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**AN EXAMINATION OF THE FACTORS RESPONSIBLE FOR STUDENTS' FAILURE IN HIGHER
INSTITUTIONS IN NIGERIA**

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ABSTRACT

This study investigates the factors responsible for students' failure in the higher institution in Nigeria. The research focused on identifying academic, institutional, and personal factors affecting students' academic performance. A descriptive survey design

was adopted, and data were collected through questionnaires administered to 200 randomly selected students. Descriptive and inferential statistics, including Chi-square tests, were used for data analysis. The findings revealed that most respondents were aged 18-27 years, with females forming the majority. About 85.7% of students engaged in independent study daily or weekly, while 74.3% rated lecture delivery as effective or very effective. However, 25.7% expressed dissatisfaction, citing areas for improvement in teaching methods. Although 68.6% had adequate learning resources, 31.4% lacked access, posing a significant barrier to success. Chi-square results indicated no significant relationship between demographic factors and students' perception of lecture delivery. The study concludes that despite students' positive study habits and satisfaction with teaching quality, inadequate learning resources remain a major challenge. It recommends improved access to educational materials and enhanced teaching support to reduce failure rates.

Keywords: Examination, Factors, Responsible, Students', Failure, Higher Institutions, Learning.

Introduction

One of the major problems of educational institutions is academic failure or decreased academic performance of students. Failure is described as probation, unacceptable average and repetition of the course, prolonged education, expulsion or dropout, and changing the course. Also, (Fall & Winter 2020) has identified academic failure as school dropout and reducing the quality of education in students. The phenomenon of academic failure has many negative consequences such as waste of time, waste of the finance of training centers, being unmotivated, and moral, familial and psychosocial problems of students.

Also, these students are at a higher risk of crime, drug abuse, physical abuse, and sexual, familial and psychological disorders more than the other students are. A study conducted at a university in America showed that the most common cause of suicide among students was their negative academic performance (Oluyeba, 2017). According to Akinola and Agun (2017), the factors that negatively affect the enhanced the student's failure include students' backgrounds, their self-efficacy, lack of interest and negative attitude towards their lecturer. Teacher related factors like poor teacher preparation, inadequate teacher qualification, inadequate instructional materials and adoption of poor teaching methods also play a role (Oyekan, 2019).

In Nigeria, efforts are being made by researchers, government and non-governmental organizations to improve cognitive outcomes students. Some of these efforts include organization of conferences, seminars and workshops for both students and teachers, organization of quizzes for students as a motivational approach to learning, equipping the laboratory with modern laboratory equipment's and facilities etc as available evidence indicates, achievement at the institutional level but still remains low and unimpressive (Olumero, 2016).

Education is a vital component of individual and societal development. Academic success is a crucial aspect of education, as it determines the future prospects and opportunities of students. However, despite the importance of education, many students experience academic failure, which can have severe consequences on their self-esteem, motivation, and future career prospects (National Center for Education Statistics, 2019). Education is one of the most important aspects of human resource development. The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development. Academic achievement is one of the major factors considered by employers in hiring workers especially for the fresh graduates.

PETER G. I., PADIAN Y., IRHIOGBE W. O., YAKUBU O. W., LAUMALJAM D. T. AND LAMOLGWAN D. L.
AN EXAMINATION OF THE FACTORS RESPONSIBLE FOR STUDENTS' FAILURE IN HIGHER...

Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfill the employer's demand (Olumero, 2016, 2020). Education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of its citizens. It is generally believed that the basis for any true development must commence with the development of human resources (Rok, 2022).

Universities, Polytechnics, and Colleges were established as higher educational institutions responsible for training in scientific, arts and technical subjects. Since then, the Government of Nigeria as directed them to run its tertiary programmes, significant gains have been made in the output of the graduate (Peterson, 2020). The higher institutions provide the bulk of the work force with religious knowledge, circular knowledge, technical education and also class education that is relevant for advancement. In view of this, academic performance would forever play an important role in producing the best quality graduates who will become great leaders and manpower for the country.

Academic performance of students implies the effort of the students in examination. There are different factors affecting the academic performance of students, these ranges from socio-economic characteristics such as encouragement from the family and environment to student's capability and level of excellence of education obtained (Faisal, Shinwari, & Hussain, 2018). Akanni, O. O., & Odofin, B. (2017), identified student factors, family factors, school factors and peer factors affecting academic performance of the students. Ojonemi et al. (2019) identified age, gender, geographical belongingness, ethnicity, marital status, socio economic status, parent's education level, parental profession, language, income and religious affiliations as factors affecting student's academic performance (Eben, 2023).

