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2 **Exploring Undergraduate Students' Views on**
3 **Factors Influencing Academic Performance in**
4 **Construction Related Disciplines in Bells**
5 **University of Technology, Ota, Nigeria**

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20 **ABSTRACT**
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Aims: There is usually dissimilarity in achievement as a result of several factors that influence the academic performance of students in universities. Therefore, this study aims to explore and investigate problem factors affecting the academic performance of undergraduate students in construction related disciplines in Bells University of Technology Ota, with a view to providing understanding on the major problem factors affecting their academic performance.

Study design: Survey research design.

Place and Duration of Study: Department of Building Technology, Bells University of Technology Ota, Ogun State, Nigeria, between May 2019 and January 2020.

Methodology: The research employed a survey method with questionnaires distributed to undergraduate students in construction related disciplines in Bells University of Technology Ota. Data collected were analyzed using frequency, percentage, mean, rank and Kendall's coefficient of concordance test.

Results: Out of 172 questionnaires administered, 105 were sufficiently filled and returned, representing 61% of response rate. The results show that maturity, study strategies, interest in course, fear and stress and training and teaching style are the top five factors affecting academic performance of undergraduate students in construction related disciplines in Bells University of Technology Ota, Nigeria. Secondly, using SPSS (23), Kendall's (W^a) value was found to be 0.036 at 0.000 significance level, therefore the study concluded that, there is statistically significant degree of agreement between different departments of the participants concerning their responses to factors that affect academic performance in construction related disciplines in Bells University of Technology, Ota, Nigeria.

Conclusion: The study recommends that skipping of classes by students during early education should be discouraged so as to allow students attain maturity level for higher education. Secondly, universities should organize fear and stress management seminars and workshops for undergraduate students in addition to guidance and counseling sessions with a view to addressing psychological issues that may hinder their academic performance.

22 *Keywords: Academic performance; Bells University of Technology, construction related*
23 *disciplines, Nigeria, undergraduate students.*

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26 **1. INTRODUCTION**

27

28 Education is the first step for every person in this age of computer. Education plays an
29 important part in the growth of human capital, linked with an individual's well-being, helped in
30 personality building and opportunities for better living [1]. According to [2], students are the
31 main source of any educational set up. [3] Noted that students are the key assets for any
32 educational setup such as universities and those educational institutions have no value
33 without student.

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35 University is a place where a scientifically familiarized and organized education is
36 obtainable. It is through such prearranged conduct that the desired attitude, skill and
37 knowledge of the learner develop, but in a certain class, dissimilarity in achievement exist a
38 result of several factors that influence the academic performance of students [1]. Bells
39 University of Technology Ota, was established in 2005. The University was the first private
40 university of technology in Nigeria, located at Ota, Ogun State southern part of Nigeria.
41 Universities are expected to produce quality graduates that will later be the nation's
42 workforce in the future [4].

43

44 Construction related disciplines are programmes or courses taught in the higher institutions
45 that are related to construction profession which includes but not limited to Architecture,
46 Building Technology, Surveying, Quantity Surveying, Urban and Regional Planning, Estate
47 Management, Civil Engineering and Mechanical Engineering among others.

48

49 According to [5], the aim of any undergraduate student in attaining academic excellence
50 begins in the examination preparation and higher institutions with good and competent
51 teachers are often in a better opportunity in helping students to attain this academic
52 excellence. Undergraduate students in construction related disciplines in Bells University of
53 Technology Ota, are the major target of this study. Therefore, an undergraduate student that
54 desired to achieve academic excellence should be knowledgeable about the factors that
55 influence academic performance and make adequate provisions in managing those factors.
56 According to [6], the academic performance of students is an area of greatest concern which
57 plays an important role in making students becoming more competent, intelligent and
58 intellectual professionals and even when these professionals move higher in their life, their
59 academic performance still remains the criterion for deciding and measuring their
60 professional skills.

