

Predictors of Undergraduate Students' Excellent Academic Performance: Views of BA ISAGO University College Students

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Abstract: This quantitative research study was conducted to investigate the predictors of excellent academic performance from the perspectives of undergraduate students at BA ISAGO University College in Botswana. The main method of data collection was a semi-structured questionnaire consisting of 40 items on a five (5) likert scale administered to a random sample of two hundred (200) undergraduate students. Out of which one hundred and eighty six students responded to the questionnaire on Predictors of Undergraduate students' excellent academic performance. The students' responses were analysed using factor analysis (available on SPSS Computer package). The principal factor analysis with iteration was employed and varimax rotation method was also used. From the results of factor analysis, thirteen (13) predictors with eigen values greater than one emerged from the factor analysis of students' responses to the 40 items on the questionnaire. These thirteen (13) emerging predictors were then categorised into four (4) major predictors of excellent academic performance as follows: Lecturers characteristics/ influence; students' characteristics; University Administration factors; Parental influence. These would inform parents, Government and tertiary institutions about the predictors for undergraduate university students' excellent academic performance.

Keywords: Excellent, Academic Performance, Predictors

INTRODUCTION

The prediction and explanation of excellent academic performance and investigation of the factors relating to academic success are of great importance in higher education. One of the interests of educational researchers all over the world is on how to enhance students' academic performance at all levels of education. The concept of excellent academic performance has become a source of concern to researchers, especially as the academic performance of undergraduate students is declining in many countries of the world. Excellent academic performance can be explained in terms of students' cumulative assessment marks or grades at the end of a particular programme or semester as the highest level of performance or attainment in a particular field of study. According to Egbule[1] 'higher grades or scores indicate better or excellent academic performance. Academic performance can be a product of many factors or variables, which can be students' personal determination, cognitive development and motivation as well as several other positive correlates.

The reason why countries in the world place great emphasis on education and undergraduate students' academic excellent performance is that it is believed that these students are the key avenue for

national development. The national development of any country can only be achieved if the undergraduate students in that country perform well with their academic studies, which will eventually lead to the technological advancement of that country.

In Botswana, there is a major concern within the educational system in trying to improve or enhance undergraduate students' academic performance within the universities. Botswana is a middle-income economy and over the past few years, the Government of Botswana has allocated about a quarter of the total budget to education and skills development in an attempt to develop the human capital as part of the strategy to promote sustainable economic growth. In the current fiscal year 2014/15, the country proposed an estimate of 29 Percent to this sector according to the DailyNews report of February 5th 2014 (No. 23 February 5th 2014 page 17). According to the newspaper report[2], Education and skills development sector continues to face some challenges which include quality and relevance of available jobs in the market; and the skill obtained by the educated citizens. The output from the educational sector, should be able to meet the demands for the skilled man power required for national growth and high sustainability of the current level of development. Botswana is one of the few African

countries that engage in high investment on education in order to reap adequate dividend on education; the institutions in the country are expected to provide quality education to address current and future manpower needs of the country.

BA ISAGO is a private University College in Botswana; it is a fast-growing tertiary institution in terms of increasing number of students, courses offered to students and number of lecturers. The dictum of the institution is: *growing with quality*. In order for the institution to support this statement; the University College employs qualified lecturers, organises in-service trainings for staffs and provide good learning environment for students. Apart from providing high quality education to students, the institution has in place assessment procedures which include; assignments, group work presentations, tests, mock examinations and final examinations for each semester to assess the learning outcomes of undergraduate students. However, despite every attempt by the institution to provide quality education, there is still a high rate of failure among the students in the final examinations and cumulative assessment. In order for the institution to achieve her goal of growing with quality within the world of knowledge and the Batswana society it demands that the output from this institution attain excellence. Excellent student output will qualify the student for high skilled labour demand by the society and also allow them to compete in the global market. It is therefore important that students perform do very well in their academic studies.

The problem

A good percentage of the students write supplementary examinations, each semester. This means that the process of imparting and reception of knowledge and skills may be rusty and dysfunctional. There is therefore the need for formal troubleshooting to identify and rectify in specific ways the perceived underperformance or poor performance among staff and students. In Botswana, there is a major concern within the educational system in trying to improve or enhance undergraduate students' academic performance within the universities. This situation has precipitated this research work and this study is aimed at investigating the predictors of students' academic excellence from the undergraduate students' perspectives.