Student's academic performance is measured using the Cumulative Grade Point Average (CGPA), which normally seeks to measure and convey the output of a particular student in terms of class exercises, quizzes and examinations. It is important to note, however that, there are a number of factors that negatively or positively influence student's pursuit of his or her educational agenda. Students confronted with many obstacles, just as anyone else, must overcome them in order to achieve their optimal academic performance. Thus, it takes a lot more than just classroom output to achieve a successful career. The obvious importance of knowledge creation to development has long placed institute at the center of the efforts of governments to increase the rate at which their economies grow (Peterson, 2020).

Studies done on the impact of school environment and students' academic attainment attest to the fact that there is significant relationship between school-based factors and students' performance (Nnammu and Inah, 2018). Several researchers have identified factors that contribute to quality of education in schools. These factors are classified under; school-based factors and non-school factors that are external not within school control. Internal factors are factors within school control. For instance, factors such as instructional management and teacher training have been cited as school-based factors (Mohammed 2020).

Around the world, as the processes of globalization and technological revolution create greater demands on firms and states to compete more effectively, countries and firms are turning to institutions to assist in the development of well and capacitate growth of the students. "Higher

institution life could be stressful, although it is undoubtedly one of the most memorable experiences in one's life. It represents a critical developmental period for both late adolescents and young adults" (Sofola, 2020). Social factors such as romantic relationships, organizations and clubs, and sports activities have been found to have effects on students' academic performance. These social factors affect academic performance in terms of time demanded and the psychological state they may cause. A student may be influenced to be involved in any of the stated variables. The question is how one strikes a balance between the academic attainment and social activities. "The daily routine of higher institution life brings new sleeping and eating habits, increased workload, and new responsibilities. Students are prone to stress due to the transitional nature of life" (Wright, 2024). They must adjust to being away from home, perhaps for the first time, and maintain a balance between high level of academic success and a new social environment.

This study aims to fill this gap by identifying key factors that influences students' failure in higher institution of learning in Nigeria.

Statement of the Problem

The student in higher institutions, just like any other students, are influenced by a number of factors. Many researchers have looked at the correlation of many factors that students experience and the effects on their grade point average (GPA). Knowing these would obviously serve as tools for measuring oneself while pursuing or seeking to pursue a course of study in the higher institution. Recently, there has been a growing concern about the decline in performance of students in the higher institution in Nigeria, and the need to maintain high standards at all times. Despite the fact that a number of measures are being taken to help the students to improve their academic performance, it is important to have a holistic approach to solving the problems associated with the provision of such goals. This would include identifying salient factors that influence students' academic performance so that adequate measures can be taken to deal with them. It is as a result of this that the study seeks to make a contribution to find out the factors that influence academic performance of students in the higher institution of learning; and to investigate whether these factors have a bearing on their academic performance.

Objectives of the Study

- i. To investigate the factors responsible for students' academic failure in the higher institutions.
- ii. To examine the effect of students' failure on the development of the institution.
- iii. To identify strategies of overcoming students' failure in the higher institutions.

Research Questions of the Study

1. What are the factors responsible for students' academic failure in the higher institutions?
2. What are the effects of these factors on the institutional development?
3. Which strategies can be developed for overcoming students' failure in the higher institutions?

Review of Related Literature

Conceptual Framework

The prevalence of academic failure among students in the higher institutions of learning is a significant concern for educators. Various factors can contribute to this issue, including geographical location, cultural and historical background, educational approaches, and students' general knowledge. Sequeiral and Gurge-Giannetti (2021) define academic Poor School

Performance (PSP) as a school achievement below the expected for a given age, cognitive skills, and schooling". They categorize the causes of Poor School Performance (PSP) into two primary groups: pedagogical difficulties and diseases or disabilities. They suggest that pushing students beyond their capabilities, skills and interests can lead to disengagement, demotivation, and ultimately frustration, failure, and low self-esteem.