61

62 Generally, academic performance is commonly defined in relation to examination
63 performance. The economic and social growth of a country is directly connected with student
64 academic performance [5]. Academic performance in this research was characterized by
65 performance in course work, examinations and test of undergraduate students. Student's
66 academic performance and graduation rates have been the focus of interest for universities
67 and other higher institutions, thus study of factors influencing the academic performance of
68 undergraduate students turn out to be a topic of rising interest in higher institutions [7].
69 Academic achievement of student is referred to as the capability of the student to learn,
70 retain facts and being capable to communicate information in written form or orally even in
71 an examination setting [8]. According to [5], academic performance represents three things;
72 first, the capability to learn and retain facts, that is being capable to study or learn effectively
73 and understand how information fit collectively and form better model of knowledge; second,

74 being capable to think for yourself in relative to information; and thirdly, being capable to
75 communicate your knowledge in written form or verbally.

76

77 According to [9], universities need to be convincingly sure that students registered for
78 academic programmes will be able to complete the programme they register and
79 probabilities are high that pass rates would considerably improve if universities admitted only
80 students who have the capability to succeed. Academic performance at graduation level
81 predicts the future performance of the students for higher education [6]. Various ways of
82 measuring students' academic performance include but not limited to continuous
83 assessment (CA), graduation and retention rate, examination and grade point average
84 (GPA) [10]. Examination is a planned activity that aimed to determine the cumulative or wide
85 knowledge in a students' educational growth [10]. [10] Further explained that, examinations
86 have been generally used to assess student's performance and to determine the honesty of
87 the certificate or degree awarded by any university. Grade point average is a generally used
88 indicator for evaluating academic performance progression in academic environment [5].
89 Most universities offering construction related disciplines set a minimum requirement of GPA
90 that should be obtained to facilitate continuation in higher degree such as M.Sc. and Ph.D.
91 degrees. According to [11], the measurement of students' past GPA are the most significant
92 indicators of students' future attainment and this implies that the higher the past GPA
93 records, the better will the student's academic performance in future endeavours be.

94

95 According to [11], the students' academic performance plays a vital role in producing quality
96 graduates who will turn out to be great leaders for the country. A high GPA even as in
97 construction related disciplines may not be the only factor related with later career success.
98 Qualities like social skills, understanding, communication skills, leadership, cooperation,
99 conflict management, team capabilities, and collaboration are as well vital in the construction
100 related disciplines and students who have these qualities are capable to work efficiently and
101 effectively with other industries [5]. Academic attainment is among the key factors
102 considered by companies in employing workers particularly fresh graduates, however,
103 students have to pay more attention in their study in order achieve good grades and equip
104 themselves for future opportunities [11].

105

106 There are many factors that can influence undergraduate students from achieving and
107 sustaining a high GPA that reveals their general academic performance throughout their stay
108 in university which results to poor academic performance. High failure rates or poor
109 academic performance may lead to higher cost of education, reduction in number of
110 graduate, intolerable levels of attrition and this equally reduces admission chances for
111 tertiary students requesting for higher degrees [12]. Thus, students' academic performance
112 cannot be over emphasized and has been a topic of interest for instructors.

113

114 The interest and performance of undergraduate students have to be elevated. The
115 professional bodies, parents and government have tried to do this. However, past records in
116 the construction related disciplines in Bells University of Technology have shown that many
117 undergraduate students academic performance is not encouraging. [2] Reported that
118 students' academic performance is not good, and there are many factors responsible for
119 that. Bells University of Technology Ota, is not an exception in this regard. The study of [2]
120 revealed that factors such as teacher related factor, school related factor, and home related
121 factor affects the academic performance of students. There is still a need for thorough
122 research on factors influencing academic performance in making sure that the universities
123 produce the best human capital [4]. It is for this reasons that this study aims at exploring
124 factors influencing academic performance of undergraduate students in construction related
125 disciplines in Bells University of Technology Ota with a view to providing understanding on
126 factors influencing their academic performance.

