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An Investigation into the Perception of Factors Influencing Academic Achievement of Students in College of Health Technology Calabar, Nigeria.

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ABSTRACT

The purpose of this study was to determine the perception of the factors influencing academic achievement among students in the College of Health Technology Calabar (CHTC), Nigeria. Academic achievement refers to students' success in meeting short or long term goals in education. It means completing high school (eg school of health technology) or earning a university degree. Record of students' academic achievement in College of Health Technology Calabar, over the years show deterioration in the number of graduates. This and other inquiries conducted by scholars like Rogers(2010), William et al (2013) blamed poor remuneration of teachers, poor reading habits, poor parental support, the society, low retention as major hindrances to students' academic achievement. Six research questions and hypothesis were stated. The scope of the study was delimited to establishing the students' perception of the factors influencing academic achievement among students of the College of nursing, Health Technology Calabar. A descriptive cross-sectional design was used for the study. The study population comprises both 250 (from 200 level students) and 318 from 300 level students) numbering a total of 568. Purposive sampling technique was used to collect sample. Students" perception of the factors affecting academic achievement (SNPFAAC) was used as the instrument for data collection. A reliability test retest using pearson product moment correlation coefficient (r) gave a co-efficient reliability of 0.95 which showed that the instrument was reliable for data collection. Data analysis was done with the aid of statistical package for social science (SPSS) version 21.0. Key factors like poor remuneration of teachers, poor reading habits, poor parental support was shown to negatively influence student academic achievement in CHTC. The researcher recommended among other things: improved lecturer-student relationship, provision of free internet access and library facility, increased parental support etc. to stem the tide of poor academic achievement among student

INTRODUCTION

The training of students, like every other health care programme, requires periodic and objective assessment and evaluation of students in the form of examinations to determine the knowledge and competencies acquired by them (Ugwu, 2015). In these assessments, scores are given and in most cases, tallied with officially set rules that determine whether a student will proceed, repeat or withdraw from the programme. In a situation where the scores meet up with the rules, the student is said to be an academic achiever. The concept academic achievement has been defined in different ways by different authors. York, Gibson and Rankin (2015) defined academic achievement as an outcome that captures the quality of students' academic work such as course grades or GPA. Student's learning process; persistence on the part of the student, which in itself refers to degree or programme completion; and retention, which refers to an institution retaining students during their academic careers are required to achieve institutional learning outcomes. Furthermore, Steinmayr, Meibner, Weidinger and Wirthwein (2015) defined academic achievement as that which represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment especially in school, college and university. According to these scholars, academic achievement can be in form of procedural (skill) and declarative (actual) knowledge acquired in an educational system, curricular based criteria such as grades or performance on an achievement test, or cumulative indicators of acadenic achievement such as educational degrees and certificates. From the above definitions, academic achievement defines whether one can take part in higher education/ gain admission into school of nursing or into a university, proceed firom one level of education to the other and based on educational degree one attains, influences one's vocational career after education. Academic achievenent refers to students' success in meeting short or long-ternn goals in education. It means completing high school (e.g college of health technology) or earning a university degree. Trawler and Knight (2012) defined academie achievement as the accomplishment of an academic task in accordance with a set standard of completeness and accuracy in an educationa! system. This is measured by the achievement of the standard of examinations results and/or continuous assessment already set by the institution or professional body. For instance, many health care institutions and university colleges of health care education for nursing, pharmacy and medicine set a minimum Cumulative Grade Point Average or number of courses that must be passed by a student at every level of study in order to complete the programme.

Statement of the Problem

Records of students' academic achievement in College of Health Technology Calabar over the years show deterioration in the number of grandaunts. It reveals also an increase in the number of students that repeat classes and drop out of the programme before the final qualifying examinations. Even in final qualifying examinations, there is growing poor records of students' academic achievement. Available records in the Office of the Provost of College of Health Technology Calabar reveals a drop in the academic achievement of students in their final qualifying examinations from 100% in 2010, 20Il, and 2012 to 69% in 2017. Similarly, the nunber of students that drop out in the programme increased by 2% between 2012 and 2014.