Significance of the study

This study will contribute to education in Botswana in the following ways. Stakeholders in the field of education will be informed about the predictors for academic excellence in tertiary institutions. Government establishments which are investors and policy-makers in the education system will get to know about students' views on predictors of quality academic performance. Undergraduate students will be aware of these predictors and would work hard towards attaining

academic excellence. The study will help lecturers to improve on their performance parents; employees will benefit from the work as they will have greater understanding of what and how they can contribute to improved academic performance of students. The university college administration will also have a feel of what needs to be done or how to improve on certain aspects of their work towards academic excellence.

RESEARCH QUESTIONS

- **What are the predictors of academic excellent performance as perceived by BA ISAGO Undergraduate Students?.**
- **Are there significant differences with respect to gender, age, level and course of study among BA ISAGO Undergraduate Students' views on the predictors that contribute towards excellent academic performance?**

LITERATURE REVIEW

A lot of research has been done on how some conditions prevent students from achieving excellent academic performance, for example Almaraz et al [3]; Bresó et al [4]; Ning & Downing[5]. They have demonstrated that academic intervention and communication, general self-efficacy, academic motivation, social activities are predictors of success for students' academic excellence. According to Bresó et al([4],” Opportunities for intervention of students development may come in the form of academic advising, tutoring, internships. Involvement in student organisations and activities and other programmes. These types of interventions are an important resource to have available for students so burnout and dropout rates can be reduced”(p.339)

Some studies have documented psychosocial factors like locus of control and self-efficacy as important predictors of academic performance of university students [6,7]. Locus of control, according to these researchers, is the personal belief about the extent to which one's behaviours influence a specific outcome, and Self-efficacy is a personal judgement about one's ability to perform requisite actions in order to achieve academic excellence. Self-efficacy is considered the strongest predictor for success and this has been proven across various studies with different samples [2, 7,8]. There could be other factors like academic interventions and communication, which may have greater influences on a higher self-efficacy and thus leading to overall increase in academic success.

Other factors suggested by these researchers Israel *et al* [9], Henderson & Mapp[10], Furrer & Skinner [11] and Pratts[12], were the influence of peer factors on academic performance, which includes lack of friends and involvement with peers with negative attitudes. The researchers also recognised school factors like school climate, size of school, lack of teaching and

learning materials as factors having effect on academic achievements of students. Schools according to Sentamu[13] are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on students.

Researchers [9-12] also emphasise that factors that could affect academic performance include family socioeconomic status and involvement, single parenthood. Graetz [14], pointed out that “one’s educational success depended very strongly on the socio economic status of the parents.” Considine and Zappala [15] argued that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children, this is because students from high social economic backgrounds are well exposed to scholastic materials, which aid their intelligence. Epstein [16] examined the effects of parental involvement on academic performance of students. He found that in both quantitative and qualitative studies, parental involvement was found to have effect on students’ education experience. Palmer [17], also found that family support is a key factor in the achievement of students.

Amaraz et al [3] found that some researchers suggested that selection of intervention programme elements was a critical factor in determining the effectiveness, while others think that skilfulness and commitment with how a programme is delivered is a critical component for academic excellence. Addus *et al* [18] studied how effective advisement was a supplement to a lack of precollege preparation and to overcome academic challenges that affect students’ performance. The researchers observed students’ overall grade point average and identified how academic and related issues that affected students’ performance from freshman year to senior year, and evaluated perceived effectiveness of advisement and counselling services. They found out that inadequate preparation, poor study habits, family responsibilities, lack of self –confidence, social activities and extracurricular activities have a direct correlation with low grades and high dropout rates.

Sanchez *et al*[19] stated that “what students expect of teacher and how they perceive them consequently defines and affects their teachers’ behaviour and, thus, the success of their teaching” (p.491).The results from this study showed that there were three common aspects of the ideal role of the lecturer with teaching ability (good communication skills, explains tasks clearly, organised, fluent), lecturer- student relationship (respectful manners, comprehensive, open) and social ability (easy to talk to, not authoritarian, fair). These three characteristics place great importance on interaction with students.

According to Shulruf *et al*[20] students’ characteristics such as socio-demography, aptitudes and previous achievements, are shown to have effect on their academic performance. They explained further that the way in which schools prepare their students may also have significant effect on pathways to higher education.

The results of a study conducted by Mann and Robinson[21], indicated that boredom in the classroom environment can have a negative effect on students’ academic achievement, which means that lecture boredom has significant outcomes on academic achievements or excellence of students in tertiary institutions.