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This research is very important because it explores the factors that affect academic performance of undergraduate students thereby increasing the probability of adding to the existing knowledge of factors that influences students' academic performance. It is essential to identify the factors which cause poor academic performance of undergraduate students in construction related disciplines. This will enable an undergraduate student to understand the factors that influences academic performance, attain excellent academic performance and provides basis for developing appropriate management of time and ways by which construction related disciplines can be followed and handled by the student. If these factors are not well-known to the undergraduate students, the problem of poor academic performance may continue. The study is also important because it reveals the impact of graduates in construction related disciplines in the construction sector of Nigeria. This will determine whether the University's aims and objectives of these construction related courses are being achieved.

2. METHODOLOGY

The main objective of this study is to identify and determine the key factor(s) that influences academic performance of undergraduate students in construction related disciplines in the study area. A wide-ranging literature review and survey design was adopted in this research to attain the aforementioned research objective and aim. A cross-sectional research design was specifically used and samples were drawn from the population of the study. A validated structured questionnaire was used to collect data from undergraduate students in construction related disciplines. A literature review was carried out to identify and produce a comprehensive list of 28 factors that influence students' academic performance. The problem factors were grouped into four (4) major groups based on how they affect academic performance (that is, student related factors, home related factors, lecturer related factors and school related factors). These groups were used to draw up a questionnaire to elicit the opinion of the participants on the factors affecting academic performance of undergraduate students in construction related disciplines in Bells University of Technology, Ota, Ogun state Nigeria. Undergraduate students present in the 2018/2019 academic second semester were the participants of the study. The major limitation of this research is that it focused on the construction related disciplines under the college of environmental sciences in Bells University of Technology Ota which includes the following six departments: Architecture, Quantity Surveying, Building Technology, Estate Management, Urban and Regional Planning and Surveying and Geoinformatics. Likert scale was employed to assess the strength of the responses to the factors affecting academic performance with the following scales: strongly disagree = 1, disagree = 2, neutral = 3, agree = 4 and strongly agree = 5. In this study, samples were selected from the six departments in college of environmental sciences in Bells University of Technology. The sample size for the research is computed using equation (1).

$$n = \frac{N}{1 + Ne^2} \quad \text{equation (1)}$$

Where n = Sample size; N = Total population of the survey participants; e = Probability of error, where the level of error was $\pm 10\%$. Table 1 shows the population and sample size of the study from each group of respondents.

179 **Table 1. Sample size of students in each department**

Department	Population	Sample size
Architecture	216	68
Building Technology	17	14
Quantity Surveying	22	18
Estate Management	31	24
Surveying and Geoinformatics	57	36
Urban and Regional Planning	14	12
Total	357	172

180
 181 Table 1 shows that architecture department has the highest sample size (68) with a
 182 population of 216 students at the time of this study. This number of admission may be due to
 183 the fact that, in 2019 Nigerian Institute of Architecture (NIA) announces Bells University of
 184 Technology Ota to be the best university in Nigeria to study architecture. Whereas,
 185 department of urban and regional planning has the least sample size (12) with a population
 186 of 14 students at the time of this study. Out of 172 questionnaires administered, 105 were
 187 sufficiently filled and returned, representing 61% of response rate.

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 189 **2.1 Method of Data Analysis**

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 191 The data for this research were analysed using frequency, percentage, mean, rank and
 192 Kendall's coefficient of concordance test. These tools made it doable for the researchers to
 193 make appropriate analysis of the data which were retrieved during the period of the study.
 194 Statistical Package for Social Sciences (SPSS) version 23 was used.

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 197 **3. RESULTS AND DATA ANALYSIS**

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 199 In this section, the study presents the results and analysis of problem factors that affect
 200 academic performance of undergraduate students in the study area. The background
 201 information of the participants is also presented.