Karande and Kulkarni (2020), propose a similar framework, categorizing the factors affecting students' performance into three groups: biological (student- born factors), psychological, and social. They argue that some students may have below-average intelligence (IQ), while others may face psychological or social barriers to learning. From psychological perspective we need to know whether our students are actually ready to learn and/ or like to learn. And socially, is the environment conducive and stimulating enough for ideal learning? Do students have access to necessary materials that contribute to learning? Karande and Kulkarni (2020) in their study propose several reasons for children's low performance among which are medical problems, below average intelligent, specific learning disability, emotional problems and environmental causes. To address this complex issue, they suggest that the focus should shift from the classroom to the broader context such as family, environment, and society in which students live. Rahmaneh (2020) investigated the causes of poor academic achievement among Jordanian school students. The study involved 100 teachers who completed a 30-item questionnaire. The results revealed that the primary reasons for low academic performance centered on student focus (89.6%), followed by the school environment (79%) and family factors (69.6%).

Roche et al. (Cited in Al Mahrooqi and Denman 2024) advocated for the inclusion of orientation programs in all Omani Foundation Programs. These programs explicitly draw new intake students' attention to differences between high school and university classrooms, emphasizing the significance of active student participation, the use of criteria –based assessment than pass/fail policies. Additionally, the programs should address expectation regarding classroom practices i.e., students are required to actively participate in spoken and written tasks instead of memorizing passages and independent study habit outside the class. Such formal orientation programs could serve as a crucial step in addressing the low performance issue of Omani students.

Factors Responsible for Students' Academic Failure

The following the factors are responsible for the student's failure in the higher institution.

i. Physical Resources Factors: Various studies done on effect of school environment on students' academic failure attest to the fact that school environment that is not conducive for learning may lead to under performance. Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners. Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed, physical resources go a long way in creating conducive environment that promote effective teaching and learning. Links failure in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Physical materials in terms of adequacy and quality have been noted to have a great factor on failure of students.

ii. Financial Resources: Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources. Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (Rok, 2023) notes that schools and institutions have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2022). Even if government has been making contribution in form of sponsored, the contribution may be inadequate unless well managed. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic failure of the students.

iii. Human Resource: Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation. Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained and not failure. A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting their academic performance and not failure.

iv. Overconfidence: It kills faster than anything; over the years students that were exceptionally good during their secondary school days were withdrawn from their respective programmes due to overconfidence. They work with past glories without considering the changing pattern in the higher institutions, so they don't work hard enough to withstand the tertiary institution standards. They assume success comes by believing past glories without consistent hard work.

v. Difficulty in Understanding the Subject: To shine in academics, first students must understand what their teachers teach. Mostly, students fail to understand a subject when it is troublesome or when their teachers do not teach properly. However, at times, when students cannot comprehend the concepts that their teachers explain, they just try to memorize things and write in their exams. For example, if you by-heart the text, then while attending exams, you may fail to remember what you have learned. This in turn may lead to scoring poor or low grades. On the contrary, when you have a strong understanding of the subject, then you can perform well in your exams with a lot of confidence and may secure top grades.

vi. Lack of Learning Interest: Poor learning interest is one key reason why some students fail in academics. A lot of students apply for a course without a passion or interest. Hence, they lack dedication and do not put effort into learning the subject. At times, some students study only for the wish of their parents. When there is no interest in a subject or a course, students cannot focus on the classes. Moreover, they will be easily diverted and indulge in some other things without paying attention to what their teachers teach. Remember, when something is learned without interest, the brain will fail to process or store things properly. This in turn may affect the overall performance of students in academics and lead to low grades.

vii. Procrastination: Procrastination refers to the action of delaying something to do. For some students, it will be challenging to focus on their academic work for a long time. Hence, they will keep on delaying to do their academic activities. Specifically, because of laziness, some students do not prepare their homework or assignments. When an assignment is not done properly or when

the submission date is skipped, chances are there for students to get poor grades. Mostly, poor study habits will create a negative impact on the success of students. Especially, when students fail to study their lessons daily, it will keep on piling up. As a result, on the day before the exam, students may find it hard to learn everything. Therefore, students must follow a regular study routine. Also, it is the responsibility of students to get involved in their subjects and complete their scholastic work on time without losing track of their objectives. This is because it will help them to enhance their understanding of the subject and boost their academic grades.

viii. Fear of Failure: The majority of students have a fear of whether they will clear their exams or not. Since students keep on thinking about it, they fall into depression. Also, at certain times, students give up on their academics and stop trying to learn because of their fear of failing. In general, each student will have a special ability to learn things differently. So, based on their skills, they need to put in an effort and study well to clear their exams. But, because of the fear, some students struggle to perform well in exams and face academic failure. Mostly, students who are overthinkers and those who lack academic confidence will suffer from this type of worry. But when they learn from failures, they can easily tackle this situation and shine bright in their academic life.