Inquiries conducted by Newton and Moore (2009) among Bachelor of Science in Nursing (BSN) students at Rochester United States; McLaughlin,

Muldoon, and Moutray (2010); and Urwin et al. (2010) at the United Kingdom National Health Service (UKNHS) equally confirm that there is an increasing high rate of failures and drop-outs among nursing students in other tertiary health institutions. These and other inquiries conducted by scholars like Rogers (2010), Williamson et al (2013) blame poor remuneration of teachers, poor reading habits, poor parental support, the society, low retention, and poor funding for this scenario; and offered recommendations that ought to have averted the current trend of poor academic achievement among students. These recommendations include among others: instilling vocational values on students, interventions in the provision of funds for institutional development, upward review of workers' renmunerations, provide consistent high expectations, frequent feedback, autonomy and supportive environments, develop program initiatives to support students, increased parental support and care for their children, and further research on the linkages between regular yet, the problem of poor academic achievement record among students persists. Small group support, resilience and vocation. Thus, this research seeks to find out students' perception of the factore influencing academic nchievement.

Purpose of the Study

The purpose of this study is to determine the perception of the actors influencing academic achievement among students in Colicge of Health Technology Calabar.

Objectives of the Study

The specific objectives of the study were to:

1. Determine personal factors that influence academic achievement as perceived by students in College of Health Technology, Calabar..

2. Determine teacher factors that influence academic achievement as perceived by students in College of Health Technology, Calabar.

3. determine institutional factors that influence acacdemic achievement as perceived by students in College of Health Technology, Calabar

4. determine parental factors that influence academic achievement as perceived by students in College of Health Technology, Calabar

Research Questions

The research questions posed by the study were as follows:

1. What are the personal factors that influence academ ic achievement of students in College of Health Technology, Calabar?

2. What are the teacher factors that influence academic achievement of students in College of Health Technology, Calabar ?

3. What are the institutional factors that influence academic achievement of students in College of Health Technology, Calabar?

4. What are the parental factors that influence academic achievement of students in College of Health Technology, Calabar?

Hypotheses

This study was being guided by the following three hypotheses:

1. There vwill be no significant difference in the perceived personal factors influencing academic achievement among students in College of Health Technology, Calabar.

2. There will be no significant difference in the perceived teacher factors influencing academic achievement among students in College of Health Technology, Calabar.

3. There will be no significant difference in the perceived institutional factors influencing academic achievement among students in College of Health Technology, Calabar.

Significance of the Study

The findings of this study will be of immense benefit to parents, teachers and administrators of college of health technology because it shall not only assess students perception but will also identify factors hindering the efectiveness of administrative and teachers' inputs. Thus, this study shall guide the Health Educators as well as stakeholders in Health Technology in Cross River State to adopt better academic achievement initiatives that will enhance the emergence of qualified health workers.

Scope of the Study

The thematic scope of this study is delimited to establishing the students' perception of the factors influencing academic achievement among students in the CHTC . This include 2nd and year students of the college 3rd year student of the college

Operational Definition of Terms

Academic achievement: Academic achievement is defined in this study as students attainment of the oficially set grades that is required for qualification as a professional health workers measured by the standard set by the various school administrations, Nigerian University Commission and the Health Tech. regulatory body.

Health Technology Student: A student is a person that is admitted for, and is undergoing training programme in the College of college of health technology to become a professional health worker. This includes 2nd, 3d, 4h and 5th year student in UNEC and 2nd and 3rd year students in the college.

Perception of factors influencing academic achievement: This refers to the students' opinion or view of factors influencing academic achievenent.

Factors Influencing Academic Achievement: Factors affecting academic achievement in this study refer to all intervening variables that influence students' competencies and skills towards making academic achievement. These factors are;

Parental Factors: this refers to those factors that are inherent in a person that promotes individual success, such as self concept, study habit, intelligence and so on

RESEARCH METHODOLOGY

Research Designs

Descriptive cross-sectional design was used for the study. This method is considered appropriate because it has the ability to explain students' perception of the factors that influence academic achievement among students in college of CHTC. It aliowed the researcher obtain data or information on the current and prevailing perception among students on the factors that influence academic achievement. Udida et al (2012) successfully uscd the design in their study that examined the influence of parental socio- economic background on the academic achievement of students. Thus, this design is suitable for this study.

Area of the Study

The study area is located in Calabar, Cross River State. Cross River stale is a state in the South South geopolitical zone of Nigeria. Named for Cross River, the state was formed from the eastern part of Eastern Region on the 27 May 1967. The State has it capital as Calabar and is bordered to the north by Benue State, to the East by Ebonyi State and Abia State and to the South West by Akwa Ibom State while its Western border forms part of the national border with Cameroon. Originally known as the South-Eastern State before being renamed in 1976, Cross River State formally included the area that is now Akwa Ibom State, which became a distinct state in I987.

Population of the Study

The population of the study consisted of the total number year 2 and year 3 of student enrolled in the CHTC runs a four year programme witlh a total students population of 900. The study involved only 200 and 300 level students. 250 students Irom 200 level and 318 students from 300 level making a total of 568 students. is shown in Table 1 below.