202
 203 **3.1 Participant's Background Information**

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 205 Most of the participants were male representing about 64% of the research participants as
 206 shown in Table 2. The results in Table 3 show that most of the participants fall into the age
 207 bracket of 14 to 20 years (60%). Age bracket of 21 to 25 years represent 37.14% of the
 208 participants, whereas the remaining 2.86% of the respondents fall into 26 to 30 years. This
 209 shows that, most of the participants are young. And at this age, it is very important to inform
 210 the students about factors that are likely to affect their academic performance so as to avoid
 211 or manage them effectively. Table 4 revealed that most of the survey participants are from
 212 the department of architecture (46 students) representing 43.8% of the survey participants.
 213 Department of Urban and Regional Planning recorded the least participants with (5 students)
 214 4.8%. It was revealed in Table 5 that most of the undergraduates students sampled are from

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215 200-Level (year 2) with 36% while the 500-Level (year 5) students were the least
 216 represented with 8%. Most of the participants have the intention to continue to higher degree
 217 level represents 83% of the survey participants in Table 6.
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220 **Table 2. Respondents' sex**

Sex	Frequency	%
Male	67	63.8
Female	38	36.2
Total	105	100

221

222 **Table 3. Respondents' age bracket**

Age Bracket	Frequency	%
14 – 20 years	63	60.00
21 – 25 years	39	37.14
26 – 30 years	3	2.86
31 – 35 years	-	-
36 years and above	-	-
Total	105	100

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224 **Table 4. Respondents' department**

Department	Frequency	%
Architecture	46	43.81
Building Technology	13	12.38
Quantity Surveying	9	8.57
Estate Management	17	16.19
Surveying and Geoinformatics	15	14.29
Urban and Regional Planning	5	4.76
Total	105	100

225

226 **Table 5. Class level of study of respondents**

Class Level of Study	Frequency	%
100 Level (year 1) students	21	20
200 Level (year 2) students	38	36
300 Level (year 3) students	26	25
400 Level (year 4) students	12	11
500 Level (year 5) students	8	8
Total	105	100

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229 **Table 6. Intention to continue to higher degree level**

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Intention	Frequency	%
Yes	87	83
No	18	17
Total	105	100

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234 **3.2 Factors Influencing Academic Performance**

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236 This subsection examines the undergraduate students' perception of the factors influencing
237 academic performance of construction related disciplines in Bells University of Technology.
238 The problem factors identified from literature and confirmed by undergraduate students in
239 construction related disciplines in Bells University of Technology in Nigeria were ranked
240 according to their mean scores. 28 factors that influence students' academic performance
241 were identified and grouped into four (4) major groups based on how they affect academic
242 performance (that is, student related factors, home related factors, lecturer related factors
243 and school related factors).

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252 **Table 7. Student related factors influencing academic performance of undergraduate**
 253 **students**

Problem Factors	ARC		BDT		QTS		EST		SGF		URP		Average	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Anxiety	3.00	11	3.31	8	2.44	10	3.41	8	2.53	11	2.50	9	2.87	10
Academic competence	3.02	10	2.92	11	2.33	11	3.24	10	2.80	10	2.73	8	2.84	11
Time management	3.20	9	4.31	2	2.56	9	3.23	11	3.07	9	3.00	6	3.23	5
Study strategies	3.83	2	4.46	1	4.11	1	3.71	4	3.60	3	4.00	2	3.95	2
Project research deficiencies	3.43	8	3.03	10	2.89	6	3.47	7	3.33	6	3.20	5	3.23	5
Fear and stress	3.78	3	3.23	9	3.44	4	3.76	2	3.73	2	3.80	3	3.62	4
Peer group	3.50	5	3.59	6	2.88	7	3.88	1	3.27	7	2.20	10	3.22	8
Health and well being	3.49	6	3.65	4	2.78	8	3.60	5	3.13	8	2.75	7	3.23	5
Interest in a course	3.70	4	3.92	3	3.56	3	3.59	6	3.60	3	3.60	4	3.66	3
Procrastination	3.46	7	3.54	7	3.39	5	3.30	9	3.53	5	2.10	11	3.22	8
Maturity	3.87	1	3.62	5	4.11	1	3.76	2	4.20	1	4.20	1	3.96	1

254 **Note:** ARC = Architecture students; BDT = Building Technology students; QTS = Quantity
 255 Surveying students; EST = Estate Management students; SGF = Surveying and
 256 Geoinformatics students; URP = Urban and Regional Planning students.