According to Peterson 2020, Fear of failure, or even fear of success, causes failure. This seems a bit contradictory, but it's unfortunately true. Many students allow their fear to overcome their ability to complete essential tasks that will help them succeed academically. Some students fear failure, so they neglect their studies and stop trying, hoping that if they do not try then they will not have to feel bad about failing. This kind of fear can occur in students who are overachievers or who do not believe in themselves academically. Educators and parents can help students overcome their fear of failure by reminding them that they can learn from failure when they experience it. To him, fear of success; other students fear success, which is common among students who are worried about the responsibilities they will face if they succeed or the ways their lives might change once they succeed. They might fear college life or a difficult career if they should succeed. Sometimes students are afraid of leaving others, like family members or friends, behind if they succeed. These students need to be reminded that they are in control of their lives and can decide how far they go. But if they do not reach their full potential, they will be depriving the world of their gifts.

ix. Lack of Preparation: Other students fail from a lack of preparation. This can sometimes mean that they did not do the work they needed to along the way or put off necessary steps like studying for tests, finishing key assignments, or completing college applications. Students who lack preparation might have allowed their learning to fall short during school without seeking the help they needed to understand material and now feel they are too behind to catch up. Fear of failure or success can actually lead to a lack of preparation, while other times, students do not prepare for other reasons, like laziness.

x. The Lazy Type of Students: These categories of students believe in what I termed sorting lecturers to pass their exams. They don't invest time in reading their books; they are called the flexing types who believe they will use money or other means to graduate. They don't attend lectures and don't participate in in-class assignments, and in most cases, they are called the ghost students who only appear when there are test and assignments.

xi. Lack of Motivation: Sometimes students lack motivation, so they become apathetic. When students are unmotivated, they might feel that academic success doesn't matter or that they will never achieve it. Students who lack motivation might have experienced a good deal of failure early on in their education and feel there is no point in trying any longer. These students need to find a "why" when it comes to academic success, a reason that will motivate them to achieve their goals. A motivation can come from a career goal, a desire for a future accomplishment, the hope to be financially stable, or even the desire to give back to the community or family members. Students that are intrinsically motivated tends to perform better academically (Oluwole & Adebayo, 2020). Students that are motivated by future career prospects perform better in accounting subjects compared to those who lacks a clear sense of purpose. Anytime when there is lack of motivation from the staff, it opens doors for the student's failure.

xii. Parental Choices: We live in a society where some people are regarded as the superiors', so in most circumstances, what contributes to students' failures are caused by the way their parents or guidance suggest courses for them without considering their abilities rather seeking reputations. Over the years, many students have been withdrawn from school due to how they were forced to do courses that they wouldn't be able to do. When a child is forced to read a particular course, he or she might find it difficult to do but will be afraid to disappoint his parents or guidance that might consider him or her as an unintelligent student.

xiii. Lack of Trained or Qualified Teachers: An outstanding problem militating against effective teaching of students in federal polytechnic is lack of qualified teachers in the field of teaching. Ugwuani (2019), holds that there are trained teachers for teaching but were unemployed while those who doesn't have passion and zeal to teach were given employment to teach or lecture which gives birth to uneducated graduate, therefore, untrained teachers led to a great failure of students. Well-qualified teaching staff is the first in any attempt to train skilled man power.

xiv. Lack of Interest in the Course: Some students fail to make researches about courses before they apply for them, so when they get to the school, they will discover that they have misplaced their priorities. Some students are doing courses simply because their friends are doing them. They don't know their choices and don't want to know. I call them the follow-follow type of students. The failures of some students are hanged on the lack of interest and passion for the disciplines they are doing, and it results to failure because where there is no passion and interest as the primary source of motivation, students will find it difficult to do well in school.

Igobuluchukwu (2023), observed that a poor students uninterest on a course contributes immensely to the negative attitudes which the led to failure of the students towards such subject. He also observed that the negative attitude which is caused by the lack of usage of visual aids to stimulate interest and make the lesson lively have contributed to the dislike of the course by students.

Effect of these Factors on the Development of the Institution

1. Decreased Alumni Support: Institutions with high rates of student failure may experience decreased support from alumni, including reduced donations and alumni engagement. That is to say that, when students' failures become high, alumni associations will never be functional and support will not be forthcoming because there will be no good records from the graduating students that will be part of the school association body.