Academic excellence has been linked to students’ personal motivation .These researchers referred to motivation as one of the most important psychological concepts in education, and the effect of motivation on educational outcomes shows that it is linked to academic performance or academic excellence at the university. According to Sikhwari[22]. A highly motivated student would try to achieve to the best of his or her abilities and be consistent in that achievement’’. This indicated that motivation is an important factor in academic achievement of students. Sikhwari [22] also found that the attitude of students to learning was significantly related to self-concept and motivation. Attitude was described as a general tendency or state of preparedness of students in a particular way with regards to a learning task.

A study conducted by Ali *et al* [23] suggested that attending lectures play an important role in improving students’ academic performance which ultimately leads to students’ academic excellence at tertiary institutions. These researchers found that students who availed themselves in regular classes obtained high marks in comparison with the students who did not attend lectures.

METHODOLOGY

Research Type and Design

This study was a quantitative survey in design and it determined the predictors of excellent academic achievement of students. According to Nenty [24] quantitative research is oriented toward inference, findings based on representative samples from a population and is generalized to the entire population. It was designed to document and analyse achievements, attitudes, opinions, behaviour as variables as an input into answering research questions.

Sampling procedure

The participants for this study were a random sample of two hundred (200) final year students

selected from the population of undergraduate students at BA ISAGO University College.

Instrument

The questionnaire on Predictors of excellent academic performance at the university consisted of two sections A and B. In section A students were asked about their background information, with regard to age, mode of study, year of study, and area of specialisation and section B consisted of forty (40) closed ended questions in statement form, which based on literature on Predictors of excellent academic performance at the university. The students were asked to indicate their views on a five likert rating scale, (1 = no extent, 2 = little extent, 3 = moderate extent, 4 = to a large extent 5= to a very great extent). The items were pilot tested and experts reviewed the items for validity. For the reliability analysis, the internal consistency reliability coefficient, Cronbach's Alpha formula was computed for the items on the instrument (the questionnaire) and the value was 0.845

Data Analysis

The responses of one hundred and eighty three students were analysed statistically using SPSS (version 18) descriptive analysis (means and standard deviations),

and factor analysis was used to find out the Predictors of excellent academic performance at the university.

Ethical issues

The respondents were assured that their identities would be kept confidential, as their names were not to be written in the completed questionnaires and that the exercise is voluntary and they could withdraw at any time during the research process. The questionnaires were also safely kept to protect those respondents who by mistake wrote down their names.

Data preparation

Data preparation started after the questionnaires were collected by the researchers. Questionnaires were numbered and entered into the SPSS for analysis. Items on the questionnaire were rated using the Likert scale. Respondents would be asked to decide whether they agreed or disagreed with an item. Five categories would be employed for each item and the usual description according to the five-point scale (1 = no extent, 2 = little extent, 3 = moderate extent, 4 = to a large extent 5= to a very great extent).

PRESENTATION AND DISCUSSION OF RESULTS

Table 1: Frequency of Responses from sampled undergraduate students.

	The random sample of undergraduate students	Frequency of responses
BCOM in Real Estate	30	28
BCOM Risk Management	30	29
BCOM Banking and Finance	31	31
BEd Early Childhood	38	38
BEd Social Studies	16	14
Diploma in Court Admin	15	6
Diploma in Transport and Logistics	20	18
Diploma in Marketing	20	19
Total	200	183

Table 2: Frequency distribution of undergraduate students' responses

STATEMENTS	1	2	3	4	5
1. Students' attitude to school influences academic excellence.	16	13	29	26	99
2. Academic excellence can be attributed to student's self-motivation.	6	11	24	52	90
3. There is an impact of student's study habits on their academic performance.	13	10	38	49	73
4. Late submission of assignments does not contribute to excellent academic excellence.	56	24	18	24	61
5. Students self-efficacy has an impact on academic performance.	8	8	46	47	74
6. Academic excellence can be motivated by students' interest.	6	9	19	33	116
7. Students educational background has a significant effect on students' academic excellence at the university.	22	23	32	35	71
8. Students' mode of study does have effect their academic excellence.(Full time/ Part Time)	40	15	37	27	64