257
 258 The results in Table 7 shows that, among the student related factors affecting academic
 259 performance, 'maturity' was ranked first by the undergraduate students in construction
 260 related disciplines in Bells University of Technology as the most factor affecting their
 261 academic performance. 'Study strategies' was ranked second and 'interest in a course' third,
 262 while 'academic competence' was ranked the least among the student related problem
 263 factors.

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269 **Table 8. Home related factors influencing academic performance of undergraduate**
 270 **students**

Problem Factors	ARC		BDT		QTS		EST		SGF		URP		Average	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Family background	3.33	2	3.31	6	3.33	2	3.53	5	3.52	1	2.94	2	3.33	2
Religion	3.37	1	3.61	4	3.41	1	3.59	4	3.51	2	3.34	1	3.47	1
Home problems e.g. break ups of parent	3.17	6	3.85	1	2.86	4	3.68	1	3.20	4	2.70	3	3.24	3
Personal or family crisis	3.27	3	3.67	3	3.00	3	3.63	3	3.24	3	2.55	4	3.23	4
Financial problem	3.20	4	3.60	5	2.53	6	3.66	2	3.13	5	1.80	6	2.99	6
Pampering	3.00	5	3.69	2	2.83	5	3.33	6	3.06	6	2.40	5	3.05	5

271 **Note:** ARC = Architecture students; BDT = Building Technology students; QTS = Quantity
 272 Surveying students; EST = Estate Management students; SGF = Surveying and
 273 Geoinformatics students; URP = Urban and Regional Planning students.
 274

275 The results in Table 8 shows that, among the home related factors affecting academic
 276 performance, 'religion' was ranked first by the undergraduate students in construction related
 277 disciplines in Bells University of Technology as the most factor affecting their academic
 278 performance. 'Family background' was ranked second and 'home problems' third, while
 279 'financial problem' was ranked the least among the home related problem factors.
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281
 282 **Table 9. Lecturer related factors influencing academic performance of undergraduate**
 283 **students**

Problem Factors	ARC		BDT		QTS		EST		SGF		URP		Average	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Training and teaching style	3.42	2	3.53	1	3.89	1	3.20	4	3.80	1	3.60	1	3.57	1
Heavy course workload	3.52	1	3.37	4	3.35	3	3.69	1	3.49	2	3.24	3	3.46	2
Mastery of the subject matter	3.32	3	3.46	2	3.22	4	3.64	2	3.32	3	2.92	4	3.44	3

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Discussion of topics in a short period of time	3.26	4	3.38	3	3.21	5	3.47	3	3.17	5	2.65	5	3.19	5
Frequently out/absent from class	3.22	5	3.08	5	3.78	2	3.18	5	3.30	4	3.38	2	3.32	4

284 **Note:** ARC = Architecture students; BDT = Building Technology students; QTS = Quantity
285 Surveying students; EST = Estate Management students; SGF = Surveying and
286 Geoinformatics students; URP = Urban and Regional Planning students.

287
288 The results in Table 9 shows that, among the lecturer related factors affecting academic
289 performance, 'training and teaching style' was ranked first by the undergraduate students in
290 construction related disciplines in Bells University of Technology as the most factor affecting
291 their academic performance. 'Heavy course workload' was ranked second and 'mastery of
292 the subject matter' third, while 'discussion of topics in a short period of time' was ranked the
293 least among the lecturer related problem factors.