2. Difficulty Attracting Top Faculty: High rates of student failure can make it challenging for institutions to attract and retain top faculty talent. When there are negative records of students'

failure, the national education union will not like to approve some faculties when the school requests. So, these student failure records have affected the development the school negatively.

3. Reduced Partnerships and Collaborations: Institutions with high rates of student failure may face reduced opportunities for partnerships and collaborations with other institutions, businesses, and organizations. Every organization want to get into partnerships and collaboration with institutions that are producing positive results and are successful.

4. Increased Regulatory Scrutiny: Institutions with high rates of student failure may face increased regulatory scrutiny and oversight, potentially leading to additional administrative burdens and costs.

5. Negative Impact on Community Perception: High rates of student failure can negatively impact the institution's perception within the local community, potentially affecting community support and engagement.

6. Accreditation and Accountability: Institutions with high rates of academic failure may face scrutiny from accrediting agencies and regulatory bodies, potentially impacting their accreditation status.

7. Performance Metrics: Academic failure can impact an institution's performance metrics, such as graduation rates and job placement rates, which can affect their reputation and rankings.

8. Career Prospects: Students who experience academic failure may face challenges in their career prospects, potentially impacting the institution's reputation and relationships with employers.

9. Reputation and Credibility: Academic failure can damage the institution's reputation and credibility, leading to a loss of trust among stakeholders.

10. Enrollment and Retention: High rates of academic failure can deter prospective students and lead to decreased enrollment and retention rates.

11. Funding and Resources: Institutions with high rates of academic failure may face reduced funding and resources, limiting their ability to invest in programs and services.

12. Morale and Motivation: Academic failure can negatively impact the morale and motivation of students, faculty, and staff, creating a challenging environment for teaching and learning.

Strategies Developed for Overcoming Students' Failure

i. Adopt a Mindset of Resilience: The ability to learn from failure and keep working toward your goals anyway comes from adopting a resilience mindset. This takes practice, but you can train yourself to understand that failure is part of life and then be willing to keep trying anyway. An important aspect of resilience is the desire to learn from mistakes. Even if you fail, knowing that you can find a solution and work toward your goals in new ways should help you overcome failure.

ii. Surround yourself with supportive people who motivate you: When you lean on people who support your educational journey, it can invigorate you and help stoke your determination. With family, friends, and coworkers, it's important to open up about your experience of returning to university to enhance your skills—including both your accomplishments and your challenges. It can also be helpful to share with your instructors and peers. Because your coursework includes group projects, presentations, and online discussions, you'll have many opportunities to collaborate with your classmates, share your experiences, and help each other to excel in your studies. And you'll

also interact with practitioners who are experts in their fields who will be more than willing to support you by addressing any questions or concerns you may have.

iii. Work on your time management skills: One of the most critical skills for academic success is effective management of your study time. Time management skills are essential because they help ensure you stay on top of all your readings, projects, and exams. Managing your time well also requires you to stay organized, prioritize your tasks, and plan out a daily, weekly, and monthly study schedule that you stick to. How you choose to manage your study calendar is up to you, but you should create a system to track your project deadlines, exams, and study sessions in a way that's easily accessible whether that be a time management app on your phone, an online daily planner, or a physical calendar (Mustapha et al., 2023). As long as you carve out specific amounts of time each day or week to ensure you accomplish your high-priority items, you will set yourself up for success. It can also be helpful to let the important people in your life know about the times you have reserved for your studies so you can avoid distractions and stay focused on the tasks at hand.

iv. Set small goals to help you accomplish large goals: One of the best ways to help you meet your larger, long-term goals is by tackling smaller goals that will help you achieve the results you desire. Create SMART goals that are clear and realistic and use your resources and time productively. SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-Bound. By setting SMART goals, you give yourself the opportunity to take a hard look at your objectives, understand what is motivating them, and pinpoint the actions you need to take to meet them. An example of a SMART academic goal is, "I will work to improve my grade from a B to an A by devoting four hours a week to studying my notes, readings, and flashcards for the next three weeks" (Bello & Danladi, 2021).

v. Build good study habits: Developing and maintaining good study habits is critical to your academic success. When you make good study habits a part of your daily routine, it can increase your efficiency, confidence, and effectiveness while reducing anxiety about your coursework. The reality is that your days are likely already packed with work, family, and other personal responsibilities, so it's crucial you carve out time to devote to studying. To help you build strong study habits, it's beneficial to create a consistent and structured daily plan. Ensure that you have a dedicated environment that is conducive to studying and avoid procrastination by holding yourself accountable to your dedicated study sessions.

