviation of (1.15), with a low degree.

- *Economic factors*

Arithmetic means standard deviations and ranks of economic factors were estimated, as shown in table (6).

Table (6): Arithmetic means standard deviations and ranks of the economic factors in a descending order

| No. | Paragraph | Means | St. D | Rank | Sig. |
|-------|---|-------|-------|--------|--------|
| 30 | High transportation fees to university. | 4.33 | 0.78 | 1 | High |
| 34 | The fund dedicated to university students is inactive. | 3.54 | 0.94 | 2 | Medium |
| 29 | Wealth makes student feel that studying is unimportant. | 3.29 | 1.22 | 3 | Medium |
| 36 | The high cost of courses to raise academic achievement. | 3.23 | 1.1 | 4 | Medium |
| 33 | The high cost of credit hours. | 3.19 | 1.15 | 5 | Medium |
| 25 | Students' work | 2.94 | 1.2 | 6 | Medium |
| 32 | The high number of family members | 2.75 | 1.22 | 7 | Medium |
| 26 | The high cost of books and stationery. | 2.63 | 0.99 | 8 | Medium |
| 35 | Students' feeling of inferiority compared to other peers with good economic conditions. | 2.6 | 1.19 | 9 | Medium |
| 28 | Low pocket money | 2.38 | 1.1 | 10 | Medium |
| 27 | Low family economic level | 2.34 | 1.16 | 11 | Medium |
| 31 | Absence of financial incentives to support academic achievement | 2.33 | 1.1 | 12 | Low |
| 37 | Few courses and free lessons to university students. | 2.21 | 1.12 | 13 | Low |
| Total | | 2.90 | 0.57 | Medium | |

Table (6) illustrates that economic factors were medium, with an arithmetic means of (3.90) and a standard deviation of (0.57). The phrases of the section were high, medium, and low, with arithmetic means of (2.21- 4.33). "High transportation fees to university" was ranked first, with an arithmetic mean of (4.33) and a standard deviation of (0.78), with a high degree. "Few courses and free lessons to university students" was ranked last, with an arithmetic mean of (2.21) and a standard deviation of (1.12), with a low degree.

The second question: Are there statistically significant differences in the factors causing low academic achievement among Najran University students from the faculty members' perspective due to gender, years of experience and educational qualification at the level of ($\alpha \leq 0.05$)?

- *Gender:*

To answer this question, (T) value of the scores' means of the factors causing low academic achievement among Najran University students from the faculty members' perspective was estimated, according to gender (female-male), as follows:

Table (7): Arithmetic means, standard deviations and (T) value of male and female participants' responses

| Domain | Group | Arithmetic mean | (T) Value | Level Significance |
|-----------------------|---------|-----------------|-----------|--------------------|
| Psychological factors | Females | 3.01 | -.044 | .965 |
| | Males | 3.01 | | |
| Family factors | Females | 3.36 | .369 | .712 |
| | Males | 3.35 | | |
| Economic factors | Females | 2.87 | 2.901 | .032 |
| | Males | 3.15 | | |

Results of table (7) illustrate that there are no statistically significant differences at the level of ($\geq \alpha \leq 0.05$) between the arithmetic means of the two groups (i.e. males and females) participants' responses in all fields. It was more than (0.05) which is statistically insignificant, except for (economic factors), in favor of males because their arithmetic mean was higher than that of females.

- *Academic qualification*

To answer this question, (ANOVA) was used in studying the means of the factors causing low academic achievement among Najran University from faculty members' perspective according to their academic qualification, as shown in table (8).

Table (8): ANOVA analysis of the means of the factors causing low academic achievement among Najran University from faculty members' perspective according to their academic qualification

| Domain | Source of variance | Total of squares | Freed om degree | Means of squares | (F) | Sig. level |
|-----------------------|--------------------|------------------|-----------------|------------------|-------|------------|
| Psychological factors | Between groups | 1.505 | 2 | .752 | 3.138 | .045 |
| | within groups | 58.751 | 245 | .240 | | |
| | Total | 60.256 | 247 | | | |
| Family factors | Between groups | .080 | 2 | .040 | .299 | .742 |
| | within groups | 32.587 | 245 | .133 | | |
| | Total | 32.667 | 247 | | | |
| Economic factors | Between groups | .816 | 2 | .408 | 1.277 | .281 |
| | within groups | 78.267 | 245 | .319 | | |
| | Total | 79.083 | 247 | | | |

Table (8) indicates that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) on the means of the factors causing low academic achievement among Najran University students according to the academic qualification. Differences were higher than (0.05) in all fields which are statistically insignificant, except for (the psychological factors) where they were lower than (0.05). Thus, Scheffe' Test of post-test comparisons was conducted, as shown in table (9).

Table (9): Post-comparisons using Scheffe' method in studying the means of the factors causing low academic achievement among Najran University students according to academic qualification.

| Domain | Groups | Means | Bachelor | MA. | Ph.D. |
|-----------------------|----------|-------|----------|--------|-------|
| Psychological factors | Bachelor | 2.96 | | | |
| | MA. | 3.15 | .18952* | | |
| | Ph.D. | 2.97 | .01206 | .17745 | |

Table (9) shows the values, illustrating differences and statistically significant categories. Digits indicate that there were differences between the intersected categories according to academic qualification. Hence, arithmetic means are scrutinized to define the category with the highest one; i.e. to which differences tend. Here, they were those of (Master degree) in the psychological factors.