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297 **Table 10. School related factors influencing academic performance of undergraduate**
298 **students**

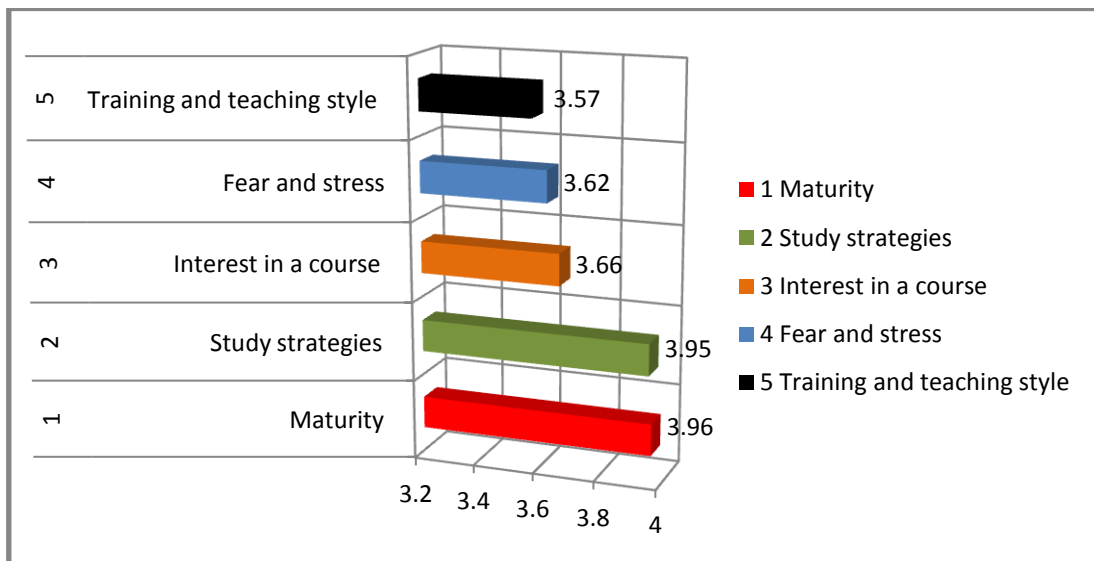
Problem Factors	ARC		BDT		QTS		EST		SGF		URP		Average	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Infrastructure/en vironment for learning	3.30	4	3.51	2	3.51	2	3.35	5	3.40	3	3.40	1	3.41	2
Classroom size	2.80	5	2.82	6	2.75	5	3.15	6	2.70	6	2.12	6	2.72	6
Environmental condition (peace in the locality crisis e.tc)	2.78	6	2.85	5	3.33	3	3.49	4	3.47	2	2.85	4	3.13	5
Classrooms locations	3.65	2	3.24	4	2.67	6	3.65	3	3.29	4	3.18	2	3.28	4
Availability of library references and text books	3.48	3	4.31	1	2.80	4	3.82	1	3.03	5	2.80	5	3.37	3

School time														
schedule and	3.76	1	3.46	3	3.54	1	3.74	2	3.73	1	2.97	3	3.53	1
programmes														

299 **Note:** ARC = Architecture students; BDT = Building Technology students; QTS = Quantity
300 Surveying students; EST = Estate Management students; SGF = Surveying and
301 Geoinformatics students; URP = Urban and Regional Planning students.

302
303 The results in Table 10 shows that, among the school related factors affecting academic
304 performance, 'school time schedule and programmes' was ranked first by the undergraduate
305 students in construction related disciplines in Bells University of Technology as the most
306 factor affecting their academic performance. 'Infrastructure/environment for learning'
307 was ranked second and 'availability of library references and text books' third, while 'classroom
308 size' was ranked the least among the school related problem factors.