vi. Take effective notes when listening to lectures or reading course materials: Taking effective notes is extremely helpful for understanding course material and completing assignments and there is a definite strategy for doing so. First, be selective and pay attention to the concepts that your instructor indicates are important—and look for section headings or summaries in your readings that highlight essential material. Then, once you've identified major concepts, rewrite them in your own words to help make them more understandable and memorable. Finally, go back and recap each idea in one or two sentences to streamline and highlight key takeaways.

vii. Create mind maps: A mind map is a diagram that represents how various ideas relate to the main concept. Using mind maps can be an effective way of organizing and summarizing key concepts, particularly if you're a visual learner. Start by writing the central concept in the middle of your page and then draw curved lines branching out with related ideas. Then, you can add branches to the related ideas with further points. You can also use different colors, pictures, and

line lengths/widths to make your maps more memorable or highlight the most important concepts.

viii. Promote communication with parents and teachers: Maintaining open and ongoing communication with parents and teachers is fundamental to supporting the academic success of children. Parents and teachers can provide guidance, additional support and constructive feedback to help children with any obstacles they may encounter. By consistently implementing these strategies and providing ongoing support, we can help children develop the skills and habits necessary to improve their academic performance both in the primary stage and beyond. Admittedly, it takes time and effort, but with determination and the right strategies, your children will be able to achieve their academic goals.

ix. Encourage Student Collaboration: Collaborating with fellow students is a key part of active learning. It also supports teamwork, communication skills, and social-emotional development. As students work and problem-solve together, they'll create a supportive and inclusive atmosphere. Some learners may even be able to mentor each other, helping with study skills and schoolwork. However, collaboration like this is unlikely to happen spontaneously. You'll need to foster it through group discussions, shared projects, and guidance on how to cooperate effectively.

Research Methodology

Research Design

The study adopted a cross-sectional survey research design. This design was deemed appropriate as it allowed for the collection of quantitative data from a sample of the student population at a single point in time to describe and analyze the variables of interest. It facilitated the examination of relationships between demographic factors, study habits, lecture delivery, access to resources, and academic performance without manipulating the study environment.

Study Area

The research was conducted among the higher institutions in Nigeria. The institution was selected as the study area because it provides a relevant context for investigating the factors affecting the academic performance of students in the higher intuitions.

Population of the Study

The target population for this study comprised students in the higher institution. The study's sample was drawn from this accessible population across various schools and departments within the institution.

Sample and Sampling Technique

A total of seventy (150) students participated in the study. A non-probability sampling method, specifically the convenience sampling technique, was used to select respondents. This technique was chosen for its practicality and ease of access to students who were readily available and willing to participate in the study within the campus premises.

Data Collection Instrument

The primary instrument for data collection was a structured questionnaire. The questionnaire was divided into two main sections:

Section A: Collected data on the demographic characteristics of the respondents, including age and gender.

Section B: Composed of closed-ended questions designed to gather information on key study variables. These included items on study habits and learning patterns (e.g., frequency of independent study), evaluation of lecture delivery, and access to learning resources (e.g., textbooks, internet, library facilities). The questions predominantly utilized Likert-scale and multiple-choice formats for ease of response and analysis.

Data Collection Procedure

The researchers administered the questionnaires directly to students within the campus. The purpose of the study was explained to the respondents, and their informed consent was obtained before the questionnaires were distributed. The respondents were assured of the confidentiality of their responses. The completed questionnaires were collected immediately or at a pre-arranged time. This process ensured a high response rate.

Data Analysis Method

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics, including frequency counts, percentages, and mean scores, were used to summarize the demographic data and responses to the research questions. These were presented in tables and figures (bar charts and pie charts). Furthermore, inferential statistics were employed to test the relationship between variables. Specifically, the Chi-Square test of independence was used to determine if a significant relationship existed between demographic variables (age and gender) and students' perception of lecture delivery. A p-value of less than 0.05 ($p < 0.05$) was set as the criterion for statistical significance.

Results and Discussion

Table 1: Age and Gender of Respondents

The demographic distribution of respondents was categorized by age and gender to provide background information on the study participants.