9. Location of students' previous school (urban or rural) has no influence on academic excellence.	66	21	30	24	42
10. Students' personal interest in the programme of study affects academic excellence.	14	9	22	38	100
11. Lecturers teaching methods contribute to students' excellent academic excellence.	13	3	18	33	116
12 Lecturers mastery of the content knowledge makes an impact on students' excellent academic performance.	12	14	25	27	105
13. Lecturers personal characteristics do not have an influence on students' academic excellence.	82	28	25	11	37
14. The professional skills of lecturers do have effect on the academic performance of students.	31	9	26	27	89
15. Some lecturers' attitude to work makes students to have poor results.	20	14	21	14	113
16. Academic excellence involves lecturers promoting active learning in the class.	10	11	29	30	103
17. Academic excellence involves lecturers developing students thinking skills.	9	13	39	41	81
18. Lecturers providing effective feedback in time influences students' academic excellence	8	6	23	28	118
19. Good relationship between the lecturer and students promotes excellent academic performance	10	10	15	38	110
20. The University College assessment techniques have an effect on the students' academic excellence.	28	11	31	32	81
21. Adequate facilities in the college influences students' academic excellence.	19	15	37	28	84
22. Day to day teaching timetables have an effect on students' academic excellence	24	10	24	39	86
23. Tests/ examination timetables have an effect on students' academic excellence	16	7	32	34	94
24. The type of questions constructed by lecturers has an influence on students' academic excellence.	19	11	34	32	87
25. The library facilities always have an impact on students' academic excellence	35	12	23	24	89
26. Library operational hours (8 am to 5 pm) do not affect student's academic excellence.	74	29	20	18	42
27. Class size affects academic excellence of students.	40	16	29	22	76
28. Parental Involvement do not have effect on academic excellence.	74	32	35	12	30
29. The socio-economic status of parents does have effect on academic excellence.	46	26	48	16	47
30. Parents level of education has an effect on students' academic excellence.	60	30	36	12	45
31. Provision of adequate studying facilities affects students' academic performance at the universities.	25	15	34	25	82
32. Student accommodation does not affect academic excellence	89	21	39	10	24
33. Lack of parental/guardian presence has an influence on students' academic excellence.	30	22	52	30	49
34. Parental monitor of students' school activities affect academic excellence	30	16	47	28	61
35. Parental reward motivates students' academic excellence.	23	10	37	29	83
36. Parental expectation on student's achievement influences academic excellence.	22	17	41	35	68
37. Lack of friends affect student's academic excellence	75	20	40	23	25
38. Involvement with peers with negative attitudes does not affect students' academic excellence.	95	19	35	11	22
39. Involvement with peers with positive attitudes does not affect students' academic excellence	54	19	42	16	52

40. Peer groups socialisation interactions to share educational experiences within institutions influence student academic excellence.	15	6	57	21	84
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Research question 1.

What are the predictors of academic excellent performance as perceived by BA ISAGO Undergraduate Students?.

Presentation and discussion of results

Table 3: The result of the factor loadings that emerged from the responses of students

ITEMS	Factor loadings
factor 1: Lecturers' characteristics	
Item 19 Good relationship between the lecturer and students	.759
Item 15 Lecturers' attitude to work	.622
Item 18 Lecturers providing students with effective feedback in time	.583
Item 11 Lecturers' teaching method	.562
factor 2: Students' self- motivation (intrinsic factors)	
Item 1 Students' attitude to school	.667
Item 2 Students' self- motivation	.639
Item 16 Students personal interest in the program of study	.631
Item 6 Academic excellence can be motivated by students interest	.571
factor 3: Adequate school facilities	
Item 31 Adequate study facilities in the college	.755
Item 40 Peer group socialization to share educational experiences within institution	.625
Item 25 Library facilities	.520
Item 26 Library operational hours (8am to 5pm)	.511
factor 4: Administrative factor (or) Policy on assessment	
Item 20 Assessment techniques	.648
Item 21 Adequate facilities in the college	.578
Item 22 Teaching time table	.489
factor 5: Students' educational Background	
Item 7 Students educational background (BGCSE points)	.705
Item 32 Students accommodation does have effect on academic excellence	.622
factor 6: Parental guidance	
Item 34 Parental monitor of students school activities	.779
Item 35 Parental reward motivates students' academic performance	.655
Item 33 Lack of parental/ guardian presence	.543
factor 7: Parental influence	
Item 28 Parental involvement	.724
Item 30 Parents level of education	.687
Item 36 Parental expectations	.526
factor 8: Parents' Socio economic factor	
Item 29 Socio economic status of parents	.736
Item 9 Location of students' previous school (urban/rural)	.626
factor 9: Students' personality	
Item 37 Lack friends	.542
Item 38 Involvement with peers with negative attitudes	.533
factor 10: Students' self- efficacy	
Item 3 Students' study habits	.761
Item 5 Students self- efficacy	.525
factor 11: Lecturers' professional skills	
Item 14 Professional skill of lecturers	.818
factor 12: Students' ability to meet deadlines	
Item 4 Late submission of assignment	.767
factor 13: Students' involvement with peers with positive attitude	
Item 39 Involvement with peers with positive attitudes	.725