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311
312 **Figure 1. Top five ranked problem factors affecting academic performance of**
313 **undergraduate students in construction related disciplines in Bells University of**
314 **Technology, Nigeria.**

315
316 Major problem factors identified by the survey participants have been revealed and shown in
317 figure 1. Results from the empirical analysis revealed that the five main factors influencing
318 academic performance of undergraduate students in construction related disciplines in Bells
319 University of Technology in Nigeria are maturity (mean = 3.96), study strategies (mean =
320 3.95), interest in course (mean = 3.66), fear and stress (mean = 3.62), and training and
321 teaching style (mean = 3.57) as shown in figure 1. However, classroom size (mean = 2.72),
322 academic competence (mean = 2.84) and anxiety (mean = 2.87) among others are the least
323 in ranking with respect to the factors influencing academic performance of undergraduate
324 students in construction related disciplines in Bells University of Technology Nigeria.

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330 **3.3 Test of Hypothesis**

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332 The study tested the following hypothesis:

333 Null hypothesis (H_0): There is no significant degree of agreement between the survey
334 participants and factors affecting academic performance.

335 Alternative hypothesis (H_1): There is a significant degree of agreement between the survey
336 participants and factors affecting academic performance.

337

338 A non-parametric statistics test of Kendall's coefficient of concordance was conducted to
339 establish the degree of agreement or disagreement in response of the survey participants
340 concerning the problem factors that influence academic performance. SPSS version 23 was
341 used to run the test. Result obtained was significant as shown in Table 11.

342

343 **Table 11. Test Statistics for Kendall's Coefficient**

Number	105
Kendall's	0.036
Chi-Square	100.750
Degrees of Freedom	27
Significance Level	0.000

344

345 The null hypothesis (H_0) was rejected. Thus, the study concludes that, there is statistically
346 significant degree of agreement between different departments of the participants
347 concerning their responses on factors affecting academic performance.

348

349

350 **4. DISCUSSION OF FINDINGS**

351

352 An examination of Table 7,8,9 and 10 shows that the problem factors of academic
353 performance were grouped into four, namely; student related factors, home related factors,
354 lecturer related factors and school related factors. Secondly, the figure 1 shows that the top
355 five factors affecting academic performance of undergraduate students in construction
356 related disciplines in Bells University of Technology are: (i) maturity, (ii) study strategies, (iii)
357 interest in course, (iv) fear and stress and (v) training and teaching style. To build on the
358 findings and to utilise the literature effectively, the top five factors affecting academic
359 performance of undergraduate students in construction related disciplines will be discussed
360 individually rather than the four above-mentioned groups.

361

362 **4.1 Maturity**

363

364 The problem factor "maturity", was ranked first overall by the survey participants (mean =
365 3.96). This shows that, maturity is a key factor that influences the academic performance of
366 undergraduate students' in construction related disciplines in Bells University of Technology,
367 Ota, Nigeria. A close examination of Table 3 shows that most of the survey participants were
368 young with age bracket between 14 to 20 years. Is likely that most of the undergraduate
369 students that participated in this survey jump classes during their primary and secondary
370 schools. The findings of [13] are in support that students' age has an important impact on the
371 student's academic performance. Hence students should be allowed to pass through all the
372 necessary level classes during primary and secondary schools so as to be equipped for
373 higher education.

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377 **4.2 Study Strategies**

378

379 The problem factor “study strategies”, was ranked second overall by the survey participants
380 (mean = 3.95). This shows that, study strategies is a factor that influences the academic
381 performance of undergraduate students’ in construction related disciplines in Bells University
382 of Technology, Ota, Nigeria. To help improve students’ academic performance, lecturers in
383 the Universities should encourage and advise undergraduate students on how to study on
384 their own and in group. This will certainly improve their academic performance. This finding
385 is in support of the following researchers; [14, 15, 16, 17, 18], that study strategies
386 influences the academic performance of students.

387

388 **4.3 Interest in Course**

389

390 The problem factor “interest in course”, was ranked third overall by the survey participants
391 (mean = 3.66). This shows that, interest in course is a factor that influences the academic
392 performance of undergraduate students’ in construction related disciplines in Bells University
393 of Technology, Ota, Nigeria. It is important for parents and guidance to know the core area
394 of interest of study of their beloved once rather than forcing them to do a course they do not
395 have interest on. In other words, students’ academic performances are improved when they
396 have interest in courses they are studying. According to [8], attitude to school and
397 development of students’ interest in learning could contribute in improving their academic
398 performance.