		What is your age?			
		below 18	18-22	23-27	28 and above
		Count	Count	Count	Count
What is your gender	Male	4	29	43	16
	Female	2	21	26	9

Results show that majority of respondents are young adults. The largest age group is 23-27 (69 students), followed by 18-22 (50 students). Very few respondents are below 18 (6 student) or 28 and above (25 students). Majority of the respondents are females which significantly outnumber male respondents.

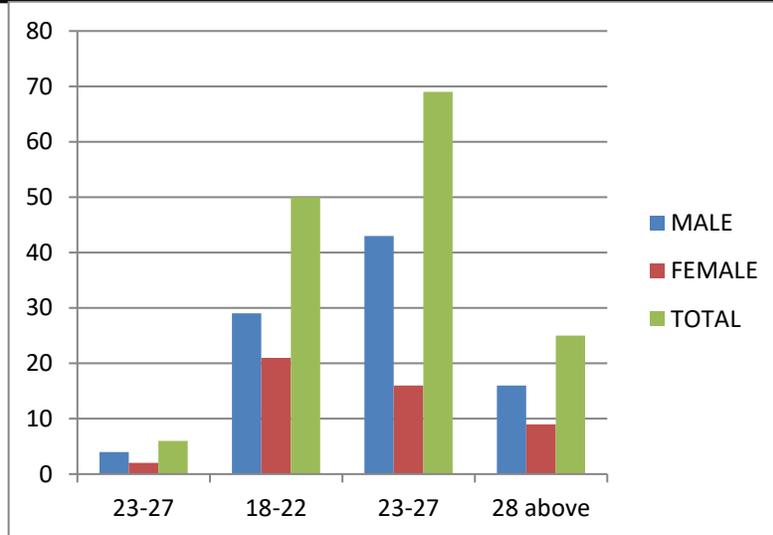


Figure 1: Bar Chart of Students' Gender Distribution

The gender distribution reveals that males significantly outnumber females, indicating higher male participation in the study and possibly in academic engagement.

Study Habits and Learning Patterns
Frequency of Independent Study

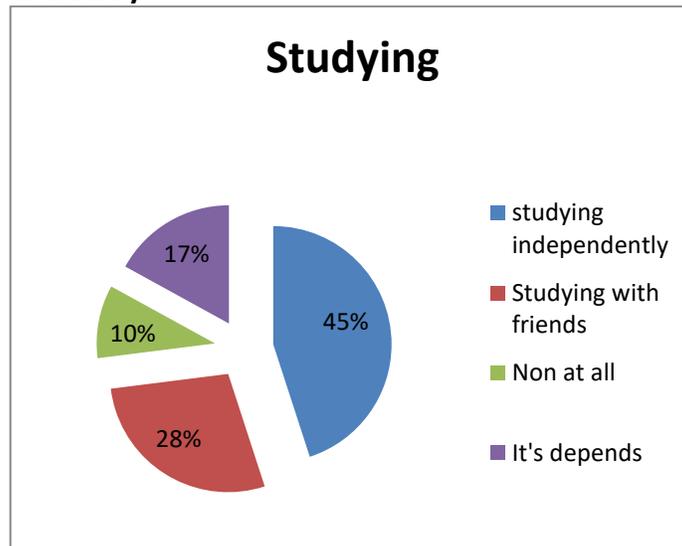


Figure 2: Pie Chart of Students' Frequency of Independent Study

An overwhelming majority of students are proactive in their studies, with 45.7% studying independently, 28% loving studying with their friends (group discussion), 10% respondents said none of the option is inclusive in their way of reading and only 17% respondents that the studying depends on the reason such as group presentation, assignment, test etc that will make engaged themselves into the studying. This finding indicates a generally positive study habit among students, though a few may require additional motivation and academic support.

Table 2: Frequency of Independent Study

How often do you study on your own outside of lectures?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	75	50.0	50.0	50.0
	Weekly	39	26.0	26.0	76.0
	Occasionally	27	18.0	18.0	94.0
	Never	9	6.0	6.0	100.0
	Total	150	100.0	100.0	

An overwhelming majority of students are proactive in their studies. 94.0% of the students study independently either Daily (50.0%) or Weekly (26.0%). A small but notable group studies only occasionally (18.0%) or never (6.0%). This could be a group that may benefit from additional academic support or motivation.