Table 1: Population of Students in CHTC (excluding first year students)

S/N	Name of School	100level	200level	300level	400level	500level	Total
1	College of Health Technology Calabar	-	250	318	-	-	568

Source: 2021 records of registered students

Subjects of Study

A total population of 568 students was involved in the study.

Inclusion criteria

1. Willingness to participate in the study Science

2. Students at 200 and 300 levels at the CHTC

3. Availability at time of data collection. **Sampling Procedure**

Purposive sampling procedure was used to select the subjects under study and all students in the school who met the inclusion criteria were used for the study.

Instrument for Data Collection

The basic data collection instrument that was used was the researcher's designed structured questionnaire called students perception of factors affecting academic achievement. The items in the questionnaire were generated from the literature reviewed that align with the objectives of the study. The instrument, has two sections, namely: A and B. Section A contains four items comprising the respondents' demographic characteristics while section B contains 32 statements/questions designed to elicit data that will enable the researcher achieve the objectives of the study making a total of 36 items in all. The items were organized on a four (4) point Likert scale ranging from strongly agree (SA=4) down to strongly disagree (SD- 1).

Validity of the Instrument

The face and content validity of the instrument was ascertained by two Senior Lecturers in the Department of Public Health, University of Calabar and a Statistician. The summary copy of the work, research objectives, hypotheses set and the instrument were presented as a guide. They scrutinized and corrected the items in the questionnaire in line with the objectives of the study. They equally assessed the language and structure of the questionnaire and made necessary modifications. Their input and modifications were reflected in the final draft of the instrument that was then submitted to the research supervisor for approval before its use.

Reliability of the Instrument

The reliability of the questionnaire was ascertained by the use of test re-test method. 50 copies of the questionnaires were administered to 50 students in the Department of Public Health, University of Calabar, and CHTC all in Cross River State. After an interval of three weeks, the questionnaires were re-administered to the same students that responded to the questionnaire previously. The students were similar to the real respondents in this study. The two set of responses or scores obtained from the test re-test method were correlated using the Pearson Product Moment Correlation coefficient (r) and a co-efficient reliability of 0.95 was obtained. This shows that the instrument is reliable for data collection.

Ethical Consideration

A letter of introduction from HOD Public Health Department University of Calabar was used to obtain Ethical clearance from the Health Research Ethics Committee of the College. Abridged copy of the work, objectives, hypotheses and instrument were provided to assist them in the ethical consideration. The researcher equally obtained administrative permission from the College of CHTC. The purpose of the rescareh was explained to the respondents and a signed informmed consent was obtained from them. Finally, assurance of anonymity and confidentiality was given to them before data collection.

Procedure for Data Collection

Prior to data collection, an introductory letter, ethical clearance certificate and a sample of the data collection instrument were given to the Provost College of Health Technology, Calabar (CHTC) by the researcher. After this, the researcher explained the purpose of the study and how to fill the questionnaire to the students. The questionnaires were thern administered to the students on the spot in the class room setting during their break period and collected immediately when the respondents have completed them with the aid of four research assistants. This took about 40 minutes while the entire administration of the questionnaires took about two (2) weeks.

Method of Data Analysis

The data collected using the questionnaire were tallied and analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 21.0. Basically, data were analyzed item by item, mean and standard deviation for descriptive purposes. The demographic data was analysed using frequency Tables and their percentages determined. The decision rule was weighted mean of 2.5 because it was a four point likert scale. Items with mean score of 2.5 and above were considered as factors influencing academie achievement, while those items below 2.5 were not considered. The ANOVA variance was used to analyze and test the various hypotheses set for this study. The t-test was employed for testing the hypotheses at 0.05 level of significance. The choice of this statistics is based on the fact that t-test is used for analysing the differences between two means.

PRESENTATION OF RESULTS

Demographic characteristic of respondents

Descriptive statistics involving frequencies and their percentages were used to analyse data on demographic profiles of the respondents. The results of the analyses were presented in Table 2 below:

Table 2: demographic distribution of the respondents n =547

Demographic variables	Category	F	%	Mean age	SD
Age in years	24 and above	351	64.2	23.45	4.43
	25-30	165	30.2		
	31-36	24	44		
	37-42	5	9		
	43 and above	2	4		
School	CHTC	433	79.2		
		114	20.8		
Year	2nd year	162	29.6		
	3rd year	147	26.9		
	4th year	116	21.2		
	5th year	122	22.3		
Sex	Male.	94	17.2		
	Female	453	82.8		

Table 2 showed that the mean age of the respondents was 23.45, SD=4.43. It showed that about 351(65.2)9% of the respondents were in the age bracket of 24 year and below, this was followed by 165(30.2%) of the respondents who were in the age bracket of 25-30 years. Majority of the respondents 162(29.6%) were in 2" year, this followed by 147(26.9%) of them that were in 3d year and the least were l16(21.20) that were in their 4th year. A large number, 453 (82.8%) of the respondents were female students while 94(17.2%) were male respondents.