399

400 **4.4 Fear and Stress**

401

402 The problem factor “fear and stress”, was ranked fourth overall by the survey participants
403 (mean = 3.62). This shows that, fear and stress is a factor that influences the academic
404 performance of undergraduate students’ in construction related disciplines in Bells University
405 of Technology, Ota, Nigeria. The study of [19] found that academic stress is higher in
406 younger students than older students. And it was revealed in this present study that most of
407 the respondents are young. Therefore, it is important that the University put in place fear and
408 stress management seminar and workshop for students. According to [20], too much stress
409 can expose students to psychological problems such as depression and anxiety resulting in
410 a decreased performance in the academic activities and can affect both the mental and
411 physical health of students. [21] Noted that, effect of stress on students is negative. Several
412 studies have divulged that stress influence academic performance of students [19, 21, 22,
413 23, 24, 25].

414

415

416 **4.5 Training and Teaching Style**

417

418 The problem factor “training and teaching style”, was ranked fifth overall by the survey
419 participants (mean = 3.57). This shows that, training and teaching style is a factor that
420 influences the academic performance of undergraduate students’ in construction related
421 disciplines in Bells University of Technology, Ota, Nigeria. It is important that lecturers in
422 construction related disciplines in Bells University of Technology Ota review their training
423 and teaching style in a way student would understand the lectures very well. The study of
424 [26] found that sequential and visual learning has an important effect on academic
425 performance. The study of [25] revealed that teaching style plays a significant role on the
426 students’ academic performance at College of Business, University Utara Malaysia. The
427 study of [27] shows that poor standards of teaching and lack of teaching resources affects
428 academic performance of students. The studies of [7, 15, 28, 29] also supported that training
429 and teaching style influences academic performance of students.

430

431 **5. CONCLUSION AND RECOMMENDATION**

432

433 There are many factors that affect academic performance of students. This study focused on
434 problem factors which were grouped into student related factors, home related factors,
435 lecturer related factors and school related factors that affect the undergraduate student's
436 academic performance. In other to improve the academic performance of students, better
437 understanding of factors affecting academic performance is of great important. This study
438 set out to explore and investigate problem factors affecting the academic performance of
439 undergraduate students in construction related disciplines in Bells University of Technology
440 Ota with a view to providing understanding on the major problem factors affecting their
441 academic performance. Based on the findings and discussion, it can be concluded that this
442 investigation has indeed divulged data-based evidence that student related factors such as
443 maturity, study strategies, interest in course, fear and stress and lecturer related factor such
444 as training and teaching style to be top five factors affecting academic performance of
445 undergraduate students in construction related disciplines in Bells University of Technology
446 Ota, Nigeria. Secondly, data obtained in this study revealed that, there is statistically
447 significant degree of agreement between different departments of the participants
448 concerning their responses to factors that influence academic performance in construction
449 related disciplines in Bells University of Technology, Ota, Nigeria.

450

451 Based on the findings from this study, the following recommendations were made: (i)
452 **skipping** of classes by students during early education should be discouraged so as to allow
453 students attain maturity level for higher education (ii) students should be allowed to study
454 courses where they have interest on and not to be forced to a particular course in university
455 (iii) universities should organize fear and stress management seminars and workshops for
456 undergraduate students in addition to guidance and counseling sessions with a view to
457 addressing psychological issues that may hinder their academic performance (iv) lecturers
458 should ensure that they adopt a friendly teaching style so as to boost students interest in
459 their desired field of study in the university and topics thought by lecturers should be taught
460 extensively with adequacy in order to facilitate proper understanding among undergraduate
461 students.

462

463

464 **COMPETING INTERESTS**

465

466 Authors have declared that no competing interests exist.

467

468

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