Evaluation of Lecture Delivery

Adequacy of Lecture Delivery by Lecturers

Table 3: Students' Rating of Lecture Delivery

How do you rate the adequacy of lecture delivery by lecturers?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very effective	88	58.7	58.7	58.7
	Effective	44	29.3	29.3	88.0
	Ineffective	12	8.0	8.0	96.6
	Very Ineffective	6	4.0	4.0	100.0
	Total	150	100.0	100.0	

Lecturers are generally viewed positively, with nearly three-quarters (88.0%) rating lecture delivery as effective or very effective. The overall perception of lecture delivery is highly favorable. Over half (58.7%) of the students find it "Very effective," and (96.6%) combined find it at least "Effective." This indicates a clear area for the institution to investigate and potentially improve teaching methods or content delivery.

Access to Learning Resources

Availability of Textbooks, Internet, and Library Facilities

Table 4: Access to Adequate Learning Resources

Do you have access to adequate learning resources (textbooks, internet, library)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	65.3	65.3	65.3
	No	52	34.7	34.7	100.0
	Total	150	100.0	100.0	

Most students (68.6%) feel they have adequate access to learning resources. However, a significant minority (31.4%) do not. This is a critical finding, as lack of resources can be a major barrier to academic success and deserves immediate attention.

Summary of Results

The analysis of data collected from 150 respondents provided valuable insights into the major factors influencing students' academic performance at the higher institution of learning. The

PETER G. I., PADIAN Y., IRHIOGBE W. O., YAKUBU O. W., LAUMALJAM D. T. AND LAMOLGWAN D. L.
AN EXAMINATION OF THE FACTORS RESPONSIBLE FOR STUDENTS' FAILURE IN HIGHER...

findings reveal that the majority of respondents were male students and within the age range of 23-27 years, indicating a youthful and academically active population. In terms of study behaviour, most students demonstrated a strong commitment to independent learning, with 45.7% engaging in self-study either on a daily or weekly basis. This shows a positive learning culture among students, although a small proportion (27.0%) admitted to studying occasionally or not at all, suggesting the need for improved academic motivation and support mechanisms. Regarding lecture delivery, results indicated that 88% of respondents rated their lecturers as effective or very effective, highlighting general satisfaction with the quality of teaching. However, 6% expressed dissatisfaction, implying that some aspects of instructional delivery, such as teaching methods, clarity, and student engagement, require enhancement.

Access to learning resources was another key factor influencing academic performance. The study found that 98% of students have adequate access to resources like textbooks, internet, and library facilities, while 52% reported inadequate access. This gap indicates a need for the institution to strengthen resource availability, particularly in the areas of e-learning and library improvement.

Overall, the results indicate that while students at the higher institution are generally motivated and satisfied with teaching quality, challenges such as inadequate learning resources and inconsistent study habits still hinder optimal academic performance. Addressing these challenges through institutional support, improved facilities, and effective teaching strategies would enhance students' learning outcomes and overall academic success.

Conclusion

Based on the findings of this research, it can be concluded that students' failure in the higher institution is not caused by a single factor but by a combination of academic, institutional, and personal challenges. While many students are dedicated and engage in regular study, others struggle due to poor time management, inadequate study materials, and limited motivation. Although most students perceive lecturers as effective, the presence of a significant minority who find teaching methods inadequate suggests the need for more interactive and student-centered learning approaches. Furthermore, the lack of adequate academic resources particularly access to books, internet facilities, and conducive learning environments has a direct impact on students' academic outcomes.

In essence, students' failure is a result of the interplay between internal factors (such as poor study habits and low motivation) and external factors (such as poor resource availability and teaching quality). Addressing these challenges holistically will be essential in reducing failure rates and improving the overall quality of polytechnic education in the institution.

Recommendations

In light of the study's findings and conclusions, the following recommendations are made to improve students' academic performance at the higher institution of learning in Nigeria:

1. **Enhance Students' Study Habits:** Students should be encouraged to develop consistent and disciplined study routines. Academic counselling and mentorship programs can help guide students in effective time management and independent learning.

2. **Improve Access to Learning Resources:** The management should provide sufficient textbooks, digital learning tools, and internet facilities in the library to ensure that all students have access to relevant academic materials.
3. **Promote Effective Teaching Methods:** Lecturers should adopt more participatory and practice-based teaching approaches that engage students actively. Periodic workshops and training sessions on modern teaching strategies should also be organized for academic staff.

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PETER G. I., PADIAN Y., IRHIOGBE W. O., YAKUBU O. W., LAUMALJAM D. T. AND LAMOLGWAN D. L.
AN EXAMINATION OF THE FACTORS RESPONSIBLE FOR STUDENTS' FAILURE IN HIGHER...

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