From the results of the factor analysis, thirteen (13) predictors of academic excellence, with eigen values greater than one emerged from the factor analysis of the students' responses to the 40 items (table 3) and these predictors were as follows:

- *Lecturers' characteristics*
- *Students' self- motivation (intrinsic factors)*
- *Adequate school facilities*
- *Administrative factor (or) Policy on assessment*
- *Students educational Background*
- *Parental guidance*
- *Parental factors*

- *Socio economic factor*
- *Students' personality*
- *Students' self- efficacy*
- *Lecturers professional skills*
- *Students' ability to meet deadlines*
- *Students' involvement with peers with positive attitude*

These predictors of academic excellence can be categorised under the following headings, Lecturers' characteristics/ influence, Students characteristics, University Administrative Factors and Parental influence.

Table 4: Summary of Predictors of students' excellent academic performance.

Groupings of predictors of academic excellence	Summary of predictors of academic excellence from students' responses.
Lecturers' characteristics/ influence	Lecturers' interpersonal relationship with students. Lecturers professional skills
Students' characteristics	Students' self- motivation (intrinsic factors) Students educational Background Students' personality Students' self - efficacy Students ability to meet deadlines Students involvement with peers with positive attitude
Parental impact on students' academic achievement	Parental guidance Parental factors Socio-economic factor
University Administrative factors influencing academic excellence	Adequate school facilities Administrative factor (or) Policy on assessment

- **Are there significant differences with respect to gender, age, level and course of study among BA ISAGO Undergraduate Students 'views on the predictors that contribute towards excellent academic performance?**

Table 5:Independent Sample t-test for Gender differences of undergraduate students' views on the predictors that contribute towards excellent academic performance.

Predictors	male		female		t-value	df	p-value
	mean	SD	mean	SD			
Lecturers' characteristics/ influence	20.17	4.59	21.54	3.36	-2.305	181	.022
Students' characteristics	40.07	5.40	41.58	6.04	-1.694	181	.092
University Administrative factors	24.19	5.95	25.73	5.08	-1.854	181	.065
Parents	24.61	4.46	25.10	5.24	-.645	181	.520

From the independent sample t-test results in Table 5, these yielded statistical significant gender differences on the lecturers' influence as a predictor for academic excellence. That is, there were differences between the levels in which males and females perceived the lecturers' influence on students' excellent academic performance. From the Table 5, females have

a significant higher level of perceived lecturers' influence on academic excellence/ performance than males. The t-values -2.305 and the p-values 0.022 indicated that statistical significant differences were found among students' gender with respect to lecturers' influence on students excellent academic performance.

Table 6: One-Way ANOVA for age differences of undergraduate students' views on the predictors that contribute towards excellent academic performance.

		Sum of Squares	df	Mean Square	F	Sig.
parents	Between Groups	47.722	3	15.907	.645	.587
	Within Groups	4386.872	178	24.645		
	Total	4434.593	181			
lecturer	Between Groups	23.592	3	7.864	.508	.677
	Within Groups	2770.320	179	15.477		
	Total	2793.913	182			
students	Between Groups	59.389	3	19.796	.577	.631
	Within Groups	6103.605	178	34.290		
	Total	6162.995	181			
admin	Between Groups	91.615	3	30.538	1.024	.383
	Within Groups	5308.671	178	29.824		
	Total	5400.286	181			

From Table 6, there were no age significant differences with regards to the views of undergraduate students on the predictors contributing towards

excellent academic performance. P value is greater than 0.05. Although the age of respondents is on the average of 20 to 40.