Research question 1: What are the personal factors that influence academic achievement of student nurses in CHTC?

Table 3: Mean and standard deviation on the personal factors that influence academic achievement of student nurses in CHTC n =547

								95%CL		
SN . Item	SA.	A.	D.	SD.	N.	Mean.	SD.	LB.	UB	Personal Factors
5. Personal competence and ability leads to.	341	190	15	1	547	3.59	0.55.	3.55	3.64	academic achievement
6. Class attendance is necessary for.	258	258	28	3	547	3.41	0.61	3.36	3.46	academic achievement
7. Class participation is important for	267	261	19		547	3.45	0.56	3.41	3.50	academic achievement
8. Good study habit is necessary for one to	422	113	11	1	547	3.75	0.49	3.71	3.79	succeed academically
9. Too much extra-curricular activities	212	264	55	16	547	3.23	0.74	3.17	3.29	hinders academic achievenent
10. Observing school rules and regulatio	106	301	119	21	547	2.90	0.75	2.84	2.96	promotes academic achievemen
11. Doing assignments diligently	305	227	13	2	547	3.53	0.57	3.48	3.57	leads to academic achievement
12. Making appropriate use of the	180	287	74	6	547	3.17	0.69	3.11	3.23	library promotes academic achievement
13. Motivation to succeed is a key to	305	229	8	5	547	3.52	0.58	3.48	3.57	academic achievement
14. Personal courage and confidence has	351	179	12	5	547	3.60	0.58	3.55	3.65	positive effect on academic achievement
Adequate self concept enhances.	238	289	18	2	547	3.39	0.57	3.35	3.44	academic achievement
Grand mean and SD					341	0.31	3.39	3.44		

Key: LB- lower boarder, **UB**- upper boarder

Table 3 showed that the mean and standard deviation on the personal factors that influence academic achievement of students in CHTC. It indicated that the mean rating of the respondents over personal factors that influence academic achievement of students CHTC was 3.41. SD=0.31.The 95 confidence interval moved from 3.39 to 3.44. The result specifically showed that major factors that influence academic achievement of students in CHTC was that

good study habit is necessary for one to succeed academically (X-3.75, SD=0.49), the 95% confidence interval moved from 3.71 to 3.79. This was followed by the fact that personal courage and confidence has positive effect on academic achievement (=3.60, SD= 0.58), the 95% confidence interval moved from 3.55 to 3.65. The next items identified were those that indicated that doing assignments diligently leads to academic achievement (=3.53, SD=0.57), the 95% CI moved from 3.48 to 3.57 and Motivation to succeed is a key to academic achievement (3=3.52, SD-0.58) the 95% CI moved from 3.48 to 3.57 respectively.

The least was that observing school rules and regulations promotes academic achievement with mean perception of 2.,90, SD=0.75.

Research question 2: what are the teacher factors that influence academic achievement of student nurses in CHTC?

Table 4: Mean and standard deviation on the teacher factors that influence academic achievement of student nurses in CHTC n = 547

95% CI

SN Items.	SA.	A.	D.	SD.	N.	Mean.	SD.	LB.	UB Teacher Factor
16. Teacher- student relationship. enhances academic achievement.	198	291	53	5	547	3.25	0.66	3.9	3.30
17. Lack of enough qualified lecturers affects academic achievement negatively.	334	199	14	9	547	3.55	0.63	3.50	3.61
Grand mean and SD.						3.40	0.49	3.36	3.44

Table 4 showed the mean and standard deviation on the teacher factors that influence academic achievement of students in CHTC. It showed that the respondents rated teacher factors that influence academic achievement of students in CHTC with mean score of 3.40, SD=0.49. The 95% confidence interval moved from 3.36 to 3.44. The result indicated that lack of enough qualified lecturers affects academic achievement negatively (X=3.55, SD=0.63). The 95% confidence interval moved from 3.50 to 3.6l. This was followed by the fact that teacher- student relationship enhances academic achievement (=3.25, SD=0.66). The 95% confidence interval moved from 3.19 to 3.30.

Research question 3: what are the institutional factors that influence academic achievement of students in CHTC?