- *Years of experience*

To answer this question, (ANOVA) was used in studying the means of the factors causing low academic achievement among Najran University from faculty members' perspective according to their years of experience , as shown in table (10).

Table (10): ANOVA analysis of the means of the factors causing low academic achievement among Najran University from faculty members' perspective according to their years of experience

| Domain | Source of variance | Total of squares | Freed om degree | Means of squares | (F) | Sig. level |
|-----------------------|--------------------|------------------|-----------------|------------------|-------|------------|
| Psychological factors | Between groups | .574 | 3 | .191 | .783 | .504 |
| | within groups | 59.682 | 244 | .245 | | |
| | Total | 60.256 | 247 | | | |
| Family factors | Between groups | 1.116 | 3 | .372 | 2.876 | .037 |
| | within groups | 31.551 | 244 | .129 | | |
| | Total | 32.667 | 247 | | | |
| Economic factors | Between groups | .347 | 3 | .116 | .358 | .783 |
| | within groups | 78.736 | 244 | .323 | | |
| | Total | 79.083 | 247 | | | |

Table (11) indicates that there are no statistically significant differences at the level of ($\alpha \geq 0.05$) on the means of the factors causing low academic achievement among Najran University students according to the academic qualification. Differences were higher than (0.05) in all fields which are statistically insignificant, except for (the family factors) where they were lower than (0.05). Thus, Scheffe' Test of post-test comparisons was conducted, as shown in table (11).

Table (11) Post-comparisons using Scheffe' method in studying the means of the factors causing low academic achievement among Najran University students according to years of experience.

| Domain | Groups | Means | Less than 3 years | 3-5 years | 6-10 years | 10 years and more |
|----------------|-------------------|-------|-------------------|-----------|------------|-------------------|
| Family factors | Less than 3 years | 3.39 | | | | |
| | 3-5 years | 3.47 | .07880 | | | |
| | 6-10 years | 3.28 | .10989 | .18868* | | |
| | 10 years and more | 3.33 | .06215 | .14095 | .04773 | |

Table (11) shows the values, illustrating differences and statistically significant categories. Digits indicate that there were differences between the intersected categories according to years of experience. Hence, arithmetic means are scrutinized to define the category with the highest one; i.e. to which differences tend. Here, they were those of (3-5 years) in family factors.

DISCUSSION

Factors causing low academic achievement:

-Psychological factors

Results of arithmetic means of the psychological factors were medium. "Bad accompany" was ranked first with a high degree because they are not of the most significant causes of low academic achievement. Faculty members believe that students are aware enough to get a high GPA and have the desires and attitudes not to affect their academic achievement.

"Students' psychological disorders" was ranked last because faculty members believe that such disorders cause low academic achievement. Accordingly, their ability to adapt and interact in the university is low; they feel shy of asking questions related to courses. Hence, their academic achievement becomes low. This agrees with Bataina (2014), illustrating that weak motivation was the main cause of low academic achievement from faculty members' perspective. It also agrees with Kármén, Kinga, Edit, Susana, Kinga, and Réka (2015), showing that academic performance is negatively affected by students' bad habits, e.g. procrastination and being behind schedule.

-Psychological factors:

Results of arithmetic means of the family factors were medium. "Parents' separation" was ranked first with a high degree because it is not the most significant family causes of low academic achievement. "Parental mistreatment to students" was ranked last, with a low degree because it is, from the faculty members' perspective, causes low academic

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achievement by being compared to peers, the lack of appropriate environment, and weak encouragement to learn.

-Economic factors:

Results of arithmetic means of the economic factors were medium. "high transportation fees to university" was ranked first with a high degree because it does not greatly cause low academic achievement as they are available. "Few courses and free lessons to students" was ranked last, with a low degree because the cost to join courses is high, causing low academic achievement.

The second question:

Are there statistically significant differences in the factors causing low academic achievement among Najran University students from the faculty members' perspective due to gender, years of experience and educational qualification at the level of ($\alpha \leq 0.05$)?

- *Gender:*

There are not statistically significant differences in the factors causing low academic achievement among Najran University students from the faculty members' perspective due to gender because faculty members have a uniform perspective towards low academic achievement. They, males and females, teach the same courses to the same students and are totally aware of the factors affecting achievement.

- *Academic qualification*

There are no statistically significant differences, at the level of ($\alpha \leq 0.05$), regarding the factors causing low academic achievement among Najran University students according to academic qualification of the faculty members because it does not affect evaluating such factors. They all have the same perspective, regardless their qualification.

- *Years of experience*

There are no statistically significant differences, at the level of ($\alpha \leq 0.05$), regarding the factors causing low academic achievement among Najran University students according to their years of experience because they do not affect their perspective.

RECOMMENDATIONS

The following recommendations have been made:

- Providing the students free lessons and workshops in the university to improve their achievement.
- Parents have to motivate their kids to love learning and ignore comparison with their peers.
- Activating the role of educational counseling in the university to treat students' psychological disorders.

- Conducting more studies which handle reasons for the students' low achievement relative to another population rather than the study population to obtain various and specific results.

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