Table 7 : One-Way ANOVA for level of students differences of undergraduate students' views on the predictors that contribute towards excellent academic performance

		Sum of Squares	df	Mean Square	F	Sig.
parents	Between Groups	28.856	2	14.428	.586	.558
	Within Groups	4405.737	179	24.613		
	Total	4434.593	181			
lecturer	Between Groups	10.086	2	5.043	.326	.722
	Within Groups	2783.827	180	15.466		
	Total	2793.913	182			
students	Between Groups	41.188	2	20.594	.602	.549
	Within Groups	6121.807	179	34.200		
	Total	6162.995	181			
admin	Between Groups	1.185	2	.593	.020	.981
	Within Groups	5399.101	179	30.163		
	Total	5400.286	181			

From Table 7, considering the year of study or level of students there is no significant differences with regards to the views of undergraduate students on the predictors contributing towards excellent academic performance. All the p-values are greater than 0.050 (p>0.05).

From Table 8. The statistics shows that there were significant differences with respect to the courses/ programme studied by the undergraduate in the following predictors; lecturers' characteristics/ influence (p= .004) which is less than 0.050; University Administration factors (p=0.014) p<0.050 and predictors of academic performance of students.

Table 8 :One-Way ANOVA of undergraduate students' views with respect to courses offered on the predictors that contribute towards excellent academic performance

		Sum of Squares	df	Mean Square	F	Sig.
parents	Between Groups	325.033	7	46.433	1.966	.062
	Within Groups	4109.560	174	23.618		
	Total	4434.593	181			
lecturer	Between Groups	313.343	7	44.763	3.158	.004
	Within Groups	2480.570	175	14.175		
	Total	2793.913	182			
students	Between Groups	342.023	7	48.860	1.461	.184
	Within Groups	5820.972	174	33.454		
	Total	6162.995	181			
admin	Between Groups	514.353	7	73.479	2.617	.014
	Within Groups	4885.933	174	28.080		
	Total	5400.286	181			

DISCUSSION

Many studies have identified some characteristics associated with academic performance of students. Some factors identified family, school, peers, and community as having a significant effect on academic performance of students [9, 12, 25]. Among the family factors identified were low socio-economic status, single parenthood and family involvement in students' academic studies. Peer factors identified included lack of friends and involvement with peers with negative attitudes. School factors that were identified by these researchers were school climate, size of class, lack of proper counselling for adolescents, provision of adequate facilities and teachers characteristics. This research study investigated the predictors of undergraduate students' excellent academic performance and the results suggested the following predictors are related to excellent academic performance of students as follows: Lecturers' influence, student's characteristics, university administrative factors and parental influence on the student. All these predictors emerged as significant predictors for undergraduate students' excellent academic performance.

The research also revealed that female students are prone to be affected by lecturers' influence: which consists of lecturer students relationship and lecturers professional skills than their male counterparts with regard to the academic performance of students. It is evident from this study that age of the students did not matter as respect to the listed predictors of academic performance. It was also deduced that the students' year of study or level of students has no significant relationship with the predictors of students' academic performance.

However, the study showed a significant difference emanating from the courses/programme of

study undertaken by undergraduates regarding the predictors: lecturers' influence comprising of lecturer/student relationships and professional skills of lecturers and administrative factor which are assessment of techniques and adequate facilities. The implication is that in certain courses or programmes of study, the academic performance of undergraduates is affected by lecturers/student relationships and lecturers professional skills. The academic performance of students can also be influenced by administrative factors or policies related to assessment techniques and adequate facilities in tertiary institutions.

RECOMMENDATIONS

This present study investigated predictors of students' academic performance in a tertiary institution of mostly undergraduates. The following recommendations are made based on the findings of the study.

- One of the findings of the research is that there was statistical significant difference with respect to gender on lecturers' characteristics/ influence as a predictor of excellent academic performance of undergraduate students at tertiary institutions. This means that university lecturers should be aware of this fact in their interactions with students.
- It is important to identify the courses in which the academic performances of students are affected by these factors namely: student lecturers' relationship and professional skills of lecturer.
- The frequency and significant of assessment techniques at the university should be evaluated and the effect on excellent academic performance of undergraduate students must be recognised.
- Also since the target population for this study is the undergraduate population of a tertiary institution, further research in this area is required, to have the views of lecturers and the administration on

predictors of excellent academic performance of undergraduates. This will allow for a holistic analysis of the situation and provide grounds for a more comprehensive solution to them.

CONCLUSION

It can be concluded that the predictors of academic performance of students depend on lecturers' characteristics, students' characteristics, university administrative factors and parental influence on the students. The lists of predictors investigated in this study were not exhaustive. There can also be several other predictors that can have effect/ influence on undergraduate students' excellent academic performance. The results from this and similar studies on students' performance will add quality to academic activities involving impartation and reception of knowledge and skills in tertiary institutions of learning.

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