Table 5: Mean and standard deviation on the school related factors that influence academic achievement of students in CHTC n=547

95% CI

SN Items.	SA.	A.	D.	SD.	N.	Mean.	SD.	LB.	UB	School Related Factors
18. Provision of current and relevant. study materials in the library promotes academic achievement.	251	254	33	9.	547	3.37	0.67	3.31	3.42	
19. Internet facility with free access for students facilitates the actualization of academic goals.	275	233	37	2	547	3.43	0.63	3.37	3.48	
20. Dilapidated physical structures in the school leads to poor academic achievement.	167	268	102	10	547	3.08	0.75	3.02	3.15	
21. Academic standard set by Regulatory Body and the school administration makes it difficult to achieve academic excellence	112	153	208	78	547	2.55	0.96	2.47	2.63	
22. Too many assignments and clinical schedules leads to poor academic achievement	115	191	165	76	547	2.63	0.97	2.55	2.71	
23. Harsh school administration and rules										

hinders academic achievement	208	240	78	21	547	3.16	0.81	3.09	3.23
Grand mean and SD					3.04	0.45	3.00	3.07	

Conclusion

Based on the findings of the present study, the following conclusions were made.

>There were many personal factors influencing academic achievement. The students indicated strongly that good study habit is necessary for one to succeed academically and that personal courage and confidence has positive effect on academic achievement.

> Teacher - students relationship enhance academic aclhievement and lack of enough qualified teachers intluence academic achievement negatively are the teacher factors identified.

> The students identified that internet facility with free access for students

enhance actualization of academic goals as well as provision of relevant and current study materials in the library promote academic aclhievement as the school related factors.

> The major family factors influencing academic achievement identified by the students were that psychological trauma experienced due to family problems hinders academic achievement and that inability of parents to provide essential needs of students causes poor academic achievement.

> They equally identified ways of improving academic achievement to be employing enough qualified lecturers (health educators) and that students should be determined and have confidence for them to achieve academically.

> There is significant difference in the students' perception of personal factors among students from 200L and 300L as well as personal and family factors among students in different class level (p <0.05). Gender, class level and school difference does not have significant difference (p>0.05) over the students' perception of other factors influencing academic achievement.

Summary of the study

The study was carried out to determine the perception of factors influencing academic achievement among students in CHTC. Five objectives and six hypotheses were formulated to guide the study before outlining the significance of the study.

Relevant literature was reviewed to cover the objectives of the study. The research design was descriptive, cross-sectional design. A sample of 568 students were drawn from a total student population of 900 were used. A validated questionnaire constructed by the researcher was used for collection of data.

Data obtained were analyzed using descriptive statistics and students' t-test statistics.

After analyses, the major findings were made, thus:

The mean age and standard deviation of the respondents were 23.45, SD = 4.43, the students perceive many factors influencing academic achievement. The major personal factors perceived influencing academic achievement were that good study habit is necessary for one to succeed academically and that personal courage and confidence has positive effect on academic achievement. They also perceived that teacher - student relationship enhance academic achievement and lack of enough qualified lecturers affects academic achievemnent negatively as teacher factors influencing academic achievement.

The major family factors perceived by the respondents were that psychological trauma experienced due to family problemn hinders academic achievement and that inability of parents to provide essential needs of the students cause poor academic achievement. They identified the ways to improve academic achievement as employing enough qualified teachers and that students should be determined and have confidence for them to achieve academically. There is no significant difference between the students of 200L and 30OL over their perception of teacher, school and family factors influencing academic achievement but there is a significant difference over their perception of personal factors. There is no significant difference between male and female students on factors influencing academic achievement. The year of study of the students did not significantly differ in their perception of teacher and institutional factors but there were significant difference in their perception of personal and family factors influencing academie achievement. Based on the findings the conclusion is that students from CHTC perceived many personal, teacher, institutional and family factors influencing academic achievement and they identified ways of improving academic achievements: hence the educational implication of the study is that the school administrators should employ enough qualified lecturers (Health Educators) to enhance academic achievement. Suggestions for further research are highlighted for a replication of the study in other schools.

Recommendations

Lecturers should have interaction with the students so as to encourage good study habits on the students.

The school administrators should employ enough qualified lecturers (nurse educators) to enhance good teacher student relationship whiclh in turn improve academic achievement. Internet facilities with free access to students should be provided especially in the hospital based school of nursing.

school library should be stocked with current and relevant material and opening hours should be extended till after school hours to enable students make use of it.

There should be adequate sensitization of parents during any parents - teachers gathering like during capping ceremony or matriculation on the need to provide essential materials for their children.

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